



End Of Year Report

2025-2026



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Introduction

During the 2025–2026 academic year, the President's Diversity, Equity, and Inclusion (DEI) Board brought together 70 faculty, staff, administrators, and students representing all six university divisions to advance institutional priorities related to inclusion, belonging, and student and employee success.

Working through six subcommittees and supported by the Senior Diversity Officers and Steering Committee, the Board aligned its efforts with the 2023–2028 University Strategic Plan and contributed to progress on 13 strategic priorities spanning all four institutional goal areas: Student Success, Faculty and Staff Success, Diversity, Equity and Inclusion, and Internationalization.

This report documents the work undertaken by each subcommittee, including committee membership, strategic priorities addressed, key accomplishments, and outcomes achieved during the academic year. It also serves as the official annual record of DEI Board activities and progress documented through the university's assessment and planning processes.

A summary of expenditures is provided in Appendix A, and an overview of the strategic initiatives supported by the Board is included in the at-a-glance summary in Appendix B.

Committee Members

Student Recruitment, Retention and Graduation

David Dufault-Hunter, Steering Member
Molly Springer, Chair*
Lesley Davidson-Boyd, Co-Chair*
Brandon Gamble
Carol Hood
Elizabeth Ferreira
Jessica Rivera
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Veronica Guzman
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Kimberly Lopez (Student Representative)

Curriculum and Student Learning

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Claire Todd, Co-Chair
Carmen Beck
Fadi Muheidat*
Jacinda Higgins
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Sarai Maldonado
Jess Nerren
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Staff Recruitment, Retention and Development

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Alisha Beal, Chair
Sara Garcia, Co-Chair
Gerard Au
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Kalie King
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Alumni and Community Outreach

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Programming

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Rina Nolasco
Katie Luther
Taraneh Tabatabai*
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Michelle Marin-Martinez*
Ashely Smith (Student Representative)

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Student Recruitment, Retention, and Graduation

Charge

The Student Recruitment, Retention & Graduation Subcommittee advances institutional strategies that promote equitable access, student success, and degree completion for all students. The subcommittee identifies and recommends evidence-informed practices that reduce barriers to enrollment, strengthen belonging, and foster academic achievement and holistic well-being throughout the student lifecycle. Through the review of student success data, collaboration with academic and student support units, and engagement with K–12, community college, and alumni partners, the subcommittee develops recommendations that improve recruitment, persistence, graduation, and post-graduation success while ensuring student voices inform institutional priorities.

Responsibilities

- Identify promising practices that enhance equitable access and reduce barriers to enrollment.
- Recommend strategies that cultivate belonging, academic momentum, and holistic well-being throughout the student journey.
- Monitor student success data and key performance indicators to identify equity gaps and recommend responsive interventions.
- Partner with colleges, student support units, K–12 schools, and community colleges to strengthen recruitment, persistence, and graduation efforts.
- Amplify student voice in shaping policies, programs, services, and outreach initiatives.
- Promote alumni engagement that supports student recruitment, mentoring, career readiness, and student success.

Initiatives

Goal 1, Objective 1.1, Strategy 3

Redesign online interface for easier student awareness and access to relevant university resources.

The Student Recruitment, Retention, and Graduation Subcommittee collaborated with the San Bernardino City Unified School District (SBCUSD), Associated Students, Inc. (ASI), the Yotie Oso Program, Enrollment Management, and the YOURS (AANHPI) Student Support Program to support Pacific Island Culture Night, a community-centered event designed to strengthen connections between CSUSB and Asian American, Native Hawaiian, and Pacific Islander (AANHPI) students and families. The event increased awareness of university resources, programs, and support services by providing students and families with direct access to campus representatives and information in a welcoming and culturally affirming environment. By improving visibility and familiarity with available resources prior to enrollment, the initiative supported the objective of enhancing student awareness of and access to university services. The event also strengthened community partnerships and informed future outreach efforts aimed at reducing barriers to engagement and improving resource navigation for prospective and current students.

Goal 1, Objective 1.1, Strategy 9

Strengthen cross-divisional collaborative partnerships to provide students with holistic and supportive experiences.

The Student Recruitment, Retention, and Graduation Subcommittee partnered with the Office of Black Student Success to support the Umoja Conference focused on transfer student success for Black and Pan-African students. Through cross-divisional collaboration, the conference increased opportunities for prospective transfer students to engage with campus resources, student support programs, faculty, staff, and peers prior to matriculation, strengthening pathways to connection and belonging.

The initiative advanced holistic student support by integrating academic, social, and cultural dimensions of the transfer experience and reinforcing the university's commitment to inclusive excellence. The collaboration also strengthened partnerships among campus units serving transfer students and provided insights to inform future outreach, transition programming, and student support efforts aimed at improving recruitment, engagement, and long-term student success outcomes for Black and Pan-African students.

Goal 1, Objective 1.1, Strategy 11

Support the authentic implementation of and equitable student participation in High Impact Practices (HIPs).

The Student Recruitment, Retention, and Graduation Subcommittee collaborated with Admissions, Student Recruitment, and Enrollment Management to support the CSUSB NextGen Conference, an initiative designed to promote recruitment, engagement, and student success for first-generation students. The conference increased awareness of campus resources, support programs, and educational opportunities available to first-generation students and their families through direct engagement with members of the CSUSB community.

Importantly, the initiative advanced equitable access to High Impact Practices (HIPs) by introducing participants to opportunities such as undergraduate research, leadership experiences, learning communities, internships, and other forms of engaged learning that contribute to student success and belonging. The conference also strengthened pathways to participation by connecting students and families with campus partners, support networks, and programs designed to reduce barriers to engagement. Insights gained through the event will inform future outreach and programming efforts aimed at expanding equitable participation in HIPs among first-generation students.

Curriculum and Student Learning

Charge

The Curriculum & Student Learning Subcommittee promotes excellence in teaching and learning by recommending strategies that embed inclusive, equity-minded practices throughout the curriculum. The subcommittee supports academic innovation, student engagement, and equitable learning outcomes while helping prepare graduates to thrive in an increasingly diverse, interconnected, and global society.

Responsibilities

- Recommend approaches for embedding inclusive, equity-minded pedagogy across academic programs and curricula.
- Support faculty in developing learning experiences that foster critical thinking, cultural competence, and global perspectives.
- Guide the development of curriculum structures that promote equitable learning outcomes and remove barriers to student success.
- Identify and monitor indicators related to student learning, high-impact educational practices, and equitable participation in experiential learning opportunities.

Initiatives

Goal 3, Objective 3.1, Strategy 4.1

Enhance equity and inclusion in our curricula including pedagogy and assessment.

The Curriculum and Student Learning Subcommittee advanced equity and inclusion in teaching and learning by supporting faculty participation in professional development initiatives focused on inclusive and equity-minded instruction. During the academic year, the subcommittee supported eight faculty members in implementing Equity-Minded Teaching practices within their courses and three faculty members in incorporating Disability, Justice, and Accommodation training into their coursework. Collectively, these efforts increased institutional capacity for inclusive pedagogy and accessibility-centered teaching practices by integrating equity considerations into

curriculum design, instructional delivery, and assessment. The initiative contributed to the creation of more equitable and supportive learning environments for diverse student populations while establishing a foundation for continued expansion of faculty development opportunities focused on inclusive excellence and student success.

Goal 3, Objective 3.2, Strategy 51

Expand alumni engagement in career development and mentorship programs for students and recent graduates from historically underrepresented groups.

The Curriculum and Student Learning Subcommittee collaborated with the Alumni and Student Recruitment Subcommittees to expand alumni engagement opportunities that support career development and student success for historically underrepresented student populations. During the academic year, the subcommittee supported an Alumni AI and Career Readiness event that connected students with alumni, faculty, and industry perspectives on emerging career pathways, workforce preparation, and the evolving role of artificial intelligence across professions. The event increased student access to alumni mentorship, professional networks, and career readiness resources while strengthening connections between academic experiences and workforce opportunities. In addition, the development of Alumni Career Readiness video resources created scalable opportunities to embed alumni perspectives, career journeys, and professional insights directly into coursework, extending the reach of mentorship and career exploration to a broader student population. These efforts established a foundation for continued expansion of alumni engagement strategies that support equitable access to career development opportunities and strengthen pathways from education to employment for historically underrepresented students.

Staff Recruitment, Retention, and Development

Charge

The Staff Recruitment, Retention & Development Subcommittee advances strategies that strengthen equitable employment practices, professional

growth, employee engagement, and workplace well-being. The subcommittee evaluates institutional climate, recommends initiatives that support staff success, and promotes a culture where all employees feel valued, connected, and empowered to contribute to the university's mission.

Responsibilities

- Recommend practices that strengthen equitable recruitment, hiring, onboarding, retention, and advancement opportunities across the university.
- Identify strategies that enhance staff well-being, engagement, recognition, and sense of belonging, utilizing institutional climate and HERI survey findings to inform recommendations.
- Promote professional development pathways that recognize staff contributions and strengthen institutional effectiveness.
- Monitor staff climate indicators and assess progress toward creating an inclusive, supportive, and thriving workplace.
- Recommend initiatives that strengthen engagement and collaboration among faculty, staff, and students to foster a connected campus community.

Initiatives

Goal 2, Objective 2.3, Strategy 39

Facilitate awareness of existing HR processes (e.g. IRPs and reclass).

The Staff Recruitment, Retention, and Development Subcommittee advanced awareness and understanding of Human Resources processes by delivering an "HR 101" presentation at the LEARN Conference designed to clarify key HR procedures, timelines, and points of contact for campus employees. These efforts improved transparency and accessibility related to HR processes, including in-range progressions (IRPs), reclassifications, and other personnel-related procedures, helping employees more effectively navigate available pathways and resources. To support continuous improvement, the subcommittee enhanced HR database and process management practices, updated website content, and reviewed business process guides to improve the

accuracy, accessibility, and usability of HR information for campus stakeholders. The subcommittee also initiated development of a centralized glossary of HR process guides for publication on the HR website. Collectively, these efforts established a stronger foundation for consistent communication and service delivery while informing ongoing HR website redesign efforts aimed at improving resource navigation and the overall user experience.

Goal 3, Objective 3.1, Strategy 42

Enhance collaboration between DEI partners across campus to create campus-wide events (e.g. event planning, speakers, employee resource groups).

The Staff Recruitment, Retention, and Development Subcommittee strengthened collaboration among campus DEI partners by engaging affinity centers and supporting campus events through coordinated outreach, promotion, and planning efforts. These collaborations increased opportunities for staff, faculty, and students to participate in affinity groups and expanded cross-functional engagement among DEI Board subcommittees and campus partners. As a result, the subcommittee relaunched the DEI Repository and expanded the campus DEI subject matter expert (SME) network through a Smartsheet-based self-nomination process, improving access to DEI resources, expertise, and collaboration opportunities across the university. The Civility in Action series was also expanded to include three sessions with broader campus participation and student involvement, strengthening dialogue and shared learning around belonging, respect, and inclusive community building. Collectively, these efforts enhanced coordination among DEI partners and established infrastructure to support future campus-wide programming and engagement initiatives.

Goal 2, Objective 2.2, Strategy 33

Increase availability and capacity at the Children's Center and Infant Toddler Lab School.

The Staff Recruitment, Retention, and Development Subcommittee advanced efforts to increase childcare availability and support services by assessing

childcare needs, barriers, and existing resources across the San Bernardino and Palm Desert campuses. In collaboration with the Parent-Student Resource Center and Institutional Research, the subcommittee launched a campus-wide childcare needs survey and reviewed childcare evaluations, MOUs, and external resources, including Bright Horizons, the Employee Assistance Program (EAP), and local childcare providers. These efforts generated data to inform future planning and resource allocation decisions related to childcare access and family support services for students, staff, and faculty. In addition, the subcommittee initiated development of a centralized database of childcare and basic needs resources to improve awareness of and access to available supports. Survey findings and environmental scan results will continue to guide future childcare expansion efforts, partnership development, and resource enhancements designed to support employee well-being, recruitment, retention, and success.

Goal 2, Objective 2.3, Strategy 38

Reimagining how the Staff Development Center can support staff excellence.

The Staff Recruitment, Retention, and Development Subcommittee advanced efforts to reimagine the Staff Development Center by adopting a more holistic approach to employee growth, engagement, and well-being. In collaboration with Recreation & Wellness, the subcommittee delivered 13 wellness sessions that engaged 93 participants and partnered with the Mental Wellness Fellow to facilitate four additional sessions reaching more than 30 participants, increasing awareness and utilization of wellness and mental health resources across campus. The subcommittee also expanded access to professional growth opportunities through increased awareness of career pathways, training resources, Academic Impressions programming, cohort experiences, and collaborations with the Faculty Center for Excellence (FCE). Additional efforts included increased participation in the LEARN Conference and expanded professional development offerings focused on technical skills, industry-specific training, soft skills, work-style assessments, and cultural competency.

Collectively, these initiatives broadened the role of staff development beyond traditional training models to include wellness, career advancement, and community building, resulting in increased access to professional learning opportunities that support employee engagement, retention, and staff excellence. Lessons learned through these efforts will continue to inform the evolution of the Staff Development Center and future employee enrichment programming.

Alumni and Community Outreach

Charge

The Alumni & Community Outreach Subcommittee strengthens meaningful partnerships that advance student success, workforce development, and regional impact. The subcommittee recommends strategies that engage alumni, employers, educational partners, tribal communities, nonprofit organizations, and community stakeholders as collaborators in advancing inclusive excellence, economic mobility, and community well-being.

Responsibilities

- Identify strategies to engage alumni as mentors, ambassadors, volunteers, advocates, and philanthropic partners.
- Strengthen educational pipelines between CSUSB and K–12 schools, community colleges, tribal communities, nonprofits, employers, and regional organizations.
- Recommend initiatives that position CSUSB as a community anchor advancing educational opportunity, workforce development, and social mobility.
- Highlight and promote stories that showcase alumni achievements, student success, and impactful community partnerships.
- Develop and engage an employer advisory council to provide feedback on workforce trends, emerging industry needs, and desired student competencies.

Initiatives

Goal 3, Objective 3.2, Strategy 51

Expand alumni engagement in career development and mentorship programs for students and recent graduates from historically underrepresented groups.

The Alumni and Community Outreach Subcommittee expanded alumni engagement in career development and mentorship opportunities for at-risk, first-generation, and historically underrepresented students through the design and implementation of a three-part career readiness program. The initiative combined skill-building in professional networking, alumni perspectives on the evolving role of artificial intelligence across industries, and structured opportunities for students to engage directly with alumni mentors and professional networks. The program increased access to career readiness resources, alumni mentorship, and professional connections while helping students build confidence navigating an increasingly dynamic workforce environment. By bringing together alumni, students, faculty, and community members from diverse industries, the initiative strengthened pathways between academic experiences and career opportunities and expanded students' exposure to emerging career fields and technologies. Collaboration with the DEI Board Faculty Recruitment, Retention, and Development and Student Recruitment, Retention, and Graduation Subcommittees further strengthened cross-campus partnerships and established a foundation for continued expansion of alumni engagement strategies that support equitable access to mentorship, networking, and career development opportunities.

Faculty Recruitment, Retention, and Development

Charge

The Faculty Recruitment, Retention & Development Subcommittee promotes strategies that strengthen faculty excellence through equitable recruitment, retention, professional growth, and leadership development. The subcommittee recommends policies and practices that foster an inclusive academic environment where faculty from all backgrounds can thrive,

contribute to student success, and advance the university's teaching, research, scholarship, and service mission.

Responsibilities

- Recommend approaches to recruit and retain faculty who reflect the richness of our region and bring diverse strengths to the university's academic mission.
- Support evidence-informed pathways for mentorship, teaching development, scholarship support, and leadership opportunities.
- Identify structures that promote equitable workload distribution, transparent evaluation, and career advancement.
- Evaluate and recommend faculty development initiatives that strengthen inclusive pedagogy, culturally responsive teaching, and scholarly excellence.
- Promote practices that foster belonging, collaboration, and professional success throughout the faculty experience.

Initiatives

Goal 3, Objective 3.1, Strategy 4.1

Enhance equity and inclusion in our curricula including pedagogy and assessment.

The Faculty Recruitment, Retention, and Development Subcommittee advanced equity and inclusion in teaching and learning by supporting the development of a Faculty Learning Community (FLC) focused on equitable and evidence-based classroom evaluation practices. Developed in collaboration with the Retention, Promotion, and Tenure (RPT) Task Force and faculty leaders in peer coaching and observation, the initiative emphasized best practices in peer review of teaching, including structured pre- and post-observation processes, the use of multiple sources of evidence, and developmental approaches to feedback and improvement. The initiative strengthened institutional capacity for more consistent, transparent, and equitable approaches to evaluating teaching effectiveness across colleges while promoting inclusive pedagogical practices and reducing potential bias in classroom observation processes. Participants will serve as trained evaluators

and resources within their colleges, supporting the dissemination of improved classroom visitation tools and peer observation practices. Lessons learned through the FLC will continue to inform efforts to enhance equity, consistency, and developmental support within faculty evaluation and teaching practices across the university.

Goal 3, Objective 3.2, Strategy 45

Create a directory of DEI experts across campus and a repository of DEI resources.

The Faculty Recruitment, Retention, and Development Subcommittee advanced the development of a campus-wide network of DEI expertise by launching an Equity Champions initiative and identifying faculty leaders with experience and interest in diversity, equity, and inclusion issues related to faculty recruitment, retention, evaluation, and advancement. Following a campus-wide call in April, six faculty members representing colleges across the university expressed interest in serving as Equity Champions.

The initiative expanded institutional capacity to support equitable hiring, evaluation, and retention practices by creating a community of faculty leaders who will collaborate to identify challenges, develop evidence-based best practices, and inform policy recommendations related to faculty success and inclusive excellence. In addition, the subcommittee identified DEI subject matter experts across campus who can provide consultation and guidance to hiring and evaluation committees to strengthen the integration of equity considerations into recruitment, selection, and assessment processes. These efforts established a foundation for continued expansion of the university's DEI expertise network and resource infrastructure in support of institutional and faculty success.

Goal 3, Objective 3.2, Strategy 47

Create annual reporting on DEI progress for each division and college.

The Faculty Recruitment, Retention, and Development Subcommittee advanced institutional accountability and continuous improvement by developing a DEI Progress Survey to support annual reporting on diversity,

equity, and inclusion efforts across colleges and divisions. The survey was informed through engagement with college deans and department chairs and was designed to capture both ongoing initiatives and measurable outcomes related to DEI priorities. During the academic year, the subcommittee supported administrators in developing assessable goals, performance indicators, and outcome measures to strengthen evidence-based planning and evaluation. In addition, the subcommittee developed a core set of institutional questions to assess progress and identify opportunities for improvement over time. These efforts established a foundation for a sustainable annual reporting process that will support longitudinal assessment of DEI progress, inform institutional decision-making, and guide future strategy development. The survey instrument will continue to be refined and is scheduled for campus administration during the Fall 2026 semester.

Goal 3, Objective 3.2, Strategy 48

Recognize and reward members of the university community who demonstrate a commitment to diversity, equity, and inclusion.

The Faculty Recruitment, Retention, and Development Subcommittee advanced efforts to recognize and reward contributions to diversity, equity, and inclusion by establishing the Excellence in DEI Faculty Award. Modeled after the Staff DEI Impact Award, the new recognition program honors faculty who demonstrate exceptional commitment to advancing diversity, equity, and inclusion through teaching, research and creative activities, programming, service, and community engagement. During the academic year, the subcommittee developed the award criteria, nomination process, evaluation rubric, and selection procedures to ensure a transparent and sustainable recognition process aligned with institutional values and priorities. By creating a formal mechanism to celebrate and elevate exemplary DEI leadership, the initiative strengthens institutional recognition of inclusive excellence and reinforces the importance of DEI contributions within faculty work. The inaugural award cycle launched in Spring 2026, with recipient recognition planned for Convocation in August 2026, establishing a foundation for

ongoing recognition and celebration of DEI leadership across the university community.

Programming

Charge

The Programming Subcommittee develops, coordinates, and evaluates educational programs and engagement opportunities that foster belonging, cultural awareness, leadership development, and institutional learning. The subcommittee collaborates across the university to deliver meaningful programming that supports students, faculty, staff, alumni, and community partners while advancing the university's strategic priorities.

Responsibilities

- Recommend, coordinate, and assess workshops, lectures, trainings, celebrations, and co-curricular programs that promote belonging, equity-minded leadership, and cultural awareness.
- Support year-round programming that engages students, faculty, staff, alumni, and community partners.
- Develop collaborative initiatives that strengthen institutional climate and celebrate the diverse experiences and contributions of the university community.
- Gather participant feedback, assess program effectiveness, and identify emerging needs to ensure programming remains relevant, responsive, and impactful.

Initiatives

Goal 1, Objective 1.3, Strategy 18

Provide opportunities for students across majors to apply their knowledge in meaningful settings beyond the classroom (e.g. undergraduate research, co-ops, community-institution partnerships, competency-based learning).

The Programming and Student Learning Subcommittee supported experiential learning and student engagement initiatives designed to help students apply

their knowledge and skills in meaningful settings beyond the classroom while strengthening leadership development, career readiness, and inclusive student support. During the academic year, the subcommittee supported student center training associated with the launch of the Neurodiversity Center in the CSUSB Library, equipping student assistants with inclusive and trauma-informed practices to better support neurodivergent students.

The subcommittee also supported the JEDI Student Leadership Retreat, which engaged approximately 45 students in leadership development and cross-cultural community building through collaboration across Affinity Centers. In addition, the third annual Arts and Humanities Career and Internship Fair connected students with career pathways, internship opportunities, and professional networks related to majors across the Arts and Humanities.

Collectively, these initiatives expanded access to experiential learning opportunities, leadership experiences, and career exploration activities that support student engagement, belonging, and post-graduation success.

Lessons learned through these efforts will continue to inform the expansion of High Impact Practices and applied learning opportunities across disciplines and student populations.

Goal 3, Objective 3.1, Strategy 4.1

Enhance equity and inclusion in our curricula including pedagogy and assessment.

The Programming and Student Learning Subcommittee advanced equity and inclusion in curricula, pedagogy, and assessment by supporting initiatives designed to strengthen equity-centered learning and student engagement practices across campus. During the academic year, the subcommittee supported development of *The Community Engagement Toolkit: Centering Equity, Reciprocity, and Care in Community-Engaged Learning*, a student-informed resource created through collaboration among students, faculty, and community partners. The toolkit provides guidance and best practices that promote ethical, reciprocal, and reflective approaches to community-engaged learning through intentional preparation, communication, accountability, and reflection.

The subcommittee also supported the Equity Data Storytelling Forum, which created opportunities for students to share and reflect on their lived experiences navigating campus programs and services. By elevating student perspectives as a source of institutional learning and assessment, the initiative strengthened inclusive feedback mechanisms and informed ongoing efforts to improve programs, services, and educational practices.

Collectively, these initiatives enhanced equity-centered teaching and learning practices, strengthened student engagement and belonging, and expanded the use of student voice and reflection as tools for continuous improvement and inclusive excellence.

Goal 3, Objective 3.1, Strategy 4.2

Enhance collaboration between DEI partners across campus to create campus-wide events (e.g. event planning, speakers, employee resource groups).

The Programming and Student Learning Subcommittee strengthened collaboration among DEI partners across campus by supporting a range of campus-wide events designed to promote cultural awareness, inclusive learning, and community engagement. Through partnerships with academic departments, affinity centers, student organizations, and community members, the subcommittee helped expand opportunities for students, faculty, and staff to engage in dialogue and learning around diverse histories, experiences, and perspectives. Supported initiatives included the celebration of the 100th anniversary of Negro History Week, which increased awareness of the historical significance of Black History Month while highlighting the role of Ethnic Studies in fostering belonging, cultural understanding, and student success. The subcommittee also supported the Black Bazaar, which provided an affirming space to celebrate Black culture, creativity, and entrepreneurship through performances, vendors, artists, and community engagement activities. In addition, the Scholar Zoom Series connected students with nationally recognized scholars, including Pulitzer Prize-winning journalist Eric Lichtblau, whose work on racial injustice fostered critical reflection and dialogue on issues affecting communities locally and nationally.



Collectively, these initiatives strengthened partnerships among campus DEI partners, expanded culturally responsive programming, and increased opportunities for student engagement, learning, and belonging. Lessons learned through these collaborations will continue to inform the development of future campus-wide programming and cross-divisional partnerships that advance inclusive excellence across the university.

DEI Officers Campus Initiatives

Culture of Thriving

During the 2025–2026 academic year, the President's DEI Board partnered with Human Resources to advance the Culture of Thriving, a campus-wide effort designed to strengthen trust, belonging, and well-being across the CSUSB community. Grounded in the University's core values and informed by broad campus engagement, the work establishes shared principles that guide how faculty, staff, and administrators interact as colleagues, educators, and community members.

The Culture of Thriving is built upon four foundational principles: Kindness and Respect, Professionalism and Accountability, Collaboration and Inclusion, and Support for Individual and Collective Success. Together, these principles help promote a campus culture where all members of the CSUSB community feel valued, supported, and empowered to thrive.

The work is informed by Positive Psychology research on workplace well-being and aligns with institutional priorities, including the University's Strategic Plan and Western Senior College and University Commission (WSCUC) expectations related to campus climate assessment and continuous improvement. Although the work was not developed as a direct response to the Higher Education Research Institute (HERI) Campus Climate Survey, the findings highlighted important opportunities to strengthen employee voice, trust, transparency, and organizational culture. Notably, only 23% of staff respondents and 22% of faculty respondents agreed or strongly agreed that they had a voice in decision-making affecting the direction of the University. These findings reinforced the need for intentional efforts to strengthen belonging, communication, and employee engagement and are consistent with WSCUC expectations that institutions assess campus climate concerns, respond to identified areas for improvement, and demonstrate a commitment to continuous institutional learning and improvement.

To introduce and reinforce the guiding principles, two campus-wide engagement opportunities were offered:

- “Enhancing Trust at CSUSB” provided faculty and staff with an opportunity to reflect on the importance of trust, psychological safety, communication, and collaboration in creating a healthy and productive workplace. Through facilitated discussion, participants explored practical strategies for strengthening relationships and fostering a culture of respect and accountability across the institution. The workshop also initiated an important institutional conversation about what trust looks like at CSUSB and the values, behaviors, and practices necessary to build and sustain it.
- “Thrive Chats: Coffee & Bagel Gathering” created an informal space for campus members to connect across divisions, build relationships, and engage in meaningful conversations centered on the Culture of Thriving principles.

Looking ahead, we plan to continue the Trust Workshop series and expand opportunities for employee focus groups to better understand campus experiences and inform future actions. We also plan to continue hosting community-building opportunities that allow faculty and staff to meet new colleagues, deepen existing relationships, and build connections that contribute to trust, belonging, and organizational thriving.

Civility in Action

The Civility in Action Committee continued to advance a culture of respect, belonging, and engagement by offering educational workshops and community outreach opportunities that encouraged meaningful dialogue and strengthened connections across the CSUSB community. Through interactive programming, the initiative equipped students, faculty, staff, and administrators with practical tools to foster inclusive communication, navigate challenging conversations, and build a more welcoming campus environment.

The academic year began with outreach at the Pan African Student Success Center's Welcome Back BBQ, where committee members introduced Civility in Action to new and returning students, shared campus resources, and promoted opportunities for continued involvement. Additional outreach at CSUSB Homecoming expanded awareness of the initiative by engaging alumni, students, families, faculty, and staff through interactive activities and community conversations.

Educational programming included the CiviliTEA Café: Using Robert's Rules for Democratic, Inclusive Meeting Facilitation, which provided participants with practical strategies for creating more inclusive, transparent, and collaborative meetings. The committee also hosted Café Conversations: Navigating Uncivil Interactions Without Crashing Out, an interactive workshop focused on developing effective communication skills, conflict navigation strategies, and respectful dialogue through facilitated discussion and real-world scenarios.

The year concluded with Join the Conversation, an interactive campus event that invited students, faculty, staff, and administrators to share feedback and ideas that will help shape the future of Civility in Action. By encouraging collaboration and community input, the event reinforced the University's shared commitment to cultivating a campus culture grounded in civility, respect, and inclusion.

Collectively, these initiatives expanded awareness of Civility in Action, strengthened campus relationships, and fostered meaningful opportunities for learning, engagement, and dialogue, supporting CSUSB's ongoing commitment to creating a campus community where every member feels welcomed, respected, and empowered to thrive.

Growing Leadership Opportunities for Women (GLOW)

The President's DEI Board continued to support Growing Leadership Opportunities for Women (GLOW), a campus-wide initiative established in Fall 2023 to foster leadership development, networking, and professional growth

for women at CSUSB. With a community of more than 150 faculty, staff, and administrators, GLOW provides opportunities for members to connect, exchange ideas, and support one another in achieving personal and professional goals.

During the 2025–26 academic year, GLOW continued to host semesterly Lunch & Learn events for members and allies. During Fall 2025, a panel session was held entitled *"Barriers and Bridges: How Women Are Shaping Governance, Strategy, and Culture."* The event featured four women leaders from across CSUSB representing different divisions and leadership levels. In Spring 2026, GLOW partnered with the American Council on Education Women's Network of Southern California and brought together 300 attendees from 23 colleges and universities across the region. Centered on the theme *"Leading on Our Own Terms,"* the sold-out event became the largest gathering in the history of the network and featured distinguished higher education leaders who shared insights on leadership, resilience, and professional growth while encouraging participants to pursue leadership pathways aligned with their values, experiences, and aspirations.

In addition to its Lunch & Learn programming, GLOW participated in a mentorship program that paired CSUSB faculty and staff with colleagues from other Southern California institutions based on participants' career development goals. This cross-institutional model expanded access to mentorship, professional networks, and diverse leadership perspectives while strengthening leadership pipelines and fostering collaborative relationships across the Southern California higher education community.

CSUSB Leadership Academy

The CSUSB Leadership Academy was launched in Fall 2025 as a professional development opportunity to cultivate leadership capacity among faculty and staff and strengthen the university's leadership pipeline. The Academy advances Goal 2: Faculty and Staff Success of the Strategic Plan and emerged, in part, from campus climate findings that highlighted opportunities to strengthen employee voice, communication, collaboration, and institutional

engagement. The inaugural cohort brought together a diverse and cross-divisional group of faculty and staff committed to personal and professional growth. Facilitated entirely by internal subject matter experts, the Academy delivered programming on leadership values and styles, communication, conflict management, strategic thinking, leadership philosophies, and inclusive leadership practices. Through interactive workshops, reflective activities, and collaborative learning experiences, participants developed leadership competencies while building meaningful relationships across divisions, departments, and employee groups.

Participant feedback and assessment data from the inaugural cohort are informing enhancements to future cohorts as the Academy continues to evolve in support of institutional excellence, employee success, and long-term strategic priorities.

Juneteenth

The Senior Diversity Officers partnered with campus stakeholders to host an in-person watch party for the California State University Systemwide Juneteenth Commemoration, providing the campus and regional community with an opportunity to collectively honor the history and significance of Juneteenth. Held in the Santos Manuel Student Union North, the event featured opening remarks by Dr. Marc Robinson, Associate Professor of History, followed by participation in the CSU systemwide virtual program. Bringing faculty, staff, and students together in a shared space fostered reflection, meaningful dialogue, and a renewed commitment to advancing equity and belonging across the university.

To further enhance the experience, attendees participated in community-building activities, enjoyed lunch, and received educational resources through a curated book giveaway, encouraging continued learning and engagement beyond the event. By combining an in-person, local celebration with the virtual CSU event, the gathering strengthened campus connections while reaffirming CSUSB's commitment to honoring history, promoting inclusive excellence, and fostering a culture of belonging for all.

Financial Summary Sheet

The following table provides a financial summary for the academic year 2025–2026.

Sub-Committee	Amount (\$)	Goal, Objective, & Strategy
Student Recruitment, Retention, and Graduation	\$3,000	Goal 1, Objective 1.1, Strategy 3
Student Recruitment, Retention, and Graduation	\$3,000	Goal 1, Objective 1.1, Strategy 9
Student Recruitment, Retention, and Graduation	\$4,000	Goal 1, Objective 1.1, Strategy 11
Curriculum and Student Learning	\$5,500	Goal 3, Objective 3.1, Strategy 41
Programming and Student Learning	\$4,100	Goal 1, Objective 1.3, Strategy 18
Programming and Student Learning	\$3,000	Goal 3, Objective 3.1, Strategy 41
Programming and Student Learning	\$2,900	Goal 3, Objective 3.1, Strategy 42
Faculty Recruitment, Retention, and Development	\$10,000	Goal 3, Objective 3.1, Strategy 41
Staff Recruitment, Retention, and Development	\$5,000	Goal 3, Objective 3.1, Strategy 42

Staff Recruitment, Retention, and Development	\$5,000	Goal 2, Objective 2.3, Strategy 38
Alumni and Community Outreach	\$5,532	Goal 3, Objective 3.2, Strategy 51

Appendix B: Strategic Plan Priorities Advanced in 2025–2026

Goal 1: Student Success

- Redesign online interface for easier student awareness and access to relevant university resources.
- Strengthen cross-divisional collaborative partnerships to provide students with holistic and supportive experiences.
- Support the authentic implementation of and equitable student participation in High Impact Practices (HIPs).
- Provide opportunities for students across majors to apply their knowledge in meaningful settings beyond the classroom (e.g. undergraduate research, co-ops, community-institution partnerships, competency-based learning).

Goal 2: Faculty and Staff Success

- Reimagining how the Staff Development Center can support staff excellence.
- Facilitate awareness of existing HR processes (e.g. IRPs and reclass).

Goal 3: Diversity, Equity, and Inclusion

- Enhance equity and inclusion in our curricula including pedagogy and assessment.
- Enhance collaboration between DEI partners across campus to create campus-wide events (e.g. event planning, speakers, employee resource groups).
- Create a directory of DEI experts across campus and a repository of DEI resources.
- Create annual reporting on DEI progress for each division and college.
- Recognize and reward members of the university community who demonstrate a commitment to diversity, equity, and inclusion.
- Expand alumni engagement in career development and mentorship programs for students and recent graduates from historically underrepresented groups.

* Strategies marked with an asterisk were supported, in whole or in part, through Strategic Plan funding.