

2018 University Diversity Committee Report

California State University, San Bernardino

Submitted by Dean Cesar Caballero

August 22, 2018

Introduction

California State University, San Bernardino is committed to promoting diversity in all of its aspects and manifestations. Our students, faculty, and staff, reflecting the rich tapestry of humanity, comprise an energetic, highly eclectic global community, dedicated to fostering an affirmative working and learning environment for all.

Conversations on Diversity Series

CSUSB created an opportunity to have meaningful conversations on diversity topics by developing a subcommittee under the University Diversity Committee (UDC) entitled, “Conversations on Diversity Series.” The Conversations on Diversity Series began in spring of 2005 with a lecture on “Culture and Gender through Dance,” facilitated by Maura Owens Townsend, Artistic Director of Project 21, an initiative of The National Center for Public Policy Research to promote the views of African-Americans whose entrepreneurial spirit, dedication to family and commitment to individual responsibility has not been traditionally echoed by the civil rights establishment.

The series continues to bring exciting, sought-after speakers to campus three times a year (Fall, Winter and Spring), allowing for meaningful conversations on various topics of diversity, including race, ethnicity, disabilities, age, religion, sex, gender, and homosexuality. Events are free and usually take place on a Tuesday, Wednesday or Thursday in the Santos Manuel Student Union.

Three renowned speakers visited the campus this past year to engage in conversations on diversity-related issues with students, staff, faculty and community. Programs included:

- *1st Generation Latina Boxer: Overcoming Obstacles*, featuring speaker and former boxer, Mia St. John, who highlighted the topic of mental health and her experience as a 1st-generation Latina boxer.
- *The Movement* with actor, Ron Jones, who performed and facilitated discussion on the Civil Rights Movement, as it related to conversation on the “Black Lives Matter” movement.
- *Humanizing War: The Experiences of Soldiers and Civilians During Conflict* took us on a harrowing journey as guest speaker, Mr. Haider Newmani shared his personal experience as a young journalist, witnessing and reporting on the unrest in the Middle East and the impact it has on families’ daily living when loved ones are shot before their very eyes.

Over the past 14 years, the Conversations on Diversity Subcommittee has offered 40 events, all well-received, with nearly 500 in attendance at most events. The series continues to expand

topically, ensuring that faculty, staff, students, and campus guests of all ages and backgrounds have opportunities to exchange a full spectrum of views in a safe, affirmative environment. Professors have supported the events by bringing their entire class at their own discretion, offering academic credit to students who attend.

The subcommittee embraces the campus's Mission Statement: "CSUSB ensures student learning and success, conducts research, scholarly and creative activities, and is actively engaged in the vitality of our region. We cultivate the professional, ethical, and intellectual development of our students, faculty and staff so they thrive and contribute to a globally-connected society."

Funding is vital to advance the campus's vision statement, "CSUSB aspires to be a model transforming lives," as well as the goals and objectives of the core values of inclusivity, integrity, respect, social justice, equity, transparency, wellness, and safety," as outlined in the campus's strategic plan. Continuous support of this essential program will ensure that meaningful conversations continue, benefitting the campus's learning and work environment for all.

Budget Request: \$22,000 (Speakers and Venue)

Diversity, Equity and Inclusion (DEI) Institute Training

In the summer of 2017 and AY 2017-18, the Teaching Resource Center (TRC), in collaboration with the University Diversity Committee (UDC), supported the 3rd cohort of the Diversity, Equity and Inclusion (DEI) Institute for our CSUSB Faculty. The work began in June 2017 with a 3-day institute and continued with monthly sessions during the academic year (2017-18). The Institute and the AY sessions provided CSUSB faculty with the time, safe space, support and resources needed to investigate, in an interdisciplinary, collaborative setting, questions regarding diversity, equity and inclusion.

As the campus makes the move to semesters and continues to plan programs and courses, the DEI provided an opportunity to consider how to build attention to diversity, cultural competency, equity, social justice and inclusion in our programs, courses and pedagogies. The faculty cohort explored cultures, life experiences and worldviews different from their own that allowed them, from specific disciplinary or interdisciplinary perspectives, to engage questions of inequality, social justice and struggles around the world for human rights. Participants also investigated evidence-based pedagogical strategies that effectively address the diversity (and the power dynamics inherent in such diversity) in our classrooms and that effectively engage/address student resistance to engaging in questions and content regarding inequality and social justice.

Each DEI faculty member chose a project as his focus for the academic year (Appendix A). Faculty attended follow-up meetings during the 2017-18 academic year. They shared their results via e-Portfolio format.

Number of Participants: Of the 11 faculty members who originally agreed to participate, 9 faculty completed the program.

Short-Term Results:

Each DEI faculty member completed their project and shared their results via Portfolio/ePortfolio format (Appendix A). Because some of the faculty participants preferred not to have their work published, links for just two of the participants are provided.

Longer-Term Results:

At the end of the academic year, participants in the institutes were asked to describe in writing how what they learned in the institute and from implementing the course has shaped subsequent courses they have taught and how, upon reflection a year later, they believe they and their students have changed because of their participation in the DEI. All participants reported seeing long-term effects on the ways they design the content of their courses and in their pedagogical practices. Some excerpts from the participants' e-portfolios can be found in Appendix B. Finally, participants were asked to "write a brief, 3-sentence note to a future participant in this Institute, describing what s/he will get out of it." These responses can be found in Appendix C.

University Diversity Trainers

The University Diversity Committee (UDC) Diversity Trainers provide interactive workshops to explore aspects of human difference, prejudice, biases, and disparities of power in our society and communities in which we work, learn and/or live. Participants explore aspects and impacts of their personal worldview and their personal commitment to CSUSB's diversity mission.

- Diversity Awareness, Inclusion and Equity Workshop designed to introduce basic cultural concepts, definitions, and competencies. (Required for all new employees.)
- Participants learn in an interactive environment that brings about awareness of personal views through group activities and videos as they learn or relearn basic cultural concepts, definitions, and competencies and explore aspects of human differences, prejudices, biases, and disparities of power in our society.
- The UDC Diversity Trainers subcommittee is committed to providing Diversity Awareness and Inclusion training to the campus community.
- Ten diversity trainers rotated throughout FY 2017/2018 to facilitate Diversity Awareness, Inclusion and Equity workshops for 138 attendees and an additional 20 participants who piloted the Mixed Generations in the Workplace at CSUSB, bringing the total number of participants to 158.

- One additional trainer has joined the team. Four trainers attended training during FY 2017/2018. For seasoned diversity trainers, it was an opportunity for professional development, to update their working knowledge of new trends to share with others.
- Diversity trainers completed an additional course offering on the topic of *Mixed Generations in the Workplace at CSUSB*.
- Diversity trainers retreat held at the end of FY 2017/2018 created an opportunity for *Mixed Generations in the Workplace at CSUSB* to be included in the Diversity course selection for the upcoming Staff Development Days in September 2018.

Budget Request: \$22,000.00 (Professional Development.)

Event Funding

The UDC Event Funding Subcommittee had an outstanding year during AY 2017-18. We received 20 requests for funding. With the subcommittee recommendation, the University Diversity Committee co-sponsored and partially-funded 13 diversity-related events at a cost of \$17,150. This translated to an average UDC contribution of \$1,319 per program.

Events ranged from traditional speaking engagements to performances and hands-on experiential events that encouraged all participants to get involved with their local community, both on and off campus. Students were able to learn about places far away from home, through various cultural events and documentary screenings. Through events such as the Black and Brown Conference and the Ability Awareness Fair, students were able to learn about themselves and each other.

As always, students remain the top priority at CSUSB, and the Event Funding Subcommittee of UDC strives to sponsor events that are educational, interesting and relevant to our student population, because it is that interest and spirit of diversity and inclusion that expands horizons, keeping students moving forward throughout their educational experience at CSUSB.

We believe that this goal was accomplished during the past academic year, and we will continue providing excellent student-centered programming that advances the campus's diversity and inclusion goals.

Budget Request: \$25,000.00 (Program funding by individual/department request, per UDC/University guidelines.)

Webpage

In another area of success, the UDC Webpage Subcommittee continues to work hard in updating the UDC web page (<https://www.csusb.edu/diversity-committee>) ensuring ADA compliance and allowing for increased user ease. The website was readied last year for a transfer to a new content management system (Drupal) to fall in line with updated CSUSB campus standards, standardized campus theme, and to increase ease of on-going administration.

YotieTalks

Last year, the UDC introduced a new speaker series, YotieTalks, which is designed to promote discussion of current issues critical to our college campus. This year, in March, the momentum continued, as Dr. Michal Kahout (Department of Geography) engaged attendees in a lively, yet sobering discussion about “The Border Wall.”

In April, a panel discussion explored “American Exceptionalism and American Identity: Past, Present and Future.” The panel featured Dr. Robert Blackey, Dr. Jeremy Murray and Dr. Yvette Saavedra, from the Department of History, and Dr. Mary Texeira, from the Department of Sociology.

In June, Dr. Mary Texeira (Sociology) led attendees again – this time, through “Exploring Race and Class in the #Me Too Movement,” – a topic that remains both timely and important as social justice continues to make its indelible mark on college campuses across the nation.

YotieTalks will continue to provide a forum to bring our campus community together to engage in meaningful discussion surrounding today’s most important issues and hottest topics, allowing everyone an opportunity to teach and learn together. . YotieTalks’ reciprocal discourse brings people together to discover practical solutions to today’s thorniest problems, in a safe, nonthreatening environment.

Symposium

Three years ago, the University Diversity Committee planned and held a Symposium on Race Relations. It was a huge success. This year, the UDC decided to plan and hold a follow up symposium early next year. Towards that end, a Symposium Sub-Committee was organized. Planning for the symposium has begun.

The Symposium Sub-Committee has decided to use social research methodology to obtain information about each topic (issue) and hold meetings to discuss each topic. Towards that end, six Working Groups were organized:

1. Working Group 1. Income Inequalities: Homelessness and Food Insecurities
2. Working Group 2. Health Services

3. Working Group 3. Educational System; School to Prison Pipeline
4. Working Group 4. Criminal Justice System and Gun Violence
5. Working Group 5. Drug Addiction
6. Working Group 6. Future Leaders

Working Groups will research each topic, hold discussions, and prepare a list of recommended possible solutions. Summary notes and recommendations will be presented at the Symposium in March 2019. Members expect the Symposium to result in a list of recommended actions that may create positive change.

Requested budget: \$10,000

CONVERSATIONS ON DIVERSITY SERIES

<u>QUARTER/DATE</u>	<u>TOPIC</u>	<u>SEASON</u>
1. Spring 2005/May 17, 2005	“Culture and Gender through Dance” (Project 21: Race & Sex)	1
2. Fall 2005/October 14, 2005	“Faces of America” (Will and Company: Generational Race, Sex, Cultural)	2
3. Winter 2006/February 7, 2006	“Portraits of Courage” (Will and Company: Race) “Voices of the Flute Revisited” (Ernest Siva: Native American)	2
4. Spring 2006/May 16, 2006	“All the World’s a Stage: From Exclusion to Inclusion” (B.D. Wong: Chinese & Sexual Orientation)	2
5. Fall 2006/November 14, 2006	“Murderball: Smashing Stereotypes” (Mark Zupan: Disability)	3
6. Winter 2007/March 6, 2007	“Si Se Puede” (Julie Chavez Rodriguez, Granddaughter of Cesar E. Chavez: Latino/Farm Labor)	3
7. Spring 2007/May 7, 2007	“Homeless to Harvard” (Liz Murray: Social Class)	3

8. Fall 2007/October 9, 2007	“Immigration Issues” (Laura Diaz: Mexican/Latino)	4
9. Winter 2008/February 19, 2008	“The Song Culture of the Civil Rights Movement” (Bernice Johnson Reagon: African Cultural)	4
10. Spring 2008/May 13, 2008	“Age” (Dorothy E. Inghram: Age – 102)	4
11. Fall 2008/October 23, 2008	“Sex and Gender in the Real World” (Bo Laurent: Transgender)	5
12. Winter 2009/March 10, 2009	“Politics of the Middle East” (Jamal Nassar: Middle East Issues)	5
13. Spring 2009/May 19, 2009	“Surviving the Holocaust” (Eva Brown & Edit Eger: Jewish Comm)	5
14. Fall 2009/November 19, 2009	“The Mass Incarceration of Japanese Americans” (Lane Ryo Hirabayashi: Japanese)	6
15. Winter 2010/February 18, 2010	“Linguistic Profiling & Discrimination” (John Baugh: Race & Cultural)	6
16. Spring 2010/April 20, 2010	“Living Your Dream” (Scott MacIntyre: Disability)	6

17. Fall 2010/October 19, 2010	“Confronting the Use of Native American Mascots” (Charlene Teters: Native American)	7
18. Winter 2011/February 15, 2011	“The New Realities of Socioeconomics In Higher Education” (Anya Kamenetz: Social Class)	7
19. Spring 2011/May 19, 2011	“Stopping Male Gender Violence: Male Activists Past & Present” (Michael Messner: Gender)	7
20. Fall 2011/October 27, 2011	“Chicano! History of the Mexican American Rights Movement” (Dr. Carlos Munoz, JR.: Latino/Race)	8
21. Winter 2012/February 9, 2012	“Race, Religion and Sexuality in the Political Arena” (Ron Oden, Former Mayor of Palm Springs: Race and Sexual Orientation)	8
22. Spring 2012/May 17, 2012	“Waves of Feminism” (Rory Dicker: Gender)	8
23. Fall 2012/October 12, 2012	“PFLAG: Moving Equality Forward” (Panel included Ron Oden, Former Mayor of Palm Springs: Sexual Orientation) - PDC	9
24. Winter 2013/February 7, 2013	“Islamophobia in America” (Chaplin James Yee: Religion & Race)	9

25. Spring 2013/May 7, 2013	“When Johnny and Jane Come Marching Home” (Dr. Paula J. Caplan: VETS/ Disability - Mental Health)	9
26. Fall 2013/October 10, 2013	Muslim Women Panel (Ece Algan)	10
27. Winter 2014/February 13, 2014	The Black-Jew Dialogue	10
28. Spring 2014/May 13, 2014	Moctesuma Esparza	10
29. Fall 2014/October 28, 2014	Is Modernity Inherently Genocidal? (Panel: Timothy Pytell, James Fenelon & Jeremy Murray)	11
30. Winter 2015/February 10, 2015	Black Image: Pop Culture in Media (Anthony S. Blacksher)	11
31. Spring 2015/April 21, 2015	Diversity & Inclusion: Culture Pride in America (Rick Najera)	11
32. Fall 2015/October 20, 2015	My Two Moms: Lessons of Love, Strength, And What Makes a Family (Zach Wahls)	12

33. Winter 2016/February 25, 2016	Domestic Violence: Why I Stayed (Beverly Gooden)	12
34. Spring 2016/May 12, 2016	Overcoming Adversity (Dave Stevens)	12
35. Fall 2016/October 6, 2016	Native American (Living Voices)	13
36. Winter 2017/January 26, 2017	Adding a Little Bit More Color To Your Rainbow (Dr. Jonathan Higgins)	13
37. Spring 2017/April 25, 2017	Living History: Surviving the Holocaust (Dr. Edith Eva Eger)	13
38. Fall 2017/October 24, 2017	1st Generation Latina Boxer: Overcoming Obstacles (Mia St. John)	14
39. Winter 2018/February 20, 2018	The Movement (Ron Jones)	14
40. Spring 2018/May 8, 2018	Humanizing War: the Experiences of Soldiers and Civilians During Conflict (Haider Newmani)	14

Diversity Topics Covered:

Race, Sex, Age, Cultural, Disability, Social Class, Generational, Sexual Orientation and various aspects of Religion

Diversity, Equity and Inclusion (DEI) Institute Training

Appendix A – Participants and Projects

Who?	What?
Nancy Acevedo-Gil	Final project materials still in process.
Leslie Bryan	Course Redesign: Addressing the racial/social tensions found in K-12 through university classrooms and how lessons in <i>Empathy Through the Arts</i> can help address these tensions.
Andre Harrington	Course Redesign and GE Pathway Development: Team collaboration with Faculty from the Art Department and Sociology to create a course (s) directly-related to community activism and art/craft- related activities. Exploration of different cultural perspectives as they may or may not relate to a marginalized community. Participation in the GE Pathway development for the CSUSB campus conversion with DEI principles in mind.
Brian Heisterkamp	<p>Course Redesign: COMM 400: Communication Research Methods fully online course. This redesign involved incorporating DEI in Universal Design for Learning, the promising syllabus, and applying DEI in the online classroom.</p> <p style="text-align: center;">E-Portfolio Link:</p> <p style="text-align: center;">https://docs.google.com/document/d/1gucp3Bqd-PThLrKdcQle4xLWjufel6o_Acyc0oLWklk/edit?usp=sharing</p>
Nicole Henley	Accepted, but did not complete DEI.
Salome Kapella-Mshigeni	Course Redesign: Healthcare Policy and Law (HSCI 455): included and openly discussed issues regarding diversity, specifically, how diversity should be practiced in the healthcare industry.
Rachel Keener	<p>Wellness Workshop Redesign:</p> <p>Incorporation of DEI into the creation, assessment and instruction of Counseling and Psychological Services Wellness Workshops across campus.</p> <p style="text-align: center;">E-Portfolio Link:</p> <p style="text-align: center;">https://portfolium.com/pp/F9B4B1FC-D3E8-3D15-EEAC-6330B3981166</p>

José Munoz	Course Creation and Research: Incorporating DEI into community-based research (CBR) in personal teaching and research: (1) New course creations (Introduction to Community-Based Research and Applied Sociology); (2) Introduction of CBR content in current courses (SOC 301/SOC 600//SOC 590); (3) Continued research with grounding in DEI principles (immigrant client and social work matches in Riverside).
Jeremy Murray	Course Redesign and Personal Self-Exploration: Exposure and intensive analysis of unexamined biases; application of self-exploration DEI work into work as a teacher/teaching style/materials/subjects and lessons in <i>Asian Cultural Traditions</i> class along with all other courses.
Alison Patty-Ragguette	<p>“My goals were to develop a strong sense of equity and inclusion and understand how I can confront issues of racism and other prejudices in my classroom, with colleagues and in the art world. One of my main interests was to explore why there is such a lack of diversity in ceramics and how to create a more inclusive field. The following are the main outcomes from my participation in the Diversity, Equity and Inclusion FLC”</p> <ol style="list-style-type: none"> 1) Revision of Course Syllabus to include DEI. 2) Curated an exhibition (“Humanize”) at the Boehm Gallery 3) Developed a new body of artwork called the “Melanin Series,” exploring DEI concepts. 4) Developed (ongoing) research topic of “Diversifying Ceramics into an Expanding Field”
Angie Otiniano-Verissimo	Accepted, but did not complete DEI.

Appendix B – Excerpts from E-Portfolios

“In terms of a ripple effect, I believe the project and the Institute has increased my awareness of DEI and social justice issues on the campus. There have been some challenges in my department related to faculty search committees, and the thinking and ideas expressed in this institute have empowered me to be more vocal about the importance of diversifying our tenure-track faculty.”

This FLC was a truly profound experience for me that empowered me to pursue this work. I have a clearer sense of my own identity as a white, female professor and what I can do to create safe and equitable space for my students. I now have the knowledge and confidence to engage in the dialogue of race, and I am considering how to develop it further into my research. This

FLC gave me the opportunity to identify my “blind spots,” be vulnerable, and listen to others’ experiences.”

“I would like to thank the TRC grant for this wonderful learning opportunity that provided me a platform to learn and share with others during this summer institute. I will continue the work of diversity and inclusion in our classroom setting so as to prepare not only my department but also the University [to] become college ready and embrace this concept as we grow and transform into a quarter to semester system.”

Appendix C

Responses to the prompt, “Write a brief, 3-sentence note to a future participant in this Institute describing what s/he will get out of it.”

“The Institute will help increase your awareness of the various aspects of diversity and how they impact your professional life – especially in the areas of service and teaching.”

“From this experience, you will certainly be equipped with the knowledge, tools, and platform to discuss difficult matters or complex topics and learn how to present them to your students without the fear of being judged. This is a good platform to guide you and prepare you to take the discussion into the classroom.”

“This [DEI Institute] will help you to become more self-aware. It will help you to see in greater contrast the differences – and similarities – between you and your colleagues. It will also help you to build relationships with faculty members with whom you may never otherwise interact. Participants in this institute will gain an understanding of how racial and social issues affect the pedagogy and teaching of their courses. You will collaborate with colleagues in adapting your courses to include these issues with year-long support from the TRC. Opportunities for self-reflection are embedded throughout the institute which helps move you through the process of transformation.”

“Dear New Participant. Welcome to the DEI Institute. Allow yourself to be challenged, engaged and informed. Be in the moment and dedicate your time to the space provided (mental and physical). Share and observe. We all have baggage, leave yours at the door or be ready to unpack and resort your belongings. Enjoy!”

**Proposed Budget
2018/2019**

University Diversity Committee 2018/19	
PROPOSED BUDGET:	
	\$
Event Funding Requests	25,000.00
Conversations on Diversity	\$ 22,000.00
Diversity Training/Travel	\$ 15,000.00
DEI Institute	\$ 20,000.00
Supplies Services/Hospitality/Duplicating	\$ 25,000.00
Yotie Talks	\$ 10,000.00
Marketing	\$ 3,600.00
Symposium	\$ 10,000.00
TOTAL	\$ 130,600.00











