

HSU Campus Diversity Plan 2013+

From Vision to Action – A Framework for Making and Monitoring Progress

Version dated: 19 September 2014

About the HSU Campus Diversity Plan 2013+

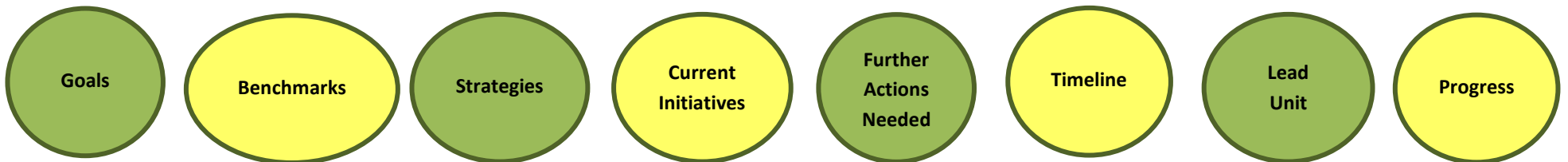
Humboldt State’s longstanding commitment to institutionalizing diversity, equity, and inclusion in all areas of our work appears throughout our campus’ strategic plans and priorities. Across the university, much work has been dedicated – by staff, faculty and students – towards putting these goals into practice. At the same time, much work remains in order to meet the far-reaching goals we have set for ourselves.

In order to uphold this commitment, and to continue this process of institutional improvement and change, the Office of Diversity and Inclusion was charged with overseeing the collaborative creation of **a campus-wide diversity plan that provides a mechanism for benchmarking and evaluating our success as a campus in meeting our stated goals relative to diversity, equity and inclusive student success.** This comprehensive plan – contained in the pages herein – outlines the components, initiatives underway, and strategies necessary to meet HSU’s objective of institutionalizing diversity, equity and inclusivity as core elements of the HSU mission. This campus diversity planning process is founded on five broad goals that summarize the essence of what HSU aspires to achieve:



- Access to Excellence
- Inclusive Excellence
- Faculty & Staff Diversity
- Community Collaboration
- Shared Responsibility for Ongoing Improvement

For more information, visit
www.humboldt.edu/diversity



Goals and Benchmarks

Monitoring progress towards change

This first section outlines the core goals that form the foundation of the HSU Campus Diversity Plan 2013+, the benchmarks (or measures of success) for these goals, and our progress as a campus in reaching the goals/benchmarks we have set for ourselves. These goals/benchmarks serve as the foundation for the ensuing sections of the plan, which highlight the strategies and actions necessary to achieve the goals outlined here.

Key to symbols used in this section

Not yet assessed	Benchmark measures not yet fully assessed
No progress	One or more measure of success is not in line with benchmark (and with no demonstrated progress on any measure in the most recent period of measurement)
Progress	One or more measure of success is not in line with benchmark (but with demonstrated progress on at least one measure evident in the most recent period of measurement)
Success	Measures of success are in line with benchmark

Goal #1: Access to Excellence

Ensuring equality of access to an HSU education

Goal 1a: Ensure equality of access to an HSU education, as evident in a student body that is representative of the population of CSU-eligible California high school graduates, and also representative of the unique role of Humboldt State in serving students from the many tribal communities in our surrounding area

Progress	Undergraduate student body that is proportional to the demographics of CSU-eligible high school graduates in California.
Not yet assessed	Graduate student body that is proportional to [relevant measure(s) to be determined].
No progress	Representation of Native American students within the undergraduate and graduate student body that reflects the unique demographics of the tri-counties area.

Goal 1b: Ensure equity in access to all of HSU's academic programs

Progress	In academic programs where national equity issues exist, student composition that is proportional to the demographics of the HSU student body overall.
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Goal #2: Inclusive Excellence

Ensuring equity and diversity in the experience of all HSU students

Goal 2a: Foster a campus community that is equally welcoming and supportive to all students, faculty and staff, regardless of background

	Progress	Survey data that demonstrates that students, faculty and staff from all backgrounds (race/ethnicity, gender, sexual orientation, disability, veteran status, socio-economic class, religion, nationality, and more) experience and perceive the HSU campus community as inclusive of all, regardless of background.
	Not yet assessed	Measures (specifics to be determined) that demonstrate the capacity of HSU faculty and staff to support HSU diversity goals in the context of their particular roles.

Goal 2b: Acknowledge, support, and infuse diversity in all areas of our work with students (both curricular & co-curricular), as a core part of the educational process that is central to academic success for all students

	Success	Survey data that demonstrates student learning about and <i>curricular</i> experiences with diversity that are at levels consistent with the top 25% of peer campuses.
	Success	Survey data that demonstrates student learning about and <i>co-curricular</i> experiences with diversity that are at levels consistent with the top 25% of peer campuses.
	Not yet assessed	Assessment data demonstrating high levels of student learning in this area, both in diversity-focused curricula and activities and also across the curriculum and co-curricular activities.

Goal 2c: Eliminate the gaps in retention and in graduation for traditionally underrepresented populations

	No progress	Increase in URM student retention rates, such that student retention rates are proportional across race/ethnicity and gender.
	No progress	Absence of gaps in student retention rates across socio-economic class (first-generation and/or low-income background), disability and other key demographic markers.
	Progress	Increase in URM student graduation rates, such that student graduation rates are proportional across race/ethnicity and gender.
	Progress	Absence of gaps in student graduation rates across socio-economic class (first-generation and/or low-income background), disability and other key demographic markers.

Goal 2d: Ensure equity in all areas of student success (from GPA to career success to leadership capacity)

	Progress	Course success rates proportional across race/ethnicity and gender.
	No progress	GPA rates proportional across race/ethnicity and gender.
	Not yet assessed	Enrollment in graduate school proportional across race/ethnicity and gender.
	Not yet assessed	Participation in student leadership opportunities proportional across race/ethnicity and gender.
	Not yet assessed	Participation in applied learning opportunities (internships, on-campus jobs, research opportunities, and study abroad) broadly accessed by students from under-represented groups (and at rates that are, at a minimum, proportional across key demographic indicators).

Goal 2e: Ensure equity in student success within all of HSU's academic programs

	Progress	Absence of gaps in student retention and graduation rates within individual programs, across race/ethnicity and gender.
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Goal #3: Faculty & Staff Diversity

Ensuring equity and inclusiveness in the workplace

Goal 3a: Institutionalize the capacity to contribute to HSU's diversity goals as a core element of all HSU staff, faculty and administrator positions

	Progress	Inclusion of language relative to diversity/inclusion capacity in position announcements for all staff, faculty and administrator positions, as appropriate for each employee category.
	No progress	Inclusion of evaluation metric(s) relative to diversity/inclusion in the evaluation process for all employees, as appropriate for each employee category.
	No progress	Existence of a cross-campus mechanism for recognizing contributions to diversity and inclusion goals from HSU staff, faculty and administrators.

Goal 3b: Increase the proportion of faculty, staff, and administrators from underrepresented groups

	Progress	Employee composition that reflects the demographics of relevant labor pools for each category of staff, faculty or administrator position.
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Goal 3c: Ensure equity in the retention and promotion of faculty, staff, and administrators across underrepresented groups

	Not yet assessed	Retention rates for each employee category proportional across race/ethnicity and gender.
	Not yet assessed	Promotion and/or tenure rates for each employee category proportional across race/ethnicity and gender.

Goal #4: Community Collaboration

Developing partnerships with the off-campus community

Develop infrastructure for collaboration with the off-campus community in addressing issues of inclusiveness in the larger community, in order to best support and retain HSU students, staff and faculty

	No progress	The development of plan and infrastructure for addressing this issue.
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Goal #5: Shared Responsibility for Ongoing Improvement

Monitoring progress towards our goals

Integrate progress towards the institutional expectations and goals identified in this plan as a responsibility that is shared across all campus units, and continually monitor progress towards achieving Goals #1-4 according to the benchmarks identified within this plan.

	Success	Existence of clear structural mechanisms for assessing progress towards the goals and benchmarks identified in this plan.
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Strategies, Action & Progress

Making progress toward change

This next section of the HSU Campus Diversity Plan 2013+ highlights strategies necessary to achieve the goals outlined above, and documents current initiatives and further actions needed to bring that vision into reality. This section of the document serves as a planning document that our campus can use to assess our progress as a campus towards reaching these goals, and thus incorporates components that specify the unit charged with leading each effort, the timeline and status of each project, and our progress towards completion of the action planned and documented herein.

Key to symbols - Status <i>(refers to the project status of each action item)</i>	Not initiated
	Initiated
	Established
	Changed course

Key to symbols - Progress <i>(refers to progress in completing each action item according to schedule)</i>	Not scheduled
	Behind schedule
	On schedule

Strategies for Goal #1: Access to Excellence

Strategies	Further Action Needed	Lead Unit	Status	Timeline	Progress
Strategy 1.1 (Goal 1a): Implement targeted admissions outreach to underrepresented populations within California, including targeted outreach to tribal communities <i>Current Initiatives</i> ♦ Regional recruiters in strategic areas of CA					
	Develop and implement an action plan for undergraduate recruitment, to include analysis of current recruitment trends, outline strategies for achieving this goal, and set applicant targets consistent with this goal	Enrollment Mgmt.	Initiated	2013-14	On schedule
	Develop and implement an action plan for structuring targeted outreach to tribal communities, with an emphasis on the tribal communities in our local area, and to include plan for outreach to currently enrolled students at CR	Enrollment Mgmt.	Initiated	2013-14	On schedule
	Monitor the effects of freshman & program impaction policy to identify any resultant disproportional impact	IRP, Enrollment Mgmt.	Initiated	2013-15	On schedule
Strategy 1.2 (Goal 1a): Develop and sustain targeted pre-college and pre-admissions programs to reach out to potential students from underrepresented groups, and to support students in the process of applying to HSU <i>Current Initiatives</i> ♦ Various programs hosted by EOP, SASOP, Talent Search/TRIO, Upward Bound & others, including TriO/EOP day, Spring PreviewPlus, American Indian College Motivation Day, Latino High School Day, and College Readiness Conference					
	Implement recommendations on supporting undocumented students.	Retention	Not initiated	2014-15	On schedule

Strategies for Goal #1, continued

Strategies	Further Action Needed	Lead Unit	Status	Timeline	Progress
Strategy 1.3 (Goal 1a): Develop and sustain pre-enrollment and post-enrollment initiatives focused on providing access and supporting student success <i>Current Initiatives</i> <ul style="list-style-type: none"> ◆ Summerbridge and other programs to support incoming EOP students ◆ Support services for former foster youth via the ELITE Scholars programs ◆ Comprehensive support services for students with disabilities via the Student Disability Resource Center 					
	Develop plan for funding and implementing additional targeted pre-enrollment "bridge programs" to support new students in the transition to college (cf. EMP 5.3)	Retention	Not initiated	2014-15	On schedule
Strategy 1.4 (Goal 1a): Coordinate and optimize financial aid and scholarship opportunities to best support equitable access to and success at HSU <i>Current Initiatives</i> <ul style="list-style-type: none"> ◆ Financial aid awarding for eligible members of designated "priority groups," which include low-income high schools; EOP/SSS; Veterans; SDRC; ITEPP/INRSEP; former foster youths ◆ "Dream Act" - CA initiative that provides state and institutional financial aid for undocumented students 					
	Increase endowed scholarships, particularly targeted to first-generation college students	Financial Aid, Advancement	Not initiated	tbd	Not scheduled
	Increase financial aid outreach efforts to local undocumented students and local tribal members	Financial Aid	Not initiated	tbd	Not scheduled
Strategy 1.5 (Goal 1b): Develop plan for addressing equity in student access to and success in STEM disciplines <i>Current Initiatives</i> <ul style="list-style-type: none"> ◆ CNRS p/t recruiter focused on recruiting underrepresented students in the Sciences ◆ See initiatives listed under Strategy 2.9 					
	Develop plan for addressing equity in student access to and success in STEM disciplines	CNRS	Initiated	2014-15	On schedule
	Explore options for providing targeted outreach and support to students from groups underrepresented in STEM disciplines	CNRS	Initiated	2013-15	On schedule
	Complete the re-organization and implementation of the new Center for Academic Excellence in STEM	Retention	Initiated	2013-15	On schedule

Strategies for Goal #2: Inclusive Excellence

Strategies	Further Action Needed	Lead Unit	Status	Timeline	Progress
Strategy 2.1 (Goal 2a): Provide campus events and programming that allow the entire campus community (students, faculty, and staff) to explore, learn about and engage with diversity issues, and that support an inclusive campus climate <i>Current Initiatives</i> ♦ See initiatives listed under Strategies 2.2 & 2.5					
	Conduct a campus climate survey (for staff, faculty and administrators) to identify areas of need relative to inclusive campus climate; using data from this and existing student surveys, develop plan for addressing areas of need	IRP	Initiated	2013-15	On schedule
	Finalize re-structure of the bias education team	ODI	Established	2013-14	On schedule
	Review campus procedures for discrimination/harassment reporting to ensure all members of the campus community are aware of how to report incidents, and provided resources for preventing and responding to such incidents	HR, ODI	Not initiated	2013-14	Behind schedule
	Develop and institutionalize support for employee affinity groups that support core campus goals (e.g. Faculty & Staff of Color network, LGBTQ Staff & Faculty network, Women Leaders' Network, etc)	ODI, HR	Not initiated	2015-16	On schedule
Strategy 2.2 (Goal 2a): Provide ongoing professional development opportunities for faculty and staff to enhance capacity for supporting diversity and equity in our work with students <i>Current Initiatives</i> ♦ Institute for Student Success ♦ Various College-level initiatives (e.g. CAHSS Inclusive Classrooms Initiative; CNRS STEM Pedagogy Action Committee; CPS Sustainable Programs initiative, RISS initiatives)					
	Develop mechanism(s) for establishing expectations and accountability around success and inclusivity in teaching/advising/student support, including maximizing participation in existing professional development opportunities	Faculty Affairs Senate c'mtee	Not initiated	2014-15	On schedule
	Review existing professional development offerings in this area, identify gaps, and develop plan for addressing those gaps	Fac Dev Coord; DICAC	Initiated	2013-15	On schedule
Strategy 2.3 (Goal 2a): Integrate opportunities for education and dialogue around diversity and inclusion into orientation programs for all new students and new employees <i>Current Initiatives</i> ♦ (for students) HOP workshop on inclusive community for all new first-time freshmen ♦ (for staff and administrators) Brief orientation to campus diversity is part of the new employee orientation required of all new staff/MPPs ♦ Brief orientation to campus diversity included in new faculty orientation					
	Develop process for offering an orientation to diversity in the campus community to all new transfer students	HOP, ODI	Not initiated	2014-15	On schedule
	Review need and develop process for offering expanded orientation/training on this topic to all new employees (including student employees)	HR, ODI	Not initiated	2014-15	On schedule

Strategies for Goal #2, continued

Strategies	Further Action Needed	Lead Unit	Status	Timeline	Progress
Strategy 2.4 (Goal 2a): Continually monitor university-wide policy-making processes and new initiatives to assess, evaluate and remedy potential areas of disproportional impact (cf EMP 5.7)					
<i>Current Initiatives</i> <ul style="list-style-type: none"> ◆ Ongoing reports and analyses generated by the Office of Institutional Research and Planning 					
	No further actions currently planned.	ODI			
Strategy 2.5 (Goal 2b): Provide curricular opportunities that engage students in gaining enriched understanding of, and tools to engage effectively with, our diverse global society - including the provision of GE courses and Major Programs of study focused around this goal, as well as integration of diverse perspectives across the curriculum					
<i>Current Initiatives</i> <ul style="list-style-type: none"> ◆ Multiple Major Programs dedicated to this purpose (e.g. CRGS, NAS, Int'l Studies, World Language & Culture, & more) ◆ DCG requirement ensures all HSU graduates complete at least two courses in this area ◆ Faculty Diversity Development grant funds provide limited support to faculty for course development in this area 					
	Conduct a review of student learning outcomes in GE courses and Major Programs to evaluate effectiveness in cross-curricular integration of diversity	ODI/Academic Programs	Not initiated	2014-15	On schedule
	Review assessment data from existing DCG courses to evaluate student learning in this area	tbd	Not initiated	tbd	Not scheduled
	Further institutional support for faculty developing new courses (or revising existing ones) that contribute to this goal	tbd	Not initiated	tbd	Not scheduled
Strategy 2.6 (Goal 2b): Provide co-curricular opportunities for students and for the entire campus community (students, staff and faculty) to explore, learn about, and engage with diversity issues					
<i>Current Initiatives</i> <ul style="list-style-type: none"> ◆ Multiple annual campus events focus on engagement around diverse communities and perspectives (e.g. California Big Time, Dialogue on Race, Social Justice Summit, Int'l Education Week, Q-Fest, etc.) ◆ Multiple student engagement and leadership opportunities focused on diversity and social justice issues (e.g. MCC, Y.E.S., & others) ◆ Multiple student-generated clubs that address these issues ◆ Common leadership values for student leadership development at HSU include multiple diversity-related principles 					
	Review student learning outcomes across the co-curriculum to assess (and then integrate, as needed) diversity-related SLOs	SEALS	Initiated	2013-15	On schedule
	Review assessment data for existing activities to gauge the effectiveness of current programming efforts in this area, and to inform further action	D&I Advisory Council	Not initiated	2014-15	On schedule
	Review student survey data to assess areas of need and inform further action	tbd	Not initiated	tbd	Not scheduled

Strategies for Goal #2, continued

Strategies	Further Action Needed	Lead Unit	Status	Timeline	Progress
Strategy 2.7 (Goals 2c, 2d): Develop and sustain targeted student services and programs to support the equitable academic success of underrepresented students <i>Current Initiatives</i> <ul style="list-style-type: none"> ◆ Multiple units (e.g. EOP, SDRC, INRSEP/ITEPP, Latino Peer Mentoring, ELITE Scholars) are dedicated to this purpose 					
	Complete the implementation and re-organization of Cross-Cultural Centers for Academic Excellence and the Center for Excellence in STEM, designed to provide targeted academic and co-curricular support to underrepresented students not served by existing campus programs (cf EMP 5.7)	Retention	Initiated	2013-15	On schedule
Strategy 2.8 (Goals 2a, 2c, 2d, 2e): Develop and implement program-level plans for diversity and inclusive excellence, focused on eliminating disparities in educational outcomes within each academic program <i>Current Initiatives</i> <ul style="list-style-type: none"> ◆ Diversity and inclusive excellence planning is built into the annual program review process for all academic programs 					
	Further develop the benchmarking and accountability mechanism for this diversity planning process	ODI	Initiated	2013-14	On schedule
	Ensure that all programs are given the support and resources necessary to implement appropriate responses to areas of need identified in this process	ODI	Not initiated	2014-15	Not scheduled
Strategy 2.9 (Goal 2c): Develop and implement (university-wide, college-wide, and program-specific) strategies to eliminate asymmetries in course success <i>Current Initiatives</i> <ul style="list-style-type: none"> ◆ Multiple college- and program-level initiatives to improve outcomes in course success and in the remediation curriculum ◆ Supplemental Instruction courses, group tutoring and other Learning Center services ◆ Many components of the Accessible Technology Initiative (ATI) focus on ensuring availability of course-related materials in accessible formats ◆ See initiatives listed under Strategy 2.2 					
	Develop and implement coordinated plan for and approach to course transformation (cf EMP 5.7)	OAA Working Group	Not initiated	2014-15	On schedule
Strategy 2.10 (Goal 2d): Review and assess student participation in co-curricular activities to identify and address any equity issues that may exist					
	Review on-campus student employment data to identify any equity issues that may exist in this area	HR, ODI	Not initiated	2015-16	On schedule
	Review student participation in on-campus career development opportunities and post-campus graduate school to identify any equity issues that may exist in this area	Retention	Not initiated	2015-16	On schedule
	Review student participation in co-curricular activities (such as student leadership, and applied learning opportunities) to identify any equity issues that may exist in this area	SEALS	Not initiated	2015-16	On schedule

Strategies for Goal #3: Faculty & Staff Diversity

Strategies	Further Action Needed	Lead Unit	Status	Timeline	Progress
Strategy 3.1 (Goal 3a): Develop and implement cross-campus mechanisms for building capacity around diversity, equity and inclusion for all HSU staff, faculty and administrators <i>Current Initiatives</i> ♦ See Strategies 2.2 and 2.3 for existing professional development initiatives					
	Institute structures for building metric(s) relative to diversity and inclusion into the evaluation process for all campus employees	HR	Initiated	2013-15	On schedule
	Develop and implement a process for recognizing contributions to campus diversity goals from staff, faculty and administrators across campus	ODI	Not initiated	2014-15	On schedule
Strategy 3.2 (Goal 3b): Include language in all position announcements - as appropriate and relevant to the particular position - that highlights the university's interest in candidates with commitment to and experience working towards the goals described in this campus diversity plan <i>Current Initiatives</i> ♦ All faculty vacancy announcements include such language, and resources are provided to search committees to assist them in evaluating candidates in this area					
	Develop standard template language (with options) appropriate for different staff and administrator job categories, and provide staff/administrator search committees with a clear structure for evaluating candidates on this measure	HR, ODI	Established	2013-14	On schedule
Strategy 3.3 (Goal 3b): Engage staff, faculty and administrators (especially those on hiring committees or acting as hiring authorities) in efforts to recruit individuals from underrepresented groups, and offer the tools and knowledge necessary to accomplish this <i>Current Initiatives</i> ♦ Workshop on "Strategies for Avoiding Unconscious Bias in the Hiring Process" is offered (and required) for all members of faculty search committees ♦ "Affirmative Action Search Advocates" are appointed for each faculty search committee ♦ All MPP search committee orientations include a brief overview of the above workshop					
	Develop mechanism for providing training to all staff and administrator search committee members and hiring authorities on diversity considerations in the hiring process	HR, ODI	Established	2013-14	On schedule
	Develop process for training and appointing "Diversity Search Advocates" to be present in every search committee	HR, ODI	Initiated	2014-15	On schedule
	Develop mechanism for encouraging and supporting academic programs in ongoing networking and outreach (even when a search is not actively in process) to support efforts to broaden and diversify applicant pools for future open positions	APS, ODI	Initiated	2013-14	Behind schedule
Strategy 3.4 (Goal 3b): Broaden and target outreach to underrepresented groups, in recruiting staff, faculty and administrators <i>Current Initiatives</i> ♦ Multiple initiatives in place to broaden and target faculty outreach. For more info, see "Proposed action plan for diversifying the faculty" (April 2012)					
	Begin implementation of comprehensive staff diversity plan that includes detailed plan and process for diversifying our recruitment process for staff/administrator positions (for more info, see "Action Plan for Workplace Diversity at HSU," August 2013)	HR, ODI	Established	2013-14	On schedule

Strategies for Goal #3, continued

Strategies	Further Action Needed	Lead Unit	Status	Timeline	Progress
Strategy 3.5 (Goal 3b): Monitor the search process in order to identify progress towards diversifying the applicant pool					
<i>Current Initiatives</i>					
◆ Before proceeding to interview stage, all applicant pools for full-time faculty search are reviewed for equity by multiple parties, including College Deans, APS and ODI					
	Develop mechanism, in the staff/administrator recruitment process, for monitoring progress towards diversifying the applicant pool	HR, ODI	Not initiated	2013-15	On schedule
Strategy 3.6 (Goal 3c): Develop and implement strategies to support retention of underrepresented staff, faculty, and administrators					
	Further develop plans to support retention of underrepresented faculty, staff, and administrators	HR, ODI	Not initiated	2014-15	On schedule

Strategies for Goal #4: Community Collaboration

Strategies	Further Action Needed	Lead Unit	Status	Timeline	Progress
Strategy 4.1: Develop campus plan for addressing campus-community collaboration around issues of inclusiveness in the larger community					
	Develop campus plan for addressing campus-community collaboration toward this goal	tbd	Not initiated	tbd	Not scheduled

Strategies for Goal #5: Shared Responsibility for Ongoing Improvement

Strategies	Further Action Needed	Lead Unit	Status	Timeline	Progress
Strategy 5.1: Produce annual reports to campus on progress towards campus diversity goals					
<i>Current Initiatives</i>					
◆ Annual reports from the Office of Diversity and Inclusion					
	Review annual campus diversity reporting process to ensure alignment with goals/benchmarks outlined above	ODI	Established	2013-14	On schedule
Strategy 5.2: Integrate identification of unit-level diversity and inclusive excellence goals, and evaluation of unit-level progress towards those goals, into program evaluation processes for all campus units					
<i>Current Initiatives</i>					
◆ Diversity and inclusive excellence planning is built into the annual program review process for all academic programs					
◆ Analysis and discussion of diversity and equity issues are included in the annual review process for all student services units					
	Develop and implement a structure for evaluating unit-level progress towards diversity and inclusive excellence goals for units that are neither academic programs nor student services units	tbd	Not initiated	2015-16	On schedule