



## **Focused Diversity, Equity, & Inclusion (DEI) Mapping Report Humboldt State University (HSU)**

### **A) Diversity, Equity, & Inclusion (DEI) Mapping Project Undertaken:**

In December 2020 through Winter 2021, Halualani & Associates conducted a **focused diversity, equity, & inclusion (DEI) mapping** of the **Humboldt State University (hereafter HSU)** through which we examined the current state of its diversity, equity, and inclusion landscape in terms of six (6) areas-of-focus (as delineated below). Originally developed by Dr. R. Tamiko Halualani, this diversity mapping represents an evidence-based methodology that rigorously examines an institution's record of action with regard to diversity, equity, and inclusion. More specifically, the mapping analysis employs several key analytical taxonomies, scales, and layers uniquely created by Dr. Halualani in order to identify and assess an institution's diversity habits and routines as well as its extant diversity leverage points and "opportunities" for growth, improvement, and transformation. Here a mapping represents a 360-degree analysis and evaluation of Humboldt State University's institutional actions in relation to its diversity, equity, and inclusion efforts in specific areas. **Though this document represents a "report," we hope that the Humboldt State University uses it as a reflection and planning tool for institutional change.**

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

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

- Diversity, Equity, & Inclusion (DEI) Strategy;
- Overall Assessment of the Quality, Range, Scope, and Rigor of Core University-Wide Diversity, Equity, & Inclusion (DEI) Programs/Initiatives;
- Identity Spaces and Cultural Centers;
- Student Belonging Items & Aspects;
- Diversity Components of the General Education Program;
- Diversity, Equity, & Inclusion (DEI) Alignment;
  
- The units of analysis that were examined, fit within the most recent year time frame of: January 1, 2020 through January 15th, 2021. However, while this was indeed the focus of this mapping, Dr. Halualani reviewed information prior to this time frame (dating back to the early 2000s) in order to provide the surrounding historical context and institutional memory insights to deepen her mapping analysis.

**Different from a campus climate survey, a focused diversity, equity, and inclusion (DEI) mapping examines an institution's record of diversity, equity, and inclusion activity within a specific time period in terms of its diversity strategy, diversity**

**infrastructure and capacity, as well as the overall nature, scope, and quality of its delineated diversity efforts, initiatives, and programs in specified areas.** As such, this focused diversity, equity, and inclusion (DEI) mapping relied on information about diversity activity from key institutional documents and sources, electronic documents, texts, and media coverage retrieved through web scraping. More specifically, this project is based on information from: a) 81 multi-page institutional documents, b) 34 media coverage items, and b) 315 informational entries gathered through web scraping. All of these informational pieces were closely examined and assessed through Halualani & Associates' key analytical layers, taxonomies, and scales (as informed by impactful/best practices research). We then identified key insights, leverage points, and opportunities from this mapping analysis.

Moreover, for the purposes of this mapping, a **diversity effort** is defined as “any activity or program that promotes the active appreciation of all campus members in terms of their backgrounds, identities and experiences, as constituted by gender, transgender, socioeconomic class, political perspective, age, race, ethnicity, religion, generation, sexual orientation, disabilities, regional origin, nationality, active duty/veteran status, occupation, language, and intersectionalities, among other important aspects, as well as any effort or program that brings together any of these aspects.” For all aspects of this project, Dr. Halualani fully analyzed **diversity, equity, and inclusion** in terms of the following conceptual definitions:

- **Diversity:** How difference, culture, and varied identity backgrounds and identity experiences are framed and engaged as a whole;
- **Equity:** How structured inequalities, systemic oppressions, and power differences among cultural groups, identity backgrounds, and identity experiences, are confronted and engaged; and
- **Inclusion:** How the institution addresses societal, historical, and internal structural barriers to the full participation, contribution, and success of campus members across varied identity backgrounds and experiences.

## **B) Key Findings:**

### **1. The State of Diversity, Equity, and Inclusion (DEI) at Humboldt State University (HSU)**

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

- A foundational (and developing) diversity infrastructure that captures the institution's commitment towards diversity, equity, and inclusion for all campus constituencies;
- A focused commitment from the leadership towards proactive diversity, equity, and inclusion actions and progress;

- A continuous record of foundational and strong diversity, equity, and inclusion programs, efforts, and groups at HSU led by devoted and dedicated leadership, faculty members, staff members, students, and alumni;
- A focused effort to infuse diversity, equity, and inclusion across its current university-wide strategic planning process, ***Humboldt State University Future Forward Strategic Plan 2021-2026***, and through a DEI-centered operational plan;
- An established path of action towards recruiting and retaining historically underrepresented students;
- A strong record of action in diversifying faculty and staff members;
- A definitive commitment to the preservation of HSU's unceded Wiyot land's indigenous people and their historical memories and legacies;
- A continuous record of establishing DEI student success initiatives through its place-based learning communities and STEM diversity initiatives for historically underrepresented students;
- A robust fiscal and institutional investment in diversity, equity, and inclusion structures, roles, programs, and initiatives;
- A strong commitment from the leadership to further build out sustainable and rigorous diversity, equity, and inclusion structures and practices.

**Thus, this focused mapping emphasizes that HSU has demonstrated an ongoing commitment to diversity, equity, and inclusion work and is poised to further engage and elevate its diversity, equity, and inclusion efforts.** The following findings in this report, detail the nature of HSU's diversity, equity, and inclusion (DEI) work, and highlight the needed direction and steps as well as suggested detailed pathways for the Humboldt State University as it continues this work.

We highlight the main findings of this focused diversity mapping in terms of the delineated areas in the order below:

- A) Diversity, Equity, & Inclusion (DEI) Strategy
- B) Overall Assessment of the Quality, Range, Scope, and Rigor of Core University-Wide Diversity, Equity, & Inclusion (DEI) Programs/Initiatives
- C) Identity Spaces and Cultural Centers
- D) Student Belonging Items & Aspects
- E) Diversity Components of the General Education Program
- F) Diversity, Equity, & Inclusion (DEI) Alignment
- G) Diversity Change Order

### **A) Diversity, Equity, & Inclusion (DEI) Strategy**

- Through the diversity mapping analysis, we conclude that **HSU has established a foundation of diversity activity and efforts and past diversity strategy, which constitutes a foundational base from which to take more strategic action on**

**diversity, equity, and inclusion.** We note that such diversity action has proliferated into robust multiple, institutionalized diversity, equity, and inclusion structures, programs, and initiatives since 2009 and onward.

- **Much of the diversity action is occurring without a current formal diversity, equity, and inclusion stand-alone strategic plan. But, such action is indeed strategic and definitively purposeful and focused through the work of the Office of Diversity, Equity, & Inclusion, the President’s Diversity, Equity and Inclusion Council, and work being carried out through cross-campus collaborations and partnerships involving all of the divisions (Academic Affairs, Enrollment Management, Dean of Students & Student Success units in Enrollment Management, University Advancement, Administration & Finance, & Intercollegiate Athletics).** These entities have propelled diversity, equity, and inclusion actions forward.
- **In order to continue this momentum and take the diversity, equity, and inclusion work to the next level, it is important for the Humboldt State University to create a more robust diversity intentionality and formal diversity strategy.** By “diversity intentionality,” we mean that the Humboldt State University should establish a university-wide formal DEI-specific strategic vision and plan of what it intends to accomplish with regard to diversity, equity, and inclusion within a specific time period (two to five years, five to ten years).
- While there is no **current** diversity strategic plan on record, it is noted that HSU has had a foothold in diversity strategy in the past with a Diversity Action Plan in 2009 and a Campus Diversity Plan 2013+. Through such plans, areas (equitable access for students, student success for historically underrepresented students; diversification of faculty and staff in hiring; community collaboration; continuous tracking of diversity and equity data measures) with regard to diversity, equity, access, and inclusion, were engaged which resulted in the development of several key diversity, equity, and inclusion programs, resources, and efforts for HSU. However, in this moment, there is not yet a current or next iteration of a diversity strategic plan for Humboldt State University to help facilitate a future pathway for diversity, equity, and inclusion. Though, the next iteration of a diversity strategic plan is on the horizon and planned for this year. Here we note that there is a President’s charge for the President’s Diversity, Equity, & Inclusion Council to “oversee development of a diversity, equity and inclusion operational plan in Spring.” **We commend this in-process action and the institution’s commitment to diversity, equity, and inclusion for the long-term.**
- While a current stand-alone diversity strategic plan is on the immediate horizon, our mapping analysis does identify the ways in which the current university strategic planning process for ***Humboldt State University Future Forward Strategic Plan 2021-2026*** has thoughtfully built in diversity, equity, and inclusion components throughout its entire university-wide strategic planning process and plan (a process that will be finalized this Spring 2021). HSU does this through its delineated strategic plan vision, values, Guiding Principle for Strategic Planning of “Inclusive Process,” specific guiding questions for inquiry and consultation in the strategic planning process, and its themes for the university strategic plan, ***Humboldt State University Future Forward Strategic Plan 2021-2026***. **This**

mapping finds the embedded nature of the diversity, equity, and inclusion components in HSU's current university strategic planning process to be impressive, commendable, and noteworthy given that such "threading of DEI" does not usually occur at this level in other institutional strategic plans.

- **Vision As Related To Diversity, Equity, & Inclusion (DEI):**

- The vision of the university strategic plan is specific in its intent with regard to diversity, equity, and inclusion. It states: "**Humboldt State University will be the campus of choice for those who seek above all else to work with others to improve the global human condition and our relationship with the environment. As a designated Hispanic-Serving Institution (HSI) and as a Minority-Serving Institution (MSI), we aspire to be an institution in which Black, Indigenous, and Persons of Color (BIPOC) students may thrive.**" The focus on the interrelationship between the campus, the surrounding indigenous communities and the unceded Wiyot land upon which it sits, is clear across this vision and the university strategic plan. The statement about HSU as a Hispanic-Serving Institution (HSI) and as a Minority-Serving Institution (MSI) and its aspiration to be an institution in which Black, Indigenous, and Persons of Color (BIPOC) students may thrive" is powerful, clear, and necessary given the larger history of HSU and the difficult experiences of historically underrepresented campus members. We commend HSU for its specific and bold articulation to be a campus of choice and success for Black, Indigenous, and Persons (BIPOC) students. Specific goals that are actionable, pointed, and robust will be important for HSU as it finalizes its university strategic plan to make this vision a reality.
- In addition, its vision is elaborated further to include the following statement: "**We will be the campus of choice for those who value equity as crucial to diverse, inclusive, and just communities in a globalized society. Our focus will continue to be on integrating equity and inclusion across multiple dimensions of our organizational culture and programs, including continuing to emphasize and support students' basic needs.**" In the vision statement above, HSU goes on further to emphasize that equity and inclusion will constitute essential elements of its institutional and organizational culture as well as a campus value for current and future campus members. Highlighting "equity" here is important as it relates to identifying and actively working to dismantle historical and systemic barriers and structured inequalities for historically underrepresented persons in a setting.
- Even more powerful is the following elaborated vision statement on its relationship with the surrounding indigenous communities: "**We will partner with Indigenous communities to address the legacy of colonialism and to co-develop knowledge and relationships.**" The attention to indigenous communities and the notion of place, as

evident in this statement, throughout the university strategic plan should be especially commended. Emphasizing such a strong relationship to indigenous communities and their significant role in the world and in the surrounding region represents a future-forward (and past-affirming) direction for the university community. We especially note the recognition of the “legacy of colonialism” by HSU and its role to identify, unpack, and address such colonialism.

- Also impressive was HSU’s use of the term/concept “**purpose**” over “mission” in its university strategic planning process, as advanced by the President’s Diversity, Equity & Inclusion Council as a necessary step to “acknowledge that HSU sits on unceded land initially occupied by the first people of this area. The word “Mission” for many connotes colonial language that does not consider the history of HSU’s foundation.” We found this change as recommended by the President’s Diversity, Equity & Inclusion Council to be “thoughtful” and “paradigm-shifting.” While some may see the selection of one term over another to be merely cosmetic, this intentional word selection of “purpose” (and intentional rejection of the term “mission” in particular) foregrounds the ways in which colonialistic power and ideologies have been built into our everyday languages, behaviors, and practices, which can reproduce symbolic and physical harm on indigenous peoples. It is rare to see such thoughtfulness and consideration about historical legacies of power in a university-wide strategic plan.
- **Values As Related To Diversity, Equity, & Inclusion (DEI):**
  - HSU’s university strategic plan also identifies several core values that relate to diversity, equity, and inclusion.
    - **“Free Inquiry where learning occurs both inside and outside the classroom and honor is given to the experiences of people from diverse backgrounds including (but not limited to) race, ethnicity, gender, sexuality, ability, and nationality.”**
      - Here HSU articulates its value of learning as encompassing more than traditional (book-bound), formalized knowledge systems. It acknowledges and affirms campus members’ cultural knowledge and skills that they bring to the campus as well as the cultural knowledge from cultural grounds in the surrounding communities.
    - **“Dignity of all individuals expressed through fair and equitable treatment, opportunities, and outcomes for campus and our surrounding communities.”**
      - A value about our “dignity” is important to affirm and validate our identities and experiences. Attention

should be paid to identify ways in which HSU will address how society can often treat us in “undignified” ways in relation to our identities, which can impact our sense of belonging and pathways for success at HSU.

- **“Connection to Place, where our rural and ecologically and culturally rich setting is an integral part of our learning community.”**
  - The connection to “place” and the power of “place” for indigenous communities are emphasized in this value.
- **“Decolonizing knowledge systems by integrating traditional ecological knowledge (TEK) and dialoguing with surrounding Native communities to incorporate indigenous pedagogies”**
  - This value on “decolonizing knowledge systems” via collaborative knowledge making and dialogues with Native communities, stands as a pivotal and transformative value for HSU as it recognizes the essential inclusion and centrality of indigenous knowledge and identity for HSU.
- **Guiding Questions For Inquiry and Consultation in the Strategic Planning Process As Related To Diversity, Equity, & Inclusion (DEI):**
  - Moreover, it is impressive that the following guiding questions (as listed on the next page) for the strategic planning process capture aspects of diversity, equity, and inclusion as in “values about place, people, and planet” as well as the notion of justice, identities, belonging, and inclusion. These are concepts that do not fully enter into a strategic plan, let alone a strategic planning process. The continued focus on place and indigenous knowledge is clear and strong. What also resonates through these guiding questions is the focus on students’ identities and the recognition that these identities relate to belonging in academic contexts. These questions also reveal that HSU, in its strategic planning process, is concerned with and focused on understanding the elements and barriers in students’ experiences of belonging and success in the academic context at HSU and designing actions to remove these barriers. A larger question about how HSU defines “academic success” is another potent guiding question as it pushes the institution to problematize how we define academic benchmarks and goals through unstated norms that may align with specific racial and gendered biases. **These guiding questions are impressive in HSU’s university strategic planning process as these help to crystallize goals, action steps, and impact measures that will actualize its centered diversity, equity, and inclusion vision.**

- “How do our values about place, people and planet inform academic programs, course designs, and pedagogy?”
- “How are practices of sustainability and environmental awareness and justice integrated in academic programs, course designs, and pedagogy?”
- “In what ways do we consider academic identities as intersectional with students’ various other identities as well as their sense of belonging in academic spaces?”
- “How are our academic programs providing positive and inclusive experiences for students?”
- “How do we address academic structures where students are not having a positive or inclusive experience?”
- “What are the barriers to meaningful academic experiences for students and how will we address these through our academic programs?”
- “How do we operationally define terms such as academic success and how do they inform academic success in our educational programs?”

- **Themes As Related To Diversity, Equity, & Inclusion (DEI):**

- Famed as building blocks of the 2021-2026 HSU Strategic Plan, HSU identified six core themes for its strategic plan:
  - **Student Experience & Success**
  - **Academic Roadmap**
  - **Future Proofing HSU**
  - **Employee Engagement & Success**
  - **Resource Stewardship & Sustainability**
  - **Community Collaboration & Shared Success**
- **Student Experience & Success:** The “**Student Experience & Success**” theme is one of the most robust themes in the plan. It highlights a “student-centered” and holistic approach to student success through a) students’ connections to their own and surrounding communities, b) a focus on learning and skill development in and out of the classroom for their personal, academic, and professional lives, and c) full access to support and academic systems for their thriving at HSU. With this vision, this theme’s goals highlight key diversity, equity, and inclusion areas such as: a) the recognition and affirmation of students’ intersectional identities by the institution and its employees; b) an understanding that students’ intersectional identities may require different needs and responses; and c) providing accessible and responsive systems of support by the institution and its employees as a whole (and not just in terms of their delineated job role and work responsibilities).
- **Academic Road Map:** This theme’s goals meaningfully incorporates diversity, equity, and inclusion through its focus on focus on recognizing a) where students come from (the identities and



experiences they have, the cultural knowledge systems that they bring, and the experiences with dominant systems of power and privilege that they have endured), b) providing an education and academic experiences that understand, recognize, and value such identities, cultural knowledges, and experiences, and c) works to remove any continued obstacles and barriers (inherited from larger society and into the institution or the system of higher education) so that academic success can be attained. This can be seen in this theme's focus (via its goals) on place and the co-development of knowledge with indigenous communities, to dismantle the legacy of colonialism as well as the "full integration of concepts of justice and equity." Also emphasized through these thematic goals is the importance placed on the cultural knowledge that students bring to the campus and the classroom as well as "decolonizing knowledge systems and integrating traditional ecological knowledge." The retention of faculty and staff across all backgrounds and DEI approaches for belonging and success are also emphasized here.

- **Future Proofing HSU:** The "Future Proofing HSU" theme reflects on leveraging and maximizing the resources and innovations of HSU which are its people (students, faculty, and staff) and what they bring to the campus (their cultural knowledge, identities, and experiences. HSU specifies its goals for employees and students of various backgrounds to be included and to thrive. This theme should emphasize on how being included may not necessarily translate into "feeling included."
- **Employment Engagement & Success:** The "Employment Engagement & Success" theme highlights the importance of an "inclusive campus community" and one that reflects employees of various intersectional identities and of historically underrepresented and marginalized backgrounds.
- **Resources Stewardship & Sustainability:** The "Resources Stewardship & Sustainability" theme specifies that HSU will prioritize resources towards "diverse student needs, equity, and inclusivity."
- The themes and its goals in ***Humboldt State University Future Forward Strategic Plan 2021-2026*** further elaborate on the desired endpoint of HSU with regard to key areas in relation to diversity, equity, and inclusion. Some of the key areas (Student Experience & Success, Academic Roadmap, Future Proofing HSU, and Employee Engagement & Success) as evident in these themes (and associated goals) are directly and fully operationalized as diversity, equity, and inclusion goals and constructs. Indeed, the themes' goals are specific but all-encompassing. **Thus, great effort will need to be taken to make sure that these goals are operationally defined as concrete objectives, action steps, or strategies that are focused in their action. Impact measures or indicators will also need to be tied to those goals and objectives or action steps.**

- As mentioned earlier, there is indeed diversity activity taking place at HSU through the work of the Office of Diversity, Equity, & Inclusion, the President's Diversity, Equity and Inclusion Council, and work being carried out through cross-campus collaborations and partnerships involving all of the divisions (Academic Affairs, Enrollment Management, Dean of Students & Student Success units in Enrollment Management, University Advancement, Administration & Finance, & Intercollegiate Athletics). While this has produced a great deal of forward-movement, **there also needs to be a more long-term sustainable diversity, equity, and inclusion (DEI) strategy for the future.**
- **With a new strategic planning cycle under way right now (Phases 2 & 3), the Humboldt State University is in an ideal position to further design and sediment a meaningful diversity-centered future in terms of diversity, equity, and inclusion.** This next strategic plan iteration for the university already identifies key aspirational and actionable goals related to diversity, equity, and inclusion. But, like with most university strategic plans, diversity, equity, and inclusion can be one among many key priorities for the future and even in the unique case with HSU's commendable DEI embedded structure across all aspects of its strategic planning process and plan (Purpose, Vision, Values, Guiding Principles, Guiding Questions, Themes with Goals). **Diversity, equity, and inclusion require a dedicated and elaborated focus. This would be accomplished through a university-wide (stand-alone) diversity, equity, and inclusion (DEI) strategic plan (for three to five years and a sequence plan for the next diversity strategy) with a central framework.** Such a diversity, equity, and inclusion (DEI) strategic plan is needed to make sure that there is a shared vision and intentionality, affirmed commitment, and underscored direction. Such a diversity strategy can also be meaningfully linked to ***Humboldt State University Future Forward Strategic Plan 2021-2026.*** Indeed, linking together a diversity strategic plan and the university-wide strategic planning effort with its DEI threaded components, will sediment where Humboldt State University wants to be and what it will take to actualize that vision. At this juncture, with its impending diversity, equity and inclusion operational plan and the finalization of its university-wide strategic planning effort with its DEI threaded components, a key question that stands before HSU is the following: ***How can a comprehensive polytechnic university meaningfully incorporate and operate through diversity, equity, and inclusion?***
- There needs to be a clear strategic direction for diversity, equity, and inclusion in order to bring about long-term, sustainable institutional change (in operations, processes, and formalized unit connections).
- **See the next page for the next section.**

- **According to Halualani’s Diversity Strategy Taxonomy (the “Guiding Focus”), HSU’s diversity, equity, and inclusion activity scores in the initial stages of diversity strategy.** Halualani’s Diversity Strategy Taxonomy (the “Guiding Focus”) represents an assessment tool to gauge an institution’s traction in creating and pursuing a diversity strategic vision and set of priorities. For an institution, the following aspects are examined through this taxonomy:

## Diversity Strategy Taxonomy (the “Guiding Focus”)

Assessing an Institution’s Diversity Strategic Traction

### ● Diversity Strategy/Strategic Plan

Provides a guiding focus and pathway for meaningful diversity, equity, and inclusion activity

#### ● 1 - Strategic Vision

Indicates if the campus has a recent university-wide diversity plan created or if the university strategic plan has a diversity initiative or major goal in the last six years.

#### ● 2 - Strategic Structure

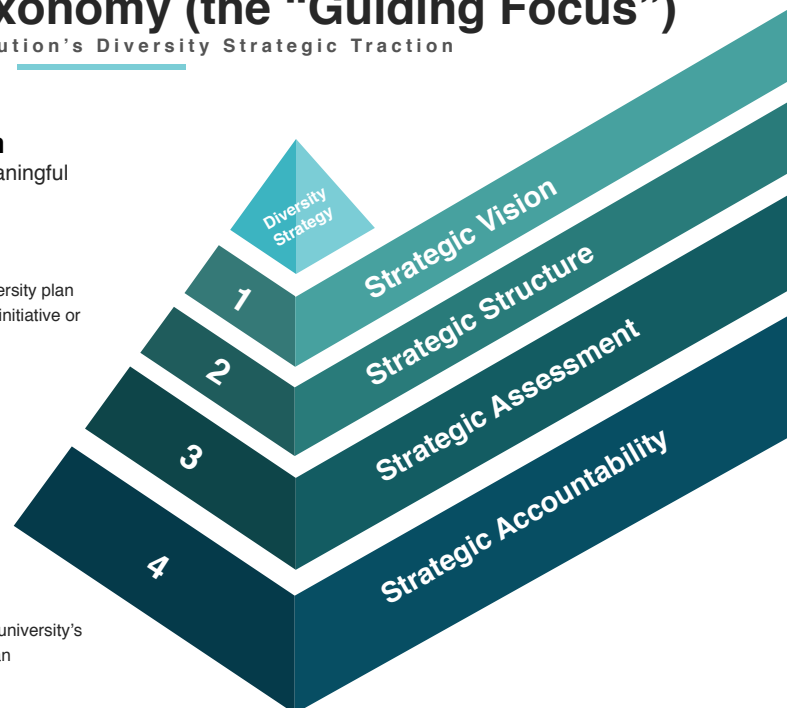
Indicates the quality of the structure embedded into the institution’s diversity plan/strategy

#### ● 3 - Strategic Assessment

Measures the assessment mechanisms built into the university’s diversity strategic plan or university overall strategic plan

#### ● 4 - Strategic Accountability

Measures the accountability mechanisms built into the university’s diversity strategic plan or university overall strategic plan



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

- HSU scored 55% (11/20) overall on this taxonomy in terms of the following:

## 1 Diversity Strategy Taxonomy (the “Guiding Focus”)

Assessing HSU’s Diversity Strategic Traction

### ● Diversity Strategy/Strategic Plan

Provides a guiding focus and pathway for meaningful diversity, equity, and inclusion activity

#### ● 1 - Strategic Vision

Indicates if the campus has a recent university-wide diversity plan created or if the university strategic plan has a diversity initiative or major goal in the last six years.

#### ● 2 - Strategic Structure

Indicates the quality of the structure embedded into the institution’s diversity plan/strategy

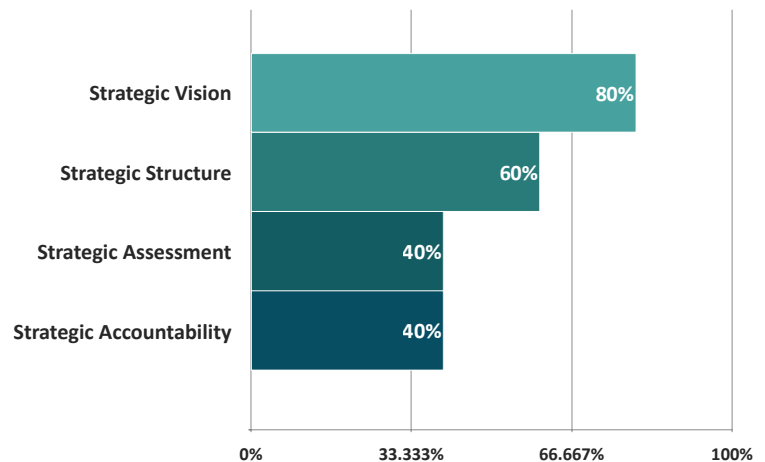
#### ● 3 - Strategic Assessment

Measures the assessment mechanisms built into the university’s diversity strategic plan or university overall strategic plan

#### ● 4 - Strategic Accountability

Measures the accountability mechanisms built into the university’s diversity strategic plan or university overall strategic plan

Diversity Strategy Taxonomy For HSU



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

- There is a need for a current stand alone diversity strategy or strategic plan in order to identify the full DEI vision or direction for the Humboldt State University as well as its key diversity priorities.
- However, the currently designed-in-process, ***Humboldt State University Future Forward Strategic Plan 2021-2026***, provides multiple and robust strategic anchor points (through its vision, purpose, values, guiding principles and questions for the strategic planning process, and themes and associated goals) for the campus to direct its energy, attention, and actions.
- In its ***Humboldt State University Future Forward Strategic Plan 2021-2026***, HSU has articulated its vision (and aspirations) of what it wants to be and achieve in the future and diversity, equity, and inclusion are central elements that are meaningfully threaded throughout this vision. Our mapping can “see” what the end goal is for HSU in realizing its strategic plan vision. Connecting this vision and university strategic plan to a stand-alone diversity, equity, and inclusion plan (or the planned diversity, equity, and inclusion operational plan) will be important for defined urgencies and actions moving forward.

- **2 - Strategic Structure: 3 out of 5 (60%). The score on this item is due to the following:**
  - ***Humboldt State University Future Forward Strategic Plan 2021-2026*** will provide an initial strategic structure for diversity, equity, and inclusion actions. However, making sure that the strategic plan goals and objectives or action steps are operationally defined, specific, and traceable in its progress, is important here.
  - A fully elaborated goal and action step structure is needed for HSU's future diversity, equity, and inclusion (DEI) strategy through a stand-alone diversity, equity, and inclusion plan.
  
- **3 - Strategic Assessment: 2 out of 5 (40%). The score on this item is due to the following:**
  - This component is still in process and will be finalized this Spring 2021 as HSU moves through its Phases 2 & 3.
  - A strategic assessment structure will need to be created for the ***Humboldt State University Future Forward Strategic Plan 2021-2026*** and the planned diversity, equity, and inclusion-dedicated strategic plan in order to track and examine the institution's progress on the strategic goals.
  - Impact determination of its strategic goal outcomes will be especially important for a diversity, equity, and inclusion (DEI) strategic plan.
  
- **4 - Strategic Accountability: 2 out of 5 (40%). The score on this item is due to the following:**
  - This component is still in process and will be finalized this Spring 2021 as HSU moves through its Phases 2 & 3.
  - HSU will need to establish a form of accountability to the campus and public and the specific accountability mechanisms that will be in place if goals or action steps are not executed at a high quality level.
  - Specifying the accountability mechanisms will be important for a diversity, equity, and inclusion (DEI) strategic plan.
  
- Institutions with higher scores on this taxonomy, have created a stand-alone diversity, equity, and inclusion (DEI) strategic plan with all of the aspects fully represented and have a connecting goal in its larger university strategic plan (for unified articulation). This mapping recognizes that given its planned actions and current progress for its university-wide strategic plan with threaded diversity, equity, and inclusion structure, HSU is "on the

“cusp” of realizing this distinction on this taxonomy. We encourage HSU to continue its momentum, focus, and sense of urgency here!

- **Given the scoring on this Diversity Strategy Taxonomy, we recommend that HSU proceed forward with its plan to engage in a major diversity, equity, and inclusion (DEI) strategic planning process this Spring in order to create and design a diversity strategy with a focused range of goals/objectives.**
- We are heartened that the President’s Diversity, Equity, & Inclusion Council (DEIC) are already charged with this diversity, equity, and inclusion (DEI) strategic planning effort and planning to do so this Spring.
- Such a diversity, equity, and inclusion (DEI) strategic plan should have the following:
  - Vision
  - Commitments
  - Priorities
  - Goals/Objectives
  - Action Steps
  - Milestones, Measures, Outcomes, Assessment Measures
  - Accountability Mechanisms
  - Limited (Defined) Time Scope and Timeline
- **HSU should design its own diversity, equity, and inclusion (DEI) strategic plan (with a centralized framework) so that all of its divisions and units can move forward in an intentional strategic direction.**
  - **A diversity, equity, and inclusion (DEI) strategic plan cannot and should not be merely “added” to an existing vision as a de facto element.** Instead, it should emerge out of the needs, gaps, and leverage points of the institution. In a refreshing manner, HSU has already demonstrated its understanding of this point by meaningfully framing their vision as an institution (of what it wants to be and will strive to be) through a diversity, equity, and inclusion lens.
  - **Given the conducted diversity mapping findings that are delineated below, we recommend the following as a possible diversity strategy for Humboldt State University.**
    - **A CENTRAL Diversity Framework Structure may be an optimal diversity strategic approach for HSU.** Such an approach would enable HSU to have its units or divisions carry out/enact a diversity framework and inhabit it in its own way (via relative autonomy and differentiated divisional functions).
    - However, that Central Diversity Framework Structure in this case would need to be:

- **SPECIFIC** (meaning, explicit in its vision, priorities, and goals and what these mean);
  - **PRIORITY-BASED** (meaning, it highlights the key goals and directions for the future), and
  - **EXPLANATORY** (meaning, it unpacks in full detail what the framework entails so that the entire campus is headed in the same direction).
- **This CENTRAL Framework will need buy-in across all divisions and units.** Thus, the key question here is: To what extent does HSU have the full buy-in and will to engage diversity across the board? If not, a detailed full EXPLICIT PLAN with GOALS and DELINEATED OWNERSHIP STRUCTURE, will be needed instead.
  - **Given our analysis of HSU’s diversity, equity, and inclusion activity, we also recommend the following possible CENTRAL Diversity Framework Areas or Goals:**
    - A) Articulating What a Fully Diversity-Equity-Inclusion-Committed Polytechnic University Looks/Feels/Acts Like? (What Uniquely Sets Apart HSU as a DEI-Committed University & Polytechnic University)?;
    - B) Valuing & Honoring the Indigenous Peoples and Land of the HSU Community;
    - C) Access to Success: Building Out Supportive and Engaging Structures of Belonging & Thriving for Historically Underrepresented Students in Their University Journey;
    - D) Creating a Campus of Belonging, Success, and Thriving For Faculty Members and Employees Across Various Historically Underrepresented Identity Backgrounds;
    - E) Continual Construction of Various Connective/Bridge-Type Mechanisms Across Units/Divisions Around Diversity Priorities (Especially Across Academic Affairs & Student Affairs-related Units in Enrollment Management);
    - F) Building Out the Diversity Learning Architecture of HSU (Transformative, “Transdisciplinary,” “Diversity” Education):
      - Curricular Integration of Diversity
      - Diversity as a Learning Outcome or Knowledge Domain
      - Curricular Infusion of Diversity Competencies and Skill Sets (Perspective Taking, Multicultural Teamwork, Posing Complex Questions, Engaging Issues of Power);

- Building Diversity, Equity, and Inclusion Competencies and Skill Sets for Employees (Faculty, Staff, Administrators)
- **The CENTRAL Diversity Framework Areas or Goals can also highlight differential needs for specific campus constituencies (students, faculty, staff/employees), as designated on the next page:**
  - **For Students:** Access, Retention, and Academic and Personal Success; Structures of Belonging, Intentional Curricular Records/Capacities for Diversity-Engaged Courses, Diversity Learning Goals & Objectives, Impact Assessment of Diversity Student Learning, Intentional Diversity Curricular Exposures and Offerings
  - **For Faculty:** Access, Recruitment, Retention, and Professional Success; Pedagogical Techniques, Pedagogical Considerations, Topical Content, Advising & Mentorship Models; Intentional Curricular Records/Capacities for Diversity-Engaged Courses, Diversity Learning Goals & Objectives, Impact Assessment of Diversity Student Learning & Faculty Engagement, Intentional Diversity Curricular Exposures and Offerings
  - **For All Employees:** Access, Recruitment, Retention, and Professional Success; Scaffolded/Sequenced Continuous Professional Learning Programs Around Diversity, Equity, & Inclusion
  - It should be noted that in order for HSU to pursue and establish a formal diversity, equity, and inclusion (DEI) strategic plan, it will need strong support, cooperation, and participation of campus members towards this end. Such cooperation and collaboration is achievable at the Humboldt State University given the engaged participation of campus divisions, units, and campus members in diversity, equity, and inclusion and in relation to its current university strategic planning process around ***Humboldt State University Future Forward Strategic Plan 2021-2026.***
- Interestingly enough, while there is a need for a stand-alone diversity, equity, and inclusion (DEI) strategy in place at the Humboldt State University, **several of its diversity efforts have been purposeful (with a clear intent; moments of clarity) in that there appear to be specific areas of exertion, resonance, and emphasis from this institution (meaning, there is considerable energy and high-quality focused placed in specific areas) in the following:**



- the further development and refinement of its diversity infrastructure;
- the persistent and historical focus on student belonging and success, especially by the Cultural Centers for Academic Excellence and the identity based cultural and resource centers at HSU;
- the focused design and establishment of structures of belonging and retention for historically underrepresented students;
- the meaningful and intentional connection of the campus community to the surrounding indigenous communities;
- the student-centered place-based learning efforts and STEM diversity initiatives (via grants and efforts);
- the continual focus on diversity, equity, and inclusion (DEI) and issues of justice by all constituencies in various efforts, programs, events, and trainings;
- a DEI-informed General Education curriculum through the Diversity and Common Ground (DCG) Requirement;
- threaded diversity-related co-curricular opportunities for students
- an established diversifying faculty recruitment structure that is continuing to build up in its focus to recruit and retain faculty from historically underrepresented backgrounds;
- professional development and or training around diversity, equity, and inclusion for campus members;
- retention-graduation initiatives and pathways for historically underrepresented students;
- awareness events and or dialogues about specific cultures, identities, intercultural justice, and diversity contexts;
- **We highlight these purposeful areas as these may be leverage points or goal areas for further development in its planned/impending diversity, equity, and inclusion (DEI) strategic plan.**

#### **B) Overall Assessment of the Quality, Range, Scope, and Rigor of Core University-Wide Diversity, Equity, & Inclusion (DEI) Programs/Initiatives**

- **For this aspect of the mapping, our analysis examines the overall quality, range, scope, and rigor of HSU’s diversity, equity, and inclusion efforts in the present time frame (within the last year).**
- **In examining HSU’s diversity, equity, and inclusion efforts in the last year, it is clear that Humboldt State University has produced an ample record of diversity-focused efforts.** (Please note that this analysis - as detailed in this section - also reveals the extent to which such efforts related to issues of equity and inclusion in order to fully capture the range of diversity, equity, and inclusion coverage.)
- More specifically, in the period under review, overall, **HSU has produced approximately 213 diversity-focused efforts.** For the purpose of this focused diversity mapping, a **“diversity effort”** is defined “any activity or program that promotes the active appreciation of all campus members in terms of their backgrounds, identities and experiences, as constituted by gender, transgender,

socioeconomic class, political perspective, age, race, ethnicity, religion, generation, sexual orientation, disabilities, regional origin, nationality, active duty/veteran status, occupation, language, and intersectionalities, among other important aspects, as well as any effort or program that brings together any of these aspects.” (This analysis - as detailed in this section - also reveals the extent to which such efforts related to issues of equity and inclusion in order to fully capture the range of diversity, equity, and inclusion coverage.)

- Quantity is NOT the only important measure with regard to diversity efforts.** Instead, the **quality** of these efforts must be gauged in terms of the extent to which diversity, equity, and inclusion (DEI) play a primary role in these efforts. 94%% (200) of HSU’s efforts were primarily focused on and centrally designed to achieve an aspect of diversity, equity, and inclusion (DEI) [i.e., ODEI, President’s Diversity, Inclusion, & Equity Council, ODEI Trainings, Campus Dialogue on Race, A.S. Diversity, Equity & Inclusion Committee [ASDEIC], HSI STEM Committee, Social Justice Week, Cultural Centers For Academic Excellence, identity-based resource centers, Howard Hughes Medical Institute Inclusive Excellence Grant, HSU’s INRSEP & Diversity in STEM Program, Place-Based/First-Year Learning Communities, among many more]. Meaning, that when HSU sets out to engage in diversity, equity, and inclusion-related efforts, it does so with a concentrated focus. **Thus, a significant portion of these efforts, represent high quality diversity-related efforts and initiatives that have become permanent and institutionalized in the university infrastructure.** When these diversity efforts are further linked to a strategic logic, the quality will increase even more.
- In terms of the quality of efforts, the following table delineates “quality.”** For diversity, equity, and inclusion (DEI) efforts, **quality** means that these efforts are driven by a strategic logic and that there is a sustained record of action. These quality efforts should be centrally resourced, institutionalized, and cover a key aspect of diversity, equity, and inclusion (DEI). Finally, quality diversity, equity, and inclusion (DEI) efforts should be gauged for impact in terms of outcome measures and assessment measures.

**What Constitutes “Quality”?**

DEI Effort
Strategic Logic (“Effort to Initiative”)
Sustained Record of Action
Covers a key aspect of DEI
Institutionalized
Centrally Resourced
Made Part of the Institutional Culture
Impact Determination
(All together, DEI efforts should represent & engage the full Diversity, Equity, & Inclusion range.)

- During the period under review, HSU's **efforts are mostly diversity, equity, and inclusion (DEI) - focused campus events, trainings/workshops, and campus resources**. In terms of the type of effort, we found that HSU had mostly campus events (40%, 85) followed by trainings/workshops, (21%, 45), campus resources (18%, 38), collaborations (4%, 9), identity-based centers (3%, 7), grants (3%, 6). The remaining 11% of efforts are spread out across 10 different themes. Such a finding reveals that HSU has focused campus energy around specific types of diversity-focused efforts. Through a textual analysis layer, these main efforts coalesced around specific themes: student-centered needs; student belonging and success, especially for historically underrepresented students; employee belonging; the importance of diversity, equity, and inclusion for the campus; social justice; community; equity; and partnerships. (In addition, this textual analysis layer revealed strong resonance around the terms - connect, support, students, academic, equity – throughout HSU's diversity-focused efforts.) This finding reveals that HSU, while without a current stand-alone diversity, equity, and inclusion strategic plan, still demonstrates a type of effort alignment with a clear focus in its diversity activity. With the recommendation to engage in a DEI strategic planning process, the Humboldt State University can continue to move forward in an intentional strategic direction.
- The majority of the efforts are created for all campus members, followed by all students.** Specifically, 81% (173) of these efforts are created for all campus members while 19% (40) of these efforts are created for all students. Customized interventions for different campus constituencies (especially staff members) regarding diversity, equity, and inclusion (DEI) should continue to be developed.
- HSU's efforts are predominantly specific group-focused as opposed to a mainstream/generalized target audience.** For example, 66% (140) of the efforts hone in on and target specific diverse groups while 34% (73) engage a broad diverse audience. From within the efforts that target specific diverse groups, these efforts mostly focus on the following: historically underrepresented campus members (across race, gender, sexual orientation, socioeconomic class, disabilities, all intersectionalities) (80%, 117), and 10% (13) that focused on LGBTQIA+ campus members, campus members with disabilities, female campus members, Native American campus members, African American campus members, Latino/a campus members, and Active Duty/Veteran campus members. This finding indicates that a more targeted (and thus culturally responsive) approach to diversity, equity, and inclusion (DEI) may be at work at HSU and most importantly, for historically underrepresented students and campus members.

  - More specifically, specific group-focused efforts are predominantly campus resources and trainings/workshops that engaged issues of belonging, access, identity, and antiracism.
  - Additionally, campus resources, student retention-graduation initiatives, academic program support, and collaborations/partnerships engaged and targeted historically underrepresented campus members (across race,

gender, sexual orientation, socioeconomic class, disabilities, all intersectionalities). In addition to addressing historically underrepresented campus members (across race, gender, sexual orientation, socioeconomic class, disabilities, all intersectionalities), student retention-graduation initiative efforts also specifically engaged Native American students at HSU. This is a clear focus through several of HSU's major DEI efforts and aligns with HSU's vision, purpose, and goals in its current university strategic plan, ***Humboldt State University Future Forward Strategic Plan 2021-2026***.

- It should also be noted here that though 34% (73) of the efforts appear to take on a more generalized approach and focus on diversity, equity, and inclusion in a larger sense, this should NOT be seen as a negative finding. Rather, these more generalized efforts engage diversity, equity, and inclusion as larger aspects of significance for Humboldt State University and operate through an “inclusive” message for all campus members (and especially historically underrepresented campus members) to participate in core campus services in campus resources and diversity-related events. The totality of these actions will make for a better and stronger campus culture and environment in the long run so long as the attention to diversity, equity, and inclusion is pronounced.
- **HSU's efforts frame “diversity” in terms of important, highly relevant, and complex constructions of culture.** (Note that each effort is coded with up to four different framings of diversity to speak to the multiple constructions of culture that are engaged in an effort, for a total 670 codings.) For instance, HSU's efforts mostly define diversity in terms of Race/Ethnicity (32%, 213), Gender (32%, 212), Socioeconomic Status (21%, 143), Sexual Orientation (6%, 39), Broad Culture/Diversity (4%, 28), and International/Global Formations (4%, 26). Taken together, these framings of diversity represent important points of learning about diversity and difference at the university. More, however, can be done with regard to Disabilities, Active Duty/Veterans, Region, Political Ideology, Age/Generation, Religion, and Intersectionalities as these are important diversity positionalities. In terms of the time series analysis, there has been an uptick in the number of efforts that focused on Race/Ethnicity and Intersectionalities from 2020 to 2021.
- **In terms of the larger approach to diversity, HSU's efforts engage diversity in terms of both fostering an active appreciation of cultural groups and perspectives and highlighting social justice.** For example, approximately 42% (89) of efforts highlight active diversity, or efforts that develop, build, support, and promote diversity in general and of specific cultural groups. 35% (75) of the efforts engage social justice or those that identify power differences and inequalities and works to dismantle such disproportionate power relations. Most notably, 23% (49) of the efforts focus on creating conditions and structures (especially in the areas of access, recruitment, hiring, retention) to help include historically underrepresented and marginalized groups (in terms of race/ethnicity, socioeconomic status, gender, sexual orientation, and intersectionalities) in higher education. These inclusion-focused efforts mostly focus on Race/Ethnicity, and Gender, and Sexual Orientation. Within these efforts, Broad Culture/Diversity, Race/Ethnicity, Gender, Sexual Orientation, and International/Global Formations are engaged the most through a social justice approach.

- **In terms of how diversity is “talked about” and articulated, HSU’s efforts employ language that mostly highlights the acceptance and appreciation of various cultural groups.** 43% (91) of efforts used language and terms when referring to diversity in terms of the acceptance and appreciation of various cultural groups and their unique identities in its overall campus community. This finding indicates that a significant portion of the efforts may refer to language that is inclusive of cultures and identities but that may not confront issues of power related to race and structured inequalities. There were 75 (35%) efforts that used the language of a “critical approach” or a perspective that examines culture and identity as intricately linked to power, structures, and societal inequalities; this is a significant number of efforts that feature critical power-based language or discursive framing. 22% (47) of HSU’s efforts employed language related to historical underrepresentation and the importance of ensuring that specific racial/ethnic, gender, socioeconomic classed, sexual orientation, campus members with disabilities groups are provided the fullest access to a quality education.
- **It is important to examine the level of institutionalization of efforts in order to see the extent to which an institution possesses a strategic DEI vision for its campus members.**
  - More specifically, 89% (189) of HSU’s diversity efforts are slated to last for several years as institutionalized programs while 11% (24) are framed for the immediate or short-term time frame as either one-time events or initiatives. While there is already a level institutionalization of diversity, equity, and inclusion efforts at HSU given its historical commitment to diversity, we reaffirm the need for HSU to put a diversity, equity, and inclusion (DEI) strategic framework in place in order to guide the design and implementation of efforts for multiple years [or in line with the time frame of a diversity, equity, and inclusion (DEI) strategic plan]. This will help to ensure the sustainability of all of the DEI work that HSU has engaged in over the years and what it plans to do for the future.
  - This again underscores the need for a strategic direction when it comes to diversity, equity, and inclusion work at HSU. So while diversity-related activity has proliferated at HSU over time (and at different levels and frequencies), the question remains: What does HSU want to achieve by way of diversity, equity, inclusion, and inclusive excellence? Who does it want to serve and in what ways? The current university strategic planning process for ***Humboldt State University Future Forward Strategic Plan 2021-2026***, partially answers these questions. HSU’s university strategic plan identifies in part the larger vision for the university in relation to diversity, equity, and inclusion (as a central fabric of that vision and not as a secondary focus). It also establishes a purpose, guiding principles, and themes and goals that are embedded with diversity, equity, and inclusion. Thus, the campus should consider if this larger university strategic plan, ***Humboldt State University Future Forward Strategic Plan 2021-2026***, is enough to drive and actualize the diversity, equity, and inclusion aspirations of Humboldt State University. Universities cannot do everything with limited fiscal resources and external pressures (tuition driven dependency,

community and workforce needs). Thus, HSU needs to make decisions about the kinds of diversity, equity, and inclusion (DEI) it wants to prioritize in the next few years and ideally, have those efforts align with a strategic framework. Specific, operationalized goals should be developed from such a strategic framework to guide and structure intended diversity, equity, and inclusion actions and priorities.

- **Impact determination of HSU’s diversity, equity, and inclusion efforts, is taking place but mostly at an initial level.** 62% (133) of all diversity, equity, and inclusion efforts are examining the impact being made through such activities. Such impact determination is largely based on program participation or reach, goal completion, and or effort completion. These typically constitute initial levels of impact determination as indicated in that 69% (92) of the efforts that are engaged in impact determination are at the initial or foundational level. 23% (30) of the efforts that are determining impact are doing so at a moderate level through identified outcomes, measures, and tracked progress. 8% (11) of the efforts that are determining impact are doing so at a high level through multi-year tracked performance measures, baseline to post indicators, and institutional data mechanisms. The fact that impact determination is taking place at all is a huge first step in producing meaningful and sustainable action and diversity, equity, and inclusion (DEI) work. Impact measures and indicators will be especially important for the planned stand-alone diversity, equity, and inclusion strategic/operational plan in order to determine progress and completion of DEI-related goals. HSU should continue to identify impact measures and indicators for diversity, equity, and inclusion activities.
- **Overall, HSU’s efforts demonstrates its institutional commitment to diversity, equity, and inclusion for its entire campus community. Through its larger university strategic plan, *Humboldt State University Future Forward Strategic Plan 2021-2026*, and impending DEI operational plan, HSU will continue to engage in robust DEI-related activity through a more strategic and intentional focus.**

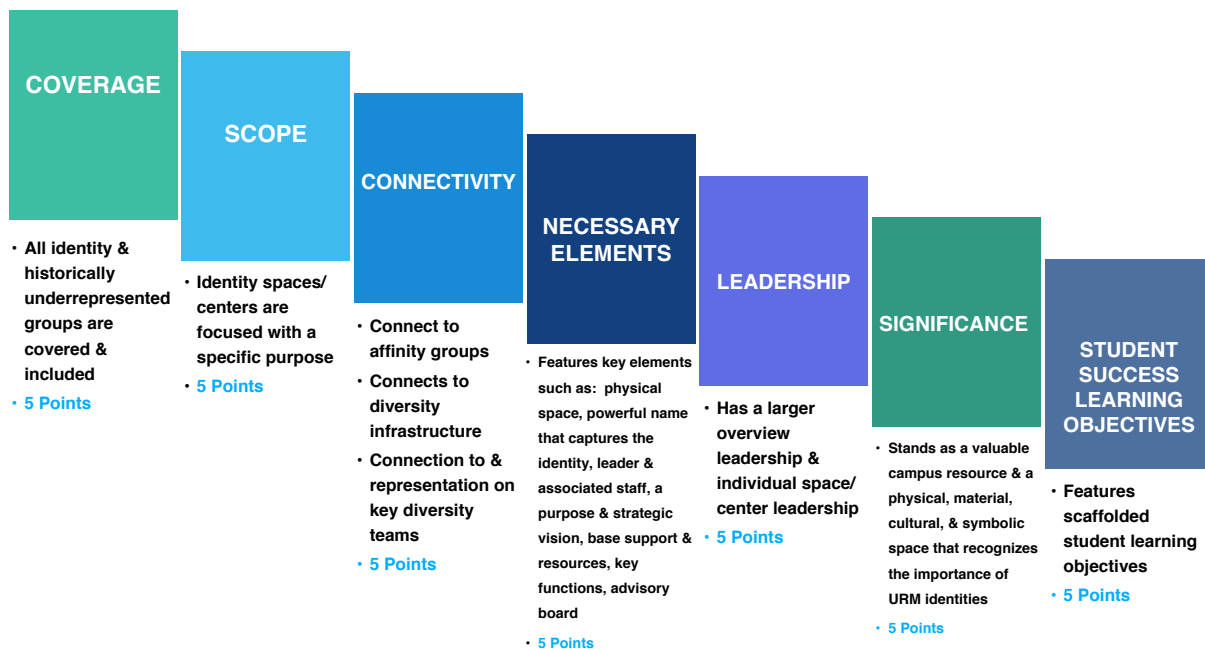
### C) Identity Spaces & Cultural Centers

- **Identity spaces and cultural centers** represent powerful structures of belonging for historically and sociopolitically underrepresented students. I use the terms “identity spaces“ and “cultural centers” interchangeably to refer to the formal sites that support and serve students of various identity backgrounds that have been societally (historically, sociopolitically) marginalized. These identity spaces and cultural centers also serve as powerful access points to the university for first-generation students. The tremendous impact of identity spaces or cultural centers cannot be overstated.
- **According to Halualani’s Identity Spaces & Cultural Centers: Key Elements Schemata, HSU’s identity spaces and cultural centers stand as solid anchor points for historically and sociopolitically underrepresented students to feel a part of the campus and to personally, socially, and academically thrive.** With an established structure and focused purpose that are centered on cultural significance, recognition, and valorization, and identity belonging, together, HSU’s

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

## Identity Spaces & Cultural Centers: Key Elements Schemata

Assessing an Institution's Identity Spaces & Cultural Centers



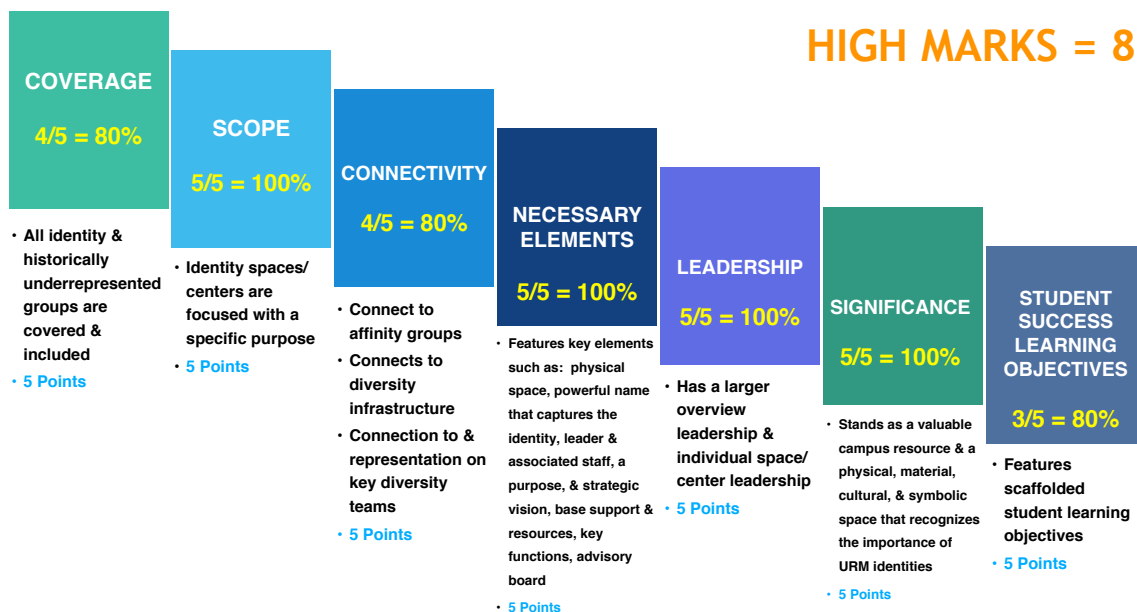
- **Coverage (5 Points):** This aspect highlights:
  - the extent to which all identity and historically underrepresented groups are covered and included
- **Scope (5 Points):** This aspect highlights:
  - the extent to which the identity spaces/centers are focused with a specific purpose
- **Connectivity (5 Points):** This aspect highlights:
  - the degree to which the identity spaces/cultural centers connect to the affinity groups
  - the extent to which the identity spaces/cultural centers connect to the diversity infrastructure
  - the level of connection to and representation on diversity-focused teams

- Necessary Elements (5 Points):** This aspect highlights:
    - the degree to which the identity spaces/cultural centers feature key elements such as:
      - physical space
      - powerful name/title that captures the identity
      - leadership and associated staff
      - purpose/focus and strategic vision
      - base support and resources
      - key functions
      - advisory board
  - Leadership (5 Points):** This aspect highlights:
    - the extent to which the identity spaces/cultural centers have a larger overview leadership and individual space/center leadership
  - Significance (5 Points):** This aspect highlights:
    - the level to which the identity spaces/cultural centers stand as a valuable campus resource and a physical, material, cultural, and symbolic space that recognizes the importance of historically underrepresented identities
  - Student Success Learning Objectives (5 Points):** This aspect highlights:
    - the degree to which the identity spaces/cultural centers feature scaffolded student learning objectives.
- **The identity spaces and cultural centers at HSU scored high marks (89%, 31/35) on this schemata in terms of the following:**

## Identity Spaces & Cultural Centers: Key Elements Schemata

Assessing HSU's Identity Spaces & Cultural Centers

**HIGH MARKS = 89%**





- **Coverage: 4 out of 5 (80%). The score on this item is due to the following:**
  - It is commendable that there is a comprehensive range of identity spaces/cultural centers such as the:
    - Cultural Centers For Academic Excellence:
      - African American Center For Academic Excellence
      - Latinx Center For Academic Excellence - El Centro Académico Cultural
      - Social Justice, Equity, & Inclusion Center (SJEIC) (formerly the MultiCultural Center)
      - Native American Center For Academic Excellence (ITEPP)
    - While the above represent the deemed “cultural centers,” we also examined the identity-based resource centers and assistance centers at HSU:
      - INRSEP/Center for Academic Excellence in STEM (Science, Technology, Engineering & Mathematics)
      - Student Disability Resource Center (SDRC)
      - Women’s Resource Center (WRC)
      - Eric Rofes Multicultural Queer Resource Center
      - Veterans Enrollment and Transition Services
  - It is impressive to not only see identity spaces/cultural centers and identity-based resource centers across a variety of identities (race/ethnicity, gender, sexual orientation, disability status, role, and critical attention to issues of power) but ones that are ALL fully committed to building and bringing about the personal/social and academic success of its students through a larger navigational and care-based system of social support, academic support, and “thriving” for students.
  - It will be important in the future to consider the build out of designated spaces and or resources for Asian/Asian American students, South Asian students, and Pacific Islander students as worked on by the Asian, Desi, Pacific Islander Collective (ADPIC) in its goal to help establish a Center for Academic Excellence for Asian, Desi, & Pacific Islander Students with HSU. In addition, an Interfaith Center for students should be considered as an essential space for student of various faith backgrounds and as an anchor point to the institution.

- **Scope: 5 out of 5 (100%). The score on this item is due to the following:**
  - In impressive fashion, all of HSU's identity spaces/centers are fully focused with a powerful student-centered purpose/focus linked to culture, history, pride, and an unwavering commitment to student success through social and academic aspects.
  - There is a larger purpose/focus statement, vision statement, value statements, and guiding principles for the Cultural Centers For Academic Excellence, and each identity-based space/cultural center and identity-based resource center also features a defined scope, focus, and purpose/focus for its work. What is perfectly clear (and commendable) is that each of HSU's identity-based space/cultural center and identity-based resource center knows and understands its student-centered purpose/focus by way of identity backgrounds and student belonging and operates with resolute commitment, determination, and effort.
- **Connectivity: 4 out of 5 (80%). The score on this item is due to the following:**
  - HSU's identity-based space/cultural centers and identity-based resource centers are connected to the diversity infrastructure (via the Office of Diversity, Equity, and Inclusion and the President's Diversity, Equity, and Inclusion Council), the academic support services and units across campus and (in part) with the academic colleges and departments, and the Student Life and Housing and Residential Life programs and campus divisions. Such connections could be developed even further through more formal representation of all of the identity-based space/cultural centers and identity-based resource centers (and or representatives from a larger collective that connects all of these identity-based centers together) on various DEI-related committees. These identity-based space/cultural centers and identity-based resource centers represent an important part of the institution's diversity infrastructure and structure of student belonging.
- **Necessary Elements: 5 out of 5 (100%). The score on this item is due to the following:**
  - HSU's identity-based space/cultural centers and identity-based resource centers possess the necessary elements, such as:
    - designated physical space (a difficult commodity in any university environment)
    - powerful names (that are connected to academic excellence and student support)
    - strongly specified purpose/foci that are connected to culture and cultural valorization, identity belonging, historical dignity, and the elevation of student success through culture
    - base support

- resources.
- In the future, the identity-based space/cultural centers and identity-based resource centers can flesh out what their defined purpose/focus and continued vital work will look like in the future with new demands and student needs through the creation of individual center strategic plans and the continued build out of their advisory boards.
- These identity-based space/cultural centers and identity-based resource centers will need more base support and resources (more positions and support for student positions) to continue their excellence and fully realize their potential as structures of student belonging. This will be especially true given the hardships (physical, social, mental health, economic) experienced due to the global pandemic.
- **Leadership: 5 out of 5 (100%). The score on this item is due to the following:**
  - HSU's organizational structure has formally established the identity spaces/cultural centers and identity-based resource centers, and there is a level of coordination among these valued centers . This is an excellent and important move for the campus. All of the identity spaces/cultural centers and identity-based resource centers have defined leadership to actualize their purpose/focus.
  - The leadership of the identity spaces/cultural centers and identity-based resource centers should be represented on any diversity-focused teams at HSU.
- **Significance: 5 out of 5 (100%). The score on this item is due to the following:**
  - The significance of HSU's identity spaces and cultural centers is immense and profound. The way in which HSU's the identity spaces/cultural centers and identity-based resource centers, carries out their student-centered purpose/focus and commitment is remarkable.
  - Identity spaces and cultural centers represent sites that recognize the importance of historically underrepresented and sociopolitically vital identities for students. These sites exist on a societal plane that has not historically, economically, and sociopolitically recognized, valued, and positively treated specific racial/ethnic, indigenous, gender, socioeconomic, generational, and specific faith-based groups. As such, cultural centers or identity based spaces disrupt that societal plane or hierarchy of differences by fully recognizing and engaging these identities as a means to speak to students (and campus members) of those identity backgrounds at the institution. Educational institutions do NOT exist outside of that societal plane;

in fact, historically, many educational institutions have often mirrored this societal plane or hierarchy of differences and or failed to acknowledge how the effects of societal marginalization have disadvantaged students of specific backgrounds (and or prevented them access to campuses). These systemic disadvantages then require bold, proactive interventions like cultural centers with specific organizing structures and visions to support, prepare, and build up students of specific identity backgrounds.

- **Thus, given this, as a note of commendable distinction, HSU is moving against the grain of society and institutionally disrupting the larger dominant social hierarchy of differences through its identity spaces and cultural centers.**
  
- **Student Success Learning Objectives: 3 out of 5 (60%). The score on this item is due to the following:**
  - Indeed, HSU's identity spaces/cultural centers and identity-based resource centers feature concrete and specific purpose/focus statements and commitment statements and in terms of the Cultural Centers For Academic Excellence, a purpose/focus statement, vision statement, value statements, and guiding principles. Such defining and clarifying statements provide a needed focus to their work.
  
  - We also note that these identity spaces/cultural centers and identity-based resource centers could benefit from translating some of their core purpose and commitment statements (along with vision statements, value statements, and guiding principles) into specific student learning objectives that stand as formalized learning and engagement goals around diversity, equity, and inclusion. Like the centers' purpose/focus and commitment statements, these student success learning objectives traverse the personal, social, and academic construction of student's identity. The learning objectives are scaffolded and reflect a developmental model for students as in line with the work of the identity spaces/cultural centers and identity-based resource centers. These learning objectives can help to guide cultural center events, programming, training, and initiatives and be used for impact determination and further evidence of their tremendous work and its reach. Such learning objectives can also be linked to student learning objectives on the academic side of the house in academic departments, programs, and courses as well as the integrated first-year learning communities experiences.
  
- **See the next page for the next section.**

- Below represents some examples of possible student success

## Cultural Center: Potential Student Success Learning Objectives

For Student Engagement Around Diversity, Equity, & Inclusion

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

learning objectives:

- **It should be noted that HSU's scoring on this Identity Spaces & Cultural Centers: Key Elements Schemata is high and reflects its excellence in this area.**
- **Even with such excellence, we recommend the following types of actions for HSU's identity spaces/cultural centers and resource centers to consider for its continued pathway of excellence:**
  - Make sure to establish representation of the identity spaces/cultural centers and resource centers on various committees;
  - Continue to align and connect all identity spaces/cultural centers and resource centers in relation to core efforts and collaborative partnerships, and as a model of "intersectional organizing" (where needed);

- Develop a strategic plan for the future as well in terms of what the centers want to achieve for the future and to continue their excellent work;
- Develop a curriculum for the identity spaces and cultural centers in terms of student success, social-emotional learning, and diversity engagement
- Continue its connective and integrative work with Academic Affairs (academic support services and the colleges and departments);
- Consider if there needs to be more internal academic support services and or formalized connections to current — wider — academic support services;
- Identify student success learning objectives that engage student success, social-emotional learning, and diversity engagement;
- Continue to communicate the significance of the identity spaces and cultural centers and their work to the campus and larger community as many do not realize the “power” of these identity spaces/cultural centers and identity-based resource centers on student’s academic self-confidence, sense of belonging, and personal success;
- Develop assessment measures and or outcomes for any strategic goals, curricular goals, and student success learning objectives;
- Continue to build in responsive assessment methods to document the work that the centers do and the impact on students over time (immediate, processual, throughout one’s time at HSU, after HSU or longitudinal, long-term);
- Have academic departments and or faculty feature their work/ research in identity spaces and cultural centers [hosted events, meet a professor events (creates that connectivity) and or teach graduate seminars or small classes in those spaces];
- Designate targeted learning goals for hosted events and programs in cultural centers (can use DELTA or own learning goals);
- Assess the outcomes of the hosted events and programs in terms of participation, learning goals targeted and reached, nature of questions posed during and after, use of knowledge and diversity exposure; references back to the event, identification on campus climate survey;
- Consider connecting the events and programming to specific academic courses (and assignments) and or advance plan/schedule/ coordinate with faculty members to create curricular-co-curricular collaborations for optimal student engagement.

#### D) Student Belonging Items & Aspects

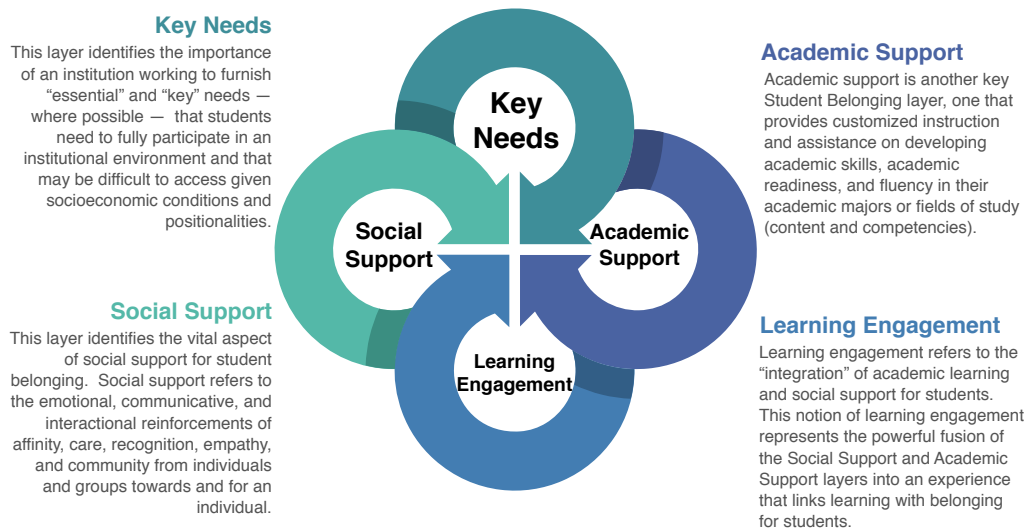
- **In order to create optimal an environment that is centered around diversity, equity, and inclusion, examining the degree to which an institution cultivates student belonging is key. Student belonging** refers to the deeply felt connection that a student has towards her/his/their campus in terms of being included, recognized, and affirmed as a valued member of the university. Such belonging should be actively cultivated by an institution through the creation and formalization of a structure of belonging. A **structure of belonging** refers to a

system of interlocked and coordinated programs, processes, and mechanisms to envelop and integrate a student into a campus environment. The goal for such a structure of belonging is to serve as a supporting foundation for students and one that facilitates their success. Scholars like Estella Bensimon, Sylvia Hurtado, Vincent Tinto, among others, have emphasized the importance of “student belonging” in the design of retention-graduation strategic plans and efforts for colleges and universities.<sup>1</sup>

- **Halualani’s “Student Belonging Layers With a Focus on DEI” Schemata identifies important layers (as identified by higher education research and impactful practices of institutions) to create and institutionalize a formal structure of student belonging.** This schemata helps to gauge the extent to which an institution has a specific student belonging layer in place, the degree to which the layer is active and continually building to meet student needs. We also examine the diversity, equity, and inclusion implications for students of varied identity backgrounds. Such a schemata identifies four (4) layers to assess an institution’s structure of belonging for students.

## Student Belonging Layers With a Focus on DEI

*Assessing an Institution’s Structure of Student Belonging*



- **Key Needs:**
  - This layer identifies the importance of an institution working to furnish “essential” and “key” needs — where possible — that students need to fully participate in an institutional environment and that may be difficult

<sup>1</sup> Martínez-Alemán, A. M., Pusser, B., & Bensimon, E. M. (Eds.). (2015). *Critical Approaches to the Study of Higher Education: A Practical Introduction*. JHU Press; Hurtado, S., Halualani, R.T., Ambo, T., Ramirez, J., & A. Alvarado. (2017). “Organizing for Equity & Success,” a panel presentation at AACU’s 2017 conference regarding an institutional case study and retention “effort mapping,” a novel form of inquiry, in which these researchers provided a comprehensive portrait on how one exemplar institution works to ensure the degree probability of low-income, first generation, and underrepresented minority students.

to access given socioeconomic conditions and positionalities. Such needs include food, housing, clothing, health care, and financial support for living and or education costs. While these needs are often deemed as “basic,” such a term assumes that we all have the same access to such key needs. However, individuals from historically underrepresented backgrounds and those who may be experiencing personal setbacks, may experience unequal access to these “essential needs.”

- **Social Support:**

- This layer identifies the vital aspect of social support for student belonging. Social support refers to the emotional, communicative, and interactional reinforcements of affinity, care, recognition, empathy, and community from individuals and groups towards and for an individual. Such social support can come from peers, faculty and staff, departments, and programs/services proffered by the institution (and thus represent the institution). As explained by Strayhorn (2019), social support becomes critical for student belonging as its absence creates feelings of alienation, isolation, “out-of-place”ness and often leads to leaving the university.<sup>2</sup> Social support can be institutionalized through (but are not limited to): identity-based cultural centers, peer connections and mentoring programs, family support programs, student life and involvement (student organizations and clubs, activities, student government, departmental clubs), connections to advisers, student to faculty support. Social Support as a layer identifies the extent to which an institution has built out and designed a foundation of care and community to help develop a larger sense of belonging to the institution.

- **Academic Support:**

- Academic support is another key Student Belonging layer, one that provides customized instruction and assistance on developing academic skills, academic readiness, and in their academic majors or fields of study (content and competencies). Because once key needs are met and a social support foundation is provided, locating and accessing academic support can set into motion and sediment a student’s pathway to academic and personal success. This layer is especially important for historically underrepresented students who may not feel comfortable seeking out such academic support and or feel self-conscious about seeking out help when needed.

- **Learning Engagement:**

- Learning engagement refers to the “integration” of academic learning and social support for students. This notion of learning engagement represents the powerful fusion of the Social Support and Academic Support layers into an experience that links learning with belonging for

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<sup>2</sup> Strayhorn, T. L. (2019). Sense of Belonging and Student Success at Historically Black Colleges and Universities: A Key to Strategic Enrollment Management and Institutional Transformation. In *Examining Student Retention and Engagement Strategies at Historically Black Colleges and Universities* (pp. 32-52). IGI Global.



students. Such learning engagement could be through a research team experience, living-learning communities, and or an academic intervention in the community through peer research teams. When historically underrepresented students “feel” as if they are part of a larger “team” in examining a problem or issue related to their field of study, it can bring about positive academic and personal self-confidence, a greater sense of belonging to their majors/departments, and campuses, and higher academic engagement (increased retention, academic performance gains). It can transform students’ lives and futures for success. This is a more difficult layer to achieve and to do so with impact on students’ personal and academic success.

- **HSU has clearly developed and established a full structure of student belonging (composed of 53 main efforts/programs) that captures all of the layers on this schemata in terms of the following:**

## Student Belonging Layers With a Focus on DEI

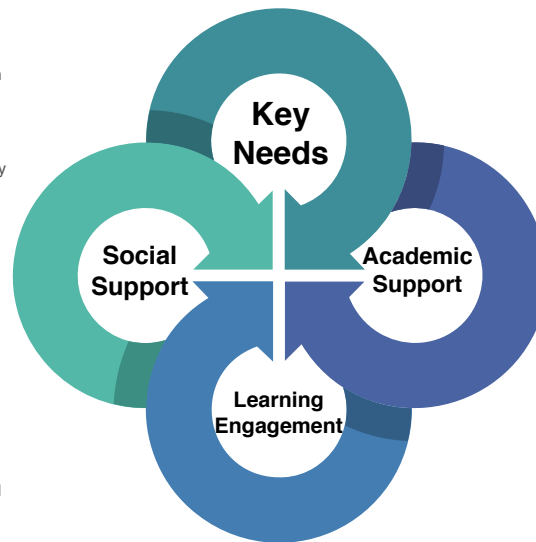
*Assessing HSU’s Structure of Student Belonging*

### Key Needs: In Place; Active; Building

This layer identifies the importance of an institution working to furnish “essential” and “key” needs — where possible — that students need to fully participate in an institutional environment and that may be difficult to access given socioeconomic conditions and positionalities.

### Social Support: In Place; Active; Building

This layer identifies the vital aspect of social support for student belonging. Social support refers to the emotional, communicative, and interactional reinforcements of affinity, care, recognition, empathy, and community from individuals and groups towards and for an individual.



### Academic Support: In Place; Active; Building

Academic support is another key Student Belonging layer, one that provides customized instruction and assistance on developing academic skills, academic readiness, and and fluency in their academic majors or fields of study (content and competencies).

### Learning Engagement: In Place; Active; Building

Learning engagement refers to the “integration” of academic learning and social support for students. This notion of learning engagement represents the powerful fusion of the Social Support and Academic Support layers into an experience that links learning with belonging for students.

- **Key Needs: LAYER IN PLACE; ACTIVE; RESPONSIVE TO NEEDS**
  - IN PLACE; ACTIVE; BUILDING FURTHER; Through Oh SNAP! Food Pantry, HSU Counseling & Psychological Services (CAPS), Student Health and Well-Being Services, Student Health Center, CheckIT, and HSU Children’s Center, Women’s Resource Center, Scholars Without Borders, and Campus Assistance, Response, and Engagement (CARE) (to name several), Humboldt State University provides several key needs to students. In addition, there is a vast range of financial resources and scholarships provided for students. We also positively note how, in the current global pandemic context, the HSU foundation rallied hundreds

of donors and alumni to provide support for students during the pandemic, garnering over \$50,000 to help students and student-focused programs (Oh SNAP!, Overcoming Barriers to Health, support for undocumented students) that benefit HSU students during the pandemic.

- **Social Support: LAYER IN PLACE; ACTIVE; RESPONSIVE TO NEEDS**
  - This Social Support layer is fully represented and active in providing key support mechanisms of care, empathy, connection, and community for all students and specifically for students from historically underrepresented backgrounds. There is a robust student life through the Office of Student Life with 170+ students clubs and 13 identity-based clubs for historically underrepresented groups. There are also 32 academic student clubs, which represent important anchor points of students of various backgrounds to the university. In addition, through Housing & Residence Life programs and Theme/Cultural/Living Learning Communities, Forever Humboldt Families and Family Orientation Program, Student Government, El Centro Académico Cultural de HSU, Scholars Without Borders; Women’s Resource Center; Eric Rofes Multicultural Queer Center, The Social Justice, Equity, and Inclusion Center, and a plethora of varied and identity-related events, activities, and programs, there is a formal structure built to affirm, include, and develop students at HSU.
  - One of the key strengths and resources for student belonging here (as discussed earlier) is through the Cultural Centers For Academic Excellence (i.e., African American Center, INRSEP/Center for Academic Excellence in STEM (Science, Technology, Engineering & Mathematics), the Latin@ Center, Social Justice, Equity, & Inclusion Center (SJEIC) (formerly the MultiCultural Center), and the Native American Center (ITEPP). These centers are extremely vital in creating culturally resonating identity spaces to hail and anchor historically underrepresented students to an institution that may seem “strange” and “unknowable.” In reviewing the nature of these cultural centers and their many elaborate programs and services, these cultural centers represent sites that individuals of historically underrepresented backgrounds can continually go to and “be a part of” which makes a monumental difference in anchoring ones self to an often overwhelming university environment. In addition to the important physical aspect of a site (“a place where I am welcome”), these centers stand as “north stars” or navigational guides through which the university environment, its processes, practices, and offices (and the “hidden curriculum) are demystified and translated in familiar and welcoming culturally resonating and identity-specific ways. All of this, then helps to provide a community of support, affirmation, and information for students to succeed at HSU.
  - In addition, student organizations (especially the ones that are both identity-based and academic related) are optimal vehicles to both recruit and retain diverse students and facilitate their student success

and college completion via social support and academic self-confidence mechanisms. Student organizations represent much needed support networks and safe spaces for diverse students. These organizations are often centered around a diverse/cultural identity or function. Thus, diversity-related student organizations stand as the lifelines for students to remain in, survive, and complete college. We take seriously these student organizations as facilitators of student success through social support and key factors for retention and graduation as it pertains to historically underrepresented students. We urge HSU to consider these identity-based and academic student organizations as important retention and graduation vehicles and find ways to integrate them into diversity and retention graduation initiatives as well as grant proposals for future actions.

- **Academic Support: LAYER IN PLACE; ACTIVE; RESPONSIVE TO NEEDS**
  - HSU has designed a thoughtful, responsive and robust academic support system to maximize student belonging. This can be seen in several examples such as: Equal Opportunity Program and TRIO Educational Talent Search Programs; Retention through Academic Mentoring Program (RAMP); INRSEP + Diversity in STEM; Student Disability Resource Center; Veterans Enrollment & Transition Services; Academic and Career Advising Center programs and advising interventions; Learning Center (with its Tutoring, Peer Coaching, Writing Support, Learning Support, Supplemental Instruction). The cooperation, coordination, and connectivity across the cultural centers for academic excellence and the student organizations and the academic support mechanisms are especially important so that historically underrepresented students know where and how to seek out academic assistance, resources, and skill development. The Social Support layer should work in tandem with the Academic Support layer. There seems to be solid connectivity and a level of cooperation across these entities and plans for building this out more as well. There are strong links between the cultural centers and academic support services and resources as well as center supplemental academic activities.
  - The Native American Center (ITEPP) crystallizes such a uniting of the cultural center and academic support functions as it provides a powerful identity space (a “home”) for Native American students and one through which they directly receive academic support services and a robust connection to their fields of study. This stands as an excellent combined support system for Native American students and as a model to emulate for historically underrepresented groups.
- **Learning Engagement: LAYER IN PLACE; ACTIVE; RESPONSIVE TO NEEDS**
  - In commendable fashion, HSU has actively created and provided potent forms of learning engagement through their First Year Place-Based Learning Communities (KLAMATH CONNECTION, Among Giants, Representing Realities, Rising Tides, Stars to Rocks — all in College of Natural Resources & Sciences; College of Arts, Humanities & Social

Sciences' Students for Violence Prevention, and Global Humboldt; and their connected Living Learning Communities in Housing & Residence Life). These place-based (a culturally resonating aspect of HSU's vision and focus on the importance of the Native indigenous peoples of the region) learning communities, provide a thematic curricular structure (a set of courses built around an interdisciplinary theme) for a cohort of students, thereby fusing the process of learning and knowledge discovery with the benefit of community, peer dialogue and interaction, and social support. The fact that all HSU first-year students are provided with an opportunity to have such a transformative experience through these learning communities, is a game changer in deeply connecting students to one another, to their fields of study, to the campus, and to the realization of their own individual academic agency and resilience.

- Global Humboldt, in particular, directly includes those students who have yet to declare a major into a learning community in order to explore their interests while not missing out on the learning and social engagement as part of a shared cohort community. These learning communities are tracked for impact determination and adjusted accordingly. We encourage HSU to continue on this amazing path and to consider how transfer students can be engaged in a different type of learning community but with all of the key elements of engaged learning and community.
- We especially note the powerful learning engagement activities and interventions that were the direct result of HSU's long and well-known record of STEM diversity-related and diversity-focused federal and private grant attainment via Academic Affairs, the College of Natural Resources & Sciences, and the College of Arts, Humanities & Social Sciences.
- We encourage HSU to continue to provide these type of learning engagements for its students and to create equivalent experiences for transfer students and on issues that relate specifically to identity backgrounds and larger social problems that speak to structured inequalities and power differences.
- Note that with all of these student belonging layers present and active at HSU, these layers are also being engaged (through continual attention to the larger context and "actionable intelligence" or data tracking) for needed improvements, changing conditions surrounding the university and its students, and the changing needs of students from various backgrounds.
- It is important to track the extent to which all of the aforementioned layers are provided and in what ways as well as the impact and reach of these layers (Key Needs, Social Support, Academic Support, Learning Engagement). HSU collects information about the frequency, quantity, quality, and reach of each of these layers and uses such data ("actionable intelligence") to make needed changes to be responsive to its students. As an impressive note, in terms of

the learning engagement, the impact of the learning communities are traced to student outcomes (number of units, equity gap changes, positive affect, retention, and satisfaction). We encourage HSU to continue on this impact assessment path and to do so with a focus on multi-year tracked performance measures, baseline to post indicators, and institutional data mechanisms (items that we deem as the highest level of impact determination for DEI in this mapping).

- We also note that HSU's structure of student belonging, while created for all students, had elements and components that specifically addressed the needs of historically underrepresented campus members (across race, gender, sexual orientation, socioeconomic class, disabilities, all intersectionalities), LGBTQIA+ students, and students with disabilities. This specific group-focused approach is essential for institutions to speak to the needs of historically underserved students.
- **Campuses should also explore the extent to which it engages the minds (the cognitive dimension), hearts (the affective-emotional dimension), and habits (behaviors) (the behavioral dimension and the social-interactive dimension) of its campus members with regard to diversity.** In this vein, HSU's structure of student belonging (in terms of the assessed Student Belonging Layers) touch upon all of these dimensions. (Note that each effort was coded to include as many of the four dimensions that were represented in that effort so as to capture how a student belonging effort/program can invoke multiple dimensions, for a total 140 codings.) For example, 29% (41) of the efforts and programs that constitute this structure of student belonging, tap into the social-interactive dimension (how to connect with culturally different peers, how to create social support networks with identity groups and diverse groups, how to be a part of a shared community). 28% (39) emphasize the behavioral dimension (the role of a student scholar; the role of a community and campus member; how to be more inclusive, interculturally competent, and how to engage in allyship and social praxis). 23% (32) address the affective-emotional dimension (77%, 1776) of diversity engagement for targeted populations, which gets at the feelings, internal reflections, and self-introspections of individuals with regard to a diversity focus. Such a layer is an often-neglected focus at colleges and universities, and thus, HSU should feel heartened by this finding. 20% (28) speak to the cognitive dimension (gaining new knowledges and information about diversity issues). There is proportional movement and activity on the part of HSU for all of these dimensions.
- HSU's structure of student belonging as evident through this mapping analysis of the Student Belonging Layers, did not come about by accident. It was thoughtfully and intentionally designed and executed, with a keen focus to respond to the changing needs of students as these emerge. It was also done by the strategic visioning of HSU. As mentioned earlier in this mapping report, HSU has identified "Student Experience & Success" theme as one of its university strategic plan themes in ***Humboldt State University Future Forward Strategic Plan 2021-2026***. It highlights a "student-centered" and holistic approach to student success through a) students' connections to their own and surrounding communities, b) a focus on learning and skill development in

and out of the classroom for their personal, academic, and professional lives, and c) full access to support and academic systems for their thriving at HSU. With this vision, this theme's goals highlight key diversity, equity, and inclusion areas such as: a) the recognition and affirmation of students' intersectional identities by the institution and its employees; b) an understanding that students' intersectional identities may require different needs and responses; and c) providing accessible and responsive systems of support by the institution and its employees as a whole (and not just in terms of their delineated job role and work responsibilities). The focus on student identity backgrounds and the goal to provide consistent and accessible student services as well as the full integration of curricular and co-curricular activities will extend out the impact of HSU's student success and belonging efforts. As evident in its Student Success Plan, Humboldt State University has directed its energy and activity towards student belonging and student success and has set out to do even more to cultivate student belonging.

- HSU's structure of student belonging is formally established in impressive form and is responsive to changing student needs. We commend HSU for such a structure of student belonging. But, we also encourage HSU to continue to be focused and steadfast in its student-centered focus with this structure of student belonging. We also identify the following recommended actions for the future (as identified throughout this section) to continue its excellence in this area:
  - Continue to emphasize identity-based and academic student organizations as important retention and graduation vehicles and find ways to integrate them into diversity and retention graduation initiatives as well as grant proposals for future actions;
  - Continue to organizationally (formally and informally) connect HSU's Social Support layer (and entities) with the Academic Support layer (and entities);
  - Continue to provide learning engagement experiences for HSU students and to create equivalent experiences for transfer students and on issues that relate specifically to identity backgrounds and larger social problems that speak to structured inequalities and power differences;
  - Continue to pursue its impact assessment path and to do so with a focus on multi-year tracked performance measures, baseline to post indicators, and institutional data mechanisms (items that we deem as the highest level of impact determination for DEI in this mapping).
- **See the next page for the next section.**

### E) Diversity Components of GEAR's Diversity and Common Ground (DCG) Requirement

- **This focused mapping also examined the diversity components of GEAR's Diversity and Common Ground (DCG) Requirement in terms of the curricular design and structure of such a requirement to provide a meaningful and high quality exposure to diversity in the university curriculum.**
  - A key question for this focused mapping area is: **What kind of curricular exposure regarding diversity is provided by HSU through GEAR's Diversity and Common Ground (DCG) Requirement?**
- On the curricular side of a university, General Education requirements present opportunities for focused diversity content and engagement that may otherwise not be a part of students' curricular experience. Having a "curricular requirement" around diversity ensures that every student gains a curricular and academic experience around diversity as a knowledge domain in terms of topical content coverage. (Such a curricular experience can also include inclusive pedagogical techniques and societal applications around diversity.)
- The Humboldt State University has long established a General Education Diversity requirement through the **Diversity and Common Ground (DCG) Requirement**, which consists of a six-unit curricular structure, with a required and approved Domestic course option for at least 3 of those units and the remaining 6 units to be completed through either an approved Domestic course or International/Transnational course.
- **This mapping identifies this Diversity and Common Ground (DCG) Requirement as a POSITIVE finding and COMMENDABLE direction in terms of: a) its thoughtful and robust curricular structure and b) its pedagogical models with a focus on culture, identity, and power.**
  - More specifically, across the U.S., there are colleges and universities that do **NOT** yet have a diversity based curricular requirement. **Thus, the Humboldt State University has long demonstrated its commitment to having a diversity-based curricular requirement.**
  - **Curricular Structure:**
  - **Moreover, the curricular structure of the Diversity and Common Ground (DCG) Requirement is even more POSITIVE and SIGNIFICANT for the following reasons.**

- **The requirement that two separate culture-based courses be completed in this designated area and with that, the requirement that at least one (1) of those courses be a Domestic-focused diversity course while the other course could be a Domestic-focused option or an International/Transnational-focused option, represents a thoughtful and significant diversity curricular structure:**
  - We commend the HSU faculty (and the Senate) for its long-established diversity requirement curricular structure via its two-course model and the distinction between Domestic Diversity and International-Based Diversity. This two-course model already sets into place a curricular pathway through each HSU student completes at least one (1) Domestic-Focused Diversity course. This ensures that every student is provided with a curricular exposure to the specific diversity aspects of the domestic U.S. and the specific issues around historical and structural oppressions of racial/ethnic, gendered, non-binary, transgender, LGBTQ+, and socioeconomic classed groups in the U.S. A domestic focus of diversity has been a hallmark of diversity-based general education in the U.S. Typically, in many General Education Diversity Requirements at colleges and universities, students can choose one (1) course among a combined assortment of Domestic-Focused and International/Global-Focused Diversity course options. However, by establishing a curricular structure that already distinguishes between Domestic-Focused Diversity and International/Global-Focused Diversity, HSU is formally identifying the Domestic Diversity curricular area as “important” and “needed” for all students.
  - In addition, and as a “game-changing” move, HSU’s Diversity and Common Ground (DCG) curricular structure also allows for further student exposure to and engagement with Domestic-Focused Diversity courses in that the remaining required 3-units (1 course) could be fulfilled by taking another Domestic-Focused course or an International/Transnational-Focused course. This increases the exposure potential on Domestic Diversity curricula for students. Given that there are 77 listed/approved (as of 2021) Domestic-Focused Diversity courses (as opposed to 70 listed/approved International/Transnational-Focused Diversity courses) in the Diversity and Common Ground (DCG) area, there is a strong likelihood that HSU students may take more than 3 units of Domestic-Diversity courses. This is already unique in comparison to many university and college General Education programs that either require students to take one (1) course out of a combined list of Domestic Diversity and International/Global Diversity courses or to take one (1) Domestic Diversity course and one (1) International/Global Diversity course. In



comparison to either of these, HSU has a built-in mechanism to increase the exposure potential to Domestic Diversity through its Diversity and Common Ground (DCG) Requirement.

- This Diversity and Common Ground (DCG) curricular structure elevates the Humboldt State University over institutions that have a GE required diversity component area dedicated for global issues/contexts and another for domestic issues and contexts. While the structure seems similar (with categorical distinctions between Domestic Diversity and International/Global Diversity), the fact that a student could potentially take two (2) Domestic-Focused Diversity courses as a part of the Diversity and Common Ground (DCG) requirement is unique and refreshing as it increases the curricular exposure to issues of culture, identity, and power.
- HSU's two-course Diversity and Common Ground (DCG) structure is also deemed as optimal for student learning by research that indicates that taking two GE diversity-related courses (Bowman, 2010, 2012; Bowman & Brandenberger, 2012) proffers substantial learning benefits for all students (in terms of well-being and positive orientations towards diversity) .<sup>3</sup> Thus, the Humboldt State University aligns with and even surpasses national best practices around diversity curricula given that the research suggests that the two (2) GE-related/university-required courses should ideally be two (2) Domestic-Focused Diversity courses.
- HSU's Diversity and Common Ground (DCG) curricular structure fully aligns with the intended curricular architecture and design of General Education diversity-related courses in the U.S. Historically, a General Education diversity requirement was meant to hone in on specific diverse groups in the U.S. (such as racial/ethnic groups, women, gay, lesbian, bisexual, and transgender communities, non-Western religious groups) that may need more singular treatment for knowledge awareness, advanced analysis, and evaluation-critique of power differences in terms of a specific group's

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<sup>3</sup> Bowman, N. A. (2010). Disequilibrium and resolution: The nonlinear effects of diversity courses on well-being and orientations toward diversity. *The Review of Higher Education*, 33(4), 543-568; Bowman, N. A. (2012). Promoting sustained engagement with diversity: The reciprocal relationships between informal and formal college diversity experiences. *The Review of Higher Education*, 36(1), 1-24; Bowman, N. A., & Brandenberger, J. W. (2012). Experiencing the unexpected: Toward a model of college diversity experiences and attitude change. *The Review of Higher Education*, 35(2), 179-205.

historical and sociopolitical contexts (Milem, Chang, & Antonio, 2005).<sup>4</sup>

- A key question that arises here in this area is the extent to which all of the different marginalized groups (by gender, race/ethnicity, sexual orientation, disabilities, nationality, regional origin, age, religion) in the U.S. are being covered through this Diversity and Common Ground (DCG) requirement and how can this be ensured. There also needs to be serious consideration about the comprehensiveness of the coverage in the more generalized courses that highlight the evolution of diversity in this country in terms of historical events, group experiences, the interface with U.S. institutions and inequalities, and contemporary responses to this history.
- **Pedagogical Models With A Focus on Culture, Identity, and Power:**
  - **HSU's Diversity and Common Ground (DCG) Requirement features a thoughtful approach to student engagement around diversity curricula through four (4) pedagogical models.**
    - The Diversity and Common Ground (DCG) area highlights four (4) pedagogical models that embeds student learning objectives around core priority themes:
      - ***Multicultural Studies***
      - ***Identity Politics***
      - ***Differential Power and Privilege***
      - ***Integrative Approach***
    - These four models represent a thoughtful approach to meaningful diversity curricular exposure in that while culture and diversity may be broached in General Education-based courses, these aspects are not always fully connected to issues of power, historical context, and or structured inequalities to a significant degree of the course. **The Diversity and Common Ground's (DCG) pedagogical models, however, meaningfully incorporate power dimensions.**
    - **It is important to note that these pedagogical models uniquely foreground issues of power, structured inequalities, systems of power and privilege, and societal transformation for equity and justice throughout its curricular structure.** All of the models – Multicultural Studies, Identity Politics, and Differential

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<sup>4</sup> Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). Making diversity work on campus: A research-based perspective. Washington, DC: Association American Colleges and Universities.

Power and Privilege — all possess a grounded focus in aspects of power.

- **Multicultural Studies** encompasses aspects of exploring diversity and cultural groups but as situated in society and in relation to one another in the U.S. domestic context. Issues of historical experiences and power differences are threaded through this model and especially in context of specific historically underrepresented groups.
- **Identity Politics** captures the personal and structural aspects of “identity” in terms of how groups have come to define themselves in terms of different identity aspects and how society and structures of power have also “identified” themselves. The interplay between a group’s construction of “who they are” and society’s construction of these groups and identities (through discourses) are explored through this model and its related courses. The deep complexity of intersectionalities and identity collisions are also included in this model.
- **Differential Power and Privilege** is centered on the effects of structured inequalities on cultural groups and identity backgrounds and the system of power and privilege that plays out in the U.S. with regard to cultural groups. This model also attends to the forms of injustice and the ways in which such injustices have been resisted, remade, and transformed by individuals and groups into just and equitable outcomes. Thus, there is attention here to the role of power in situating our identities and experiences AND the ways in which such dominant forms of power can be resisted, dismantled, and remade,
- **Integrative Approach** is an exciting model that encourages the incorporation of more than one of the aforementioned models in a course.
- These models, therefore, fully traverse “diversity” as a knowledge domain and meaningfully connect “diversity” to power differences, structured inequalities, systemic oppressions, historical unequal treatment, and cultural group agency/contributions as well as the social actions and agency that is needed to transform such conditions and contexts of power.

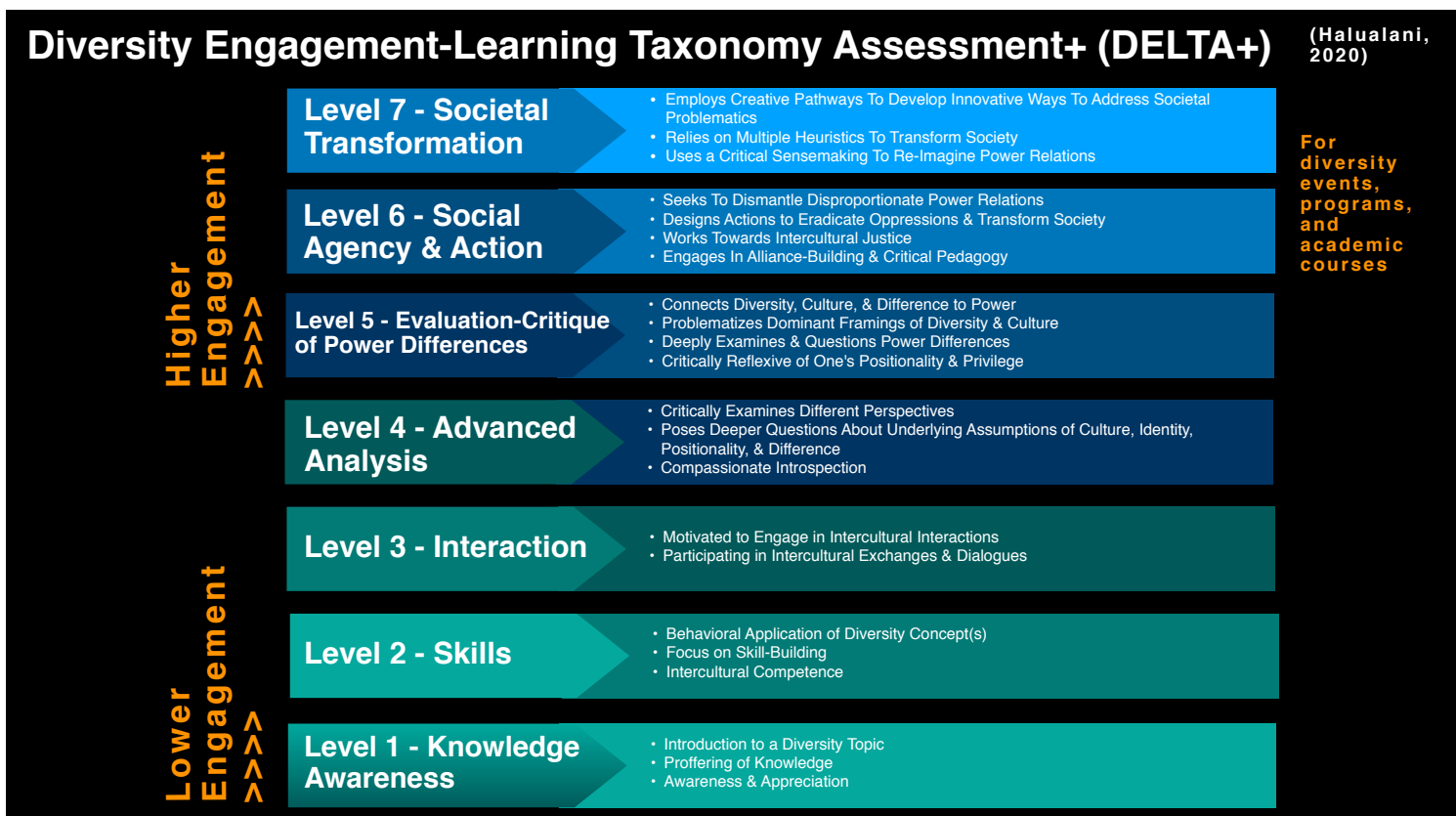
- Moreover, the models' embedded student learning objectives address and overlap with examples of similar and other possible student learning objectives across diversity requirements at other institutions include (but are not limited to) the following:

Through this course, the student will be able to:

- Locate herself/himself/themselves/itself (gender-category refusal) in current sociopolitical contexts;
  - ***Addressed Through: Multicultural Studies; Identity Politics***
- Examine the historical dynamics around cultures and difference;
  - ***Addressed Through: Multicultural Studies; Identity Politics; Differential Power & Privilege***
- Distinguish between visible and invisible structured inequalities (and systems of power and control) in the U.S. context;
  - ***Addressed Through: Multicultural Studies; Identity Politics; Differential Power & Privilege***
- Identify constructive actions of various racial, ethnic, gender, sexual orientation, classed, intersectional, and cultural groups in the U.S. society (historically and in contemporary times);
  - ***Addressed Through: Multicultural Studies; Identity Politics; Differential Power & Privilege***
- Discuss the role of constructive actions to improve lives of others and bring about social justice;
  - ***Addressed Through: Multicultural Studies; Identity Politics; Differential Power & Privilege***
- Analyze perspectives about difference, privilege, power relations, and intercultural justice that are not articulated in socially approvable ways in the surrounding region and society (this is extremely important given today's sociopolitical climate).
  - ***Addressed Through: Identity Politics; Differential Power & Privilege***

- It was not fully clear if these models with their embedded student learning objectives, represent the formal student learning objectives for the DCG area that are assessed. Indeed, formal student learning objectives or competences around diversity, equity, and inclusion are important because there has to be an intentional learning target around diversity learning and engagement for students and these should be assessed for full diversity, equity, and inclusion learning engagement. It is also important to design this requirement around specified student learning objectives to ensure that every course offering covers the parameters, thereby ensuring every student with a high-quality diversity curricular exposure that engages “diversity” in the intentional scope as delimited by the HSU community.
  - Student learning objectives are powerful guides for the curricular structure of diversity requirements to ensure the desired breadth and depth of diversity learning and engagement (ala the DELTA+ levels on the next page). Moreover, having student learning objectives is important to trace the level of student learning gained from this requirement.
- 
- **See the next page for the next section.**

- According to **Halualani's Diversity Engagement-Learning Taxonomy Assessment+ (DELTA+)** (a scaffolded framework similar to Bloom's Taxonomy of Learning but geared for diversity learning and engagement - see the below infographic) stands as a potential model for optimal diversity engagement for diversity courses. The objective of such a model is to design a curriculum and or a course that covers diversity-focused subject matter at the higher engagement levels or from Level 1 - Knowledge Awareness to Level 5 - Evaluation & Critique of Power Differences, Level 6 - Social Agency & Action, and Level 7 - Societal Transformation. These higher engagement levels require high cognitive and affective demand from students and thus, careful curricular design and pedagogical approaches that are best suited for critical questioning, perspective-taking, continual "unpacking" of power-laden concepts, and self-reflexivity. Targeting and reaching at least DELTA Level 5 (Evaluation & Critique of



Power Differences) is an essential component for diversity curricular requirements at higher education institutions as it exposes students to the complexities of culture, identity, and society in terms of power differences, structured inequalities, privilege, historical formations, and agency to make change.

- The delineated four pedagogical models of the Diversity and Common Ground (DCG) Requirement, traverse the higher DELTA levels of diversity learning engagement. (See the associated table on the next page.)
  - **Multicultural Studies:** Engages both DELTA+ Level 4 - Advanced Analysis and DELTA+ Level 5 - Evaluation - Critique of Power Differences, depending on the contexts and groups-of-focus.
  - **Identity Politics:** Engages the DELTA+ Level 5 - Evaluation - Critique of Power Differences in relation to identity, power, and context.
  - **Differential Power and Privilege:** Engages ALL of the DELTA+ “Power” levels (DELTA+ Level 5 - Evaluation - Critique of Power Differences; DELTA+ Level 6 - Social Agency & Action; DELTA+ Level 7 - Societal Transformation) in its sharp focus on power and its operations in society on cultural groups and ways to reimagine power relations to be just and equitable.
  - **Integrative Approach:** Carries the prospect of engaging multiple DELTA+ Levels (DELTA+ Level 4 - Advanced Analysis; DELTA+ Level 5 - Evaluation - Critique of Power Differences; DELTA+ Level 6 - Social Agency & Action; DELTA+ Level 7 - Societal Transformation) all at once.
  
- **See the next page for the next section.**

DCG Models With Embedded Student Learning Objectives	Engaged DELTA+ Level
<p><b>A. Multicultural Studies</b></p> <p>The educational objectives of this model are for students:</p> <ul style="list-style-type: none"> <li>• to comprehend the diversity of knowledge, experiences, values, world views, traditions, and achievements represented by the cultures of the United States and/or beyond;</li> <li>• to understand some of the significant ways in which those cultures have interacted with one another;</li> <li>• explore and evaluate concrete examples of the student's own cultural heritage in relation to others;</li> <li>• be able to read a culture critically through expressions and representations indigenous and exogenous to that culture.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DELTA+ Level 4 - Advanced Analysis;</b></li> <li>• <b>DELTA+ Level 5 - Evaluation - Critique of Power Differences</b></li> </ul>
<p><b>B. Identity Politics</b></p> <p>The educational objectives of this model are for students to:</p> <ul style="list-style-type: none"> <li>• study how various cultural groups have defined their visions of self and other, and of the relationships between self and other;</li> <li>• evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on, and</li> <li>• understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DELTA+ Level 5 - Evaluation - Critique of Power Differences</b></li> </ul>
<p><b>C. Differential Power and Privilege</b></p> <p>The educational objectives of this model are for students to:</p> <ul style="list-style-type: none"> <li>• become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc.;</li> <li>• to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege;</li> <li>• study culturally diverse perspectives on past and present injustice, and on processes leading to a more just and equitable society, and</li> <li>• expand the ability to think critically about vital problems and controversies in social, scientific, economic, and cultural life stemming from differences of gender, race, disability, class, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DELTA+ Level 5 - Evaluation - Critique of Power Differences</b></li> <li>• <b>DELTA+ Level 6 - Social Agency &amp; Action</b></li> <li>• <b>DELTA+ Level 7 - Societal Transformation</b></li> </ul>
<p><b>D. Integrative Approach</b></p> <p>The integrative approach model will substantively incorporate aims from two or more of the above models.</p>	<ul style="list-style-type: none"> <li>• <b>Increases the number and range of DELTA+ Levels: DELTA+ Level 4 - Advanced Analysis;</b></li> <li>• <b>DELTA+ Level 5 - Evaluation - Critique of Power Differences;</b></li> <li>• <b>DELTA+ Level 6 - Social Agency &amp; Action</b></li> <li>• <b>DELTA+ Level 7 - Societal Transformation</b></li> </ul>



- In reviewing the DCG courses that are offered this Spring 2021 semester, there is sizable amount (127) of Domestic Diversity course sections in comparison to the International/Transnational Diversity course sections (50). This indicates that with such an offering proportionality that heavily skews towards Domestic Diversity options, then HSU students will have more curricular exposure to Domestic Diversity courses and the important power dimensions built into General Education diversity curricula as intended through the Diversity and Common Ground (DCG) Requirement. Likewise, the Domestic Diversity course options for Spring 2021 speak to issues of power throughout all of the models represented in those course options. Thus, the Diversity and Common Ground (DCG) Domestic Diversity courses appear to definitively approach diversity from a critical (or power-based) approach of examining structured inequalities or systemic oppressions.

  - Oftentimes, courses that focus on International/Global Cultures may not fully engage issues of power and structured inequalities in those particular contexts (although this depends on the course, the discipline, and the paradigmatic approach taken up in the course). This is why when universities and colleges rely on one curricular requirement in which students could choose an International/Global Culture-focused course over a Domestic Culture course, students are not provided with enough of a meaningful curricular exposure to diversity and culture in terms of power differences and structures of inequality. **HSU has intentionally departed from this common curricular practice by way of its Diversity and Common Ground (DCG) Requirement.**

    - It should also be noted that there were several of the International/Transnational-Focused Diversity course options that indeed highlighted a focus on global dimensions of power as it relates to nations, cultures, imperialism, and historical contexts. We encourage such a focus on the dynamics of power in relation to international/global forces and hierarchies [in the way that scholar Yolanda Moses argues for in the Olson & Evans (2007) publication, "At home in the world: Bridging the gap between

internationalization and multicultural education”].<sup>5</sup>

- **The above findings with regard to the Diversity and Common Ground (DCG) Requirement, highlights several conversation and decision points for HSU for the future:**
  - The GEAR Diversity and Common Ground (DCG) Committee should ensure that there is meaningful curricular coverage of the following:
    - A blend of both historical and contemporary framings of culture (typically, diversity-focused General Education courses highlight the historical formation of cultural identities, communities, and structured inequalities);
    - A blend of culture-specific and culture-general frameworks;
  - In terms of the curricular vision going forward for the Diversity and Common Ground (DCG) Requirement, we ask the following:
    - Is it the desire of HSU to have a certain number of courses that fulfill the A) Multicultural Studies, B) Identity Politics and C) Differential Power & Privilege, and D) Integrative Approach?
    - Is there a tracking of the “presence” and “degree” of each model represented in the Diversity and Common Ground (DCG) course options and the frequency of their offerings?
    - If so, what is the ideal proportion of the Diversity and Common Ground (DCG) pedagogical models?
    - Should the Diversity and Common Ground (DCG) area prioritize B) Identity Politics and C) Differential Power & Privilege?
    - Is there more priority given to D) Integrative Approach?
    - Should there be a curricular intentionality for the Diversity and Common Ground (DCG) area with a vision here and encouragement of courses that fit more with certain pedagogical models?
    - As more information comes about with regard to the implementation of AB 1460 across the CSU system, re-visioning what role the Diversity and Common Ground (DCG) area plays in relation to the new CSU Ethnic Studies requirement, will be important. Perhaps, the Diversity and Common Ground (DCG) area can serve as a continued mechanism (upper-division) to engage in further depth and breadth

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<sup>5</sup> Olson, C. L., & Evans, R. (2007). At home in the world: Bridging the gap between internationalization and multicultural education. American Council on Education.

of culture, identity, and power, and or serve as an intersectional focus or an integrative approach that builds off of the Ethnic Studies requirement.

- **Given these findings about the Diversity and Common Ground (DCG) Requirement, we encourage a thoughtful conversation among HSU faculty members about how diversity is discussed, theorized, approached, and interrogated across all course levels, majors, and fields of study at the Humboldt State University.** As such, we pose the following questions:
  - What are the specific diversity learning goals and processes that you want HSU students to experience in the first year on your campus and throughout each subsequent year and when they leave HSU and transition on to their next stage of life?
  - What are the specific diversity learning goals that are desired for HSU graduate students as they pursue advanced study and or prepare for professions (education, counseling, health sciences, law)?
  - How might diversity engagement be ensured in the graduate curriculum (through the introductory graduate studies course)? Through 1-2 university diversity-focused graduate student learning objectives? A common module?
  - What key questions about diversity, equity, and inclusion — about cultural connection, difference, oppressions, and alliances — do you want all HSU students to immerse themselves in, revisit, and struggle with throughout their coursework?
  - If the goal is to prioritize the incorporation of diversity across the Humboldt State University’s undergraduate curriculum, then in what form(s) should such incorporation take place?
    - As topical content (which may not include all disciplines and fields given their subject matter)?
    - As inclusive pedagogical technique (which cuts across all courses, disciplines, and fields of study)?
    - As considerations for contextual issues (which cuts across all courses, disciplines, and fields of study)?
  - How might incorporation of diversity take place across the Humboldt State University’s graduate curriculum?
    - As topical content (which may not include all disciplines and fields given their subject matter)?
    - As inclusive pedagogical technique (which cuts across all courses, disciplines, and fields of study)?

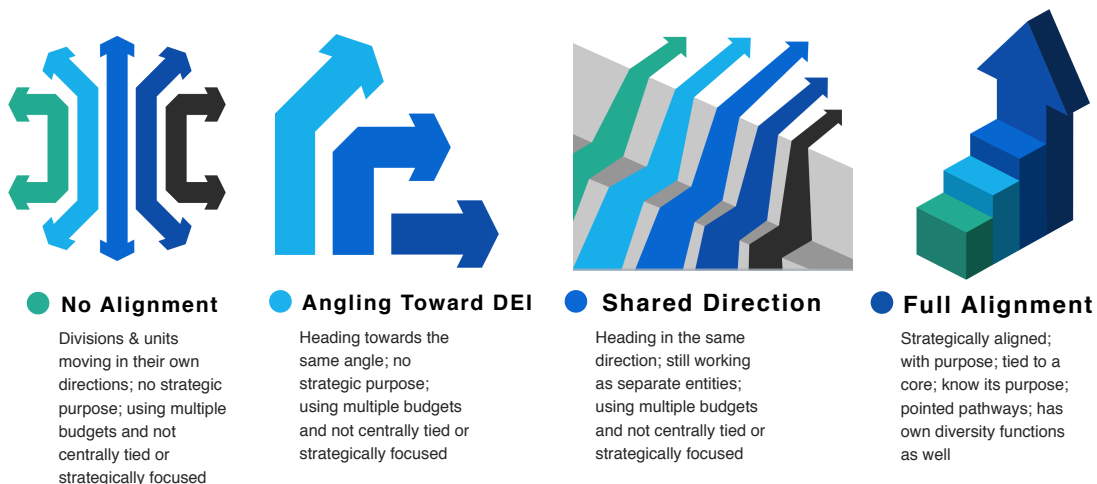
- As considerations for contextual issues (which cuts across all courses, disciplines, and fields of study)?
- Given the answers to the above questions, the Humboldt State University can make important decisions and take the needed next steps.

## F) Diversity Alignment

- **Diversity alignment** refers to the degree to which an institution’s leadership, diversity infrastructure, divisions, and units are interlocked and moving in unison through a strategic direction on diversity, equity, and inclusion. Such alignment is key for an institution to gain traction on diversity, equity, and inclusion and achieve diversity-focused goals on access, recruitment, retention, and development, and campus engagement and belonging. At a diversity-aligned institution, university roles and entities work together and collaborate in tandem on strategic diversity priorities. Humboldt State University is unique in that though there is currently no overall diversity, equity, and inclusion strategic direction (but with a plan to create one this semester), there is some level of alignment among the diversity leadership and university divisions and units; such alignment does not usually take place without a diversity strategy. **But, HSU’s commitment to diversity, equity, and inclusion along with its student-centered focus and the university-wide strategic plan, *Humboldt State University Future Forward Strategic Plan 2021-2026*, do provide a definitive strategic direction through which to point their “sails” together. This could be furthered even more through the impending diversity, equity, and inclusion operational plan this Spring.**
- **According to Halualani’s Diversity Alignment Scale, it is important to have a full level of alignment among the diversity infrastructure, diversity-focused teams, diversity, equity, and inclusion university-wide programs and initiatives, and the entire university.** Halualani’s Diversity Alignment Scale represents an assessment tool to gauge the level of alignment across an institution’s diversity infrastructure, divisions, and units. This scale identifies four different types of diversity alignment positions:

## Diversity Alignment Scale

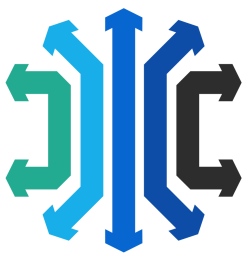
How Aligned Is The Institution Towards Diversity, Equity, & Inclusion?



1. **No Alignment:** In this position, the diversity infrastructure, divisions, and units are moving in their own separate directions. There is no strategic purpose to such movement. Resources are not centrally and strategically focused.
  2. **Angling Toward DEI:** In this position, the diversity infrastructure, divisions, and units are veering towards the same angle (but not fully moving in the same direction). There is no strategic purpose to such movement. Resources are not centrally and strategically focused.
  3. **Shared Direction:** In this position, the diversity infrastructure, divisions, and units are heading in the same direction but still working as separate entities on diversity, equity, and inclusion matters. Resources are not yet centrally and strategically focused.
  4. **Full Alignment:** In this position, the diversity infrastructure, divisions, and units are strategically aligned with a shared strategic purpose and vision. The institutional movement on diversity, equity, and inclusion is guided and facilitated by a robust diversity infrastructure, specific strategic priorities, and delineated goals and pathways.
- This focused diversity mapping places **HSU's diversity alignment on the developing levels of this scale, namely the "Shared Direction" position.** Most institutions that we have mapped, have scored in the "No Alignment" to "Shared Direction" positions on this scale.

## Diversity Alignment Scale

**How Aligned Is Humboldt State University Towards Diversity, Equity, & Inclusion?**



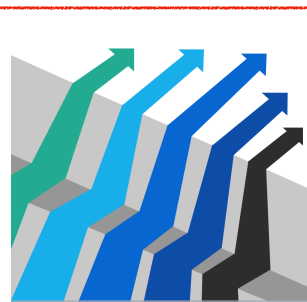
### ● No Alignment

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



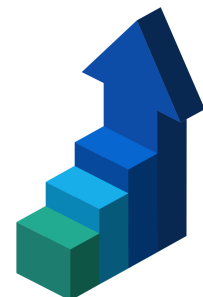
### ● Angling Toward DEI

Heading towards the same angle; no strategic purpose; using multiple budgets & not centrally tied or strategically focused; silo effect; not working in tandem



### ● Shared Direction

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



### ● Full Alignment

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

- **Shared Direction. The placement of HSU on this scale position is due to the following:**
  - While there is no formal overall diversity, equity, and inclusion strategic vision (but with one in the making this Spring), this mapping reveals that the Humboldt State University divisions and units are moving in the same shared direction around core diversity, equity, and inclusion functions (recruitment, retention, belonging for all constituencies, social justice awareness and education, connections to diversity communities and issues in societies). With this, there has been considerable energy at HSU around student belonging, student success, historically underrepresented student success, place-based pedagogy, engaged learning, and building out its DEI infrastructure. Such energy and effort will continue through the focused momentum via HSU's university-wide strategic plan, ***Humboldt State University Future Forward Strategic Plan 2021-2026***, its planned DEI-centered operational plan, and its growing/developing diversity infrastructure with its newly hired Associate Vice President for Diversity, Equity & Inclusion and Campus Diversity Officer position.
  - While there is strong evidence of collaborations around diversity, equity, and inclusion across various units (49% of efforts), these collaborations are not all fully institutionalized, thereby raising a sustainability issue. The degree to which these extant collaborations are long-term and formalized or one-time and transactional is not fully clear.
  - We encourage HSU to formally establish connectivity across its divisions (and especially across the academic units and the student affairs/experience-related units) and units around diversity themes. It is important for HSU to continue to work together and focus on its larger institutional diversity, equity, and inclusion imperative (as it has historically done so) for the future.
  - Institutions with higher scores on this scale aspect, would reflect a concrete, current strategic direction with respect to diversity, equity, and inclusion and one that stands as a unified focus for campus entities. This is in process at the moment with the impending diversity, equity, and inclusion operational plan for this Spring.

### **G) Diversity Change Order**

- Halualani's Diversity Change Order assesses the stage of diversity, equity, and inclusion that an institution is positioned in. Halualani and Associates has developed a unique numbering (change order) sequence that delineates the degree of evolution of an institution's diversity activity (from 1st order to 4th order).

## DIVERSITY CHANGE ORDER

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

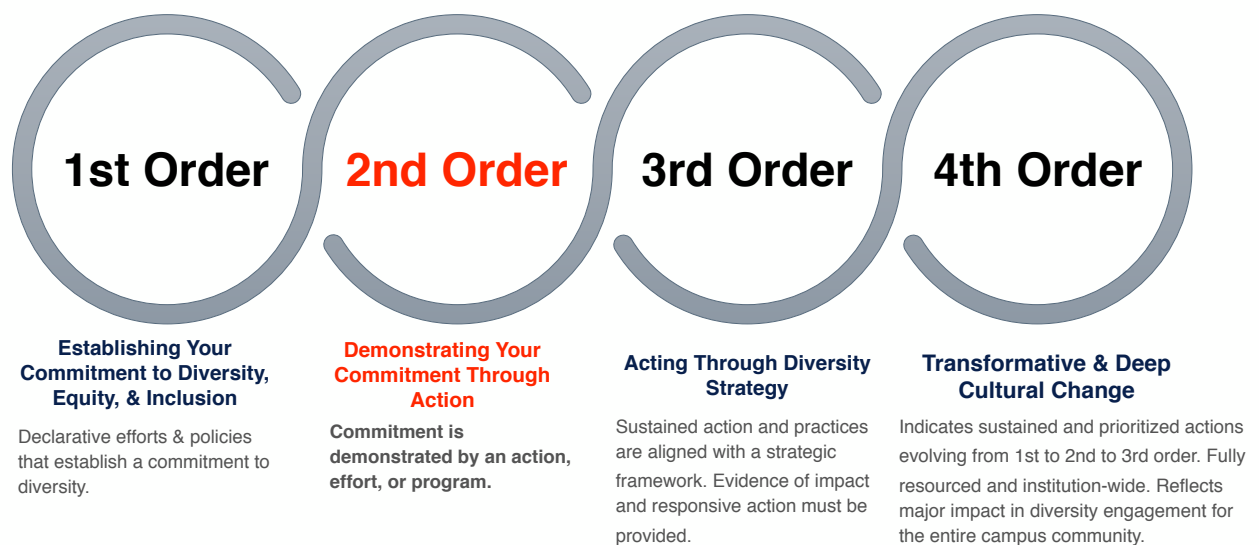


- A **1st order stage position** reflects one in which an institution with public declarations and intentions of a commitment to diversity, equity, and inclusion but with no action. A **2nd order stage position** is one in which an institution has demonstrated its commitment to diversity, equity, and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

- **In terms of Halualani’s Diversity Change Order and this focused diversity mapping, HSU is clearly located in a 2nd Order - Diversity Action Stage,** or the stage through which the institution has demonstrated its commitment to diversity, equity, and inclusion by embarking on and completing diversity actions, efforts, programs, and activities.

## DIVERSITY CHANGE ORDER FOR HUMBOLDT STATE UNIVERSITY

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



- **With this 2nd Order designation, it is important to elaborate where the Humboldt State University is within the levels of the 2nd Order stage (see the next two pages for the DEI Change Order - Elaborated Tables).** HSU is currently at the Outstanding (elaborated) level or the highest level within the 2nd Order stage. In order to move into the 3rd order stage, HSU will need to embark on a DEI strategic planning process that is connected to impact determination. Through the overall range, scope, and quality of its diversity, equity, and inclusion efforts and initiatives, HSU has demonstrated an initial level of impact determination and is poised to further refine this practice in its impending strategic planning phase.



DEI Change Order - Elaborated

	Aspect	Beginning	Developing	Accomplished	Outstanding
<b>1st Change Order</b>	DEI Commitment Declared	*****	*****	*****	*****
	Proactive DEI Direction		*****	*****	*****
	Purpose In Line With DEI		*****	*****	*****
	DEI Values Articulated			*****	*****
	DEI Definitions Articulated				*****
	Aspect	Beginning	Developing	Accomplished	Outstanding
<b>2nd Change Order</b>	Engaged in DEI Actions/ Initiatives/Programs	*****	*****	*****	*****
	Demonstrated Record of DEI Action/Initiative/Program Frequency		*****	*****	*****
	Low Level of Quality of DEI Actions/Initiatives/Programs			*****	*****
	Moderate to High Level of Quality of DEI Actions/ Initiatives/Programs				*****
	Aspect	Beginning	Developing	Accomplished	Outstanding
<b>3rd Change Order</b>	Demonstrated Record of Sustained DEI Actions/ Initiatives/Programs	*****	*****	*****	*****
	Actions Linked To DEI Strategic Goals		*****	*****	*****
	Impact Determination Embedded			*****	*****
	Recalibration of DEI Actions/ Initiatives/Programs				*****
	Aspect	Beginning	Developing	Accomplished	Outstanding
<b>4th Change Order</b>	Sustained DEI Strategic Actions	*****	*****	*****	*****
	Institutionalization of DEI Strategies		*****	*****	*****
	DEI Is Centrally Resourced			*****	*****
	DEI Alignment			*****	*****
	Ongoing DEI Investment				*****
	DEI Capacity Building				*****

**DEI Change Order - Elaborated - Humboldt State University (HSU)**

	<i>Aspect</i>	<i>Beginning</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Outstanding</i>
<b>1st Change Order</b>	<b>DEI Commitment Declared</b>	*****	*****	*****	*****
	<b>Proactive DEI Direction</b>		*****	*****	*****
	<b>Purpose In Line With DEI</b>		*****	*****	*****
	<b>DEI Values Articulated</b>			*****	*****
	<b>DEI Definitions Articulated</b>				*****
	<i>Aspect</i>	<i>Beginning</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Outstanding</i>
<b>2nd Change Order</b>	<b>Engaged in DEI Actions/ Initiatives/Programs</b>	*****	*****	*****	*****
	<b>Demonstrated Record of DEI Action/Initiative/Program Frequency</b>		*****	*****	*****
	<b>Low Level of Quality of DEI Actions/Initiatives/Programs</b>			*****	*****
	<b>Moderate to High Level of Quality of DEI Actions/ Initiatives/Programs</b>				<b>Humboldt State University (HSU)</b>
	<i>Aspect</i>	<i>Beginning</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Outstanding</i>
<b>3rd Change Order</b>	<b>Demonstrated Record of Sustained DEI Actions/ Initiatives/Programs</b>	*****	*****	*****	*****
	<b>Actions Linked To DEI Strategic Goals</b>		*****	*****	*****
	<b>Impact Determination Embedded</b>			*****	*****
	<b>Recalibration of DEI Actions/ Initiatives/Programs</b>				*****
	<i>Aspect</i>	<i>Beginning</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Outstanding</i>
<b>4th Change Order</b>	<b>Sustained DEI Strategic Actions</b>	*****	*****	*****	*****
	<b>Institutionalization of DEI Strategies</b>		*****	*****	*****
	<b>DEI Is Centrally Resourced</b>			*****	*****
	<b>DEI Alignment</b>			*****	*****
	<b>Ongoing DEI Investment</b>				*****
	<b>DEI Capacity Building</b>				*****

- In this DEI Change Order - Elaborated Table, the “\*\*\*\*\*” denotes that a specific aspect has been met and at a specific level (Beginning, Developing, Accomplished, Outstanding). The columns identify all of the aspects that need to be met to fulfill that level designation.
- **HSU is currently at the Outstanding (elaborated) level or the highest level within the 2nd Order stage.** In order to move into the 3rd order stage, HSU will need to embark on a DEI strategic planning process that is connected to impact determination. Through a review of its overall range, scope, and quality of its diversity, equity, and inclusion efforts and initiatives, HSU has already demonstrated an initial level of impact determination (with some efforts already doing so at a moderate level and high level) and is poised to further refine this practice in its impending strategic planning phase.
- **In order to make it to a 3rd Order Stage (through which a diversity, equity, and inclusion strategic framework anchors and organizes diversity efforts and there is impact determination of such efforts), HSU needs to actually craft a strategic framework through which to steer itself in the desired direction with regard to diversity, equity, and inclusion.** In addition, HSU should create more robust mechanisms to assess or identify the impact of its diversity efforts. By doing so, it will be able to determine if it is moving in the desired strategic direction and or if it needs to be more intentional and purposeful about its diversity efforts. Such a plan should include evaluative frameworks in order to determine the diversity progress and achievements made. Thus, there is a record of diversity activity at HSU but not a fully clear sense of the extent to which these efforts are bringing about its desired strategic vision.
- For the future, HSU should be focused on transforming their diversity efforts into becoming eventual fourth-order items (sustained, institutionalized, positive-determined impact, culture-changing, reaching all campus members and beyond, and linked to a diversity strategic framework).

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- **Overall, Halualani & Associates affirms and acknowledges HSU’s historical and continuous commitment to diversity, equity, and inclusion and the foundation that it has built with meaningful diversity work. This institution has established a strong, dedicated base from which to further its diversity work as it moves forward.**
- We have provided a list of recommended action steps for HSU’s continued diversity future to the HSU leadership. Some of these key action steps include (but are not limited to the following):
  - the creation of a university-wide diversity, equity, and inclusion (DEI) strategic plan (as is planned for this Spring);
  - a thoughtful campus articulation of what a diversity, equity, and inclusion-minded Humboldt State University looks, feels, and acts like;

- the development of customized interventions for different campus constituencies (especially staff members) regarding diversity, equity, and inclusion (DEI);
  - the continued formation of connectivity across its divisions and units around diversity themes;
  - the creation of a diversity-impact culture.
- **It has been an honor to witness the historical and continuous development of diversity, equity, and inclusion-focused efforts at Humboldt State University as well as the formation of thoughtful diversity, equity, and inclusion-centered programs and initiatives in relation to the place, people, and context that surrounds and is a part of Humboldt State University.**