

University Diversity Council

Year End Report 2019-2020

Submitted to the Campus Community May 29, 2020 by:

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I. Background and Significant Achievements

The University Diversity Council's charge was revised in spring 2020 and states:

The University Diversity Council (UDC), led by the Chief Diversity Officer and made up of California State University, Chico staff, faculty, and students, was established in fall 2014. In aligning our mission and goals with Chico State's strategic priorities, the University and UDC are committed to fostering dynamic, high-quality and inclusive learning environments both within and outside of the classroom.

Recognizing that diversity of thought and lived experiences constitute the central and core values of the Academy, and that a robust and thriving democracy depend centrally on these ideals, it is critical that these values manifest in all aspects of our work. As such, the UDC is committed to engaging diverse, intercultural, and intersectional viewpoints and identities to encourage and promote an atmosphere that allows all individuals to attain their greatest potential and achieve the greatest benefits from our Chico State campus community.

The campus community encompasses a spectrum of identities, beginning with the Mechoopda land where Chico State sits to the global family that the University embraces. The UDC seeks to inquire about and address challenges and opportunities that further the University's position as a change agent working towards an equal and equitable society.

The UDC will engage on- and off-campus partners in order to provide recommendations to University Executive Leadership for implementation.

The UDC Executive Team (ET) includes Chela Mendoza Patterson, Interim Chief Diversity Officer, Michelle Morris, Faculty Diversity Officer, Tray Robinson, Director, Office of Diversity & Inclusion, Sara Cooper, Chair, Multicultural and Gender Studies, and Kate Post, Manager of Strategic Communications and Annual Giving, University Communications. The ET met monthly to set the agenda for the general UDC meetings. In addition, the four established workgroups met separately on a monthly basis during the academic year to advance the UDC Priorities. General meeting agendas and summaries can be found at:

<https://www.csuchico.edu/diversity/udc/index.shtml>

In fall 2020, the UDC Priorities and Key Performance Indicators (KPI) document was updated to reflect the revised charge as well as the 2019-24 University Strategic Plan priority of equity, diversity, and inclusion and is included at the end of this report.

Workgroup membership, associated priorities, and significant achievements are listed below.

¹UDC Workgroup Lead and Executive Team Member, ²Ad hoc Member, ³Student Member

Workgroup 1 Priorities: Increase Workforce Diversity & UDC Funding

Members: Teresita Curiel, Chris Fosen², Gloria Godinez², Annabel Grimm, Trevor Guthrie³, Michelle Morris¹, Evanne O'Donnell, Dylan Saake, Cecilia Santillan Robles

✓ Secured a \$29,000 CSU Chancellor's Office grant to promote diverse faculty retention; PI Michelle Morris will implement the proposed activities during the 2020-21 academic year.

✓ The *Avoiding Bias in Hiring* in-person training was made mandatory for staff search committee chairs and hiring managers and continued via Zoom after the stay at home order went into effect in March 2020.

✓ Student, faculty and administrator cohorts participated in the University of California/California State University *Moving Beyond Bias* Training in Sacramento; the staff cohort train-the-trainer session has been postponed due to COVID-19.

✓ Collaborated with Workgroup 4 to develop a new campus equity, diversity and inclusion website and social media content to increase recruitment and retention of a diverse workforce.

Workgroup 2 Priority: Campus Climate Considerations

Members: Kaitlyn Baumgartner Lee, Emonnie Jones³, Rachel McBride-Praetorius, Malcolm McLemore, Chela Mendoza Patterson¹ Matthew Miller, Tray Robinson¹, Krystle Tonga

✓ Submitted information to *Campus Pride* in order to rank the university's support for the LGBTQ+ campus community. Chico State received 3.5 out of 5 stars; a taskforce will convene to identify opportunities to improve our score.

Workgroup 3 Priority: Social Justice, Diversity, and Inclusion across the Curriculum

Members: Annie Adamian², Sara Cooper¹, Chiara Ferrari, Susan Frawley², Sandra Gutierrez², Jason Nice², J Relf³, Sara Trechter, Jennifer Underwood², Eddie Vela

✓ Collaborated with the Curriculum Advisory Board (CAB) to create an Academic Program-level and Course-level Equity Scorecard for General Education Program assessment. The rubric will be introduced to the Educational Policy & Programs Committee (EPPC) of the Academic Senate in fall 2020.

Workgroup 4 Priority: Equity, Diversity & Inclusion Communication Plan

Members: Kate Post¹, Tray Robinson¹, Eddie Vela

✓ Convened a working group to develop a new campus equity, diversity and inclusion website with an anticipated launch of fall 2020.

✓ Sent 11 “Did You Know” emails to faculty and staff this academic year featuring new topics highlighting “hidden figures” and partnering with groups like the Asian Pacific Islander Council and PATH Scholars to highlight often-overlooked topics and areas.

Summary

The UDC made significant progress on KPIs during the 2019-20 academic year despite the transition in Chief Diversity Officer leadership and changes to campus operations due to COVID-19 impacts. The UDC aims to continue collaborations across campus divisions in the coming year in support of the University Strategic Priority *Equity, Diversity, and Inclusion*.

II. Goals for 2020-21

1. Launch campus Equity, Diversity, and Inclusion website;
2. Continue collaboration with the Office of Academic Personnel and Human Resources to increase workforce diversity;
3. Present recommendations to cabinet for improving Chico State grades on Harper and Simmons’ *Black Students at Public Colleges and Universities—A 50-State Report Card*;
4. Consider campus climate implications of virtual instruction and work across divisions due to COVID-19; and
5. Leverage existing and identify new campus collaborations and resources to maximize UDC efficiency and efficacy given likely budgetary constraints.

UDC Priority	KPIs	Timeline
1. Increase Workforce Diversity	<p>KPI 1.1—Recommend that deans and vice presidents reflect on demographic data for their college/unit/division provided by Human Resources (HR), and report goals, strategies, and evidence of progress toward recruiting and retaining diverse faculty and staff annually in March for inclusion in the University Diversity Report.</p> <p>KPI 1.2—Recommend that all staff search committee members, hiring authorities (i.e., directors, managers, deans), cabinet and EMEDC members complete the Avoiding Bias in Hiring training prior to recruitment.</p> <p>KPI 1.3—Collaborate with HR, Business and Finance Diversity Committee and Student Affairs Diversity Committee to develop and recommend best practices in hiring diverse staff and equity-minded evaluation.</p> <p>KPI 1.4—Collaborate with the Office of Academic Personnel (OAPL), the Office of Faculty Development, and the Academic Affairs Diversity Committee to increase the recruitment, retention, and promotion of diverse faculty:</p> <ul style="list-style-type: none"> a. Recommend that departments update their RTP standards to reflect equity-minded best practices posted on the OAPL website and the 2019-2024 University Strategic Plan Priorities and Enduring Commitments; b. Develop and provide search committees with an improved vacancy announcement template; c. Collaborate with University Communications to advertise positions through social media; d. Analyze recruitment diversity data throughout the tenure-track search process for up to 10 previous recruitment cycles; e. Evaluate the Avoiding Bias in Hiring training and revise to include best practices as outlined in the Faculty Hiring Manual; and f. Submit A Focus on Faculty Retention proposal to the CSU Office of the Chancellor. <p>KPI 1.5—Identify and share equity-minded staff and faculty professional development opportunities.</p>	Spring 2020; ongoing

<p>2. Campus Climate Considerations</p>	<p>KPI 2.1 – Assess, recommend and administer campus climate survey(s) to students, staff, faculty, and administrators as it relates to equity, diversity, and inclusion.</p> <p>KPI 2.2 – Inventory equity, diversity and inclusion programs that focus on faculty and staff to inform, educate and encourage attendance.</p> <p>KPI 2.3 – Research processes on our campus that inform and define parameters to support the inclusion of diversity related representation in the form of art, sculptures and the naming of spaces.</p> <p>KPI 2.4 – Investigate best practices to improve Chico State grades on Harper and Simmons’ <i>Black Students at Public Colleges and Universities—A 50-State Report Card</i> (i.e., Representation Equity – C; Gender Equity – B; Completion Equity – F; Black Student-To-Black Faculty Ratio – D).</p> <p>KPI 2.5 – Submit Chico State data for inclusion in the Campus Pride LGBTQ Friendly Schools Ranking Index.</p> <p>KPI 2.6 – Research processes and best practices that support the mental and physical health of our diverse populations.</p>	<p>Spring 2020; ongoing</p>
<p>3. Social Justice, Diversity & Inclusion across the Curriculum</p>	<p>KPI 3.1 – Compile and maintain updated list of Chico State diversity and inclusion/social justice curriculum and faculty involved.</p> <p>KPI 3.2 – Support General Education Curriculum Advisory Board (GE CAB) around the Chico State Equity, Diversity, and Inclusion Strategic Priority, including building a rubric to measure equity, diversity, and inclusion in proposed new GE Pathway Minors.</p> <p>KPI 3.3 – Analyze relationships among graduation rate achievement gaps, student perceptions of campus climate, and exposure to diversity and inclusion/social justice curriculum (different from inclusive pedagogical strategies).</p> <p>KPI 3.4 – Analyze relationship between faculty participation in social justice curriculum and job satisfaction.</p> <p>KPI 3.5 – Recommend requiring cultural competency training for students and all university personnel.</p> <p>KPI 3.6 – Collaborate with Faculty Development to provide FLCs related to implementing inclusive pedagogy across the curriculum; support curriculum redesign to incorporate diversity, inclusion and social justice across disciplines.</p> <p>KPI 3.7 – Recommend revision of Student Evaluations of Teaching (SET) to include assessment of inclusive pedagogy.</p>	<p>Spring 2020; ongoing</p>

<p>4. Equity, Diversity & Inclusion Communication Plan</p>	<p>KPI 4.1— Develop and launch a comprehensive equity, diversity, and inclusion website for campus that will serve as a hub to introduce external audiences to the diversity efforts at Chico State and guide internal audiences to helpful resources. KPI 4.2— Continue and expand faculty/staff education campaigns (e.g. “Did You Know” emails) to share hidden figures as well as the work of the UDC/campus. KPI 4.3— Present UDC updates to cabinet, senior management, Academic Senate, Staff Council, and Associated Students.</p>	<p>Spring 2020; ongoing</p>
<p>5. Funding for UDC Priorities & KPIs</p>	<p>KPI 5.1—Develop a cost estimate for the programs and priorities of the UDC. KPI 5.2—Collaborate with University partners to identify funding opportunities for programs/initiatives (e.g., national speakers, diversity trainings, cultural events).</p>	<p>Spring 2020; ongoing</p>