

University Diversity Council
Year End Report 2020-2021

Submitted to the Campus Community June 15, 2021 by:

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I. Background and Significant Achievements

President Hutchinson charged the Academic Senate with writing an EM to institutionalize the University Diversity Council this year. From her letter charging the writing of this EM: “The UDC was founded in 2014 as an ad hoc committee directly reporting to the President and the Vice President of Student Affairs. With our campus commitment to Equity, Diversity and Inclusion it became clear that the UDC should become an officially recognized diversity committee. Therefore, I am pleased to charge the Academic Senate with finalizing and approving a policy that defines campus procedures and council membership of the University Diversity Council.”

Tray Robinson and Michelle Morris consulted with Brooke Banks and the Faculty and Student Policies (FASP) Committee to draft the policy. The policy was voted on and approved at the April 22, 2021 Academic Senate meeting, and ensures that the equity, diversity and inclusion (EDI) work of the UDC will maintain momentum and that mechanisms are in place to continue its efforts.

The UDC Executive Team (ET) includes Tray Robinson, Interim Chief Diversity Officer (spring 2021) and Director, Office of Diversity & Inclusion, Chela Mendoza Patterson, Interim Chief Diversity Officer (fall 2020), Michelle Morris, Faculty Diversity Officer, Susan Green, 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. Membership, workgroups and general meeting summaries can be found at: <https://www.csuchico.edu/diversity/udc/index.shtml>

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

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

Workgroup 1 Priorities: Increase Workforce Diversity & UDC Funding

Members: Teresita Curiel, Gloria Godinez², Annabel Grimm, Bre Holbert³, Chrissy Hursh², Michelle Morris¹, Brain Oppy, Dylan Saake, Cecilia Santillan-Robles

✓ The *Avoiding Bias in Hiring* training was made mandatory for all campus search committee members effective January 1, 2021, and continued via Zoom this academic year.

✓ Collaborated with the Business and Finance Diversity Committee to recommend that all candidates for campus positions be asked EDI-specific interview questions to assess their capacity to serve our diverse student population and advance the University’s strategic priority.

✓ Collaborated with the Office of Academic Personnel and Provost’s *Action Now* team to consult on tenure-track faculty searches, revise the tenure-track faculty recruitment manual, and recommend best practices for the retention and professional development of diverse faculty.

✓M. Morris implemented a \$29,000 CSU Chancellor’s Office grant to promote diverse faculty retention by facilitating the *@Real RTP Learning Community: Navigating the Academy as a Diverse Teacher-Scholar*, and providing support to campus affinity groups for retention efforts.

✓Collaborated with Human Resources and leadership from all University divisions and auxiliary organizations to identify opportunities to increase workforce diversity.

✓ A staff cohort participated in the University of California/California State University *Moving Beyond Bias* Train-the-Trainer virtual session in fall 2020 and discussed collaborating with other campuses on future trainings in support of our EDI efforts.

✓Continued collaboration 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: Tasha Alexander, Kaitlyn Baumgartner Lee, Logan Lee³, Rachel McBride-Praetorius, Malcolm McLemore, Chela Mendoza Patterson (fall 2020)¹, Tray Robinson¹, Krystle Tonga

✓Received Strategic Priority funding for EDI artwork on campus; collaborated with Stephen Cummins to explore opportunities.

✓Submitted recommendation to the President for mandatory student EDI training which she is taking under consideration.

✓Utilized Harper and Simmons’ *50-State Report Card* to assess the needs of our campus to support the experience and academic success of our Black/African American students.

✓Submitted information to *Campus Pride* in order to rank the University’s support for the LGBTQ+ campus community. Chico State received 4 out of 5 stars, an improvement over the previous ranking of 3.5; a taskforce will convene to identify opportunities to improve our score.

✓Collaborated with Wildcats Thrive and other campus stakeholders to explore opportunities to support historically marginalized student groups with an intersectional lens.

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

Members: Annie Adamian, Paul Bailey, Betsy Boyd, Susan Frawley², Susan Green¹, Sandra Gutierrez², Jason Nice², J Relf³, Jennifer Underwood², Eddie Vela

✓Collaborated with the Curriculum Advisory Board (CAB) and other campus stakeholders to plan for implementation of AB 1460—California State University Ethnic Studies Graduation Requirement.

Workgroup 4 Priority: Equity, Diversity & Inclusion Communication Plan

Members: Michelle Morris¹, Kate Post¹, Tray Robinson¹

✓ Launched a new and robust campus equity, diversity and inclusion website, which now ranks No. 28 out of the University's 3,168 websites for most views since September 2020; added a Mechoopda acknowledgement banner to the bottom of all campus websites.

✓ Developed communications for a variety of social justice topics including collaborating with the Office of the President around Black Lives Matter and commitments to creating an anti-racist campus; developing the "You Belong Here. Racism Doesn't" social media campaign; collaborating with the Asian and Pacific Islander Council on a "Stop Asian Hate" campaign; and drafting a UDC letter of support for the AAPI community.

✓ Collaborated with Institutional Research to revise student and employee demographic data dashboards.

✓ Sent 17 "Did You Know" emails to faculty and staff this academic year, a 55% increase over the prior year. We used the opportunity to share EDI-focused campus updates and events in addition to celebrating milestones, "hidden figures," and holidays.

Summary

The UDC made significant progress on KPIs during the 2020-2021 academic year despite the transition in Chief Diversity Officer leadership and ongoing virtual operations related to the COVID-19 pandemic. The UDC aims to continue collaborations across campus divisions and auxiliary organizations in the coming year in support of the University Strategic Priority *Equity, Diversity, and Inclusion*.

II. Goals for 2021-2022

1. Assess the need for revision of UDC priorities and key performance indicators;
2. Consider campus climate implications of transitioning back to in-person and hybrid learning and working conditions;
3. Continue collaborating across campus divisions and auxiliaries to identify, implement and evaluate policies and practices related to increasing workforce diversity;
4. Include representation on the UDC from the anticipated new Division of Information Technology; and
5. Leverage existing and identify new collaborations and resources to maximize UDC efficiency and efficacy given budgetary constraints.

UDC Priority	KPIs	Timeline
<p>1. Increase Workforce Diversity</p>	<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>	<p>Spring 2020; ongoing</p>

<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>

4. Equity, Diversity & Inclusion Communication Plan	<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.</p> <p>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.</p> <p>KPI 4.3— Present UDC updates to cabinet, senior management, Academic Senate, Staff Council, and Associated Students.</p>	Spring 2020; ongoing
5. Funding for UDC Priorities & KPIs	<p>KPI 5.1— Develop a cost estimate for the programs and priorities of the UDC.</p> <p>KPI 5.2— Collaborate with University partners to identify funding opportunities for programs/initiatives (e.g., national speakers, diversity trainings, cultural events).</p>	Spring 2020; ongoing