

**San Diego State University**  
**Diversity and Inclusion Planning Template**  
**\* For Colleges \***

*A University Senate resolution approved on Feb. 6, 2018, requires all units to engage in diversity and inclusion planning. It stated:*

*“LET IT BE RESOLVED, that San Diego State University creates a campus-wide diversity plan and that all academic and administrative units/divisions also create individual diversity plans that are congruent with the University plan. The University shall provide training and support for developing these plans. This requirement shall be in place by the year 2020.”*

*After receiving the resolution, President Roush supported the implementation of the resolution and further provided that all units have diversity plans by fall 2020. Any units without an approved plan will not be able to hire beginning Jan. 1, 2021, until the criteria are satisfied. The Diversity and Inclusion Plans are meant to be expansive in nature; according to the resolution language, “all academic and administrative units/divisions” are required to have a plan on file. Beyond the wider university plan for equity, diversity, and inclusion, this includes all 54 academic departments and schools, eight colleges, Library, Imperial Valley Campus, Mission Valley Campus, four divisions (Academic Affairs, Business and Financial Affairs, Student Affairs, University Relations and Development), and campus auxiliaries.*

*Based on the recommendation of the University Senate standing committee on Diversity, Equity and Inclusion (DEI), **All** plans will be evaluated using the following seven criteria for evaluation:*

- 1. All plan components are to be described clearly and written with detail*
- 2. Plans should include data that evidences which groups are experiencing disproportionate impact*
- 3. Plans should demonstrate a meaningful, deep-dive into the data*
- 4. A committee and data-gathering process that has broad representation*
- 5. Direct alignment between challenges, goals, and planned interventions*
- 6. Each plan should clearly delineate who is responsible for which tasks*
- 7. A plan that provides intentional and meaningful efforts that (if implemented) are likely to affect desired changes*

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1. Unit Name: College of Professional Studies and Fine Arts  
(e.g., College of Arts and Letters)

2. Primary Contact Name: Kurt Lindemann

3. Primary Contact Email: [klindema@sdsu.edu](mailto:klindema@sdsu.edu)

4. Planning Committee Members (Attach full roster if there are more than seven members). Each planning committee should have faculty, staff and student representation (unless otherwise approved). Members should indicate completion of readings and participation with their initials.

Member 1 (Name and Title): Kurt Lindemann

Email: [klindema@sdsu.edu](mailto:klindema@sdsu.edu)

Completed: Pre-readings KL Implicit bias seminar KL IAT KL Institutes KL

Member 2 (Name and Title): Theresa Luu

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Completed: Pre-readings TL Implicit bias seminar TL IAT TL Institutes TL

Member 3 (Name and Title): Craig Winton

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Completed: Pre-readings CW Implicit bias seminar CW IAT CW Institutes CW

Member 4 (Name and Title): Madison Gilbert (Fall 2020 addition)

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Completed: Pre-readings MG Implicit bias seminar MLG IAT MLG Institutes MLG

Member 5 (Name and Title): Andrea Sanchez Fall 2020 addition—student)

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Completed: Pre-readings AS Implicit bias seminar\_\_\_\_ IAT\_\_\_\_ Institutes\_\_\_\_

Member 6 (Name and Title): Michelle Natividad Stein Fall 2020 addition—student)

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Completed: Pre-readings MS Implicit bias seminar\_\_\_\_ IAT\_\_\_\_ Institutes\_\_\_\_

Member 7 (Name and Title): Kathryn Palese (Fall 2020 addition)

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Completed: Pre-readings KP Implicit bias seminar\_\_\_\_ IAT\_\_\_\_ Institutes\_\_\_\_

Member 8 (Name and Title): Mario Anguiano (Fall 2020 addition—student)

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Completed: Pre-readings MA Implicit bias seminar\_\_\_\_ IAT\_\_\_\_ Institutes\_\_\_\_

Member 9 (Name and Title): Cristian Alvarez (student--*graduated*)

Email:

Completed: Pre-readings CA Implicit bias seminar CA IAT CA Institutes CA

Member 9 (Name and Title): Anna Kim

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Completed: Pre-readings CA Implicit bias seminar CA IAT CA Institutes CA

4.a. The Diversity and Inclusion Statement that has been developed and approved as part of the planning process has been posted to the unit's website: Yes [ ] No [ X ]

5.a. Introduction to the Process of Planning for CPSFA

The College of Professional Studies and Fine Arts diversity planning process began in Fall 2019, as the college committee formed with staff, student, and faculty representation. Specifically, the committee included two staff members, three faculty members, and one student. Three of our members in this first iteration identify as an Underrepresented Minority (URM). Together, we crafted an initial Diversity and Inclusion Statement, as well as the first draft of the plan. At the beginning of Spring 2020, the draft of the statement was distributed to CPSFA school directors, and the committee expanded to include two graduate students and two temporary faculty. Both graduate students identify as an Underrepresented Minority (URM). This second iteration of the committee, along with the PSFA Diversity Liaisons, revised the draft and plan as per comments from school directors and select faculty.

**5. Diversity and Inclusion Statement (400 words or less).**

**Each submission should include a diversity and inclusion statement that** a) establishes the unit's commitment to diversity and inclusion; b) outlines how diversity and inclusion contribute to excellence in the focal area or discipline; c) identifies the unit's long-term goals for equity, diversity, and inclusion; and d) is the product of discussions involving key unit stakeholders. **Once approved, this statement should be posted to the unit's website.**

The SDSU College of Professional Studies and Fine Arts (PSFA) is committed to promoting and sustaining diversity and inclusion among its students, faculty, and staff at all levels of engagement: student life and learning, college and school climate, and research and creative activities. Our college recognizes that diversity and inclusion is a process that requires continual self-reflection on our values and vision. We understand that diversity requires a focus on equity and inclusion as we are committed to ensuring the equitable opportunities for education, creative expression, teaching, service, and professional advancement for all.

We recognize that nurturing a climate of diversity and inclusion has pedagogical benefits vital to any university committed to providing students and faculty with an educational environment that values shared responsibility. Diversity, as envisioned in this statement, offers students a variety of perspectives and experiences that foster critical thinking and global awareness. Beyond acknowledging, we strive to take the

necessary steps to create spaces which allow diversity and difference to flourish and be maintained. Such an environment also enriches collaborations among faculty and leads to more creative and inclusive problem solving and artistic expression. PSFA's disciplinary diversity fosters innovative approaches to teaching and research within and across colleges. PSFA's fine arts schools offer arts-based inquiries into social justice issues, and its professional studies schools provide equally rigorous and creative research of a myriad of related issues. Together, the college and its schools benefit in several distinct ways. The collaboration between schools provides new insight into social problems and offers alternative ways to report that research, whether it is a film, live performance, or piece of writing. PSFA's disciplinary diversity enhances the faculty and student interaction, in the teaching classroom and beyond. To ensure an environment that is welcoming, supportive, and inclusive, we plan to: 1) Build a sense of shared responsibility for creating and maintaining diversity, equity, and inclusion among individuals and groups within the college; 2) Develop a framework to create and maintain a safe environment free from all forms of harassment; 3) Incentivize the schools of the college to prioritize diversity in its efforts to recruit and retain students, faculty and staff; and 4) Establish protocols that ensure inclusive governance and decision-making within the college. The College is committed to being a leader on the SDSU campus in sustaining a climate that fosters diversity, equity, and inclusion.

## **6. Results from the Unit's Environmental Assessment**

**Representation** – Please report what you learned about the representation of faculty and staff. For example, to what extent is the current employee demographic representative of the students and local community served? [1000 words or less]

Based on available data, the College of Professional Studies and Fine Arts has identified several disparities in representation between faculty and students. We recognize that these analyses are preliminary and that a more systematic review would include analyses of staff data and temporary hires, as well as comparable data about the region and the State in terms of SDSU community representativeness. The data provided from fall 2016 to fall 2018, have changed little over time, therefore, we selected one semester to analyze, since it is similar to the other years.

Based on our analysis of the fall 2018 data on PSFA, we found the following:

1. Full-Time Tenured Underrepresented Minority (URM) faculty represented 12.3% of the

faculty body. URM students represented 38.3% of our student body. Similarly, temporary URM faculty represented 13% of the faculty body, yet URM students comprise 38.3% of our student body.

2. In total, PSFA URM faculty represent 25.5% of the PSFA faculty body. When using the 80% Rule Index, which examines if subgroups achieve educational outcomes less than 80% of the time the highest performing subgroup successfully achieves that same outcome, our analysis shows the disproportionate impact (DI) on URM students as .19. This means the college's URM students have a success rate that is about 20% less than the college's highest performing group. Considering faculty promotion rates, the DI is even higher, at .41. This means PSFA's URM faculty achieve tenure and promotion at almost half the rate as its highest achieving faculty, or faculty who were tenured and promoted to Full Professor.
3. Given that 75% of surveyed PSFA faculty were White, it is clear there is a dearth of URM faculty. While our analysis suggests URM faculty do not get tenured and promoted at equitable rates, there were simply not enough junior faculty who responded the survey to provide statistical power.

Within this data, we examined several URM disparities to see where – among the races/ethnicities – are the most dramatic disparities. Here is what we gleaned from the data:

1. Asians and Black/African-Americans were not disproportionately impacted.
2. Latinx have been disproportionately impacted. Latinx faculty represented 7.9% of the faculty body, yet 33.4 percent of the student body are Latinx. The DI was .23 (benchmark is .80). Put differently, White faculty are 72.8% of the faculty, and only 32% of the student body. The percentage of White professors is roughly 2x the number of White students.
3. Perspectives of faculty and staff of color were underrepresented (>25%).
4. Perspectives of untenured faculty are completely absent.

Beyond race and ethnicity, we can also consider disparities in representation based on gender with given data. In fall 2018, FTT faculty was 41.2% women, and 58.8 men. Our student body was 65.1% women and 34.95 men. This represents a disparate impact for women at .63 (using the 80% Rule Index). Our representativeness is slightly better with regards to temporary faculty. There, 45% were women and 55% were men. The DI for women among temporary faculty was .69.

These representation data are far from perfect. For example, more detailed information about multiracial individuals and other small populations would be informative. In addition, gathering data on veteran status, sexual orientation, gender identity and expression and disability would also be helpful and would increase our understanding of diversity and representation in the College.

**Climate** – Please report what you learned about organizational climate. For example, to what extent do SDSU faculty and staff perceive the climate environment to be welcoming, affirming, and supportive of diversity and inclusion? [1,000 words or less]

The relative dearth of URM faculty and staff would leave one to believe that the climate of PSFA is not perceived as welcoming. The results of a survey distributed to faculty and staff about the welcoming and supportive climate of CPSFA show that self-identified non-URM faculty and staff perceive a welcoming environment, while the data for URM faculty and staff is mixed at best.

Over 75% of the respondents were White. Over 84% were straight. This is reflected in the PSFA leadership, specifically the Dean's Office administration.

More women than men filled out the survey. 22.50% of women felt their presence wasn't valued, 27.5% felt their expertise wasn't valued, over 25.85% felt their contributions weren't valued, 33.33% felt their perspective wasn't valued (this includes those who responded Disagree and Strongly Disagree).

While the majority of respondents indicated their work environment was welcoming/collaborative/supportive/respectful to employees of diverse backgrounds, the majority of those responses came from White tenured faculty. What is missing is the perspective of minority untenured faculty.

Also, 5-10% of staff found the PSFA climate unwelcoming, and those in, the "prefer not to state" category in race/ethnicity reported high levels of dissatisfaction as well (around 25%). This points to a possible link between URM staff and dissatisfaction with climate in the college.

Most respondents (over 75% White, over 84% straight) stated that their college/division/auxiliary are hiring/retaining/supporting diverse hires. However, the data clearly shows that PSFA does not have a diverse faculty/staff, especially in comparison to its student population. Additionally, the amount of URM that answered the survey are not as high as those who identified as White. Staff members indicated they disagreed with PSFA's commitment to diverse hiring and retention.

**Success** – Please report what you learned about faculty and staff success. For example, to what degree are faculty from different backgrounds making timely progress to tenure and promotion? [1000 words or less]

While faculty and staff representation is not equitable between URM and non-URM persons, faculty overall seem to exhibit comparable degrees of success, as the most recent URM hire in PSFA earned tenure. Nonetheless, the scant data and virtually non-existent representation of URM faculty makes it difficult to assess the success of URM faculty.

### **7. The Unit's Goals for Diversity and Inclusion**

Units should identify three goals for the next one to five years, informed by the unit's diversity and inclusion statement and the environmental assessment. Excellent goals will be SMART: Specific, Measurable, Attainable, Relevant and Timely.

Goal Area 1: Increase URM staff hiring and representation by 15% by 2025.  
Goal Area 2: Increase URM faculty hiring and representation by 25% by 2025.  
Goal Area 3: Increase URM faculty and staff success by 25% by 2025.  
Goal Area 4: Increase PSFA's URM administration representation by 15% by 2025.  
Goal Area 5: Increase student input on overall PSFA representation by 25% by 2025.  
Goal Area 6: Improve perceptions and attitudes towards PSFA climate of URM Faculty & Staff by 50%.

### **8. Planned Strategies and Interventions**

Colleges should identify specific interventions to improve representation, climate, and success for faculty and staff. For each intervention, units should identify incentives, resources, and other factors that may affect the unit's ability to successfully implement their intended strategies, as well as how you intend to address any challenges.

**Goal Area 1:** Increase URM staff hiring (& ADMINISTRATION) and representation by 15% by 2025.

*Objective:* Hire staff that mirror the PSFA student body make-up

*Intervention:* PSFA must be mindful of representation on staff hiring committees, or ensure Directors and MPPs conduct searches and interviews with a diversity and equity mindset, this includes:

- A. Asking for candidate nominations from student organizations (Pride Center, Black Resource Center, WRC, etc.).
- B. Require job candidates to submit a statement on diversity, equity, and inclusion.
- C. Require implicit bias training for anyone involved in staff searches; encourage staff members on hiring committees to complete implicit bias training

*Resources:* Communication from PSFA Dean's Office; Google drive with training documents & resources

*Responsibility:* Ultimately, Dean's Office, but also School Directors' responsibility, since they often are the only ones who hire staff

*Assessment:* Results of future climate survey

## **Goal Area 2: Increase URM faculty hiring and representation by 25% by 2025.**

*Objective:* Hire diverse faculty that represents PSFA student body make-up

*Intervention 1:* Hiring committees must consult with PSFA Diversity Liaisons and/or Equity Fellows at crucial points during searches, hosting one or more meetings

*Resources:* Student Affairs & Campus Diversity (SACD), Equity Fellows; PSFA Diversity Liaisons.

*Responsibility:* School Directors/Chairs and search committee chairs

*Assessment:* Search committee chairs will submit evidence of the request for consultation to Dean's office; increased response on future PSFA climate surveys.

*Intervention 2:* Hiring committee members, including chair, must complete implicit bias training provided by Student Affairs & Campus Diversity (SACD). Encourage staff members on hiring committees to complete implicit bias training

*Resources:* Student Affairs & Campus Diversity (SACD)

*Responsibility:* School Directors/Chairs and search committee chairs

*Assessment:* Search committee chairs will submit evidence of each member's respective training to Dean's office and PSFA Diversity Liaison/Inclusion Council.

*Intervention 3:* Hiring committees must request an Inclusion Representative on all faculty hiring committees.

*Resources:* Student Affairs & Campus Diversity (SACD) will provide training, compensation, and inclusion representative recommendations.

*Responsibility:* School Directors/Chairs and search committee chairs

*Assessment:* Search committee chairs will submit evidence of the request for an inclusion representative to Dean's office and PSFA Diversity Liaison/Inclusion Council.

*Intervention 4:* Hiring committees must adopt strategies to improve pool proportionality of candidate pool to reflect makeup of terminal degree holders within respective field.

*Resources:* Student Affairs & Campus Diversity (SACD), PSFA Diversity Liaisons.

*Responsibility:* Search committee chairs

*Assessment:* Search committee chairs will submit evidence of pool proportionality to Dean's office, PSFA Diversity Liaison/Inclusion Council, and OERC office

*Intervention 5:* Hiring committees must provide a written justification for short-list Zoom interviewees as to how each candidate's qualifications satisfy parts or whole of PSFA's Diversity Statement and at least two of the eight Building on Inclusive Excellence criteria.

*Resources:* PSFA Diversity statement, PSFA Diversity Liaisons

*Responsibility:* search committee chairs; Dean or designee who approves short list; OERC office

*Assessment:* Search committee chairs will submit evidence of the justification to Dean or designee who approves short list and OERC office

### **Goal Area 3: Increase URM faculty and staff success by 25% by 2025.**

*Objective 1:* Retain URM faculty who represent PSFA student body up to & through the tenure process

*Intervention 1:* Strengthen the mentoring process PSFA-wide by assigning senior faculty mentors for junior faculty

*Resources:* PSFA Dean's office to provide stipends; PSFA Diversity Liaisons and Student Affairs & Campus Diversity (SACD) to provide consultation.

*Responsibility:* PSFA Dean's office, PSFA Diversity Liaisons, Student Affairs & Campus Diversity (SACD)

*Assessment:* Senior faculty mentor must submit evidence of mentoring schedule and meetings to Dean and PSFA Diversity Liaisons

*Intervention 2:* Institute grant writing and research workshops for junior faculty

*Resources:* Research Affairs; PSFA Faculty to provide training

*Responsibility:* PSFA Dean's office

*Assessment:* Submitted grants and research publications

*Intervention 3:* Celebrate and share URM faculty accomplishments on PSFA communication channels including PSFA website, social media platforms, and press releases.

*Resources:* Student workers assigned to Director of College Communications

*Responsibility:* PSFA Dean's office; PSFA Communications, School Directors/Chairs

*Assessment:* Track virtual impressions, engagement, and PSFA climate survey.

*Intervention 4:* Provide assigned time and research resources for faculty who need help achieving benchmarks as recognized in periodic evaluations and/or performance reviews.

*Resources:* Time, funding, senior faculty mentoring

*Responsibility:* PSFA Dean's office, School Directors/Chairs, senior faculty

*Assessment:* Improved respective periodic evaluations and/or performance reviews, increased number of URM tenure cases

*Objective 2:* Retain URM staff

*Intervention 1:* Create a sustainable staff mentoring program (open to all staff) beginning in the 2021-2022 academic year.

*Resources:* Time & money for stipends

*Responsibility:* PSFA Dean's office

*Assessment:* PSFA climate survey, yearly reports of diversity among staff, including a PSFA-specific climate survey; records of training completion

*Intervention 2:* Promote staff professional development beginning in the 2021-2022 academic year.

*Resources:* Money for conferences, workshops, and seminars.

*Responsibility:* PSFA Dean's office

*Assessment:* Feedback from staff members, PSFA climate survey

**Goal Area 4: Increase PSFA's URM Dean's Office Administration representation by 15% by 2025.**

*Objective:* Hire URM PSFA administrators that represents PSFA student body, faculty, and staff make-up

*Intervention:* Dean will consult with PSFA Diversity Liaisons and/or Equity Fellows on ways to increase recruitment of URM administrative personnel

*Resources:* Student Affairs & Campus Diversity (SACD), Equity Fellows; PSFA Diversity Liaisons.

*Responsibility:* PSFA Dean

*Assessment:* PSFA climate survey, yearly reports of diversity among administration

**Goal Area 5: Increase student input by 25% on PSFA representation of URM among faculty and staff by 2025.**

*Objective:* Include student input on ways to increase and sustain diversity and equity

*Intervention:* Increase the number of student representatives from 3 to 4 on the PSFA Diversity Committee

*Resources:* PSFA College Council, VP of Diversity and Culture

*Responsibility:* PSFA College Council E-board and sponsor

*Assessment:* Feedback and Input from VP

**Goal Area 6: Improve perceptions and attitudes towards PSFA climate of URM Faculty & Staff by 50%.**

*Objective:* Improve PSFA climate to be more welcoming and inclusive, especially for URM Faculty & Staff.

*Intervention 1: Create a sustainable staff mentoring program beginning in the 2021-2022 academic year.*

*Resources: Equity Fellows, Diversity Liaisons*

*Responsibility: PSFA Dean's Office*

*Assessment: Conduct regular (yearly) surveys with PSFA Faculty & Staff on campus climate, keeping up with changes over time. Allow for anonymous comments and suggestions.*

*Intervention 2: Promote staff professional development beginning in the 2021-2022 academic year.*

*Resources: SDSU Staff Affinity groups, Diversity Liaisons*

*Responsibility: PSFA Dean's office*

*Assessment: Feedback from staff members, PSFA climate survey*

Based on the recommendation of the University Senate standing committee on Diversity, Equity and Inclusion (DEI), **ALL** departments must include in their plans the following four interventions for recruiting a diverse faculty and staff:

1. Implicit bias training for all search committees;
2. Including a certified Inclusion Representative on all search committees;
3. Incorporate at least two of the following Building on Inclusive Excellence (BIE) criteria into search efforts:
  - Integrates understanding of underrepresented populations and communities into research
  - Shows expertise in cross-cultural communication and collaboration
  - Has research interests that engage underrepresented communities or contribute to diversity and equal opportunity in higher education
  - Demonstrates knowledge of barriers for underrepresented students and faculty in higher education
  - Demonstrates commitment to teaching and mentoring underrepresented students
  - Extends knowledge of how to achieve artistic or scholarly success as a member of an underrepresented group
  - Engages in service with underrepresented populations in higher education
4. Strategies that will lead to an applicant pool (of those who meet the basic qualifications) with a proportion of historically underrepresented groups that is similar to the proportion among those holding terminal degrees in the discipline.

***Senate DEI Recommended Strategies and Interventions*** (please indicate how you will encourage and/or implement the following four recommended interventions).

<b>Interventions</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Assessment</b>
Implicit bias training for all search committee	PSFA Diversity Statement, Equity Fellows, Diversity	School Directors/Chairs, Search Committee	Search committee chairs will

	Liaisons, SACD	Chairs	submit evidence
Including a certified Inclusion Representative on all search committees	Training, compensation, and recommendation for inclusion representatives provided by Student Affairs and Campus Diversity	PSFA Dean's Office, School Directors/Chairs, Search Committee Chairs	Search committee chairs will submit evidence
Incorporate at least two of the BIE criteria	PSFA Diversity Statement; Communication with School Directors/Chairs and Search Committee Chairs	PSFA Dean's Office, School Directors/Chairs, Search Committee Chairs	Final position description; Candidates' cover letter and job talks, Search committee chairs will submit evidence
Strategies that will lead to a proportional applicant pool (of those who meet the basic qualifications)	PSFA Diversity Statement; Training offered through SDSU and PSFA	PSFA Dean's Office, School Directors/Chairs, Search Committee Chairs	Search committee chairs will submit evidence

*Note: Used with permission from SDSU CCEAL*

**V. Accountability**

Units should outline a specific plan, with timeline, for monitoring progress toward the goals. While some of this information is included in the charts above, under responsibility and assessment, please describe how the unit will implement mechanisms to help ensure accountability.

PSFA's diversity plan will be implemented within 1-2 years. Timeline on Goals 3 and 5 will begin as soon as the plan is approved and will consist of benchmarks every academic year. The PSFA Dean's office and PSFA Diversity Liaisons will conduct PSFA climate surveys yearly and monitor URM satisfaction, URM retention rates, and PSFA College Council VP of Diversity and Culture feedback. Both entities will also identify strategies and interventions that are successful and not successful, re-evaluating annually.

Timelines on goals 1, 2, and 4 will begin in the Spring 2021 semester, as the college will begin hiring for the next academic year. The PSFA Deans office and PSFA Diversity Liaisons will

conduct PSFA climate surveys yearly and monitor the number of URM faculty, staff, and administration. Both entities will also identify strategies and interventions that are successful and not successful, re-evaluating annually.

**Diversity and Inclusion Planning**  
**Committee Roster [Due September 6, 2019]**  
**\* For Colleges \***

*[This roster should be submitted with a signed Acknowledgement of Commitment Form from each committee member to **diversity@sdsu.edu**]*

Planning Committee Members (Attach full roster if there are more than seven members). **Each planning committee should have faculty, staff and student representation (unless otherwise approved).**

Member 1 (Name and Title): \_\_\_\_\_  
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