

College of Professional Studies and Fine Arts Diversity Plan

College of Professional Studies and Fine Arts

Introduction

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.

Diversity and Inclusion Statement

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.

Results from the Unit's Environmental Assessment

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 61.7% of our student body. Similarly, temporary URM faculty represented 13% of the faculty body, yet URM students comprise 61.7% 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

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

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.

The Unit’s Goals for Diversity and Inclusion

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%.

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

Senate DEI Recommended Strategies and Interventions

Interventions	Resources	Responsibility	Assessment
Implicit bias training for all search committee	PSFA Diversity Statement, Equity Fellows, Diversity Liaisons, SACD	School Directors/Chairs, Search Committee Chairs	Search committee chairs will 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	PSFA Dean's Office, School Directors/Chairs, Search Committee	Final position description; Candidates' cover letter and

	Directors/Chairs and Search Committee Chairs	Chairs	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

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V. 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.