

## Campus Climate Strategy Group

### **Rec 1: Communicate expectation that diversity is everyone's work, and recognize such work.**

- Beginning Fall 2018, highlight existing mandatory and optional diversity trainings
- Beginning Fall 2018, embed diversity and inclusion into new faculty orientation, new employee orientation, SLO days presentations, and club advisor training
- Beginning Fall 2019, annually collect and report out diversity and inclusion efforts from every college and division
- Beginning Fall 2019, diversity and inclusion activities included in performance and RPT (retention, promotion, and tenure) evaluations

### **Rec 2: Provide State of Diversity in Fall quarter and a Town Hall in Spring quarter**

- Fall 2018 report out would be interactive and provide information
- Spring 2019 town hall formatted primarily as a question and answer session—exchange perspectives, ideas, and opinions
- Address all issues surrounding diversity and inclusion including some difficult topics (e.g., racism, hostile work environment, sexual harassment, discrimination)
- All CP community share their thoughts/commitments to diversity & inclusion
- Incorporate various means for participation – in-person, live-streamed, recordings, and other uses and technology – so everyone has an equal opportunity to voice their questions without fear or intimidation

### **Rec 3: Provide consistent platform to express campus climate feedback to administration and other decision-makers**

- Beginning Fall 2018, student, faculty, and staff voices will be elevated through the piloting of new formal and casual opportunities to meet with campus leaders with the purpose of discussing campus climate. These should occur regularly, regardless of campus incidents.
- Beginning Fall 2018, create an incident response plan and ensure campus community feels confident using.
- Beginning Fall 2018, facilitate ongoing listening opportunities between community and administration
- Utilize multiple strategies to collect data on campus climate: campus climate surveys, exit interviews, student retention rates, and graduate status reports (GSR)

### **Rec 4: Communicate expectations of conduct with associated accountability systems**

- Beginning Fall 2018 and implementing by Winter 2019, develop a zero- tolerance policy describing the steps taken when incidents of racism occur. Policy should be made available during the admissions process as well as posted to the CP website
- Beginning Fall 2018, ensure student orientation programs and organizations current with conduct policies (e.g., Week of Welcome (WOW) SLO Days, Greek Life, student clubs, and other student organizations)
- Beginning Fall 2019, online platform for empathy training for all faculty and staff
- Beginning Fall 2019, partner with New Student Transition Program (NSTP) to incorporate empathy training for students during WOW and SLO Days

### **Rec 5: Improve relationship between SLO community & CP, especially underrepresented groups**

- Beginning Fall 2018, highlight stories from underrepresented groups on OUDI website & social media. Redesign website to drive D & I narrative.
- Beginning Fall 2019, organize annual Diversity Celebration in Mission Plaza, for on-campus and community (including nonprofits)
- Beginning Winter 2019, gather community leaders together to talk about ways to attract/support people of color who live/work in SLO. Increase partnerships with the city, SLO Chamber of Commerce and other groups to improve the climate for residents. Invite community on campus to engage with students.

- Beginning Fall 2018, coordinate with ASI, Student Affairs and other divisions/departments to learn of community service projects, programs and events to promote their events/raise the profile of what our students are doing in the community. Possibly encourage community service (e.g. faculty members could offer credit).
- Beginning Spring 2019, create a diversity resource guide with a range of campus and community resources, and update annually.
- Beginning Summer 2019, foster relationship-building: community get-togethers or potlucks between students and SLO residents, listening sessions and other opportunities to bring various groups together.
- Beginning Fall 2019, establish partnership with SLO and northern Santa Barbara county school districts to educate K-12 students on diversity and inclusion.

**Rec 6: Enhance onboarding of students, faculty, and staff related to diversity and inclusion**

- By Fall 2018, student orientation events (SLO Days, WOW, etc.) include value of diversity & inclusion at CP
- By Fall 2019, onboarding of students includes dedicated sessions to defining diversity and inclusion, avoiding bias and discrimination, and being inclusive
- By Fall 2018, faculty and staff orientation sessions include value of diversity and inclusion at CP
- By Winter 2019, onboarding of faculty and staff include definitions of diversity and inclusion, awareness of unconscious bias, and strategies for being inclusive. These learning opportunities would be required for management (MPP) and confidential employees and strongly encouraged for all others
- By Spring 2019, opportunities to learn about being an effective ally for new and existing students, faculty and staff

**Rec 7: Conduct a campus climate survey with a clear action plan for how report findings will be utilized**

- By Fall 2018, create outcome report of 2014 Campus Climate Survey—outcomes and deliverables. Report should also include survey results and outcomes that were not implemented and provide a rationale. The 2014 Campus Climate Survey Committee should be consulted for input and development of report. Outcome report should be presented via forums, websites, print, and other venues campus-wide
- By Fall 2018, assess all recent, current, and forthcoming surveys being administered across campus to avoid survey fatigue and duplication of efforts
- Beginning Fall 2018, create a new Campus Climate Survey Committee. The new committee should include campus-wide representation of students, faculty, and staff, with a focus on formulating research design and survey questions. The committee will consult with scholars who study this type of research/scholarship throughout the research design and survey construction process. The committee will actively reach out to student, faculty, and staff groups to solicit input and feedback, including input from area experts like SAFER, Office of Equal Opportunity, Cross Cultural Centers, Human Resources and Academic Personnel, and Office of University Diversity and Inclusion
- Beginning Winter 2019, pilot test new Campus Climate Survey and allow time for revisions before campus-wide distribution in Spring 2019
- Maintain a subset of 2014, and subsequent survey questions, to assess change over time.

## Curriculum Strategy Group

**Rec 1: Each college/unit increase commitment to diversity and inclusiveness awareness, knowledge, and skills, and in attracting (and successfully hiring) applicants that value these areas.**

- Each college will develop a College Diversity Statement
- Each college will develop a position description for an Associate Dean position (either half time or full) that will incorporate specific and significant responsibility regarding diversity and inclusion
- Statements of Diversity and Inclusion will be required not only for all hires to faculty positions, but also for all hires to staff positions

**Rec 2: Creation “First Year Experience” for new faculty that increases cultural competence before full teaching loads are in place. Examples of activities might include (a fuller list could be developed if desired):**

- CTLT Book Circle on *The Culturally Inclusive Educator*
- Implicit Bias Training (extended version)
- UndocuAlly Training (all three)
- Participate in the summer TIDE program (CTLT)

**Rec 3: Establish a group on campus for young professionals who are devoted to diversity topics and work. This group would be a place where mentoring, professional development, and other topics would be presented in addition to having social events and opportunities for networking and mingling (similar to the Young Professionals Networking Group in the community). Partnering with other community groups (e.g., YPNG, Race Matters, NAACP, etc.) could be explored as well.**

**Rec 4: The University DLOs become ULOs and are utilized as CLO’s and PLO’s in course proposal and course and program reviews/assessments.**

- Update the existing Diversity Learning Objectives (DLO’s)
- Integrate the DLOs into the Program Learning Objectives (PLOs) for Academic Affairs and Students Affairs
- Operationalize the DLO’s in parallel with Course Learning Objectives (CLO’s) for all applicable course proposals and course reviews
- Provide professional development/training on writing measurable diversity learning objectives (CTLT).

**Rec 5: The RPT/WPAF process Include a review of Diversity and Inclusion efforts.**

- Add section to WPAF for Diversity Statement (separate narrative section or addition to existing ones)
- Revise WPAF instructions to include diversity and inclusion efforts in teaching, research, and service
- Provide trainings for dept and college RPT committees to assist assessing D&I content and student evals
- Provide training for faculty on inclusive teaching practice and design (CTLT - expansion of TIDE trainings, Inclusive instruction book circles, etc.)

**Rec 6: Expand the current University USCP requirement to two courses, a lower and upper division. Recast/rename USCP to reflect a more critical engagement with issues of Diversity (e.g. “Critical race and intersectional studies”, etc.). As is currently the case with USCP, this two-course requirement would be fulfilled through the G.E. program, not as an addition to it. Courses must be reviewed and approved by a committee of scholars with expertise in ethnic studies, queer studies, and/or women’s and gender studies.**

**Rec 7: CP commits to university-wide cluster hires focused on diversity and inclusion such that:**

- These hires occur every 2-3 years to have a cumulative effect
- Sources of funding for money toward new faculty lines should be identified by the Provost’s Office (e.g., earmarking some of the Opportunity Grant funds)
- Cluster hires that focus on staff also be considered (with an emphasis on experience with underrepresented students and relevant topics)
  - Faculty interview process with regard to diversity question(s) should be expanded to staff interview process so as to assess staff candidates' past experience related to diversity and social justice driven initiatives; reviewed by OUDI; etc.

## Recruit & Retain Strategy Group

### **Rec 1: Provide admissions & recruitment additional resources (staffing, programming, and targeted scholarship programs) to recruit URMs.**

- Provide opportunities for competitive prospects to foster relationships with key campus influencers.
- Expand currently enrolled student volunteer efforts-Hometown Heroes/Ambassador groups.
- Identify and promote scholarship programs prior to each recruitment cycle.
- Expand prospect student database across university to help maintain accurate records of recruitment activities throughout campus colleges/departments/clubs/organizations

### **Rec 2: Use data being collected by University Advising to support implementation of new programs specifically targeting identified gaps & risk factors.**

- Balance student privacy with the need of Food Pantry, University Advising, etc. to do targeted outreach.
- Mandatory advising at a specific time e.g. end of 1st year or start of 2nd- use staff and faculty advisors-ensure that all students talk to someone at some point. Target at-risk populations

### **Rec 3: Require all faculty and staff to provide diversity and inclusion statement in applications and answer a question about diversity and inclusion during their interview**

- Require all faculty (including lecturer positions) to include diversity statements in their application. Require all staff (including MPPs) to answer a supplemental equity and inclusion question in application.
- Faculty already required to answer a diversity question during interview. Include this process for staff through HR providing pre-approved sample questions, and rubric.

### **Rec 4: Strategic coordination of efforts to publicize diversity and inclusion resources to all students**

- Quarterly staff meetings from different offices that represent diversity and inclusion programming.
- Communicate with faculty about text & links to put on syllabi & course websites (coordinated by CTLT/OU DI/CCC/U. Advising/Campus Health & Wellbeing to: connect students to campus resources; have consistent inclusion statement; statement encouraging students to ask for help.

### **Rec 5: Provide additional resources (staff and programming funding) for the Cross-Cultural Centers.**

- Hire 2 FTE for CCCs and add another \$150,000 in programming funds.
- Expand existing programs like PCW, and fund new initiatives (student conf. & alternative break trips).

### **Rec 6: Create a university-wide snapshot of student volunteers and paid positions around recruitment and retention of underrepresented students.**

- A detailed report that includes: hours of effort by student by week/quarter/year, staff, faculty; supervisory roles and accountability; assessments/program reviews; unmet demands and goals

### **Rec 7: Implement the Exit Interview Protocol that includes exit interviews for all permanent CP employees.**

- Report from HR on status of exit interviews.
- Recommend 3rd party contractor for anonymous surveys and data collection.
- Create Ombuds position that serves staff and faculty to vet concerns, BEFORE we lose valuable employees.

### **Rec 8: Create a Housing Liaison position to assist newly hired faculty and staff transition to SLO.**

- Hire 1 FTE (split between Academic Personnel and Human Resources) to create partnerships with local cities and governments to assist staff and faculty transition to the community.

### **Rec 9: Develop mentoring program for new faculty and staff of color and other underrepresented groups**

- Each university division creates a mentoring program as part of the onboarding process.