

San Diego State University Global Campus Diversity and Inclusion Plan

The following plan was developed by the SDSU Global Campus Equity Committee (See Appendix A) to fulfill the requirements outlined in the SDSU Senate resolution approved on February 6, 2018:

“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.”

The Global Campus Equity Committee used a collaborative approach to developing its Diversity and Inclusion Plan, with the Global Campus Equity Committee leading the effort. The original committee formed in fall of 2019 and included staff representation from Global Campus Marketing, Programs, International Programs and Operations. Spring 2020 brought increased interest in issues of diversity, equity and inclusion as well as interest in the Global Campus Diversity Committee. The Committee currently consists of 8 members with staff representation from Global Campus Marketing, International and Domestic Programs, Student Center, Senior Leadership and Core Leadership.

On November 6, 2019 a Climate Survey was administered to all Global Campus staff. Sixty-three Global Campus employees responded to the survey. The Global Campus Committee analyzed the feedback gathered in the Global Campus Climate Survey for any significant differences among demographic groups, also known as disproportionate impact. All diversity initiatives within this plan focus on addressing areas of disproportionate impact in the areas of staff climate, representation and success as identified by the Global Campus Climate Survey.

The Committee sought feedback from the entire Global Campus unit when developing the Diversity Statement. This was achieved by sharing the draft with the unit and inviting comments on the draft document. Feedback was discussed among the Global Campus Equity Committee and implemented into the final Diversity Statement.

Once the Committee created a draft of the Diversity and Inclusion Plan, the draft was shared with the unit. Staff were encouraged to provide feedback via shared documents, survey or by attending a Global Equity Committee meeting to discuss questions and concerns. By following

the aforementioned process, the Global Campus Equity Committee sought to include all staff within the unit in planning the Global Campus Diversity and Inclusion efforts.

The primary objective of the following plan is to address issues pertaining to Global Campus staff climate, representation and success. The plan also serves as a foundation for improving Global Campus student climate.

Global Campus Diversity and Inclusion Statement

San Diego State University Global Campus is committed to creating a culture of inclusion where all individuals are respected, treated fairly, and provided opportunities to excel. We deliver innovative educational experiences to all learners and realize our goals through a collaborative approach. We celebrate human diversity. We actively work to eliminate systemic racial injustices and stand against racism in both the San Diego State University and world-wide community. Our success relies on the unique perspectives and worldviews that each individual brings to SDSU Global Campus. We aim to attract students, staff, and faculty members who are capable of working hard and making meaningful contributions outside and inside of the classroom. We seek to create an environment where everyone can stay, thrive, and actively engage with the community.

SDSU Global Campus aspires to exceed the expectations of our students, SDSU and community partners, instructors, and staff. These stakeholders embody a rich array of identities and expressions of race, ethnicity, gender identity, sexual orientation, socio-economic background, national origin, levels of ability, age, religion, and political affiliation. We embrace a learning culture where differences are valued as strengths, questions are encouraged, knowledge is shared, and perspectives are challenged in order to engage in respectful dialogue and personal growth.

We strive to be culturally aware of our behaviors as we envision ourselves as a world leader in innovative education. By recruiting and retaining staff, instructors, and students who are reflective of our ever-evolving global society, we strengthen our community and transform individual lives (“Diversity Statement”, 2020).

Climate Survey Data

Representation

Because Global Campus employs both SDSU and SDSURF employees and SDSURF Human Resources policies prevent employee demographic data to be shared, it was difficult to obtain

accurate demographic data for Global Campus as a whole. Therefore, the Committee relied on self-reported demographic data via the Global Campus climate survey that was distributed in January 2020. The survey was sent to 71 Global Campus employees, and 63 responses were received.

The racial/ethnic breakdown of Global Campus employees/survey respondents is as follows:

Asian/Pacific Islander: 14.52%
Black: 4.84%
Chicano/a, Latino/a/x, or Hispanic: 19.35%
White/Caucasian (non-Hispanic): 58.06%
Other: 4.84%
Prefer not to state: 3.23%

Global Campus does not require students to provide demographic information upon registration. Therefore, the employee demographics were compared with the [racial/ethnic breakdown of San Diego County residents](#). Two groups in particular do not match the local population. We learned that while Chicano/a, Latino/a/x, or Hispanic residents make up 32.6% of the population in San Diego County, they represent only 19.35% of Global Campus employees. Conversely, White/Caucasian residents make up only 46.7% of the San Diego County population but represent 58.06% of our workforce.

We believe that some reasons the racial/ethnic demographics of Global Campus employees don't match those of our community include implicit bias during the hiring process, hiring panels not reflecting underrepresented minorities, limited targeted recruitment activities, and lack of awareness as this demographic data was not available to us prior to this initiative.

Additional demographic survey questions included gender identity, sexual orientation, disability status, religious affiliation, position in Global Campus, and amount of time working at SDSU.

The demographic breakdown is as follows:

- Gender Identity: Woman (61.9%), Man (33.33%),
- Gender Queer/Gender Non-Conforming (3.17%), Prefer not to state (1.59%)
- Sexual Orientation: Heterosexual (84.13%), Lesbian, Queer, Pansexual, Asexual, and Prefer not to state (1.59% each), Gay (3.17%), Bisexual (4.76%)
- Persons with a disability: Yes (6.45%), Prefer not to state (3.23%), No (90.23%)

- Religious affiliation: None (23.81%), Christian (Catholic) and Christian (Other) (19.05% each), Agnostic (9.52%), Christian Protestant (7.94%), Atheist and Buddhist (6.35% each), Jewish (3.17%), Other (1.59%), Prefer not to state (3.17%)
- Position: Staff members (71.43%), Tenured Faculty (1.49%), Lecturer/Part-time faculty (6.35%), Administrator (15.87%), Student Employees (1.59%), Other (3.17%)
- Amount of time working at SDSU: Less than 1 year (38.1%), 1-5 years (14.29%), 6-10 years (25.4%), 11-20 years (20.63%), more than 20 years (1.59%)

Baseline demographic data does not exist for the Global Campus student population. We currently lack the resources, organization, tools and support. With streamlined registration processes and a diversity plan in place, we will be able to have a better understanding about how Global Campus employee demographics compare with those of our students in future years.

Climate

The Global Campus Climate survey asked questions related to how valued staff felt in the workplace. The questions specifically explored how Global Campus staff's presence, expertise, contributions and perspectives were valued. When examining Global Campus as a whole, 81% of staff somewhat agreed, agreed or strongly agreed that their presence was valued. 78% of Global Campus staff somewhat agreed, agreed or strongly agreed that their expertise was valued. 80% of Global Campus somewhat agreed, agreed or strongly agreed that their contributions and perspectives were valued.

Underrepresented Minorities (URM) include Black/African American, American Indian/Alaskan Native, Chicano/a/x, or Hispanic. The majority of Global Campus URM employees consistently agreed or strongly agreed when asked whether their expertise (92.31%), perspectives (92.31%), presence (92.31%) and contributions (92.31%) were valued.

When gender is examined, responses from staff that identify as male expressed they either agreed or strongly agreed that their presence was valued (85.71%). The majority of staff who identified as male somewhat agreed, agreed or strongly agreed when asked whether their expertise (85.72%), perspectives (85.71%), presence (85.71%) and contributions (80.71%) were valued. Staff who identified as female consistently expressed they somewhat agreed, agreed or strongly agreed when asked whether their expertise (77.78%), perspectives (80.55%), presence (82.86%) and contributions (80.56%) were valued. While staff that identify as female also reported agreement with feeling their expertise, perspectives, and contributions were valued, the agreement was lower in each of these areas than their male colleagues

The most noticeable difference amongst climate responses was reported among staff that had been SDSU employees for 6-20 years. The survey data shows a direct inverse correlation

between the length of service at Global Campus and the feeling of being valued (contributions, expertise, etc.). 62.5% of staff employed 6-10 years either somewhat disagreed, disagreed or strongly disagreed with the statement, "My presence is valued". Of the staff who have been employed 11-20 years, 61.54% either somewhat disagreed, disagreed or strongly disagreed with the statement. When asked their level of agreement to the statement "My expertise is valued", 62.5% of staff employed 6-10 years either somewhat disagreed, disagreed or strongly disagreed with the statement. Staff who have served for 6 plus years feel that their presence, expertise, perspectives, and contributions are not valued, compared with staff who have served for fewer years.

Staff who have worked at Global Campus less than 6 years had a more positive experience of the Global Campus climate. 90.91% of staff who have worked for SDSU less than 6 years either reported they agreed or strongly agreed with feeling their presence is valued. 86.37% of staff who have worked here less than 6 years either reported they agreed or strongly agreed with feeling the expertise is valued. Staff who have been employed more than 6 years tend to feel less valued.

Several themes arose in the open-ended section of the climate survey. Several responses indicated there is a lack of transparency in the hiring processes and decisions about the need for new positions. Global Campus employs both SDSU and SDSURF staff who receive different HR benefits and pay. Many responses indicated a difference between SDSU and SDSURF climate. Due to these differences, it is difficult to create a consistently supportive and welcoming environment for employees of diverse backgrounds. Prior to diversity planning, creating a supportive and welcoming environment for all staff had not been a focus for Global Campus. The need to improve communication and staff inclusion, low URM representation, and budget constraints are other examples that result in employee dissatisfaction. Survey responses indicated there is a need to ensure that Global Campus provides opportunities for professional development and cross training so that existing employees may be promoted and feel valued.

Success

59 staff members responded to questions regarding the advancement of employees from diverse backgrounds. The climate survey found that 28.81% of staff did not agree that Global Campus demonstrated a commitment to the career advancement of employees from diverse backgrounds. 20.33% of staff did not agree that Global Campus was committed to supporting initiatives that support employee diversity.

Several themes were identified from the survey open ended questions. There is a lack of transparency in the hiring process, which extends to opportunities for advancement within Global Campus. New positions, projects, and other organizational developments are not being communicated effectively with existing staff. There is a lack of communication surrounding desired skills sets and requirements for advancement are not clearly defined. With no clear training plan for advancement in specific areas, staff are unable to measure employee progress

across any demographic markers. This has resulted in a high volume of mid- and upper-level positions recruited from outside Global Campus, resulting in few opportunities for current staff to advance. This negatively impacts staff success.

Global Campus Goals for Diversity and Inclusion

Goal 1: By 2025, increase the representation of URM staff to match the % of URM residents of San Diego County.

Goal 2: By 2025, increase the percentage of staff members with longer length of service who agree or strongly agree that their presence, expertise, perspectives, and contributions are valued

Goal 3: By fall 2021 increase the number of employees reporting positive experiences and supportive environment for employees of diverse backgrounds

Goal 4: By the end of spring 2022, Global Campus will have an improved understanding of the student population through accurate data collection, which will guide the organization in building support services for its unique student population.

Representation: Strategies and Interventions

Goal 1: By 2025, increase the representation of URM staff to match the % of URM residents of San Diego County.

Intervention 1: Establish a scheduled practice to collect demographic and climate data from staff every two years.

Resources Needed: Staff to oversee the survey and evaluation process and a survey tool.

Responsibility: Global Campus Equity Committee

Assessment: Ability to compare and contrast current demographic and climate data with previous data.

Intervention 2: Every search committee member is required to complete the University's Implicit Bias and Microaggressions training every two years.

Resources Needed: Time for staff to complete Implicit Bias and Microaggressions Training. Administrative tracking of staff who have completed the training.

Responsibility: Global Campus Equity Committee

Assessment: Annual review and maintenance of training completion records.

Intervention 3: Explore and implement additional recruitment activities in collaboration with SDSU Human Resources, SDSURF Human Resources and DDI. Ensure that every new or vacant position is properly posted, advertised and the recruitment process is followed per EOE guidelines.

Resources Needed: SDSU Human Resources and SDSURF Human Resources support. DDI guidance of best practices for hiring.

Responsibility: Global Campus Equity Committee, Human Resources, and Hiring Manager

Assessment: Compare current demographic data with previous data

Staff Climate: Strategies and Interventions

Goal 2: By 2025, increase the percentage of staff members with longer length of service who agree or strongly agree that their presence, expertise, perspectives, and contributions are valued

Intervention 1: Email all existing employees with new Global Campus job postings and instructions for applying.

Resources Needed: Leadership's cooperation in enforcing email to all staff about new positions is required. A dedicated staff member assigned to send this email to existing staff accordingly.

Responsibility: Global Campus Leadership

Assessment: Include a question in the climate survey regarding this intervention.

Intervention 2: Provide opportunities for professional development and cross training so that existing employees can be promoted.

Resources Needed: Maintain funding for staff professional development. Leadership to work with staff on professional development. Leadership to identify needed or desirable skills and train Global Campus staff for advancement.

Responsibility: Leadership responsible for identifying and sharing the needed skills for Global Campus success. Staff responsible for sharing their interests in advancement and learning new skills.

Assessment: Annual data collection and publishing on number of internal candidates hired into positions vs. external candidates hired.

Equity: Strategies and Interventions

Goal 3: By fall 2021 increase the number of employees reporting positive experiences and supportive environment for employees of diverse backgrounds

Intervention 1: Implement budget conscious strategies, such as cross-training and mentorship where applicable.

Resources Needed: Commitment from senior staff to ensure that performance reviews for both SDSU and SDSURF employees are completed on an annual basis and include a plan for cross training and mentorship.

Responsibility: Senior staff and all individuals serving in a supervisory role.

Assessment: Measure the number of staff who are cross trained and working with mentors.

Intervention 2: Incorporate pronoun preferences and land acknowledgement into Global Campus staff signatures, create diversity landing page on Global Campus website.

Resources Needed: Support from the Marketing team to create landing pages and update diversity pages, as needed. Support from senior leadership to communicate and enforce signature requirements for all Global Campus staff.

Responsibility: Direct supervisors and Marketing team.

Assessment: Measure the number of employees participating in signature updates. Include a question about signatures in the Global Campus climate survey.

Student Climate: Strategies and Interventions

Goal 4: By the end of spring 2022, Global Campus will have an improved understanding of the student population through accurate data collection, which will guide the organization in building support services for its student population.

Intervention 1: Global Campus can review available data sources and develop a climate and inclusion survey to learn about the student population.

Resources Needed: Student Center to support promotion of survey. Marketing assistance in creating a survey. Data Analyst assistance with data analysis. Faculty and Instructors to promote students completing survey completion. Funds to provide student incentives for completion of surveys. Support from Enrollment Services to obtain data.

Responsibility: Global Campus Equity Committee in collaboration with IT, Student Center, and Marketing

Assessment: Administration of survey and analysis of survey results. Sharing data, analysis and recommendations for improvement among Global Campus staff and campus partners. Share data with Associated Students.

Intervention 2: Change documents and curriculum with consideration to inclusion and diversity to align with Universal Design for Learning.

Resources Needed: ID support, Faculty participation, faculty access to training and resources, incentives.

Responsibility: Programs, Global Campus Equity Committee, Instructional Design, and Marketing.

Assessment: Number of courses/instructors who have completed training.

Global Campus Staff Diversity Interventions

As recommended by the University Senate standing committee on Diversity, Equity and Inclusion (DEI), Global Campus will also strive to meet the following four interventions for recruiting a diverse faculty and staff:

Intervention 1: Implicit bias training for all search committees

Intervention 2: Request a certified Inclusion Representative on all search committees. Inclusion Representatives availability will be coordinated by DEI. Inclusion Representative may not be available for each hiring.

Intervention 3: Incorporate at least two of the following Building on Inclusive Excellence (BIE) criteria into search efforts:

- 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
- 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

Intervention 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

Interventions	Resources	Responsibility	Assessment
Implicit bias training for all search committee members	DDI training Time for staff to complete training	Hiring Managers	Require completed checklist for each new hire (See Appendix B).
Request a certified Inclusion Representative on all search committees	DEI Certified Inclusion Representative	Hiring Managers	Require completed checklist for each new hire (See Appendix B).
Incorporate at least two of the BIE criteria	Share criteria with Hiring Managers Incorporate related questions into hiring process	Hiring Managers	Require completed checklist for each new hire (See Appendix B).
Strategies that will lead to a proportional applicant pool (of those who meet the basic qualifications)	DDI resources Sharing criteria with Hiring Managers	Hiring Managers	Require completed checklist for each new hire (See Appendix B).

Accountability

Global Campus will establish a standing Diversity, Equity and Inclusion Council to ensure accountability of these aforementioned interventions. The standing Global Campus Diversity, Equity and Inclusion Council will work with the Division of Student Affairs and Campus Diversity to establish policy language. The standing Council will implement mechanisms to help ensure accountability and ensure a successful execution of the Global Campus Diversity and Inclusion Plan. The Council will be responsible for assigning goals and tasks to responsible parties; this will help the Council to track and report on progress. The Council also plans to meet regularly to provide updates and discuss progress.

In order to stay organized, the Council will create a shared drive for the Global Campus unit to access plans and resources. This will include an overview of current initiatives, deadlines/events and assigned responsibilities. The shared drive will include our findings for climate and demographic surveys and a copy of this plan. The Council will continue to collect and analyze demographic data with previous data and share with our unit the analysis and recommendations for improvement. The shared drive will serve as a repository of Global Campus's diversity and inclusion efforts.

Diversity, Equity and Inclusion Council will ensure the Council members complete all diversity training along with the hiring committee. The Council will explore the feasibility of having program sponsors/advisors also complete diversity training and maintain records of training completion. Diversity, Equity and Inclusion Council will plan and promote events supporting diversity, equity and inclusion.

References

Diversity Statement. (2020, July 30). Retrieved September 23, 2020, from
<https://ces.sdsu.edu/about/diversity-statement>

Appendix A

Global Campus Equity Committee Roster

Committee Chair: Kristine Catano, Ed.D. Registrar and Director of Student Enrollment
kcatano@sdsu.edu

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

Planning Committee Members:

Member 1. Aimee Davis, Program Director, New Program Development
aimee.davis@sdsu.edu

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

Member 2. Bianca Silva, Program Manager
bsilva@sdsu.edu

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

Member 3: Yingna Yuan (Miffy), Recruiting Coordinator
myuan@sdsu.edu

Completed: Pre-readings: YY Implicit bias seminar: _ IAT: _ Institutes: YY

Member 4: Precious Jordan-Talley, Admissions Advisor¹
pjordan@sdsu.edu

Completed: Pre-readings PJT Implicit bias seminar _____ IAT _____ Institutes _____

Member 5: Erin Togerson, Program Analyst¹
etogerson@sdsu.edu

Completed: Pre-readings: ET Implicit bias seminar: ET IAT _____ Institutes _____

Member 6: Lori Clabaugh, Graphic Designer II, Marketing¹
clabaugh@sdsu.edu

Completed: Pre-readings: LC Implicit bias seminar _____ IAT _____ Institutes _____

Member 7: Eddie West, Assistant Dean, International Strategy and Programs¹
ewest@sdsu.edu

Completed: Pre-readings: EW Implicit bias seminar _____ IAT EW Institutes _____

Member 8: Jonny Holt, Program Manager¹
jholt@sdsu.edu

Completed: Pre-readings: JH Implicit bias seminar JH IAT JH Institutes _____

Appendix B

Global Campus Staff Diversity Checklist

All hiring managers are responsible for meeting the following 4 interventions for recruiting a diverse Global Campus staff as recommended by the University Senate standing committee on Diversity, Equity and Inclusion (DEI).

Hiring Manager Name: _____

Unit: _____

Vacant Position: _____

SDSU

SDSURF

Hiring managers, please initial to confirm the following interventions have been completed.

Interventions	Requirement	Hiring Manager (Please initial)
Implicit Bias Training	Please ensure all members of your hiring committee have completed Implicit Bias training	
Request a certified Inclusion Representative on all search committees	Please request a certified Inclusion Representative for each search committee	
BIE Criteria	Please ensure at least 2 of the above BIE criteria questions were included in the interview process	
Proportional Applicant Pool	Please ensure you used at least one of the BIE strategies to build a proportional applicant pool (of those who meet the basic qualifications)	

Footnotes

¹Committee members joined in spring of 2020. They did not attend the institution but contributed to the final Diversity and Inclusion Plan.