

SJSU Diversity Action Plan

Progress Report, Spring 2017

<p>1) The president will charge the President's Commission on Diversity to gather best practices regarding diversity engagement and inclusive excellence and engage the campus in providing feedback regarding this function and possible organizational structure. Upon final determination by the cabinet, appropriate funding, structure, staffing and programming will be implemented. The outcome will form the basis for a cohesive plan regarding diversity engagement and inclusive excellence.</p>	
<p>CC-1: Create the Office of Diversity Engagement and Inclusive Excellence to be located in Tower Hall and led by a Vice President of Diversity Engagement and Inclusive Excellence who reports directly to the President and is a member of the President's Cabinet.</p>	<p>Completed</p>
<p>CC-3: Maintain the Office of Diversity Engagement and Inclusive Excellence for a minimum of five years.</p>	<p>Continuous</p>
<p>CC-4: Provide sufficient funding for the Office of Diversity Engagement and Inclusive Excellence.</p>	<p>Continuous</p>
<p>CC-6: Incorporate a set of diversity-related priorities into the key responsibilities of each of the Cabinet's Vice Presidents.</p>	<p>In-progress</p>
<p>CC-11: Include explicit discussion about race in all diversity programming.</p>	<p>Completed</p>
<p>CC-15: Schedule events each semester that highlight the experiences and important contributions of diverse communities such as the showing of "Undocumented," with opportunity for discussion; encourage faculty to provide extra credit for participation that includes written and/or oral presentation reflecting on the experience; and incorporate discussion about the event into class discussions, when appropriate.</p>	<p>Continuous</p>
<p>FAS-2: Create a campus-wide Sustainable Diversity Education Program in which participation by faculty, staff and administrators is required.</p>	<p>Completed</p>

FAS-5: Provide handbooks and links to all administrators, faculty, staff that utilize exercises about the practice of “Recognizing and Interrupting Prejudice” in a variety of campus settings, such as housing, classrooms, and general socialization.	In-progress
FAS-7: Ensure that all administrators have demonstrated knowledge, skill and experience working with diverse populations.	Continuous
2) The president will charge the President's Commission on Diversity to implement a Campus Climate Survey, review the Diversity Master Plan, and provide recommendations to the President. Composition and charge of the PCD will be reconsidered.	
CC-2: Update and implement the Diversity Master Plan.	Continuous
CC-5: Reactivate the Campus Climate Committee that is linked to the Office of the President and formalized through Academic Senate policy.	Completed
CC-7: Conduct a Campus Climate Study/Assessment (with actual experience-based climate items and behavioral outcome items via surveys and focus groups) every other year, the results of which are immediately and widely publicized to faculty, staff, administrators and students and general public on the SJSU website.	Continuous
3) Relevant materials such as Dr. Susan Murray's study will be included as additional materials on the university's diversity website as it is developed. Special recognition will be given to Dr. Murray and Dr. Rona Halualani.	
CC-8: Give formal University recognition to the groundbreaking work by Professor Susan Murray on the 2011 Campus Climate Research Project and ensure that her study remains available to the campus and general public on the SJSU website.	Completed
4) The university will conduct research to identify successful SJSU Underrepresented Minority (URM) students, determine key factors for their success, and replicate those factors to develop support programs for all URM students to the degree possible.	

CC-9: Undertake a study to determine why graduation rates for African American and Latino males are low and take immediate steps to improve those rates.	Completed
CC-10: Develop a Student Resource and Success Center to support underrepresented students of color with low graduation rates and conduct outreach to these students to make them aware of the center.	In-progress
5) The president will send a referral to the Academic Senate requesting review of curricular options that address diversity education.	
CC-12: Create a first-year experience course (for first year and transfer students) focused on diversity that includes, but is not limited to culture, ethnicity, gender, race, religion and sexual orientation.	In-progress
CC-13: Institute a Diversity & Ethnic Studies course requirement for all students.	Alternative actions in-progress: The CSU has issued a report on ethnic studies and SJSU is drafting a response to it.
6) The Center for Faculty Development will be charged to develop and provide training described in the recommendation.	
CC-14: Require the Center for Faculty Development to provide faculty training about the rules for civil discourse and respect in the classroom, and about understanding the strengths that diverse students bring into the classroom; develop effective strategies for engaging diverse students.	Completed
FAS-4: Provide workshops and training materials for faculty seeking ways to integrate diversity issues into lectures, discussions, and class assignments.	Continuous
7) Student leadership retreats, including Leadership Today, will be expanded in scope and augmented to ensure race and other diversity-themed topics are included.	
CC-16: Convene Leadership Today retreats at least twice a year in order to increase student participation in the program	Completed
CC-17: Convene ethnic, gender, and sexual orientation-	Completed

themed leadership retreats for students to facilitate the transition of first year and transfers students into the SJSU environment.	
8) Hire a highly experienced Vice President of Student Affairs with demonstrated experience in building and strengthening campus diversity programs	Completed
9) Faculty Affairs and HR will develop a recruitment protocol that ensures diverse applicant pools during the recruitment process.	
FAS-3: Commit to the aggressive recruitment of female faculty and faculty of color; and commit to their retention, promotion and tenure.	In-progress
FAS-6: Ensure that faculty, administrator and staff recruitment and hiring reflect the diversity of the campus and Santa Clara County.	In-progress
RES-10: Ensure that Residential Advisors reflect the diversity of the campus.	In-progress
10) A university task force of students, faculty and staff will be formed to review all aspects of first year, transfer and graduate student orientations.	
Frosh-1: Include explicit and substantial programming about race, along with issues impacting all constitutionally-protected groups, in first year orientation.	Continuous
Frosh-2: Establish a sliding scale and/or fee waiver for first year orientation.	Completed
Frosh-3: Appoint a committee of faculty, staff, administrators, and students to reassess first year and transfer orientation. Invite Special Task Force members to join that committee.	Completed
11) Housing administrators will create a protocol for making visits to common areas for the purpose of observing displays and activities.	
RES-1: Ensure that RA's and other Residential Life staff make frequent visits to observe activities and displays in the common areas of suites and residence halls.	Continuous

RES-7: Schedule monthly and mandatory RA check-ins with suite-mates in group settings (and when necessary, on an individual basis); and utilize graduate students (2nd year and higher) from the Sociology, Social Work, and Psychology fields to observe these check-ins for the purpose of providing feedback to Residential Life staff about group process and about how to encourage full and honest participation by students in these monthly meetings.	Continuous
12) Housing administrators will research national standards for staffing ratios in similar residence halls, and provide university administration with those reports including recommendations as appropriate.	
RES-2: Decrease the RA, ARLC, and RLC student ratios so that there are fewer students per staff person, and fewer staff per supervisor.	Completed
13) Housing administrators will develop a proposal for comprehensive residential life staff training that augments existing training with specific topics that address diversity including, but not limited to, race, ethnicity, prejudice and hate.	
RES-4: Ensure that Residential Life staff who most frequently interact with students (including but not limited to RA's) are aware of and sensitive to the perceived and/or self identified racial identities of the residents.	Completed
RES-6: Ensure that all Residential Life staff trainings include explicit discussions about racial prejudice, racist/hate symbols, and about how to create an environment in which students will speak up without fear of retribution; and ensure that staff is trained to recognize controversial/hate symbols and their potential to create a hostile environment for students.	Completed
RES-11: Ensure that Residential Advisors receive training from a competent consultant on the history of race in America, ethnic relations, gender relations, cross cultural relations involving sexual orientation, religion, veterans' status, disability and income inequity.	Completed
RES-14: Ensure that all RLC and ARLC have demonstrated knowledge, skill and experience working	Continuous

with diverse students.	
14) Housing administrators will create a process that ensures supervisory review of student roommate and suitemate agreements.	
RES-15: Require Residential Life staff to carefully scrutinize and discuss student agreements shortly after the agreements are signed, and to immediately follow up with students if staff has any questions, need clarifications, or see anything unusual.	Completed
15) Housing administrators will develop programs for resident students focused specifically on diversity, including race and ethnicity, with enticements for participation.	
RES-8: Require all students who reside in residence halls to participate in diversity programming in which race is explicitly discussed, along with issues impacting all constitutionally-protected groups.	Completed
RES-12: Encourage students in dorms and suites to participate in programs that promote diversity appreciation and cross cultural exchange.	Completed
16) Housing administrators will develop a brief video of critical elements in the contract, and will develop a housing orientation program to reinforce the behavior expectations in the contract upon arrival.	
Require Housing administration and staff members to discuss the terms of the housing contracts with the residents shortly after they are signed, to ensure that the residents understand their responsibilities under the contracts.	Completed
17) Housing administrators will create plans for implementing themed-floors.	
RES-13: Establish multi-cultural theme dorms with input from students, faculty and staff.	Completed
18) Spartans for Safety, augmented by technical experts, will be charged to review	

appropriate reporting mechanisms to ensure visible, user-friendly tools to report hate crimes and incidents of inappropriate and bias-based conduct. Recommendations will be provided to the president's cabinet for implementation. Reported incidents will be distributed to and reviewed by appropriate university departments.

RPP-1: Create a user-friendly link on the SJSU website connected to the campus police and to the Office of Diversity for the reporting of hate crimes, as well as incidents of bias-based conduct/speech (race, ethnicity, religion, gender, sexual orientation) that do not rise to the level of criminal behavior. The link should allow students, staff, faculty and administrators to report incidents that occur on the campus anonymously. Publicize the link throughout the campus. Appoint a staff person to monitor, record and investigate the postings in a timely manner.

Completed

RPP-2: Reinstate the SJSU mobile application for smart phones to report incidents of hate crimes and incidents of bias-based conduct/speech.

Completed

RPP-5: Create a user-friendly link on the housing website where residents can feel free to raise their concerns, with the option of reporting anonymously; publicize the link throughout the campus. Publicize to students, faculty and staff information about all locations on the campus where bias-based incidents can be reported.

Completed

**19)
The Behavioral and Crisis Intervention Team (formerly known as CAIT) will be charged to develop a comprehensive response protocol for reported incidents. The protocol will be widely communicated to the campus community.**

RES-3: Mandate follow up by Residential Life staff within 24 hours with the involved students after incidents of bias/hate come to the attention of staff.

Completed

RPP-3: Ensure that the Vice President of Student Affairs, the Vice President of Finance & Administration, the Vice President of Diversity Engagement and Inclusive Excellence, the Provost, and other executive level officials and the Campus Police immediately inform the Office of the President and the Cabinet of conduct that is or may be viewed as constituting hate crimes.

Completed

RPP-4: Ensure that the University’s response to bias-based misconduct is as immediate as it is for other forms of misconduct.	Continuous
RPP-8: Develop a coordinated campus response matrix that (1) describes all policies specific to bias, discrimination, hate violence and bullying; (2) specifies time periods for documenting and communicating the occurrence of incidents of bias, discrimination, hate violence and bullying; (3) documents the actions taken and recommended actions to be taken in response to the incidents. Publicize the matrix throughout the campus.	Completed
RPP-9: Provide to all administration, faculty, staff and students copies of and/or links to policies, procedures and forms that will assist the campus to develop and maintain an open, transparent just process for reporting incidents and obtaining appropriate feedback about the campus management of incidents that occur on campus.	Completed
RPP-10: Develop a protocol for the prompt communication by the Director of Housing to residents when there are major incidents on or near the campus.	Completed
20) SJSU has adopted the Santa Clara County Law Enforcement Policy Statement Regarding Hate Crimes. UPD will review to ensure terms are implemented at SJSU.	
RPP-6: Require the Chief of SJSU Police Department and the University administration to review the MOU between Santa Clara County Law Enforcement Agencies and the Santa Clara County Network for a Hate Free Community to ensure familiarity with the terms of the MOU and compliance with the best practices articulated in the document. Review this MOU in concert with the Santa Clara County Chiefs of Police Association and the Santa Clara County Network for a Hate Free Community.	Alternative actions in progress: No such MOU exists, but SJSU is partnering with Santa Clara County through the Campus Consortium.
21) In consideration of CSU Executive Orders, SJSU Academic Senate Policies, Presidential Directives and other departmental policies, the university will create a comprehensive policy that covers bias, discrimination, hate violence and bullying.	
RPP-7: Require the University administration, in collaboration with the Academic Senate, student leaders and staff, to review all campus policies specific to bias, discrimination, hate violence and bullying for the purpose	Alternative actions in progress: No specific SJSU or CSU policies for bullying exist. After broad consultation with the campus and

<p>of determining the adequacy of the policies to meet current expectations regarding the establishment and maintenance of a campus free of bias, discrimination, hate violence and bullying, and transformative measures such as cultural sensitivity training and progressive disciplinary actions, up to and including, expulsion from the university, or termination from employment with the university.</p>	<p>the CSU, it was decided not to have a bullying policy but rather to work on other programming and education options to enhance a campus culture of civility.</p>
<p>22) The university will hold at least one forum per semester to review status of implementation.</p>	
<p>IMP-2: Convene public forums each semester for the campus and the San Jose community to review implementation of the recommendations.</p>	<p>Continuous</p>