PABID Recommendations

2008-2009

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Recommendation #1:

Strategic Directions

The members of the President's Advisory Board on Inclusion and Diversity recommend that the University of San Diego adopt strategic directions for inclusion and diversity that encompass: 1) Diversity of Place; 2) Diversity of People; 3) Diversity in Pedagogy; 4) Diversity of Life Experience; 5) Diversity of Culture/Community.

These broad goals set the direction for more specific goals, objectives and timelines for implementation, which follow, and are supported by the working documents in Appendix I.

Diversity of Place: Enhance USD's physical space to maximize safe inclusive opportunities for group interaction, exchange of ideas, and artistic expression.

Diversity of People: Increase student, faculty and staff diversity and inclusiveness by significant, measurable amounts by 2015; improve the tools, resources, and support for both new and current students so they will remain and succeed at USD.

Diversity in Pedagogy: Challenge USD's academic course offerings to become profoundly intertwined with inclusion and diversity education by 2015.

Diversity of Life Experience: Assess USD community attitudes regarding the diversity and inclusivity of life experience offered here academically and socially by 2010; consistently work to increase opportunities for interaction with a wide range of diverse people to allow thoughtful reflection, understanding and respect for all life and humanity.

Diversity of Culture/Community: Prepare and challenge the culture of USD to openly encourage and warmly accept diverse people and ideas to create a climate of safety, inclusivity, and respect through advancement of procedures, policies and programs in all segments of the University community.

Diversity of Place

Enhance USD's physical space to maximize safe inclusive opportunities for group interaction, exchange of ideas, and artistic expression.

Objectives:

Pursue ways to erect more public art by USD community members.

- Provide space for free expression of art and ideas

Pursue ways to create more safe public spaces for community gathering.
- Create covered outdoor spaces
- Add seating/chairs to open spaces to encourage gathering
- Outdoor spaces for teaching
- Designate places as safe spaces

Create areas with more sound, color and culture

- Wind chimes
- Outdoor music
- Create a graffiti wall for free expression of ideas
- Have musicians, dancers, poets perform in public spaces

Diversity of People

Increase student, faculty and staff diversity and inclusiveness by significant, measurable amounts by 2015; improve the tools, resources, and support for both new and current students so they will remain and succeed at USD.

Recruitment of students: USD will take a leadership role in establishing a set of partnerships with San Diego County schools, focusing on improving the "pipeline" of students academically prepared for higher education and aware of tools and resources available to help them afford attendance. Partnerships focus campus efforts on preparation of and outreach to middle schools, high schools, community colleges, and community groups, identifying current barriers to access and positive solutions to overcome those barriers.

Goals:

- Formally join the College Board's Keys Compact.
- Establish a San Diego High School Advisory Council.
- Build the case for increasing diversity on campus by broadening access to higher education at USD with a mission-driven rationale for fundraising, financial aid, and scholarship efforts.

Retention of students: Help to ensure the success of all students beginning their undergraduate study at USD, especially students of color. By 2015, retention rates for first generation and/or minority students will be at a level that is at or near the top of our peer competitor group, as defined by the Enrollment Management Committee.

Goals:

- Work toward making the freshman-to-sophomore retention rate for underrepresented students equal to or greater than that of all students.
- Increase the five-year graduation rate for underrepresented students to 70%.
- Establish a Retention Task Force to create, implement and monitor retention activities for this group.
- Begin to track the persistence rates of 1st Generation students.

Recruitment of Staff: USD desires to be considered the "employer of choice" in San Diego by 2015, attracting large numbers of qualified, diverse, and committed applicants for open positions. The community will recognize USD as a place that offers a safe, challenging, rewarding, and supportive environment in which to work.

Goals:

- Continue education and training for all managers and hiring staff, ensuring the most diverse and qualified pool of applicants will be made available.
- Build partnerships and relationships with community organizations, civic groups and other agencies to enhance our reputation as a good neighbor and employer.

Diversity in Pedagogy

Challenge USD's academic course offerings to become profoundly intertwined with inclusion and diversity education by 2015.

The University of San Diego aspires to strengthen and support the curriculum, programs, and research that examine the experiences of people of different races, ethnicities, cultures, ages, genders, sexual orientations, religions, socio-economic levels, and abilities.

Goal: To provide a curriculum and pedagogy that intentionally include the perspectives and experiences of diverse people in the U.S., that analyzes structures of inequality and their impact, that examines and analyzes theories of human difference, and that prepares students to participate effectively in diverse communities and workplaces.

Objectives:

- Review and enhance curriculum content.

- Encourage and support the use of pedagogical techniques that encourage interaction and application of multicultural learning.

Research on Diversity Issues
Goal: Establish support for research programs that focus on issues of inclusion and diversity that support the curriculum, pedagogy and vision.

Diversity of Life Experience

Assess USD community attitudes regarding the diversity and inclusivity of life experience offered here academically and socially by 2010; consistently work to increase opportunities for interaction with a wide range of diverse people to allow thoughtful reflection, understanding and respect for all life and humanity.

The University is committed to creating a welcoming, inclusive and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual. The University values students, faculty and staff from different backgrounds and faith traditions, and is committed to creating an atmosphere of trust, safety and respect in a community characterized by a rich diversity of people and ideas.

USD will challenge every individual to take responsibility for actively learning and experiencing diverse perspectives in one's daily activities, creating an environment that embraces and welcomes everyone.

Goals:

- Members of the USD Community will take responsibility for actively learning about and experiencing diverse perspectives.
- USD will create an environment that is welcoming to all such that all members of the USD community will feel welcomed.
- USD will create an atmosphere of trust, safety, and respect such that all members of the USD community will feel trusted, safe, and respected.

Objectives: Members of the USD community will:

1. Take part in opportunities to learn about and experience diverse perspectives;
2. Feel responsible for learning about and experiencing diverse perspectives;
3. Be able to justify the value of engaging in a diverse community.

Diversity of Culture/Community

Prepare and challenge the culture of USD to openly encourage and warmly accept diverse people and ideas to create a climate of safety, inclusivity, and respect through advancement of procedures, policies and programs in all segments of the University community.

USD aspires to be recognized as an active partner with the Linda Vista and San Diego communities.

Goals:

1. USD will be valued and recognized in the community as:

   - A welcoming, accepting, and inclusive campus open to the Linda Vista and San Diego communities;
   - A problem solver (CST, moral imperative, societal need);
   - A place affirming academic freedom and open to diverse ideas.

2. USD will engage and collaborate with the community by:

   - Being visible and present in the community;
   - Working with communities to solve problems by extending USD resources and talent;
   - Actively listening and facilitating community dialogue.

It is further recommended that PABID continue to refine these statements, adding appropriate and measurable goals, providing detailed action plans, and identifying people, groups or offices that are best able to execute the plans. PABID asks that the President and each Vice President support these recommendations by helping to identify individuals who will be responsible for the execution of these plans.

[see **Appendix I** for PABID working group documents supporting the strategic directions]

Recommendation #2:

Establishment of a President's Center for Inclusion and Diversity

The members of the President's Advisory Board on Inclusion and Diversity recommend that the university establish a President's Center for Inclusion and Diversity.

Due to the complexities of infusing inclusion and diversity initiatives into the curriculum, enhancing the compositional diversity profile of students, faculty, and staff, and developing policies designed to improve the campus climate, PABID proposes that a President's Center for Inclusion and Diversity be established with a full-time executive director charged with coordination and oversight of the myriad of diversity resources, guidelines and procedures, both internally and externally to the university community. PABID recommends it become the advisory board to this center to discuss and test ideas that come from the University community. Through this process PABID will become the creative testing ground for ideas. The Center would establish links with existing offices in an attempt to be a central clearinghouse of resources as well as the resource arm to accomplish that which the President's "executive director" is tasked. This envisions that while the tasking still comes from the President, ideas would be community-based through PABID and the Center's campus-wide outreach.

At the end of its two-year tenure, PABID has successfully engaged students, staff and faculty, and has made substantial recommendations regarding curriculum, fund-raising, policy and community outreach. There is still much work to be done. PABID recognizes that it cannot sustain the momentum, nor can it execute the plans and ideas outlined in our past and current recommendations.

Therefore, it is the recommendation of PABID that the President's Center for Inclusion and Diversity be created. Regardless of what this entity is ultimately called, USD needs a focal point for inclusion and diversity. PABID may be an advisory element of that structure.

As the University's website states:

> "Centers and Institutes provide opportunities for faculty, professional staff, students, prospective students and their families, and San Diego, regional and national communities to interact in-depth around specific issues."

In much the same way as the International Center is a place to bring together staff, faculty, and students around the promotion of international issues and experiences, PABID recommends establishing a place where issues surrounding inclusion and diversity can be conceptualized,

assessed, nurtured, cultivated, promoted, celebrated, and shared. The Director of this center would coordinate and synthesize these many ideas and activities. PABID recommends that someone with a faculty appointment hold this position.

Much like the other centers on campus, the President's Center for Inclusion and Diversity would have an Advisory Board with student and faculty representatives and from each VP area – Finance, Academic, Student Affairs, Development, and Mission. This will facilitate communication across reporting lines.

A Center will make PABID's efforts visible and public and serve to engage the campus on many levels, including:

1. The development of events – speakers, conferences, etc – that will promote diversity on campus and in the community
2. A contact point for those inside and outside the University who may wish to be involved
3. A place where faculty could go with curriculum ideas, research opportunities, and grant proposals for faculty development, etc.
4. The creation of a well-designed and managed web site

To further demonstrate the rationale for this recommendation, PABID presents the following timeline of related events and initiatives that stemmed from or are connected to PABID.

1. Committee on Inclusion and Diversity [CID] was created in October 2005 and operated for two years. CID proposed Chief Diversity Officer in Spring 2007.
2. PABID was formed in Fall 2007 in lieu of the creation of a Chief Diversity Officer position; PABID is made up of constituents from across campus and makes recommendations to the President.
3. In 2008, President Lyons called for PABID to evaluate existing programs/entities related to diversity, evaluate gaps and overlap, and make recommendations.
4. PABID recognized that an action arm was necessary to implement the many diversity initiatives being expressed in meetings.
5. To that end, in 2008 PABID formed:
   a. On Our Campus – the 'working arm' of PABID to implement:
      i. President's Fall 2008 Convocation theme
      ii. March of the Toreros
      iii. Video interview project on Campus Diversity
      iv. Newsletter to communicate diversity issues/initiatives
   b. A series of subgroups were charged with the creation of diversity aspirations and goals to provide strategic direction for the campus.
6. April 2009 – subgroup leads met and discussed synthesis of planning documents. Significant overlap was noticed, duplication of effort was discussed, and frustration in working groups regarding these issues and lack of process/strategic direction; disparate groups working toward same goal [see Appendix for examples]. There was a call for a central person to direct the effort. Given the good intentions of all and the complexity of the task, the PABID

subgroups recognize that they do not have the time, expertise, or the authority to execute a strategic plan for diversity.

7. PABID recognizes that it cannot sustain the great momentum that has been established nor can it execute the plans and ideas outlined in our past and current recommendations.

The President's Advisory Board for Inclusion and Diversity strongly recommends the creation of a President's Center for Inclusion and Diversity that contains the following features:

1. Direct appointment from the President
2. Director of Center reports to the President or chief academic officer.
3. Financial support and authority to administer own budget, hire staff, and implement programs in partnership with all existing [current and future] dept/campus entities
    a. Potential Funding Sources
        i. There is already significant money allotted to inclusion and diversity at USD, i.e. diversity initiatives in Finance, Academic, Student Affairs, Development, and Mission
        ii. Additional grants [i.e. Irvine I & II] would be able to be pursued by the President's Center for Inclusion and Diversity
        iii. "Tax" units on campus for inclusion and diversity initiatives
        iv. Outreach to alumni
4. PABID may remain in existence as an advisory board to the President's Center for Inclusion and Diversity
5. Director of the President's Center for Inclusion and Diversity is a permanent member of the advisory board.

There are existing centers on campus such as the International Center and the Center for Catholic Thought and Culture that function much in the way we are recommending. Current standard and best practice in any excellent higher education environment is to have a functioning and programmatic approach to inclusion and diversity.

[see **Appendix II** for examples of how the proposed Center will help solve on-going problems]

Recommendation #3:

Statement on Inclusion and Diversity

The members of the President's Advisory Board on Inclusion and Diversity recommend that the newly established President's Center for Inclusion and Diversity adopt a statement on inclusion and diversity.

Statement on Inclusion and Diversity:

The community of USD is sustained by and committed to mutual respect, safety and inclusion for all forms of diversity, including but not limited to race, ethnicity, gender, sexual orientation, religion, ability, and socio-economic status. By this commitment, we seek transformation through interaction with others, inter-cultural dialogue, and honoring the multiple identities of individuals. USD is committed to attracting and retaining a diverse population of students, faculty and staff by advancing procedures, policies and programs that support and foster the development of inclusive thought and practice through curricular and co-curricular experiences. Inclusion and diversity is a multi-faceted process through which excellence is achieved -- in learning, research and teaching, student development, institutional function, global and local engagement, workforce development and more.

At the core, we believe there should be a clear statement of diversity that flows from the University's Mission Statement to the vision of PABID and the President's Center for Inclusion and Diversity and clearly outlines to whom we are referring, what we believe and support, and why it is important for our community.

Once a diversity statement is finalized, it should be made available on the main university web site, PABID's website, and other prominent places. With these thoughts in mind, members of PABID developed the following Broad Goals – Diversity of Place, Diversity of People, Diversity in Education, Diversity of Life Experience, and Diversity of Culture/Community - to guide the work of PABID's strategic directions, strategic plan, and other diversity initiatives.

[see **Appendix III** for supporting documentation]

Appendix I:

Documentation Supporting Recommendation #1: Strategic Directions

PABID: Academic Subcommittee ("Diversity of Pedagogy")

Aspiration Statement:
The University of San Diego aspires to strengthen and support the curriculum, programs, and research that examine the experiences of people of different races, ethnicities, cultures, ages, genders, sexual orientations, religions, socioeconomic levels, and abilities.

Curriculum and Pedagogy
Goal:
To provide a curriculum and pedagogy that intentionally include the perspectives and experiences of diverse people in the U.S., that analyzes structures of inequality and their impact, that examines and analyzes theories of human difference, and that prepares students to participate effectively in diverse communities and workplaces.

Objective 1:
Review and enhance curriculum content.
• Support curriculum dealing explicitly with social and cultural diversity, and facilitating constructive interaction among students of diverse backgrounds.
• Assist curriculum committees (including the CORE) in the college and each school to examine existing courses and recommend specialized courses in aspects and dimensions of inclusion and diversity.
• Provide resources and support for faculty to assist them in integrating diverse perspectives within the curriculum.
• Provide events that encourage student learning about issues of diversity and the breath of human experience.
• Establish an institutionally supported conversation to examine diversity issues with STEM, business and SOLES.
• Establish a process that support the incorporation and inclusion and diversity into FYE/SYE curriculum and affiliated workshops.

Objective 2:
Encourage and support the use of pedagogical techniques that encourage interaction and application of multicultural learning.
- Offer faculty development opportunities to encourage methods of teaching responsive to a multicultural world and to a diverse student body.
- Maintain and enhance the library collections that reflect the full diversity of the human experience and commentary on it, and resist censorship or restriction of access to scholarly materials.
- Encourage the use of CSL as a way to increase understanding of diversity on the part of faculty and students.
- Provide curricular, co-curricular and interdisciplinary activities that increase the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience

Research on Diversity Issues
Goal: Establish support for research programs that focus on issues of inclusion and diversity that support the curriculum and pedagogy and vision in goal number one.

- Establish seed grants for the purpose of promoting the interdisciplinary study of diversity issues.
- Create opportunities for inter-college research programs focused on multicultural issues.
- Provide grants and stipends for faculty and students to engage in diversity issues in their research
- Establish awards that recognize research in diversity issues – for example, end of year PABID grants – recognition for best project

- Create opportunities and dialogue among faculty and students about research possibilities around diversity issues in their fields
- Enhance the visibility of faculty and student research on diversity issues
- Recognize the cultural and social impact of faculty research and scholarly activity in addition to its academic contribution
- Explore ways for local organizations to sponsor specific student awards/projects related to diversity.

PABID Recruitment & Retention Sub-Committee ("Diversity of People")
Aspiration Statement: Recruitment (students)
Recognizing two critically important elements of minority access to higher education – preparation and access – we propose that the University of San Diego take a leadership role in establishing a set of partnerships with San Diego County schools that will focus on improving the "pipeline" of students prepared for higher education academically and aware of the tools and resources available to help them afford attendance.

These partnerships will include focusing campus efforts on preparation and will involve current students, faculty, and administrative offices (including admissions) reaching out to middle schools, high schools, and community groups to identify current barriers to access and work toward affecting positive solutions to overcome those barriers, resulting not only in developing a clear pathway for students to attend USD, but in establishing a stronger college-going culture and higher UC -eligible rate in the county.

Goals:

1) Formally join the College Board's College Keys Compact and agreeing to the principles outlined within (Summer 2009)
2) Establish a San Diego High School Advisory Council to provide feedback, direction, and support for outreach and recruitment initiatives. This council will include, at a minimum, members of the local Catholic High Schools, as well as designated members of the campus community (Fall 2009)
3) Build the case for increasing diversity on campus and establish a firm, mission-driven rationale for fundraising, financial aid, and scholarship efforts that broaden access to USD and higher education in general for this population

Aspiration Statement – Retention (students)
We believe that we have a responsibility to ensure the success of all students who begin their undergraduate study at USD, especially students of color. We therefore commit that by 2015 our retention rates for our first generation, minority students will be at a level that is at or near the top of our peer competitor group as defined by the Enrollment Management Committee.

Goals:

1) We will increase the freshman to sophomore retention rate for underrepresented students to 90%
2) We will increase the five-year graduation rate for underrepresented students to 70%
3) We will establish a Retention Task Force to establish, implement and monitor retention activities for this group

Aspiration Statement – Recruitment (staff)
By 2015, we would like to be considered the "employer of choice" in San Diego, attracting a large number of qualified, diverse, and committed applicants for each position that becomes available. The community will recognize that USD is a place that offers a safe, challenging, rewarding, and supportive environment in which to work.

Goals:

1) Continue to provide education and training for all managers and hiring staff to ensure that every job search is done in a manner that ensures the most diverse and qualified pool of applicants will be made available.
2) Build partnerships and relationships with community organizations, civic groups and other agencies in the area in order to enhance our reputation as a good neighbor and employer.

PABID Student Life Action Group Sub-Committee & Public Safety ("Diversity of Place")
Aspiration Statement
The USD student life community is sustained by and committed to mutual respect, safety and inclusion for all forms of diversity, including but not limited to race, ethnicity, gender, sexual orientation, religion, ability, and socio-economic status.

We seek transformation through interaction with others, inter-cultural dialogue, and honoring the multiple identities of individuals.

USD is committed to attracting and retaining a diverse population of students, faculty and staff by advancing procedures, policies and programs that support and foster the development of inclusive thought and practice through curricular and co-curricular experiences.

Strategic Directions
GOAL 1.0 – Diversity of Place: Enhance USD's physical space to maximize safe opportunities for group interaction, exchange of ideas, and artistic expression.

Objective 1.1
Pursue ways to erect more public art by USD community members.

- Provide space for free expression of art and ideas

Objective 1.2
Pursue ways to create more safe public spaces for community gathering.

- Create covered outdoor spaces
- Add seating/chairs to open spaces to encourage gathering
- Outdoor spaces for teaching
- Designate places as safe spaces

Objective 1.3
Create more individual office spaces for student organizations to gather.

- Create a LGBTQ center; Diversity Resources Center; etc.

Objective 1.4
Create areas with more sound, color and culture

- Wind chimes
- Outdoor music
- Create a graffiti wall for free expression of ideas
- Have musicians, dancers, poets perform in public spaces

GOAL 2.0 – Diversity of People: Increase student, faculty and staff diversity by significant, measurable amounts by 2012, and improve the tools, resources, and support for both new and current students so they will remain and succeed at USD.

Objective 2.1
Money is set aside for the recruitment and retention of diverse students.

- Programs to attract and recruit underrepresented students
- Outreach to local high schools and state-wide recruitment of racial and ethnic minorities

Objective 2.2
Build on structures that are already in place for viably retaining diverse students.

Objective 2.3
Assess current student programs for underrepresented individuals (EOP, Lead, etc.) and enhance services as needed.

- Mandatory exit interviews for students from underrepresented communities to determine what factors most influenced the decision to leave USD
- Assess mentoring and learning experiences; social network; financial needs

Objective 2.3
Offer more scholarships, grants…

GOAL 3.0 – Diversity in Education: Challenge USD's academic course offerings to become viscerally [or profoundly] intertwined with diversity education by 2012.

Objective 3.1
Highlight the importance of the study of race and ethnicity by making Ethnic Studies a formal department with its own teaching faculty.

- Provide a real building with offices for the Ethnic Studies department

Objective 3.2
Offer faculty incentives for them to become involved in inclusion and diversity teaching:

- Money and time off must be offered: faculty development funds for training courses on how to develop div/inclusion courses and creation of new curriculum.
- Faculty learning will help in responding to in-class incidents of bias and hate
- Faculty will be better equipped to lead discussions of hate and bias-motivated incidents on campus

Objective 3.3
Make diversity/inclusion a criterion for faculty promotion and tenure, e.g.,

- teaching a D course
- advise a minority group club/organization
- work in some aspect of social justice and community good

Objective 3.4
Endowed budget must be a priority for encouraging faculty involvement, faculty diversity, and faculty retention

- provide faculty with a 2 week paid div/inclusion learning trip to revise a course or create a D course; faculty must pledge to teach if as a D course for 4 semesters

Objective 3.5
Make the teaching of some aspect of inclusion and diversity part of faculty evaluations - include some aspect of div/inclusion in each syllabus: "in this class we encourage the respect of different viewpoints and people as part of the learning experience"

Objective 3.6
Have more diverse classroom set-ups rather than the traditional rows of desks facing forward, stifling dialogue; encourage participatory education and learning with circular or U shaped spaces

Objective 3.7
D course program must be reevaluated and enhanced.

- Diversity in curriculum must be more than just one class in 4 years.
- Inclusion and diversity should be a component of as many courses as possible to make it part of the learning experience, not just another requirement to check off

Objective 3.8
Require faculty to create more group work/projects to require students to work with and build relationships with students and community members who are different from them.

GOAL 4.0 – Diversity of Life Experience: Assess USD community attitudes regarding the diversity of life experience offered here academically and socially by 2010; consistently work to increase opportunities for interaction with a wide range of diverse people to allow thoughtful reflection, understanding and respect for all life and humanity, without regard for race, ethnicity, gender, sexual orientation, social class, ability, or any other recognizable difference.

Objective 4.1
Encourage more interaction and attendance at inclusion and diversity events through incentives like course credit.

- Provide social events to keep different groups of students engaged
- Inter and intra – group action in both social and educational contexts
- Social might include an international fair with food, traditions and dance and music.

Objective 4.2
Change the First year experience to educate students about inclusion and diversity

- Torero Days + FYE + orientation + pre-admittance information all should highlight and explain USD's commitment to div/inclusion as an organic part of USD life and structure
- Create a DVD or web-based video about USD's commitment to diversity/inclusion that must be viewed by every entering freshman
- Include the inclusion and diversity mission/vision with every campus tour for those interested in coming to USD
- Promote our commitment to diversity/inclusion with messages on our web site

Objective 4.3
Create a student task force for inclusion and diversity education, similar to Rainbow Educators, that would provide peer counseling, workshops, and dialogue before incidents occur – not a reactive group, but a constant and reassuring reminder of USD's commitment to div/incl.

Objective 4.4
Match roommates based on cultural differences to encourage inter-cultural awareness and education.

- Integrate residence halls between different student classes (making them "all class halls" not segregated by class or self-selection)

Objective 4.5
Create dialogue with open invitations from res life, Greek life, grad students, different clubs and groups, to meet with each other and learn from each other.

- Create social events like BBQs on campus where they can learn about each other, build relationships, and increase a feeling of safety

Objective 4.6
Create more social spaces in the residence halls, have more floor participation and events.

- Update dorms and residence spaces to encourage interaction

Objective 4.7
Have events for commuter students to interact with their on-campus community

Objective 4.8
Increase resources to help students with "home life" issues, like pregnant students, students in the military, students who are parents, students who are struggling financially, students caring for the elderly or ill, students with disabilities, etc. so they are not so alone or isolated.

GOAL 5.0 – Diversity of Culture/Community: Prepare and challenge the culture of USD to openly encourage and warmly accept diverse people and ideas to create a climate of safety and respect through advancement of procedures, policies and programs in all segments of the University community.

Objective 5.1
Every community member (faculty, staff, administrators) who counsel students shall be formally trained in diversity/inclusion issues, specifically in terms of race, ethnicity, social class, and sexual orientation.

- Essential training for all employees every year
- Provide HR program that develops leadership skills in inclusion and diversity issues

Objective 5.2
Create an alumni mentor program that facilitates the process for fitting in for each incoming student from an underrepresented group.

Objective 5.3
Create an orientation that points out and celebrates differences.

- Explicitly welcome different groups at orientation (e.g., "GLBT people are loved/welcomed/accepted at USD" or "Black students rock!" rather than "Hate crimes are not tolerated here.")

Objective 5.4
Clubs and groups should be encouraged to form to provide support systems and connections for underrepresented students.

- Invitations from academic clubs, Greek chapters, sports clubs, etc. should be made specifically to target students from underrepresented communities

Objective 5.5
Faculty advisors should play an active role in the process of fitting in and learning how to cope.

Objective 5.6
Have more social interaction events on campus.

- Food and culture festival celebrating all cultures
- Have a classroom component that requires public presentation of studies & findings of research, poetry recitals, music recitals, etc. that impact a diverse and inclusive culture
- [list ideas]

Objective 5.7
Reporting of hate crimes/incidents must be stronger and more detailed.

- Have faculty read the report out loud to students and lead discussions on its impact; report should clearly state what happened so that a discussion of issues can be fairly presented
- President should send an email denouncing any such event every time
- If occurring in the student residences, immediate call to action to support the person(s) affected; encourage support networks; take a clear stand against the act with meetings, writings, action items (marches, silent vigils, protests).
- There must be clearly defined, well-publicized consequences to hate speech and hate crimes: a strict censure for all such conduct
- Education and correction go together: assign offenders to counseling; peer-to-peer counseling with students from the targeted group; community service component to assist those discriminated against.

Objective 5.8
Create more connections with San Diego and Linda Vista community (historically Black/Asian/Latino areas)

- Require community service/involvement for all students in some significant and measurable amount
- Invite community groups on campus to celebrate them and their cultures so USD can learn more about them

PABID Campus Climate Sub-Committee ("Diversity of Life Experience")
Development of an aspiration statement: the first two sentences come straight from USD's mission statement and core values. Our PABID sub-group decided that we needed to say more and have begun working on the additional sentence beginning with "We envision…"

The University is committed to creating a welcoming, inclusive and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual. The University values students, faculty and staff from different backgrounds and faith traditions, and is committed to creating an atmosphere of trust, safety and respect in a community characterized by a rich diversity of people and ideas.

We envision a campus climate where every individual takes responsibility for actively learning and experiencing diverse perspectives in his/her daily activities and, in turn, feels embraced by others and a sense of belonging.

Suggestions are:

> Recommendation #1
> USD will be a campus where every individual takes responsibility for actively learning and experiencing diverse perspectives in his/her daily activity, creating an environment that embraces and welcomes everyone.
> Recommendation #2
> USD will challenge every individual to take responsibility for respecting diversity in one's daily activities, creating an environment that embraces and welcomes everyone.
> Recommendation #3
> *USD aspires to be* a campus where every individual takes responsibility for *respecting diversity* in *one's* daily activity, and is in turn *welcomed* by others and *experiences* a sense of belonging.
> Recommendation #4
> The University of San Diego is committed to creating a welcoming, inclusive and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual. The University values students, faculty and staff from different backgrounds and faith traditions, particularly those who may be vulnerable to discrimination in the greater society, whether on the basis of their race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities or sexual orientation, and is committed to creating an atmosphere of trust, safety and respect in a community characterized by a rich diversity of people and ideas.
> Recommendation #5
> We will work to create a campus climate where every individual takes responsibility for actively learning and experiencing diverse perspectives in his/her daily activities, in turn encouraging a sense of belonging among the USD community.

After combining some of pieces of recommended aspiration statements from committee members we arrived at the most current version of our aspiration statement:

> The University is committed to creating a welcoming, inclusive and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual. The University values students, faculty and staff from different backgrounds and faith traditions, and is committed to creating an atmosphere of trust, safety and respect in a community characterized by a rich diversity of people and ideas.
>
> The University will challenge every individual to take responsibility for actively learning and experiencing diverse perspectives in one's daily activities, creating an environment that embraces and welcomes everyone.

Our PABID sub-group thought it would be helpful to know where we are, as a foundation for developing our goal statements. We reviewed the 2007 NSSE questions (2005 and 2003 not available at the meeting) related to campus climate and decided to focus our attention on three questions:

> How often have you had serious conversations with students of a different race or ethnicity of your own?
>
> To what extent has your experience at this institution contributed to your understanding people of other racial and ethnic backgrounds?
>
> To what extent does your institution emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds?

Possible goal statements related to these three NSSE questions are:

(1) USD will emphasize and regularly provide opportunities for encouraging contact among students, faculty and staff from different economic, social, racial and ethnic backgrounds.

(2) USD will emphasize and regularly provide opportunities for students, faculty and staff to exchange views with others who have different religious beliefs, political perspectives and personal values.

(3) USD will emphasize and regularly provide opportunities for students, faculty and staff to gain a deeper understanding of and respect for gay, lesbian, bisexual and transgendered members of the community and to welcome them without bias or discrimination.

(4) USD will conduct a Campus Climate survey. The last climate survey was conducted in 1998 as part of Irvine II.

Comments ranged from turning NSSE questions into goal statements to not restricting ourselves to NSSE questions when developing goal statements. The committee decided that we should try to set goals most directly reflecting our aspiration statement. For starters this means we need to set goals around things like:

> Goal 1: every individual actively learning and experiencing diverse perspectives

> Goal 2: an environment that embraces and welcomes everyone

> Goal 3: an atmosphere of trust, safety and respect

We need to keep in mind that we should develop SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).

PABID Community Relations Sub-Committee ("Diversity of Culture and Community")
Aspiration Statement:
USD aspires to be recognized as an inclusive and safe place to learn, live, work, and visit. USD also aspires to be recognized as an active partner with the Linda Vista and San Diego communities.

Constituencies:
University of San Diego
Students, faculty, staff, alumni, and retirees.

Linda Vista
K-12 schools, businesses, community agencies, civic associations, churches, religious groups, and residents.

San Diego
K-12 schools, businesses, community agencies, civic associations, churches, religious groups, residents, government agencies, military, other colleges and universities.

Goals:
1. USD will be valued and recognized in the community as:
a. A welcoming, accepting, and inclusive campus
b. Be open to the Linda Vista and San Diego communities
c. A problem solver (CST, moral imperative, societal need)
d. A place affirming academic freedom and open to diverse ideas

2. USD will engage and collaborate with the community by:
a. By being visible and present in the community
b. By working with communities to solve problems by extending USD resources and talent
c. Actively listening and facilitating community dialogue

Who is the Community?
The group did not include the international community because both the International Center and the Trans-border Institute works with those communities. The following is a list of communities to work with in terms of inclusion and diversity.

- University of San Diego
  - Students, faculty, staff, alumni, and retirees.
- Linda Vista
  - K-12 schools, businesses, community agencies, civic associations, churches, religious groups, and residents.
- San Diego
  - K-12 schools, businesses, community agencies, civic associations, churches, religious groups, residents, government agencies, military, other colleges and universities.

Aspiration Statement Questions
1. In relation to inclusion and diversity, by 2015 USD will be perceived, valued, recognized in the community as
a. Welcoming, accepting, inclusive, good neighbors
b. A resource
c. Problem solver (CST, moral imperative, societal need)
d. Willing and active partner
e. As a leader
f. A safe place for learning, living, working
g. A place open to ideas and academic freedom
h. A place that is diverse

2. In relation to inclusion and diversity, by 2015 USD will be engage and collaborate with the community by . . .
a. By being visible, present, and at the forefront
b. By working with communities to solve problems by extending USD resources and talent

Appendix II:

Document Supporting Recommendation #2: President's Center for Inclusion and Diversity Examples of How a Center would Benefit and Strengthen USD's Diversity Initiatives, Programs, and Projects

Duplication of effort:

The PABID Student Life Subcommittee met several times with a tremendous amount of energy and enthusiasm from students, faculty, and staff. After hours of brainstorming and idea generating, a draft of "student life" strategic directions was created. Only then did the group receive a draft of the Student Affairs Strategic Plan, a thorough and detailed document that has been in the works for over a year; the two plans are surprisingly similar.

A Center would serve as a central clearinghouse for strategic planning.

Unnecessary work:

A PABID online newsletter was proposed and approved. After months of work, the content was given the go-ahead by PABID leadership. However, when it was being prepared for dissemination, public affairs deemed its contents inappropriate and it was not published.

A Center would vet the proposal and craft guidelines for appropriate content.

Connections:

While PABID publicized its committee work, various members of the USD community would contact a PABID member to ask what PABID was, what its purpose was, and to volunteer their expertise or knowledge surrounding: a) creation of strategic planning documents, and b) implementation of strategic goals and objectives, having done the very same years before.

A Center would provide a highly visible entity and place for diversity work, integrating all past USD planning initiatives, documenting work being done and by whom, and connecting groups and individuals working on the same issues or having the same goals.

Coordination:

The OOC action arm of PABID began a series of videotaped interviews with USD community members to compile a thought-provoking video on inclusion and diversity for classroom and forum discussions. At the same time, different student groups were undertaking the same type of project; neither was aware of the other. In addition, an outside diversity consultant came to campus to video and document diversity efforts on campus.

A Center would coordinate these efforts by creating a task plan and timeline, publicizing the project to get maximum exposure and involvement from all constituencies, and bringing all stakeholders together for a well-organized final project.

Staffing Needs:

A technology support subcommittee was formed to revamp the PABID web site, enhance its content, and increase PABID's visibility; the group also was tasked with creating an OOC web site and other communication vehicles, such as having a presence on Ning and Facebook. Because of time constraints, these efforts were begun but not fully developed.

A Center would have the necessary staff to assign, create and support diversity communication tools.

Appendix III:

Document Supporting Recommendation #3: That the established President's Center for Inclusion and Diversity adopt a standard statement on Inclusion and Diversity under which it will do its work as guided by the University Mission and the Strategic Directions.

At the request of Carmen Vazquez, Alberto Pulido and Stephen Pultz, Dr. Gail Perez of the English Department attended our PABID meeting on April 17 and provided a summation of what an inclusion and diversity statement should include and has cited numerous statements from other institutions that have them in place.

Requirements for a University Mission Statement on Diversity
The following statements are drawn from Santa Clara University (SCU), the University of Chicago, DePaul University, the University of San Francisco (USF), WASC, and the statement of the American Council on Education.

Diversity statements are common at the best U.S. colleges and universities. USD is being requested to draft an inclusion and diversity statement. Internationalization is well stated in the document from the Provost's Office. A comparable initiative should address U.S. students.

It should be noted that the above campuses have web pages devoted to diversity with links to academic, residential, and administrative services. This means that significant programming has been created to recruit and retain faculty and students. This often includes an Office of Diversity and Equity (DePaul) or University Council on Inclusive Excellence (Santa Clara). In each case, diversity matters have a homepage and links to key resources. What follows is the list from Santa Clara.

A mission statement or statement must include the following points in order to have credibility:

1. **It must itemize the groups it seeks to recruit and retain: faculty, staff, students of color, first generation, low income, underrepresented groups, and gender. This language targets the MAJORITY of California students who are still underrepresented at our university.** There is a second set of terms that Santa Clara uses— "sexual orientation, religion and class."

    These terms are used within a "framework of marginalization and justice." (SCU) In addition, while honoring each individual, such a statement must clearly support the group identities (even multiple identities) of the school community.

This value is clearly stated in WASC diversity statement: "A campus that recognizes these groups, and seeks to serve the needs of each of them, is not negating the uniqueness of this student or the shared humanity of all, but rather, is striving to enhance and build upon some of the group memberships that shape a student's life."

Ex. From USF's Diversity Statement: "The University of San Francisco affirms its intentions and efforts to enhance the minority representation among its faculty, staff and student populations."

2. **It must state in strong terms the self-evident value of diversity in higher education.**

   Important statement from Dr. Patricia Gurin, expert report on Gratz et. al. v. Bollinger:
   "A racially and ethically diverse university student body has far ranging and significant benefits for all students, non-minorities and minorities alike. Students learn better in a diverse educational environment, and they are better prepared to become active participants in our pluralistic, democratic society once they leave such a setting. In fact, patterns of racial segregation and separation historically rooted in our national life can be broken by diversity experiences in higher education."

   A good statement is from DePaul:
   "DePaul believes as part of its basic core values that a diverse workforce and educational environment are directly related to the success of the institution and is essential in preparing students to participate effectively in the diverse workplace of today."

   Or from the American Council on Education:
   "Achieving diversity on campus does not require quotas…However, the diversity we seek, and the future of the nation do required that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it."

3. **It must tie diverse peoples to diverse perspectives thus endorsing intellectual freedom and a vibrant and SAFE community for the exchange of ideas.**

   Ex. John Etchemendy, Provost of Stanford University:
   "The university should reflect the multiracial, multiethnic society and pluralistic democracy that serves as a foundation to the university. Diversity allows for new shapes, textures, and imaginings of knowledge; it encourages the kind of innovation and insight that is essential to the creation of knowledge. The fact is that a diverse community of scholars asks diverse questions and has diverse insights and so pushes the forefront of knowledge further, faster."

   Santa Clara: diverse perspectives are "central to academic quality." Ethnic diversity helps "foster a vital intellectual community drawing from many perspectives."

This ties in with WASC's statement on diversity: "The bedrock of education in a democratic society is free and open discussion. Indeed, one sign of a healthy institution is the thoughtfulness of its internal disagreements and the extent to which all segments of the institution feel free to participate in its debates."

4. **It must clearly state the goal of attracting and retaining faculty, staff, and students of color.**

   This issue of representation is clearly stated in WASC: "Concerns about representation are closely linked to the challenge of achieving educational equity, in terms of the matriculation and graduation of persons from those ethnic groups in the United States that have been historically underrepresented in colleges and universities."

   This includes sensitivity to class and ethnic differences in the community and the state, including Linda Vista, our "home town." The University of Chicago statement on diversity not only recognizes "responsibilities" to its local communities, but also understands that they have "knowledge resources that can contribute to the university's core mission." These include "religion, art, politics, music, and history."

   WASC clearly states that schools accredited by their commission pay attention to diversity matters as they relate to "the demographic diversity of the region." USD is in a majority minority state, is located on the U.S./Mexican border, and has a vibrant new immigrant population.

5. **It must clearly outline initiatives that recruit and retain underrepresented groups; however, changing the composition of the community is not enough. In addition, a focus on curricular and interactional diversity is critical.**

   Programming should be in place to address these needs. Diversity efforts should be tied to academic excellence as well as to resident life, and all areas of campus life. The message should be sent that diversity is a core value.

The units on our campus that address these goals have been outlined. Once a diversity statement is in place, each unit can be evaluated and shaped to achieve the goal of a truly multiethnic/pluralistic campus.