Fresno State's Draft Diversity Plan:
Raise Awareness, Increase Knowledge and Build Capacity to Achieve Excellence through Diversity

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- **Develop a comprehensive three to five year Diversity Plan for the university to include elements such as:**

  - Affirm the President's Diversity Statement, and align the Diversity Plan with the University Strategic Plan.

  - Create a Diversity Plan that is dynamic and reflects the rich and diverse experiences, values, world views and cultures that make up humanity.

  - Review and discuss other institutions' Diversity Plans, planning processes, and best practices.

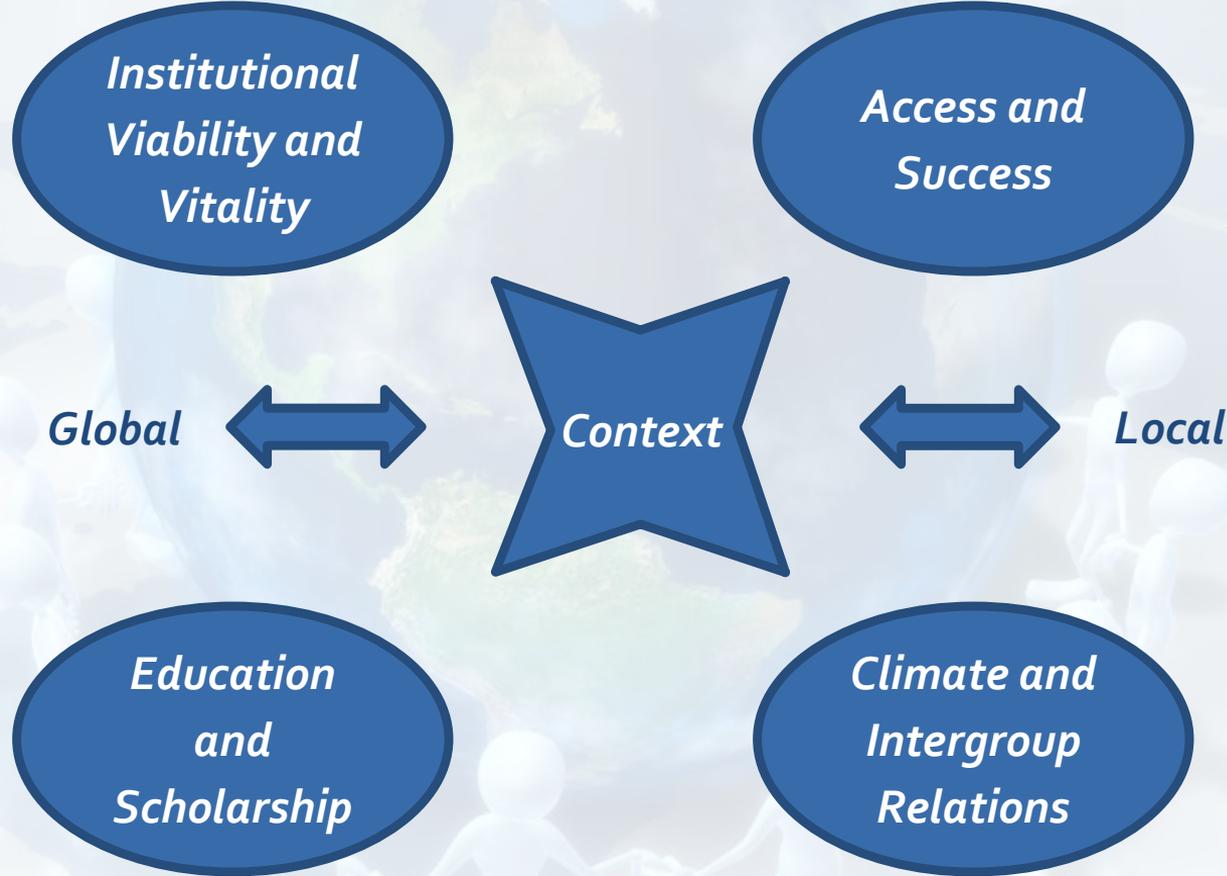 - Discuss the research, theory and writing on diversity issues in higher education.

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- **Following development and implementation of the Diversity Plan, the PCHRE shall be responsible on an annual basis to:**

  - Submit an annual Diversity Report to the President, university community, accrediting bodies and other relevant groups.

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Framework for Evaluating Diversity

Institutional Viability and Vitality

Access and Success

Global ⟷ Context ⟷ Local

Education and Scholarship

Climate and Intergroup Relations

Source:
Clayton-Pedersen, A.R., Parker, S., Smith, D.G., Moreno, D. & Teraguchi, D.H. *Making a Real Difference with Diversity: A guide to Institutional Change.* Washington, DC: Association of American Colleges and Universities, 2007.

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Diversity Themes

Theme One: Supporting Student Access and Educational Success

Theme Two: Recruiting, Developing and Supporting Employees

Theme Three: Promoting and Supporting Excellence in Teaching and Scholarship

Theme Four: Affirm a Campus Culture of Inclusion, Respect and Equity

Working Definitions

DIVERSITY: Individual differences (e.g., personality, language, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, gender identity, sexual orientation, sexual identity, country of origin, and ability status as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

INCLUSION: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within [and change] systems and institutions.

EQUITY *(student focus)*: The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

EQUITY (*employee focus*): The creation of opportunities for historically underrepresented populations of employees (faculty *and* staff) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.

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Poll #1

What prompted you to attend this session?

1) I was sent to represent my department, unit, program, or office.

2) I volunteered to represent my department, unit, program, or office.

3) I was curious about what else I will be asked to do.

4) I came completely on my own.

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Poll #2

What concerns do you have about diversity, equity and inclusion work?

1) It will hinder efforts to achieve our excellence aspirations.

2) I will be asked to do more with less.

3) The effort won't make a difference/it's a waste of time and resources.

4) This is a lot of talk and very little action.

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Capacity
Expand the university's capability to improve access & success

Knowledge
Enrich the knowledge of the campus community about how they can support success efforts

Awareness
Raise Awareness of the regional & campus communities of the university's active commitment to attract a student body that reflects the broad diversity of the region, the nation and the globe

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Theme One *(continued)*

Supporting Student Access and Educational Success

Goal: Engage the campus community in all areas and at all levels in supporting student access and success at Fresno State.

Overall Objective: Broaden and strengthen the campus community's awareness of and capability to improve the student outreach, recruitment, enrollment, persistence and completion efforts.

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Supporting Student Access and Educational Success

Strategy: Enhance the skills of existing ambassadors and develop a broad base of new ambassadors; provide them all with:

a) accurate disaggregated information about the state of student learning outcomes for different population groups;

b) information about University programs designed to achieve equity of those learning outcomes;

c) working knowledge of effective outreach, recruitment, retention, persistence and completion practices;

d) feedback on the results of their individual efforts and those of the university and use results to enhance success;

e) real and symbolic rewards for exemplary effort.

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Theme One *(continued)*

Supporting Student Access and Educational Success

Suggested Actions

- Share information about programs and use the results to help existing and new ambassadors learn more about the effective access and success policies and practices already in place.

- Use the results of the review to ascertain the efficacy of existing efforts and enhance or create new programs when it is deemed appropriate.

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Capacity
Establish a campus environment that attracts, supports and retains a talented and culturally competent workforce by implementing policies and practices that significantly reduce inequities

Knowledge
Develop and facilitate implementing strategies that enhance the creation of a diverse workforce by educating hiring officials

Awareness
Raise the awareness of the campus community of any critical disparities in hiring, promotion and advancement across the employee ranks

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Recruiting, Developing and Supporting Employees

Goal: Create a campus community that is aware of the importance of and knowledgeable about how to enact practices that effectively attract, employ and advance a culturally competent faculty, staff, and administration of the highest quality.

Overall Objective: Identify, communicate and address successfully any disparities revealed in hiring, promotion and advancement across the ranks of faculty, staff and administration.

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Recruiting, Developing and Supporting Employees

Strategy: Develop a repository of accessible information about the composition of the employees at all levels (gender, racial, ethnic, international, religious and other known/reported demographic identifiers); examine current efforts to achieve diversity and cultural competence among all employees and amend or develop new programs when appropriate; educate hiring officials about effective outreach, recruitment, mentoring and advancement practices; hold hiring officials, managers, and supervisors accountable for using effective practices, and reporting the results of their efforts to enhance success; and provide real and symbolic rewards for exemplary effort.

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Recruiting, Developing and Supporting Employees

Suggested Actions

- Educate hiring officials and search committees about successful outreach efforts already underway and how they may be improved.

- Reward exemplary efforts to make the University reflect the region, nation and or globe depending on the geographical parameters of the position.

Capacity
Support faculty in addressing teaching a
broadly diverse student body

Knowledge
Support faculty in their pursuit of developing teaching practices
that show improvements in student learning

Awareness
Raise the awareness of the campus community of
the value of diversity as an intellectual pursuit by
illustrating existing and uncovering new
relationships

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Theme Three *(continued)*

Promoting and Supporting Excellence in Teaching and Scholarship

Goal: Establish cultural competence as an important and necessary learning outcome for students and an essential element of effective teaching by using thoughtful dialogue about, robust examination of and efficient ways to incorporate diversity, equity and inclusion topics into the curriculum, scholarship and creative activities.

Overall Objective: Develop community members' skills in identifying and bringing to light the unique backgrounds of students and colleagues so that everyone can contribute fully and learn from each other in learning and teaching processes.

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Promoting and Supporting Excellence in Teaching and Scholarship

Strategy: Offer mechanisms through which faculty can explore how domestic and international diversity, equity and inclusion topics intersect with and deepen students understanding of their discipline and encourage faculty to engage their students in the exploration; increase the number of and enrollment in courses that can improve cultural competence and cross-cultural understanding by facilitating community members engagement in events that bolster competence.

Promoting and Supporting Excellence in Teaching and Scholarship

Suggested Actions

- Identify and make easily accessible information about how broad areas of knowledge (humanities, social sciences, natural and physical sciences) are being informed by diversity-related topics and advanced by equity-minded and inclusive practices.

- Foster faculty-student research opportunities that advance awareness of diversity, equity and inclusion.

- Promote scholarship related to effective pedagogy and the infusion of these topics across the curriculum, attend equitably to domestic topics, and value these efforts equitability in the faculty reward structure.

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Affirm a Campus Culture of Inclusion, Respect, and Equity

Goal: Fresno State communicates the value of and its commitment to sustaining a broadly diverse community of learners and scholars; helps the community understand the many facets of diversity, equity and inclusion; and views these characteristics as essential assets to institutional excellence and to creating an environment where all community members feel welcome and affirmed for the valuable contributions they add to the teaching, learning and service efforts of the university.

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Affirm a Campus Culture of Inclusion, Respect, and Equity

Overall Objective: Articulate the efforts of the university to create an environment of excellence through diversity to the broad campus community, develop the community members commitment to creating the environment by broadening members' knowledge and ability to use it, and facilitate multiple opportunities to explore and engage in understanding how differences among populations contribute to achieving excellence in various spheres of campus endeavors.

Strategy: Communicate and demonstrate a well-informed commitment to diversity, equity and inclusion as a university core value and foster social experiences to increase understanding of one's own and other cultures.

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Affirm a Campus Culture of Inclusion, Respect, and Equity

Suggested Actions

- Create and support knowledge networks and communities that provide opportunities for exploring the development of cultural competence.

- Gather and publicize campus examples that demonstrate what the research indicates—that diversity and inclusion promotes excellence.

- Establish ways to highlight promising classroom and community practices that: create a climate of civility, inclusion, and respect for diversity and that foster deep understanding and meaningful engagement with differences and commonalities in populations and their life experiences.

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Next Steps

- ✓ **Collect your feedback, thoughts, and/or reactions**
- ✓ **Secure campus-wide affirmation for the Diversity Plan**
- ✓ **Monitor its implementation**
- ✓ **Begin progress reporting**

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