

4.3.g Policies and practices, including good faith efforts, for recruiting and retaining diverse faculty

Fresno State is committed to a program of equal opportunity for all and does not discriminate in the educational programs or activities it conducts on the basis of race, color, national origin, gender, age, marital status, religion, mental or physical disability, sexual preference, pregnancy, or special disabled veteran status (Vietnam era or other covered veteran status). This commitment directs Fresno State's Policy Statement (in the Equal Employment and Education Opportunity Plan and the Equal Opportunity Plan for Individuals with Disabilities, Disabled Veterans, Veterans of the Vietnam Era, and Other Eligible Veterans) that addresses equal opportunity in employment, admissions, recruitment, financial aid, placement counseling, curricula, and housing for students.

In order to foster a community of diverse faculty, the President of Fresno State addresses "Respect for different" as a core value of the Strategic Plan for Excellence IV (2011-15). The President's diversity statement states that, "We are committed to promoting the success of all, and working to address and reduce barriers to success related to differences in areas such as race, ethnicity, socioeconomic status, culture, religion, linguistic diversity, disability, gender identity, sexual orientation, age, geographical region, and more" and "committed to the principles of maintaining a learning and working environment that is characterized by integrity, civility, respect for others, and ethical behavior on the part of its faculty, staff, administrators and students. The University must be safe and inclusive, and we do not tolerate any form of harassment, discrimination, or intimidation, as prohibited by University policy and state and federal civil rights laws." <http://www.fresnostate.edu/president/mission/strategic-plan.html>; <http://www.fresnostate.edu/president/mission/diversity-statement.html> The President's charge for promoting diversity proficiency is further consolidated through the Provost's diversity initiatives <http://www.fresnostate.edu/academics/diversity/provosts-initiative.html>

The University's commitment to fostering a community of diverse faculty and students can be illustrated by the establishment of the following task forces:

- Gender Equity Plan Task Force—Charged with developing a new 5-year Gender Equity Plan in order to meet compliance requirements of the Office of Civil Rights and to be included in the university re-certification process with the NCAA. <http://www.fresnostate.edu/taskforce/>
- African American Edge Initiative Pilot Program <http://www.fresnostate.edu/academics/edge/> A goal is to provide formal, sustainable support from the University, and specifically African American faculty and staff, to give African American students an edge—the opportunity to see that they can succeed by working hard, while never giving up their identities.
- African American Studies Research Center—An ancillary unit housed within the Africana Studies Program to promote research and scholarship in the advancement of the historical and contemporary understanding of the lives and experiences of peoples of African descent. <http://www.fresnostate.edu/socialsciences/departments/add-programs/aasrc.html>
- Central Valley Cultural Heritage Institute—dedicated to the celebration and study of the cultural heritage, diversity and contributions of the people of California's Central Valley. <http://www.fresnostate.edu/studentaffairs/cvchi/>
- College Assistance Migrant Program (CAMP)—helps interested migrant students attend the university, and serves as a supportive program that provides recruitment, academic, personal,

career, cultural, leadership and retention services to all of its students.

<http://www.fresnostate.edu/studentaffairs/camp/>

- Health Careers Opportunity Program (HCOP)—A joint program of the University of California San Francisco, Latino Center for Medical Education and Research and the College of Science and Mathematics. HCOP provides wide-ranging support for students interested in careers in the health professions and is open to students from educationally or economically disadvantaged backgrounds. <http://www.fresnostate.edu/csm/student-prog/programs/hcop.html>
- Services for Students with Disabilities- Services for Students with Disabilities (SSD) coordinates academic support services for students with disabilities. The SSD office also provides counseling, registration assistance, blue curb parking, orientation, and advocates with off-campus agencies. <http://www.fresnostate.edu/studentaffairs/ssd/>
- International Student Services and Programs—All of the information needed from application and admissions process as well as information on student life at Fresno State. The key resource for international students at Fresno State. <http://www.fresnostate.edu/studentaffairs/issp/>
- Louis Stokes Alliance for Minority Participation (LSAMP)—Aims to increase the quality and quantity of students successfully completing science, technology, engineering and mathematics (STEM) baccalaureate degree programs. <http://www.fresnostate.edu/csm/lisamp/>
- McNair Program—An exciting effort designed to encourage low-income individuals who are first-generation college students and/or traditionally underrepresented in graduate education to pursue doctoral study. <http://www.fresnostate.edu/mcnair/>
- President's Personnel Diversity Task Force
<http://www.fresnostate.edu/academics/diversity/provosts-initiative.html>
- Student Support Services
Student Support Services (SSS) is a federal TRIO grant program that serves first generation, low income, and disabled students. Its purpose is to provide academic support services to assist undergraduate participants to remain in college and reach the goal of graduation. <http://www.fresnostate.edu/studentaffairs/studentssupport/>
- Title V Hispanic Serving Institutions (HSI) Program—Commitment to Latina/o Academic Success & Excellence (CLASE). <http://www.fresnostate.edu/academics/titlev/>
- University Migrant Services—provides retention, supportive, and professional development services to migrant/farmworker students enrolled at Fresno State. <http://www.fresnostate.edu/studentaffairs/ums/>
- Upward Bound Program—sponsored by the U.S. Department of Education. <http://www.fresnostate.edu/studentaffairs/upwardbound/>
- Women's Resource Center—established to enhance the learning, work, and life experiences of women in the university community and to educate the campus on women's issues. <http://www.fresnostate.edu/studentaffairs/wrc/>
- President's Commission on Human Relations and Equity
<http://www.fresnostate.edu/academics/diversity/pchre/>

The KSOEHD advertises tenure-track positions with specific requirements for expertise in serving the needs of diverse students as established by the university's affirmative action/equal employment opportunity program. This genuine commitment to diversity has resulted in the recent hiring of extremely qualified faculty from underrepresented groups: During the period

2003-2011, 24 tenure track faculty members who were hired at KSOEHD came from the following range of demographic background: males (21%), females (79%), African Americans (8%), Hispanics (25%), Asians (17%), and Whites (46%).

Multiple efforts have been made to retain diverse faculty members. For example, the KSOEHD Equity Committee consisting of elected faculty and student representative is charged with the responsibility to develop strategic plan to address diversity issues and promote inclusiveness in the Unit. The KSOEHD International Committee, again consisting of elected faculty and student representative is charged with the responsibility to promote internationalization of education and recruitment of international students.

Besides demographic diversity, faculty members come with expertise on diversity issues. Several professors' educational backgrounds specifically focus on multicultural education and/or special education, and their research and teaching reflect these interests. One professor, in addition to having a special education background, has worked extensively with indigenous groups in New Mexico and the Hispanic/Latino, Hmong and Laotian populations of the Central San Joaquin Valley. Several faculty members have extensive experience working with Central Valley migrant populations through their work in programs such as California Mini-Corps and Teaching Fellows. Faculty members infuse their expertise into the courses they teach as well as into many extracurricular programs and activities beyond the scope of their jobs. One Department Chair serves as the Executive Director of the Center for Leadership, Equity, and Research (CLEAR) and provides faculty with ongoing updates on issues pertaining to equity and diversity in education. In 2010-2011 Kremen faculty members made over 160 professional presentations (unduplicated) at local, regional, national and international conferences. International locations included Turkey, India, China, Puerto Rico, Viet Nam, Mexico, and Guatemala. National included New York, New Orleans, Orlando, Chicago, Albuquerque, Cincinnati, San Diego, Anaheim, Las Vegas, San Antonio, Washington D.C., and Pasadena. Local and regional covered most large and many small cities within California.

The unit recognizes the importance of continual professional development for faculty in working with diverse students. The following are a few examples of inservice trainings on diversity for faculty: At the university level, Fresno State's LGBT+ Allies Network sponsored the "Stop the Hate! Awareness, Knowledge, and Skills for Supporting LGBT+ Students, Faculty & Staff on April 26, 2012 as part of Diversity Awareness Week." On May 1, 2012, the Arne Nixon Center sponsored a panel discussion on the FAIR (Fair, Accurate, Inclusive, Respectful) Education Act, which requires schools in California to integrate contributions of LGBT and people with disabilities into the K-12 curriculum. The Learning for Excellence and Development (LEAD) Workshop presented "Understanding and Engaging Low-Income and First-Generation College Students" in Fall, 2011. At KSOEHD, a two-part diversity workshop was conducted for all KSOEHD faculty in Fall 2010. In Spring, 2011, a workshop on Universal Design of Learning was conducted for all faculty to learn about curriculum design and delivery for all types of learners.