



# Diversity Mapping Data Portrait

Conducted by



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# Introduction, Purpose & Method

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In AY 2014-2015, Halualani & Associates, a diversity strategy and analytics firm for higher educational institutions, engaged in a “diversity mapping process” for California State University San Marcos through which a baseline of diversity efforts, progress, and curricular components could be established so as to ascertain future needs and directions.

*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

# Diversity Mapping

Halualani & Associates created “diversity mapping,” or a reflexive practice of identifying where a university is with regard to establishing a deeply embedded campus structure grounded in diversity in terms of values, principles, objectives and goals, outcomes and resource allocations (Halualani, Haiker, & Lancaster, 2010).<sup>1</sup> This process involves “taking stock of current diversity efforts and then analyzing such mappings to identify the current status of inclusive excellence at that institution” (p. 127). We highlight our “diversity mapping”’s valuable utility for locating a higher education institution’s actual (and not projected) engagement with and implementation of diversity efforts. It is important to demonstrate how this process is more than just a listing or diagrammatic exercise; instead, it stands as a meaningful practice of inquiry through which singular information pieces about diversity, which typically exist in isolation and in campus silos, are placed into a larger, holistic portrait that organizes and frames the information in relation to one another, thereby providing a comprehensive view of diversity from a structural and thematic level. Diversity mapping can provide a sense of where the institution has been, where it currently is, and how it has operationalized diversity and inclusive excellence, in both intentional and unintentional ways.

### **Diversity Mapping in Extant Higher Education Research: Creating a Culture of Inquiry About Diversity**

Diversity scholars and chief diversity officers argue that higher education institutions should view diversity in terms of

a larger and multidimensional construct. For example, Hurtado, Carter and Kardia (1998) and Hurtado, Milem, Clayton-Pederson and Allen (1999a) identify several important internal and external factors to a university that should be considered when examining campus climate and diversity environments.<sup>2</sup> These factors include the following: compositional or structural diversity, the psychological dimension of the climate, the behavioral dimension of the climate, and an institution’s history and legacy of inclusion or exclusion (Hurtado, Carter, & Kardia, 1998; Hurtado, Milem, Clayton-Pedersen, & Allen, 1999a, 1999b).<sup>3</sup> As an extension of this framework, Milem, Chang and Antonio (2005) highlight the significance of institutional structures, such as curriculum, policies and resources, in shaping a campus environment that embraces differently situated student populations and engages diversity as an educational outcome.<sup>4</sup>

Hurtado, Griffin, Arellano and Cuellar (2008) discuss the extent to which these internal and external factors are assessed by institutions to gauge the level of university commitment and the range of actions taken (along with the measured impacts) with regard to infusing inclusive excellence, fostering a positive campus climate and responding to the needs of differently positioned student groups. This kind of climate assessment typically occurs through statistical data, survey instruments and qualitative interviews to access student ‘presence’, outcomes, student perceptions and experiences. However, little has been done to document an institution’s full range of in-operational norms, practices, policies, efforts and curricula around diversity as a measure of

the university's conceptualization, operation, and actualization of diversity and inclusive excellence. What a higher education institution is actually doing by way of diversity (in all of its forms) needs to be examined in relation to the perceptions and experiences of diversity so as to balance the objective and subjective dimensions of a diversity climate.

Hurtado, Griffin, Arellano, & Cuellar (2008) make the case that 'campuses committed to "inclusive excellence" have now determined that a good understanding of the climate should be the first step in campus-wide planning, as well as intentional educational activity inside and outside of the classroom' (p. 29). Thus, "diversity mapping" represents a much needed first step for a campus taking meaningful and intentional action to carry out a diversity educational mission.<sup>5</sup>

<sup>1</sup> Halualani, R.T., Haiker, H.L., & Lancaster, C.M. (2010). Mapping diversity efforts as inquiry. *Journal of Higher Education Policy and Management*, 32 (2), 127-136; Hurtado, S., & Halualani, R.T. (2014). Diversity assessment, accountability, and action: Going beyond the numbers. *Diversity & Democracy*, 17 (4).

<sup>2</sup> Hurtado, S., Carter, D.F., & Kardia, D. (1998). The climate for diversity: Key issues for institutional self study. *New Directions for Institutional Research*, 98, 53-63; Hurtado, S., Milem, J.F., Clayton-Pedersen, A., & Allen, W.R. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review of Higher Education*, 21 (3), 279-302.

<sup>3</sup> Hurtado, S., Carter, D.F., & Kardia, D. (1998). The climate for diversity: Key issues for institutional self study. *New Directions for Institutional Research*, 98, 53-63; Hurtado, S., Milem, J.F., Clayton-Pedersen, A., & Allen, W.R. (1999a). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review of Higher Education*, 21 (3), 279-302;

<sup>4</sup> Milem, J., Chang, M., & Antonio, A. (2005). Making diversity work on campus: A research based perspective. Washington, DC: Association of American Colleges and Universities.

<sup>5</sup> Hurtado, S., Griffin, K.A., Arellano, L., & Cuellar, M. (2008). Assessing the value of climate assessments: Progress and future directions.

# Purpose and Goals for California State University San Marcos

Given the context established above, the objectives for this diversity mapping project were to:

- Trace all diversity efforts, programs, courses, curricular components, and resource allocations (from January 1, 2010 through November 1, 2014);
- Examine all diversity efforts, programs, courses, and curricular components through analytical layers;
- Delineate the ACTUAL (not projected or remembered) activities engaged in by California State University San Marcos;
- Establish the baseline for where California State University San Marcos is with regard to implementing major diversity efforts across all levels (top-down, bottom-up, and across) and divisions (academic to student to community affairs) at the institution and for all campus constituencies (undergraduate/graduate students, staff, faculty, managers and administrators, community members). This baseline will be used to identify and measure progress via California State University San Marcos and future diversity strategies.
- Identify strengths, “leverage points” or current resources, empty zones, and “opportunities” or needed areas of improvement;
- Identify potential coordination efforts;

● Recommend possible pathways and strategies for action and implementation and next steps.

Our goal was to create the following diversity mappings for California State University San Marcos:

- *Diversity Efforts By Unit Mapping*
- *Diversity Efforts By Theme Mapping*
- *Diversity Undergraduate Courses Mapping*
- *Diversity Undergraduate Courses By Definition of Culture Mapping*
- *Diversity Graduate Courses Mapping*
- *Diversity Graduate Courses By Definition of Culture Mapping*

# Methodology

Our Halualani & Associates team set out to first collect data from all campus divisions about current diversity efforts and then graphically map the data in a visual representation/mapping software program. The process later culminated in an in-depth analysis of the diversity data in terms of the institution's level of commitment and action around diversity, leading to targeted diversity planning.

### **Data collection method**

Halualani and Associates collected information about current diversity efforts and programs at California State University San Marcos. For definitive purposes, our team broadly referred to diversity effort as "any activity or program that promotes the active appreciation of all campus members in terms of their backgrounds, identities and experiences, as constituted by gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation and language, among others, as well as any activity or program that brings together any of these aspects." We specifically cast our "net" wide so as to identify as many possible diversity-related activities and efforts as possible. Because California State University San Marcos is an university that highlights intellectual engagement, community, and inclusiveness, we were attuned to reading "diversity" through the lenses of these concepts. We understand that the inflection of "diversity" can be quite different given this focus at California State University San Marcos.

Our team was also asked to conduct qualitative focus group and in-depth interview sessions with faculty, staff, administrators, and students at California State University San Marcos. Normally, our diversity mapping process does not include these focus group sessions. We agreed to conduct these sessions given campus members' concerns that the larger perceptions of and experiences with diversity would be overlooked as important informational vehicles. Thus, qualitative focus group and in-depth interview sessions were conducted, and such data represented a contextual layer to provide further insight on the campus climate at CSUSM. This qualitative data does not appear on our mappings as the maps represent actual diversity actions completed by CSUSM during the specified time frame. For this reason, there is a separate document that details the findings from these qualitative sessions.

### **Info/data collected from campus divisions:**

Information about diversity efforts was collected in the following ways. First, we conducted an electronic search (web scraping, search engine optimization) of over 200 campus website links related to "diversity," "inclusion," "culture," "cross-cultural," "inclusive excellence," "race/ethnicity," "identity," "gender," "difference," "sexual orientation/disabilities/language/religion/nationality/region/age/generation/socioeconomic class," "veteran status," "intersectionalities," "intercultural," and "international/global." Halualani & Associates team members then extracted this Web

information and inserted it into a spreadsheet program (Numbers).

Second, all campus divisions at California State University San Marcos were invited to submit specific information about their current diversity efforts and documentation. We specified that such diversity efforts should have been in effect within the last four years. Just from our data collection process, we could tell that California State University San Marcos was committed to engaging in this type of diversity and inclusion work given the high number of submissions (over 400 documents).

The data collection method took place over a period of 5 months. Every division and campus program submitted key information. In the first screening of such submitted data, our team then identified any gaps or missing additional information from specific corners of the campus and sent out a specific email request for this information in collaboration with Arturo E. Ocampo, Associate Vice President, Office of Diversity, Educational Equity and Inclusion and the Office of Diversity, Educational Equity and Inclusion (ODEEI&O). We also had a one-month revision period through which campus members and units could submit additional information and correct any areas of our maps. We received 100 new pieces of evidence in the revision phase.

## **Spreadsheet inventory:**

### **Program/effort inventory**

For our program/effort inventory, we employed specific strategies in which we collected, consolidated, and recorded data about diversity efforts and programs at California State University San Marcos. The collected data was synthesized through a process by which team members worked together to enter data into a spreadsheet that utilized specific columns to track key aspects of the programs and efforts. These data columns

also simultaneously filtered such information through twenty three (23) major analytical layers.

These analytical layers are as follows:

- Year of Effort
- Level of Focus: Primary or Partial Diversity Effort
- Division/Departmental Location
- Level of Integration: Connections & Linkages Among Divisions
- Type/Theme of Diversity Effort
- Change Order: 1st to 2nd to 3rd to 4th Order Items
- Innovation Score
- Type of Diversity Represented
- Motivational Source
- Target Population
- Initiation/Driver Point: University-Wide or Program-Driven
- Topical Focus: Mainstream or Specific Group-Focused
- Effort Function Taxonomy 1
- Effort Function Taxonomy 2
- Diversity Engagement/Learning Taxonomy Assessment (DELTA): Based on 7 levels of diversity engagement and learning
- Recurring Events

- Student Stage: Class Level of Targeted Student Population
- Definitions of Diversity in Efforts
- Type of Discourse Around Diversity
- Specific Questions About Diversity That The Campus Is Exploring
- Prospective Reach Scope: How Many People Were Likely Impacted?
- Enduring Factor Level: Time Frame/Sustainability of Effort
- Collaborators

## **Curricular Inventory**

For our curricular inventory, we identified diversity-focused courses as constituting a key component of the campus efforts toward promoting the appreciation of diverse backgrounds and viewpoints. Thus, it was important to begin tracking the various courses and curricular components across specific disciplines in both the undergraduate and graduate course offerings at California State University San Marcos. Given the community and integrative learning focus of California State University San Marcos, we were particularly interested in how different academic programs approached and incorporated diversity within their curricula. For our inventory, we defined a diversity-related course as one that “focuses on issues and topics related to various cultural groups, backgrounds, identities and experiences, and/or promotes the larger importance of diversity, difference or cultural sharing for the public.”

In order to make an accurate accounting of these courses, we performed a detailed qualitative content analysis of all university competencies, program learning

outcomes, course learning objectives and outcomes, course descriptions, syllabi content, and submitted assignments and outcomes.

We combed through these aforementioned curricular elements looking for course titles and course descriptions containing the terms “culture,” “diverse,” “diversity,” “multicultural/ism,” “global,” “difference,” “identity,” “cultural competency,” “underserved,” “historically underrepresented,” “race/ethnicity,” “gender,” “sexual orientation,” “socioeconomic class,” “religion,” “nation/nationality,” “language,” “political perspective/ideology,” “disabilities,” “veterans,” “age/generation,” “intersectionalities,” and variations of those words. The labels – “primary,” “partial,” and “integrated” – were used to classify the level of emphasis on diversity in courses and curricular components at the university. A “primary” course on diversity referred to a curricular offering that had a primary focus on diversity issues, topics, perspectives and/or principles, whereas a “partial” course on diversity referred to a curricular offering that had a minor focus on diversity issues, topics, perspectives and/or principles. An “integrated” course on diversity closes ties ALL subject matter on a continual basis in that course to various aspects of culture and diversity. An institution needs to evaluate the focus and range of content in diversity-related courses. This is in order to indicate if diversity is merely window dressing, a temporary bus stop for one week out of the semester, a passing reference, or an integrated theme that cuts across all topics and subject matter in a course (as a competency focus and objective with a designated learning outcome for students).

Once we identified a curricular component as having some focus on diversity, an entry was made on a spreadsheet. In the spreadsheet, the entries were examined via data columns through thirteen (13) major analytical layers.



These analytical layers are as follows:

- Course Student Level
- Course Description
- Level of Focus: Primary, Partial, Integrated Diversity-Related Course
- College/Division/Departmental Location
- Course Type: The Kind of Course (Core Competency/Skills Course, Disciplinary Content Applied to a Cultural Context Course, First Year Seminar, Language Instruction Course, Area Studies Content Course, Ethnic Studies Content Course, Cultural Appreciation Course, Global/International Focused Course, Study Abroad, Service Learning Course)
- Cultural Focus: 2 or More Cultures; Singular Culture/Identity, Comparison of Cultures, Intersectionalities)
- Spread of Culture: International/Global, Domestic
- Temporality of Culture: Contemporary, Historical
- Cultural Specificity: Culture-General or Culture-Specific
- Definition(s) of Diversity in Courses
- Diversity Engagement/Learning Taxonomy Assessment (DELTA): Based on 7 levels of diversity engagement and learning
- Critical or Power-Based Approach
- Student Stage: Class Level of Targeted Student Population

Lastly, we conducted a schedule analysis of the last two (2) years of course offerings in relation to our coded diversity-related courses in order to identify the exposure potential of students to courses in terms of how often such courses were offered and in how many sections at CSUSM.

## **Moving from inventories to visual mappings**

The next stage required the smooth transition from data entry and compilation into a spreadsheet to the actual visual mapping of the data using MindManager™ software by Mindjet®, a brainstorming software for organizations.

### **Graphical/visual mapping via Mindjet**

#### ***Mapping diversity-related courses***

Four (4) maps showcased the current range of California State University San Marcos's course offerings on diversity (two for undergraduate courses and two for graduate courses). The courses were color coded and numerically labeled based upon the aforementioned analytical layers.

#### ***Mapping diversity efforts and programs***

Two (2) maps were created to represent California State University San Marcos's diversity efforts: "Diversity Efforts By Unit" and "Diversity Efforts By Theme." For each diversity effort, a distinction based upon the available descriptions we gathered was made between primary, partial, and integrated diversity efforts.

We defined a "primary" diversity effort as one that had diversity - the promotion of and appreciation for diverse backgrounds, experiences, identities and perspectives, and/or the larger principles of inclusion and intercultural dialogue - as its major purpose and goal of operation. A "partial" diversity effort was designated as one that had

a corollary, secondary and/or minor focus on diversity as defined above; meaning, the effort would exist even without the diversity aspect. An “integrated” diversity effort refers to one that had a diversity focus and function deeply embedded into an operational practice or activity. We then color-coded and numerically labeled the diversity efforts in terms of the aforementioned analytical layers.

### **Methodology for analyzing the mappings**

After all of the mappings were completed, the analysis stage of this process ensued. This involved the use of spreadsheet software (Excel, Numbers) as well as SPSS to perform statistical analyses. We also employ a qualitative coding software (NUDIST™; NVivo™, QDA Miner), which analyzes thematic patterns, and a manual coding schemata based on thematic domain and grounded theory frameworks (see Halualani, 2008).<sup>6</sup>

<sup>6</sup> Halualani, R.T. (2008). How do multicultural university students define and make sense of intercultural interaction: A qualitative study.

# California State University San Marcos' Data Narrative

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Our diversity mapping analytics at Halualani & Associates has identified the following core data narrative, or story about how California State University San Marcos is engaging diversity in terms of its recent actions and curricula. This data narrative features the key highlights of our diversity mapping findings.

*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

# Doing the “Work” of Diversity

Higher educational institutions typically approach diversity in a few key ways. Colleges and universities most often approach diversity in terms of the compositional makeup of the student body and the degree to which specific racial/ethnic/gender groups are represented on campus. Other institutions connect this focus on representation to the theme of “historical underrepresentation,” or the inclusion of specific racial/ethnic/gender groups that have been historically excluded from and marginalized by educational arenas of society in terms of access to quality education and educational success pathways. Today’s colleges and universities have recently embraced a focus on the graduation and retention of marginalized groups of students on their campuses by tracking completion rates and investing in student success interventions (for e.g., first year cohort programs, academic excellence boot camps for students of color).

While these aforementioned approaches are important to higher education in tracking institutions’ work on inclusion, access, and service to diverse groups, a primary focus on “filling numbers” and “bumping up graduation rates” is not enough (Bensimon, 2004; Williams & Clowney, 2007).<sup>1</sup> It is not enough to focus on compositional features of diversity **WITHOUT** proactively creating a campus infrastructure and environment that cultivates diversity appreciation, learning

*It is not enough to focus on compositional features of diversity **WITHOUT** proactively creating a campus infrastructure and environment that cultivates diversity appreciation, learning and development, and responds to historical societal injustices...*

and development, and responds to historical societal injustices related to difference that campus members encounter.

As a counterpoint, Halualani & Associates examine the degree to which higher educational institutions meaningfully, comprehensively, and strategically engage diversity across all levels of a university so that all members (students, staff, faculty, administrators, alumni) thrive, feel valued, and attain personal and professional success and fulfillment. We especially look at ways in which colleges and universities employ diversity as an educational resource and knowledge domain for students and as a central ingredient for their academic success. Our firm also highlights the extent to which universities engage, confront, and dismantle historical societal injustices that have filtered into and embedded the higher educational landscape. **Taken together, these foci constitute the real work of “diversity.”**

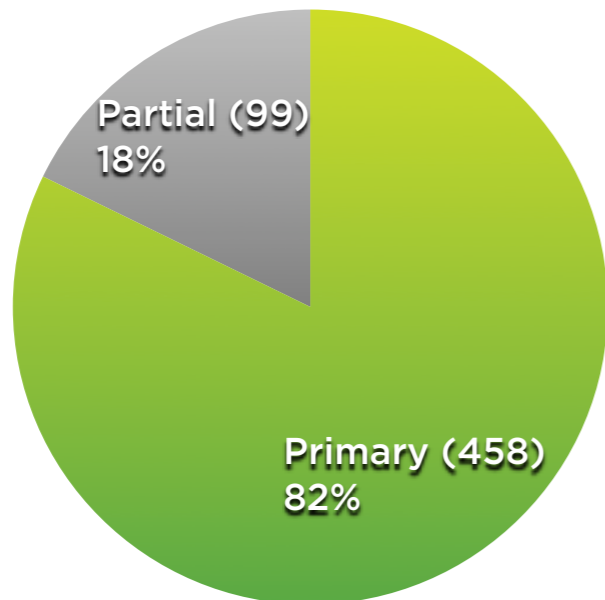
<sup>1</sup> Bensimon, E. M. (2004). The diversity scorecard: A learning approach to institutional change. *Change: The magazine of higher learning*, 36(1), 44-52; Williams, D. A., & Clowney, C. (2007). Strategic planning for diversity and organizational change: A primer for higher-education leadership. *Effective Practices for Academic Leaders*, 2(3), 1-16.

# Is California State University San Marcos (CSUSM) Making “Diversity” Happen?

Yes, California State University San Marcos (hereafter CSUSM) is making “diversity” happen but not to the fullest extent.

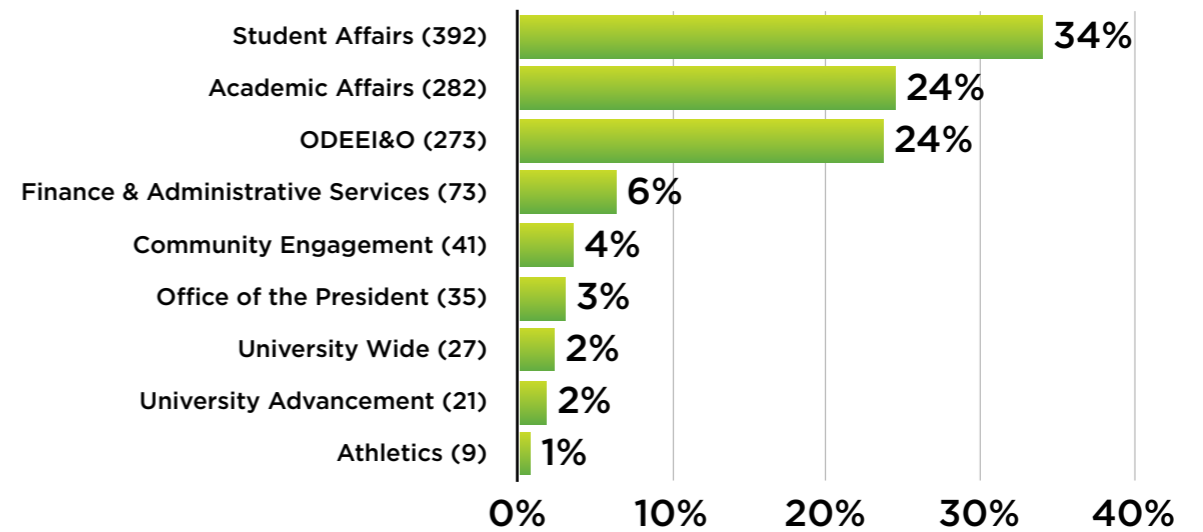
- For example, our analysis found that CSUSM has completed 557 diversity-related efforts in the period under review (January 1st, 2010 through November 1, 2014).
- Indeed, when CSUSM engaged in diversity-related efforts, the large majority (82%, 458) of these efforts were primary focused, or centrally designed to serve the purpose of promoting diversity at CSUSM. Thus, there appears to be a level of commitment to diversity at CSUSM.

Diversity Efforts By Level of Focus

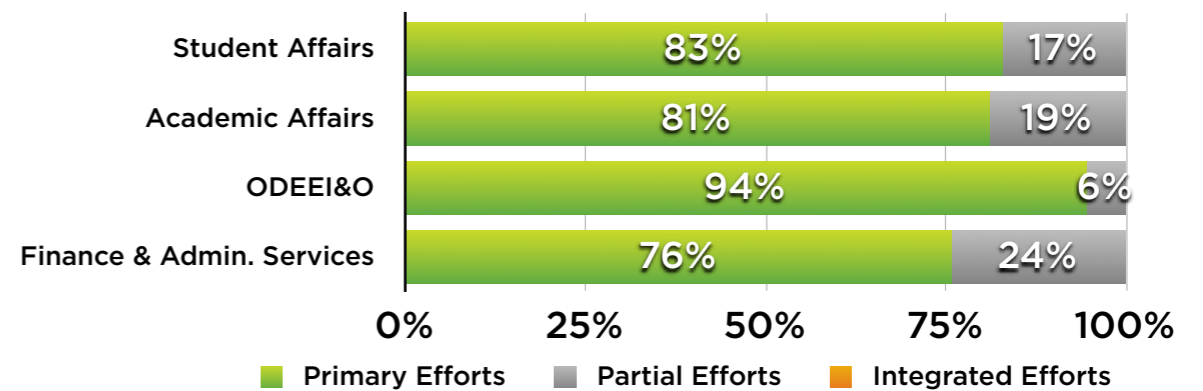


- All divisions at CSUSM are “on deck” or participating in diversity-related efforts. However, the three “heavy lifters” are Student Affairs, Academic Affairs, and ODEEI&O. Moreover, the efforts driven by these divisions are also primarily focused on diversity.

Diversity Efforts by Division



Level of Focus by Division



- In terms of Halualani & Associates' diversity change order sequence, CSUSM is clearly situated in an action stage (2nd order) as evident by the corresponding chart (88%, 488, in 2nd order stage). This means that CSUSM is enacting (moving on) their commitment to diversity. However, it is not clear what CSUSM is moving towards in terms of their diversity-related aspirations. Thus, a diversity-related strategic plan with a framework of goals is absolutely needed.

### Diversity Change Order Sequence

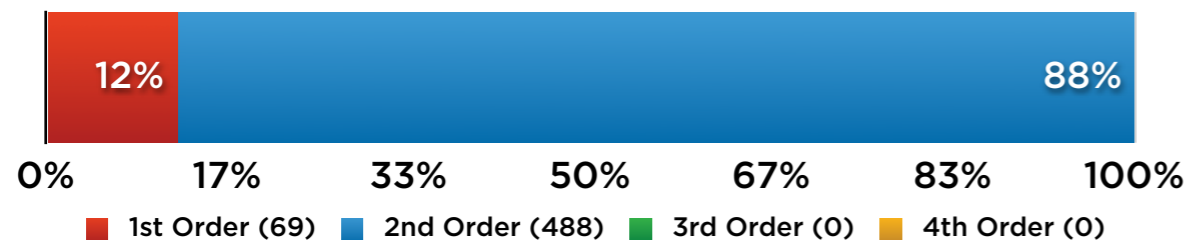


Figure 2.1 Change Order Level Descriptions

#### ASSESSING THE EVOLUTION OF A DIVERSITY PRACTICE

H & A has developed an unique numbering sequencing designation that indicates the degree of strategic evolution of a diversity effort/practice in terms of the following:

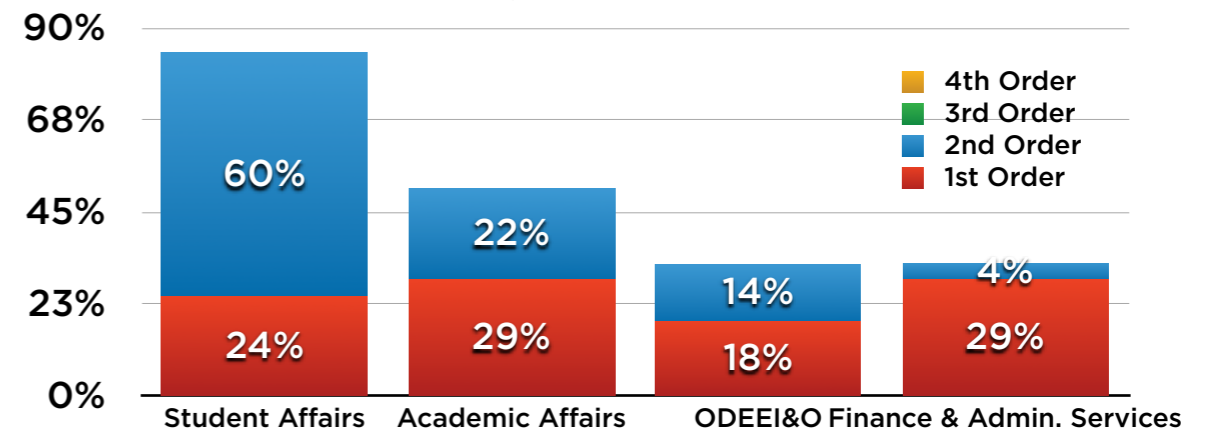
- 1
**First order -**  
Declarative efforts and policies that establish a commitment to diversity.
- 2
**Second order -**  
Commitment is demonstrated by an action, effort, or program.
- 3
**Third order -**  
Sustained action and practices emanating from 1st to 2nd order. Positive gains on impact/outcome need to be evident. These actions need to be anchored to a strategic framework.
- 4
**Fourth order -** Transformative & culture changing practices.  
Indicates sustained and prioritized efforts evolving from 1st to 2nd to 3rd order. Reflects major impact and outcomes on diversity engagement and strategic diversity framework in campus community. Stands as fully resourced and institution-wide.

\* These categories remake the notion of "business as usual."  
 \* The goal is to have a balanced and "building" representation of diversity efforts across all change orders.

- While all divisions are participating in 2nd order actions (with Student Affairs as the clear leader), there is little alignment among CSUSM's divisions in terms of a larger strategic diversity framework that stands as its end goal.

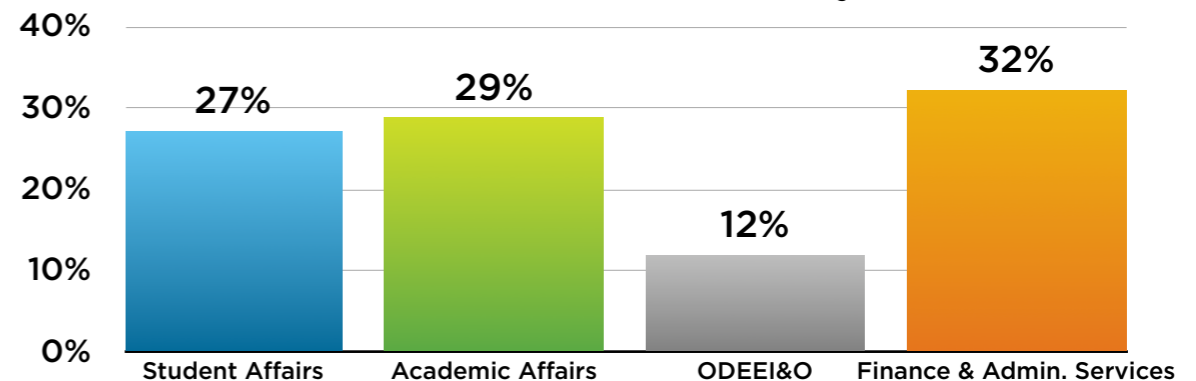
...there is little alignment among CSUSM's divisions in terms of a larger strategic diversity framework that stands as its end goal.

### Change Order Locations



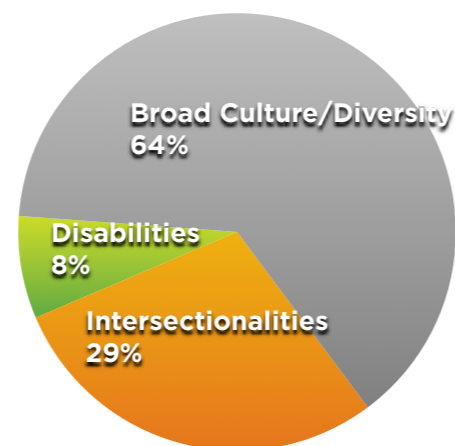
- Though four divisions (Student Affairs, Academic Affairs, ODEEI&O, and Finance & Administrative Services) have contributed 1st order actions or more specifically, mission statements related to diversity, these mission statements frame diversity either in general terms or policies/protections and not as a strategic focus.

### Mission Statements/Directives by Division



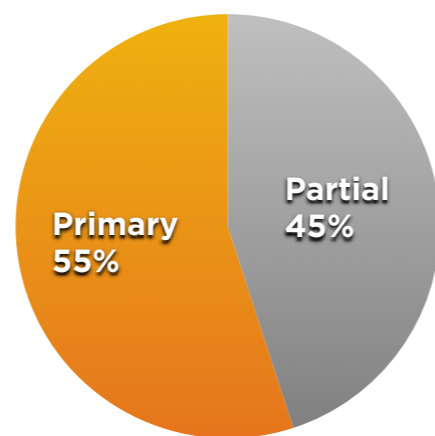
64% (42) of the mission statements highlight diversity in general and vague terms (naming the importance of diversity but not in terms of any meaningful dimensions, relationships, or directions of diversity). However, 29% of the mission statements frame diversity in terms of intersectionalities or the combination of three or more dimensions of diversity (race, ethnicity, socioeconomic class, gender, sexual orientation). 8% (5) specifically highlights disabilities.

**Mission Statements/Directives**



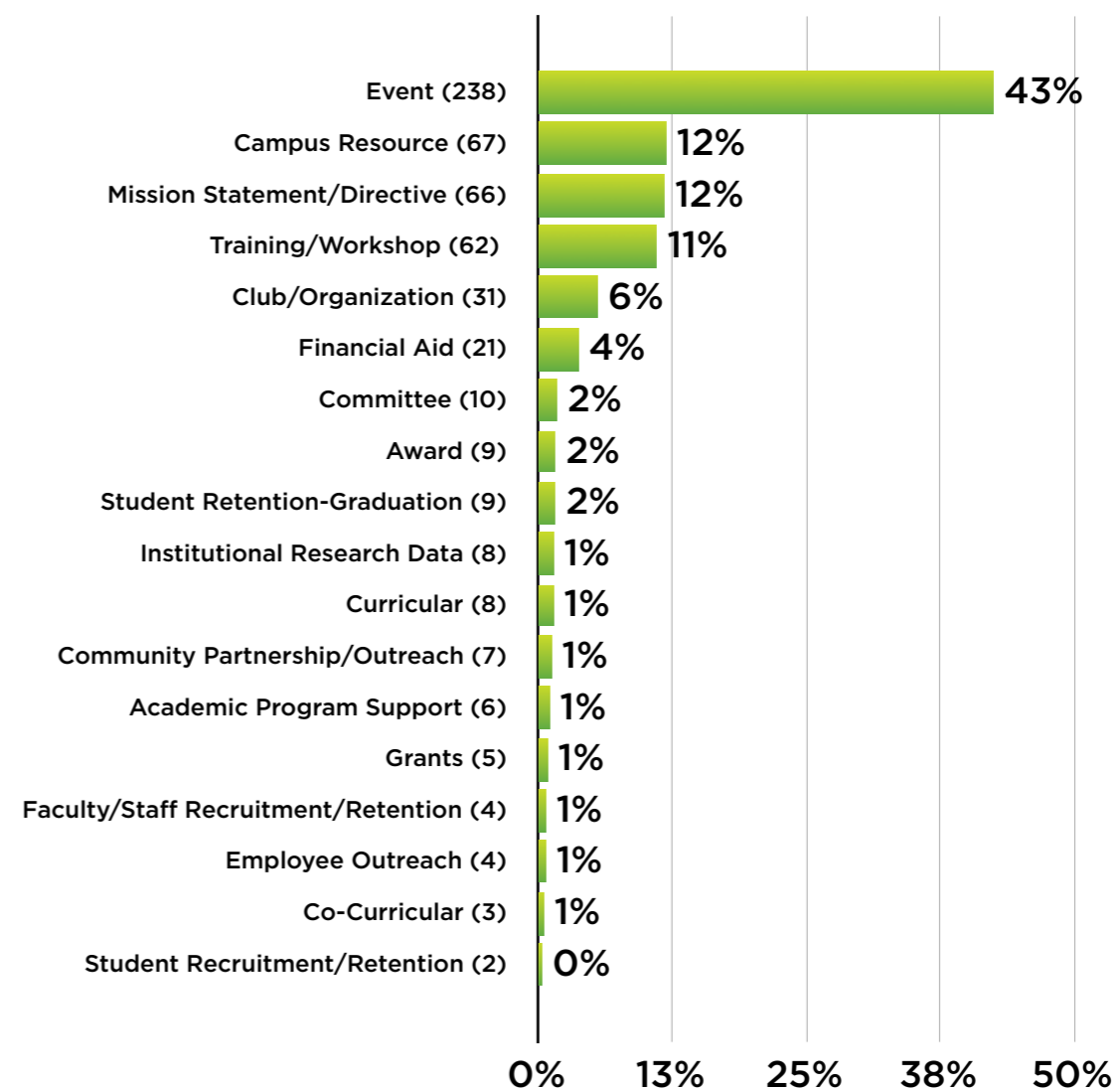
55% (36) of the mission statements are primarily focused on diversity while 45% (30) are partially focused on diversity. But, again, these extant mission statements do not provide enough of a strategic framework for CSUSM's diversity future. Thus, CSUSM needs a diversity strategic framework with explicit goals, aspirations, objectives, and end results.

**Diversity Foci of Mission Statements**

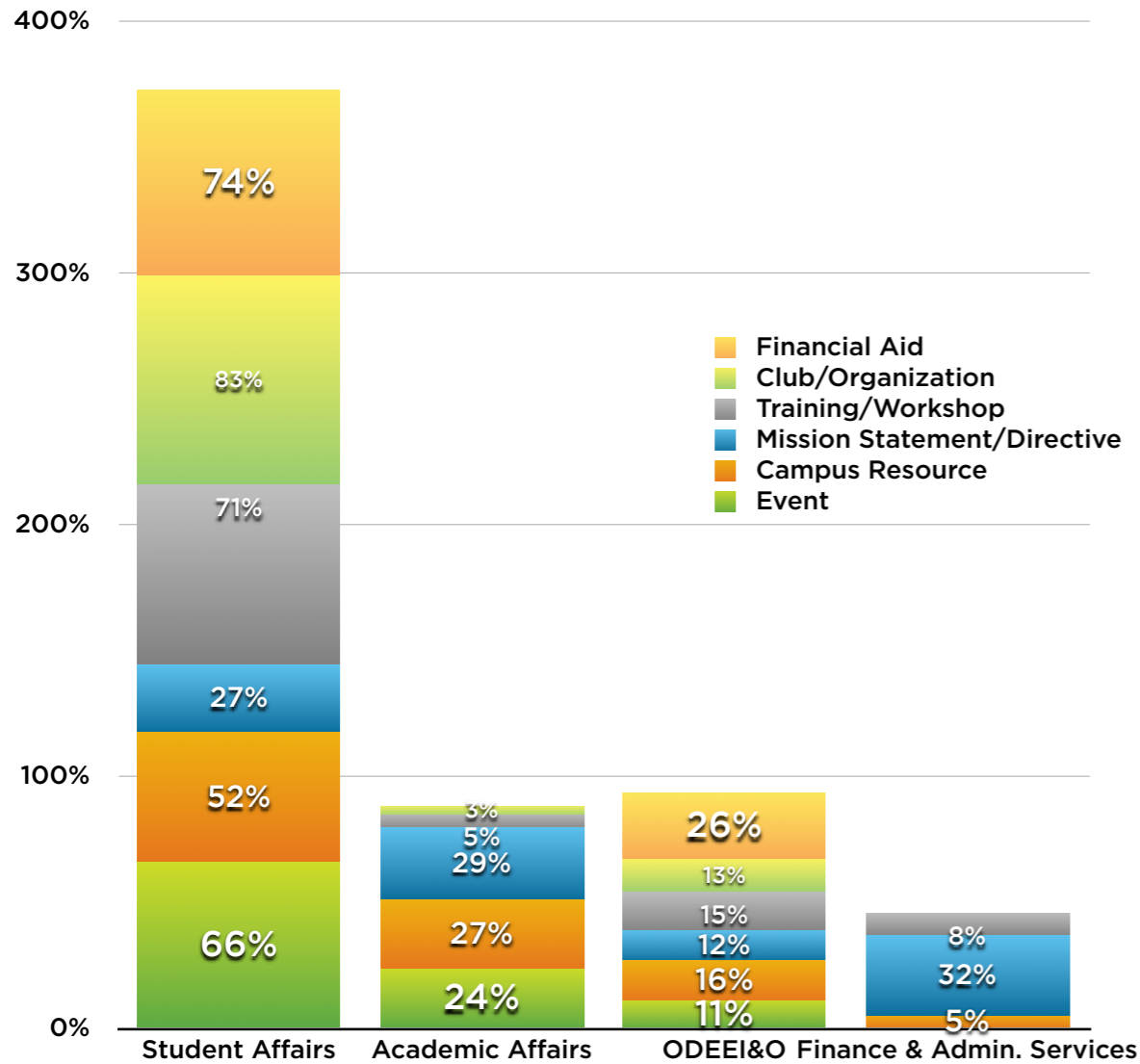


To further this point, the types of diversity efforts that CSUSM mostly engages in are events (43%, 238), campus resources (12%, 67), mission statements/directives (12%, 66), trainings/workshops (11%, 62), and clubs/organizations (6%, 31), with the remaining efforts spread across 13 other types. (Keep in mind that these highest percentage diversity efforts are largely driven by Student Affairs.) Likewise, all of the main themes (events, campus resources, mission statements/directives, trainings/workshops, and clubs/organizations) are primarily focused or centrally designed around and for diversity.

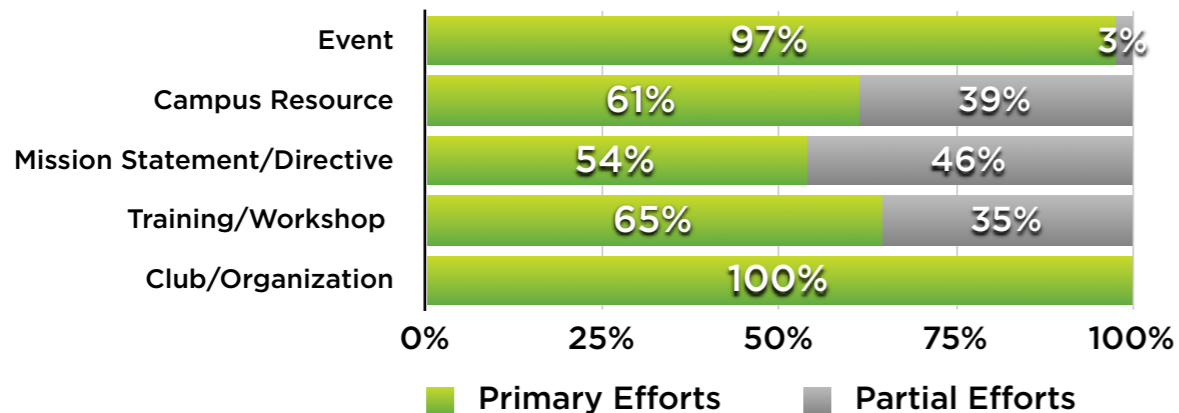
**Diversity Efforts by Theme**



Themes By Division



Level of Focus By Theme



● This data point reveals that there is no diversity strategic framework in place and that CSUSM may be suffering from a classic case of “activity-itis” common to higher educational institutions, or the notion that when a campus is putting on diversity-related events, activities, or programs (that are most often one-shot, temporary efforts), that it is making true diversity progress. So while over 300 diversity efforts have occurred at CSUSM in the last four years, the question remains: What is CSUSM moving towards? What does CSUSM want to achieve by way of diversity and inclusive excellence? Who does it want to serve and in what ways? What kinds of efforts does CSUSM want to focus on? Universities cannot do everything with limited fiscal resources and external pressures (state divestment in public higher education, community and workforce

*...there is no diversity strategic framework in place and that CSUSM may be suffering from a classic case of “activity-itis”*

needs). Thus, CSUSM needs to make decisions about the kinds of diversity efforts it wants to prioritize in the next few years and ideally, have those efforts align with a strategic framework.

*...the large majority of the diversity-related CSUSM events focused on introducing or describing aspects of a diversity topic or issue as opposed to sustaining conversations around power issues, inequalities, privilege, and macro-structures related to diversity, culture, and identity.*

● Moreover, when considering the level of engagement on issues of diversity that occurs in the events, the two highest percentage diversity efforts, we found that the mapped diversity-related events were predominantly topping out at our DELTA (Diversity



Engagement Learning Taxonomy Assessment) Taxonomy Level 1 - Knowledge Awareness (88%, 209) followed by DELTA Level 3 - Interaction (7%, 16). This indicates that the large majority of the diversity-related CSUSM events focused on introducing or describing aspects of a diversity topic or issue as opposed to sustaining conversations around power issues, inequalities, privilege, and macro-structures related to diversity, culture, and identity. Again, the higher engagement levels having to do with issues of power, privilege, social justice, and diversity were not reached or targeted in the majority of those events. So, if CSUSM is indeed an institution that prioritizes diversity and social justice, why are those aspects not fully engaged in the learning function of those efforts (and especially when those effort types - events - occur so much in relation to other effort types)?

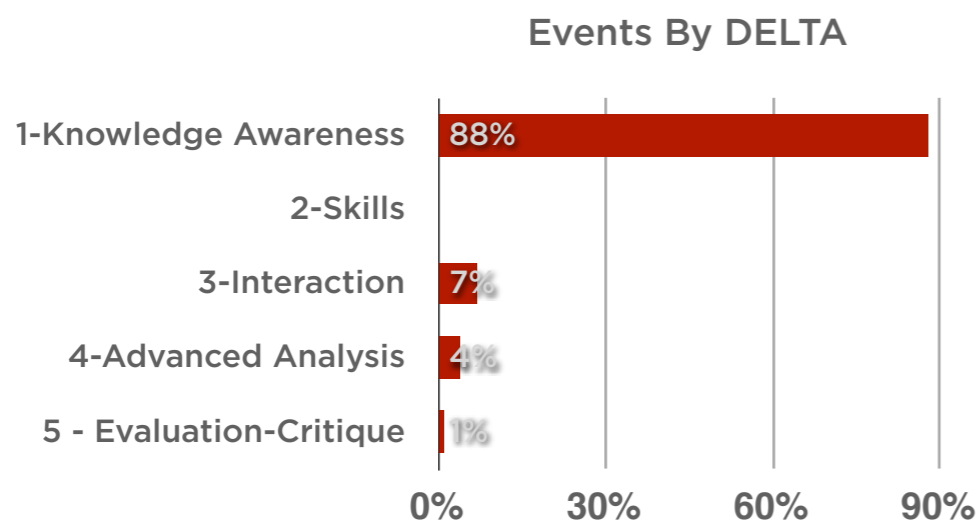


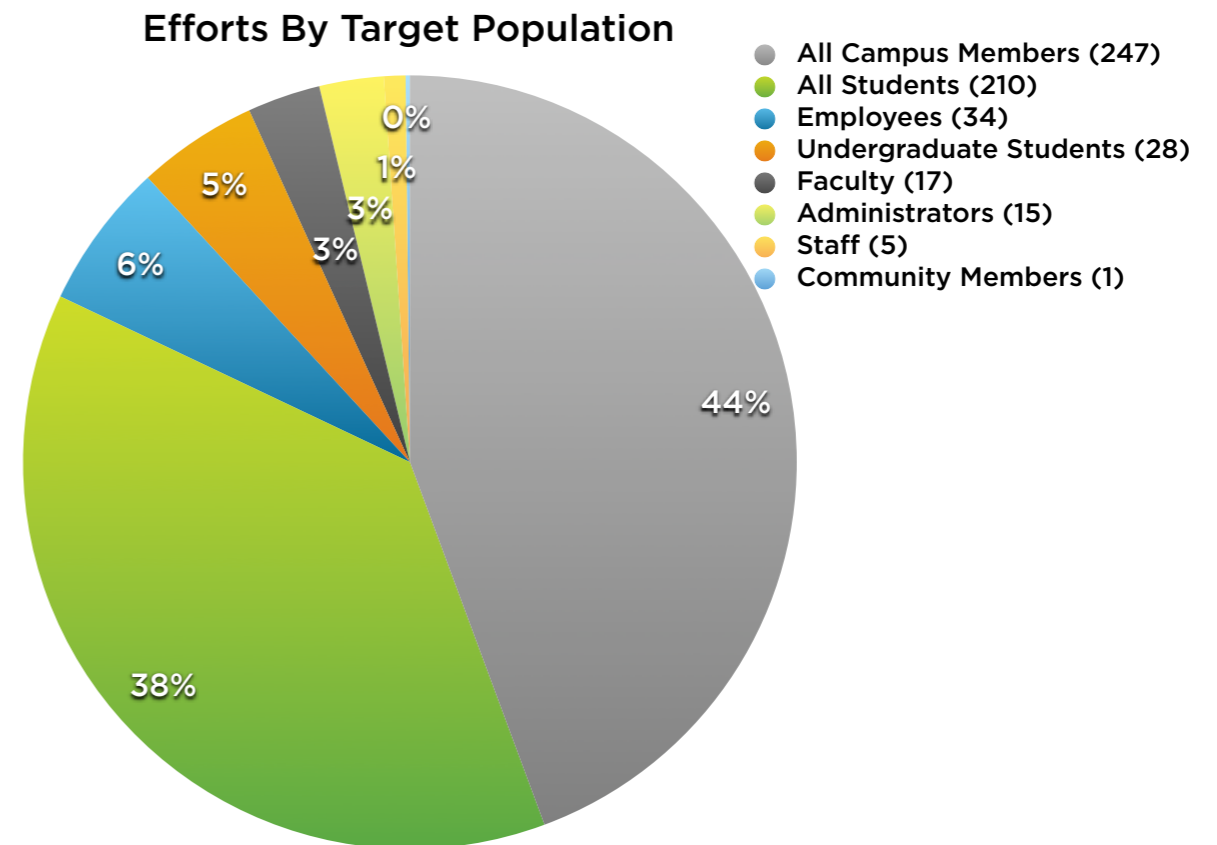
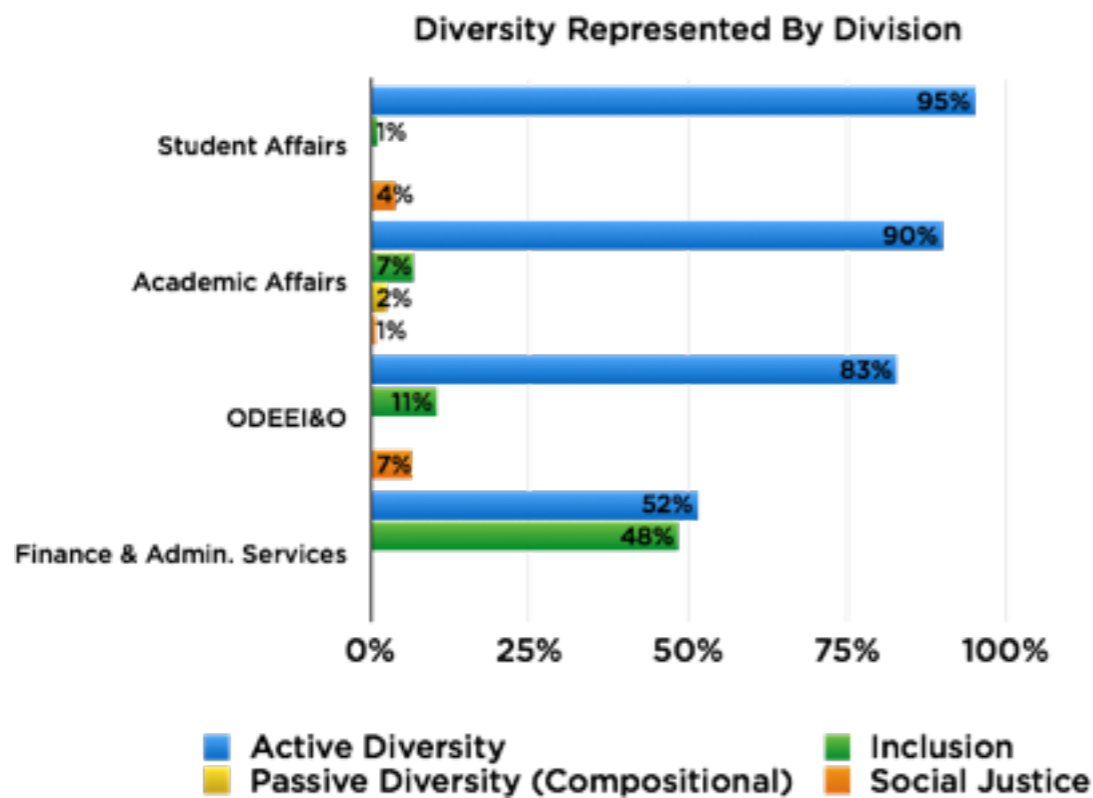
Figure 2.2 DELTA levels descriptions



*So, if CSUSM is indeed an institution that prioritizes diversity and social justice, why are those aspects not fully engaged in the learning function of those efforts (and especially when those effort types - events - occur so much*

- While all four of the top divisions (in terms of enacting the most diversity efforts) have efforts that represent active diversity or ones that proactively develop and promote diversity and the appreciation of differences, only a small percentage that derive from those same divisions, focus on social justice. Three of these four divisions have created efforts that focus on the inclusion of underrepresented and historically marginalized groups, with Finance & Administrative Services doing the most through mandated policies and protections guidelines via Human Resources (48%).

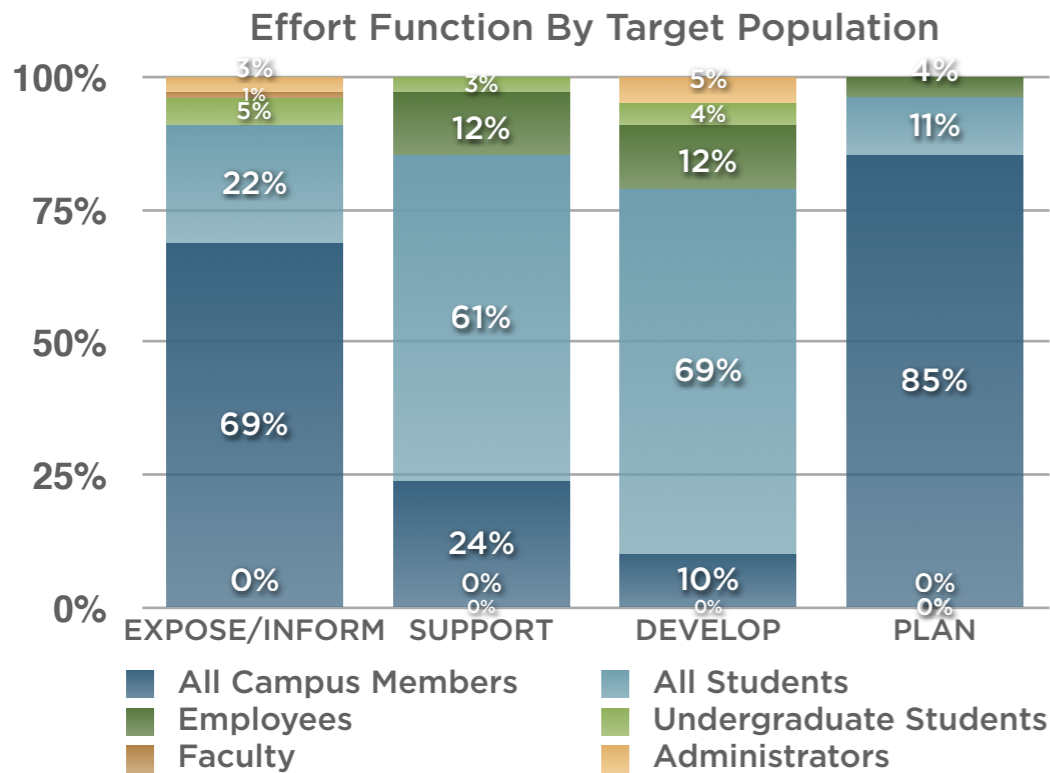
members. There are few existing diversity efforts designated only for staff members. Moreover, there are more diversity efforts for students and faculty members than for staff members.



- The target populations of CSUSM’s diversity efforts are generalized as an “undifferentiated mass” or designated for “all.” While this general embracing of the larger campus population serves a valuable inclusive function at CSUSM, it also detracts from the need to create differentiated and customized efforts for different segments of the CSUSM community, namely CSUSM staff

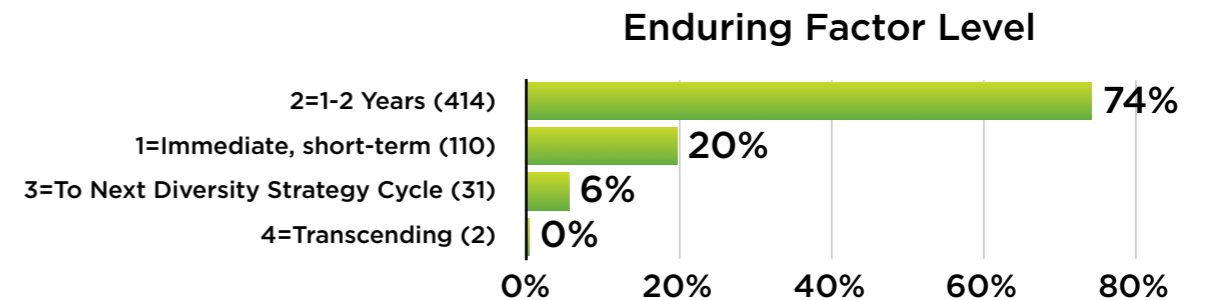
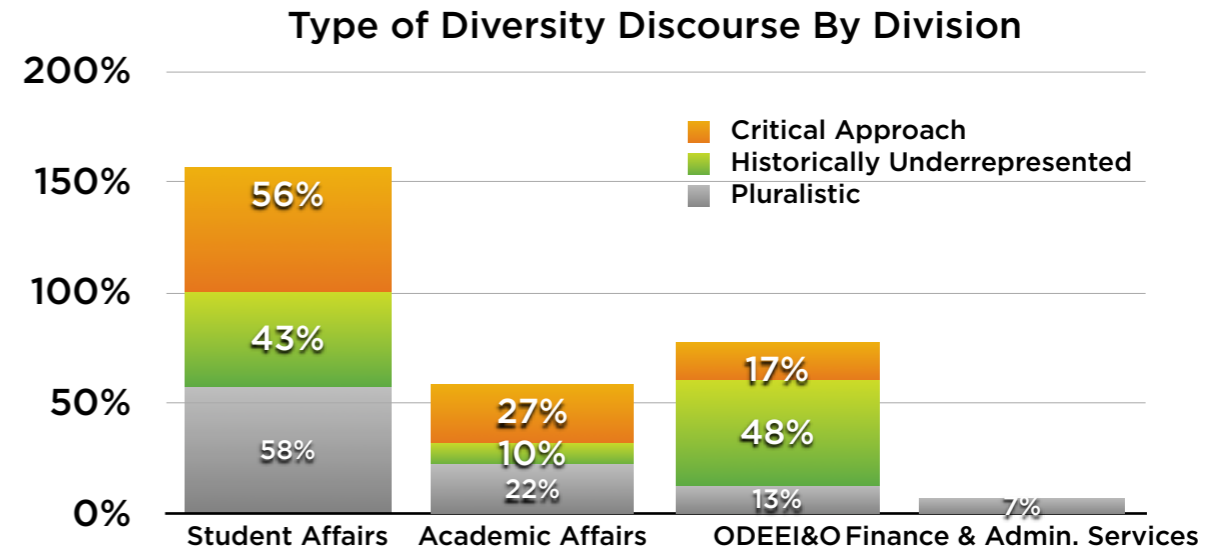
***The target populations of CSUSM’s diversity efforts are generalized as an “undifferentiated mass” or designated for “all.”***

- Indeed, most of the efforts in each effort function are aimed towards all campus members followed by all students. Employees, faculty, and undergraduate students have smaller percentages of differentiated efforts targeted for them with staff having few differentiated efforts directed at them. Only the “Develop” functions in terms of diversity-related trainings and workshops seem to target the greater range of campus constituencies (all campus members, students, employees, administrators).



- In many of their diversity efforts, Student Affairs (56%, 23) and Academic Affairs (27%, 11) articulate language and discourse that frames diversity in terms of a critical approach, or a focus on power differences and justice. However, it was unclear if that discourse was mirrored in action in the actual efforts themselves.
- There is limited guarantee of continued diversity action as the mapped diversity efforts are framed largely for the next 1-2 years (74%, 414). A multi-year (5 year) diversity strategic

framework will ensure that a sustained momentum on diversity and inclusive excellence can be achieved.

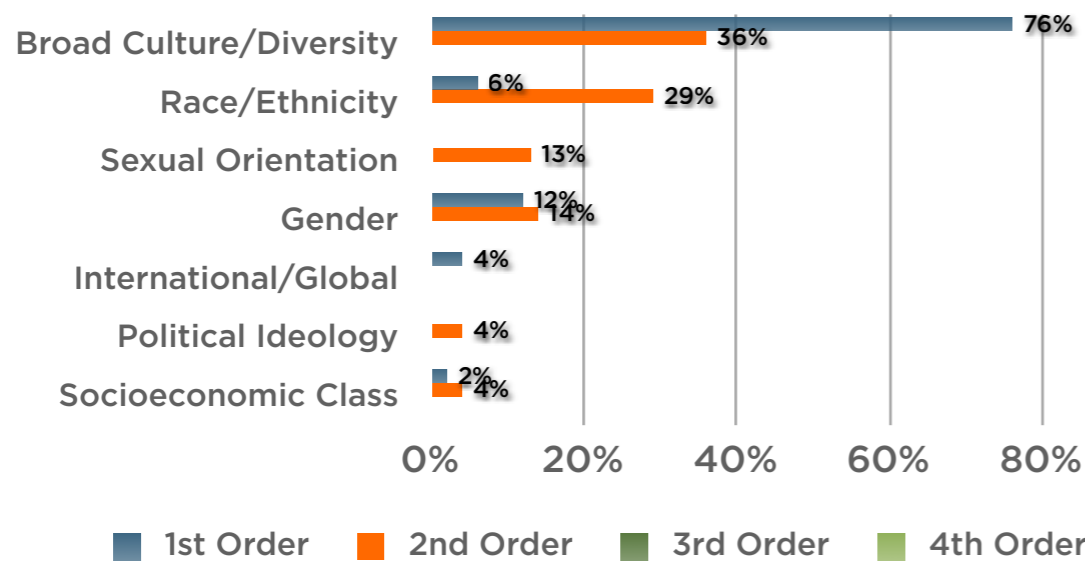


***There is limited guarantee of continued diversity action as the mapped diversity efforts are framed largely for the next 1-2 years***

# Leverage Points for CSUSM - What Are Your Diversity Strengths and Resources Now?

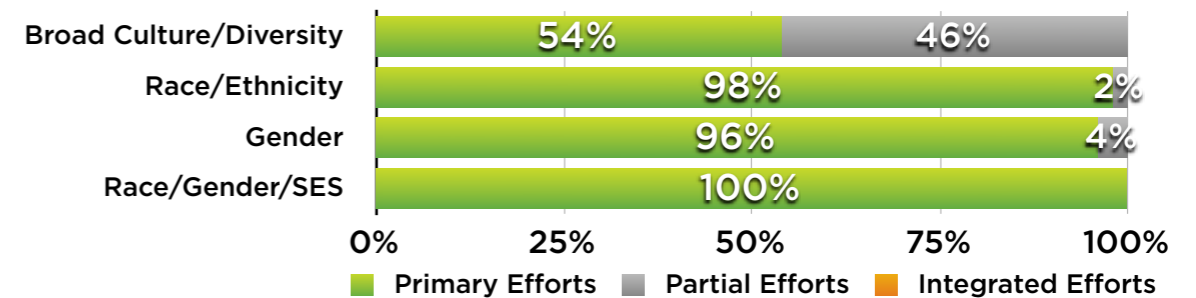
- The range of change order actions (1st order, 2nd order) are mostly framing diversity in broad-based and general terms. 84% of these efforts address race/ethnicity, sexual

Change Orders By Definition of Diversity



primary focus. In addition, certain types of themes focus on specific constructions of diversity more than others. For instance, clubs/organizations have highlighted race/ethnicity more than other types of efforts. Diversity-

Level of Focus by Definition of Diversity



orientation, gender, political ideology, and socioeconomic class.

Clubs/Organizations by Definition of Diversity

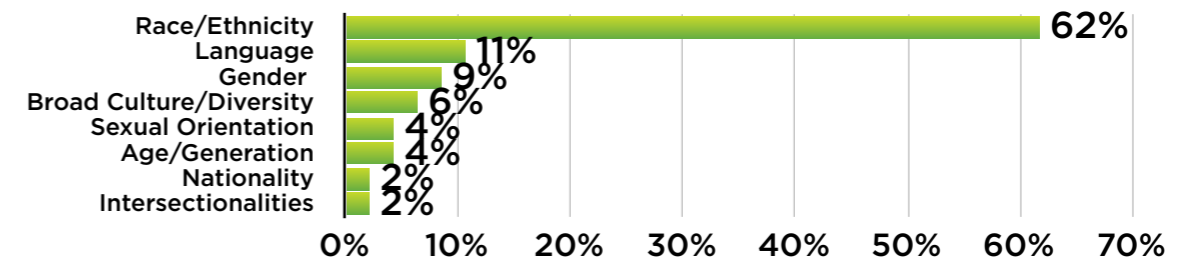


Figure 2.3 Change Order levels description

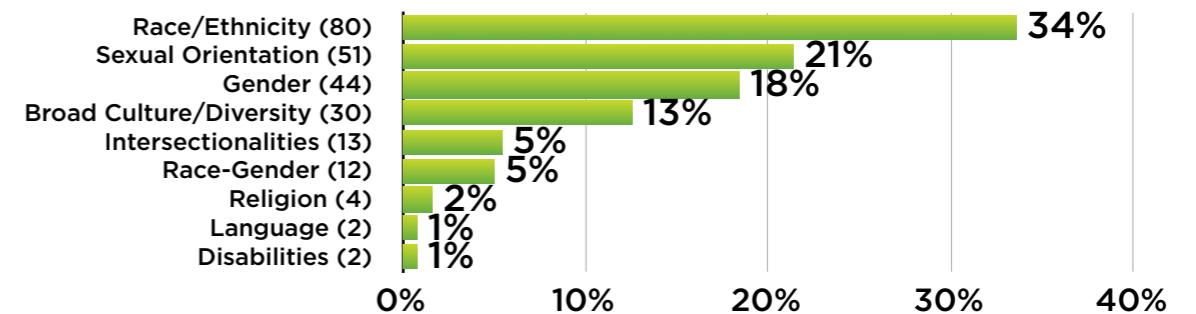
**ASSESSING EVOLUTION OF A DIVERSITY PRACTICE**  
H & A has developed a unique numbering sequencing designation that indicates the degree of evolution of a diversity effort/practice in terms of the following:

- 1** First order - declarative efforts and policies that set the climate
- 2** Second order - action completion
- 3** Third order - sustained regular practices
- 4** Fourth order - culture changing

\* These categories remain the notion of "business as usual."  
\* The goal is to have a balanced representation of diversity efforts, practices, and processes across designations, as each change order foregrounds its successor.

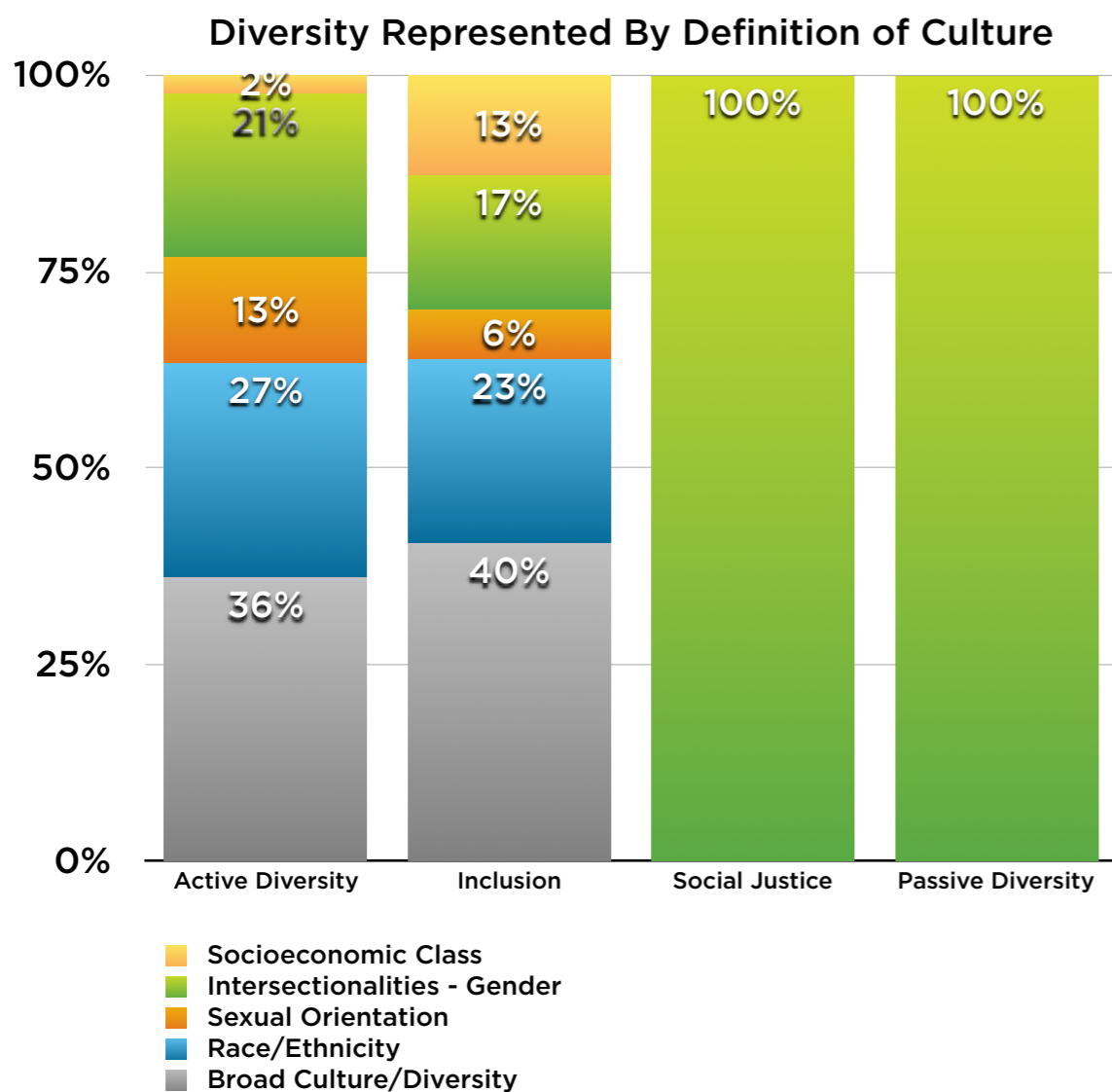
- Moreover, when CSUSM frames diversity in its efforts as race/ethnicity, gender, or intersectionalities (or more specifically, in terms of a combination of race/gender/SES), it is done so with a

Events by Definition of Diversity



related events at CSUSM have focused on race/ethnicity and sexual orientation as well.

- Though smaller in number, the efforts that represent social justice actions towards diversity frame diversity in terms of intersectionalities-gender (100%, 13). The efforts that represent active diversity and inclusion efforts engage diversity in more complex ways - specifically in terms of race/ethnicity, sexual orientation, intersectionalities-gender, and socioeconomic class.

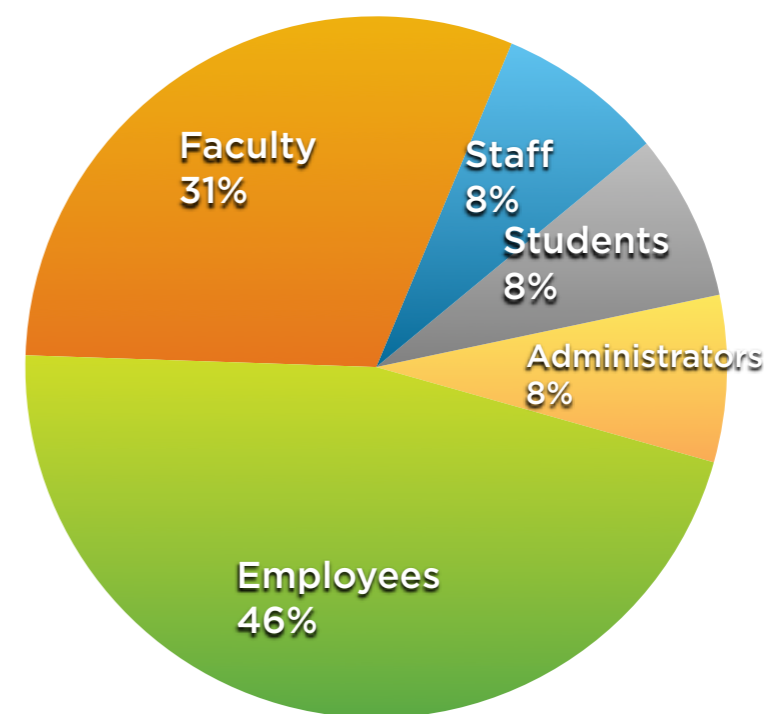


CSUSM should examine the nature of these efforts to see

if these could be leveraged and elevated even more on campus.

- CSUSM has engaged in diversity recruitment efforts aimed at different campus constituencies (especially employees in general and faculty). We recommend that CSUSM focus their energies on differentiated recruitment efforts specifically for faculty (which already has great momentum through the deans, department chairs, and faculty search committees), staff, and administrators. It will be worth the time to reexamine current recruitment

### Recruit Function by Target Population

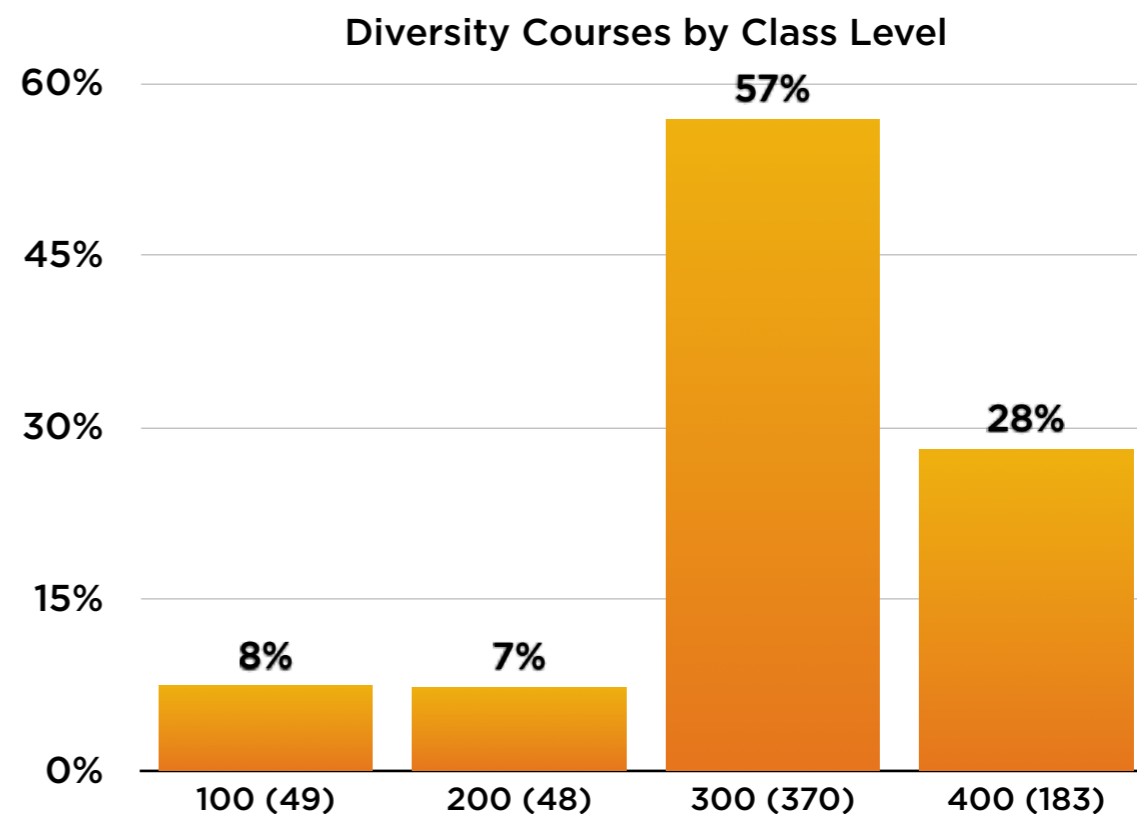
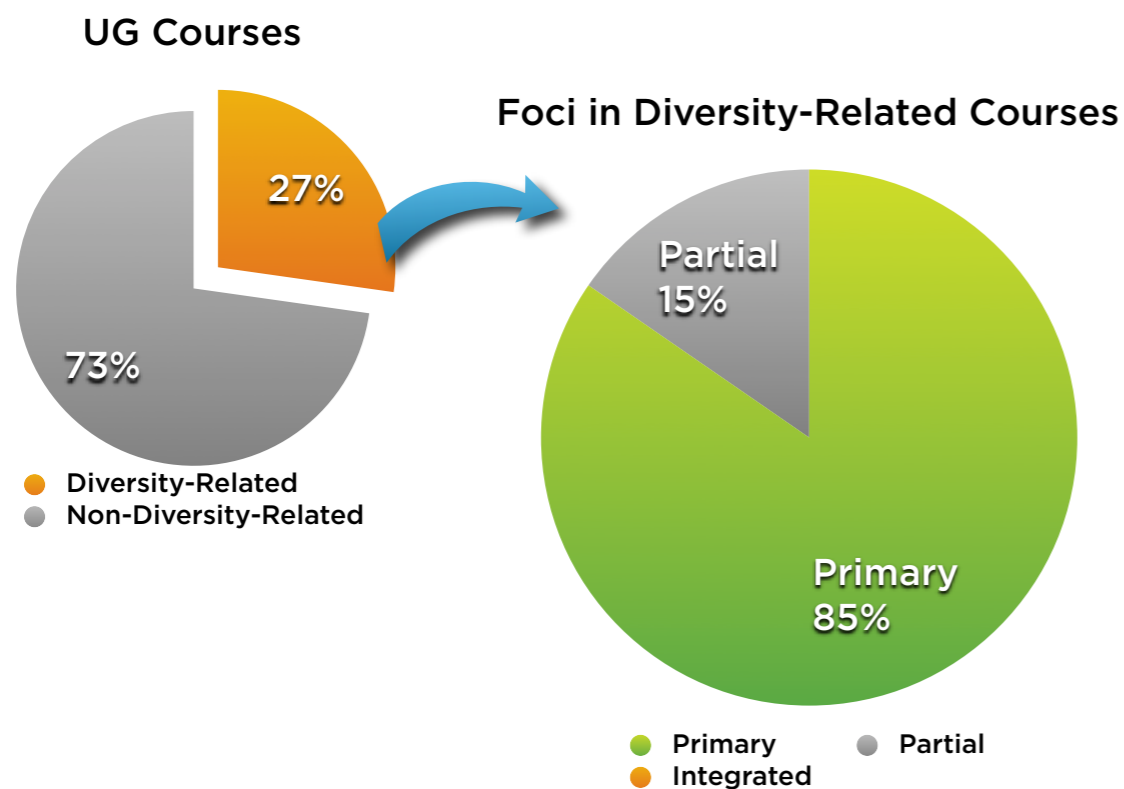


efforts aimed at undergraduate and graduate students to see if all historically underrepresented groups are being sufficiently reached and addressed.

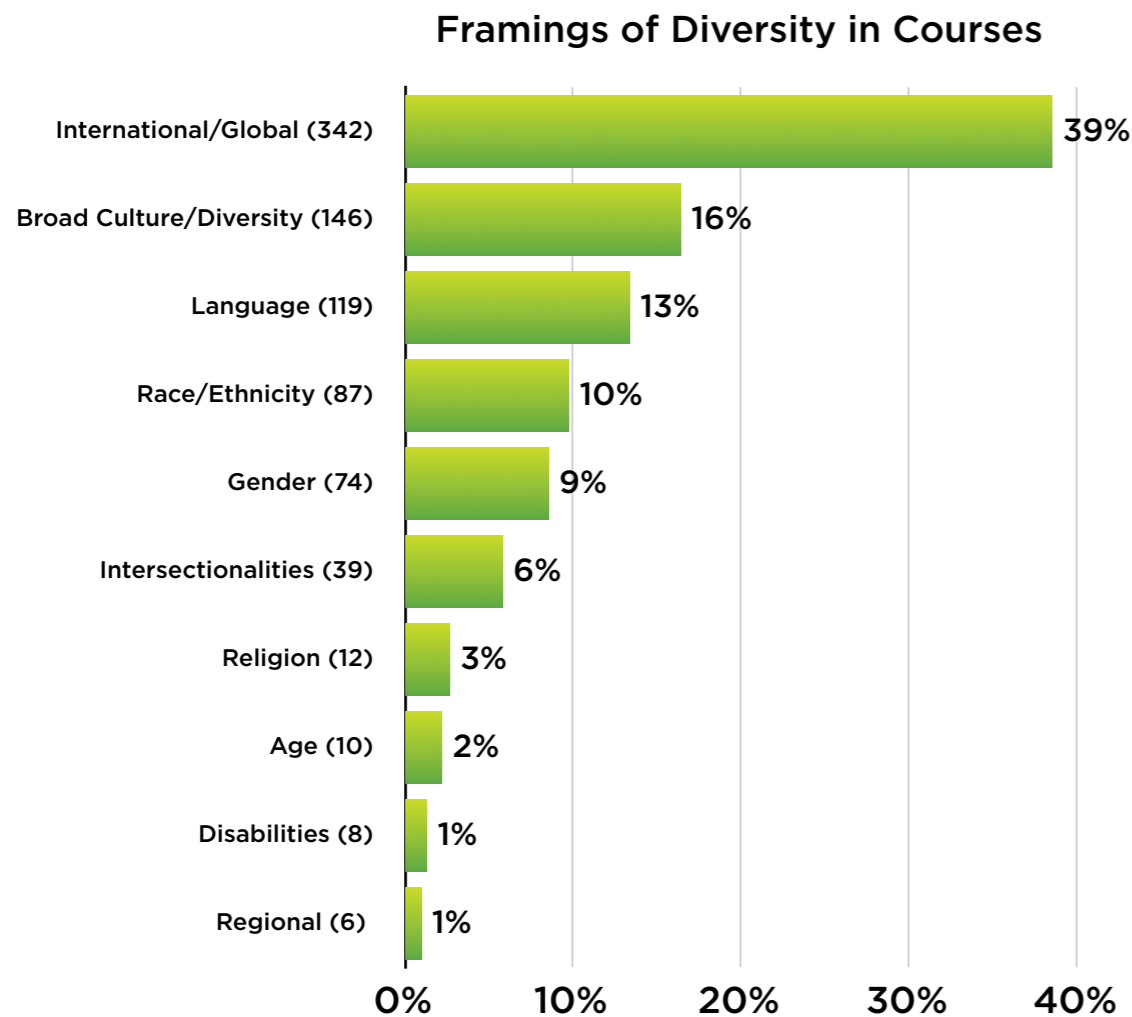
- One standout leverage point in place at CSUSM is its undergraduate curriculum. However, there are a number of decision points about the role of diversity throughout

its curricula that need to be broached (and are pointed out throughout this report).

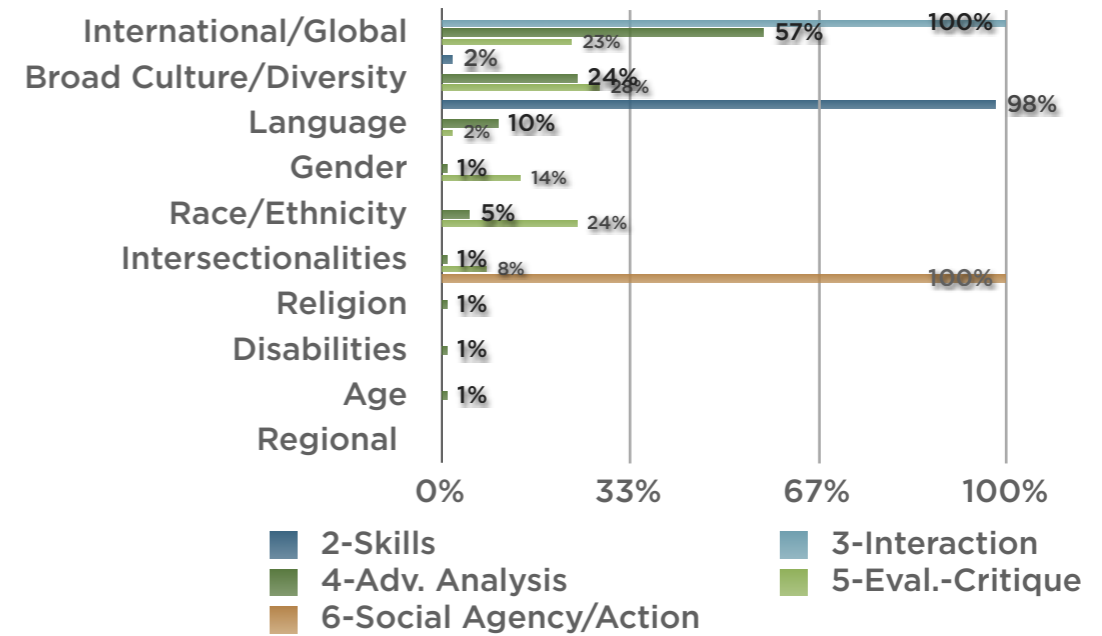
Slightly over a quarter of CSUSM's undergraduate curriculum (27%, 650 courses) is diversity-related. **85% (550 courses) of these diversity-related undergraduate courses are primary**, which means that the diversity content constitutes the dominant focus of a course. Such a curriculum has the potential to maximize diversity learning engagement for its undergraduate students.



• However, the diversity-related undergraduate courses are located in mostly the 300-400 level courses which highlights the need for CSUSM to strategize and life stage how diversity is engaged in the course bookends or the 100 and 200 levels. We encourage a thoughtful conversation among CSUSM faculty members about how diversity is discussed, theorized, approached, and interrogated across all course levels at CSUSM. What are the specific learning goals and processes that you want CSUSM students to experience in the first year on your campus and throughout each subsequent year? Are these goals and processes different if students transition from high schools or from community colleges? An important decision point stands here at this juncture.

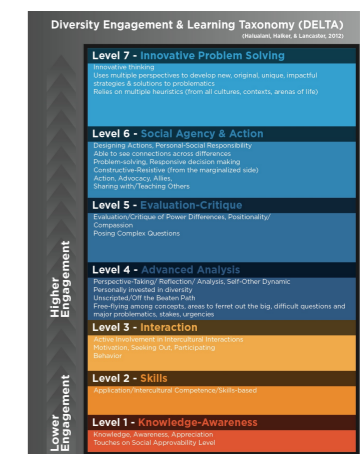


## Definitions of Diversity By DELTA

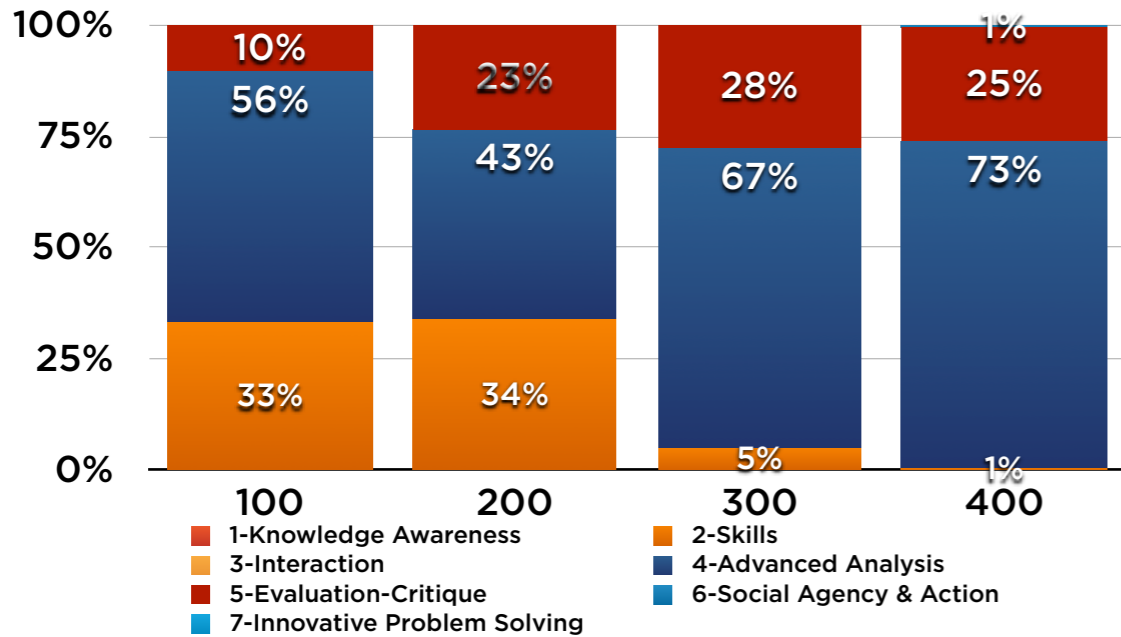


• The diversity-related undergraduate courses frame “diversity” predominantly in terms of “International/Global” (39%, 342). However, **the most engaged framing of diversity on the higher DELTA Levels like Level 6 - Social Agency & Action is on “Intersectionalities.”** This indicates that when CSUSM hones in on “Intersectionalities” in your undergraduate courses, those courses reach the higher DELTA engagement levels. As a contrast, the majority of the courses that focus on “International/Global” dimensions of diversity are mostly located at the mid-range DELTA level (Level 4 - Advanced Analysis, 57% of that level, 254).

**Figure 2.4 DELTA levels descriptions**



**DELTA by Course Level**

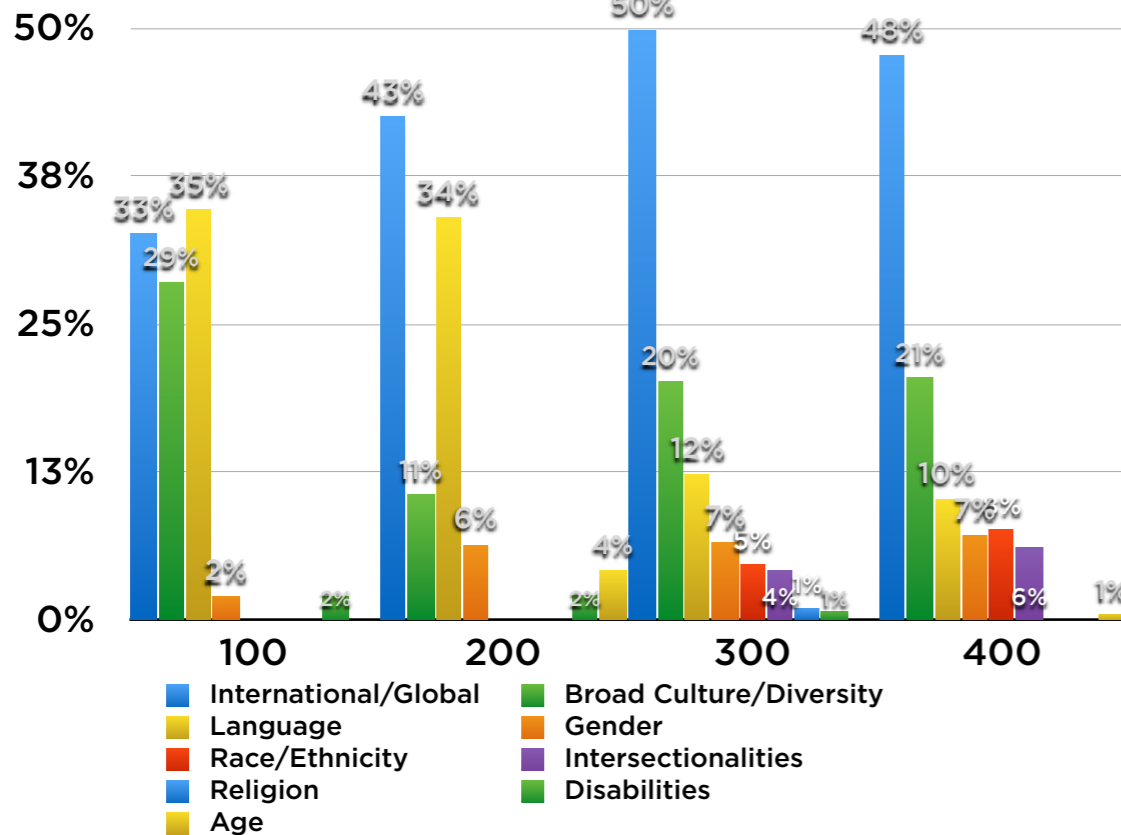


•When DELTA Level 5 - Evaluation-Critique of Power

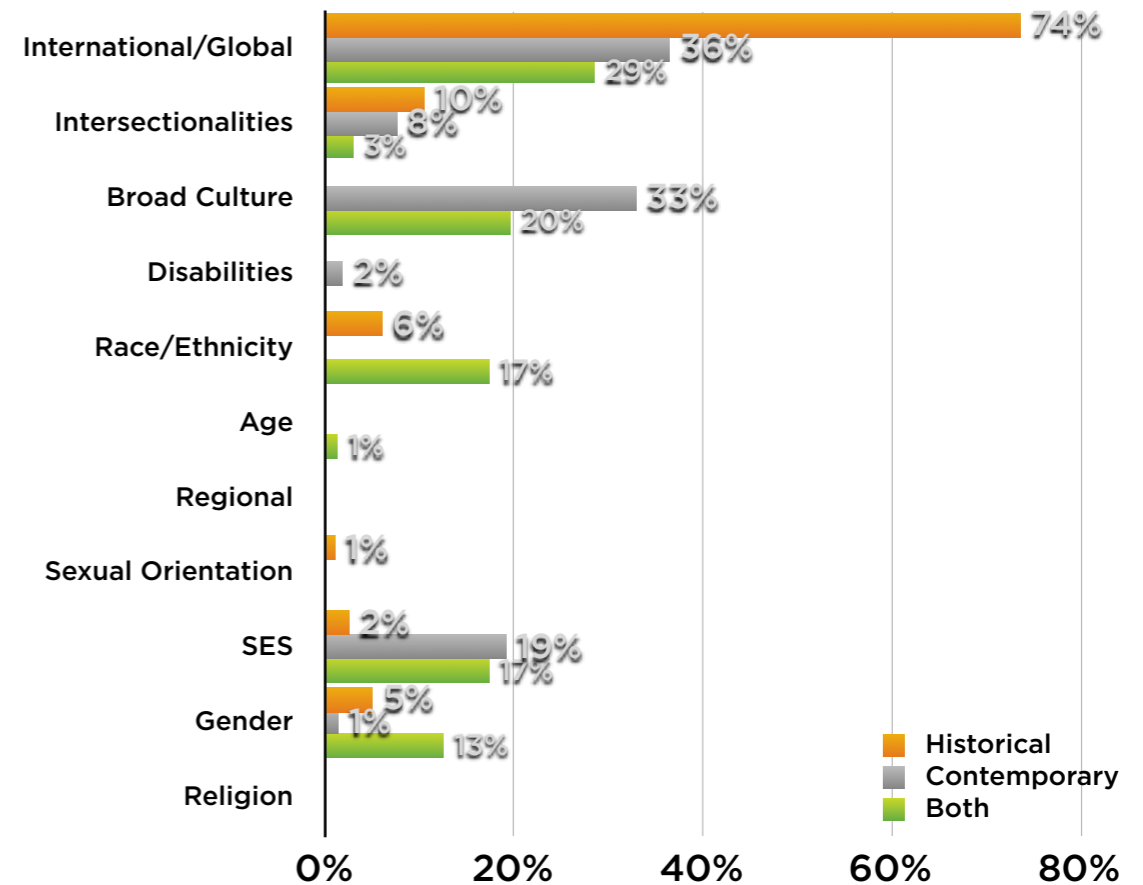
Differences is occurring, it is mostly in the 300 and 400 level courses (28%, 102; 25%, 46, respectively) as opposed to the 100 and 200 levels. Another conversation ought to take place about how diversity is engaged and in what ways in the beginning years of the CSUSM learning pathway. There are also more complex and diverse constructions of diversity in the 300 and 400 level courses than in the 100 and 200 level courses. However, the 300 and 400 level courses feature the most framings of diversity as International/Global (50%, 190; 48%, 93).

•As another positive leverage point, CSUSM diversity-related undergraduate courses that frame diversity in terms of international/global formations and intersectionalities, do so as both historical and contemporary contexts. (However, the historical

**Definitions of Diversity By Course Level**



**Temporality of Culture By Definition of Culture**

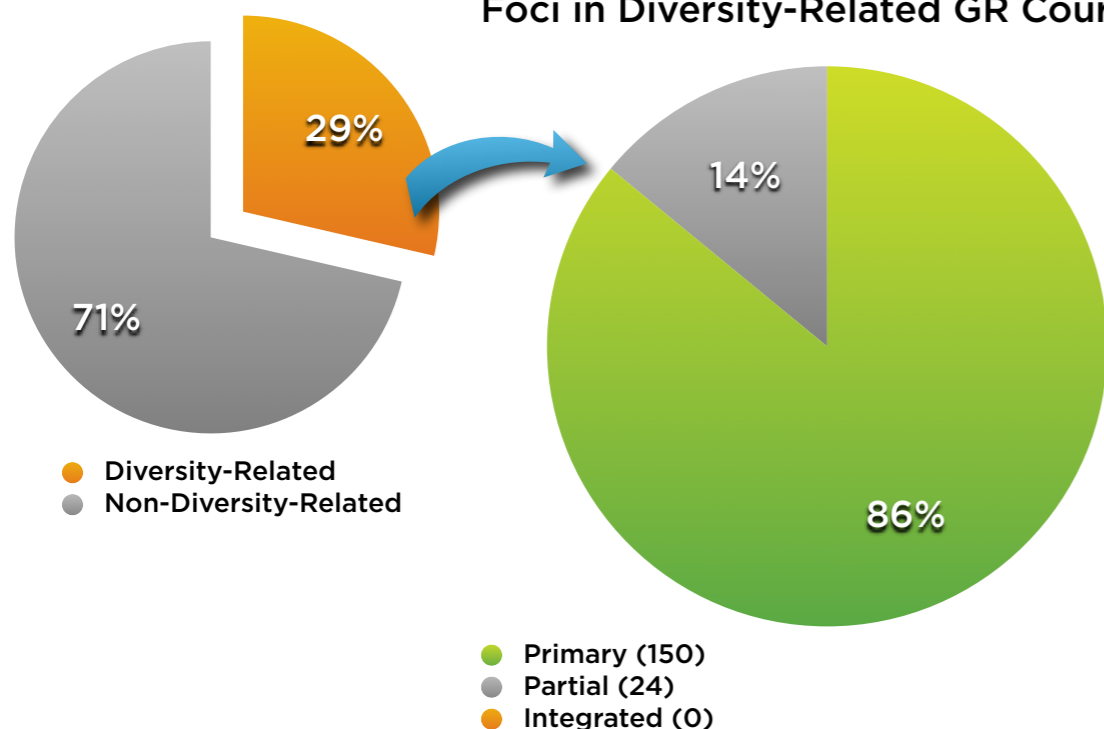




contextualization of courses that highlight intersectionalities should be examined further to make sure that enough historicization is occurring.) This is especially significant given that many campuses approach the international/global dimensions of diversity as well as intersectionalities predominantly in terms of contemporary issues and urgencies; CSUSM should continue to examine the quality of diversity in its undergraduate curriculum via its historical

**GR Courses**

**Foci in Diversity-Related GR Courses**

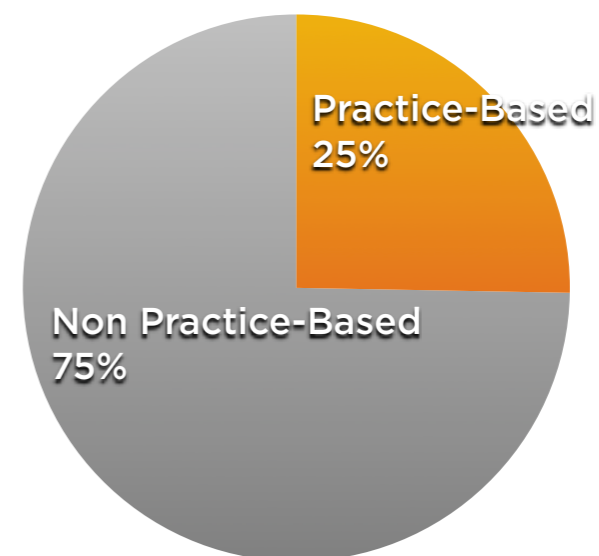


contextualization.

- Lastly, the CSUSM graduate diversity curriculum represents another key leverage point. Although 29% (147) of the graduate curriculum is diversity-related and these courses are predominantly primary-focused (86%) on diversity (or using it as a main focus of a course - 50% or more of the course), CSUSM graduate diversity-related courses reflect the potential to represent diversity

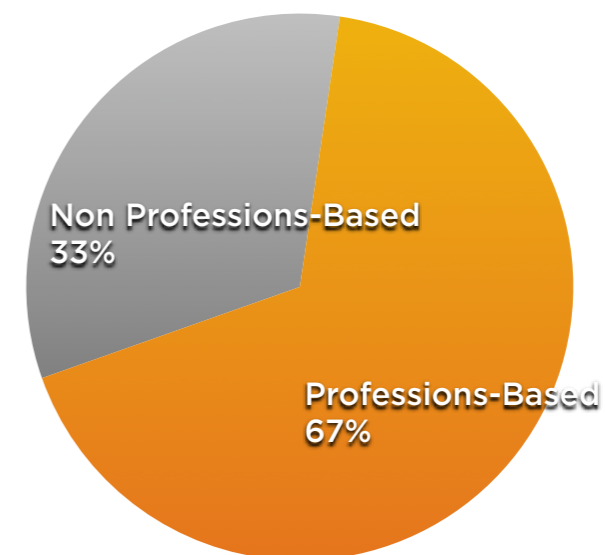
integration.

**Diversity & Practice-Based?**



By diversity integration, we refer to the careful embedding of diversity content and perspectives into disciplinary subject matter across a field of study. For example, the disciplines of Education, Social Work,

**Diversity & Professions-Based?**



Nursing, and Health Sciences have worked towards diversity integration for the last decade. We encourage CSUSM to encourage graduate programs and departments to consider ways in which diversity can be

meaningfully interspersed (and not through some general, non-descriptive way) throughout its core subject matter. When CSUSM graduate courses focus on “practice” and “professions,” diversity appeared to move closer to integrative curricular practices. It should be noted that while we see the potential here, many courses did not fully embed their material with diversity in a way that would satisfy the “integrated” litmus test.

# Key Insights & Findings

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This section provides the data findings for California State University San Marcos' diversity efforts.

*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

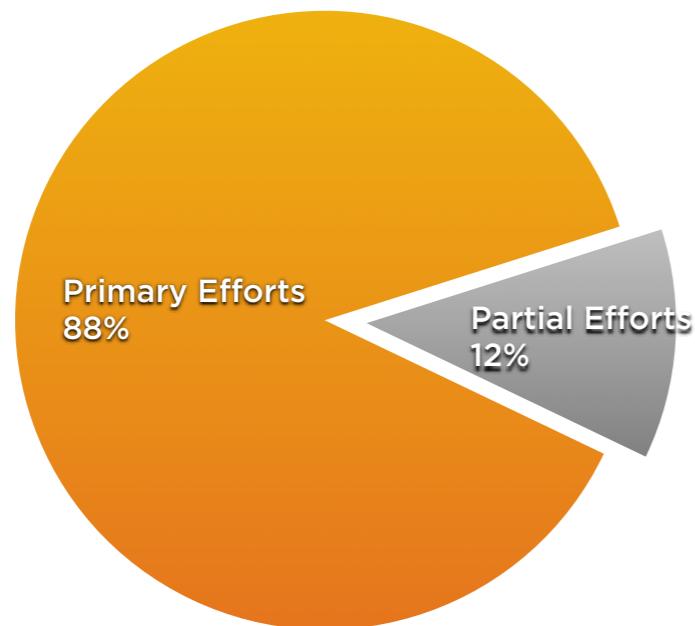
## Section 1

# The Total Baseline of California State University San Marcos' Diversity Efforts and the Specific Percentages of Primary and Partial Diversity Efforts

This measure provides a larger baseline against which to compare the number of division/unit efforts. Ultimately, the baseline draws a portrait of the level of contribution of each operating division at California State University San Marcos (hereafter CSUSM) toward inclusive excellence and diversity.

- As of November 2014, there were 557 active diversity efforts at CSUSM (not including the curricula).
- A total of 88% (458) of these active diversity efforts were deemed “primary,” whereas 12% (99) stood as “partial.”

**Diversity-Related Efforts - Level of Focus**



- This item of analysis illustrated that a significant portion (over 3/4) of extant diversity efforts had a major emphasis on the appreciation of diverse backgrounds, identities and experiences (in terms of cultural groups). In addition, these efforts were driven by this very objective. In contrast, 12% of the diversity efforts had a secondary emphasis on the promotion or inclusion of various cultural groups and backgrounds.
- We conclude that there was already a sizable amount of primary efforts made at the university regarding diversity (as its main purpose) and set out to intentionally shape an environment of inclusion, belonging and cultural acknowledgement for campus members. While only 12% of the efforts were deemed “partial,” these were efforts that served a broad function (such as mission statements) and did not fully address or focus on specific aspects of diversity. Although this 12% may represent efforts that have fully integrated a broader function with a diversity/inclusion purpose - such a notion deserves continual review and evaluation.

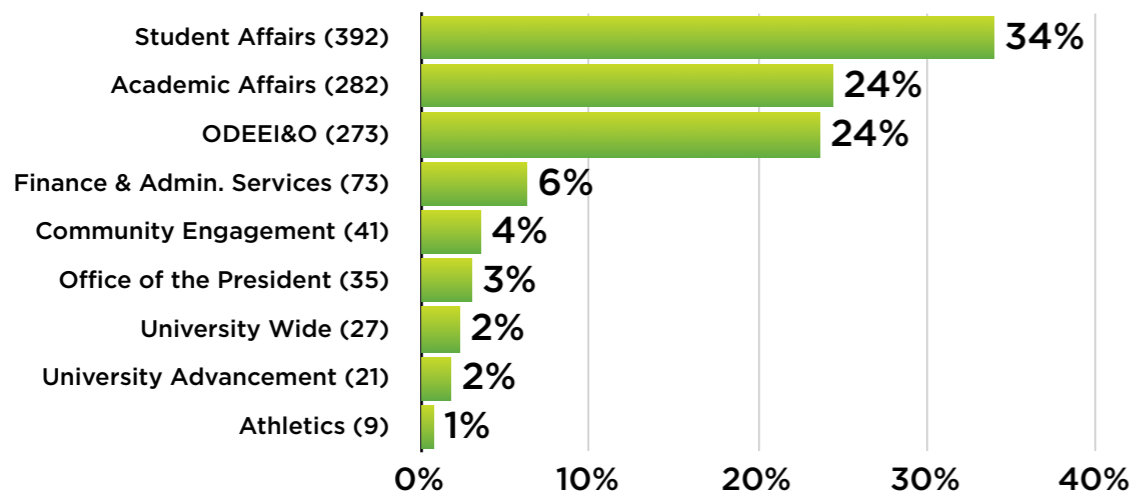
# The percentage of diversity efforts by division

We calculated the percentages of diversity efforts in each major division and compared it to the overall baseline percentages. The visual mappings and accompanying spreadsheet inventory make this analytical step easy. This specific point of inquiry illustrates which divisions have infused diversity into its operations and how, and which have not.

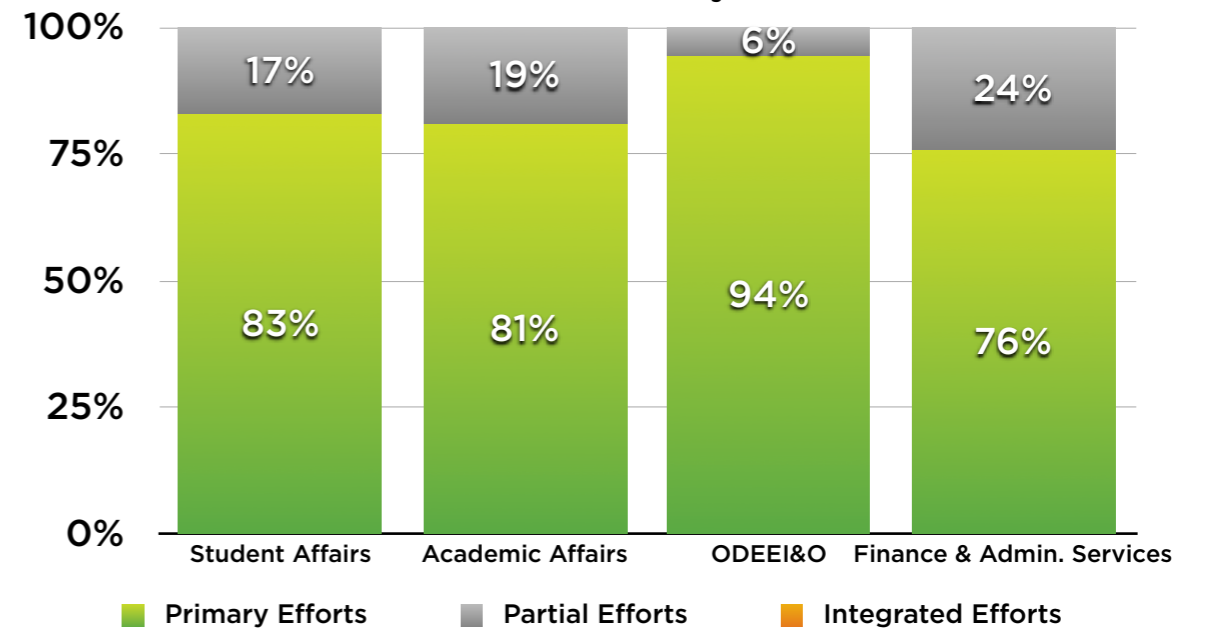
- At CSUSM, Student Affairs and Academic Affairs led 58% (674) of all diversity efforts offered on campus followed by ODEEI&O (24%, 273). Finance & Administrative Services (6%, 73), Community Engagement (4%, 41), Office of the President (3%, 35), University Advancement (2%, 21), and Athletics (1%, 9) also contributed diversity efforts. Only 2% (27) of the diversity efforts were University-Wide (or when all divisions and units are aligned on a diversity strategic goal and work in cooperation with one another).

- In positive fashion, the major divisions (Student Affairs and Academic Affairs) that contribute the most to diversity efforts on the CSUSM campus had a large majority of their efforts classified as “primary” diversity programs. Thus, the focus of the ones they did have were principally and explicitly emphasizing the mission of diversity and inclusion. The divisions that had fewer diversity efforts (Finance & Administrative Services, Community Engagement, University Advancement) also displayed this pattern; they had a smaller number of diversity-focused activities but the ones that did exist, represented major efforts with a paramount focus on diversity. Thus, most of the divisions/units at CSUSM had at least one to two major efforts on diversity.

Diversity Efforts By Division



Level of Focus By Division

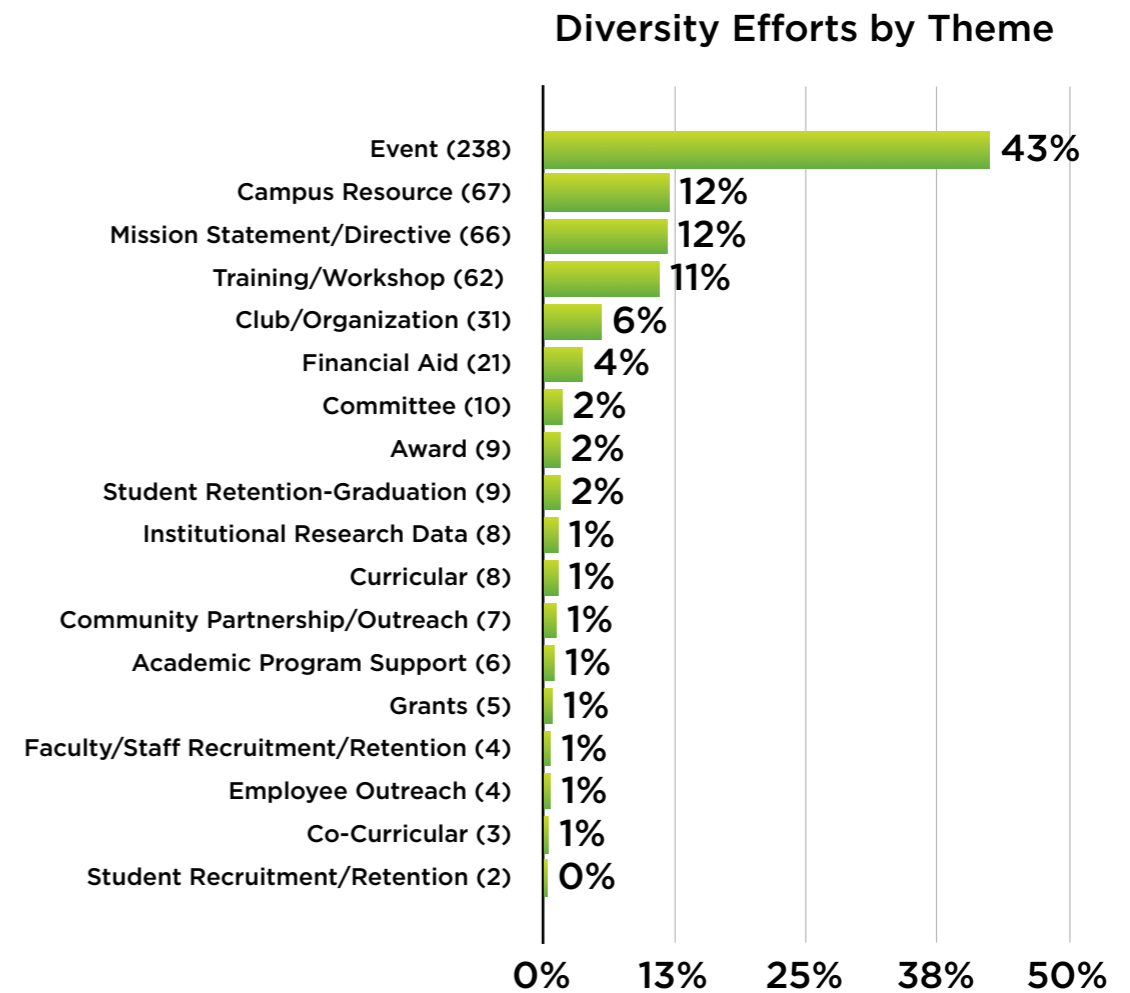


# Analysis of Diversity Efforts by Theme

Our next analytical move was to calculate the percentage of diversity efforts by theme, regardless of division. The mere quantity of diversity efforts is not enough; the qualitative nature and focus of such efforts help to situate the state of diversity on a campus. Specifically, we wanted to know the thematic forms of the mapped efforts. Thematic form was defined as the nature of the program in the university context, or the extent to which an effort represented a curricular program, an academic support program, a policy or procedure, an award, or a mission statement, among others. Such information highlights how an institution operationalizes and spends its time shaping diversity. The form often determines the function and reach of an effort in terms of what can be gained and achieved.

- We found that CSUSM featured diversity efforts across several different themes (17) and not in just one or two key thematic areas. For example, 43% (238) of the diversity efforts were Events with the subsequent as Campus Resources (12%, 67), Mission Statements/Directives (12%, 66), Trainings/Workshops (11%, 62), and Clubs/Organizations (6%, 31). The remaining 18% of diversity efforts are spread out across 12 different themes.
- Thus, CSUSM has taken action on diversity but not centrally in any one area. This meant that a varied (and less unified) approach to diversity was taking place at CSUSM. Here the question “What should an institution committed to the values, principles and practices of

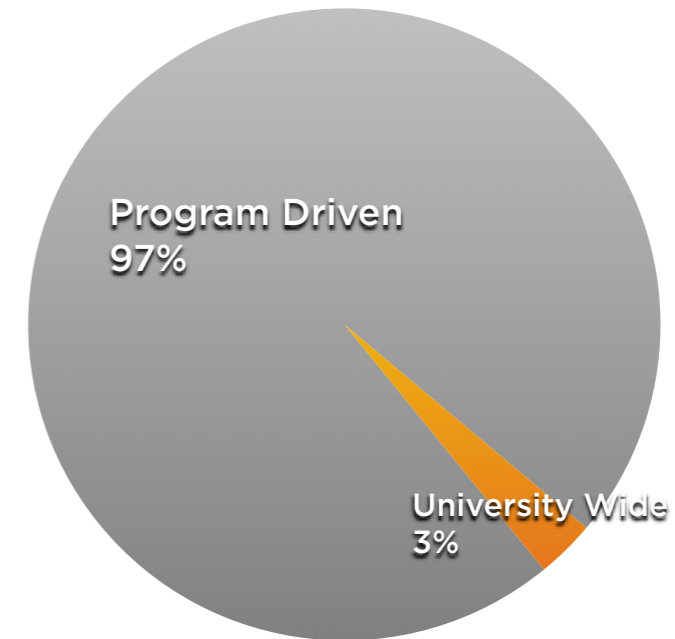
inclusive excellence look like?” emerges for consideration. A more intentional and unified strategy around diversity is important for CSUSM to put into place. CSUSM needs to take responsive action in this regard and it will need to direct more of a targeted diversity strategy in the future as well (through a specific diversity master plan and infrastructure).



# Initiation Point: University-Wide or Program-Driven

- The majority (97%) of diversity efforts at CSUSM are program-driven efforts; meaning, that individual programs created, funded, and implemented diversity efforts. In contrast, only 3% of the diversity efforts were university-wide. University-wide efforts represent centralized operational acts to propel and advance the diversity strategic goals and implementations of CSUSM. We typically look for the “silo” effect or if diversity efforts live in specific program-focused activities. There does appear to be a predominant silo effect; in fact, the data reveal that CSUSM’s divisions and offices are NOT working in alignment with one another on larger university-wide directions in diversity. University-wide initiation points help drive consistent and sustainable diversity efforts; however, these may also stifle programs from creating their own context-specific activities and initiatives in vibrant and robust ways. A healthy blend of both university-wide and program-driven efforts delivers the most promise. A diversity strategic framework will push CSUSM towards university-wide alignment.

Diversity Efforts By Initiation Point



# Level of Integration: Connections & Linkages Among Divisions

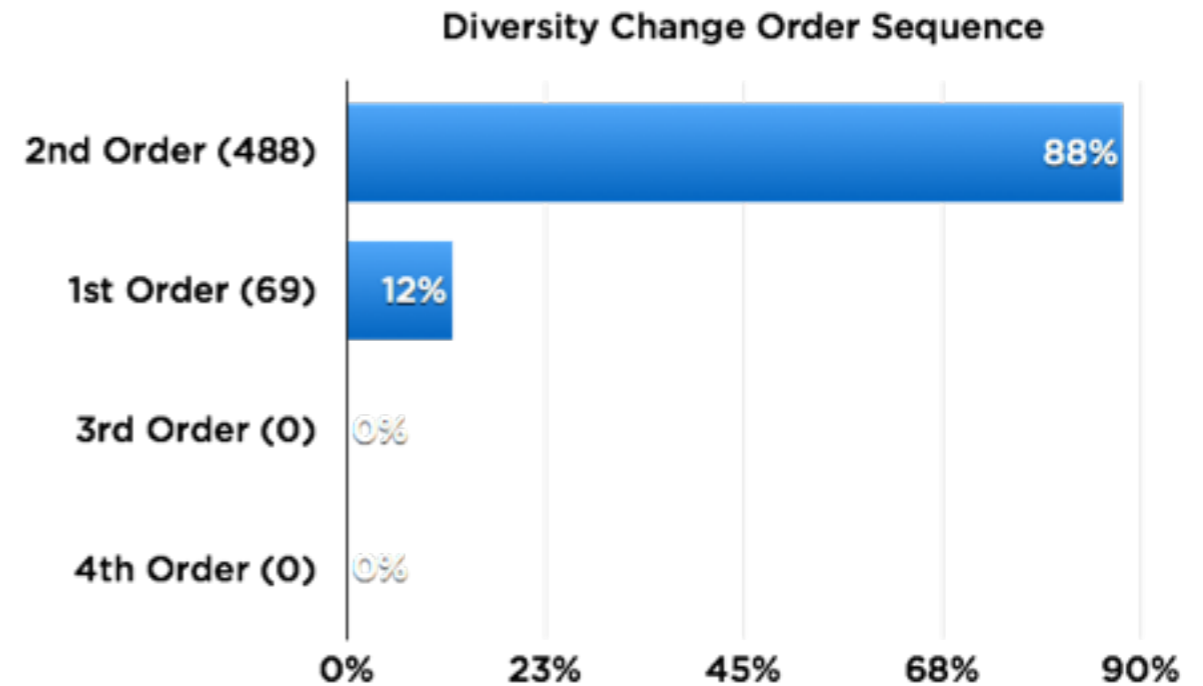
- There are several connections and linkages among divisions and units for diversity efforts and actions at CSUSM but not in terms of a larger framework logic. The only key integrative organizing logic around diversity exists around ODEEI&O, which stands as the relational bridge and connector among units and divisions. Having ODEEI&O as the sole key integrator of diversity efforts on campus (as opposed to collaborative chains of campus members and a streamlined organizational structure) may be sufficient to drive the diversity success of CSUSM given the campus size and scope. Or it may require more points of integration and connection among all units/divisions and or an accountability system that details an elaborate process for how divisions and units work together and in isolation (“on their own paths”) on diversity goals. By establishing more connections and a systematic way of organizing linkages among divisions on diversity work, CSUSM must safeguard the “energy” level and productivity of ODEEI&O; if not, this vehicle will be fully exhausted, depleted, and possibly frustrated. In addition, the campus needs to understand that diversity and inclusion work is “everyone’s” responsibility and the aforementioned roles and a more cohesive and formal diversity infrastructure (as suggested in our recommendations) will help coordinate and sediment such collaborations.



# Change Order Sequence: 1st to 2nd to 3rd to 4th Order Items

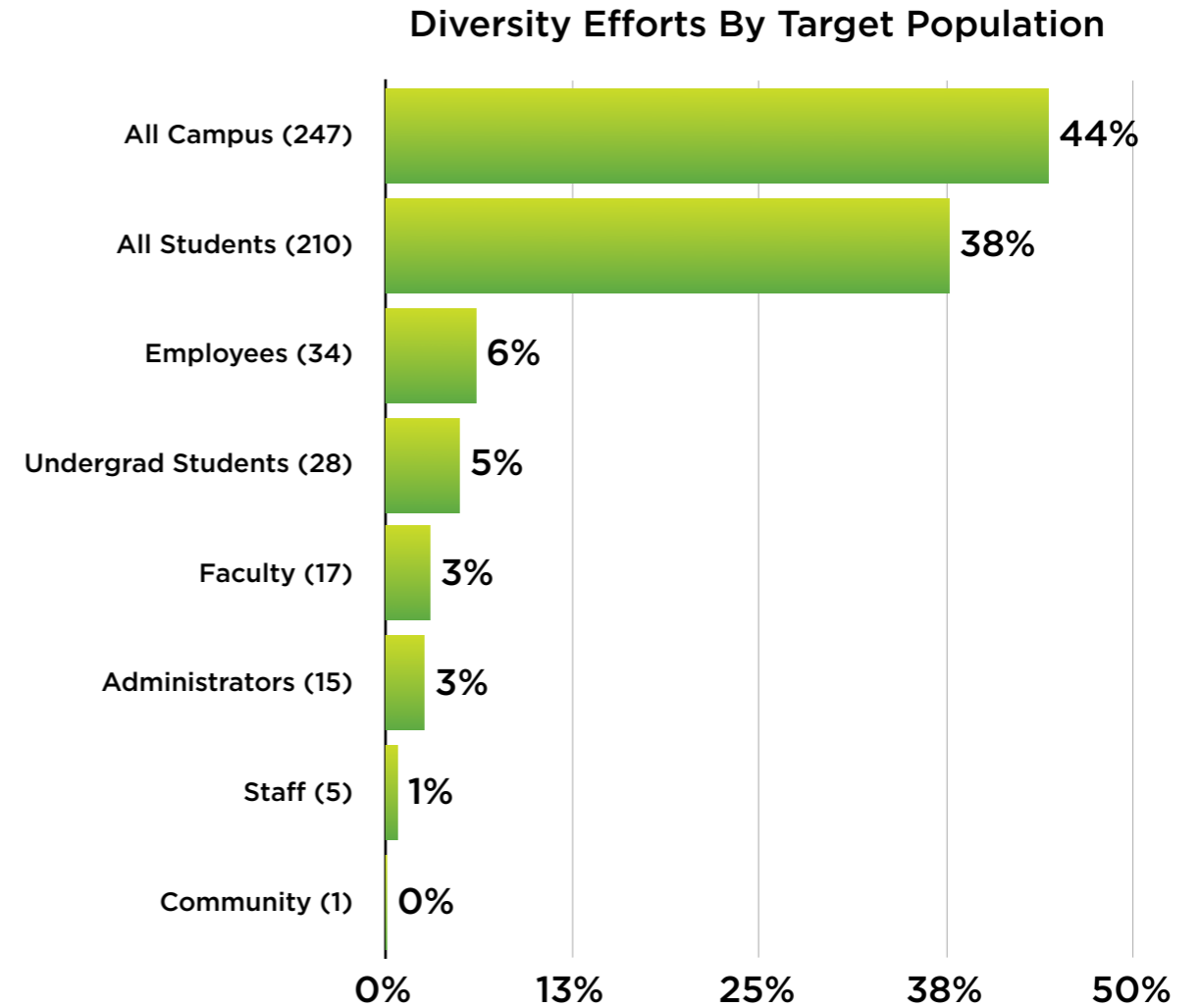
Halualani and Associates has developed a unique numbering (change order) sequence that delineates the degree of evolution and development of a diversity effort/practice (from 1st order to 4th order).

- As of November 2014, CSUSM houses a significant amount (88%) of second-order efforts (efforts that demonstrate the commitment to diversity through specific action), followed by 12% of first-order efforts. There were no third-order or fourth-order diversity efforts identified through the mapping process. CSUSM is clearly in a diversity action stage (as opposed to being in just a diversity declaration or first-order stage). In order to reach the third-order stage, CSUSM should make sure that the aforementioned 88% (second-order efforts) are framed to be assessed with concrete evidence so as to determine the impact of such efforts. One focus for the future should be on considering the potential of all first and second-order items for transforming into fourth-order items (sustained, positive impact, culture-changing, reaching all campus members and beyond, linked to a diversity strategic framework). A diversity strategic plan or framework would help in this regard.



# Target Population: All Campus, Leadership, Faculty, Staff, Students, Community Members

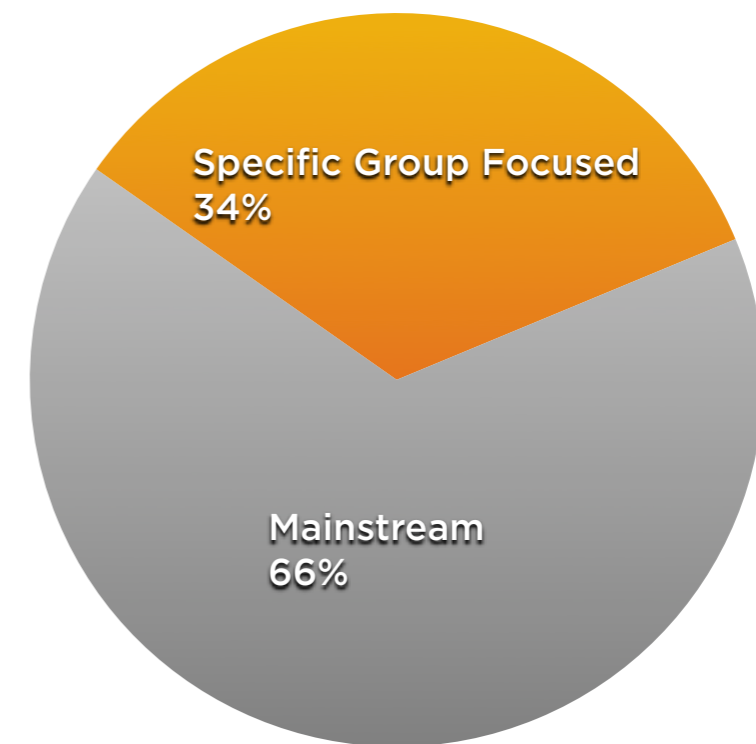
- CSUSM’s diversity efforts are primarily targeted toward all campus members (44%), followed by all students (38%). Indeed, there is a more generalized, inclusive approach to diversity efforts. However, dedicated efforts for staff members are lacking. Because staff members have unique aspects to their campus roles, intentionally focused and designed diversity efforts for this group may help to create more diversity engagement and support for their success on campus. Specific efforts at honing leadership towards development of diversity competencies and attitudes may also be a rich area for response as well.



# Topical Focus: Mainstream or Specific Group-Focused

- Diversity efforts at CSUSM represent more mainstream-framed acts than specific group-focused ones. The majority (66%) of campus diversity efforts at CSUSM focus on mainstream audiences while 34% highlight specific (identity-based, cultural) groups in terms of the target locus of diversity efforts. This finding indicates that a more generalized approach to diversity and inclusion is at work at CSUSM. While such an approach embraces all students and campus members, it also may neglect the implementation of targeted interventions towards specific groups (for e.g., retention and graduation initiatives for first-generation students, racially/ethnically different students, and for groups that are historically disadvantaged in higher education). The specific group focused diversity efforts stand as mostly student clubs and organizations at CSUSM. Thus, we encourage CSUSM to examine this pattern and to proffer more specific group-focused efforts in terms of retention and graduation initiatives for diverse groups.

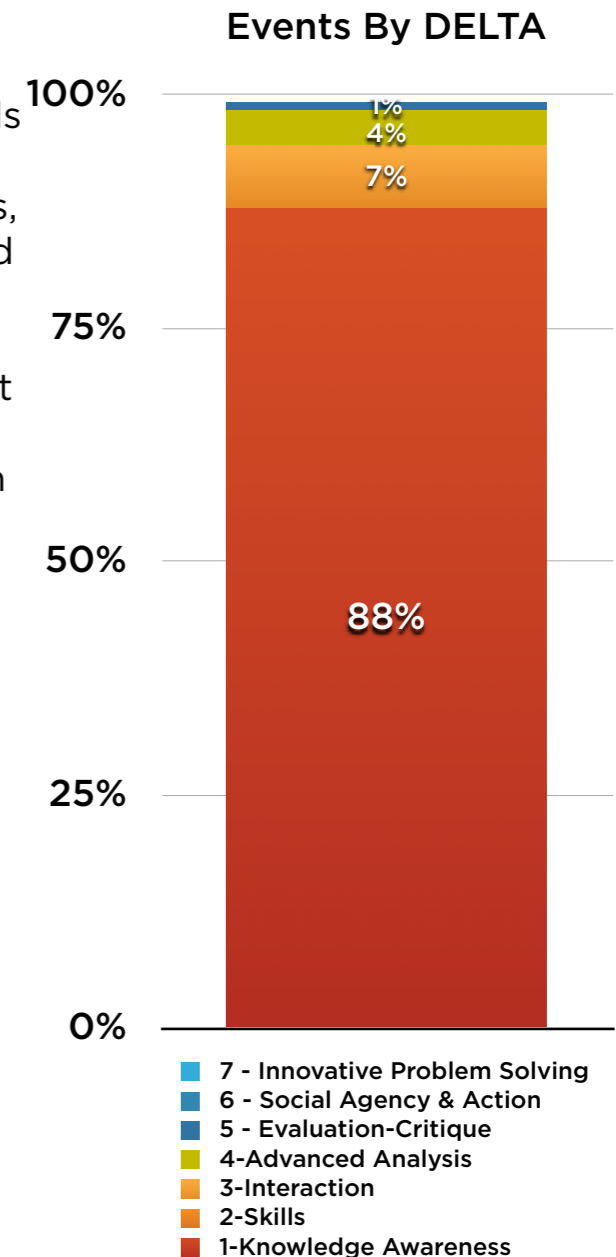
Diversity Efforts By Topical Focus



# Diversity Engagement/Learning Taxonomy Assessment (DELTA)

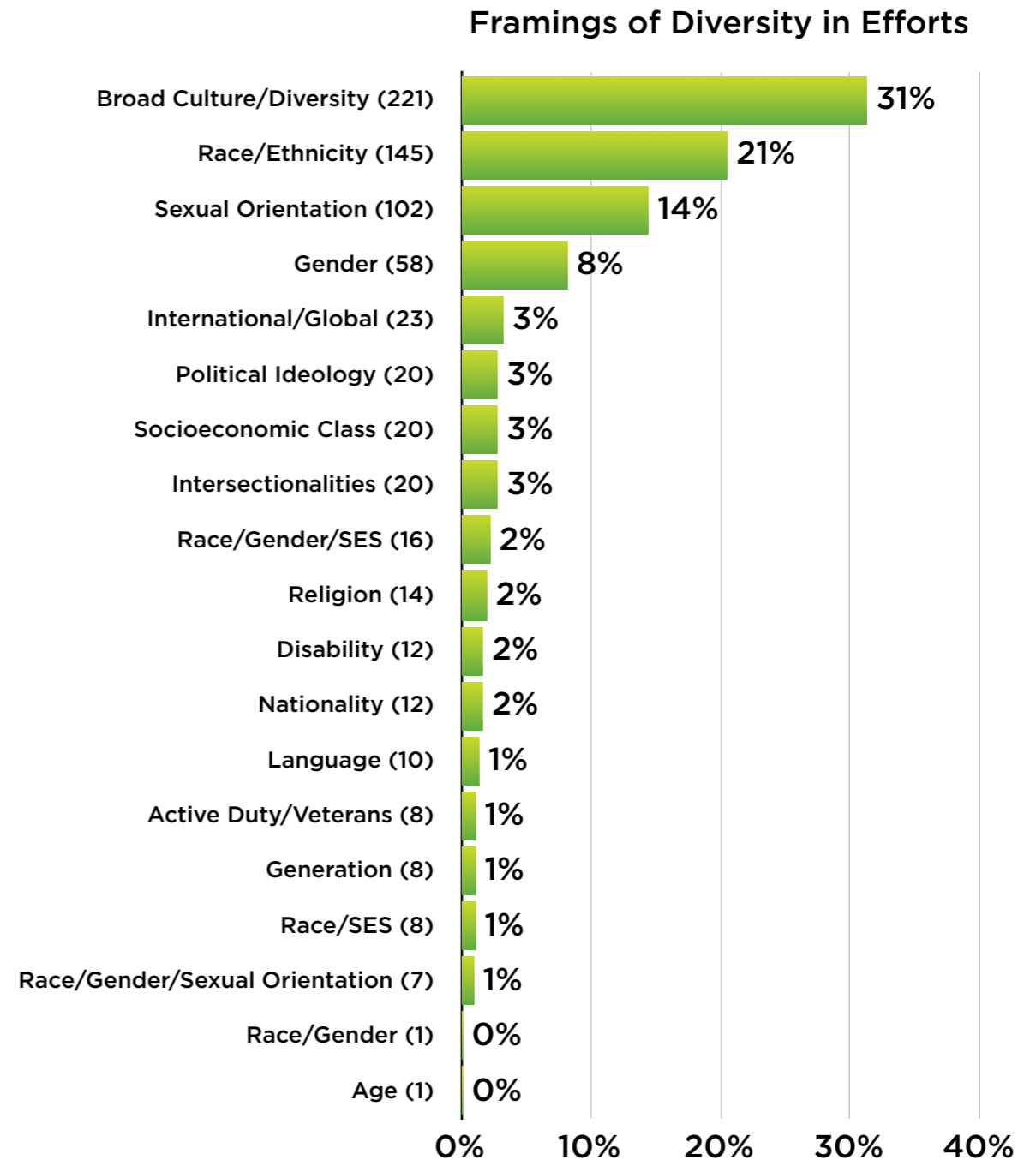
- Our Diversity Engagement/Learning Taxonomy Assessment (DELTA) scale features 7 levels of engagement and learning around issues of diversity modeled after Bloom’s Taxonomy of Learning. Each level scaffolds up; meaning that a level subsumes all levels beneath it. Level 3 - Interaction subsumes Levels 2 (Skills) and 1 (Knowledge Awareness). The higher the level, the more advanced the cognitive, affective, attitudinal, and perspectival processing of diversity is occurring. We use this taxonomy to assess the kind of diversity learning and engagement in diversity-related events (as well as every diversity-related course in the curricular mappings).
- The diversity-related events at CSUSM mostly feature DELTA Level 1 - Knowledge Awareness (88%), followed by DELTA Level 3 - Interaction (7%), and DELTA Level 4 - Advanced Analysis (4%). Thus, diversity efforts are mostly promoting knowledge awareness. However, these same efforts do NOT significantly embed or traverse DELTA Level 5 - Evaluation-Critique of Power Differences and Issues of Privilege as well as DELTA Level 6 - Social Agency and Action, or using diversity knowledges, skills, and perspectives to re-imagine solutions to intercultural and diversity challenges. Thus, CSUSM should consider what kind of engagement level should be targeted in campus activities and programs (is it the full spectrum or just up to DELTA Level 4 - Advanced Analysis). How can some of these efforts highlight productive conversations around power differences, privilege, and inequalities? Or can there be an unfolding strategy of setting up a goal of

having a certain percentage of efforts strive for the higher levels of DELTA (5, 6, 7) each academic year via events, trainings, workshops, and programs? Should there be an incremental approach of engagement in terms of a timeline or should such an approach depend on the kinds of diversity and difference being discussed and covered?



# Definitions of Diversity in Efforts

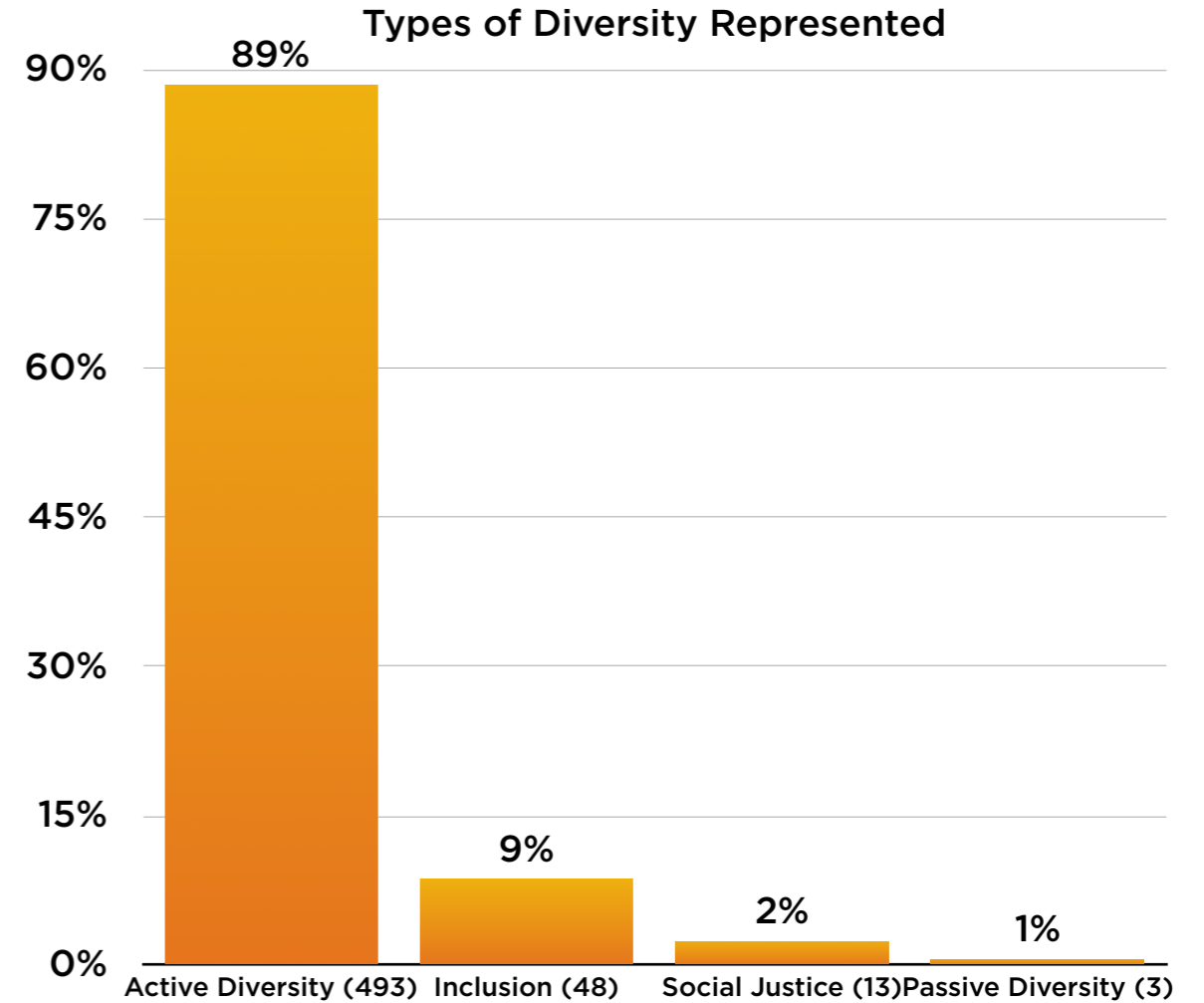
- Our team also qualitatively analyzes the framings of diversity/culture in each campus diversity effort. These framings reveal how a university “defines” or “constructs” diversity for its campus environment. CSUSM mostly features framings that highlight Broad Culture/Diversity (31%, 221), Race/Ethnicity (21%, 145), and Sexual Orientation (14%, 102). The remaining 34% of framings are spread out across 16 different thematic constructions of diversity. An opportunity exists for the campus to engage how its efforts and activities speak to other lesser invoked kinds of diversity (disability, generation, political ideology, veterans, language, religion) and or how these generally frame diversity. What does it mean for a campus that vigorously pursues a vision based on “service to the community” and “innovation in higher education” as well as “inclusiveness” and “community”? To what extent does CSUSM fulfill its mission? How might a different approach enable the campus to engage other significant differences and identities and in ways that fulfills this vision? How can other forms of difference (disability, region, age/generation, political ideology, intersectionalities among race, gender, class, and sexual orientation) be engaged more fully?





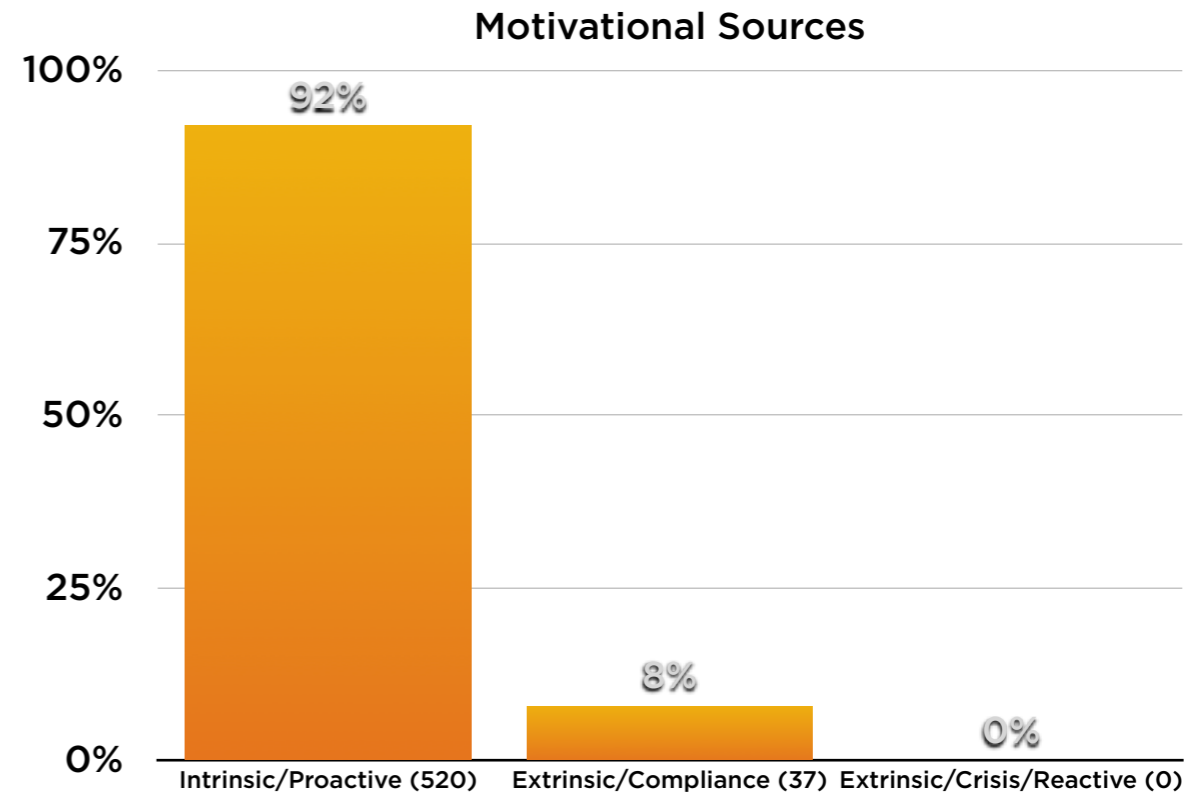
# Types of Diversity Represented at CSUSM

- Halualani & Associates examines the kind of diversity approach that is enacted at CSUSM. Is the approach at CSUSM more focused on passive diversity (compositional) issues or on inclusion issues (getting historically disadvantaged groups to the table)? Or is there a push at CSUSM to address societal inequalities and bring about social justice?
- We found that 89% of CSUSM’s diversity-related efforts represent the diversity approach of active diversity, or efforts that develop, build, support, and promote the active appreciation of diversity at the university (initiatives, trainings/workshops, events, clubs/orgs, ERGs, campaigns, strategic plans, diversity master plans). 9% of the efforts are inclusion-based ones, or efforts that promote including and embracing all diverse groups into the campus doorways (Recruitment, Outreach, Hiring activities). Only 2% represent efforts that approach diversity through a social justice lens or efforts that specifically name inequalities and power issues and work to address, examine, and dismantle these. We encourage CSUSM to make strategic decisions about which approach (or approaches) to diversity it would pursue through a diversity master plan framework.



# Motivational Source

● Our team is interested in pinpointing the impetus driving diversity efforts, or the motivational source at play. We found that 92% of the efforts derive from an intrinsic/proactive impetus; meaning, that CSUSM has taken the initiative to implement diversity efforts on its own volition. This is promising information in that an extrinsic factor such as compliance (Nondiscrimination, Affirmative Action, Title IX, Accommodations, OSHA, Equity and Equal Opportunity, Compliance) or a crisis (lawsuit, suspension) is not driving the diversity effort energy. CSUSM engages in diversity efforts because it sees it as a priority. Such a priority needs to be embedded into the fabric of its identity and actions.

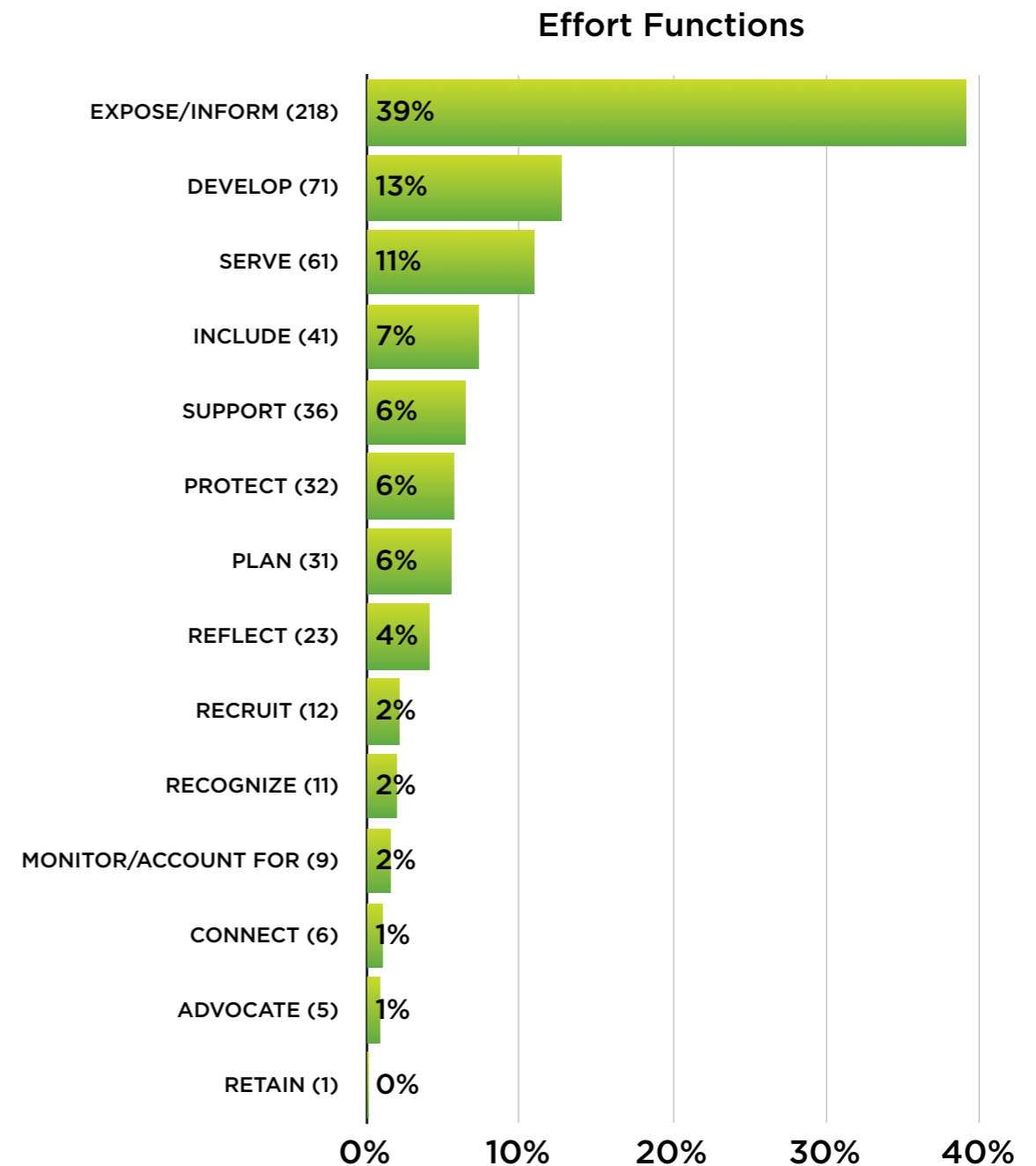




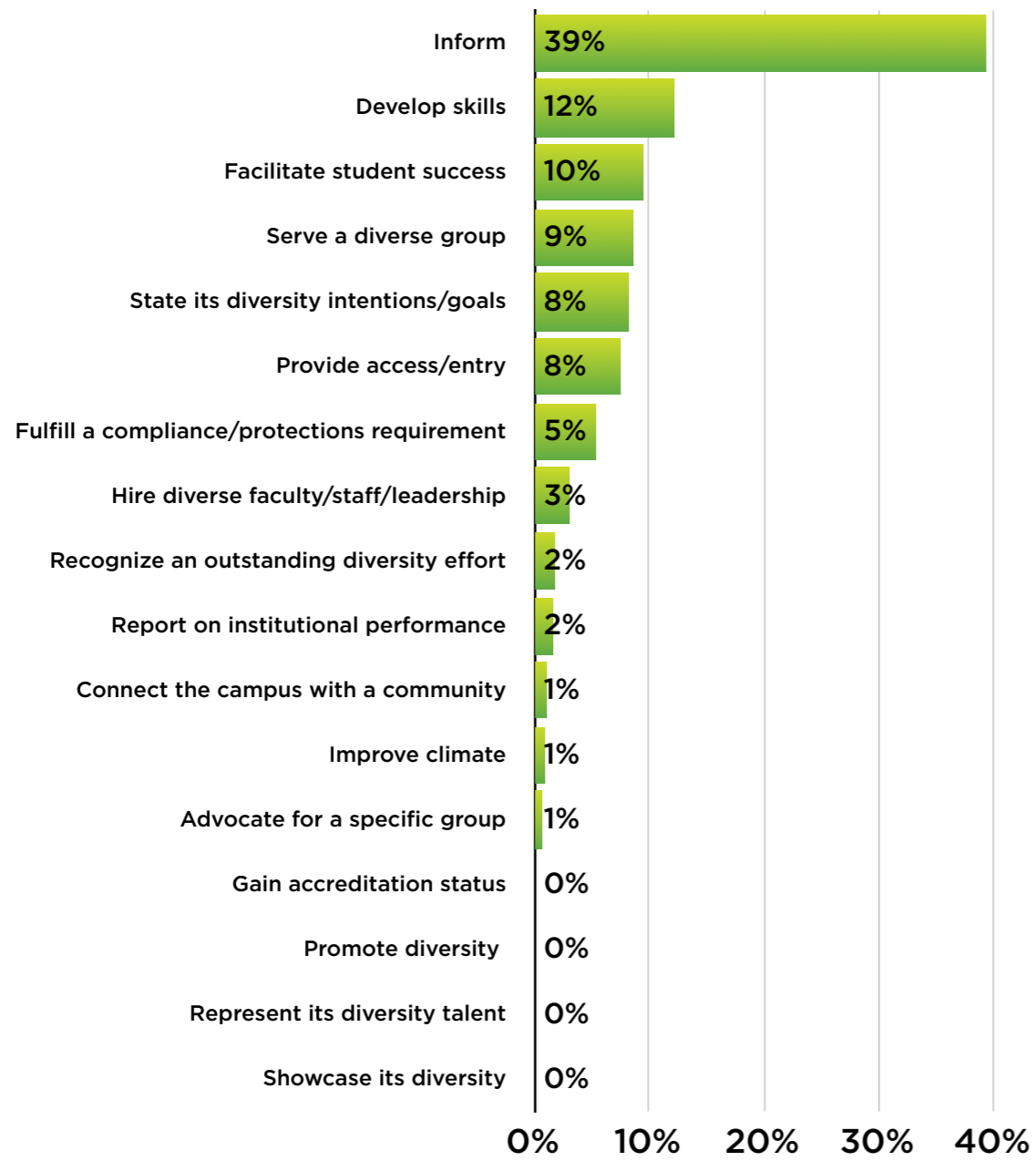
# Effort Function Taxonomy

Halualani & Associates created an analytical layer that evaluates the function of the effort (i.e., this layer is meant to be similar to DELTA but for diversity efforts). This layer poses the following question: “What is The Primary Purpose and Function of the Effort?”

- We found that 39% (218) of the efforts possess an “Expose/Inform” function and 13% (71) of the efforts have a “Develop” function. This indicates that 52% (289) of CSUSM’s efforts serve an educational/building/learning function in terms of exposing campus members to diversity topics and providing trainings or workshops to develop diversity skills in its campus members. 11% (61) of the diversity efforts highlight a “Serve” function for students in terms of providing academic program support and or facilitating student success. Thus, CSUSM has prioritized diversity efforts that fulfill educational/ learning and support services functions. Was this an intentional pattern? How does this factor into a future diversity master plan strategy? And more importantly, is this enough? Have such functions made a significant positive change for CSUSM? (The next page showcases the same information in a different way in terms of more specific effort functions.)

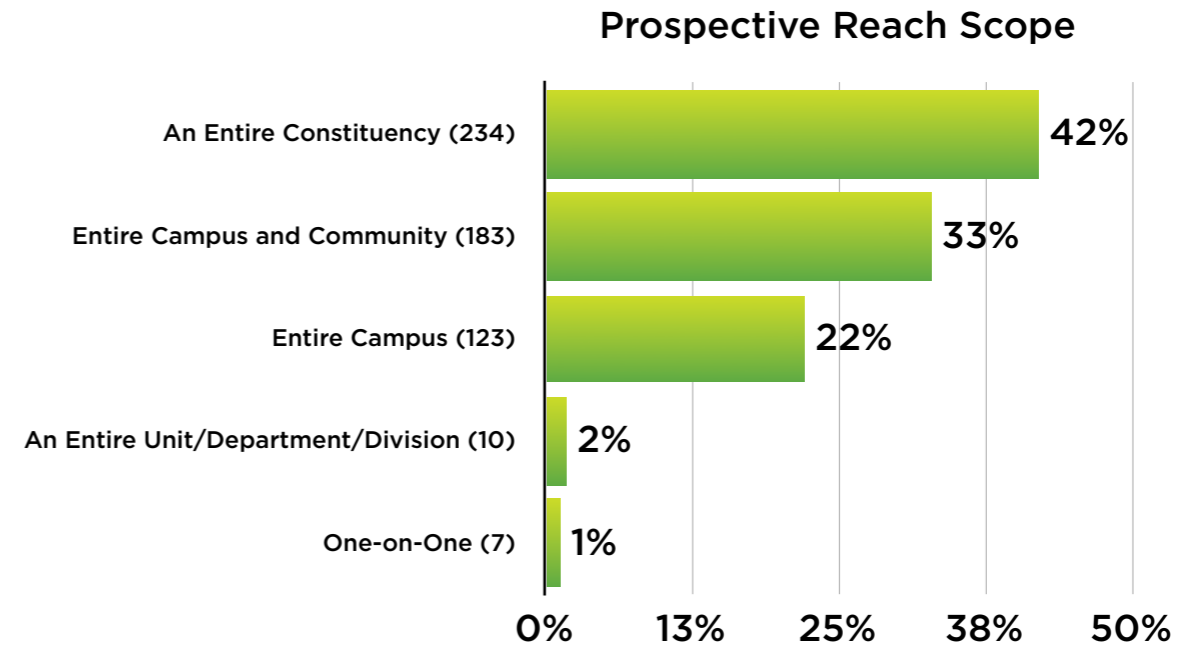


## Effort Function Taxonomy - 2



# Prospective Reach Level: How Many People Were Likely Impacted?

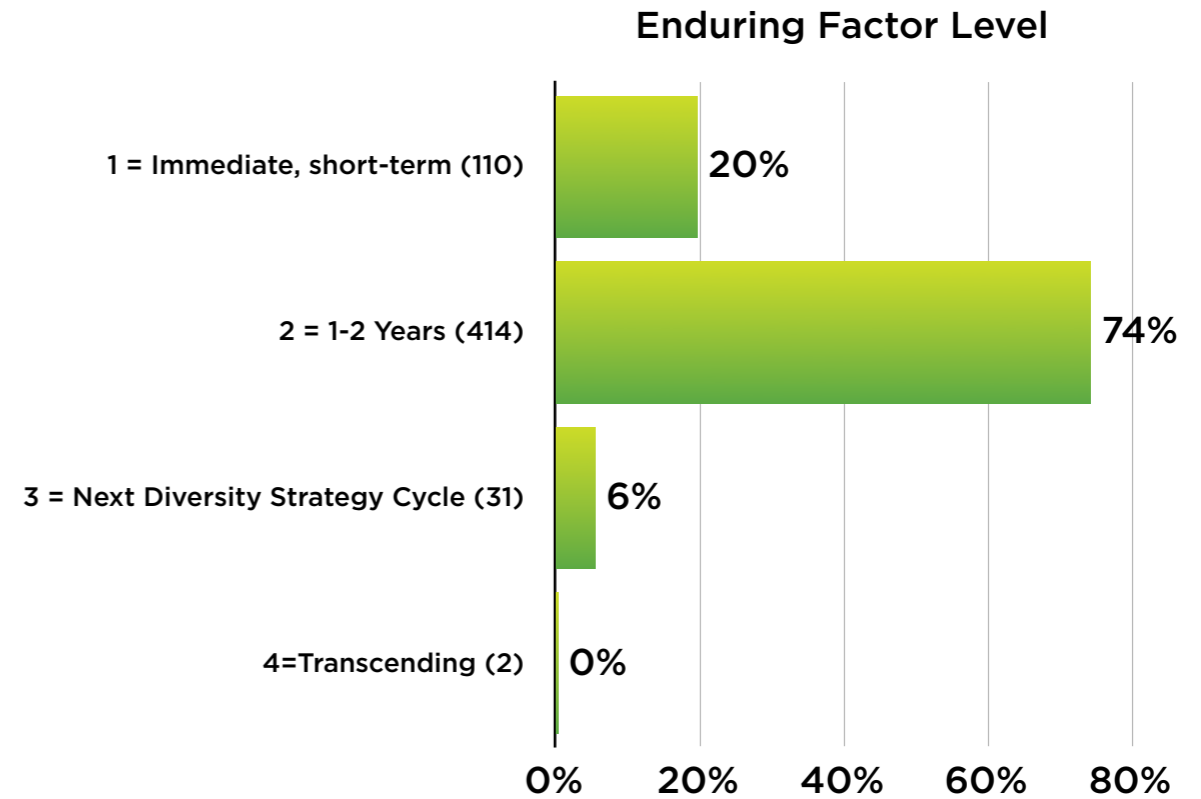
- Halualani & Associates aims to provide an estimate of how many campus members were impacted by an institution's diversity efforts. CSUSM appears to be impacting entire campus constituencies (Students, Faculty, or specific campus member groups - Students, Faculty, Employees, Administrators) (42%). The second highest percentage (33%) lies in reaching the entire campus and community.
- Such a finding indicates that CSUSM's diversity efforts aims for and reaches students and or the general campus membership as a whole. More, however, could be done to reach more of the units in their climates/environments as well as to benefit staff and faculty in their employee roles and diversity climates in individual units, departments, and divisions.



# Enduring Factor Level: Time Frame/Sustainability of Effort

We also analyzed how sustainable and long-lasting diversity efforts were for the long-haul time frame. The more sustainable an effort, the more pronounced its benefits and yield are for an entire campus.

- CSUSM’s diversity efforts predominantly indicated an endurance level through the next 1-2 years (74%). Thus, these efforts were either exploratory or one-shot occurrences and did not indicate lasting through to the next diversity strategy cycle. Conversations and planning around the sustainability of a diversity approach should be discussed. If not, “piecemeal” tactics for creating efforts and initiatives will reign and “short-fuse” any enduring strategy for bringing about an authentic, permanent, sustained, and vibrant environment around inclusive excellence for all campus members. A diversity strategic framework that spans five (5) years is again highly recommended.



# Diversity Efforts Mapping & Analysis

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This section features the key findings and patterns laden throughout the diversity efforts mappings.

*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

# Diversity By Unit Mapping Analysis - Key Patterns

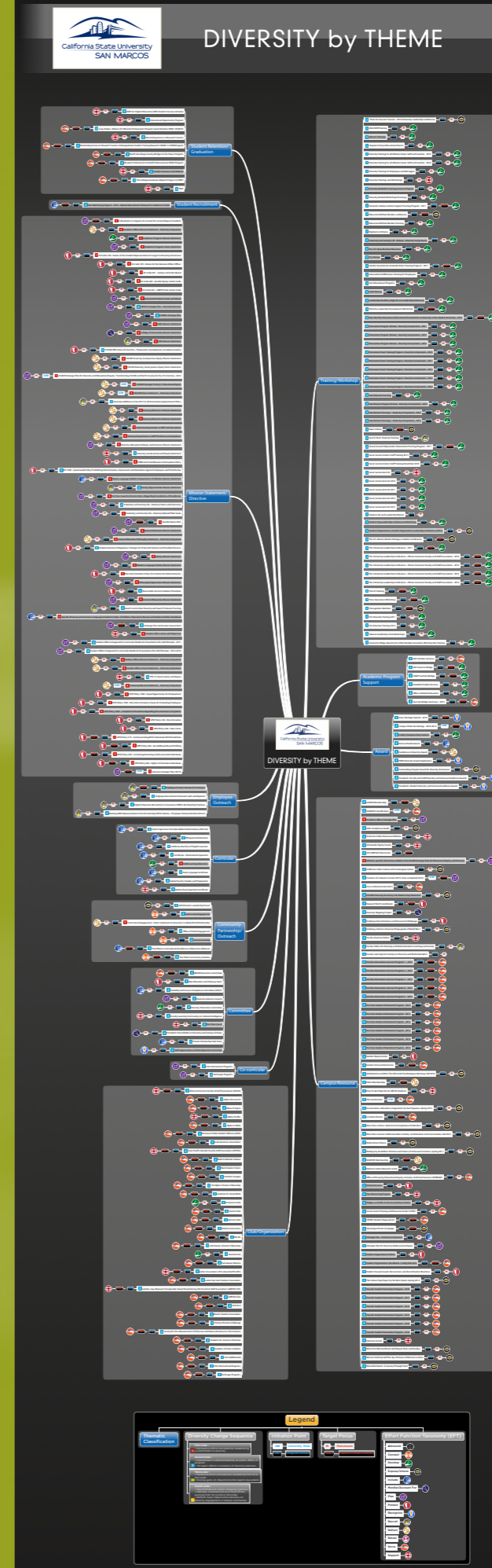
- There is no clear or unified sense of what CSUSM means by diversity in terms of a larger diversity strategic framework.
- The majority of diversity efforts do not work in an alignment approach given that there is no current diversity strategic framework. The only semblance of alignment is the fact that several efforts have been facilitated by the Office of Diversity, Educational Equity, Inclusion, & Ombud Services (ODEEI&O). Typically, without a diversity strategic framework, there is some institutional risk of diminishing diversity progress (as the efforts should be implemented at every level and through every division and via a maintained, resourced organizational structure).
- There is a multitude of collaborations between and across distinct offices and divisions in terms of diversity efforts. Thus, with more university alignment, the extant interactivity and collaboration on diversity efforts will help to solidify the relational energy that propels diversity action for the future and take CSUSM to that next level of diversity excellence.
- Current diversity efforts represent first and second-order items; thus, impact assessment needs to be conducted with regard to these efforts. Likewise, these efforts mostly focus on active diversity and inclusion (or the access of historically underrepresented groups) but not on social justice or a critical framing of diversity in relation to power differences.
- As one of CSUSM's heavy lifters, Student Affairs features mostly second-order items but at a DELTA Level 1 - Knowledge Awareness. A conversation should take place in terms of the kind of diversity engagement that Student Affairs would like to cultivate for students depending on student level and year. An intentional diversity approach to diversity engagement would be a powerful action step for this division.
- Academic Affairs features many second-order items. However, the majority of these efforts feature a combination of diversity in terms of specific diverse groups and "mainstream" or the general "diverse" community (although many of these efforts are either events or information sources). With such momentum, this division should examine if there are specific groups and identities that need customized diversity efforts (for e.g., female students, staff, and faculty or of a specific racial/ethnic/sexual orientation/socioeconomic class/disability background) and act accordingly.
- Campus events related to diversity need to be assessed and tracked/traced for quantifiable and qualitative impact.
- Other demarcated empty zones at this stage: diversity rewards/evaluation system, teaching excellence/training

around diversity system, communication network around diversity, strategic and consolidated professional development on diversity for leadership & staff, community outreach, and co-curricular efforts.

## Section 2

# Diversity By Theme Mapping

- Thematically, diversity efforts at CSUSM are diffuse and without any driving logic or purpose.
- CSUSM has mostly engaged in diversity efforts that are events, campus resources, trainings/workshops, clubs/organizations, and mission statements/directives.
- Efforts that stand as trainings/workshops and mission statements mostly focus on the “mainstream” or a “diverse group in general” as its topical area of content. How does CSUSM engage in diversity efforts that speak to and about specific diverse groups and identities (in terms of race/ethnicity, gender, sexual orientation, disability, religion, language)? These training efforts should also be reviewed to see if there is an intentional “learning” or “development” plan for staff and faculty in terms of their diversity skill sets (into a consolidated learning plan or record). How are CSUSM members encouraged and resources to enact what they have learned in their roles and courses or in the community?
- Significant to limited empty zones for CSUSM are: academic program support, employee outreach, student recruitment & retention, faculty retention, and staff recruitment & retention in terms of diversity efforts.





# Undergraduate Curricular Analysis

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Our team conducted a thorough curricular analysis of all curricular components across all academic programs at California State University San Marcos (hereafter CSUSM). We examined the following data sources via line by line, itemized coding analysis via grounded theory, emergent theme and domain analysis, & NVIVO, QDA Miner qualitative analysis software (see Rossman & Rallis, 1998).<sup>1</sup>

- *Course Descriptions*
- *Departmental/Academic Program Descriptions and Content*
- *Program Learning Objectives*
- *Student Learning Objectives (SLOs)*
- *Syllabus content, topical coverage, reading materials*
- *Assignments*

It should be noted that our team examined every course and conducted a qualitative analysis overall with all of the above data sources to discern key themes and to see if (at all) the themes “diversity,” “inclusion,” “cultural competency,” “intercultural/international/global” and or “difference/identity” in terms of all major group differences - race/ethnicity, gender, age, sexual orientation, socioeconomic class, religion/spirituality, region, nationality, language, disabilities, political perspective, veteran’s status - emerged in any form. This analysis reveals our findings.

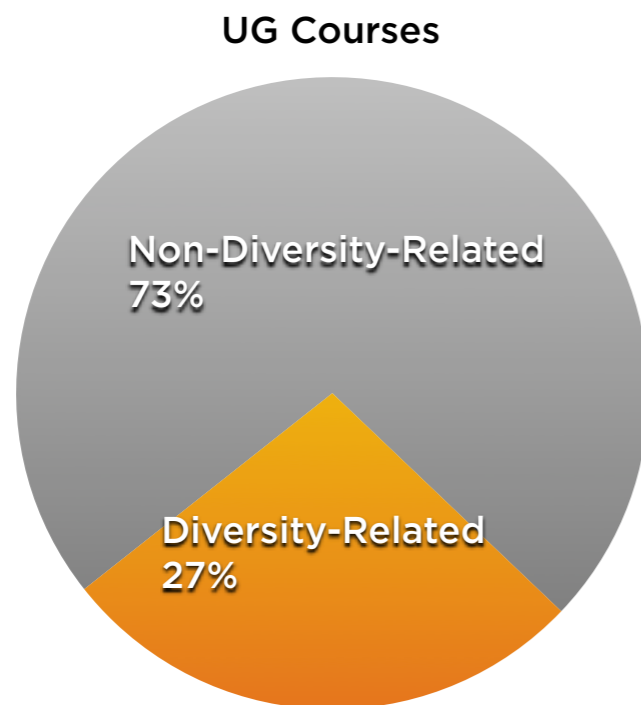
***\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.***

<sup>1</sup> Rossman, G.B., & Rallis, S.F. (1998). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage.

# Diversity-Related Undergraduate (UG) Courses

Our team needed to examine the curricular mappings and inventory for what these data revealed about the curricular priorities on campus. Because CSUSM is an educational institution, it was essential to explore the kind of diversity approached in the curricular side of the university and the scope of the content.

- We found that 27% of the total university curriculum represented diversity-related courses (for 650 diversity-related courses).



- Our team categorized the courses at CSUSM based on “primary” diversity-related courses or “partial” diversity-related courses. Our criteria in defining “primary” and “partial” are as follows:

### “Primary” Diversity-Related Course:

- Any course that engaged students in critical analysis around issues of power, privilege, and interculturality in terms of race/ethnicity, gender, age, sexual orientation, socioeconomic class, religion/spirituality, region, nationality, language, disabilities, political perspective, veteran’s status.
- Any course that meaningfully engaged students on how their own identities and perspectives interface with difference, culture, diversity, and or issues of power.
- Promotes diversity as a practice (active appreciation of difference & perspective taking)
- Explicitly features a course title, course learning objective, course description, course content, and assignments that direct students toward objectives of diversity awareness and beyond (in our DELTA scale).

### “Partial” Diversity-Related Course:

- Any course that contains some elements of critical analysis around issues of power, privilege, and interculturality in terms of race/ethnicity, gender, age,

sexual orientation, socioeconomic class, religion/spirituality, region, nationality, language, disabilities, political perspective, veteran's status.

- Any course that may require students to think critically about the above topics.
- Highlights some aspect of difference in at least one unit of the course
- Relies on nonspecific categorization of identity groups such as “community” or “population”
- Are not explicitly named or described to indicate that they are related to diversity

**“Integrated” Diversity-Related Course:**

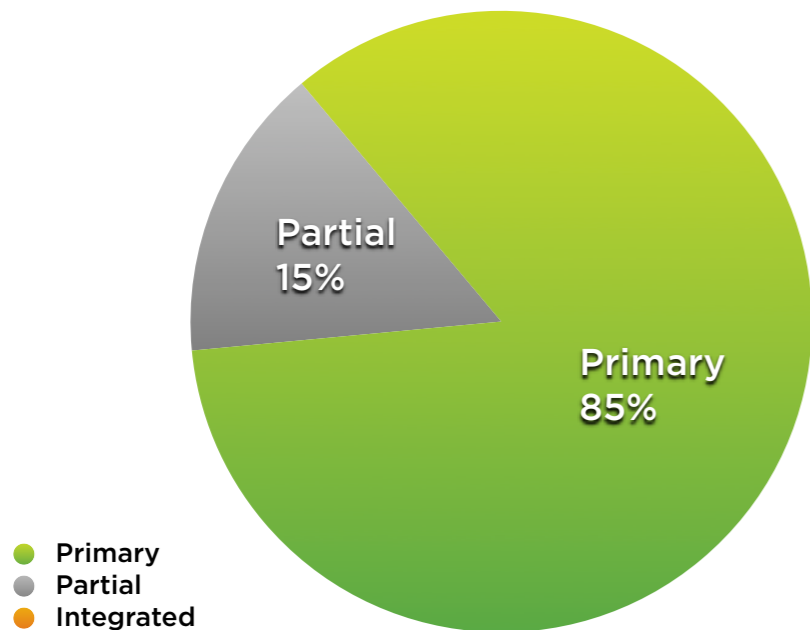
- Any course that embeds elements of critical analysis around issues of power, privilege, and interculturality in terms of race/ethnicity, gender, age, sexual orientation, socioeconomic class, religion/spirituality, region, nationality, language, disabilities, political perspective, veteran's status throughout the entire course and in relation to the core subject matter at hand.
- Any course that may require students to think critically about the above topics
- Highlights some aspect of difference throughout each unit of the course and in relation to the core content of the course and or a professional pathway

# Level of Focus: Primary or Partial Diversity-Related Courses

- Our team found that there are 650 diversity-related courses with 85% (550) as “primary” and 15% (100) as “partial.” These diversity-related courses make up 27% of all courses offered at CSUSM. Such a finding indicates that CSUSM prioritizes the embedding of diversity content throughout a significant portion of its undergraduate courses and across multiple disciplines and fields.

- Thus, the diversity-related course offerings are mostly connecting diversity to subject matter content and or centrally focusing on a diversity perspective or focus and featuring topical coverage in over 50% of the course.

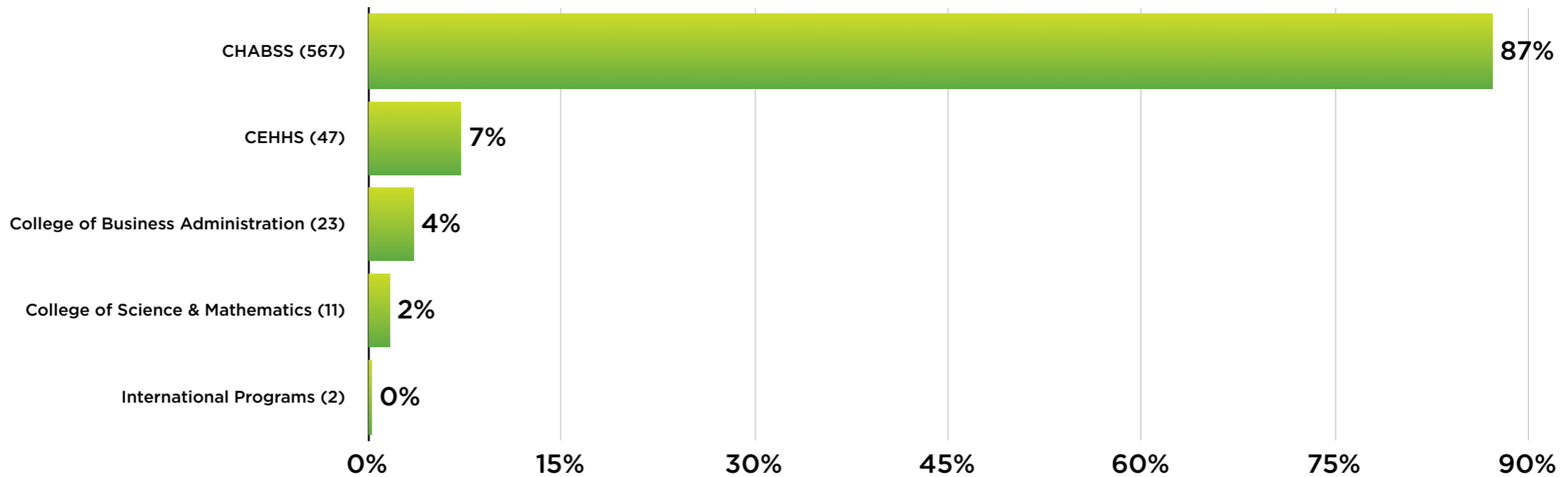
Diversity-Related Courses Foci



# Diversity-Related Courses By Academic Division

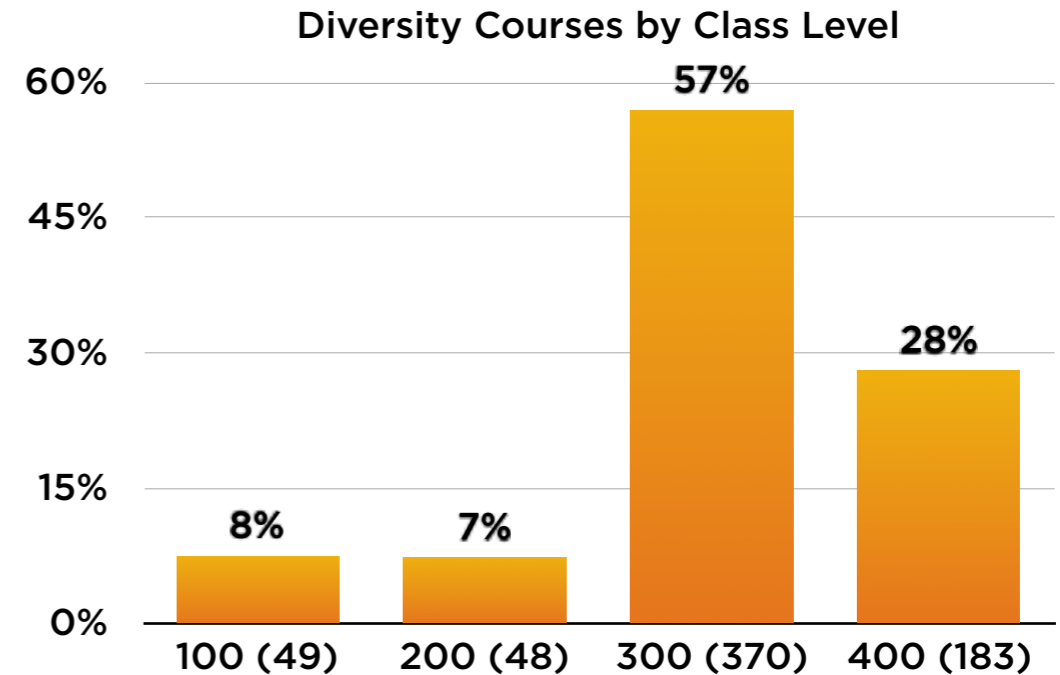
- As indicated in the chart, CHABSS (87%, 567) houses the majority of diversity-related courses; this finding makes sense in that this college features disciplines that have content germane to diversity content. We urge caution in basing conclusions solely off of the numerical figures provided. Instead, the proportionality or the size of the academic program (and its encapsulated resources of budget and faculty -- FTEF) in relation to the curricular offerings needs to be considered in terms of assessing the curricular output and “work” in the area of diversity of academic programs at CSUSM.

Diversity Courses By Division



# Diversity-Related Course Student Level

- Our team examined the student/class level of the identified diversity-related courses. We found that the majority (57%, 370) of diversity-related courses at CSUSM are at the 300 (Junior) level, followed by 28% (183) at the 400 (Senior) level. The smallest number of diversity-related courses are positioned at the 100 (First Year) level and 200 (Sophomore) level. A conversation needs to occur around an intentional curricular strategy for having diversity-related course offerings at each student level or diversity curricular thematization (or life-staging diversity) throughout a student's educational journey at CSUSM.

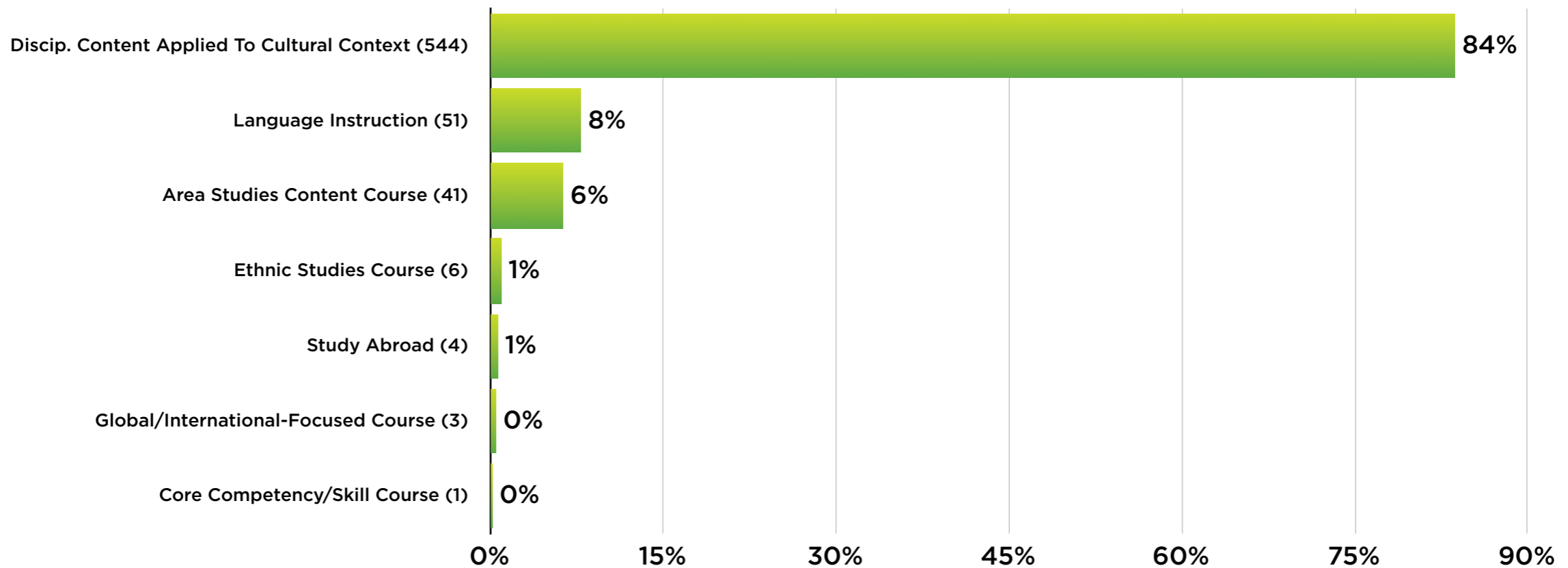


# Course Type: The Kind of Course

●The majority of the diversity-related courses are disciplinary content courses applied to cultural contexts (84%, 544) and language instruction (8%, 51). This indicated that issues of culture, intercultural competency, and diversity are being addressed in disciplinary core subject matter across the university which is a promising sign of curricular integration and breadth of diversity engagement in courses. However, the second largest grouping of courses is based in language instruction

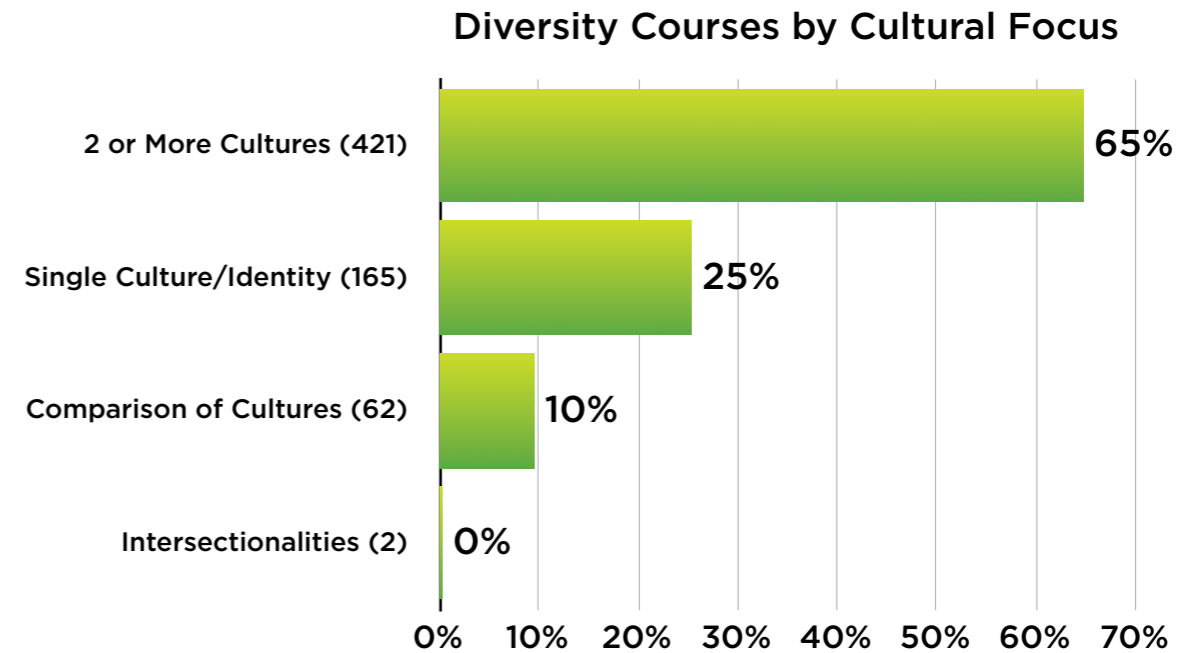
which has more of predominant focus on the “international/global” dimensions of culture. While important, oftentimes, an “international” or “global” approach does not address the racialized, gendered, sexualized, “Othered,” power-based differences and societal inequalities that are part of culture and diversity. Thus, this signals an opportunity for CSUSM to consider the types of diversity-related courses it has and if it spans across all forms of differences for their students.

Diversity Courses by Course Type



# Cultural Focus: 2 or More Cultures; Singular Culture/Identity, Comparison of Cultures, Intersectionalities)

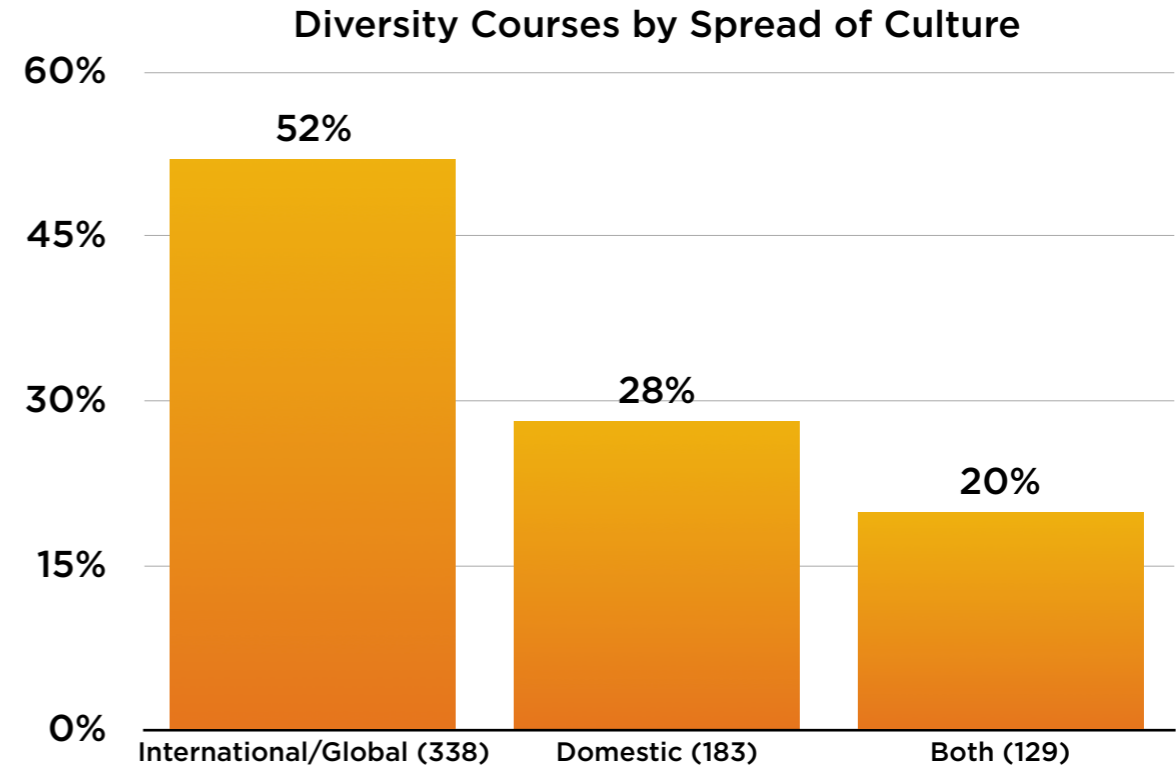
- The majority of diversity-related courses focus on 2 or more cultures (65%) in comparison to those that focus on a single culture/identity (25%). This finding indicates that CSUSM predominantly highlights frameworks that connect to multiple cultures as opposed to engaging in specialized coverage of individual cultures. An intentional curricular strategy that connects these two foci and the ensuing dialogue that occurs between culture-general and culture-specific forms of knowledge, should be explored.





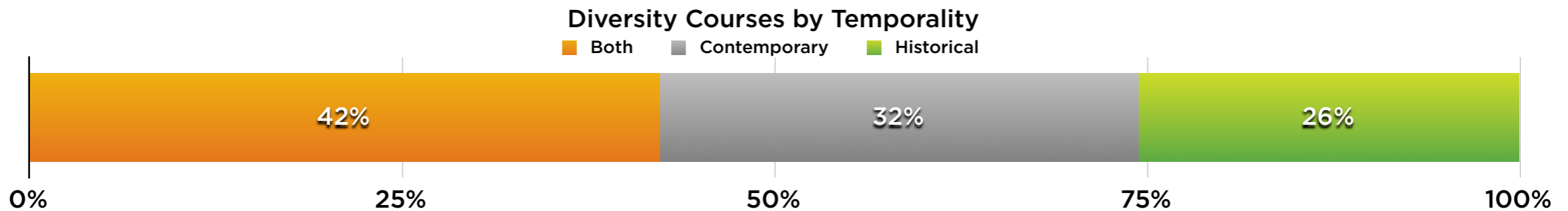
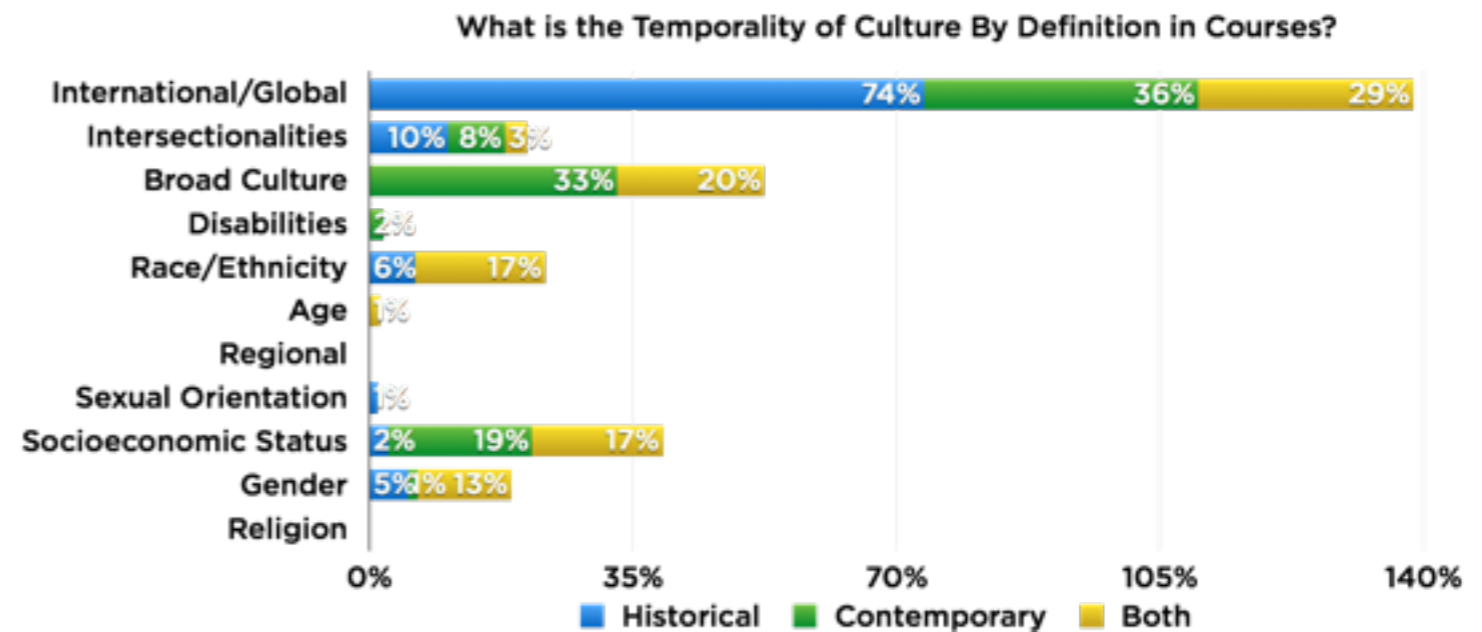
# Spread of Culture: International/Global, Domestic

- The topical/content coverage spread of the diversity-related courses mostly highlights the “International/Global” (52%) as opposed to the “Domestic” (28%) (local, regional, national U.S. issues of difference on race, ethnicity, socioeconomic class, gender, sexual orientation, age, generation, disability). CSUSM needs a more balanced approach to framing culture in both domestic and intercultural contexts. Such a practice will surely equip students with the perspectives and skills to serve diverse communities. The connections and inter-workings of both the global and domestic aspects of culture should be more fully explored by CSUSM in terms of the power dynamics and historical contexts that fuel and link both of these dynamics. Dr. Yolanda Moses of UC Riverside has proffered substantial research in connecting global and domestic contexts of culture, diversity, and power.



# Temporality of Culture: Contemporary, Historical

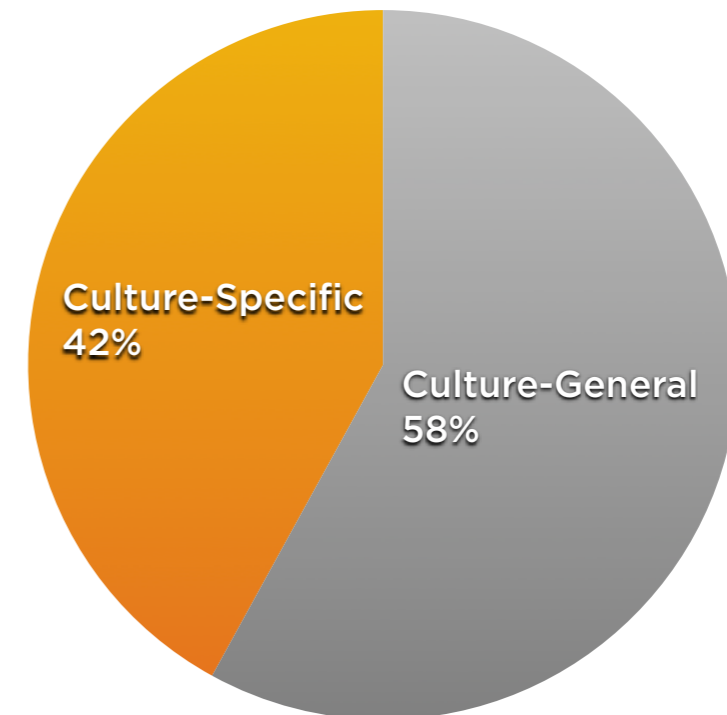
● We found that in terms of covering the temporality of culture, the diversity-related courses features a blended focus on the historical (past topics, experiences, content) aspect and the contemporary (present-day topics, experiences, content) aspect of culture. It would be interesting to see what kinds of associations and sense-makings students leave with at the end of their coursework in terms of specific cultures and groups they have learned about and their understanding of the historical and contemporary issues that inform those groups' experiences. Or if in fact a specific temporality dominates their understandings of specific cultural contexts and groups (for e.g., a "historical" framing of Europe and Asia versus a "contemporary" framing of the U.S., which often reinforces cultural stereotypes). Although, we also find that there is a more balanced treatment of the contemporary and historical aspects of culture for courses that primarily frame diversity as "International/Global," "Race/Ethnicity," "Intersectionalities," and "Socioeconomic Status."



# Cultural Specificity: Culture-General or Culture-Specific

- 58% of diversity-related courses at CSUSM feature a blended treatment of a cultural-general focus and culture-specific focus on diversity. This means that these courses highlight both a general, larger view of cultures and diversity and a specific view from within a culture. Such a blended approach provides an understanding of larger intercultural mindsets, practices, and behaviors that are adaptable to cultures at hand) while also grounding cultures in their own historical and political contexts. We encourage CSUSM to continue such an approach and to assess the kind of student learning that occurs around culture-general (etic) and culture-specific (emic) frameworks and epistemologies.

Diversity Courses By Cultural Specificity

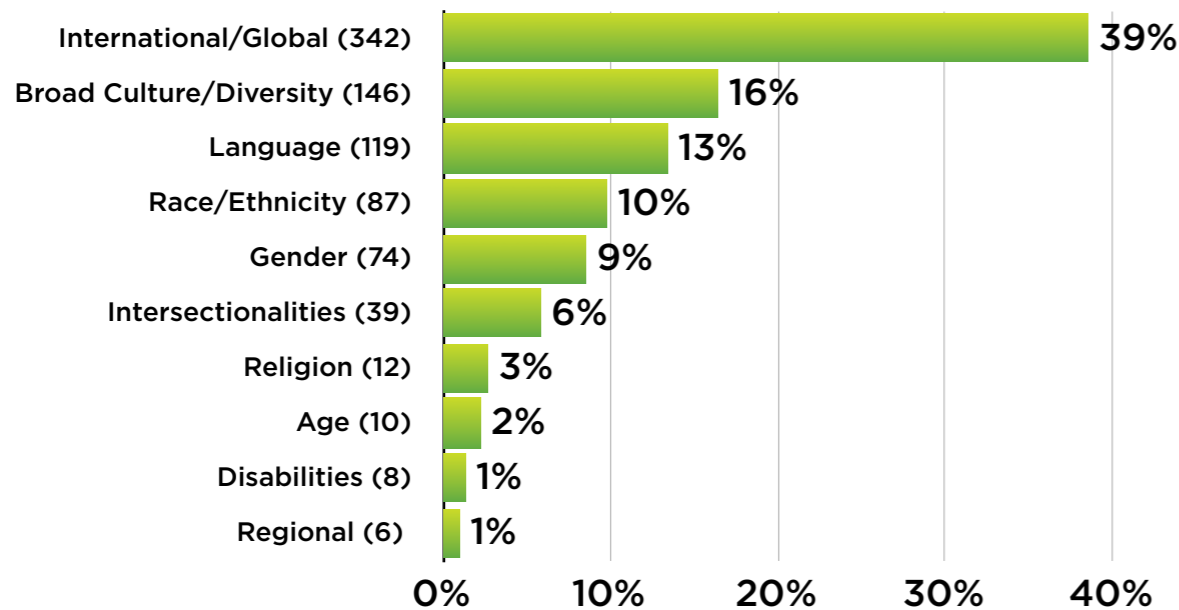


# Definition(s) of Diversity in Courses

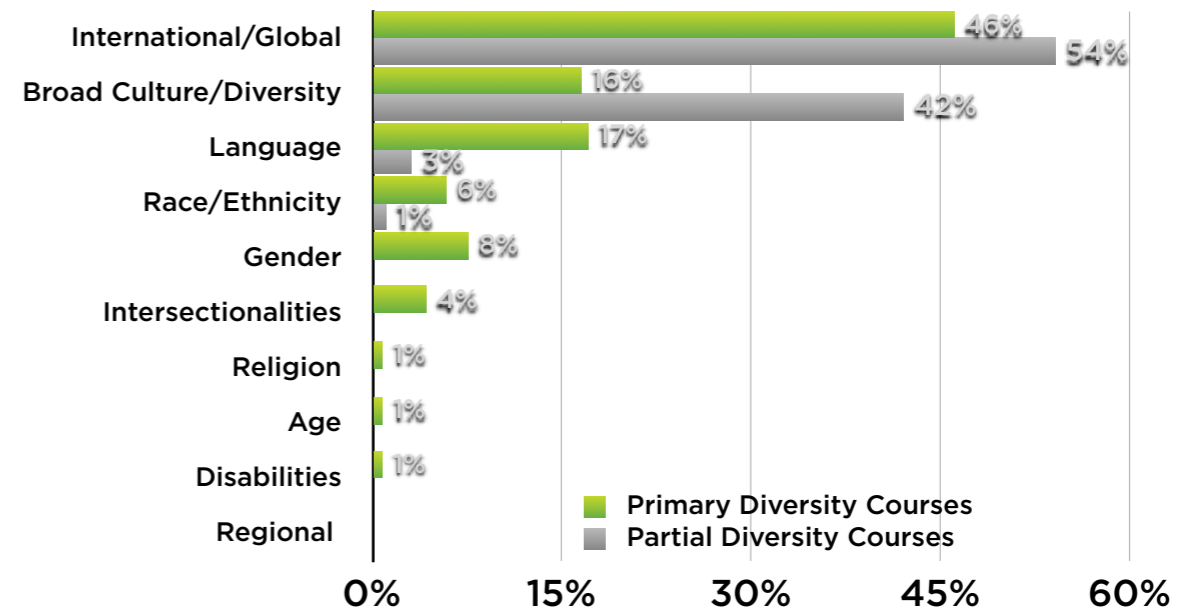
•The primary framing of diversity in CSUSM’s diversity related courses is on the “International/Global” (39%) followed by “Broad Culture/Diversity” (16%). Moreover, although 10% of undergraduate courses highlight “Race/Ethnicity,” CSUSM has a limited focus (6%) on defining diversity in terms of various aspects of cultural difference (gender, race/ethnicity, socioeconomic class, disabilities, sexual orientation), or “Intersectionalities” in its undergraduate curriculum. Thus, it is vital for CSUSM to have a curricular decision about the kinds of diversity and culture to be addressed in the curriculum. Will such an “international/global” focus undermine the diversity and inclusion strategy of the university as it clearly leaves out and often marginalizes localized/domestic intercultural

politics? How might CSUSM use this focus on international/global aspects of culture and integrate it with a focus on invisible issues of power differences and inequalities which constitute cultural identities, experiences, and contexts both internationally and domestically. Thus, a critical orientation (one infused through notions of power, positionality, oppression, privilege, ideology, hegemony, social agency) should be examined as a means to connect the “International/Global” with the “Domestic” and make both aspects connected and meaningful (see Halualani, 2011).<sup>2</sup> To not engage this immediately is to stifle the preparation of students for the real, complex contexts of historicized, politicized, and sociopolitical differences of culture.

**Framings of Diversity in Courses**



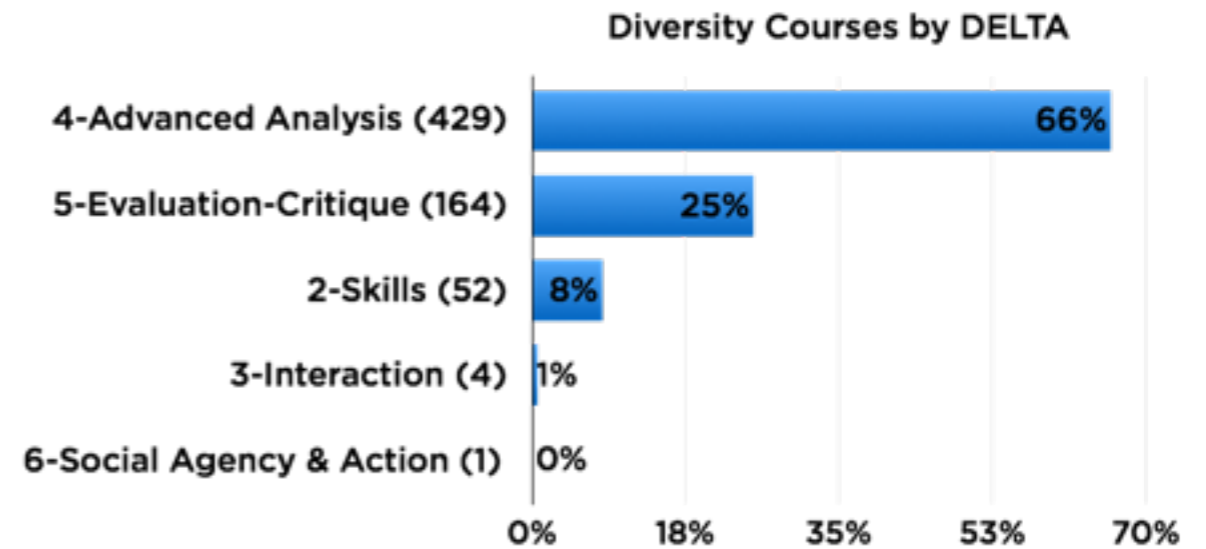
**Focus of Diversity Courses**





# Diversity Engagement/Learning Taxonomy Assessment (DELTA)

- The majority of the identified diversity-related courses top out at the highest level of DELTA Level 4 - Advanced Analysis (66%), followed by DELTA Level 5 - Evaluation-Critique (25%). The highest DELTA levels (6, 7) are minimally or not touched upon at all with most courses reaching DELTA Level 4 - Advanced Analysis (66%). Engaging students on issues of power as it relates to DELTA Level 5 - Evaluation-Critique is key to fully preparing them to re-imagine the social world, creatively, compassionately, and effectively solve intercultural challenges, advocate for social change, and to do what CSUSM strives for: engage in service, work for social justice, and reach diverse communities. In order to do this, a strategy for reaching DELTA levels 5, 6, and 7 should be life-staged or for example, designed into every course or at least every course of each student's course load per year. Though we raise a key question here as CSUSM ponders this possibility: To what extent are beginning students (first and second year) equipped (emotionally, cognitively) to engage DELTA Level 5 - Critique-Evaluation of Power Differences? Is such an engagement better suited to the upper division courses and learning pathways?

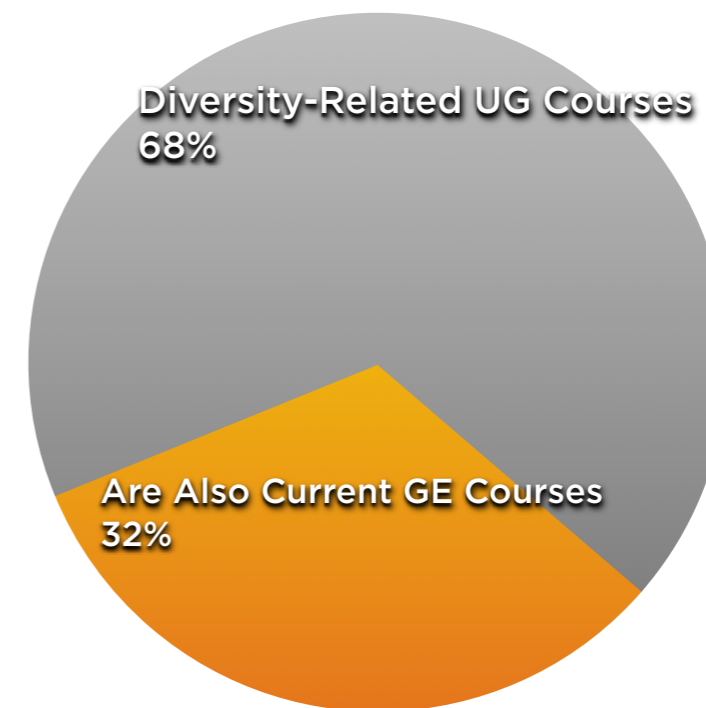


# CSUSM's Diversity-Related Undergraduate Courses and General Education: A Significant "Gap"

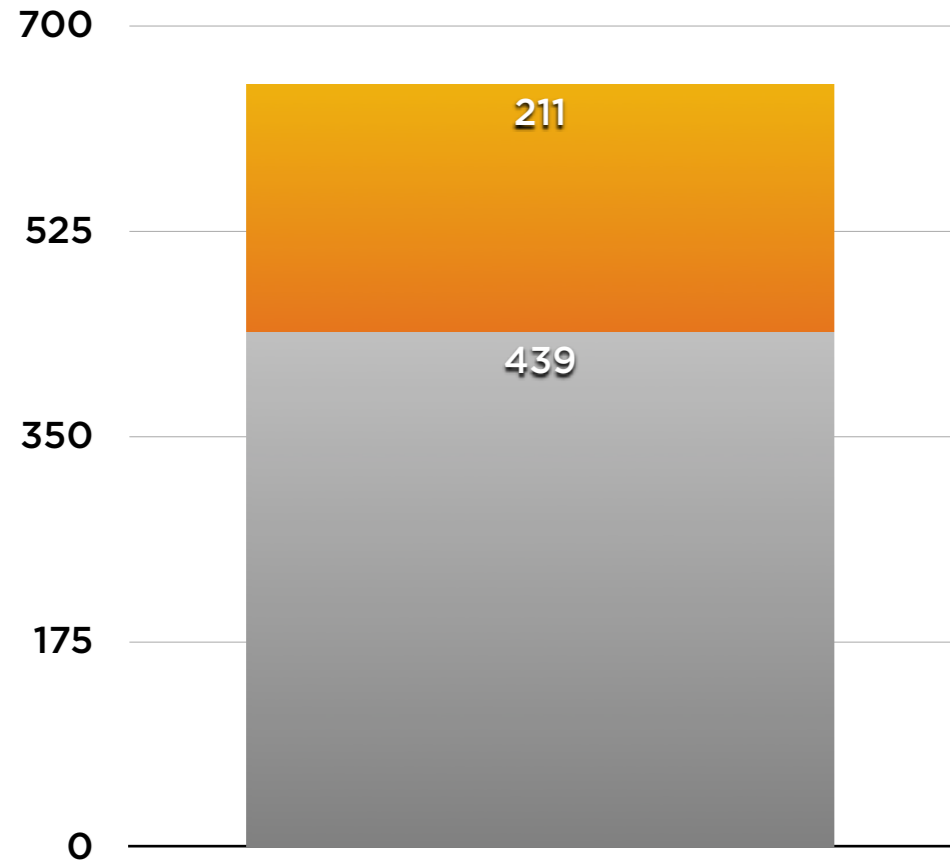
- Because CSUSM does not currently have a General Education (GE) Diversity Requirement or Course Areas, we examined how many of the undergraduate courses that we coded as being "diversity-related" were actually already in your General Education requirements (under the auspices of other requirement areas). We found that 32% (211) of the diversity-related undergraduate courses that we found in this curricular mapping, are currently included in your GE curriculum. However, that also means that 68% (439) of the diversity-related courses that we uncovered are NOT currently included in your GE program.
- We also identified "ideal" diversity-related courses that already exist in your undergraduate curriculum that could and should be included in a highly recommended General Education Diversity Area(s). Approximately 30% of these "ideal courses" are included in your GE curriculum but 70% are not. These courses (as listed) were framed as "ideal" because they do the following:
  - ▶ Locate the student in current sociopolitical contexts
  - ▶ Examine the historical dynamics around cultures and difference
  - ▶ Focus on visible and invisible structured inequalities in the U.S. context

- ▶ Provide an understanding of the constructive actions of various racial, ethnic, gender, and cultural groups in U.S. society (historically and in contemporary times)
- ▶ Emphasize the role of constructive actions to improve the lives of others and bring about social justice
- ▶ Expose students to perspectives about difference, privilege, power relations, and intercultural justice that are not articulated in socially approvable ways in the surrounding region and society (this is extremely important given the sociopolitical climate in the region surrounding CSUSM)

**Diversity-Related UG Courses**

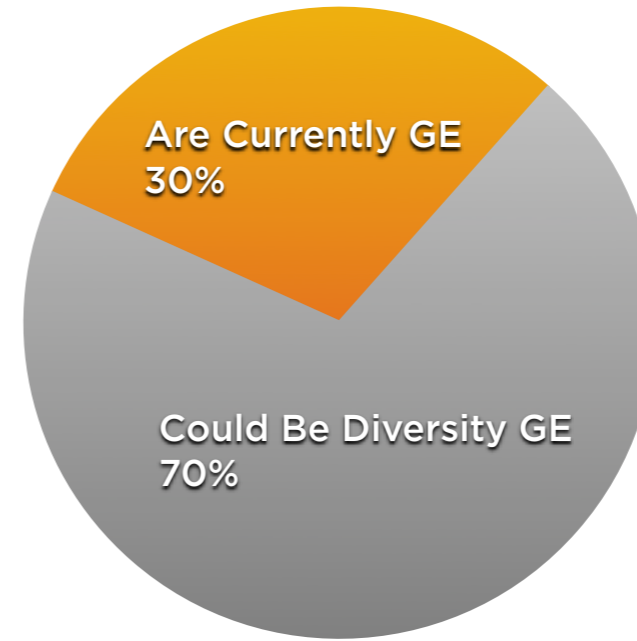


Number of Diversity-Related Courses



Are Also Current GE Courses  
Not a Part of GE

Ideal GE Diversity Reqt. Courses



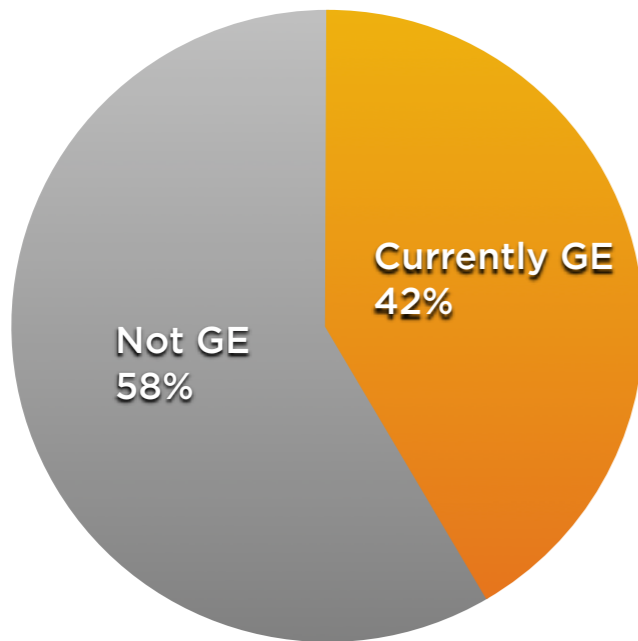


## List of Ideal Diversity General Education Courses

- ANTH 340 - Immigration and Health
- ANTH 360 - Indigenous Anthropology
- ANTH 375 - Money, Culture, and Power
- ANTH 379 - Environmental Health and Justice
- ANTH 460 - Questioning Cultural Competency
- ANTH 465 - Indigenous Health
- BRS 335 - Urban Change and Ethnicity
- BRS 364 - Trade Routes: Pathways Across Borders
- BRS 400 - Comparative Border Studies
- BRS 430 - Immigration and Education
- COMM 405 - Feminist Rhetorics
- COMM 430 - Power, Discourse and Social Identity
- COMM 451 - Communicating Common Ground
- COMM 454 - The Communication of Whiteness
- COMM 485 - Chicana/os Latina/os in Film and T.V.
- DNCE 323 - Women in Performance: Choreographics of Resistance
- GEOG 422 - Urban Geography: Cities in Global Context
- HIST 316 - Gender and Authority in Medieval and Early Modern Europe
- HIST 331 - Law, Sexuality, and American History
- HIST 332 - Women in the United States
- HIST 334 - Foundations of the African-American Experience
- HIST 335 - The African American Struggle for Equality
- HIST 350 - Chicana/o Experience in the Borderlands
- HIST 384 - Women and Gender in the Middle East
- ID 304 - African-American Experience I — Myths and Realities
- ID 305 - African American Experience II — Continuity and Change
- ID 340 - Diversity and Discrimination in the U.S.
- ID 340B - Diversity and Discrimination in the U.S.
- ID 406 - Dilemmas of Modern Mexico
- ID 410 - Militants and Activists: Movements for Social Change
- LBST 100 - Order and Change: Multiple Perspectives I
- LBST 301 - Connecting Disciplines and Crossing Borders
- LTWR 105 - Texts That Have Changed the World
- LTWR 206 - Fantastic Journeys and Other Worlds
- LTWR 208B - World Literature: 17th Century to the Present
- LTWR 211 - Introduction to Women's Literature
- LTWR 345 - Native American Literatures
- LTWR 450 - Comparative American Ethnic Literature
- MLAN 115 - Introduction to Literatures of the World in Translation: Beginnings to 1600
- PSCI 305 - Race, Ethnicity, Power and Politics in the U.S.
- SOC 311 - Inequality
- SOC 313 - Race/Ethnic Relations
- SOC 315 - Gender in Society
- SOC 345 - Latino Communities
- SOC 347 - African American Communities
- SOC 348 - American Indian Communities
- SOC 349 - Asian American/Pacific Islander Communities
- SOC 351 - Sociology of Religion
- SOC 353 - Social Change and Social Movements
- SOC 373 - Race, Gender and Work
- SOC 375 - Race and Identity
- SOC 437 - Feminism and Justice
- SOC 439 - Social Justice and the Environment
- SOC 448 - Racial Profiling
- SOC 461 - Black/African Roots of Latino Identities
- SOC 463 - Seminar in White Privilege
- SOC 465 - Critical Race Theory
- SOC 467 - Media, Race and Representations
- SOC 469 - Colonial and Post-Colonial Theory
- TA 222 - Introduction to African American Theatre
- TA 300 - Theatre for Social Change
- TA 325 - Latino/Chicano Theatre in the United States
- VSAR 460 - Art and Social Change
- WMST 201 - Women: Contemporary Issues
- WMST 205 - Gender and Identity in Pop Culture and the Media
- WMST 301 - Gender, Race, and Class in Contemporary Societies
- WMST 303 - Education, Gender and Race
- WMST 320 - Introduction to Feminist Pedagogies
- WMST 321 - Feminist Pedagogies in Practice
- WMST 323 - Women in Performance: Choreographies of Resistance
- WMST 341 - Men and Masculinities
- WMST 343 - Power and Gender in the Muslim World
- WMST 345 - Gender and Violence
- WMST 350 - Chicana and Latina Feminist Thought
- WMST 351 - Black Feminist Thought and Activism
- WMST 370 - Transnational Feminisms
- WMST 375 - Feminist Activism
- WMST 407 - The Politics of Sexualities

- We also identified “standout” courses that focus on a critical or power-based approach in relation to diversity, culture, and identity and regularly engage DELTA Levels 5 - Critique-Evaluation of Power Differences, 6 - Social Agency & Action, and 7 - Innovative Problem Solving. 42% of these courses are currently in the GE program while 58% are not. Those courses are delineated here. Given the extant courses that COULD achieve the function of a General Education Diversity Requirement and in highly engaging ways that relate to power, inequalities, culture, identity, difference, and positionalities, the question is: Why AREN'T all of these included in an university-wide General Education Diversity Requirement/Area(s)? More importantly, why ISN'T there a General Education Diversity Requirement/Area(s) to begin with? Given CSUSM's need to build up majors in its formative years, it now may be opportune to consider how to stabilize departments and majors while also embedding a diversity requirement that ensures meaningful diversity coverage for all students across all majors and levels.

**Standout Courses - GE or Not?**



## List of Stand Out Courses

- ANTH 340 -Immigration and Health
- ANTH 360 -Indigenous Anthropology
- ANTH 375-Money, Culture, and Power
- ANTH 379 -Environmental Health and Justice
- ANTH 460 -Questioning Cultural Competency
- ANTH 465 -Indigenous Health
- BRS 335 -Urban Change and Ethnicity
- BRS 364 -Trade Routes: Pathways Across Borders
- BRS 400 -Comparative Border Studies
- BRS 430 -Immigration and Education
- CHEM 497-Chemistry in the Community
- COMM 405 -Feminist Rhetorics
- COMM 430 -Power, Discourse and Social Identity
- COMM 451-Communicating Common Ground
- COMM 454 -The Communication of Whiteness
- COMM 485 -Chicana/os Latina/os in Film and T.V.
- DNCE 323 -Women in Performance: Choreographics of Resistance
- GEOG 422 -Urban Geography: Cities in Global Context
- HIST 316-Gender and Authority in Medieval and Early Modern Europe
- HIST 331 -Law, Sexuality, and American History
- HIST 332 -Women in the United States
- HIST 334-Foundations of the African-American Experience
- HIST 335 -The African American Struggle for Equality
- HIST 350 -Chicana/o Experience in the Borderlands
- HIST 384 -Women and Gender in the Middle East
- ID 406 -Dilemmas of Modern Mexico
- ID 410-Militants and Activists: Movements for Social Change
- LBST 100 -Order and Change: Multiple Perspectives I
- LBST 301-Connecting Disciplines and Crossing Borders
- LING 381 -Language and Gender
- LTWR 105 -Texts That Have Changed the World
- LTWR 206 -Fantastic Journeys and Other Worlds
- LTWR 208B -World Literature: 17th Century to the Present
- LTWR 211 -Introduction to Women's Literature
- LTWR 345-Native American Literatures
- LTWR 450-Comparative American Ethnic Literature
- MLAN 115 -Introduction to Literatures of the World in Translation: Beginnings to 1600
- PSCI 305 -Race, Ethnicity, Power and Politics in the U.S.
- SOC 311 -Inequality
- SOC 313 -Race/Ethnic Relations
- SOC 315 -Gender in Society
- SOC 345 -Latino Communities
- SOC 347 -African American Communities
- SOC 348 -American Indian Communities
- SOC 349 -Asian American/Pacific Islander Communities
- SOC 351-Sociology of Religion
- SOC 353 -Social Change and Social Movements
- SOC 373 -Race, Gender and Work
- SOC 375 -Race and Identity
- SOC 437 -Feminism and Justice
- SOC 439 -Social Justice and the Environment
- SOC 448 -Racial Profiling
- SOC 461 -Black/African Roots of Latino Identities
- SOC 463 -Seminar in White Privilege
- SOC 465-Critical Race Theory
- SOC 467 -Media, Race and Representations
- SOC 469-Colonial and Post-Colonial Theory
- TA 222 -Introduction to African American Theatre
- TA 300 -Theatre for Social Change
- TA 325 -Latino/Chicano Theatre in the United States
- VSAR 460-Art and Social Change
- WMST 201 -Women: Contemporary Issues
- WMST 205 -Gender and Identity in Pop Culture and the Media
- WMST 301 -Gender, Race, and Class in Contemporary Societies
- WMST 303 -Education, Gender and Race
- WMST 320-Introduction to Feminist Pedagogies
- WMST 321 -Feminist Pedagogies in Practice
- WMST 323-Women in Performance: Choreographies of Resistance
- WMST 325 -Folktales of Strong Girls and Women in the Middle East, Africa, and Asia
- WMST 341 -Men and Masculinities
- WMST 343 -Power and Gender in the Muslim World
- WMST 345 -Gender and Violence
- WMST 350 - Chicana and Latina Feminist Thought
- WMST 351 - Black Feminist Thought and Activism
- WMST 370-Transnational Feminisms
- WMST 375 -Feminist Activism
- WMST 407 -The Politics of Sexualities

# Graduate Curricular Analysis

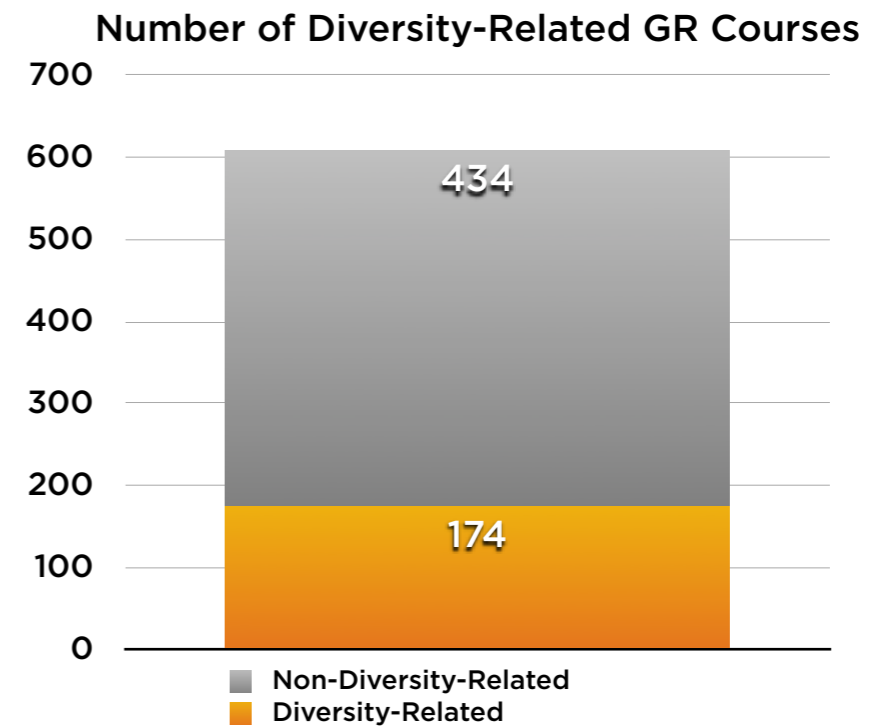
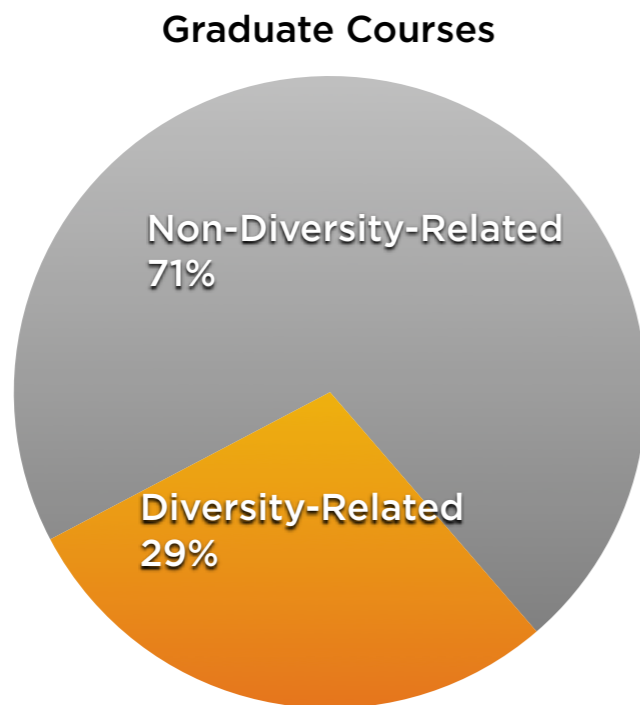
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Our team examined the curricular mappings and inventory for what these data reveal about the curricular priorities at CSUSM. Because CSUSM is an educational institution, it was essential to explore the kind of diversity approached in the graduate curriculum.

*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

# Analysis of Diversity-Related Graduate Courses in the University Curriculum

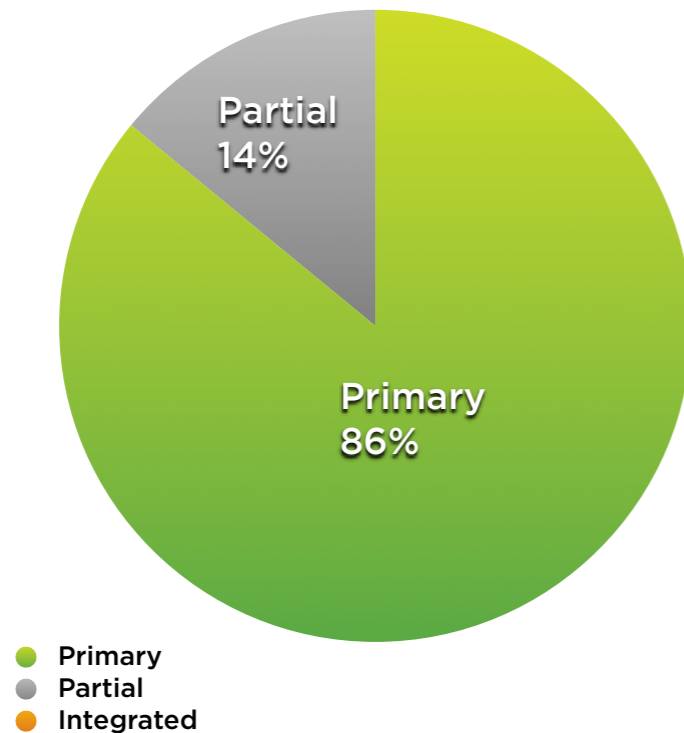
- We found that 29% of the total university graduate curriculum represented diversity-related courses (for 174 diversity-related graduate courses). This amount was slightly higher than the undergraduate diversity-related curriculum.



# Level of Focus: Primary or Partial Diversity-Related Graduate Courses

- Our team found that there are 174 diversity-related graduate courses with 86% (150) as “primary” and 14% (24) as “partial.” These diversity-related courses make up 29% of all graduate courses offered at CSUSM.

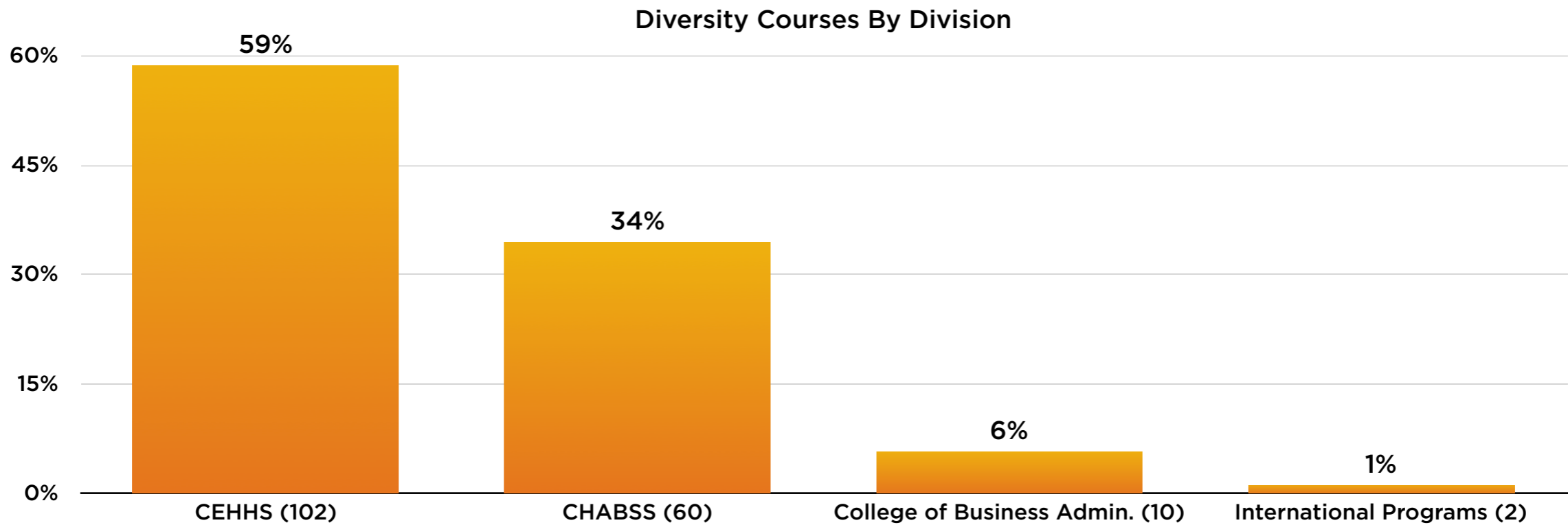
Diversity-Related Courses



- Thus, the vast majority of diversity-related graduate course offerings have embedded diversity content in relation to the core subject matter at hand and are centrally focused on a diversity perspective or focus and featuring topical coverage in over 50% of the course. While we did not see the full integration of diversity content in these courses, we did notice that in certain departments (Education, Nursing, Social Work), diversity is embedded in relation to the professional pathways and practice components. We strongly recommend the continued development and refinement of such diversity integration.

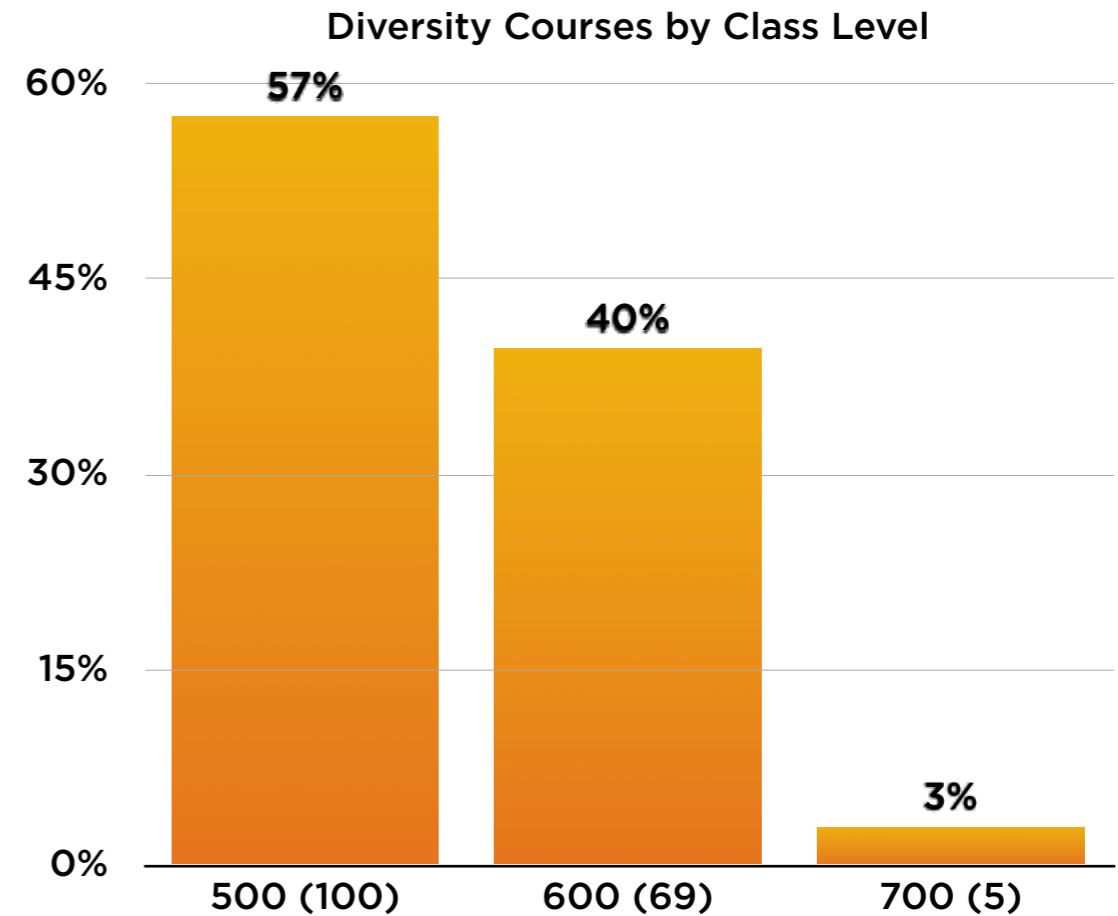
# Diversity-Related Courses By Division

- College of Education, Health, and Human Services (59%, 102) and College of Humanities, Arts, Behavioral and Social Sciences (34%, 60) house the majority of diversity-related graduate courses. We urge caution in basing conclusions solely off of the numerical figures provided above. Instead, the proportionality or the size of the academic program (and its encapsulated resources of budget and faculty -- FTEF) in relation to the curricular offerings, needs to be considered in terms of assessing the curricular output and “work” in the area of diversity of academic programs at CSUSM.



# Course Level

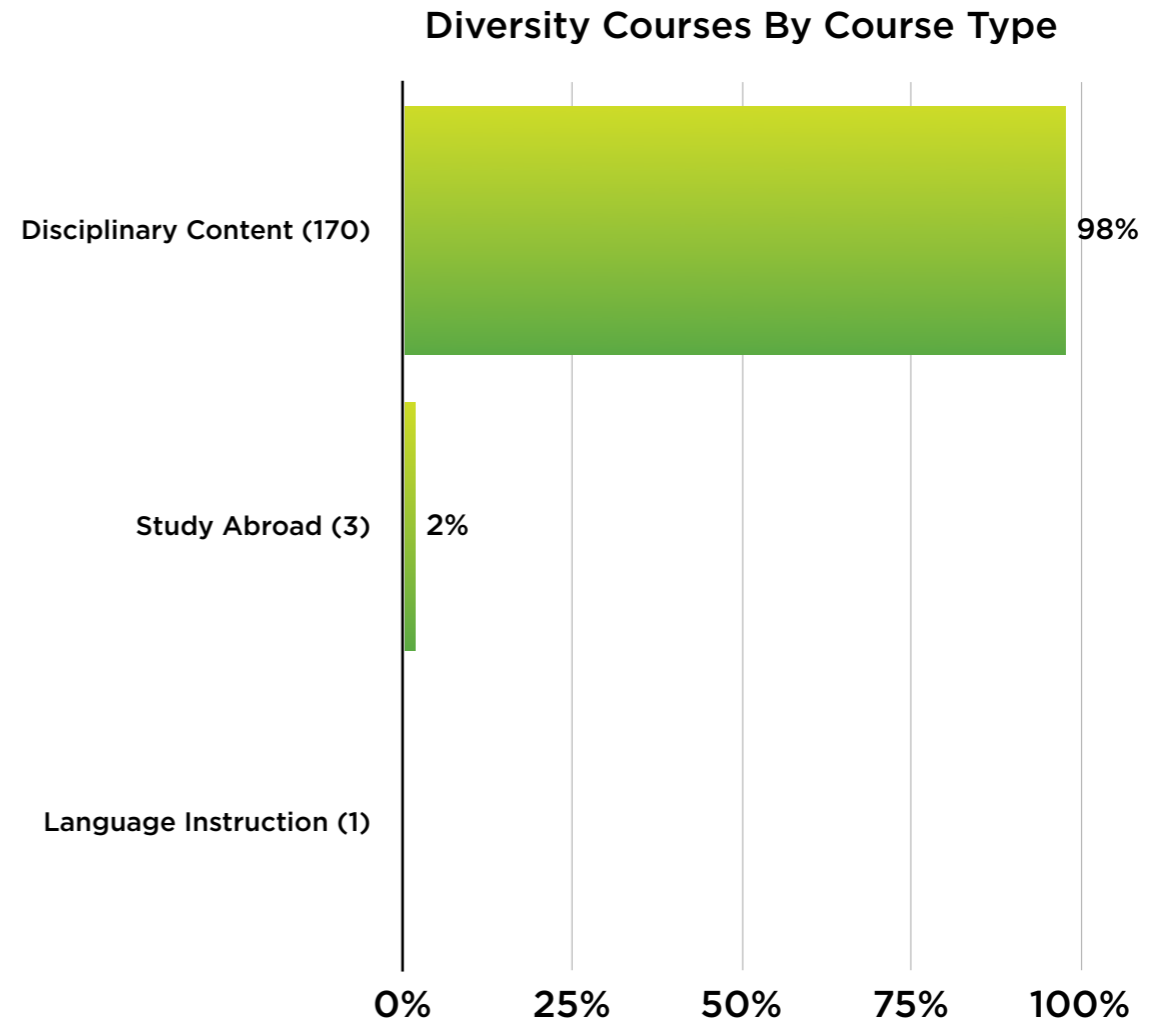
● Our team examined the course level of the identified diversity-related courses. We found that the majority (57%, 100) of diversity-related courses at CSUSM are at the 500 level, followed by 40% (69) at the 600 level. A conversation needs to occur around an intentional curricular strategy for having diversity-related course offerings at each graduate student level or diversity curricular thematization (or life-staging diversity) throughout a graduate student’s educational journey at CSUSM. Most campuses exert their focus and energies on the incorporation of diversity in the undergraduate curriculum. CSUSM could gain so much by focusing their attention on the role of diversity in graduate education and how it takes a different shape and type of commitment. The role of diversity and how it plays into the 700 level courses or the culminating graduate experiences may be interesting to engage especially in terms of how many CSUSM culminating graduate experiences feature or touch on aspects of diversity.





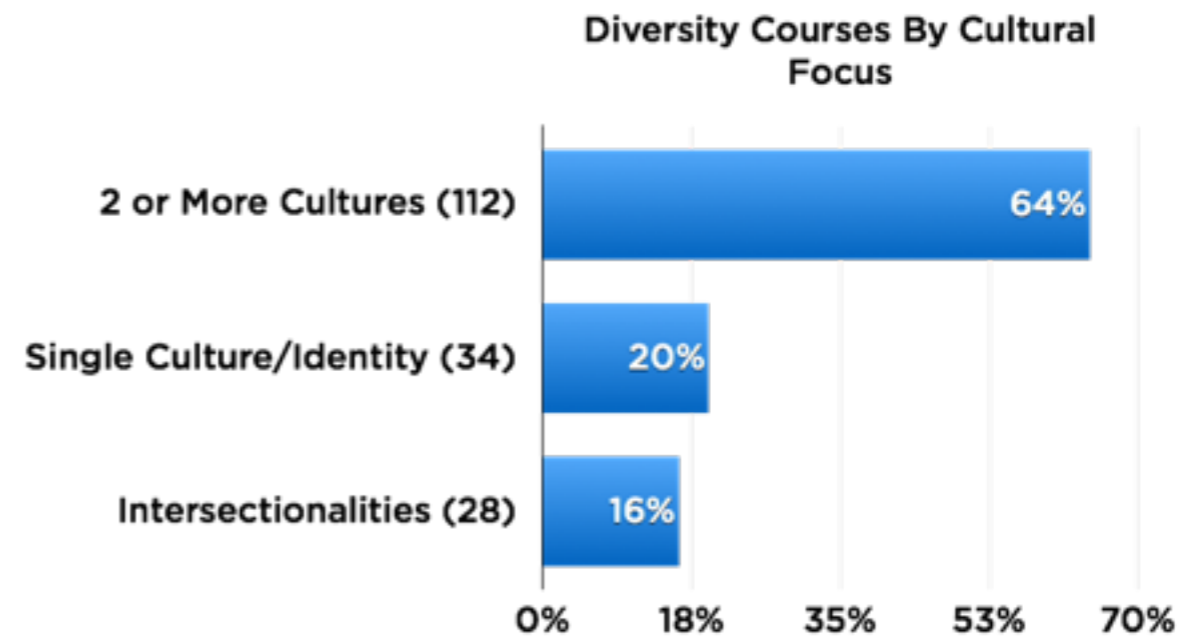
# Course Types: The Kind of Course

- The great majority of the diversity-related graduate courses are disciplinary content courses (98%, 170). This indicated that issues of culture, intercultural competency, and diversity are being addressed in disciplinary core subject matter across the university which is a promising sign of curricular integration and breadth of diversity engagement in graduate courses. It is also encouraging that the professions-based graduate courses are incorporating and integrating diversity content throughout their curriculum. It would be interesting to further examine how such integration takes place and the kind of learning (analytical processes and questions developed) that occurs as a result. It is also important for CSUSM to examine the role of diversity content and perspectives across the different types of graduate culminating experiences (theses, projects, dissertations, comprehensive examinations). Most institutions are not seriously examining this area which could be fruitful for CSUSM.



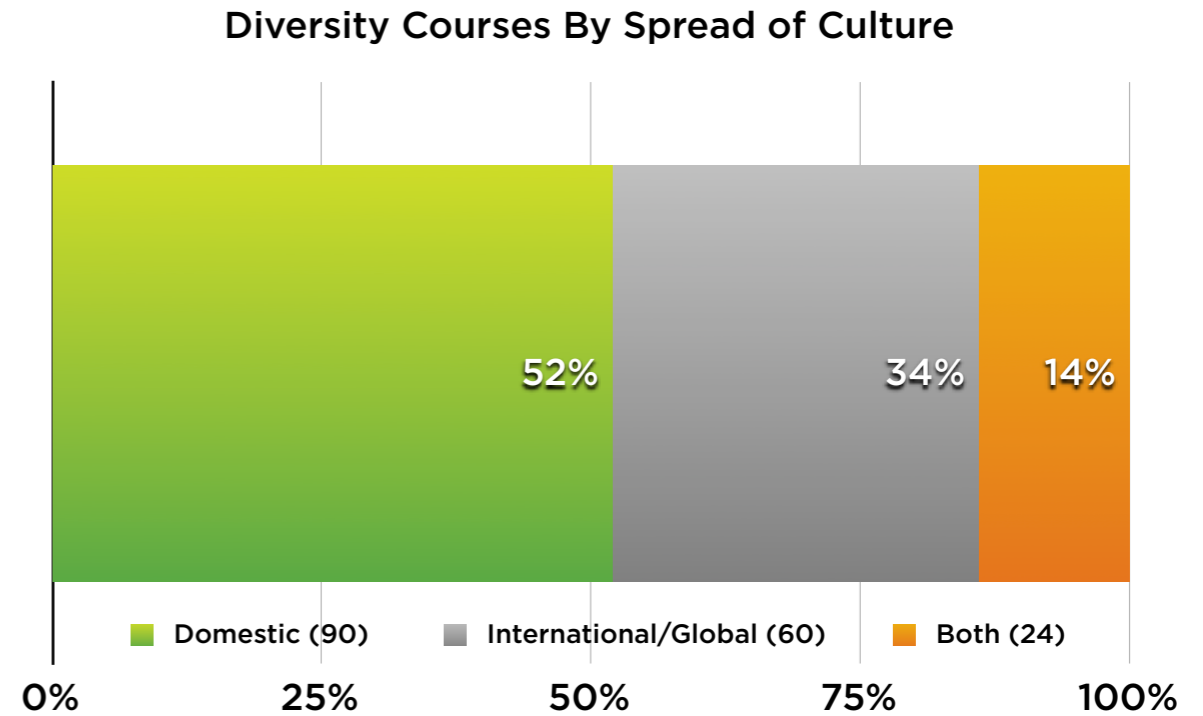
# Cultural Focus: 2 or More Cultures; Singular Culture/Identity, Comparison of Cultures, Intersectionalities)

- The great majority of diversity-related graduate courses focus on 2 or more cultures (64%, 112). Given this insight, several questions arise: To what extent might graduate students need some specialized focus on specific cultures and identities throughout the world? To what extent might there be too much of a focus on cultures in relation to one another which may dilute the intricate theories and concepts that are fastened to singular cultural contexts and historical dynamics?



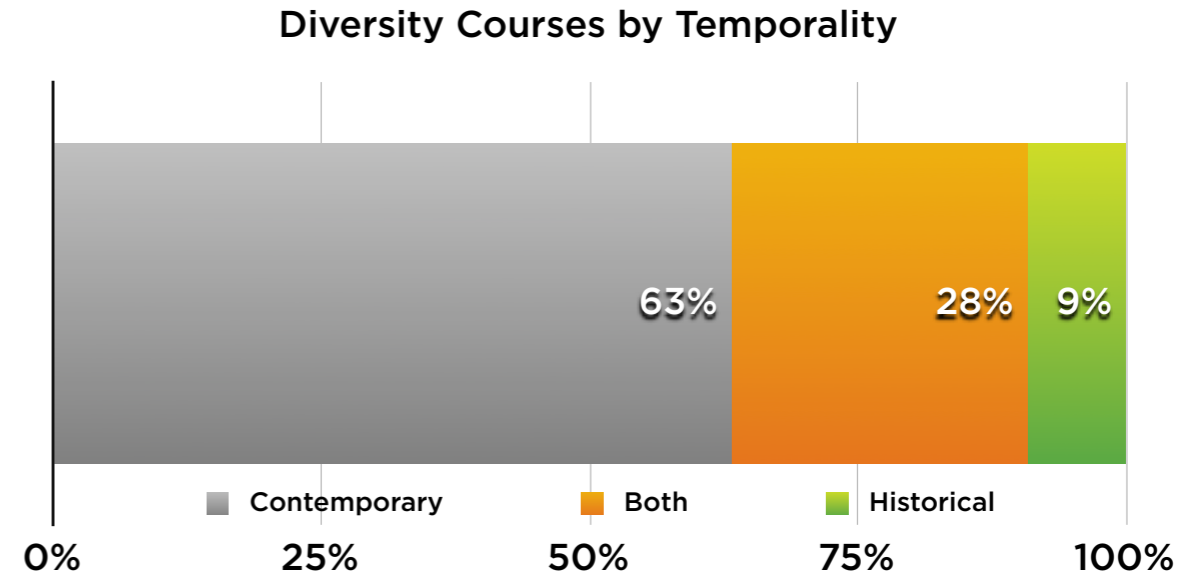
# Spread of Culture: International/Global, Domestic

- The topical/content coverage spread of the diversity-related courses highlight the “Domestic” (local, regional, national U.S. issues of difference on race, ethnicity, socioeconomic class, gender, sexual orientation, age, generation, disability) (52%, 90) followed by the “International/Global” (34%, 60). It is interesting that CSUSM’s graduate curriculum features more domestic focused courses than its undergraduate curriculum, which highlighted more of the “International/Global” dimensions of culture and diversity. A detailed assessment of the kind of diversity engagement that occurs among CSUSM graduate students in terms of the domestic foci, should be undertaken. For example, while there is a focus on domestic cultural contexts, do these factor in specific power dynamics related to culture and diversity?



# Temporality of Culture: Contemporary, Historical

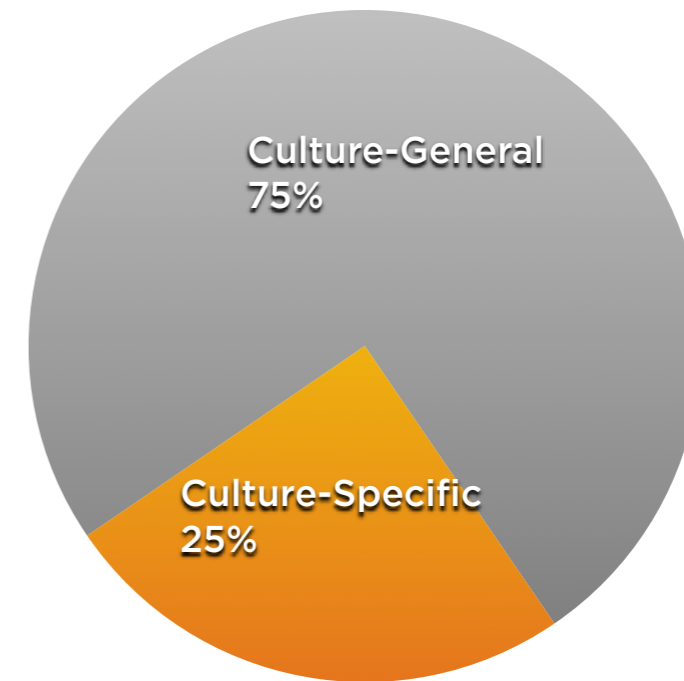
- We found that in terms of covering the temporality of culture, the diversity-related courses mostly feature a contemporary focus (present-day topics, experiences, content) (63%, 110) rather than on the historical (past topics, experiences, content) (28%, 48) aspects of culture. It would be interesting to see what kinds of associations and sensemakings students leave with at the end of their coursework in terms of specific cultures and groups they have learned about and their understanding of the contemporary that inform those groups' experiences. Or if in fact a specific temporality dominates their understandings of specific cultural contexts and groups (for e.g., a "historical" framing of Europe and Asia versus a "contemporary" framing of the U.S., which often reinforces cultural stereotypes). There is a positive finding in that these diversity-related graduate courses expose students to both historical and contemporary aspects of intersectionalities. Graduate courses that frame diversity in terms of domestic dimensions do so through a contemporary temporality. This should be examined in terms of the kind of questions and analyses about past historical contexts on cultural and diversity issues and topics to which graduate students are exposed.



# Cultural Specificity: Culture-General or Culture-Specific

- 75% (131) of diversity-related courses at CSUSM feature a cultural-general focus on diversity. This means that these courses highlight a more general and larger view of cultures and diversity. We ask CSUSM to consider if a culture-general approach best situates graduate students in terms of the specific intricacies of cultural contexts and identities or if a generalized focus glosses over key dimensions of culture that graduate students need for their fields of study and professions.

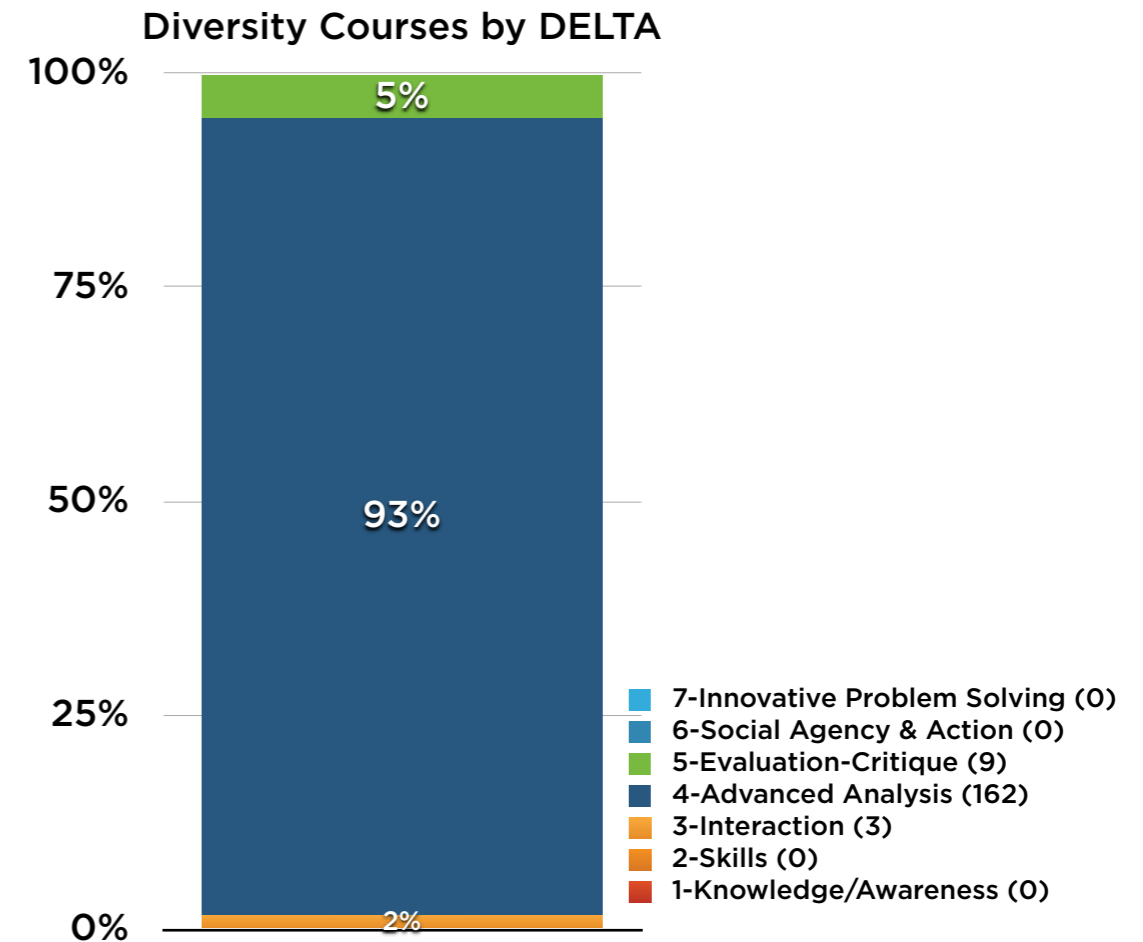
Diversity Courses By Cultural Specificity





# Diversity Engagement/Learning Taxonomy Assessment (DELTA)

- As discussed above, the majority of identified diversity-related courses tops out at the highest level of DELTA Level 4 - Advanced Analysis (93%, 162), followed by DELTA Level 5 - Evaluation-Critique of Power Differences (5%, 9). An intentional strategy for maintaining a focus on DELTA levels 5, 6, and 7 should be life-staged for the graduate curriculum by the different graduate programs.



# Leverage Points & Recommendations

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Halualani and Associates has identified the following leverage points and recommendations for California State University San Marcos in terms of the future directions and pathways with regard to maximizing its work on diversity, inclusion, and equity. These recommendations were informed by the diversity mapping analysis.

From this mapping project, it is clear that California State University San Marcos has mostly second order items (demonstrations of diversity commitment through concrete actions and efforts). We note that California State University San Marcos should feel heartened by such progress; however, it will need to make a concerted effort to transition from the second order stage to the third/fourth order stages (sustained, meaningful, and assessed actions that demonstrate high impact and campus transformation). Assessment of diversity efforts (across all efforts) needs to be strengthened.

*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*



# University-Wide Efforts

**Recommendation #1: CSU San Marcos Needs To Create a “Strategic” Diversity Master Plan and a Potent Diversity Organizational Structure.** While every major division at the university is involved in some diversity effort and there is some solid momentum (with 557 diversity efforts and 824 diversity-related courses - undergraduate and graduate) in diversity and inclusion work at California State University San Marcos, there is no evidence of a concerted or intentional, organizational approach/strategy to diversity and inclusion on campus. Such an approach or strategy is needed to make major strides and sustain targeted momentum in diversity achievement on all levels.

- Higher educational institutions can no longer rest on the “laurels” of past diversity efforts or commitments; efforts and commitments in this vein must be continually re-articulated and planned out to actualize true inclusive excellence. (The first iteration of a diversity plan for CSU San Marcos appears to be more of a foundational and “building” plan - however, there were no strategic priorities set with regard to a diversity vision and framework as convened on by campus members.)
- In this regard, Halualani & Associates recommends two major components related to a diversity organizational change approach/strategy at California State University San Marcos:

a) **the formation of a new diversity strategy or master plan with a clear vision, framework, and set of**

**goals** (this diversity strategy or master plan would identify specific action steps, needed processes and resources, outcome measures and metrics, and an assessment schedule);

b) **the creation of a campuswide, consultative process through which campus members** (staff, faculty, administrators, students) can help to identify the diversity master plan vision, goals, and action steps (this process should be structured and involve all campus constituencies); and

c) **a key, resourced, diversity organizational structure** (like your own Office of Diversity, Educational Equity, and Inclusion) that is conducive to facilitating transformative change (4th order) around diversity and inclusion.

By “key diversity organizational structure,” we refer to a comprehensive, multi-layered division or office led by your diversity leader (Associate Vice President for Diversity, Educational Equity, and Inclusion and Ombud Services) that incorporates the following functions:

1) visioning (“charting the path”) function: the proactive strategizing and planning for the future needs of making California State University San Marcos a highly engaged,

inclusive, and productive climate around diversity and inclusion;

2) support and engagement function for faculty, staff, leadership, and students (“building up the campus community with skills and perspectives”): the strategic delineation, planning, and provider of professional development training and support for the following campus constituencies:

- ▶ faculty members [on issues of inclusive pedagogy and engaged learning through diversity as connected to core subject matter; the idea being that when students are fully engaged around diversity considerations and learning levels, student learning increases in core subject matter as well (disciplinary content, theory, core subject matter, core skills such as writing, research methods, critical analysis, relational building), intercultural competencies, discussion facilitation];
- ▶ staff members (on issues of intercultural competency, discussion facilitation);
- ▶ leadership (on issues of intercultural competency, discussion facilitation, mentoring);
- ▶ students (on issues of intercultural competency, discussion facilitation, allies and coalition building);

d) **student success and academic achievement capacity** (“facilitating and ensuring” academic excellence for historically disadvantaged groups):

working with all other campus divisions regarding high-impact strategies and interventions for reducing the achievement gaps and facilitating optimal conditions for the student success of all students (women, historically underrepresented racial/ ethnic/ classed groups);

e) **diversity assessment and analytics** (connecting all diversity strategies and actions to impact measures, outcomes, and rigorous analytics); many campuses have started to hire “diversity analytics/assessment” associates to fill such a role.

\*We recommend that issues of equity NOT be contained within this division. The current dilemma in higher education is how to integrate diversity building efforts with equity issues (for e.g., discrimination, hostile interactions) without diverting attention away from either. Because this diversity division will be focused on the strategic visioning, implementation (the “building” of diversity), and assessment, it is important not to “swallow” its energies up with the exhausting work of equity and compliance; these areas can be more adequately managed by Human Resources or its equivalent units. [Although this division can be connected to equity work, there are significant diversity issues at CSU San Marcos (that we detail in this document) that need full attention and focus.]

This above delineated structure requires more than just 2-3 individuals; it will need to be “all hands on deck” with the strategic incorporation of related offices (multicultural center, support services for specific underrepresented groups, related roles, and positions). If not, the momentum driving the diversity work may diminish or cease altogether if it is centered

around a few individuals who may move on from the university.

- Structures stand as more stable vehicles to bring about change and strategic efforts. Universities that are beginning their work in diversity and inclusion often commit to an unfolding organizational structure of at least 2 - 3 layers thick (with the diversity leader, support team, and key related offices and positions framed under the aforementioned functions) over two years. By incorporating key functions to a division that is dedicated to diversity and inclusion, greater credibility and valuation is afforded to that division so that it does not become perceived as a mere “nod” to diversity and inclusion [or an isolated unit that solely works on special case issues or circumstances (for e.g., discrimination, inequities, grievances)].

**Recommendation #2: More Specifically, for a Future “Strategic” Diversity Master Plan, We Recommend the Following Goal Areas for CSUSM to Focus on** (as informed by the diversity mapping):

- Diversifying and Retaining Faculty (A Goal For An Area Already Receiving Significant Action From CSUSM — but could be solidified and institutionalized more through this plan; more needs to be done on the retaining aspect of diverse faculty)
- Building Our Skills & Perspectives Towards Diversity Excellence (Professional Development on Diversity Engagement for Faculty & Staff Members, Constructive Dialogue Participation and Engagement, Navigating and Addressing Microaggressions) (A Goal Based On the Limited Attention/Action To This Area)

- Building Our Skills & Perspectives Towards Diversity Excellence (Curricular Focus, Specific Learning Competencies and Outcomes Related To Social Justice and Diversity Engagement for Students, Constructive Dialogue Participation and Engagement, Navigating and Addressing Microaggressions) (A Goal Based On the Limited Attention/Action To This Area)
- Educational Excellence For Our Students (Specific Retention-Graduation Initiatives for Your Diverse Students, HSI Students)
- Community Alliances and Partnerships as Learning Labs (Community Projects as Learning and Research Labs for Students and Faculty - Allows for Maximum Diversity Engagement) (A Goal Based On CSUSM’s Current Strength In This Area)
- Please note that we do not want to force these areas above but we do see the above areas as optimal goal areas either because of the absence of any recent activity or commitment or because of a current leverage point in the area so as to make sustained, significant progress (i.e., turning the corner on excellence). CSUSM’s Diversity Master Plan should be an organic, collaborative process through which all campus members are consulted.

**Recommendation #3: CSU San Marcos Needs To “Break Down” Entrenched Interpersonal Hostilities Among Faculty/Staff.** Our qualitative data collection (in-depth interviews, focus group sessions) uncovered so many deeply felt hostilities shared among faculty and staff members. Faculty and staff participants identified instances of being “bullied” by their peers, pointed out that some voices have more identity privilege at CSUSM than others, and that some faculty/staff stand as “administrator favorites” who can get away with “bad behavior.” These hostilities — as discussed by faculty, staff,

students, and administrator participants — dominated the qualitative sessions. As such, these “interpersonal hostilities” are seriously impeding the diversity progress of CSUSM and will continue to do so if not addressed.

- We understand that some hostilities are deeply historical, personal, and may not be able to be repaired at any time soon. However, given the advantageous size and great potential of your campus community, having all faculty and staff work together on shared diversity priorities can help to bridge the divide. As such, we recommend the following:
  - a) **The Creation and Resourcing of Design/ Implementation Teams To Work Together Across Departments, Divisions, Disciplines on a Shared Goal** (Engaging Curriculum Around Key Racial/Ethnic Groups in the Region; Diversifying Faculty; Research Problematics) — This will require reassigned time, travel monies, stipends to entice faculty to work together on identified diversity goal areas for a future Diversity Master Plan. This could also be framed as “Inclusive Excellence Fellows” teams through which faculty members from each college/division would work together on goal areas of interest.
  - b) **Reassigned Time For 1-2 Well-Respected Senior Faculty Members Who Can Help Bridge the Differences of Specific Interpersonal Factions and Have Them Work Together On Projects** - These individuals could also help to facilitate the design/ implementation teams discussed in point a (above).
  - c) **Training/Professional Development/Educational Sessions on Microaggressions in Higher Education (Peer to Peer)** - There needs to be careful instruction and coaching to train faculty, staff, and administrators at CSUSM on how to address, confront, and navigate

micro aggressions that occur in the work environment and campus contexts. Usually the focus at most campuses is solely on micro aggressions in the classroom; however, there appear to be volatile and hurtful comments being articulated in work settings and professional life. The goal is to increase an awareness of micro aggressions and how to confront these as well as pose constructive questions about the underlying functions of such comments and different ways to communicate frustration and conflict. The “Civility” campaign tries to address this but unfortunately, there is a perception that it merely “chills” speech and sanctions certain kinds of comments about “diversity.” Passionate and tense conversations about diversity are important to stretch our minds, hearts and ways of thinking about complex issues and rather than being completely stamped out, these need to occur in a higher education environment but done so carefully, mindfully, and with excellent facilitation and experience. A campus wide Dialogues program should be revisited (akin to the University of Michigan model). This may help prevent future interpersonal hostilities among campus members and or usher in the creation of a more collaborative environment. (Dr. Halualani has a list of potential trainers from other CSUs.)

- d) **Training/Professional Development/Educational Sessions on Microaggressions in the Classroom** - There needs to be extensive instruction and training on how to address, confront, and navigate micro aggressions that occur in the classroom. Faculty members feel uncomfortable when micro aggressions are made in class between students and expressed a desire to receive training in this area. This may help prevent future interpersonal hostilities among campus members and or usher in the creation of a more

collaborative environment. (Dr. Halualani has a list of potential trainers from other CSUs.)

e) **Information and Training for Senate in Facilitating Difficult Dialogues & Perspectives & Embracing Neglected Points of View** - It will be helpful for the future to have Senate leaders receive specialized training on how to facilitate difficult dialogues and perspectives. Because the Senate is often the context through which diversity-based curricular decisions are discussed and ruled upon, Senate leaders help to establish and frame the dialogue about diversity at CSU San Marcos. While there is a specific set of rules that Senate deliberations must undertake, there are skilled Senate leaders from other CSU campuses that can help provide experience and training in this area (Dr. Halualani has a list of potential contacts.)

f) **Clarification on Native Studies Curricular Scope** — One key issue that came up in our qualitative data collection was the struggle over who gets to provide course offerings related to Native Studies. Is this a function primarily tasked to Native Studies and or is there a larger practice of consultation and collaboration? There appears to be an intellectual turf issue on this topic and this is a diversity-related issue that has fueled interpersonal factions at CSUSM. One recommendation is to have academic leaders have defining conversations with the Native Studies and its leaders/faculty members so as to respect their roles in this curricular area. (The assumption is that if they constitute Native Studies, that their voice is instrumental in these curricular decisions; Academic leadership will need to be strong here.) However, at the same time, there is great potential for collaboration and consultation with other departments in that CSU San Marcos stands to offer the best Native Studies courses in the entire CSU

system. As such, conversations around collaborations and respectful ways to create cross-listed courses is needed. It is important to state that just because a department can offer a cross-listed course in Native Studies does not necessarily mean it should or can. Conversations about academic expertise, inclusion of various key perspectives, course readings, and collaboration with the Native Studies are ALL essential. An outside Native Studies faculty colleague who is experienced in this area (in a specific Native Studies program and working across many departments and divisions) may be needed to help navigate this further.

**Recommendation #4: CSU San Marcos Needs To Implement Semester Town Hall Forums/Dialogues Around Diversity Questions/Areas:** CSU San Marcos should hold ongoing town hall forums/campus dialogue sessions around diversity area or issues and these sessions should be facilitated by a trained outside expert in dialogue facilitation who can help connect and embrace various perspectives and vantage points. We recommend this because several campus members argue that they are not ALLOWED to articulate their views and there seem to be limited campus wide conversations about diversity and its complexities (the advantages, disadvantages, dilemmas, tensions, contradictions). As it stands now, there is a perception that only some perspectives are allowed to be articulated. Each town hall forum therefore can broach a complex but crucial question or issue for CSU San Marcos such as: What Is Our Responsibility at CSU San Marcos In Exposing Our Campus Members on a Full Range of Diverse Perspectives Given the Surrounding Region? How Do Specific Identity Rights Create Dilemmas For Each Other - Transgender & Women's Rights, URM & Of Color Designations? These forums can be practical regarding a CSUSM issue or tension and or something related to a larger issue in the nation (The

Complexities of the “Black Lives Matter” Discourse). Such Town Hall forum can contribute to the intellectual and learning engagement around diversity. These even can be connected to courses, student learning objectives, assignments, and the co-curricular plan by Student Affairs.

**Recommendation #5: CSU San Marcos Needs To Encourage and Resource More Collaborations Across Academic Affairs and Student Affairs as well as Across All Divisions (As Deemed Suitable).** There were many collaborations between campus divisions on issues of diversity (although it appears that campus divisions and offices work in alignment on university-wide diversity efforts). The aforementioned diversity organizational approach/strategy will help to actively facilitate and sediment these connections and linkages across campus. For example, more productive collaborations can occur between Academic Affairs and Student Affairs in terms of diversity engagement, diversity/intercultural leadership, global citizenship, and coalition building through curricular pathways, co-curricular and beyond the classroom activities and participation by California State University San Marcos students. A “diversity engagement bundle” can be shaped through these collaborations that incorporate specific curricular pathways (on the academic side) with concrete/demonstrative activities and roles (on the Student Affairs side). This type of integrated model could involve events, student organizations, peer roles, and course work as well as shared learning rubrics to gauge student performance and achievement on diversity and engagement scales. In a type of Diversity Passport program, events could be assigned to specific courses and their embedded student learning objectives and then its impact or learning about diversity could be linked to an assignment. In this way, Academic Affairs and Student Affairs could powerfully connect the curricular, cognitive, co-curricular, and experiential sides of student learning in diversity education at the university. Our firm would

love for your campus to use our DELTA (Diversity Engagement Learning Taxonomy Assessment Scale) to help in this possible endeavor. (Dr. Halualani has more information for how to implement this.)

**Recommendation #6: CSU San Marcos needs to create diversity efforts that are differentiated and targeted for graduate students and staff members.** These campus constituencies are not the current beneficiaries of the university’s active diversity efforts. Differentiated efforts often acknowledge the importance and specificity of these campus constituencies in terms of their diversity needs. It might also be useful to create specific diversity efforts for Lecturers and Part-Time Faculty so that they feel valued and important in diversity work at CSUSM.

**Recommendation #7: CSU San Marcos needs to create diversity efforts targeted for specific groups of students.** The majority of California State University San Marcos’s diversity efforts are geared for the larger campus audience which helps in terms of including everyone, especially students. However, there may be a need for targeted diversity efforts for specific groups of students (for e.g., first generation, female, male, international students, Generation 1.5, and based on socioeconomic classes, age/generation, race and ethnicity, and sexual orientation). A high-impact practice in higher education involves the creation of graduation and retention efforts that are generalized for all students as well as localized ones for specific groups with different conditions of access and educational histories. We recommend that such a decision point be made by California State University San Marcos as well.

**Recommendation #8: A major diversity assessment effort needs to be undertaken by California State University San**

**Marcos.** Because we locate your campus in a 2nd order phase, the next phase involves examining all current diversity efforts in terms of the kind of impact that is being made and the university's decision to continue with such efforts. Thus, a systematic, university-wide assessment protocol should be adopted in terms of specific metrics, milestones, indicators, and data collection schedules on key diversity-related goals and objectives (perhaps those from a future diversity master plan). Key leaders and participants (faculty, staff, administrators) may benefit from assessment training in terms of how to design data collection mechanisms and evaluate progress on diversity-based outcomes. Moreover, all 2nd and 3rd order efforts as outlined by our mappings, should be examined to gauge the potential for 4th order transformation. (Dr. Halualani has outlined some ideas to share with you.)

**Recommendation #9: CSU San Marcos should address several key empty zones.** Our mappings reveal that California State University San Marcos's diversity efforts are spread across 18 different themes (Events, Trainings/Workshops, Clubs/Organizations, Mission Statement/Directive, among others). While this may indicate a level of breadth for diversity efforts, Halualani & Associates privileges the benefits of "depth" in terms of an university strategically identifying key thematic areas of diversity to focus on for the future. Such a strategy can be informed by what is currently being done and how this can be leveraged and extended further or by the "gaps" or "untapped areas" (or those thematic areas that have not been touched upon as of yet). We have identified the following "untapped areas": diverse faculty recruitment and retention, diverse staff recruitment and retention, student retention and graduation, diverse student recruitment & retention, diversity professional development for faculty, staff, diversity pedagogies and teaching excellence for faculty, and co-curricular items, curricular & co-curricular linkages. Again,

though, this finding should lead into a campus collaborative decision on what thematic priorities exist for the future.

**Recommendation #10: California State University San Marcos needs to identify its desired campus engagement level around diversity.** Based on our DELTA taxonomy scale, the majority of campus diversity efforts top out at Level 1 - Knowledge Awareness. The questions that arise are: Is this desired by the campus? How much diversity engagement is going on in campus programs and events? How productive and meaningful are the campus conversations and sensemakings around diversity and inclusion (and related topics)? What would it take for the diversity efforts to reach Level 5 - Evaluation-Critique of Power Differences, Privilege, and Social Inequalities? How can the higher levels be incorporated and facilitated in campus diversity efforts? Through program development, built-in learning objectives, shared rubrics, training of campus members? CSU San Marcos should decide the kinds of engagement you want your campus members to experience at diversity-related events and programs? For cultural awareness? Or to push into issues of social justice, inequalities, a discussion of privilege, complicities, and dilemmas?

**Recommendation #11: There exists an "exciting" opportunity for California State University San Marcos to focus more on on "intersectionalities" or diversity in relation to co-existing combinations of socioeconomic class, race/ ethnicity, gender, and religion, in its diversity efforts.** Our students and campus members today highlight how diversity is more than just one or two demographics or aspects in isolation but several in combination and collision with one another, and we encourage CSUSM to take on this focus. With such a focus on intersectionalities, understanding how your students think about, view, and engage diversity can be extremely fruitful. An assessment protocol for gauging the unique kind of learning

around intersectionalities that occurs at California State University San Marcos, should be created and implemented. Private grant foundations would be interested in working with CSUSM in this area especially since your university is so unique in its focus and as an HSI.

**Recommendation #12: There are also “unrealized” opportunities to engage the following areas of diversity that do not show up as much in campus diversity effort framings: disabilities, generation, and socioeconomic class. Strategies to highlight these areas can be gradual and time-specific.**

Many colleges and universities dedicate one to two years to a specific aspect of diversity (“race,” for example, at the University of Michigan). Given this, all campus events, first-year seminars, writing courses, faculty/training workshops, study abroad/ exchanges, co-curricular activities, and profiled faculty research focus on that thematic topic for that period of time. Another campus is highlighting “intercultural justice” and aligning all campus activities and curricula toward that theme.

**Recommendation #13: Resource & Elevate the Faculty Staff Associations (Community Advisory Boards, Endowments, Grant Projects, They Lead Initiatives).** Our team was especially impressed with the activity and leadership level of the Faculty Staff Associations at CSUSM. We recommend that these associations be elevated and resourced even more to lead key diversity initiatives on campus. Perhaps, this could involve the following: professional development/ training of faculty and staff (which is already occurring but can be done to more individuals with more resources); the dissemination of grant funds via the Faculty Staff Associations to interested parties on campus who would like to work on projects that benefit the mission/goal of one or ALL of the Faculty and Staff; the connection of these associations to racial/ethnic/gender community boards for community support and project

partnerships; the connection of these associations for community fundraising and endowment support; the connection of these associations for diversifying faculty and staff recruitment and retention activities. CSU San Marcos possesses the advantages of its size and the excellent experience and energy of fantastic Faculty Staff Association members that could make this recommendation quite powerful. There is so much potential here!

**Recommendation #14: Engage Active Duty/Veteran’s Issues More in Efforts & Curricula.** Now that CSU San Marcos has a gorgeous Veteran’s Center, it needs to create differentiated efforts for Active Duty/Veteran students and graduates (note: not many efforts in this regard emerged in our diversity mapping). This may include trainings, student support and advising, speaker events, social and academic support activities, research projects, and other services.



# Curricular Items

**Recommendation #15: CSU San Marcos Needs to More Closely Examine How Diversity Is Incorporated Into Its Graduate Courses/Seminars.** California State University San Marcos features an exciting, robust curricular structure around diversity that can be maximized further (as delineated in the next several recommendations). However, there needs to be further analysis of the extent to which diversity is engaged and fully realized at the graduate level. It was not clear from the syllabi and assignments as to the curricular components in the graduate offerings; oftentimes diversity was incorporated but not threaded through its syllabi or student learning objectives. At the same time, we did see that domestic issues of diversity were incorporated in graduate courses in ways that were more clear or defined than the undergraduate courses. This analysis is needed given that we see greater potential in the graduate curriculum for diversity integration than in the undergraduate curriculum.

**Recommendation #16: CSU San Marcos Needs To Discuss Why Many Diversity-Related Undergraduate Courses That Were Identified in the Diversity Mapping Are Not Regularly Offered in the Schedule.** We found that there are more diversity-related undergraduate courses on the books at CSUSM than are actually offered. As such, we strongly recommend that academic leaders discuss this and see if there are gaps in instructional expertise to teach

those courses and therefore, if these gaps and needs in diversity learning translate into a need for more tenure-track hires in areas of diversity to teach diversity-related courses. If those courses do not have needed faculty to teach these, we encourage an investigation as to why this is the case and how to remedy this issue. Are diversity-related courses not prioritized across the academic side of the house? Or are these courses not attached to major requirements and or appealing high-yield FTES bearing units? Faculty conversations around this issue need to happen.

**Recommendation #17: CSU San Marcos Needs To Immediately Implement Two (2) General Education Diversity (Depth) Areas, One on Domestic Diversity Issues and an Another on International/Global Diversity Issues.** In our full analysis of CSUSM's undergraduate, General Education, and graduation curricula, we are surprised that CSU San Marcos does not currently possess a General Education Depth Area on Diversity. What CSU San Marcos does have is a breadth requirement, or a reference to making sure diversity is embedded throughout its GE Courses; however, this reference is one question or requirement that is part of the GE requirements for all courses. It is not clear if this requirement is monitored and or assessed. It is important to note that when diversity is "framed" as a "check off"

breadth requirement for all GE courses, then the quality, consistency, and assurance that diversity is covered in a significant way, are compromised. The goal of a true General Education Diversity Requirement (Depth) Area is to make sure that all students are exposed to the following types of diversity-related student learning objectives:

- ▶ Locates the student in current sociopolitical contexts
- ▶ Examines the historical dynamics around cultures and difference
- ▶ Focuses on visible and invisible structured inequalities in the U.S. context
- ▶ Provides an understanding of the constructive actions of various racial, ethnic, gender, and cultural groups in U.S. society (historically and in contemporary times)
- ▶ Emphasizes the role of constructive actions to improve the lives of others and bring about social justice
- ▶ Exposes students to perspectives about difference, privilege, power relations, and intercultural justice that are not articulated in socially approvable ways in the surrounding region and society (this is extremely important given the sociopolitical climate in the region surrounding CSUSM).

Given this, in its current state, CSU San Marcos students are not being fully exposed to the above student learning objectives and in any consistent or guaranteed way. Diversity-related GE areas have the advantage of being offered on a more regular basis and providing important FTES for disciplinary programs and departments that have

the subject and educational expertise to offer such diversity-related courses (like Sociology, Ethnic Studies, Women's Studies, Social Sciences, Communication, among others). My team and I have conducted an analysis of all GE programs and requirements at all of the 23 CSU campuses and can provide information on high impact practices at other similar institutions. Currently, both CSU San Marcos and San Diego State University do not possess a GE Diversity Depth Area.

We recommend the implementation of two GE Diversity Depth Areas — one for U.S. Domestic Diversity and the other for Global/International Diversity. Each of these areas would be required for all students; meaning, they would take one (1) course in each area. These areas would feature several courses that meet specific area criteria and are approved through a GE committee process. Both of these depth areas would need to be assessed and evaluated with application for continuing certification every two years. The GE certification and assessment process to be in these areas, needs to be rigorous.

**Recommendation #18: Given Recommendation #17, CSU San Marcos Needs To Elevate & Fortify Ethnic Studies, Women's Studies, and Native Studies.** If Recommendation #17 is established, it will fortify, resource, and elevate Ethnic Studies, Women's Studies, and Native Studies at CSUSM and these programs/ departments provide deep diversity engagement about complex issues of culture, difference, power, historical memory, and identity. These programs/ departments need to be strengthened by way of tenure-track lines, budgets to help provide reassigned time for curricular development and outreach to create Ethnic Studies and Native Studies majors as well as certificate programs. Resources will also be needed to create General

Education courses for the recommended GE depth areas. The elevated/resourced Faculty Staff Associations in line with the racial/ethnic/ gender community advisory boards (as delineated in Recommendation #13) can contribute to these elevated programs and departments (Ethnic Studies, Women's Studies, Native Studies). These could be powerful partnerships. If CSUSM is serious becoming a longtime HSI and AANAPISI contender in the DOE grants world, then running interventions through established Ethnic Studies, Women's Studies, and Native Studies major and certificate programs and GE courses will be essential. (My team and I have also collected information on all Ethnic Studies and Women's Studies programs across the CSU System to inform this recommendation.)

**Recommendation #19: CSU San Marcos should explore how to integrate diversity content across core subject and disciplinary matter.** It is important to note that high impact and innovative practices in higher education reveal that diversity is no longer viewed in terms of just a content-based course. Instead, as a way to be truly inclusive of all disciplines (including STEM) and core subject matter and skills (writing, communicating, public speaking, analysis, and research inquiry), diversity is now framed as an inquiry focus (way of thinking, viewing the world, a process of navigating complex questions and logics across all subject matters). Given this, a campus discussion among faculty members, department chairs, deans, and students should be conducted with regard to maximizing diversity in terms of course content and inquiry perspectives across all courses and disciplines.

**Recommendation #20: Student learning objectives and or competencies related to diversity can also be**

**discussed in town hall campus forums among faculty and students so as to be intentional about the kind of learning to be planned for students around diversity.** (Such competencies do not have to happen just in General Education courses.)

**Recommendation #21: Diversity and inclusion should be life-staged as an educational resource and learning outcome throughout students' education at California State University San Marcos.** Meaning, that there could be an introductory point through which upon entry to California State University San Marcos, students discuss and engage diversity in terms of cultural competence and or the university's established diversity mission and commitment. At a midpoint stage, there may be some specific connection to diversity via a practical context and or specific population. An endpoint to students' education may be in terms of making the connection to critique and or engage in advocacy to help transform the social world. A rich discussion around this idea is ripe for fruition at California State University San Marcos.

**Recommendation #22: CSU San Marcos should expand and deepen issues of power when focusing on the international/global in undergraduate and graduate courses.** In examining the diversity-related curriculum, our team noted the predominant focus on diversity in terms of an international and global framing. When combined with the finding that the highest level of DELTA in these courses tops out at Level 4 - Advanced Analysis which is just shy of Level 5 - Evaluation- Critique of Power Differences, *we recommend that the "international/global" be connected with localized politics and contexts dominated by*

*racialized, classed, gendered, and sexualized dimensions of diversity (this could again be connected to “intersectionalities” to get at complex constructions of culture).* The “international/global” focus needs to be actively linked to power-based differences, positionalities, and inequalities, which then more realistically frame the globalized world for your students.

**Recommendation #23: Another recommendation is to create conditions so that every student accesses DELTA Level 5 - Evaluation-Critique each year of their educational journey** either through courses or co-curricular experiences (events, applied programs, community partnerships, Student Life programs) at California State University San Marcos.

**Recommendation #24: Another rich finding from our mappings is that the majority of the diversity related courses stand as disciplinary content courses applied to cultural contexts.** This proffers an opportunity for California State University San Marcos to create vibrant faculty learning/research communities around these core courses -- with shared rubrics, collaborative assessment research, shared expertise, demonstrations of multiple faculty perspectives across courses and much more.

**Recommendation #25: Diversity assessment in terms of rigorous diversity or intercultural competency rubrics, should be conducted for all of the study abroad/cultural exchange programs so as to identify the key impact.** Such research is needed in higher education as well (and beyond indirect survey measures of student experiences in these

programs -- actual student work that demonstrates competency is now the much pursued type of evidence).

**Recommendation #26: Because CSUSM qualifies as a Hispanic-Serving Institution (HSI), one of your Diversity Master Plan goals should be to engage in alignment activities or appropriate actions that prioritize Hispanic student success and excellence.** More specifically, has CSUSM reflected on the extent to which its divisions and units are aligned on creating the most optimal conditions (fiscally, enrollment-wise, curricularly and co-curricularly, faculty hires, staff hires, peer mentorship, leadership attention, community connections, alumni connections) for Hispanic student success. If CSUSM focuses in on diversity excellence, that momentum and alignment can also transfer to a Hispanic student success focus. But this will require explicit attention and resourcing towards this priority.

**Recommendation #27: If a campus climate survey is undertaken to assess campus members’ experiences with and perceptions of diversity, we recommend that the following areas of diversity be explored in the survey instrument:**

Perceptions of diversity-related events and experiences at CSUSM

Perceptions of the importance of diversity for CSUSM

Students’ classroom experiences in relation to diversity (the perspectives they are gaining and missing, difficult dialogues in the classroom, microaggressions among peers and faculty

instructors, explicit conversations about power and inequalities)

Faculty and staff professional development related to diversity learning and competencies

Faculty exposure to training on diversity pedagogy (content coverage, inclusive pedagogical approaches, diversity issues)

Kinds of diversity conversations that campus members have experienced at CSUSM

Discrimination experiences and observations

Microaggression experiences and observations

Perception of faculty and staff diversity from all campus members' points of view

Campus members' desires of what should be in a Diversity Master Plan

Open-ended items on the most important aspects of diversity for CSUSM

We especially recommend the use of the **Diverse Learning Environments Survey by UCLA's Higher Education Research Institute** which gauges students' experiences with diversity. There is currently no all inclusive climate instrument that connects students' learning experiences with diversity and those experiences related to faculty and staff members.

*All in all, California State University San Marcos has so much to be proud of with regard to creating a foundation for meaningful diversity and inclusion work in higher education. We were impressed with key facets of your efforts and curricula. We also find great potential in "what can be" at your university and the pursuit of further excellence in diversity and inclusion to become a national model.*