



CSUDH

STATE OF DIVERSITY

ADDRESS

MAY 2, 2023



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Message from Our President

Welcome to the inaugural CSUDH State of Diversity Address. This event is a vital step in acknowledging, supporting, and promoting the work of our university's newly-formed Division of Diversity, Equity, Inclusion & Justice (DEIJ).

Under the insightful leadership of Vice President Bobbie Porter, the division will necessarily become a cornerstone of CSUDH's mission to provide access to transformative educational opportunities for the South Bay community and beyond. Its status as a separate division within the university structure underlines the importance and value that CSUDH places on these efforts.

It is important to reflect on and reaffirm our institution's commitment to diversity, equity, inclusion and justice even as we highlight the significant steps that have been made in the past year. Long before the formation of the DEIJ, there were diversity efforts happening across the university. These programs, activities, learning experiences, and other events were primarily done at an individual level, and have often been treated as the work of one office, organization, or person. Over the years, it has become evident that CSUDH would benefit from having a division that can focus on setting the tone for campus DEIJ efforts and yielding greater change.

The establishment of the DEIJ represents the most significant change to the university's organizational structure in years. As such, it greatly advances the goals outlined in the university's strategic plan. The DEIJ will play the central role on campus in promoting equity and inclusion; in supporting the efforts of leaders to achieve diversity, equity, and inclusion; and in tracking progress toward meeting those objectives.

Today's event is not a summation, it is a call to action and an arrow pointing us toward the future of CSUDH. I welcome all of you who have joined us today, and encourage you to actively engage with the ideas and efforts that are discussed.

Sincerely,

A handwritten signature in gold ink that reads "Thomas A. Parham". The signature is fluid and cursive, written in a professional style.

Thomas A. Parham, PhD

President



Message from Our Vice President

This State of Diversity Address is the first of its kind for CSUDH. As the university's first Campus Diversity, Equity, and Inclusion officer, it is my top priority to build a sustainable infrastructure that goes beyond grassroots, passion-driven, social justice efforts. It is imperative that during my tenure, I lead the campus in establishing institutional structures to ensure the sustainability of those efforts. This event is a step toward that goal.

The purpose of this event and accompanying report is to provide the campus with a measure of:

1. Where we are with our diversity, equity, inclusion and justice efforts.
2. What has been accomplished over the past year.
3. Where we are headed for the future.

Today also marks the official launch of the new division that will play a crucial role in diversifying the faculty, staff, curriculum, and programming at CSUDH. The Division for Diversity, Equity, Inclusion, and Justice (DEIJ) will provide university-wide leadership to create a more inclusive environment for all. Our primary goal is to set the tone for shaping an environment that is just, diverse, and inclusive, working in partnership with other university departments and external organizations. The division is committed to achieving the university's diversity, equity, and inclusion goals as outlined in the Going Far Together strategic plan.

There is—and will always be—work ahead to collectively build a community that lives up to our aspirations to become a socially just, equitable, and inclusive Model Urban University. However, we firmly believe that by advancing access, inclusion, and equity, we can achieve greatness together. I welcome your partnership in this effort and look forward to the future.

In Community,

A handwritten signature in gold ink that reads "Bobbie Porter".

Dr. Bobbie Porter

VP & Campus Diversity, Equity, and Inclusion Officer

Program Agenda

Welcome

Mr. Obioha (Obi) Victor Ogbonna
ASI President

Opening Remarks

Dr. Thomas A. Parham
University President

State of Diversity Address

Dr. Bobbie Porter
Vice President for Diversity, Equity, Inclusion & Justice
and Campus Diversity, Equity & Inclusion Officer

Division Reports

Dr. Michael Spagna
Provost and Vice President for Academic Affairs

Ms. Deborah Wallace
Vice President for Administration & Finance and Chief Financial Officer

Dr. William Franklin
Vice President for Student Affairs

Ms. Eva Sevcikova
Interim Vice President for University Advancement

Mr. Chris Manriquez
Vice President for Information Technology and Chief Information Officer

Closing Remarks

The 2023 CSUDH State of Diversity Address

Since its founding, CSUDH has maintained a deep commitment to social justice and serving communities that have historically had their access to higher education limited, thus impeding their social mobility. Over 60 years later, we remain steadfast in our pursuit of educational justice and our vision of becoming the socially just, equitable, and inclusive Model Urban University.

As our university enters the next phase of its development toward becoming this Model Urban University, it is crucial to address any areas where equity has yet to be realized. Guided by the pillars of the Going Far Together strategic plan, we must first become clear in knowing where we are in regard to institutional diversity practices across multiple dimensions. Only then can we accurately measure our progress over time and chart a course for the future.

The following information summarizes four distinct dimensions of diversity practice, acknowledging the constantly evolving nature of this work and the intricacies involved. While comprehensive, it is important to note that this report is not intended to be a comprehensive compilation of statistics and updates, but rather a broad overview of the building blocks we are establishing to foster sustainable diversity change.



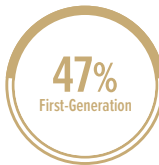
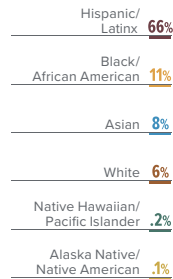
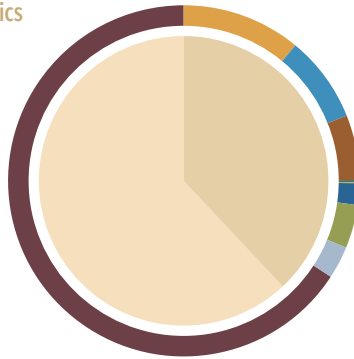
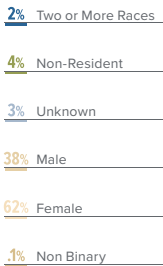
Student Diversity and Success

Diversity.


CSUDH is a multi-ethnic, multi-racial Minority Serving Institution with Hispanic Serving Institution (HSI) designation.

We have consistently had the largest percentage of Black/African American students in the CSU system. CSUDH is also the second highest in the CSU for enrolling Hispanic/Latinx students. More specifically, as of fall 2022, our student racial and ethnic profile is as follows: 66 percent Hispanic/Latinx, 11 percent Black/African American, 8 percent Asian, 6 percent White, 2 percent with two or more races, and fewer than 1 percent of students identified as Native or Pacific Islander.

Fall 2022 CSUDH Demographics



Four percent of students were classified as “nonresidents,” including over 600 students identifying as undocumented. Currently, more than half of CSUDH students are Pell-eligible (53 percent), and many (47 percent) are the first in their immediate family to pursue a four-year degree. The current student body mainly consists of female-identified students (62 percent), with male-identified students accounting for 38 percent of the population and 0.1 percent of students identifying as non-binary.



Almost one percent of our student body population is actively registered with the Student Disability Resource Center (SdRC). Of these students, 30 percent have two or more disabilities on record. Students registered with the SdRC are generally eligible to receive multiple accommodations. The three most common types of eligibility are for accommodations that fall under alternative testing accommodations (i.e., alternative testing location and extra time on tests), classroom access (i.e., audio recording and preferential seating), and alternative formats (i.e., electronic text and large print).

As a campus that values diversity, we understand that dominant norms of demographic data are insufficient to account for the complexities that characterize our student population. We acknowledge that enhancing data collection is critical to identifying and addressing the needs of our queer and transgender students. A collaborative effort between university offices is underway to establish consistent procedures for gathering meaningful information about student sexual orientation and gender identity.

Success.

Equity gaps on CSUDH's campus have changed over the past few years, with great efforts to close graduation and retention gaps for first-time and transfer students. In the past, Pell-eligible, first-generation, and underrepresented minority (URM)¹ students have experienced lower graduation rates than their peers. However, for the most recent cohorts (e.g., 2016, 2018, and 2020) of full-time (or above), first-time and transfer students, the gaps have closed. And in some cases, these groups have surpassed their counterparts' graduation rates (see Figures 2 and 3).

¹ The California State University (CSU) System uses the term underrepresented minority (URM) to track progress in closing achievement gaps. Per the CSU System, the term URM is defined as people who identify as Black/African American, Hispanic/Latinx, or Native American/Alaska Native and excludes Asian Americans, Pacific Islanders (AAPI), and those of two or more races. In fall 2022, members of our AAPI campus community appealed to be included in the URM category, and in response, the university is currently working on a CSUDH-specific definition. As that definitional work continues, for the purposes of this report, we will adopt the language of the System.

CSUDH Graduation Rates

■ Continuing Generation ■ Non-URM ■ Not Pell-Eligible
■ First-Generation ■ URM ■ Pell-Eligible

Figure 2

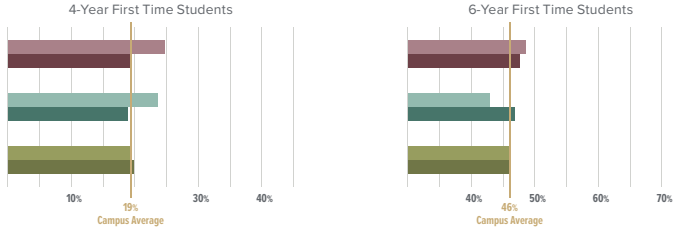
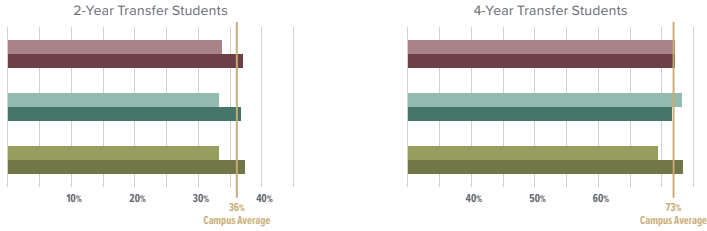


Figure 3



Overall, four-year graduation rates for first-time URM students have been steadily improving over the years, while six-year rates have generally remained unchanged (Figure 4). Black/African American first-time students still have the lowest rates of both four- and six-year graduation rates.

CSUDH Graduation Rates

■ Hispanic/Latinx ■ Asian
■ Black/African American ■ Native Hawaiian/Pacific Islander

Figure 4

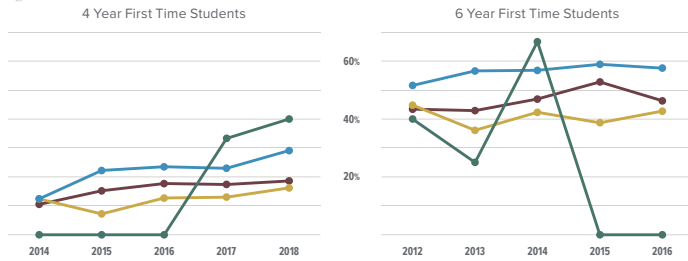
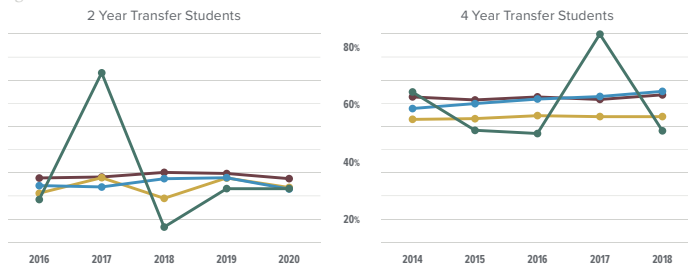


Figure 5



Both male-identified and female-identified students continue to be retained at comparable rates.

First-time Pell-eligible students have generally had better retention rates than non-Pell students in the last few years. The first-year retention gap between URM and non-URM students is relatively insignificant, with non-URM students slightly outperforming URM students by approximately 1 percent. However, the second-year retention gap has been growing in recent years, with non-URM students being retained at a rate 7 percent higher than URM students (Figure 6). Retention gaps are also present and growing among first-generation and continuing-generation students. Continuing-generation students have first- and second-year retention rates that are 7 percent and 15 percent higher than their first-generation counterparts, respectively (Figure 7).

CSUDH Persistence Rates

■ Non-URM ■ First-Generation
■ URM ■ Not First-Generation

Figure 6

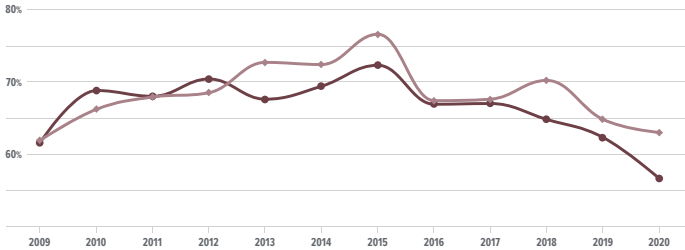
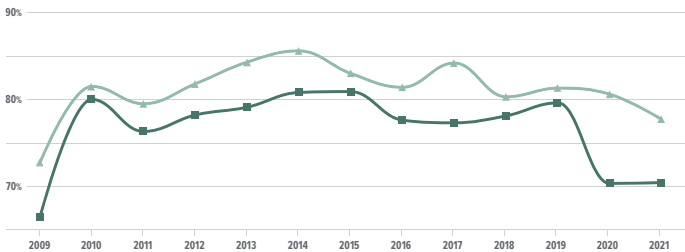



Figure 7





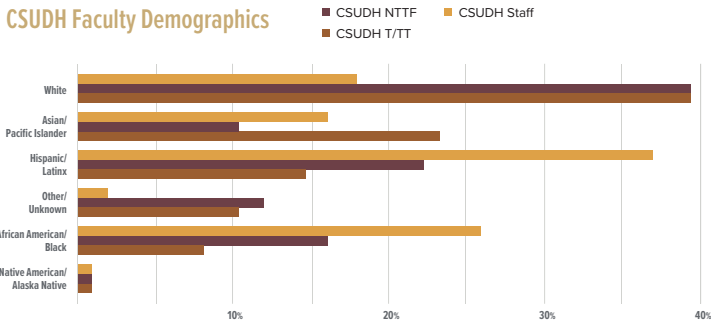
Retention gaps between Pell-eligible and non-Pell-eligible transfer students are similar to those of first-time students, with Pell-eligible transfer students having a 5 percent first- and second-year retention rate higher than non-Pell-eligible students. A 5 percent retention gap exists between first- and continuing-generation transfer students, with continuing-generation students outperforming their first-generation peers.

To address issues related to academic equity, the university has established several identity-based support initiatives, including the Black Student Success Committee, the Asian American and Pacific Islander (AAPI) Student Success Committee, and the College of Natural and Behavioral Sciences (CNBS) Faculty Learning Community. These initiatives have been put in place to support a sense of belonging, and to identify and address challenges that impact the academic success of our Black and AAPI student populations.

Employee Diversity and Success

Faculty Diversity and Success.

In recent years, CSUDH has increased the racial, ethnic, and gender diversity of the faculty. We increased tenure-track faculty of color by 24 percent when comparing the hiring period from 2020 to 2022 (21 total hires) with the previous three-year hiring period between 2017 and 2019 (17 total hires). In 2022, White faculty accounted for 39 percent of tenure-track faculty and 39 percent of lecturer faculty. Hispanic/Latinx faculty accounted for 15 percent of tenure-track faculty and 22 percent of lecturer faculty. Black/African Americans made up 8 percent of tenure-track faculty and 16 percent of lecturer faculty. Native Americans and Alaska Natives made up 1 percent of tenure-track faculty and 1 percent of lecturer faculty. Pacific Islanders make up less than 1 percent of tenure-track and lecturer faculty.

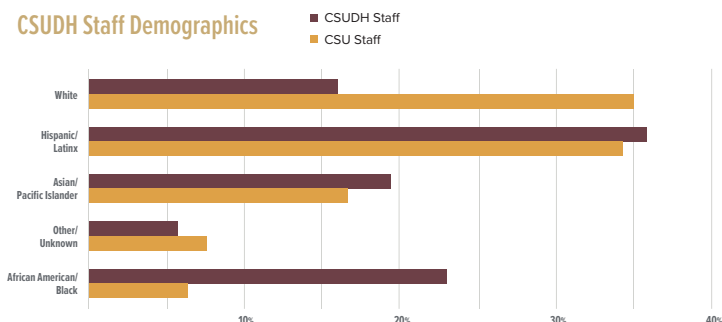


Female-identified faculty represented more than half (58 percent) of the total faculty population, with over half of all tenure-track faculty (56 percent) and lecturers (59 percent) identifying as female. Male-identified faculty represented 41 percent of the total faculty population. Forty-four percent of all tenure-track faculty and 40 percent of all lecturers identify as male. As of the 2022-23 academic year, the campus had four non-tenure track faculty members identified as nonbinary.

Institutional commitment to diversity must translate from a focus on representational diversity to the professional success of all faculty. To support this effort, the Divisions of Diversity, Equity, Inclusion & Justice and Academic Affairs have identified a need to provide dedicated support in these areas. In addition to critically examining our recruitment practices, we will also explore our processes for defining and ensuring the professional success of our faculty. These efforts will have a particular emphasis on furthering the compositional diversity of the faculty, advancing equitable outcomes for students, and providing guidance and support to academic leaders to consider and apply diversity, equity, and inclusion in all aspects of their work.

Staff and Administrator Diversity and Success.

In the compositional diversity of our staff and administrators, the majority identify as Hispanic/Latinx (36 percent), followed by Black/African American (23 percent), White (16 percent), and Asian (19 percent). Less than 1 percent of staff identify as Pacific Islander, Native American, or two-or-more races. In the coming year, we will work with our campus partners to build our processes to accurately capture and report the gender identity of this group. From our latest Affirmative Action report, which combines staff and administrators, female-identified individuals make up more than half of the combined group at approximately 57 percent, and male-identified make up approximately 43 percent. As with our student data, we do not have a non-binary gender composition report for our staff and administrator workforce.



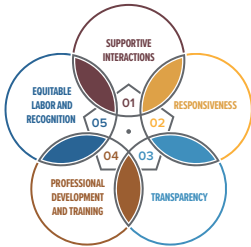
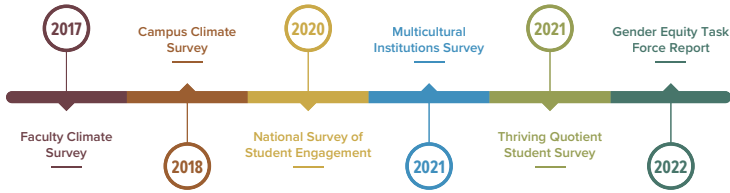
Apart from the diversity headcount data of our staff and administrators, we must understand the indicators of the professional success of these groups – especially whether cultural identity is a factor. In the coming year, the division will explore our current practices, policies, and procedures around staff and administrator success.

One area identified is the availability of diversity-related training and professional development. In this academic year, the campus joined the University of Southern California’s (USC) Racial Equity Alliance along with several other CSU campuses. The purpose of the Alliance is to support our efforts in providing high-quality professional development and learning experiences on an array of topics about racial equity to empower faculty, staff, and administrators to strategically develop and achieve equity goals and improve racial literacy on campus. As an institutional member, CSUDH employees have access to monthly professional development workshops, virtual learning communities, and an online resource library. The Alliance will ensure we are responsive to the diversity-specific professional development needs of employees while we build lasting structures to ensure the availability and quality of this critical aspect of diversity work.

Inclusive Climate

Over the last five years, CSUDH issued six surveys² to assess various dimensions of our climate of inclusion (see Figure 8).

Figure 8



To operationalize the findings and make way for future climate assessments, the new DEIJ division commissioned the Campus Climate Analysis Project. The purpose of the project is to identify themes across the instruments to indicate the status of our climate and inform actions.

From the analysis, five themes regarding the campus climate of inclusion emerged from the project and are as follows:

- Supportive Interactions
- Responsiveness
- Transparency
- Professional Development and Training
- Equitable Labor and Recognition

Potential interventions to address the themes include conducting surveys and focus groups, disseminating findings and leading discussions, designing interventions, creating plans of action and putting them into place, conducting comparative analyses with other campuses, and reviewing progress systematically and continuously.

² References: Climate Survey 2017, 2018-2019; Anti-Racism in the Academy Task Force & Multicultural Institutions Survey, 2021; Gender Equity Task Force Report, 2022; National Survey of Student Engagement (NSSE), 2020; Thriving Quotient Student Survey, 2021; Women's Aspirational Leadership Study, 2019.

DEIJ Infrastructure

This year, CSUDH established a new division led by an inaugural VP/CDEIO to provide vision, leadership, and advocacy in operationalizing an inclusive excellence framework. The division is charged with leading the campus' development of DEIJ infrastructure to create a more equitable and inclusive campus culture.

Areas of infrastructure typically used in higher education to advance diversity practice include: unit-based diversity, equity, and inclusion (DEI) committees, university-wide councils, diversity strategic plans, affinity spaces, and DEI policies and procedures. At CSUDH, we have versions of each of these structures. However, there is unevenness in their development and implementation.

Unit-Based DEI Committees.

Numerous divisions and colleges have discipline- and department-specific efforts underway to address matters of inclusion and equity, with one formal, college-based DEI committee on record across the campus.

University-Wide Councils.

This last year saw the conclusion of two university-wide councils dedicated to issues of DEIJ – the Gender Equity Task Force (GETF) and the Anti-Racism in the Academy Task Force (ARATF). The GETF issued their final findings and recommendations to the president, VP/CDEIO, and Senate Executive Committee this year, followed by two town halls hosted in the spring 2023 semester. The ARATF leaders presented their findings and recommendations to the campus this year during the February installment of *Conversations that Matter*.

Diversity Strategic Plans.

The campus' strategic plan, *Going Far Together*, unofficially serves as the campus diversity strategic plan. EAB analyzed the plan and found that in six of the seven essential components of DEIJ, the strategic plan included some foundational aspects but lacked many elements that make diversity strategic plans most impactful. These findings signal we need to further develop our strategic plan to ensure we realize our long-term aspirations for DEIJ efforts on campus. Recommendations are to determine an accountability system, success indicators and metrics, and common meanings—ideally before implementing.



Policies & Procedures.

The university adheres to all federal, state, and systemwide policies. We have enacted at least two university-specific policies related to DEI, including the *Notice of Non-Discrimination on the Basis of Gender or Sex* and the Lactation Policy. Additional DEI-related policies and procedures may exist at the unit level (i.e., divisions, colleges, and departments). However, these efforts are decentralized or not publicly available on the campus' policy repository website.

Affinity Spaces.

CSUDH has seven affinity centers, including the Women's Resource Center (WRC), Toro Dreamers Success Center (TDSC), Black Resource Center (BRC), Queer Culture & Resource Center (QCRC), Latinx Cultural Resource Center (LCRC), Asian & Pacific Culture Center (APCC), and the American Indian Center (AIC).

There are three faculty and staff associations on campus. The associations currently in place are: *Black Faculty & Staff Association* (BFSA), Latinx Faculty & Staff Association (LFSA), and the LGBTQIA2+ Faculty & Staff Association. As of the time of this report, there are no alumni affinity groups in place.

Division of Diversity, Equity, Inclusion & Justice (DEIJ)

About Us

The Division for Diversity, Equity, Inclusion & Justice provides university-wide leadership to create a more inclusive environment for all. Our primary goal is to set the tone for shaping an environment that is just, diverse, and inclusive, working in partnership with other university departments and external organizations. The division is committed to achieving the university's diversity, equity, and inclusion goals as outlined in the Going Far Together strategic plan.

Services & Resources

Office of the Vice President

Provides leadership, information, consultation, coordination, and assistance to the various units and constituencies across campus in an effort to embrace diversity and equity as pillars of Inclusive Excellence.

Office of Equity & Inclusion (OEI)

Housed within the Division of DEIJ, the Office of Equity & Inclusion provides comprehensive civil rights compliance services and resources. OEI receives, responds to, and resolves issues of concern involving discrimination and harassment.

Connect with Us



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torolink.csudh.edu/organization/diversity
csudh.edu/diversity

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Associated Students, Inc.

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Division of Student Affairs

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