



**CSUDH**

# STATE OF DIVERSITY

ADDRESS



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## Message from Our University President and Vice President/CDEIO

We are delighted to welcome you to the second annual State of Diversity Address, a significant milestone in our ongoing journey toward our social justice aspirations. Following the resounding success of the inaugural address, we recognized the profound opportunity this event presents – a moment each year to not only assess our progress but to reaffirm our commitment to operationalizing diversity, equity, and inclusion (DEI) throughout our institutional structures in ways that move beyond simply counting demographics.

In July 2022, amidst challenging times and resource constraints, we embarked on the monumental task of establishing the Division of Diversity, Equity, Inclusion & Justice (DEIJ), our university's sixth and newest administrative division. This endeavor, undertaken when others were and continue retracting from their DEIJ efforts, underscores our unwavering dedication to socially justice policies and practices. Led by the strategic vision of Vice President Porter, the division has played a pivotal role in developing, enhancing, monitoring, and implementing DEIJ initiatives across our campus, ensuring our practices are aligned with our deeply held values and principles.

The State of Diversity Address serves as a poignant moment to reflect on the strides we've made, recognize the challenges that lie ahead, share a compelling vision for our future, and recommit ourselves to the work still left to be completed. The achievements highlighted in this report and addressed throughout the event are a testament to the dedication of countless individuals and groups across our campus. To all who have contributed to these successes, we extend our deepest gratitude. Your efforts are not only transforming lives but also enriching and elevating our university community.

Yet, our journey toward a socially just and equitable environment is far from done. It requires us to confront progress yet to be achieved honestly and approach solutions with creativity, intentionality, and a readiness to evolve.

Looking forward, we remain committed to expanding our DEIJ initiatives, ensuring they are seamlessly integrated into our university's evolution within a rapidly changing higher education landscape. Transparency and accountability will remain paramount, allowing us to monitor our progress and adapt as necessary. Our commitment to diversity, equity, inclusion, and justice is not a mere checkbox; it is foundational to our institutional identity and our aspirations.

With your steadfast support and engagement, we are confident that we will realize our vision of becoming a model urban university that not only reflects but also transforms the world around us.

Thank you for joining us for this signature event, and thank you for your unwavering dedication to fostering a more inclusive campus community at CSUDH. Together, we will continue to make a difference,



**Thomas A. Parham, PhD**  
President



**Dr. Bobbie Porter**  
Vice President & CDEIO

# Program Agenda

## Welcome

**Mr. Edgar Mejia-Alezano**  
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 DEI Officer

## Division Reports

**Ms. Eva Sevcikova**  
Vice President for University Advancement

**Dr. William Franklin**  
Vice President for Student Affairs

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

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

**Dr. Michael Spagna**  
Provost and Vice President for Academic Affairs

## Closing Remarks

## Tongva Peoples & Land Acknowledgment

We acknowledge that the land on which we are gathered here today is the home and traditional land belonging to the Tongva Nation. Today we come with respect and gratitude for the Tongva people who still consider themselves the caretakers of this land. It is through their examples that we are reminded of our greater responsibility to take care of Mother Earth and to take care of each other.



## Preamble

As we convene for the second annual State of Diversity Address, we reflect on the progress made over the past year in advancing diversity, equity, inclusion, and justice (DEIJ) at California State University, Dominguez Hills (CSUDH). Building on the foundation reported on in the inaugural address, this year's report highlights significant growth in our infrastructure, enhancements in DEI data collection and reporting efforts, and the contextualization of our DEIJ strategic initiatives to better align with the unique needs of our campus community.

The data presented across the four dimensions of diversity practice—*Student Diversity and Success*, *Employee Diversity and Success*, *Inclusive Climate*, and *Infrastructure*—demonstrate a promising state of diversity at CSUDH. Following last year's comprehensive assessment to establish benchmarks, we have focused on building upon these starting points to drive progress in key areas. This year's report is a testament to our commitment to moving beyond grassroots efforts and integrating DEI practices into our institutional framework, ensuring that social justice advancement is not an optional task but a fundamental part of our operational strategy.

As we continue our DEIJ journey, it is crucial to acknowledge the collaborative efforts of our campus community in advancing these initiatives. Through collective action and a shared commitment to diversity, equity, and inclusion, we are shaping a more inclusive and equitable future for all Toros.

The following information summarizes our progress over the past year in advancing DEI and broader social justice at CSUDH. While this report covers various topics, it is not intended to be a comprehensive compilation of all diversity-related statistics and updates. Instead, it offers a broad overview of the efforts we are undertaking to foster sustainable diversity change on our campus.

## Student Diversity and Success

Like many institutions across the country, CSUDH has assessed our student success equity gaps based on an intersectional analysis of historically underrepresented racially minoritized (URM) groups, Pell Grant eligibility, and whether the student is the first in their family to attend college or first-generation status. Research shows that these three identifiers, particularly when combined, tend to predict the likelihood that a student will need nuanced and specific support to persist in completing their higher education credential.

At CSUDH, the percentage of students holding all three identities stands at nearly one-third of our students at 29%. Looking at the groups separately, 45% of our students are first-generation college goers, 60% are eligible to receive a Pell Grant, and 81% of our students are from underserved racial and ethnic groups (federally defined as Black, Hispanic or Latiné, American Indian or Alaskan Native).

In closely examining these data at CSUDH, we find a departure from the research and national trends on equity gap data regarding our students.

For one, in recent years for first-time students, the equity gap in persistence and graduation rates between Pell-eligible and Non-Pell-eligible have been slim, and in the case of first- and second-year persistence, has mostly favored Pell-eligible students. For example, for cohorts entering from fall 2016 through fall 2021, Pell-eligible students' one-year persistence rates ranged up to 8 percentage points higher than non-Pell-eligible students. This last fall was the first time in seven years that this dynamic changed.

Secondly, first-generation status does not appear to have as much of an impact on persistence and graduation rates as national trends suggest. For first-time students, while non-first-generation status students have more often seen better graduation and persistence rates compared to their peers as expected, those gaps have fluctuated in recent years. First-generation status equity gaps have expanded and closed year to year, oftentimes by one point or less.



## CSUDH First-Generation and Non-First-Generation Students

Four and Six-Year Graduation Rates

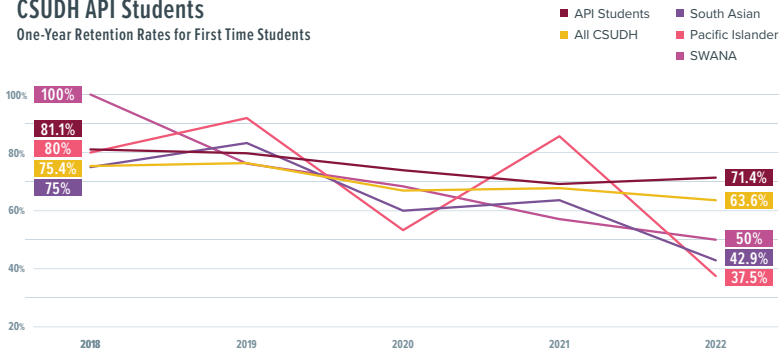
|           |                              | FOUR-YEAR GRADUATION RATE | FIRST-GENERATION DIFFERENCE(+/-) | SIX-YEAR GRADUATION RATE | FIRST-GENERATION DIFFERENCE(+/-) |
|-----------|------------------------------|---------------------------|----------------------------------|--------------------------|----------------------------------|
| FALL 2015 | FIRST-GENERATION             | 13.7%                     |                                  | 51.4%                    |                                  |
|           | PARENT ATTENDED SOME COLLEGE | 16.4%                     | -2.8%                            | 55.5%                    | -4.1%                            |
|           | PARENT GRADUATED COLLEGE     | 21.8%                     | -8.2%                            | 55.2%                    | -3.8%                            |
|           | UNKNOWN                      | 15.0%                     |                                  | 42.2%                    |                                  |
| FALL 2016 | FIRST-GENERATION             | 17.1%                     |                                  | 46.9%                    |                                  |
|           | PARENT ATTENDED SOME COLLEGE | 18.4%                     | -1.3%                            | 42.7%                    | +4.3%                            |
|           | PARENT GRADUATED COLLEGE     | 15.2%                     | +1.9%                            | 46.6%                    | +0.4%                            |
|           | UNKNOWN                      | 14.8%                     |                                  | 40.0%                    |                                  |
| FALL 2017 | FIRST-GENERATION             | 17.0%                     |                                  | 45.0%                    |                                  |
|           | PARENT ATTENDED SOME COLLEGE | 15.0%                     | +2.0%                            | 47.0%                    | -2.0%                            |
|           | PARENT GRADUATED COLLEGE     | 22.5%                     | -5.5%                            | 54.6%                    | -9.6%                            |
|           | UNKNOWN                      | 17.5%                     |                                  | 40.4%                    |                                  |
| FALL 2018 | FIRST-GENERATION             | 18.7%                     |                                  |                          |                                  |
|           | PARENT ATTENDED SOME COLLEGE | 19.8%                     | -1.0%                            |                          |                                  |
|           | PARENT GRADUATED COLLEGE     | 23.3%                     | -4.6%                            |                          |                                  |
|           | UNKNOWN                      | 15.7%                     |                                  |                          |                                  |
| FALL 2019 | FIRST-GENERATION             | 16.1%                     |                                  |                          |                                  |
|           | PARENT ATTENDED SOME COLLEGE | 17.2%                     | -1.1%                            |                          |                                  |
|           | PARENT GRADUATED COLLEGE     | 17.6%                     | -1.5%                            |                          |                                  |
|           | UNKNOWN                      | 11.7%                     |                                  |                          |                                  |

However, when it comes to race and ethnicity, we begin to see differing levels of success for students but not along the markers of URM and non-URM as expected.

More specifically, we find within-group differences when looking at racial and ethnic subgroups. For example, while our API student data aligns with national trends in that our API students tend to persist and complete credentials at rates higher than the campus average, when disaggregating API student demographic data by subgroups we find that first-time students' one-year retention rates for our South Asian (43%), Pacific Islander (38%), and SWANA (50%) students underperform the campus average one-year retention rate of 64% and have been on a steady decline in recent years.

### CSUDH API Students

One-Year Retention Rates for First Time Students



Applying a URM versus non-URM comparison alone does not capture this nuance because API students are considered in the non-URM group.

While we will continue to monitor the factors—first-generation status, Pell eligibility, etc.—closely, as these numbers are dynamic, seeing that they do not have as great an impact on student success at CSUDH as at other campuses indicates that we need a campus-specific understanding of equity gaps and what differing supports historically marginalized students may need to foster their academic success.

As a Minority Serving Institution (MSI) with 88% of our total student population made up of individuals from racially and ethnically minoritized groups (91% if only accounting for undergraduate students), taking a closer look at equity gaps based on race and ethnicity more holistically rather than the amalgamated URM reveals meaningful student success data. With a large majority of students of color, analyzing data through a URM lens is not as useful or reasonable an approach to understanding our students' needs. Instead, taking an identity-informed approach helps ensure our institution is structured to support our diverse students' needs.

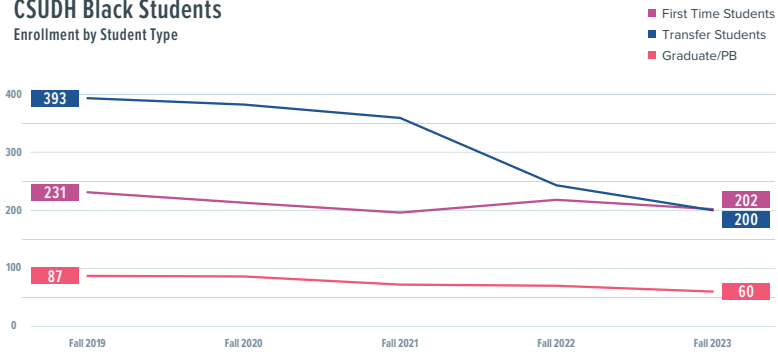
With a student success framework rooted in concepts of culturally engaging environments and racial equity, we have embraced an asset framework to center our conversations about student experiences. This identity-informed approach will allow us to be more intentional when designing student success interventions and support structures. It should be stated that the complexity of our identities extends well beyond racial and ethnic groups. However, these factors, historically and currently, are still the primary predictors of academic success in American public education and are also true to CSUDH. By examining the enrollment, retention, and completion data for the various racial and ethnic subgroups at CSUDH and bringing in additional identity factors such as gender, disability, and sexual orientation, we form a deeper understanding of the differing needs of our students.

### Enrollment Trends.

The overall decline in enrollment within and beyond the COVID era has impacted our student groups proportionately. There is no one racial or ethnic group of students experiencing a disproportionate decline in enrollment. However, with a better understanding of the diversity of students' backgrounds, we can be more intentional about our outreach and recruitment efforts. For example, there are 52 API ethnicities represented among the student population, with the highest among those being Filipinx at approximately 40%. At this critical mass of Filipinx students, future high school outreach efforts might target schools with high numbers of Filipinx students, signaling that with this concentration of students, they can find community among peers and build a sense of belonging at CSUDH.

## CSUDH Black Students

Enrollment by Student Type



For our disaggregated data exploration of our student racial and ethnic profiles, we also understand that while we still have the highest percentage of Black students in the CSU at 11.4%, declines in Black student enrollment over the years follow similar patterns to demographic changes in the LA area. Over the last several decades, and especially in the last five years, Black student enrollment in LA County K-12 schools declined by nearly 50%. Our Black student enrollment follows a similar trend, although not as drastic, dropping 10% since 2018. We also know that for all our students, but especially our Black students, the biggest impact on enrollment is the drop-off of transfer students from community colleges since 2020.

Building data collection practices for marginalized groups in meaningful ways will take time, but at CSUDH we are making progress. Due to improvements in our data collection efforts for Native communities, we know that among our Native American student population, we have a total of 41 Native American and Indigenous ethnicities represented. The two largest ethnicities are Indigenous Mexican and Latin American Indian. While we will continue to work with our campus partners to further develop our understanding of these numbers and groups, we acknowledge and celebrate the progress we have made.

Following a similar trend, we are examining the diversity among our Latiné and Hispanic students. Since the fall of 2019, the Latiné population has grown from 64% to 68.9%—the third-highest percentage of Latiné students in the system behind CSUSB (69%) and CSULA (75%). However, there are many insights to understand about our largest ethnic student group. Among these numbers, Mexican students make up 78% of this group. The second- and third-largest groups are Salvadoran and Guatemalan, respectively.

We must understand much more about our Latiné and Hispanic students, what it takes to ensure we are truly serving the community, and how this connects to our campus designation as a Hispanic Serving Institution. Slated for the coming year and building on this year's discussions on enacting institution-wide servingness in practice, we will tap into resources such as our memberships with leading

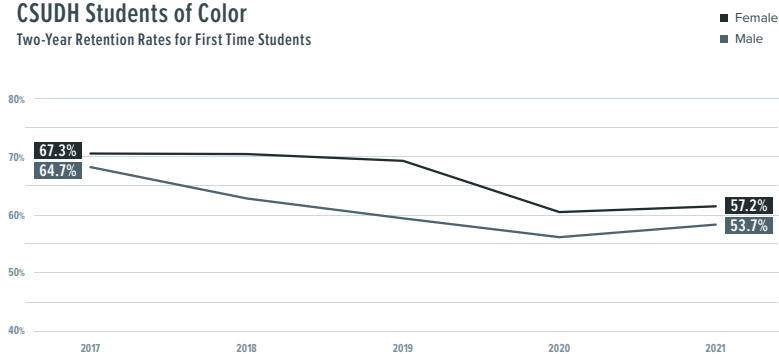
Latiné student success organizations like the Hispanic Association of Colleges and Universities and Excelencia to advance our understanding of our student experiences and identify ways we can transform our campus structures to meet their needs.

### Retention and Completion.

In 2022, the University adopted the [Culturally Engaging Campus Environments \(CECE\)](#) model as the foundation of our student success framework, which emphasizes culturally relevant approaches and ways of thinking about how best to serve racially diverse student populations. With the establishment of the Division for DEIJ in the same year, the campus began reframing our data reporting and analysis efforts centering on this concept. By moving away from the generalized URM vs. non-URM approach to more deeply disaggregating data to understand equity gaps, we were able to tell a richer story about who learns and succeeds at CSUDH.

#### CSUDH Students of Color

Two-Year Retention Rates for First Time Students

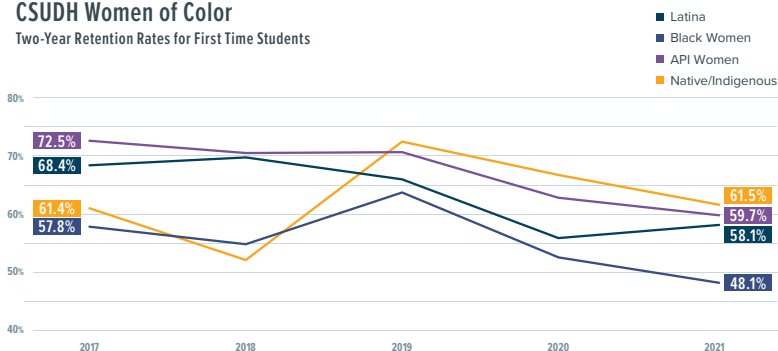


One of the issues that has been illuminated by examining our data in this way is the impact on retention for first-time female-identified students of color in recent years. In comparing students of color (Latiné, Black, API, Native/Indigenous, Two or More) by sex, we learned that overall retention has been declining for both female and male-identified student groups. However, for female-identified students in this group, their retention rates have been declining at a steeper rate, dropping 4.3 percentage points in the last two years for first-year retention, whereas male-identified students in the group have dropped 3.3 percentage points.

For some groups, like Latiné, this decline in retention for first-year students has been happening for longer. However, for all groups, the 2020 cohort is where that steeper decline starts for female-identified students of color and where equity gaps start to close because of that steeper decline. Female-identified students of color are performing poorer in two-year retention rates than in years past, thus closing the gap with their male-identified counterparts. Even further, Black female-identified students felt this impact most compared to their male-identified counterparts in two-year retention rates, with a 15.5% decline in recent years.

### CSUDH Women of Color

Two-Year Retention Rates for First Time Students



While we want to see equity gaps close, closure due to a drop in performance is an alarming data point that requires further examination and intervention to turn around this trend.

This more disaggregated approach to data analysis is but a first step in the direction of considering students' many identities as we work toward ensuring the academic success of all Toros. In its second year, the University Student Success Committee has done important work to further our student success framework and understand the key indicators of student success. Including identity-informed approaches does not take away from the value and importance of any group of students. Instead, it allows the campus to be more intentional in understanding our students and serving them in meaningful ways that will have an impact.

In the year to come, we will further integrate identity-informed approaches to our student success efforts and establish more initiatives and infrastructure for our various identity groups, beginning with an assessment of institutional servingness and more engagement with our Native and Indigenous communities.

# Employee Diversity and Success

## Faculty Diversity and Success.

Across instructional faculty groups, CSUDH faculty continue to be among the most racially and ethnically diverse in the system. Compared to the rest of the system, CSUDH faculty has a higher percentage of individuals from underrepresented racial and ethnic groups and, for some groups, approaches comparable representation to our students. For example, Black students represent approximately 11% of the population, and recent faculty headcount snapshot data show that Black faculty represent 14%. Although parity between our instructional faculty and student population is never the goal, closer representation alignment can address issues impacting faculty success, such as cultural taxation.

We also continue to see more balance in the representation of genders across instructional faculty, with female-identified faculty representing 56%, non-binary at .4% and male-identified at 43%.

With non-tenure track faculty (NTTF) making up 67% of all instructional faculty, understanding the diversity of the group is important. As of fall 2023, 59% of the group identified as female, aligning closely with tenure and tenure track (T/TT) faculty at 56%. Similarly, male-identified faculty represent 40% of NTTF and 44% of T/TT. Lastly, regarding the gender diversity of the group, non-binary faculty represent less than one percent of NTTF and none on record among T/TT faculty. Of the NTTF, 37% is made up of individuals from racial and ethnic groups that are historically underrepresented groups. For T/TT faculty, that percentage is 23%. Although there are no precipitous drops in compositional diversity when comparing the groups, as we continue measures to improve tenure density, there is a strategic pipeline opportunity to consider that could help us maintain our compositional diversity among our NTTF and T/TT ranks alike.

Building high equity practices into our faculty success efforts continues to be a growth opportunity for the university. In the last year, areas of exploration on this topic included designing college-based onboarding measures for new tenure track faculty and more nuanced support for first-generation faculty through the retention, tenure, and promotion process. Through system-driven efforts around Black Excellence, we also explored support structures for a future cluster hire that will further our success goals for both students and faculty in myriad ways. We are still seeking to understand the greatest contributors to faculty success and address any policy gaps in collaboration with the Academic Senate following the academic year 2022-2023 senate resolution on equity scorecards.

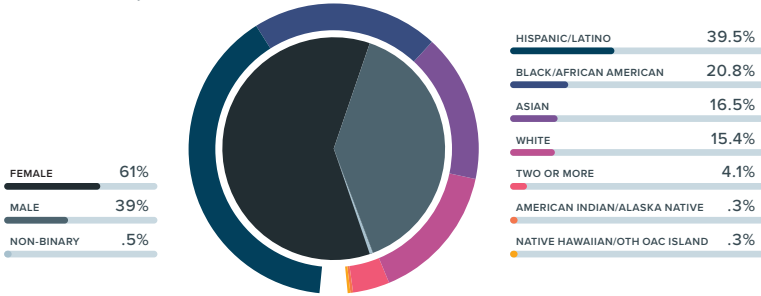
## Staff and Administrator Diversity and Success.

Data collection and reporting improved in the last year with deeper reporting levels that allow us to examine staff and administrator groups separately, along with gaining a better understanding of the gender diversity of these groups, including individuals who identify as non-binary.

When examining staff compositional diversity separate from administrators, we find fairly distributive racial, ethnic, and gender diversity among all groups.

### CSUDH Staff

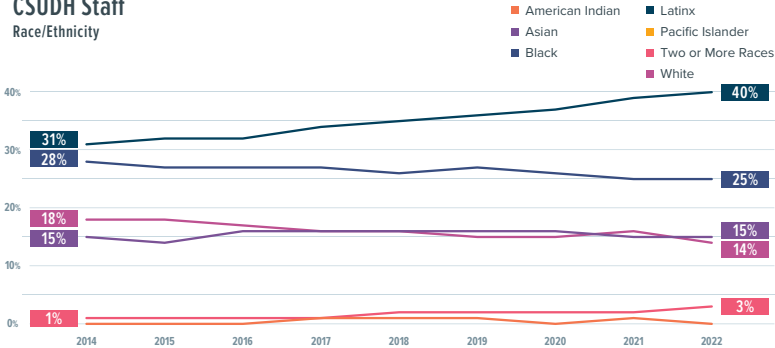
2023 Gender & Ethnicity



Trends in the racial and ethnic composition of our staff and administrator groups show that Latiné individuals have been the fastest-growing group over the last 10 years. Latiné staff have steadily increased over the years from 31% in 2014 to 40% in the most recent data. In the same time period, Latiné administrators increased by 16 percentage points from 12% to 28%.

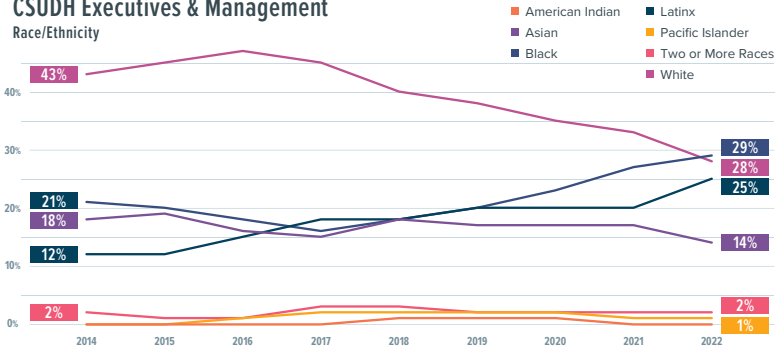
### CSUDH Staff

Race/Ethnicity



## CSUDH Executives & Management

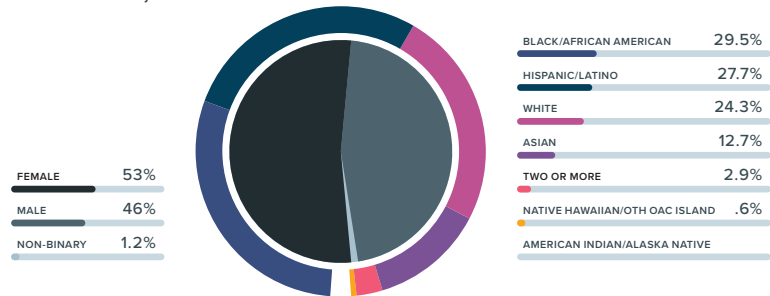
Race/Ethnicity



For staff, employee snapshot data (a single point in time) show the second-largest represented group after Latiné and Hispanic is Black/African American individuals at 21%, followed by Asian<sup>1</sup> at 16% and White at 15%. Individuals reporting Two or More Races account for 4% of total staff, with individuals identifying as American Indian/Alaska Native and Pacific Islander making up the remaining percentage at less than one percent. For administrators, the largest three groups are Black (30%), Latiné/Hispanic (28%), and White (24%).

## CSUDH Administrators

2023 Gender & Ethnicity



Similar to faculty, the gender diversity of our staff shows an over-half representation of female-identified individuals at 58%. A similar pattern continues, with 52% of administrators identifying as female. With improvements to reporting capabilities, we now have means to accurately count staff and administrators who do not identify in the male/female binary with a total representation among staff at .5% and 1.2% of administrators.

<sup>1</sup> Based on IPEDS definitions and includes American Indian/Alaska Native, Black/African American, Hispanic/Latiné, Native Hawaiian/Other Oceanic Island; and excluding not specified, Asian, Two or More, and White.



Still appreciating the vast meaning of diversity and the many identities marginalized in society, we continued to explore our data collection and reporting efforts for Individuals with disabilities. In the last year, we saw an increase in the representation of this group from 5% to 6% among our entire workforce of faculty, staff, and administrators. A self-identification campaign in the year prior signals that education campaigns could be beneficial toward our understanding of the identities of individuals in the CSUDH workforce and, most importantly, designing efforts that build inclusion and support professional success among our workforce.

### Thriving Educators and Means for Advancing Professional Success.

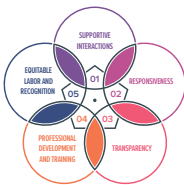
Among all groups, combining race and gender, Latinas and Hispanic women have the greatest representation in our staff roles at 26.4%. Similarly, Latinas and Hispanic women make up the largest group among MPPs, representing 18.3% of the group. Latinas also are the third-largest racial and gender identity group among instructional faculty at 11%. Again, parity is not the goal, but with 68% Latiné students—female-identified students being the highest among the group—there is an opportunity to establish a pipeline for Latina staff and faculty interested in administrator roles, thus contributing to professional success and the evolving meaning of Thriving Educators.

We learned about leadership aspirations of female-identified staff and faculty through a two-part study shared by the [Gender Equity Taskforce](#). From that study and other task force efforts, we learned there is interest and need for more training and development to create our own pipeline for individuals interested in administrator roles, and understanding our compositional diversity helps us do so more intentionally. In the coming year, as we ramp up our efforts around HSI servingness and what it means to truly serve the Latiné community at CSUDH, it will be important to include ways to provide greater professional development opportunities around DEIJ, leadership development programs that are designed to meet the specific needs of women, and even more specifically, women of color.

# Inclusive Climate

In higher education, it's recommended that campuses conduct a campuswide climate survey every three to five years to gauge inclusivity and equity. From 2017 to 2022, CSUDH conducted two campuswide surveys and four focused surveys for faculty and student groups. While gathering climate data is crucial for fostering a fair and inclusive environment, having a clear strategy to guide the process is equally important.

At the time of distributing these six surveys, CSUDH lacked a formal climate assessment strategy, hindering effective action planning based on survey findings. However, the conclusion of the Campus Climate Analysis Project in the fall of 2023 provided a starting point for building such a strategy and improving our climate assessment efforts. It also provided helpful insight into the campus climate of inclusion that we used to conduct targeted activities over the last year. The project aimed to identify common themes across the six surveys to understand the campus's inclusivity status and inform action plans. Five major themes emerged:




1. Supportive Interactions
2. Responsiveness
3. Transparency
4. Professional Development and Training
5. Equitable Labor and Recognition

These themes are interconnected, requiring multifaceted interventions to address various aspects affecting the climate.

The full report detailing these themes and recommendations is available on the DEIJ division website. Overall, the surveys indicated that CSUDH is generally perceived as welcoming by students, faculty, staff, and administrators. However, staff expressed less agreement compared to other groups, emphasizing the need to focus on staff to enhance inclusivity.

Analyzing the findings also highlighted the importance of addressing the experiences of individuals from specific communities who reported the lowest sense of belonging. These communities include Black, SWANA, American Indian/ Native American, women, international students, and LGBTQ+ members of the CSUDH community.

The themes showed that students generally reported a deeper sense of belonging at CSUDH because of their **supportive interactions** with faculty and staff. Actions around this theme tie into the other themes of **professional development and**




**training** to increase the likelihood of faculty and staff providing supportive interactions—especially in the classroom—and **transparency** in decision-making and communications on matters that impact the campus community. Closely related to transparency in communications was the theme of **responsiveness** to the needs of our campus community, ranging from faculty responsiveness to student feedback on classroom matters to the university administration’s response and efforts to dismantle inequities on campus and the broader society. The fifth and final theme is more specific to faculty, staff, and administrators’ beliefs about shortfalls in **equitable labor and recognition** practices and that these practices are gendered and racialized, regardless of the employee group.

In the past year, DEIJ has collaborated across divisions to implement the recommendations from the report and address the issues highlighted in the themes. Specifically, the campus continued the Conversations That Matter series, aiming to engage the campus community and senior leaders. Attendance remained robust throughout the four-session series, with the highest attendance reaching over 600 participants, both in person and virtually. However, ongoing feedback indicates that the format needs further refinement to better meet the needs of the campus community. In the upcoming year, taking this feedback into account, the senior leadership team plans to redesign the structure to be more responsive to the campus’s needs.

The campus has significantly advanced in providing professional development opportunities by investing in various resources. This includes obtaining a campus license for the online platform [Academic Impressions](#), participating in monthly webinars through the [CSU Racial Equity Leadership Alliance](#), offering curated content on LinkedIn Learning, and establishing ongoing professional and faculty learning communities focusing on culturally responsive practices. This year, campus users have accessed over 800 offerings through the comprehensive Academic Impressions platform, with the top three topics accessed being supervision, inclusive leadership, and customer service. Recognizing a need for professional development on DEI topics, the division created accessible [learning plans](#) that are available on the divisional website. These plans consolidate the aforementioned resources into focused learning modules tailored to address the most pressing DEI issues identified by the CSUDH community.

In the future, our aim is to enhance our culture of climate assessment to ensure more meaningful surveys on DEI topics, followed by immediate and deliberate actions based on survey results. We have already taken steps towards this objective. For instance, results from student surveys conducted by the University Effectiveness, Planning, and Analytics unit (UEPA) suggest that the range of professional development opportunities, especially the community of practices focused on inclusive pedagogies, have positively influenced welcoming classroom environments.



Overall, the results indicated that CSUDH provides an equitable environment that is nurturing, welcoming, equitable, comfortable, and supportive. Respondents noted a sense of belonging and have a positive impression of the educators. Most respondents also reported opportunities to discuss important topics related to DEIJ and that CSUDH has knowledge about and values their cultural communities. There are opportunities to increase regular outreach to students to see if they need support, to help students solve problems, and to help students make friends and ensure that they find connections on campus who understand them. Several of these findings echo what we have learned from the National Survey of Student Engagement and add to the next steps we can take. About half of the students reported that faculty often or always include readings from authors who represent diverse communities, include assignments that allowed them to connect to their own cultures, and talk about diversity and inequality. Fewer than 10% of respondents reported experiencing microaggressions and stereotyped or offensive statements in class.

Our next steps ahead of the next campuswide climate survey, for which we are due, is to develop a clear strategy for conducting climate assessments. This strategy will outline the specific aspects of our campus climate that need to be measured, identify the individuals or departments responsible for managing the data, and establish a plan for taking action based on the survey findings. Over the next year, we will build upon initial cross-divisional discussions to finalize and implement this strategy.

## DEIJ Infrastructure

DEIJ Infrastructure acts as the glue for an institution's DEIJ journey and strategy, integrating leadership, processes, and tools. A robust DEIJ Infrastructure establishes clarity in DEIJ roles and responsibilities, and provides a framework for monitoring progress and making course corrections toward goals. Recognizing that a weak DEIJ Infrastructure is a key barrier to sustainable change in many institutions, this year we prioritized developing our infrastructure, focusing on instituting a crucial tool: the campus's diversity strategic plan.

### Diversity Strategic Plan.

In last year's status report, we presented findings from an EAB analysis of our Going Far Together (GFT) strategic plan on whether it included the necessary components of a comprehensive diversity strategic plan. The analysis suggested that it does. The EAB assessment of our plan highlighted a few areas that need further development to fully realize our DEIJ aspirations through Going Far Together. While meeting the basic criteria for a DEIJ plan as it was, EAB recommended that to ensure the plan effectively progressed the university toward our DEIJ goals, we should make some revisions to the plan around DEIJ terms used throughout the plan, accountability structures, and DEIJ success indicators.

Embedding DEIJ plans within strategic plans is a common practice in higher education, where institutions integrate DEIJ transformation into their overarching strategic framework rather than treating it as a separate or additional initiative. DEIJ plans, in effect, integrate justice into the institutional strategy. This integrated approach resonates with CSUDH because our plan was developed through extensive consultation with campus stakeholders and reflects the expectations and desires of the campus community. In essence, our campus unintentionally created a diversity strategic plan through this collective plan development process.

An integrated diversity strategic plan offers several benefits, including ensuring our DEIJ efforts align with broader university transformation initiatives and remaining focused on equity throughout the implementation process. Our DEIJ priorities were already embedded within the campus strategic plan. However, implementing the plan faced challenges in the first two years, which we believed could be addressed by acting on EAB's recommendations, specifically:

- Include standard definitions of key terms, such as diversity, equity, and inclusion at the start of the document
- Clarify which institution-specific communities we aim to serve when using terms such as marginalized, underserved, underrepresented, and minoritized

- Include institutional context for advancing justice efforts
- Ensure the plan document uses asset-based language when discussing the populations and communities we aim to support

During the academic year, DEIJ collaborated with the GFT pillar implementation teams to tackle these recommendations. To prepare the teams to engage in this work in meaningful ways, DEIJ hosted a series of professional development opportunities and conducted small-group coaching sessions with the teams. The aim of the learning and coaching sessions was to support the pillar teams in grasping core equity and justice frameworks, and establishing a shared understanding of what equity should entail at CSUDH—and, even further, how we will represent this in the plan document. Using original documentation from the plan development process and working with pillar teams as focus groups, DEIJ continues to work to meet the EAB recommendations in the plan document with an anticipated project end in the coming months.

Implementing EAB's recommendations is a critical step toward ensuring the social justice-oriented goals and activities outlined in GFT are fully integrated as **actionable** DEIJ efforts into the plan. Further developing GFT in this way also furthers our DEIJ infrastructure development because it lays the groundwork for unit-based Diversity Action Planning. Additionally, the common definitions for key DEI terms in the plan are necessary for future policy development and revision efforts.

In the upcoming academic year, the university will relaunch GFT, clarifying that it serves as our integrated campuswide diversity strategic plan. This relaunch with clarified contextual language, campus-specific definitions of DEIJ terms, and deeper connections to our social justice aspirations is expected to re-engage the broader campus community in implementing our institutional strategy for DEIJ progress. Relaunching GFT as our integrated diversity strategic plan is a significant milestone in the university's DEIJ infrastructure maturity. Once officially relaunched as such this fall, it will set a course for our aspiration to become a socially just, equitable, and inclusive Model Urban University.

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## **University Effectiveness, Planning and Analytics (UEPA)**

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John Axtell, Interim Associate Vice President, Communications & Marketing

Mason Stockstill, Director of Communications

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