

## MISSION

California State University, Dominguez Hills' mission is to provide transformational educational experiences grounded in culturally sustaining practices, innovative research, creative activity, and community engagement for undergraduate and graduate students. CSUDH was strategically located in Carson in response to the 1965 Watts Rebellion. The campus was designed to bring educational opportunities to underserved communities in South Los Angeles. CSUDH sustains its commitment to social justice by providing a high-quality education that leads to personal and professional success, economic and social mobility, and mutually beneficial and reciprocal relationships with the surrounding communities and the K-12 and community college systems. .

## VISION

CSUDH will be a model urban metropolitan university responsive to and engaged as partners in productively addressing the most pressing challenges in our local and global communities. To do this, we will create a campus where:

- Students experience an equitable education that builds upon their strengths to foster critical inquiry, career readiness, and a passion for lifelong learning;
- Students, faculty, staff, alumni, and the community collaborate to create dynamic co-curricular opportunities, a vibrant campus life, and lasting relationships;
- Students, faculty, staff, and alumni engage in local partnerships for community-based development, business growth, and career opportunities;
- Innovative financial development and resource management ensure our self-determination as a university; and
- The campus as a whole commits to addressing issues of social, educational, and environmental justice through advocacy, research, teaching, and innovative practices.

## VALUES

***Diversity, Equity, and Inclusion.*** We honor, prioritize, and value the diversity of perspectives and backgrounds of our students, faculty, staff, alumni, and community whose equitable inclusion is fundamental to the success of our university. We recognize that students are agents in their own education and have the right to have their voices heard, their experiences validated, their concerns addressed, and to be treated as partners in their educational experiences.

**Educational Justice.** We are committed to addressing the historical injustices in education faced by poor and marginalized students by working to provide all students with sufficient resources to access culturally sustaining programs, services, and resources.

**Integrity, Intentionality, and Sustainability.** We recognize and live up to our responsibility to our campus community and the community at large through the sustainable and equitable stewardship of our resources.

**Excellence and Intellectual Curiosity.** We are a community of lifelong learners dedicated to discovery and personal growth and the ongoing development of skills and talents, cutting-edge research, and artistic contributions that serve to strengthen the cultures and communities of which we are all a part .

**Communication and Collaboration.** Through transparent communication, we actively seek and build strategic partnerships in order to facilitate student success and healthy communities.

**Shared Governance.** We are committed to transparency, inclusion and joint decision making and collaborative approaches in our daily operations and long-term planning.

**“Going Far Together: Cultivating CSUDH as the National Model for a Socially Just, Equitable, and Inclusive Metropolitan University”**

Commented [1]: This section is in green because we are still working on it.

We have chosen “Going Far Together” as the theme for CSUDH’s strategic plan because we recognize that the Toro **Family** and the communities of which it is a part can only truly thrive when we all live, work and learn in equitable and culturally sustaining environments that affirm the dignity, value, and belonging of all of its members and that “going far” in terms of creating and sustaining such a socially and educationally just environment requires that we learn and work collaboratively, collectively, and intentionally towards this vision.

This strategic plan is anchored by the pillars of Learn Together and Thrive Together. The Learn Together pillar represents our collective effort to be a learning organization. We will create multidisciplinary learning communities where students, faculty, staff, and administrators work together to diagnose complex challenges and cultivate innovative solutions. The Thrive Together pillar positions college graduation as the baseline for CSUDH students. We intend to raise the bar by emphasizing the need for every student to .... .....We recognize that the two pillars are not mutually exclusive. In order for us to thrive together we must learn together. Our efforts to learn together will position us to thrive together.

Collectively, the two pillars are designed to move CSUDH beyond what we want to accomplish and to begin to reveal how we must intentionally work together in order to fulfill our vision of becoming a model urban metropolitan university.

The strategic commitments outlined below--with their emphasis on addressing the historic and educational injustices in our society by fostering academic excellence through equitable access to culturally-sustaining, high-impact experiential learning opportunities and support systems; attracting, retaining, and equitably promoting faculty, administrators, and staff who represent a diverse range of cultures and experiences and are on the cutting edge of their fields; and building and maintaining mutually beneficial partnerships with our local and global communities, schools, and businesses--are intended to ensure that we thrive together in a community of care, and that in so doing, we serve as the national model for a socially just, equitable, and inclusive metropolitan university.

## STRATEGIC THEMES, COMMITMENTS, GOALS, & ACTIVITIES

### **STUDENT SUCCESS**

#### **Commitment Statement:**

Serve the principle of educational justice by empowering all students to be critical thinkers who excel academically, graduate career-ready, and demonstrate a passion for lifelong learning that encourages and supports meaningful engagement as local and global citizens. We achieve such equitable academic excellence and holistic student empowerment through community-engaged, experiential, and integrative curricular and cocurricular experiences that reflect and leverage students' strengths, identities, values, voices, and goals.

**Goal 1:** Foster critical thinking, creativity, and real-world problem-solving by ensuring equitable student access to and faculty-led assessment of the following: 1) first-year learning communities that align learning supports, co-curricular experiences, and exploration with the curriculum; 2) at least one curriculum-based community-engaged learning experience; 3) at least two courses designated through the curriculum review process as integrating at least one high-impact practice (HIP); and 4) the opportunity to create an e-portfolio in of an e-portfolio program for all students that has intentional curricular and co-curricular spaces that enables them to reflect on and integrate their learning experiences, demonstrate and reflect on their thinking and skills over time, and share their work and these reflections for a variety of audiences, including potential employers.

#### **Key Activities:**

- By June 2022, the campus will reconfigure the membership and charge of the student success committee so that it coordinates cross-divisional workgroups and committees that will be responsible for aligning and assessing New Student Orientation, Summer Bridge, learning supports, co-curricular experiences and the key components of the first and second year curriculum through a culturally-sustaining, strengths- and evidence-based approach to student-learning that is co-created and that honors students' voices.

- By August 2022, cross-divisional teams of faculty and staff will pilot culturally-sustaining first-year learning communities of pre-enrolled students who take, as a cohort, at least two G.E. courses that have learning supports and co-curricular experiences built-in, with the expectation of full-implementation for all first-time, first-year students by August 2025.
- By August 2023, the campus will have established an Office of First- and Second Year Experiences, co-directed by a member of Academic and Student Affairs.
- By Fall 2023, each academic program will have integrated an equity analysis into their program assessment plans and will be responsible for reporting on and creating a plan of action to address any equity gaps.
- By Fall 2023, each student-facing unit will be responsible for performing a data-informed, intersectional equity assessment and creating a plan of action with recommendations to address any equity gaps. Particular areas for review include but are not limited to: recruitment and retention of Black, Asian Pacific Islander, and Native American students; academic outcomes and support structures for diverse student populations, such as students of underserved communities, veterans, older adults, and LGBTQ+ students; limitations on academic and cocurricular involvement for undocumented, mixed-status, and low-income students.
- By June 2023, the campus will establish a requirement that all students take at least one curriculum-based community engaged learning (CCEL) course through shared governance processes.
- By June 2023, faculty will develop a curriculum review and designation process for curriculum-based community engaged learning (CCEL) and curriculum-based undergraduate research experiences (CUREs).
- By Fall 2024, each academic department or program will develop an external advisory board for consultation regarding the development and implementation of high-impact, experiential learning opportunities.
- By June 2025, each major will include at least two courses designated through the curriculum review process as including at least one high-impact practice.
- By Fall 2026, a cross-divisional team of faculty, staff, and administrators will have researched and implemented an e-portfolio system that is embedded in the curriculum, can be used for institutional assessment, and as a mechanism for granting credit for prior learning.

**Goal 2:** Support students to overcome barriers and navigate CSUDH by providing services for holistic success at all levels.

Build new advising, support, and case management structures that emphasize multidisciplinary/multifunctional success teams that are dedicated to supporting students as they build and navigate an academic and career plan for their full journey.

**Key Activities:**

- By Spring 2022, CSUDH will establish cross-divisional working groups to review and revise policies that serve as inequitable administrative barriers to student success.
- By Spring 2022, the Student Success Committee will direct efforts to restructure advising and other support structures with the goals of offering students holistic, coordinated support and guidance from first and second year advisors, major/faculty advisors, career advisors, graduation specialists, case managers, and internship coordinators all in one, clearly identified space.
- By Summer 2022, CSUDH will launch a professional learning community that brings together faculty, professional advisors, and learning support staff to develop clear goals for advising for their full CSUDH journey and to explore and implement best practices related to advising and to the collection and use of data.
- By Summer 2022, we will begin to revisit, update and align position descriptions to support student success realignment efforts and identify areas of hiring needs..
- By Fall 2022, we will begin hiring case managers and other personnel to fill needs identified through the realignment process.
- By Fall 2022, we will appoint a TSC Director to coordinate efforts across campus.
- By Fall 2022, the campus will have a plan for restructuring advising and other support structures.
- By Fall 2023, the campus will have implemented this new structure and begun collecting data to assess its impact.
- By Fall 2025, an assessment report on the advising restructure will be submitted to the President's cabinet with recommendations for responding to its findings.

**HIGH-QUALITY FACULTY, STAFF, AND ADMINISTRATORS****Commitment Statement:**

We will hire and equitably retain, support and promote a diverse faculty, staff, and administration who feel a sense of belonging on campus and are supported to both achieve their own professional, educational, and institutional goals, and to nurture a similar sense of belonging, intellectual growth and achievement for their students and colleagues.

**Goal 1:** We will leverage expertise across campus and from our local and broader community members to create an equitable, cohesive, and sustainable professional development program for faculty, staff and administrators that supports the professional and educational goals of all employees throughout their careers and is aligned with and demonstrably fosters the social and educational justice mission, vision, and values.

Commented [MP2]: How about: Workforce Planning, Development, and Employee Engagement.

**Key Activities:**

- By December 2022, the campus will have collected feedback from stakeholders to identify the types of professional development opportunities needed to address the findings and recommendations of the Gender Equity and Anti-racism Task Forces and to meet employee's personal and professional goals throughout their careers.
- By December 2022, establish a coordinating committee for faculty development that aligns and integrates efforts of the various units and entities that support faculty excellence such as the Faculty Development Center, the Office of Undergraduate Studies, and the Office of Graduate Studies.
- By Spring 2023, programs will be in place to support faculty with time and structured collaborative space to research, design, implement, and assess high-impact practices in at least two of their courses in ways that are both equity-minded and culturally sustaining.
- By Fall 2023, the campus will create a comprehensive calendar for all campus-based professional development opportunities, a mechanism for communication regarding these opportunities, and a funding structure that provides for equitable participation in these opportunities.
- By Fall 2023, the campus will establish a professional development center for staff that is responsive to the feedback collected from stakeholders and the findings and recommendations of the Gender Equity and Anti-racism Task Forces.
- By Fall 2023, all new faculty will participate in a year-long new faculty program that is aligned with and designed to foster CSUDH's values as well as the faculty members' own professional goals.
- By Fall 2023, all department chairs and program coordinators will participate in robust and sustained professional development regarding the equitable leadership of a department and program.
- By Fall 2024, the campus will have established professional development opportunities for mid- and late-career faculty members (including those pertaining to research and leadership development) that are responsive to the feedback collected from stakeholders and the findings and recommendations of the Gender Equity and Anti-racism Task Forces and a mechanism for increasing and equitably distributing the funding necessary for engaging in these activities.
- By Fall 2025, the campus will have the infrastructure necessary to assess the impact of these programs.
- By Fall 2026, the campus will have support mechanisms in place for addressing the findings of such assessment.

**Goal 2:** Fostering justice, equity, and inclusion will be a core principle of all components of Toro work life, including policies and practices related to recruitment, hiring, retention, evaluation, promotion, salary, the RTP process, reward structures, and professional development.

**Key Activities:**

- By Fall 2022, the campus will have hired external consultants to 1) establish baseline, intersectional data regarding campus climate and race and gender equity in hiring, retention, evaluation, promotion, and salary for CSUDH faculty and staff and 2) support the campus to create a process and infrastructure for collecting, analyzing, and responding to this data on an ongoing basis.
- By Fall 2022 the campus will create a central equity compensation pool.
- By Fall 2023, the campus will have established an Office of Justice, Equity, and Inclusion, led by the Chief Diversity Officer.
- By Fall 2024, and annually thereafter, Institutional Research, Human Resources, and Faculty Affairs will collect and share with all units disaggregated employment data related to staff, faculty, and administrator positions.
- By Fall 2025, all academic departments and units will have collaborated with Faculty Affairs and the Office of Justice, Equity, and Inclusion to revise recruitment and hiring practices, RTP guidelines and other evaluation and rewards structures in ways that recognize, value, and reward efforts and outcomes related to fostering justice, equity, and inclusion within and beyond the Toro community.
- By Fall 2025, HR will have collaborated with unions, and the Office of Justice, Equity, and Inclusion to revise the performance evaluation and other evaluation and reward structures in ways that reward outcomes and efforts related to fostering justice, equity, and inclusion.
- By Fall 2026, and annually thereafter, each college, department, or campus unit will be responsible for performing a data-informed, intersectional equity assessment and creating a plan of action with recommendations to address any equity gaps. Particular areas for review include but are not limited to: race and gender wage gap, hiring and retention of individuals from underrepresented backgrounds across divisions, especially the hiring and retention of faculty to better reflect student demographics, incorporating equity-work into the evaluation and RTP process.
- By Spring 2027, and triennially thereafter (i.e., 2023, 2026, and so forth), the Office of Equity and Inclusion shall compile and distribute a campus-wide report summarizing the outcomes of each college, department, or campus units' data-informed equity assessments and plans of action.
- By Spring 2027, the Office of the President shall introduce and implement a data-informed accountability mechanism. Such measures will include examination of fiscal resources, human resource management, and other factors.

**Commented [MP3]:** Should this activity indicate the purpose of collecting such data? Is Affirmative Action Plan data?

## **EQUITABLE ACCESS**

### **Commitment Statement:**

To uphold our commitment to educational justice we must reduce the cost of college. Therefore, we will deliver affordable, holistic, and high-quality educational experiences that support student learning, development, and engagement; are accessible and accommodate all learners' needs; and offer students a value-added return on their investment throughout their educational journeys.

**Goal 1:** We will raise more money and/or reallocate existing resources in order to provide students with strategic financial support at the campus, department, and broader community levels to reduce the cost of attendance and facilitate student engagement with the broader campus, local and global communities.

**Activity 1:** All departments and units will submit plans to their division heads identifying the specific financial support they would like to offer students and the specific academic and/or co-curricular engagement experiences that will be expected of students who receive the financial support. The division heads will then be responsible for working with their VPs, the Development office, and other campus entities to reallocate funds and/or pursue new funding opportunities to support these plans.

- By September 2022 the campus will establish a baseline of financial support offered to students (scholarships, grants, work study, student assistants)
- By September 2022 departments will submit financial support plans to their division heads.
- By February 2023 advancement will identify strategies and resources needed to meet the multi-year financial support goals
- By May 2023 the campus will develop a financial support dashboard to track progress
- By September 2023 the campus will develop a plan to strategically increase the number of student assistant positions on campus
- By December 2022 CSUDH will develop a plan to offer students affordable housing on campus
- By August 2027 CSUDH will provide affordable housing on campus for low-income students



**Goal 2:** CSUDH will provide more flexible services, programs, and academic pathways into, through, and out of CSUDH based on the needs of our broadly diverse student body to ensure that all students have clear and equitable access to educational and career success.

**Activity 1:** Conduct an assessment of student needs and preferences regarding the accessibility of the campus' services and programs using a stratified random sample of students, alumni, and community partners.

- By May 2022 CSUDH will form and charge a committee with conducting an assessment of student needs and preferences regarding accessibility to campus services and programs
- By February 2023 the committee will offer recommendations for the campus based on findings from the assessment of student needs and preferences
- June 2023 All units and departments will submit plans to their VPs that outline how they will offer programs and services that meet the diverse needs of our student body. Plans will include resources needed.
- By August 2026 all departments will begin to implement their plans and assess their efforts.

### **Culture of Care**

#### **Commitment Statement:**

The CSUDH commitment to justice, equity, and inclusion, is rooted in an ethos of love. Therefore, we take pride in cultivating a caring community that will provide the physical and social infrastructure necessary to support a sense of belonging and wellbeing for all Toros. While celebrating the assets they bring to the university, we will address the academic, social, cultural, and emotional needs of our Toro community.

**Goal:** Promote and prioritize a coordinated community wellness model to support the holistic well-being of all Toros.

**Activity 1:** Expand and grow the newly formed Toro Wellness Hub. The Toro Wellness Hub is a partnership between Human Resources and the Student Health Center to provide equitable access to quality health information and coordinated activities for the campus community. The Toro Wellness Hub engages stakeholders and works collaboratively with all areas of the community (i.e. the chief diversity officer, multicultural resource centers, ASI, Academic Affairs, LSU, Office of Student Life) to promote holistic wellness (i.e.). This includes but is not limited to programming, research, literature, and resources.

- By May of 2022 Collaborate with the Toro Hour Committee to integrate wellness programs and services into Toro Hour.
- By September 2022 the campus will allocate resources and establish a budget to support the promotion of coordinated wellness including the hiring of program support staff, communication materials, and digital wellness resources.
- By September 2022 Assemble a Toro Wellness Committee comprised of campus stakeholders (students, staff, faculty, administrators) who can support the mission and goals of the Toro Wellness Hub
- By December 2022 launch a campus wellness baseline assessment that will identify current wellness efforts, wellness needs of the campus, and gaps in service delivery for campus stakeholders. Assessment will also assess health efforts in the various departments/areas across campus
- By December 2022 conduct an assessment of community-based wellness partners and health care providers to develop mutually beneficial strategic partnerships.
- By September 2023 the campus will build an active donor base and identify funding opportunities that support wellness activities and research in our community. Such activities may include but are not limited to support faculty research, student wellness initiatives, and specific health and wellness interventions (i.e. blood pressure monitoring, glucose screening, etc.)
- December 2023 Toro Wellness Hub will evaluate and assess the impact of wellness initiatives as a means of informing future program and research agendas.
- By January 2026 create a physical Toro Wellness Hub in the new CSUDH Wellness and Recreation Center.

## **COMMUNITY ENGAGEMENT**

### **Commitment Statement:**

Mutually informing and beneficial connections between campus and communities – local, global, and virtual – will be a fundamental strength and a crucial part of our work to facilitate pathways to success and socioeconomic mobility for students and to help our communities thrive.

**Goal:** We will enhance collaboration with communities (regional, global, academic, etc.) for the mutual benefit of both the campus and the community partner by leveraging current partnerships and making data informed decisions about future partnerships and investments.

**Activities**

**Activity #1** Create a database of all community engagement activities and partners that allows us to integrate and align institutional community engagement activities across campus

- By May 2022 Form and charge a community engagement committee
- By December 2022 compile an organized list of all community engagement activities and partners
- By January 2023 begin working with IT to develop a community engagement database
- By January 2024 begin using the database to strengthen relationships with K-12 institutions, community colleges, and community based organizations through data informed decisions designed to help students and our communities thrive.
- By August 2024 strategically collaborate with partners to increase enrollment for underrepresented student subpopulations
- By August 2025 begin to assess impact of our community engagement efforts

