



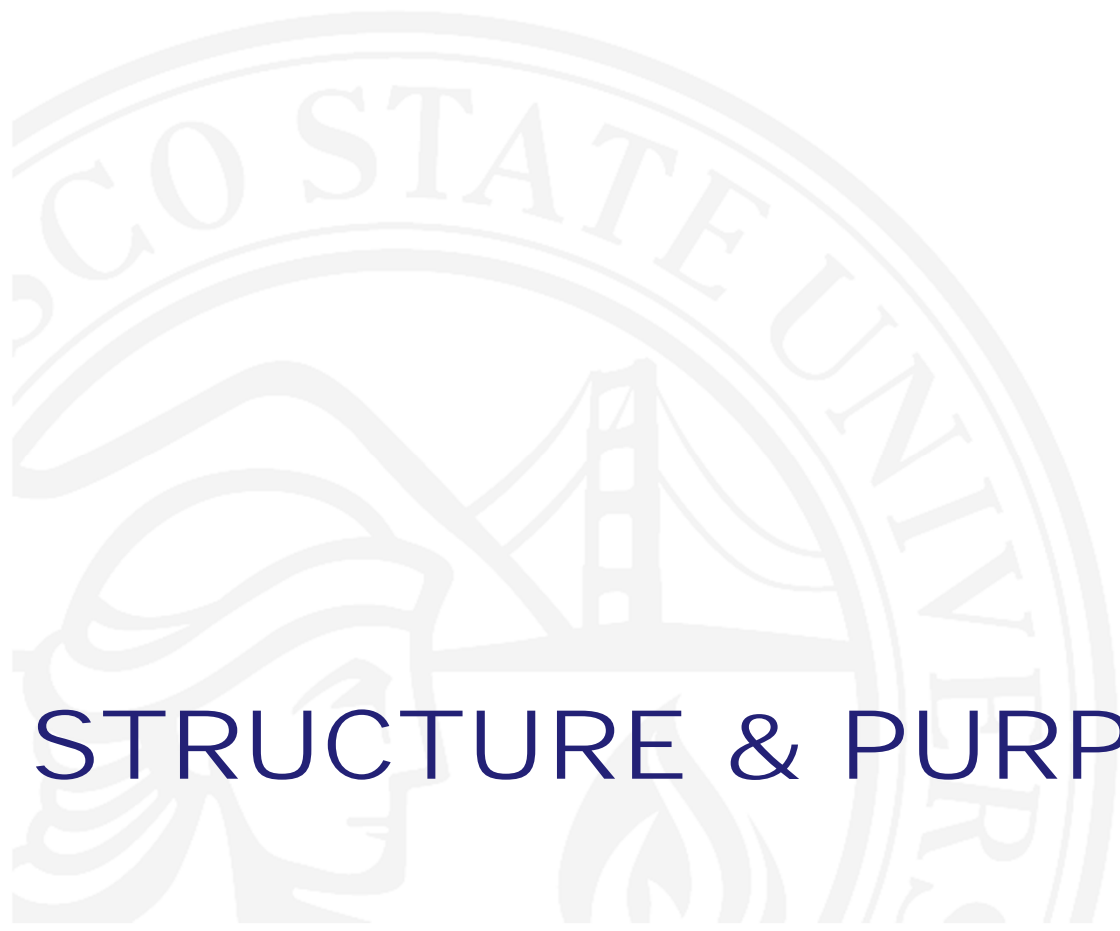
SAN FRANCISCO
STATE UNIVERSITY

EQUITY & COMMUNITY INCLUSION

OVERVIEW: STRUCTURE, GOALS & OUTCOMES

STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

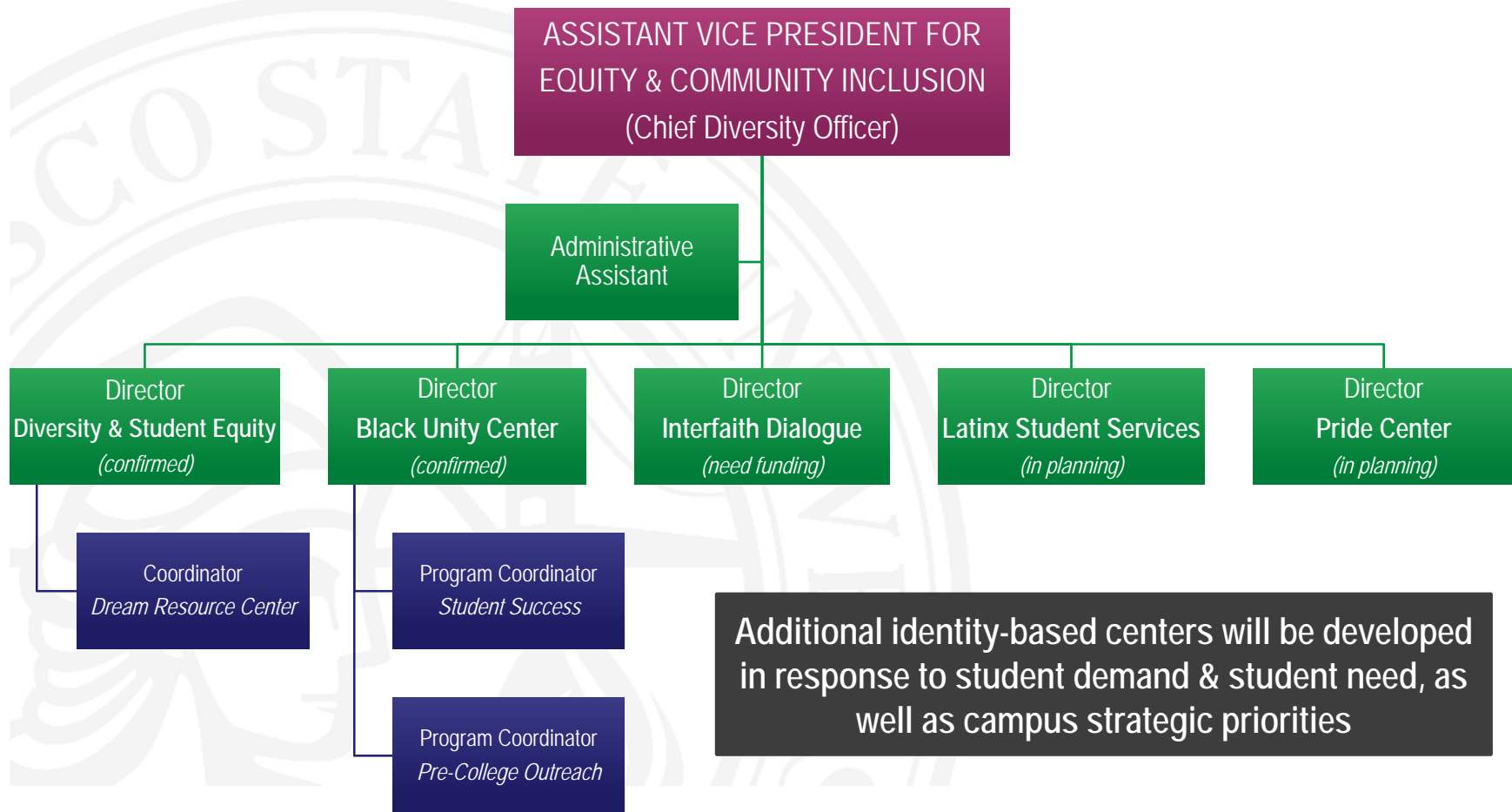
UPDATED AUGUST 16, 2017 BY LUOLUO HONG



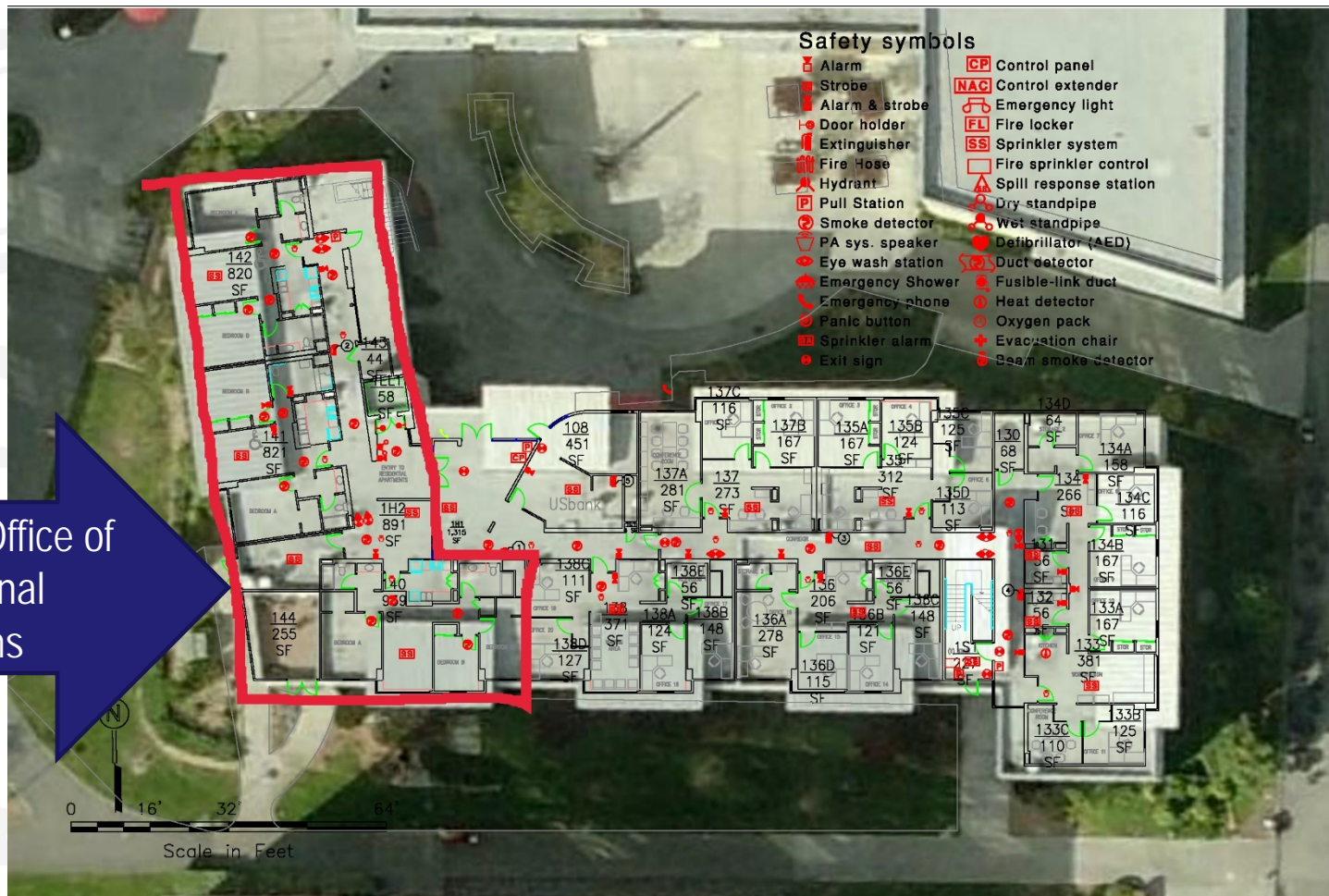
STRUCTURE & PURPOSE



ORGANIZATION CHART – EQUITY & COMMUNITY INCLUSION



VILLAGE C, SUITES 140, 141 & 142



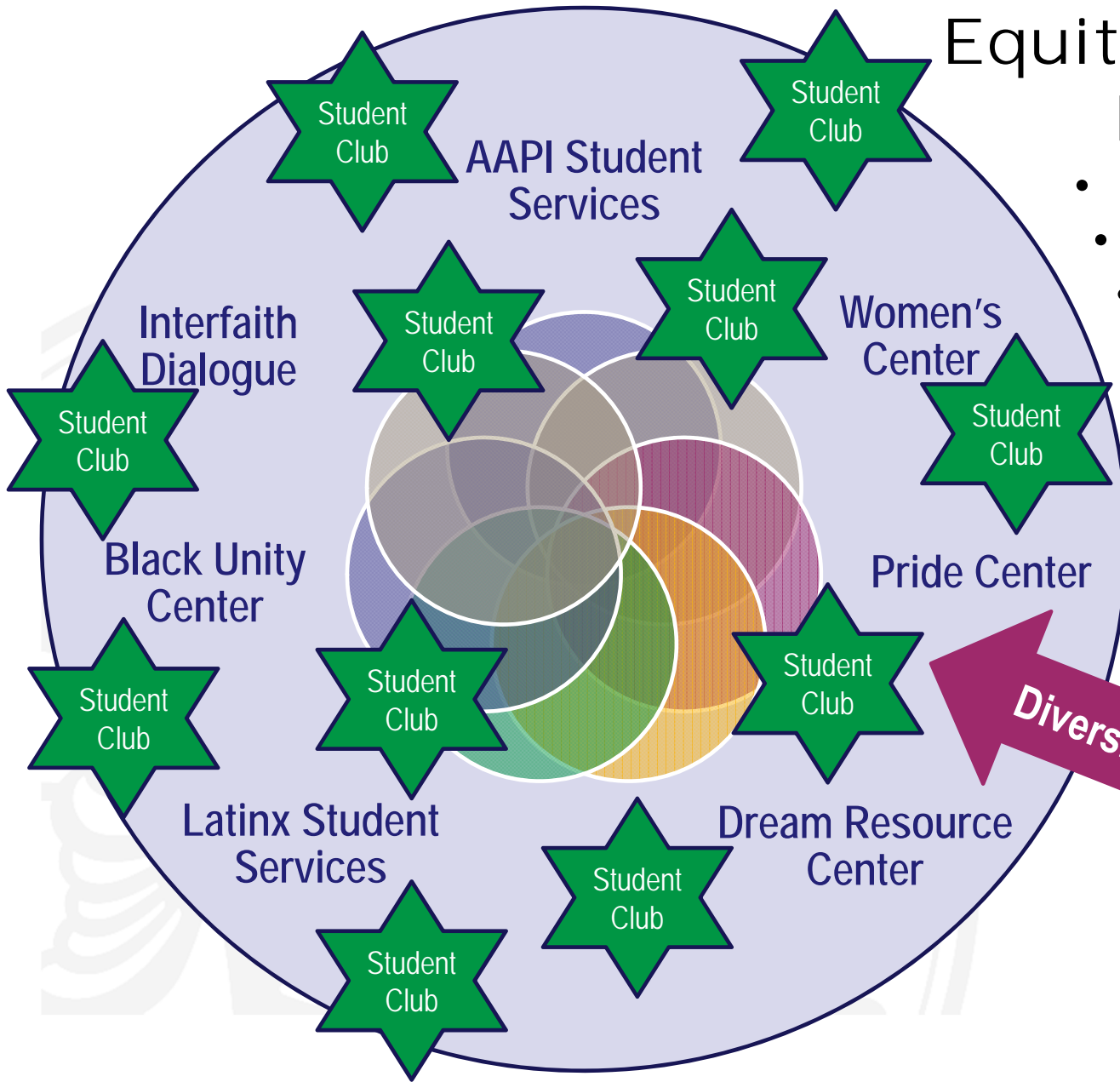
Across from Office of International Programs

EQUITY PROGRAMS & COMPLIANCE VERSUS EQUITY & COMMUNITY INCLUSION

	Dean of Equity Initiatives	AVP Equity & Community Inclusion
Primary constituency	Faculty/staff; 3 rd parties	Students
Primary responsibilities	Compliance with EO 1095/1096/1097; ombuds support for SF State employees; training & outreach for faculty and staff; response to external agency complaints	Education, outreach and developmental activities with students; collaborative partnerships with campus departments and community organizations; intercultural/intergroup dialogue
Primary content expertise	Discrimination, harassment; Title IX and Title VII; ADA and Section 504; campus climate	Social justice, equity and inclusion; campus climate and civil discourse; student development and multicultural learning
Administrative home	Equity Programs & Compliance	Student Affairs & Enrollment Management
Educational credential	PhD or other terminal degree	Master's degree in relevant discipline
Essential day-to-day tasks	<ul style="list-style-type: none"> • Intake appointments and case management; • Crisis intervention for faculty/staff; • Problem-solving meetings with faculty and staff; • Technical assistance consultations with MPPs; • Training & development workshops for employees, including search committee chairs and members; • Collection of documents; and • Response to external discrimination complaints 	<ul style="list-style-type: none"> • Meetings with students & student organizations; • Event planning and implementation; • Workshops for various student constituencies and groups; • Collaboration on applied learning experiences, e.g., service; • Implementation of communication/social media strategies; • Guest lecturing in courses; outreach to faculty/staff; • Prepare educational materials in multimedia format; • Collaborate with co-curricular units across campus; and • Partner with off-campus organizations & agencies
Significant collaborators	Office of Human Resources, Faculty Affairs, Academic Senate, Chancellor's Office EEO/AA, General Counsel, college deans' offices, Employee Assistance Program, off-campus agencies and governmental entities	Residential Life, Student Activities & Events, Office of International Programs, Disability Programs & Resource Center, Health Promotion & Wellness, Advising Center, Athletic Department, Associated Students, various academic departments, community-based organizations, student clubs
Reporting to	Title IX Coordinator/DHR Administrator	Vice President for Student Affairs & Enrollment Management

STATEMENT OF PURPOSE

- Advance diversity, equity, social justice and inclusive excellence for students at SF State, whereby diversity is inclusive of a broad range of identities and their intersections, i.e., gender, race/ethnicity, class, sexual orientation, religion, age, disability, veteran status, political affiliation, etc.
- Lead and ensure diversity- and equity-related institutional planning, delivery and assessment efforts in support of the mission, values and strategic priorities of the University
- Coordinate and sustain cross-cabinet area initiatives
- Provide technical assistance to all cabinet areas in better meeting the needs of the diverse student populations we serve by advancing relevant strategies, initiatives and interventions
- Advance positive systemic, cultural, policy and institutional change – not just build individual capacity – through education, training, development, outreach and coalition-building
- Promote a living and working environment where all have equitable opportunities to learn, thrive, succeed and fully pursue educational and professional goals



Equity/Inclusion Ecosystem

- Intersectional Analysis
- Intercultural Learning
- Intergroup Dialogue

GOALS FOR YEAR ONE

- Conduct a comprehensive campus climate assessment
- Research exemplars for and develop a statement of principles document
- Plan, deliver and evaluate a targeted educational outreach campaign for various student affiliation groups, academic departments, staff unit, and administrators
 - Ad Hoc Work Group on Equity & Social Justice Educational Outreach Plan
- Establish a web-based resource for training, capacity-building, skill acquisition and lifelong learning
- Build networks with campus and community-based entities and partners
- Staff and support the President's Task Force on Campus Climate
- Explore feasible models for establishing an Bias Incident Response Team (BIRT) and advance a proposal as appropriate
- Convene a work group to develop a concept and proposal for Latinx Student Services

GOALS FOR YEAR ONE (CONTINUED)

- Initiate efforts to develop a campus-wide equity and inclusion action plan, aligned with:
 - SF State Strategic Plan 2015
 - Graduation Initiative 2025
 - Strategic Enrollment Management Plan
- Establishment of effective infrastructure for sustained growth over time
 - Personnel
 - Programs and services
 - Operating budget (including extramural funding)
 - Facilities
 - Standard operating procedures
 - Advising and support for student clubs and organizations

GOALS FOR YEARS TWO & THREE

- Secure permanent staffing
- Initiate efforts to develop cabinet area, college and unit equity and inclusion action plans, aligned with the campus action plan
- Continue to plan, deliver and evaluate a targeted educational outreach campaign for various student affiliation groups, academic departments, staff units, and administrators
- Develop peer leadership network in partnership with Associated Students, Student Athlete Advisory Council, Residence Hall Association, Greek Council and other student organizations
- Engage in follow up analysis and inquiry based on comprehensive campus climate assessment
- Develop a vision, mission, goals and strategic priorities for Equity & Community Inclusion
- Outreach to CSU sister campuses, as well as University of California and community college systems, to coordinate activities, events, programs and services
- Convene a work group to develop concept and proposal for Pride Center



ASSESSMENT & OUTCOMES



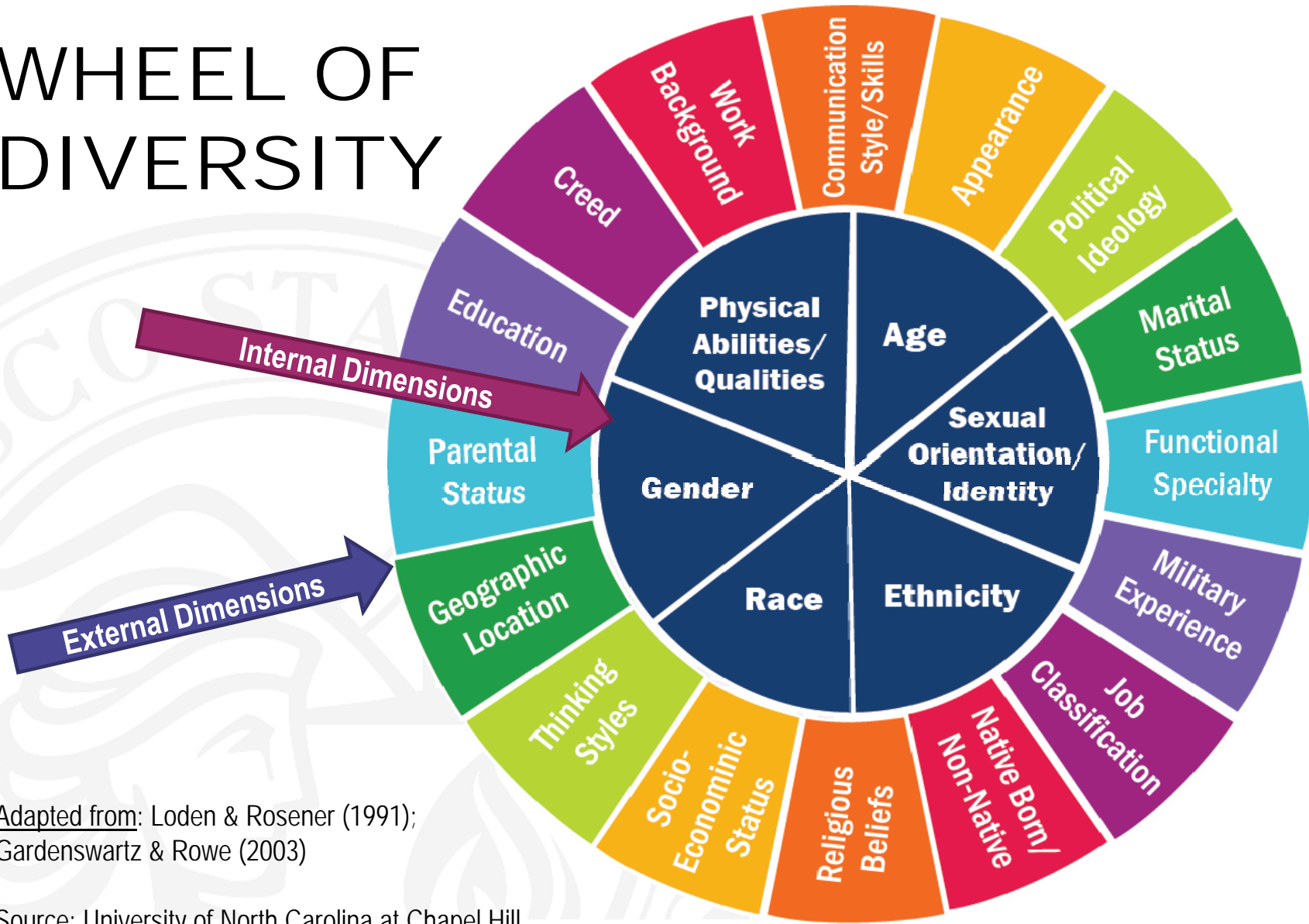
GRADUATION INITIATIVE 2025 GOALS

METRIC	2025 GOAL	MOST RECENT RATE
Freshman 6-Year Graduation	69%	51%
Freshmen 4-Year Graduation	33%	18%
Transfer 2-Year Graduation	49%	37%
Transfer 4-Year Graduation	86%	76%
Gap – Underrepresented Minority	0	10% points
Gap – Pell Recipients	0	5% points

CAMPUS CLIMATE ASSESSMENT

- AY 2017-18: Initiate baseline campus-wide assessment
 - Qualitative and quantitative methodologies
 - External firm with a proven record of expertise
- AY 2018-19: Continue campus-wide assessment efforts
- AY 2019-20: Engage in targeted assessment efforts throughout
- AY 2020-21: Implement campus-wide assessment again (quantitative only)
- AY 2021-22 and beyond: Conduct campus-wide reassessment every 3-4 years thereafter to track longitudinal change

WHEEL OF DIVERSITY



Adapted from: Loden & Rosener (1991);
Gardenswartz & Rowe (2003)

Source: University of North Carolina at Chapel Hill

AAC&U - CAMPUS GUIDE FOR SELF-STUDY (2015)

- COMMITTING TO EQUITY & EXPANSION OF OPPORTUNITY
 - Knowing who your students are and will be.
 - Committing to frank, hard dialogues about the climate for underserved students on your campus, with the goal of effecting a paradigm shift in language and actions.
 - Investing in culturally competent practices that lead to the success of underserved students – and of all students.
 - Setting and monitoring equity-minded goals – and devoting aligned resources to achieve them.
- COMMITTING TO INCLUSIVE EXCELLENCE
 - Developing and actively pursuing a clear vision and goals for achieving the high-quality learning necessary to careers and to citizenship, and therefore essential to the degree.

CAMPUS GUIDE FOR SELF-STUDY (CONTINUED)

- COMMITTING TO INCLUSIVE EXCELLENCE (continued)
 - Expecting and preparing all students to produce culminating or Signature Work at the associate (or sophomore) and baccalaureate level to show their achievement of Essential Learning Outcomes, and monitoring data to ensure equitable participation and achievement among underserved students.
 - Providing support to help students develop guided plans to achieve Essential Learning Outcomes, prepare for and complete Signature Work, and connect college with careers.
 - Identifying high-impact practices (HIPs) best suited to your students and your institution's quality framework of Essential Learning Outcomes, and working proactively to ensure equitable student participation in HIPs.
 - Ensuring the Essential Learning Outcomes are addressed and high-impact practices are incorporated across all programs, including general education, the majors, digital learning platforms, and co-curricular or community-based programs.
 - Making student achievement – including underserved student achievement – visible and valued.

DIVERSITY COLLEGIUM

- 10th Anniversary Edition (2016) of Global Diversity & Inclusion Benchmarks helps organizations:
 - Realize the depth, breadth and integrated scope of Diversity and Inclusion (D&I) best practices
 - Assess the current state of D&I
 - Determine strategy; and
 - Measure progress in managing diversity and fostering inclusion
- Inclusion
 - Dynamic state of operating in which diversity is leveraged to create a fair, healthy and high-performing organization or community
 - Equitable access to resources and opportunities ensured for all
 - Individuals and groups feel safe, respected, engaged, motivated and valued for who they are and for their contributions towards organizational and societal goals

FIVE APPROACHES TO DIVERSITY & INCLUSION

- Competence – Improving skills, knowledge and ability
- Compliance – Complying with laws and regulations
- Dignity – Affirming the value and interconnectedness of every person
- Organization Development – Improving and optimizing organizational performance
- Social Justice – Treating people equitably and ethically

BENCHMARKS – FIVE LEVELS

- Level 5: Best Practice – Demonstrated current best practices in D&I; exemplary for other organizations globally
- Level 4: Progressive – Implementing D&I systemically; showing improved results and outcomes
- Level 3: Proactive – Clear awareness of the value of D&I; starting to implement D&I systemically
- Level 2: Reactive – A compliance mindset; actions are taken primarily to comply with relevant laws and social pressures
- Level 1: Inactive – No D&I work has begun; diversity and a culture of inclusion are not part of organizational goals



INTEGRITY IS
choosing
COURAGE OVER COMFORT;
CHOOSING WHAT IS RIGHT
over what is
FUN, FAST, OR EASY;
AND CHOOSING TO
PRACTICE OUR VALUES
rather than simply
PROFESSING THEM.



THANK YOU!

Prepared by: Luoluo Hong, PhD, MPH

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Title IX Coordinator & DHR Administrator

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