

**SDSU IMPERIAL  
VALLEY**

*Diversity,  
Equity,  
and  
Inclusion  
Plan  
2020-  
2025*

**SDSU Imperial Valley**  
**Diversity, Equity, and Inclusion Committee**

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## **SDSU Imperial Valley: Mission Statement on Diversity, Equity, and Inclusion**

The staff and faculty of SDSU Imperial Valley campus are steadfast in our dedication to meeting the educational needs of the community. Imperial County is located at the juncture of California, Arizona, and Mexico; though it is a region rich with culture and resources, it has been historically underserved.

Our campus was established in 1959 to offer social-justice based, quality education to the region. In order to best serve our population of undergraduate, graduate, and teaching credential candidates, as well as Imperial County as a whole, we strive to provide multicultural, anti-racist, and anti-bigoted academic experiences both on and off campus and opportunities that help people overcome socioeconomic disadvantage. Through these efforts, our hope is to foster alumni who are multifaceted global citizens and prepared to contribute meaningfully to their communities. To accomplish this aim, we strive to maintain student, staff, and faculty populations that are reflective of the many ways in which humanity is diverse.

At the heart of our mission is a commitment to creating a climate of equity and inclusion for all SDSU Imperial Valley students, staff, and faculty in which we respect each person's right to our individuality and view diversity as strengths that contribute to the excellence of our campus community. We unwaveringly value and protect our community of all backgrounds, circumstances, and characteristics including but not limited to race, ethnicity or tribal affiliation, gender identity, sexual orientation, religion, citizenship or immigration status, national origin, ability, health, age, appearance, former foster youth status, socioeconomic status, political affiliation, former incarceration, and military status. Correspondingly, we actively work to make our commitment to diversity, equity, and inclusion known to the campus community, to be a champion of diversity, equity, and inclusion within Imperial County in our work and outreach, and to reflect regularly upon how we can improve our efforts to make our campus a safe space for all people.

## SDSU Imperial Valley: Diversity, Equity, and Inclusion Plan

The SDSU Imperial Valley Diversity, Equity, and Inclusion (DEI) Committee was formed in Fall 2019. At that time, the committee consisted of one undergraduate student, two staff members, and four faculty members<sup>1</sup>; each of the three academic divisions of the college were represented on the committee. One responsibility with which the committee was charged was to examine various sources of data pertinent to diversity, equity, and inclusion in our college in order to develop a five-year plan to foster a welcoming and supportive culture within our campus community. The committee labored intensively to identify patterns in the data to understand who comprises the SDSU Imperial Valley community and what the current experiences of different groups might be. The datasets analyzed by the committee included:

- 1) Environmental Assessment Institutional Data: These data were compiled for each college in Fall 2019 by the SDSU Division of Diversity and Innovation (DDI). Data were organized into three areas: Representation, Climate, and Success.
  - a. The Representation data included demographic information of SDSU Imperial Valley students, staff, and faculty over a three to four-year span with respect to ethnicity and gender identity (female/male). Some comparisons provided by the DDI categorized individuals into one of two ethnicity-related groups: Underrepresented Minority (URM) or Non-URM. The category of “URM” included individuals who identify as Black/African American, Hispanic/Latinx, and Native American/Alaskan Native. Because of the small group sizes of some groups on our campus, analyses using these Representation data were limited.
  - b. The Climate data described the results of two surveys:
    - i. The [HERI survey](#) presented faculty perspectives about SDSU as a whole in comparison to other universities nationwide.
    - ii. The 2015 Employee Climate Survey compared responses of SDSU Imperial Valley staff to university staff as an overall group.
  - c. The Success data were intended to display the recent average of years to full promotion among full-time faculty at each college by ethnicity (URM/Non-URM) and gender. Because of the small sample size (N = 2), these data were not calculated for SDSU Imperial Valley.
- 2) Fall 2019 Climate Survey: This online survey for staff, faculty, and administrators at SDSU Imperial Valley was initially made available at the end of Fall 2019. Because of the few number of people who participated (N = 19), the committee decided to re-open the survey in Spring 2020 to increase the sample size. By the end of the second round of data collection, the total sample consisted of 33 participants: 12.12% were staff, 39.39% were lecturers/part-time faculty, 39.39% were tenure-track/tenured faculty, 6.06% were administrators, and 3.03% identified as “Other.” The DDI compiled the data and provided results to the SDSU Imperial Valley DEI committee. Because some groups were not represented or had very small numbers, some percentages or comparisons the

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<sup>1</sup> By Fall 2020, one staff member and one faculty member left our campus to pursue positions at other institutions.

DDI conducted for other colleges or the university as a whole were not provided for SDSU Imperial Valley, such as a breakdown of survey responses by ability or sexual orientation. For the purposes of this plan, the items on this survey are grouped into four categories:

- a. Category 1 items ask respondents to rate how much they would agree that their presence, expertise, contributions, and perspectives are valued in their work environment.
- b. Category 2 items ask respondents to rate how much they would agree that their work environment is welcoming, supportive, collaborative and respectful for diverse employees.
- c. Category 3 items ask respondents to rate how much their college/division/auxiliary has demonstrated commitment to hiring, retaining, career advancement, and supporting initiatives that support employees of diverse backgrounds/employee diversity.
- d. A final item asks respondents to rate how much they would agree with the following statement: “If given the choice, I would still come to this institution.”

Survey participants provided their level of agreement with each item on 6-point response scales: “strongly disagree,” “disagree,” “somewhat disagree,” “somewhat agree,” “agree” and “strongly agree.” All items were affirmatively worded thus respondents’ endorsement of the “strongly agree” option with items was most desirable.

The SDSU Imperial Valley DEI committee is appreciative of all of the people who made the effort to participate in these surveys. The committee recognizes that a limitation to the plan described below is that it is based on datasets with small sample-sizes, particularly the Fall 2019 Climate Survey. Another limitation is the age of some of the data—especially the 2015 Employee Climate Survey—given the changes in staff, faculty, and administration that SDSU Imperial Valley has seen over the past six years. The SDSU Imperial Valley DEI committee looks forward to future data-collections that address these issues.

## Representation

SDSU Imperial Valley is located in southeastern California, where the borders of California, Arizona, and Mexico converge. A college of SDSU, SDSU Imperial Valley is fully a commuter school and almost all of our students are residents of our service area. Imperial County itself is a majority-minority county. Population estimates from July 2019 indicate that 85% of the residents of Imperial County are “Hispanic or Latino,” 10% are “White alone, not Hispanic or Latino,” and the remaining 5% is comprised of other ethnic groups; regarding gender, 48.7% of the county’s population identifies as female (U.S. Census Bureau, 2020). Notably, SDSU Imperial Valley was designated an Hispanic-Serving Institution (HSI) before SDSU as a university was.

The student population of SDSU Imperial Valley is similar to the Imperial County as a whole when it comes to URM status and Hispanic/Latinx identity; however, there are proportionally more people who identify as women (ranging 66.1% - 70.1% in recent years) than those who identify as men.

To understand how our staff and faculty reflect our student population at SDSU Imperial Valley, equity indices based on URM status, Hispanic/Latinx identity, and gender identity were calculated per DDI direction to assess for disproportionate impact using the Representation data included in the Environmental Assessment Institutional Data provided by the DDI. An equity index is a ratio of percentages that compares a target group with a reference group. For the purposes of this plan, disproportionate impact signifies that a particular demographic in the student population (reference group) is severely underrepresented in the target group, and is considered to be present when an equity index is less than .80.

URM status comparison: staff (target group) and students (reference group)

Equity index: 1.04

Gender identity (women) comparison: staff (target group) and students (reference group)

Equity index: .88

URM status comparisons: equity indices for faculty (target groups) and students (reference group; disproportionate impact indicated by \*)

	<u>Tenured/Tenure-Track Faculty</u>	<u>Lecturers/Part-Time Faculty</u>
Fall 2016	.40*	.54*
Fall 2017	.38*	.55*
Fall 2018	.34*	.54*

Hispanic/Latinx identity comparisons: equity indices for faculty (target group) and students (reference group; disproportionate impact indicated by \*)

	<u>Tenured/Tenure-Track Faculty</u>
Fall 2016	.34*
Fall 2017	.32*
Fall 2018	.34*

Gender identity (women) comparisons: equity indices for faculty (target groups) and students (reference group; disproportionate impact indicated by \*)

	<u>Tenured/Tenure-Track Faculty</u>	<u>Lecturers/Part-Time Faculty</u>
Fall 2016	.80	.85
Fall 2017	.61*	.83
Fall 2018	.76*	.80

It is commendable that the ethnic and gender representation in our staff are similar to that in our students at SDSU Imperial Valley. Moreover, it is encouraging that female identity among our lecturers/part-time faculty corresponds with our student population. It is important to uncover, however, that disproportionate impact is occurring in most faculty comparisons, especially when tenured/tenure-track faculty are the target group.

Given the demographics of our service area and student population, it is likely that conversations will need to continue about how best to converge the goals that we at SDSU Imperial Valley have for our students and our campus community overall. We are proud of our identity as an HSI that is located in a majority-minority area of the United States which has strong ties to Mexico and Mexican culture. Our work is informed by scholarship that has empirically found that students are most successful when faculty resemble the student population (Taylor, Milem, & Coleman, 2016; Turner, 2002). We endeavor to prepare our students to be multifaceted, global citizens who value diversity, equity, and inclusion. We consider it vital for our students' critical thinking, interpersonal skills, and overall personal growth to provide them with opportunities to learn about and interact with different groups of people, and we recognize that the term "diversity" refers to numerous identities and affiliations. We plan to continue past efforts to consider diversity issues in the faculty-hiring process and will be looking to assess how our efforts compare to regional and national patterns. It might be that finding a balance among all of our aspirations, as well as our identity as an institution, will affect how disproportionate impact in URM status, Hispanic/Latinx identity, and gender identity will be regarded in the future. It is important to note that our efforts to foster diversity will transcend a strictly URM versus non-URM analysis, as that metric does not measure several ubiquitously recognized historically marginalized groups in our community including LGBTQ individuals, Veterans, the disabled, non-URM individuals living in poverty, and non-URM immigrant groups, nor does it measure the spectrum of diversity within the classified URM groups themselves. This is especially relevant as our campus, similar to the Imperial Valley community, is over 85 percent Hispanic/Latinx. Finally, it is understood that although the benefits of faculty representing the

student body are considered, research also supports and encourages a diverse learning environment.

### Climate

The committee's assessment of the occupational climate at SDSU Imperial Valley was largely informed by 1) the 2015 Employee Climate Survey, and 2) the Fall 2019 Climate Survey.

#### The 2015 Employee Climate Survey

The results of the 2015 Employee Climate Survey found that SDSU Imperial Valley staff reported significantly lower agreement with 18 of 53 items that assessed vocational satisfaction, including working relationships with management. Notably, our campus staff reported significantly lower satisfaction on all four items of the Learning and Development section of the survey:

1. "SDSU offers me the necessary training to do my job well"
2. "SDSU encourages my development by encouraging training"
3. "SDSU places a high priority on helping employees reach their potential"
4. "I am encouraged and supported to take on new opportunities"

#### The Fall 2019 Climate Survey

In order to make meaning of the data from the Fall 2019 Climate Survey, the consensus among the committee was that respondents' endorsement of the "agree" option to items should be a benchmark for our five-year plan. Ideally, all survey participants would choose the "strongly agree" response to all items, but at the very least the selection of "agree" indicates the baseline level of the affirmative climate we wish to create at SDSU Imperial Valley.

A deep dive into the data gathered with the Fall 2019 Climate Survey revealed several strengths about the current work atmosphere at SDSU Imperial Valley. For most group comparisons, the percentages of participants from our campus who at least agreed with questions were comparable if not higher than our counterparts in the overall university sample (data from the university sample are provided in tables for comparison), and all of the staff members who participated in the survey conveyed that they at least agreed with survey items.

We as a committee are concerned, however, by noticeable group discrepancies in each category of items. The following section presents tables for group comparisons about which our committee is particularly alarmed. Note: No statistical analyses were conducted because of small sample size, and group sizes are intentionally unreported in the tables in order to protect the anonymity of participants.



## Category 1

Group differences in feeling valued as members of the SDSU Imperial Valley community were evident in comparisons by URM status, faculty group, length of employment, and religious affiliation.

*Percentage means for Category 1 questions by URM/Non URM status. Staff and faculty represented in data.*

Category 1 Items	Imperial Valley URM	Imperial Valley Non-URM	University URM	University Non-URM
Agree	58.46	24.45	38.19	38.82
Strongly Agree	26.20	33.93	20.67	28.70
<b>AT LEAST "AGREE"</b>	<b>84.66</b>	<b>58.38</b>	<b>58.86</b>	<b>67.52</b>

*Percentage means for Category 1 questions by faculty group.*

Category 1 Items	Imperial Valley Lecturers	Imperial Valley Tenured	University Lecturers	University Tenured
Agree	28.15	56.25	30.22	35.84
Strongly Agree	26.22	31.25	22.21	24.64
<b>AT LEAST "AGREE"</b>	<b>54.37</b>	<b>87.50</b>	<b>52.45</b>	<b>60.48</b>

*Percentage means for Category 1 questions by length of employment at campus. Staff and faculty combined. Note: No data for participants who reported having worked less than 1 year or 6 – 10 years on the Imperial Valley campus are reported due to small group-sizes.*

Category 1 Items	Imperial Valley 1-5 Yrs	Imperial Valley 11-20 Yrs	Imperial Valley > 20 Yrs	University 1-5 Yrs	University 11-20 Yrs	University > 20 Yrs
Agree	45.49	18.75	53.41	40.31	36.58	37.88
Strong Agree	18.06	37.50	31.82	23.84	24.25	26.74
<b>AT LEAST "AGREE"</b>	<b>63.55</b>	<b>56.25</b>	<b>85.23</b>	<b>64.15</b>	<b>60.83</b>	<b>64.62</b>

*Percentage means for Category 1 questions by religious affiliation. Staff and faculty combined. Note: The “Imperial Valley: Other” group consists of respondents who self-identified with no religion or a religion other than Christianity. No comparable group exists for the university sample.*

Category 1 Items	Imperial Valley: Christian	Imperial Valley: Other	University: Christian
Agree	48.21	21.88	37.91
Strong Agree	24.23	37.50	28.77
<b>AT LEAST “AGREE”</b>	<b>72.44</b>	<b>59.38</b>	<b>66.68</b>

Non-URM individuals, lecturers/part-time faculty, early/mid-career employees, and those not affiliated with a Christian religion at SDSU Imperial Valley are less likely to report that they at least agree that they are valued on our campus. It is noteworthy, however, that URM individuals and Christians at SDSU Imperial Valley are less likely to express that they “strongly agree” with these items.

### Category 2

Group differences in perceptions about the college’s attitudes toward employees of diverse backgrounds were observed in comparisons by URM status, length of employment, gender identity, and religious affiliation.

*Percentage means for Category 2 questions by URM/Non URM status. Staff and faculty represented in data.*

Category 2 Items	Imperial Valley URM	Imperial Valley Non-URM	University URM	University Non-URM
Agree	49.27	49.86	34.35	41.16
Strongly Agree	40.07	17.36	26.51	32.72
<b>AT LEAST “AGREE”</b>	<b>89.34</b>	<b>67.22</b>	<b>60.86</b>	<b>73.88</b>

Percentage means for Category 2 questions by length of employment. Staff and faculty represented in data. (Note: No data for participants who reported having worked less than 1 year or 6 – 10 years on Imperial Valley campus are reported due to small group-sizes.)

Category 2 Items	Imperial Valley 1-5 Yrs	Imperial Valley 11-20 Yrs	Imperial Valley > 20 Yrs	University 1-5 Yrs	University 11-20 Yrs	University > 20 Yrs
Agree	48.61	37.5	62.35	39.92	38.44	40.77
Strongly Agree	12.16	37.5	35.15	26.90	29.71	33.53
<b>AT LEAST “AGREE”</b>	<b>60.77</b>	<b>75.0</b>	<b>97.5</b>	<b>66.82</b>	<b>68.15</b>	<b>74.40</b>

Percentage means for Category 2 questions by binary gender identity. Staff and faculty combined.

Category 2 Items	Imperial Valley Women	Imperial Valley Men	University Women	University Men
Agree	52.5	49.87	37.81	43.61
Strongly Agree	17.02	39.1	29.54	34.19
<b>AT LEAST “AGREE”</b>	<b>69.52</b>	<b>88.97</b>	<b>67.35</b>	<b>77.8</b>

Percentage means for Category 2 questions by religious affiliation. Staff and faculty combined. Note: The “Imperial Valley: Other” group consists of respondents who self-identified with no religion or a religion other than Christianity. No comparable group exists for the university sample.

Category 2 Items	Imperial Valley Christians	Imperial Valley Other	University Christians
Agree	46.28	46.88	39.38
Strongly Agree	42.69	21.88	34.63
<b>AT LEAST “AGREE”</b>	<b>88.97</b>	<b>68.76</b>	<b>74.01</b>

Non-URM individuals, early/mid-career employees, women, and those not affiliated with a Christian religion at SDSU Imperial Valley are less likely to report that they at least agree that our campus is supportive of employees of diverse backgrounds.

### Category 3

There were two group comparisons that revealed relatively large differences in percentages of who at least agreed with the four items that asked respondents about the college/division/auxillary's commitment to the careers of employees of diverse backgrounds: length of employment and gender identity.

*Percentage means for Category 3 questions by length of employment. Staff and faculty represented in data. Note: No data for participants who reported having worked less than 1 year or 6 – 10 years on Imperial Valley campus are reported due to small group-sizes.*

Category 3 Items	Imperial Valley 1-5 Yrs	Imperial Valley 11-20 Yrs	Imperial Valley > 20 Yrs	University 1-5 Yrs	University 11-20 Yrs	University > 20 Yrs
Agree	48.61	12.5	53.64	32.45	34.00	37.95
Strongly Agree	14.93	53.13	46.36	20.10	22.45	25.04
<b>AT LEAST "AGREE"</b>	<b>63.54</b>	<b>65.63</b>	<b>100.00</b>	<b>52.55</b>	<b>66.45</b>	<b>62.99</b>

*Percentage means for Category 3 questions by binary gender identity. Staff and faculty combined.*

Category 3 Items	Imperial Valley Women	Imperial Valley Men	University Women	University Men
Agree	41.68	50.64	33.60	37.36
Strongly Agree	28.34	32.82	20.90	25.89
<b>AT LEAST "AGREE"</b>	<b>70.02</b>	<b>83.46</b>	<b>54.50</b>	<b>63.25</b>

Survey participants who are early/mid-career employees and who identified as women were less likely to at least agree with these items.

### Final Item

Regarding the final item—"if given the choice, I would still come to this institution"—differences were observed by length of employment, gender identity, and religious identity.

Percentage means for the final item by length of employment. Staff and faculty represented in data. (Note: No data for participants who reported having worked less than 1 year or 6 – 10 years on Imperial Valley campus are reported due to small group-sizes.)

Final Item	Imperial Valley 1-5 Yrs	Imperial Valley 11-20 Yrs	Imperial Valley > 20 Yrs	University 1-5 Yrs	University 11-20 Yrs	University > 20 Yrs
Agree	22.22	12.50	45.45	36.05	32.83	34.34
Strongly Agree	22.22	62.50	45.45	37.12	37.34	44.15
<b>AT LEAST “AGREE”</b>	<b>44.44</b>	<b>75.00</b>	<b>90.90</b>	<b>73.17</b>	<b>70.17</b>	<b>78.49</b>

Percentage means for the final item by binary gender identity. Staff and faculty combined.

Final Item	Imperial Valley Women	Imperial Valley Men	University Women	University Men
Agree	13.33	40.00	36.38	33.58
Strongly Agree	46.67	40.00	40.34	41.70
<b>AT LEAST “AGREE”</b>	<b>60.00</b>	<b>80.00</b>	<b>76.72</b>	<b>75.28</b>

Percentage means for the final item by religious affiliation. Staff and faculty combined. Note: The “Imperial Valley: Other” group consists of respondents who self-identified with no religion or a religion other than Christianity. No comparable group exists for the university sample.

Final Item	Imperial Valley: Christian	Imperial Valley: Other	University: Christian
Agree	26.67	37.50	35.46
Strongly Agree	40.00	50.00	43.14
<b>AT LEAST “AGREE”</b>	<b>66.67</b>	<b>87.50</b>	<b>78.60</b>

Early/mid-career employees (especially early-career employees), women, and Christians were noticeably less likely to report that they at least agree with this item.

## Qualitative Data

Comments written by participants of the Fall 2019 Climate Survey typically supported the patterns observed in the quantitative data. Much of the feedback was positive, particularly about SDSU Imperial Valley's identity as an HSI. The nature of other comments conveys that there is room for growth in terms of ensuring access to resources for career success among staff and faculty. The nature of other comments conveys that there is room for growth in terms of ensuring access to resources for career success among staff and faculty. Although this might sound like an unconventional issue to be addressed within the context of diversity, equity, and inclusion, any systematic disparities between the opportunities and work climates of Imperial Valley and San Diego employees are inherently matters that create regional inequities at the university. Such inequities are not only unfair to our staff and faculty, our students at SDSU Imperial Valley are actually harmed by them as they negatively impact our ability to serve them. For the university to not assess for and then address these kinds of inequities would be akin to intentionally choosing to disadvantage SDSU Imperial Valley students.

Another topic raised in the comments pertained to the importance of broadening our definitions of diversity and working toward offering a more diverse environment for our students. Furthermore, some comments pointed toward the importance of outreach to groups that have social and/or governing power on campus about inclusivity in the work environment (e.g., the impact on someone who overhears a disrespectful comment about a group with which they identify, the impact of gossiping about a colleague). The consensus among the committee is that the campus should take steps to become more aware about what we say or what we do—or fail to say and do—that can result in disenfranchising others. It is crucial that our college actively address issues of respect within our campus climate, as personal and institutional silence may be interpreted as complicity in marginalizing others.

### SDSU Imperial Valley: Goals

The following goals are guided by our mission statement and capitalize on the campus' strengths in order to address areas for improvement as observed in the various aforementioned data. We as a committee believe these goals are reasonable next steps for SDSU Imperial Valley and achievable over the next five years.

**GOAL 1:** By 2025, increase the climate of awareness and tolerance for diversity among students, staff, and faculty at SDSU Imperial Valley.

**GOAL 2:** By 2025, increase satisfaction with the work environment among staff, lecturers, and early/mid-career employees at SDSU Imperial Valley to correspond with levels of satisfaction of tenured faculty and senior employees on our campus.

GOAL 3: By 2025, improve the current ratio of URM full-time faculty to URM students (approximately 1 : 3) to 1.5 – 2 : 3 at SDSU Imperial Valley. (This goal and its associated strategies presented below are required by the university.)

### SDSU Imperial Valley: Planned Strategies

The following section describes the interventions to be implemented for each of the three identified goals.

GOAL 1: By 2025, increase the climate of awareness and tolerance for diversity among students, staff, and faculty at SDSU Imperial Valley.

Strategy 1: Provide opportunities for diverse guest speakers and lecturers.

- Resources needed: Funding for advertisements about speakers, as well as funding for stipends for speakers will be required.
- Responsibility: The college's Committee on Diversity and Equity (CDE) will be responsible for coordinating guest speakers and lecturers. The CDE will engage in efforts to recruit speakers who are diverse in ways that are underrepresented within the SDSU Imperial Valley community, including but not limited to sexual orientation, religion, gender identity, ability, and ethnicity or tribal affiliation.
- Assessment: The chair of the CDE will submit an annual report to the dean detailing implementation of this intervention.

Strategy 2: Recognize and incentivize faculty who participate in trainings on inclusive pedagogy and scholarship.

- Resources needed: Funding for incentives for training will be required.
- Responsibility: The CDE will distribute announcements about trainings to faculty and encourage faculty participation. The CDE will also request information from faculty about their participation in trainings each year.
- Assessment: The CDE will submit an annual report to the dean detailing implementation of this intervention. The CDE will submit a record of faculty participation to the Division Chairs so that Division Chairs can include this information in letters that SDSU Imperial Valley faculty are required to submit as part of their materials during the Retention, Tenure, and Promotion process.

Strategy 3: Create data-collection method(s) for the college regarding the demographics of students, staff, faculty, and administration in the many ways that human beings are diverse.

- Resources needed: Funding for online data-collection and participation incentives may be required. Assigned time for data collection, management, and analyses may also be required.
- Responsibility: The CDE will identify or create appropriate data-collection methods, including surveys.
- Assessment: The chair of the CDE will submit a report to the college detailing implementation of this intervention by 2025.

GOAL 2: By 2025, increase satisfaction with the work environment among staff, lecturers/part-time faculty, and early/mid-career employees at SDSU Imperial Valley to correspond with levels of satisfaction of tenured faculty and senior employees on our campus.

Strategy 1: Establish a committee to work routinely with staff, faculty, and administration at the San Diego campus throughout the academic year to address disparities experienced by students, staff, and faculty at the Imperial Valley campus. Among other responsibilities, this committee shall review salaries and policies to ensure equitable compensation and advancement between employees at the Imperial Valley and San Diego campuses. This committee shall also discuss institutionalizing access and equity in home departments at the San Diego campus for Imperial Valley full-time faculty, and promote transparency in hiring and opportunities for staff.

- Resources needed: Assignment of time/work responsibilities of staff and faculty at the San Diego and Imperial Valley campuses to serve on this committee will be required.
- Responsibility: The CDE will oversee communication with employees at both campuses and make recommendations as this new committee is created.
- Assessment: The chair of the CDE will submit a report to the college detailing implementation of this intervention by 2025.

Strategy 2: Host one event per semester during the academic year designed to foster communication and networking opportunities for lecturers/part-time faculty.

- Resources needed: Administrative staff to communicate with lecturers/part-time faculty, space for the events, and funds for sundries (e.g., food) will be required.
- Responsibility: The Assistant Dean's Office will identify people to coordinate and host these events.
- Assessment: The CDE will coordinate with the Assistant Dean and create a report detailing implementation of this intervention.

Strategy 3: Create data-collection methods for the college to enhance understanding about staff, lecturer/part-time faculty, and new-faculty perspectives about their needs and their work climates.

- Resources needed: Funding for online data-collection and participation incentives may be required. Assigned time for data collection, management, and analyses may also be



required. Time for staff to participate in data collection during the workday may also be required.

- Responsibility: The CDE will identify or create appropriate data-collection methods, including surveys and qualitative methods (e.g., focus-group interviews). The CDE will also oversee data analyses.
- Assessment: The chair of the CDE will submit a report to the college detailing implementation of this intervention by 2025.

GOAL 3: By 2025, improve the current ratio of URM full-time faculty to URM students (approximately 1 : 3) to 1.5 – 2 : 3 at SDSU Imperial Valley. (This goal and its associated strategies presented below are required by the university.)

Strategy 1: Use [Building on Inclusive Excellence \(BIE\) Criteria](#). SDSU Imperial Valley will employ the University's BIE committee to certify that finalists meet at least three of the BIE criteria. This should occur prior to finalists being approved for a campus visit.

- Resources needed: Not applicable; the BIE committee is organized by the Associate Chief Diversity Officer.
- Responsibility: The Chair of the search committee will be responsible for including the BIE criteria in the job advertisement. The search chair will also be responsible for submitting candidate materials to the Dean's Office and the Associate Chief Diversity Officer (ACDO) for review by the BIE committee as soon as finalists are selected. After the determination is made by the BIE committee, the Dean and the search committee chair will be notified by the ACDO.
- Assessment: The college will submit an annual report to the faculty detailing implementation of this intervention.

Strategy 2: Require Inclusion Representatives<sup>2</sup>. SDSU Imperial Valley will only advance searches to the Office of Employee Relations and Compliance when the search committees have requested a certified Inclusion Representative.

- Resources needed: Not applicable; this program is funded by the Chief Diversity Officer.
- Responsibility: The search committee chair will request an approved Inclusion Representative through the IR program as advised by the Associate Chief Diversity Officer.
- Assessment: The college will submit an annual report to the faculty detailing the implementation of this intervention.

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<sup>2</sup> Inclusion Representatives are non-voting members of search committees who provide colleagues with information on equitable hiring practices and support in identifying and reducing the many ways that implicit biases can manifest in the hiring process. More details about this program are forthcoming from the university.

Strategy 3: Require implicit bias training. SDSU Imperial Valley will only approve search committee members who have participated in one of the University's Equity-Minded Hiring seminars within the last two years.

- Resources needed: This program is funded by the Chief Diversity Officer. Committee members will need to invest at two-three hours to complete the basic training.
- Responsibility: The search committee chair is responsible for confirming that all members have participated in the training prior to beginning review of applications.
- Assessment: The college will submit an annual report to the faculty detailing implementation of this intervention.

Strategy 4: Improve pool proportionality. In cases where pool proportionality is not reflective of terminal degree holders within the field, SDSU Imperial Valley will require the search committee to specify actions that have been taken to ensure a representative pool. Documentation of these actions will be provided to the ACDO. [The Hiring Guide already requires departments to submit a pool proportionality form to the Office of Employee Relations and Compliance (OERC)]

- Resources needed: Committee chairs may need training to interpret the data and understand appropriate actions to increase pool proportionality.
- Responsibility: The search committee chair is responsible for submitting the pool proportionality form, and any required documentation, to OERC and the ACDO.
- Assessment: The College will submit an annual report to the faculty detailing implementation of this intervention.

### **Accountability**

Responsibilities and timelines for realization of this plan are listed under "Assessment" bullets for each goal's associated strategies. The plan will take effect once it is approved by the University Senate's Diversity, Equity, and Inclusion Committee.

Congruent with the university's strategic plan, SDSU Imperial Valley will establish a Diversity Council by December 2020. The DEI committee that was formed to draft this document will make a recommendation to the campus' Associated Students, staff, the Faculty Council, and the Dean's Council about the membership of the Diversity Council. In the past, the campus has had a "Committee on Diversity and Equity" described in our academic policy file; the aforementioned plan uses this terminology and lists this committee as the body responsible for the campus' diversity, equity, and inclusion efforts. However, in recent years the Faculty Council voted to render this committee inactive to reduce committee responsibilities among our small number of full-time faculty. Moving forward, the body that serves as the campus' Diversity Council will 1) be continuously populated; 2) be structured in such a way that no one group can deem that it should be inactive; 3) include language that describes the role of the college's representatives to the university-wide Inclusion Council; 4) stagger/rotate membership each year for continuity purposes; and 5) will oversee that goals in this the diversity, equity, and inclusion plan are being

achieved. It is possible that that this body will have a different name than “Committee on Diversity and Equity” thus this document will need to be updated if that is indeed the case.

The committee that serves as the college’s Diversity Council will meet regularly and work in coordination with the college’s administration and parties designated in the plan to carry out responsibilities. At the beginning of each academic year, this committee will establish benchmarks for the activities to be carried out that year; the committee will summarize the year’s activities at the end of each Spring semester. Based on the data on which the above plan is created as well as feedback received about the plan, the current DEI committee that has written this plan strongly recommends that Goal 2, Strategy 1 be addressed first, and that data be collected and reported about salary and workload disparities for staff and faculty on the Imperial Valley campus as compared to San Diego campus employees by the end of Spring 2021. It is further recommended that a Diversity, Equity, and Inclusion Dashboard with pertinent data from SDSU Imperial Valley and the San Diego campus be maintained on the SDSU Imperial Valley website for the purpose of transparency related to work climate and opportunities. This Dashboard will be in compliance with all legal requirements regarding employee confidentiality.

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**A draft of this document was submitted to SDSU Imperial Valley staff, faculty, and administration during Fall 2020, as well as to the SDSU Inclusion Council. A time frame of two weeks was provided to submit comments and such feedback was encouraged. The DEI committee considered all questions and recommendations received and revised this document accordingly, including the addition of an Accountability section. The DEI committee thanks everyone who offered feedback about this document, as well as wishes to express gratitude to the SDSU Imperial Valley community for the opportunity to represent them in this endeavor.**

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