

# Diversity Plan

## Department of Journalism and Media Communication

*This document details the statements, structures, and goals of the Department of Journalism & Media Communication (JMC) diversity plan. This document will be updated bi-annually or more often as needed.*

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### Diversity Statements

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The College of Liberal Arts and Colorado State University have diversity statements that identify their definitions, commitments, and role in supporting a diverse community. The JMC Diversity Plan is aligned with these statements.

<i>Colorado State University Diversity Statement</i>	<i>College of Liberal Arts Diversity Statement</i>
Colorado State University is committed to embracing diversity through the inclusion of individuals reflective of characteristics such as: age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, socioeconomic status, physical appearance, medical diagnosis, documentation status, and veteran status with special attention given to populations historically underrepresented or excluded from participation in higher education. The University’s commitment to diversity is a longstanding one that reflects our role and mission as a land-grant institution.	<p>Diversity, equity, and inclusion are fundamental to the disciplines of the liberal arts. Whether we’re studying philosophical arguments, reading literature, or analyzing the economic situation of specific regions, the liberal arts are always asking the questions: Who is not included? Whose story gets told? Why are there disparities amongst communities?</p> <p>The College of Liberal Arts uses CSU’s Principles of Community as our aspirational guide. We reinforce and strengthen our commitment to Inclusion, Respect, Social Justice, Integrity, and Service. These values inform our teaching, our learning, our scholarship, and our engagement. They are embedded in the college and in the work.</p>

### *Department of Journalism and Media Communication Diversity Statement*

The Department of Journalism and Media Communication faculty and staff are committed to the standards of excellence of Colorado State University and the College of Liberal Arts in advancing diversity. We are dedicated to fostering a learning community that upholds and embraces the differences in experiences, perspectives and values that stem from cultural diversity. We actively seek the cultural riches that diversity can offer our students, faculty and staff, and we recognize the necessity of diversity and social justice in the pursuit of intellectual enlightenment. We further recognize our obligation to commit ourselves to the goal of creating an equitable environment and to serve the well-being of all members of the campus community.

We also recognize that as academics and professionals in journalism and public communication, we have a special ethical responsibility for diversity and inclusiveness in the service of accuracy, and to practice the same within our department, and in our learning objectives for our students.

We define diversity as the variety of characteristics that make individuals unique. These characteristics include, but are not limited to, age, culture, economic background, education, disability, ethnicity, gender identity, geographic origin, marital/partnered status, national origin or ancestry, physical appearance, political affiliation, race, religion, sex, sexual orientation, and veteran status, with special attention given to populations historically marginalized, underrepresented or excluded from participation in higher education.

## College and Campus Coordination of Efforts

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### *Strategic Plan Coordination*

To align with the goals and values at the college- and university-level, the JMC Diversity Plan is coordinated with efforts across campus, especially CSU and CLA Student Success Initiatives, CSU Student Affairs, and CSU's Office of Inclusive Excellence (OIE; formerly Office of the Vice President for Diversity).

These activities represent areas of priority for the university in terms of resources and funding.

CSU diversity goals are 1) review and reform of university and unit policies, 2) intentional pursuit of inclusive culture, and 3) coordinated approaches to engage diversity efforts across campus. These follow the seven values stated in the 2021 CSU Courageous Strategic Transformation framework: collaboration; access and success; scholarly excellence; diversity, equity, inclusion, and justice; empathy and compassion; freedom of expression; and commitment to community, reflected in our five CSU Principles of Community: Inclusion, Integrity, Respect, Service, and Social Justice.

OIE focuses on the following areas:

1. Increase recruitment, retention, and promotion of **faculty and staff** from historically marginalized and excluded populations;
2. Increase retention and recruitment of **students** of color from historically marginalized and excluded populations;
3. Build an environment where students are more **culturally competent** and have skills to enter into a diverse global workplace;
4. Improve the campus **climate** of inclusion;
5. Enhance effectiveness of **curriculum**, educational programs, and research, with regard to diversity and inclusion; and
6. Increase **outreach and engagement** with external communities.

The JMC Diversity Plan develops and assesses its goals and strategies for the policies, practices, and procedures that impact these areas.

## JMC Diversity Committee Structure and Procedures

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**Leadership & Membership:** The JMC Diversity Committee consists of 4 to 7 members from tenure-track (TT) and contract, continuing and adjunct faculty (CCA) of varying levels, with a mix of senior and junior faculty and at least one TT and one CCA faculty aside from the chair. It may include a graduate student representative, as well. It is chaired by a TT faculty member.

**Meetings:** The Committee meets 2 to 5 times per semester, depending on current tasks and goals. Meeting frequency is determined by the members of the committee via discussion and vote if necessary.

**Duties:** The Committee is in charge of the following tasks along with other tasks as determined by the Committee and approved by Committee vote as needed.

- Maintain and share the JMC Diversity Plan (current document)
- Coordinate guest speakers, colloquia, or other events focused on equity and inclusion
- Pursue the goals listed in this document with support from the department and college

**JMC Diversity Plan:** This document details the goals and strategies for the Diversity Committee. It is updated annually and as needed. Significant updates are discussed by the full faculty and approved by vote (TT and CCA).

## State of the Department

The Diversity Committee assesses data on JMC students, faculty, and staff from CSU's Institutional Research (<https://www.ir.colostate.edu/>). These are broken down by group (gender, Pell, 1<sup>st</sup> Generation, Racially Minoritized) and relevant intersections. Data from the National Survey for Student Engagement (NSSE) and other climate surveys conducted by the university are also assessed; these can be supplemented with data collected by JMC as available.

### Undergraduate Student Demographics and Success<sup>1</sup>

Table 1. Undergraduate Enrollment by Year, JMC

	Sp 2019	Sp 2020	Sp 2021	Sp 2022	Sp 2023	CLA Sp 2023
<b>All JMC Students</b>	<b>330</b>	<b>374</b>	<b>367</b>	<b>400</b>	<b>391</b>	<b>4,259</b>
% Women	62%	58%	61%	60%	60%	61%
% Racially Minoritized	25%	29%	27%	24%	23%	28%
% Pell Recipient	23%	19%	20%	22%	-	30%
% First Generation	21%	23%	21%	23%	23%	34%
<b>Intersections</b>						
% Pell & Racially Minoritized	11%	11%	11%	10%	-	-
% 1 <sup>st</sup> Generation & Racially Minoritized	10%	13%	11%	10%	12%	12%
% 1 <sup>st</sup> Generation & Pell	10%	10%	9%	11%	-	-
% 1 <sup>st</sup> Generation & Pell & Minoritized	7%	8%	6%	7%	-	-

*Note:* Pell status data unavailable for the current year.

Six-year graduation rates were 63.7% for CSU and 65.7% for CLA among those entering in 2016 (graduating in 2022 or prior). However, because a high proportion of graduates in CLA transfer into the college *after* their first year, graduation rates by entering cohort omit a significant number of CLA students. For example, 571 students entered CSU in 2016 with a major in CLA (entering cohort). But 1,040 students who entered CSU in 2016 were CLA majors by their junior year (junior cohort). Instead, Junior cohort graduation rates are used to assess gaps.

Tables 2 and 3 list gaps between the indicated group and all other students. Cohorts are listed by entering year with 6-year graduation year indicated in parentheses. Notably, women, racially minoritized students, and Pell recipients generally do **better** than their peers, except for in the 2015 cohort, which may reflect greater impact from COVID on these groups.

Table 2. JMC Junior Cohort<sup>2</sup> 6-Year Graduation Rate Gaps by Entering Year

	2012 (2018) Cohort	2013 (2019) Cohort	2014 (2020) Cohort	2015 (2021) Cohort	2016 (2022) Cohort	CLA 2016 (2018) Cohort
<b>Junior Cohort Total Count</b>	<b>112</b>	<b>119</b>	<b>80</b>	<b>93</b>	<b>102</b>	<b>1,040</b>
<b>Total Graduation Rate</b>	<b>96%</b>	<b>93%</b>	<b>95%</b>	<b>95%</b>	<b>89%</b>	<b>85%</b>
Women Gap	3.7%	2.3%	7.7%	-2.4%	2.8%	3.7%
Racially Minoritized Gap	4.3%	-2.5%	-1.5%	-7.1%	1.1%	-4.7%
Pell Recipients Gap	0.9%	2.7%	6.2%	-8.1%	2.7%	-2.8%
1st Generation Gap	0.8%	3.7%	6.8%	-3.6%	-11.5%	-8.6%
<b>Intersections</b>						
Pell & Racially Minoritized Gap	3.9%	-3.6%	5.7%	-16.4%	12.1%	-4.4%
1 <sup>st</sup> Generation & Minoritized Gap	3.8%	-2.6%	5.5%	-6.3%	-6.7%	-9.1%
1 <sup>st</sup> Generation & Pell Gap	4.4%	-6.2%	5.6%	-12.9%	-12.9%	-8.6%
1 <sup>st</sup> Generation & Pell & Minoritized Gap	3.8%	-10.5%	5.3%	-12.1%	-12.1%	-6.5%

*Note:* Positive numbers indicate the category listed has higher (better) rates than other students.

<sup>1</sup> Because some populations are very small (< 5) at the department level, small changes in number of individuals generate large changes in percentages.

<sup>2</sup> Junior Cohort Graduation rates reflect the number of students who graduated from CSU each academic year as a percentage of the original entering cohort who persisted to reach a junior (90 credits) class level, adjusted by removing deceased students.

In order to identify gaps in those who leave **before** their junior year, persistence rates at their 1<sup>st</sup> fall are used. Intersections are not listed here because population sizes are too small for meaningful comparisons. Note that more recent cohorts are used for this table.

Persistence rates show that women do significantly better than men, but Pell recipients, racially minoritized, and 1<sup>st</sup> Generation students do somewhat worse than their peers. For students entering CSU in 2019, there was an additional drop in persistence among 1<sup>st</sup> Generation and racially minoritized students, likely because their 2<sup>nd</sup> fall was in fall of 2020, indicating a stronger impact on them than on their peers. The unusually high gap by gender in the 2021 cohort indicates that men in JMC were especially likely to leave the university in that group. The 2<sup>nd</sup> fall persistence gap for women vs. men in CSU as a whole was only 2.9%.

*Table 3. JMC Persistence Gaps in 2<sup>nd</sup> Fall by 1<sup>st</sup> Year Cohort*

	2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort	CLA 2021
<b>Entering Cohort Total Count</b>	<b>70</b>	<b>80</b>	<b>46</b>	<b>55</b>	<b>60</b>	<b>617</b>
<b>Total 2nd Fall Persistence</b>	<b>82.9%</b>	<b>82.5%</b>	<b>87.0%</b>	<b>80.0%</b>	<b>75.0%</b>	<b>81.0%</b>
Women Gap	15%	9.5%	11.5%	4.2%	42.1%	11.3%
Racially Minoritized Gap	-6.0%	9.0%	-27%	3.7%	0%	-4.7%
Pell Recipients Gap	-8.7%	-1.1%	-8.7%	-0.5%	-14%	-3.7%
1st Generation Gap	-12.1%	-3.9%	-31.7%	-18.3%	-12.8%	-5.2%

*Note:* Positive numbers indicate the category listed has higher (better) rates than other students.

### Graduate Student Demographics and Success <sup>3</sup>

Graduate student enrollment includes both MS and PhD students, and totals are listed in parentheses.

Proportions have remained relatively consistent from 2019 to 2023, with the exception of an increase in proportion of men. Note that in CSU’s data, international students are not included in the category of “racially minoritized,” regardless of their racial identity. However, many international students in JMC are from Asia or Africa; this contributes to a broad diversity of perspectives in the department.

*Table 4. Graduate Enrollment by Year, JMC*

	Sp 2019	Sp 2020	Sp 2021	Sp 2022	Sp 2023	CLA Sp 2023
<b>Total JMC Grad Students</b>	<b>73</b>	<b>70</b>	<b>74</b>	<b>71</b>	<b>70</b>	<b>689</b>
% Women (n)	75% (55)	66% (46)	61% (45)	63% (45)	64% (45)	62.6% (431)
% Racially Minoritized (n)	21% (15)	21% (15)	22% (16)	21% (15)	21% (16)	18% (124)
% International (n)	12% (9)	13% (9)	11% (8)	10% (7)	19% (13)	17% (86)

*Table 5. Graduate Degrees Conferred by Year, JMC*

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	CLA 21-22
<b>Total JMC Grad Degrees</b>	<b>14</b>	<b>17</b>	<b>22</b>	<b>16</b>	<b>22</b>	<b>208</b>
% Women (n)	86% (12)	65% (11)	95% (21)	81% (13)	64% (14)	66% (137)
% Racially Minoritized (n)	14% (2)	18% (3)	32% (7)	25% (4)	23% (5)	21% (44)
% International (n)	14% (2)	29% (5)	18% (4)	6% (1)	14% (3)	13% (26)

*Note:* Graduation totals are not released until the end of the relevant year.

<sup>3</sup> Graduate student demographics are more limited than undergraduate; income (Pell eligibility) and 1st Generation status are not collected. Graduation rates are also not collected by CSU for graduate students; therefore degrees conferred is listed here instead.

## Faculty Demographics and Salary

Demographic information for faculty are requested but not required, and include only gender and racially minoritized status reported with institutional data. Non-binary gender, age, sexual orientation, disability, first generation status, and veteran status are not available. Numbers rather than percents are used for JMC faculty, due to the small population.

Table 6. JMC Faculty Headcount by Year

	2018-19	2019-20	2020-21	2021-2022	2022-2023	CLA 22-23
<b>All Ranks</b>	<b>41</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>40</b>	<b>518</b>
<b>Instructor</b>	<b>23</b>	<b>22</b>	<b>21</b>	<b>21</b>	<b>17</b>	<b>150</b>
Women	15	11	13	13	9	89 (59%)
Racially Minoritized	4	3	4	4	2	22 (15%)
<b>Master Instructor</b>	-	-	-	-	2	<b>20</b>
Women	-	-	-	-	1	14 (70%)
Racially Minoritized	-	-	-	-	2	2 (10%)
<b>Senior Instructor</b>	-	<b>5</b>	<b>6</b>	<b>5</b>	<b>8</b>	<b>71</b>
Women	-	3	4	4	6	49 (69%)
Racially Minoritized	-	1	1	1	3	10 (14%)
<b>Assistant Professor</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>66</b>
Women	5	5	4	4	2	34 (52%)
Racially Minoritized	3	1	1	1	1	14 (21%)
<b>Associate Professor</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>111</b>
Women	3	3	4	4	4	51 (46%)
Racially Minoritized	1	1	1	1	1	21 (19%)
<b>Professor</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>100</b>
Women	2	2	2	2	2	42 (42%)
Racially Minoritized	0	0	0	0	0	18 (18%)

Note: Senior Instructor rank was created in 2019, and Master Instructor rank was created in 2021.

Salary information is publicly available and median levels are provided by Institutional Research. Here we present media salaries for the past 5 years by rank and gender, and by range and racially minoritized status for JMC 9-month faculty. Gaps are not reported because within each rank, there are salary differences by years of experience, which make comparisons by gender or race misleading.

Table 7. JMC Faculty Median Annual Salaries by Rank and Gender (9-month employees only)

	2018-19	2019-20	2020-21	2021-2022	2022-2023	CLA 22-23
<b>All Ranks</b>	<b>\$44,436</b>	<b>\$50,224</b>	<b>\$49,500</b>	<b>\$50,000</b>	<b>\$53,790</b>	<b>\$66,548</b>
<b>Instructor</b>	\$41,990	\$43,949	\$46,000	\$46,000	\$48,761	\$49,477
<b>Master Instructor</b>	-	-	-	-	\$91,145	\$58,202
<b>Senior Instructor</b>	-	\$51,035	\$50,630	\$50,630	\$54,274	\$55,868
<b>Assistant Professor</b>	\$66,638	\$67,790	\$69,455	\$69,455	\$74,496	\$73,264
<b>Associate Professor</b>	\$78,047	\$78,159	\$87,059	\$87,059	\$89,215	\$83,479
<b>Professor</b>	\$92,881	\$96,657	\$103,407	\$103,407	\$92,605	\$106,421

Note: Senior Instructor rank was created in 2019, and Master Instructor rank was created in 2021.

## Student Climate Data

Every three years, CSU conducts a climate and engagement survey among first-year and senior undergraduate students. The full survey was last conducted in 2019; the next round will be in 2023 or 2024. Response numbers are low (N = 275 for CLA; and less than 20 for JMC); therefore CLA, not JMC, results are presented. Responses from seniors are presented here because these are better indicators of CLA climate than new students.

Percentages for *Supportive Environment* items reflect those who answered *quite a bit* (3) or *very much* (4); for *Quality of Interaction* items it reflects those who answered 5, 6, or 7 on a numbered scale from 1 = *poor* to 7 = *excellent*.

Table 8. Campus Environment 2019 - Undergraduate CLA Students

	All	Racially minoritized		Gender		Pell Eligible		1 <sup>st</sup> Generation	
		Yes	No	W	M	Yes	No	Yes	No
<b>Supportive Environment (3 or 4)</b>									
<i>Group n</i>	275	65	210	188	88	96	179	82	193
Providing support to help students succeed academically	75%	71%	77%	78%	69%	74%	76%	78%	74%
Using learning support services, tutoring services, writing center, etc.	70%	67%	71%	70%	70%	76%	67%	76%	68%
Encouraging contact among students from different backgrounds social, racial/ethnic, religious, etc.	57%	47%	60%	57%	58%	58%	57%	63%	54%
Providing opportunities to be involved socially	68%	69%	67%	69%	66%	62%	71%	73%	65%
Providing support for your overall well-being recreation, health care, counseling, etc.	71%	69%	72%	74%	66%	71%	71%	73%	71%
Helping you manage your non-academic responsibilities work, family, etc.	36%	29%	39%	36%	38%	33%	38%	33%	37%
Attending campus activities and events performing arts, athletic events, etc.	55%	51%	57%	54%	60%	52%	57%	54%	56%
Attending events that address important social, economic, or political issues	45%	35%	48%	43%	48%	42%	48%	48%	45%
<b>Quality of Interactions (5, 6 or 7)</b>									
... with students	83%	84%	83%	85%	80%	84%	83%	85%	83%
... with academic advisors	75%	74%	75%	74%	77%	78%	73%	78%	74%
... with faculty	83%	80%	85%	85%	80%	80%	85%	89%	81%
... with student services staff	68%	71%	67%	69%	66%	73%	66%	71%	67%
... with other administrative staff and offices	64%	71%	62%	65%	61%	75%	58%	73%	60%

In fall 2017, a Graduate Student Satisfaction survey was conducted with some items relevant to DEI goals. 133 CLA students responded (total enrollment = 685). Data are not available by department.

Table 9. CLA Graduate Student Satisfaction Items, 2018

Selected Items	Agree/Str Agree
Faculty in my department are supportive of students from diverse backgrounds.	80%
I am comfortable with the environment in my department	63%
I feel welcome in my department.	74%
I feel comfortable raising concerns related to diversity and inclusion with department leaders.	59%
I have considered leaving this department because of an issue related to diversity, inclusion, appreciation of differences, etc.	22%
I can find resources related to discrimination, harassment policies, and other violations.	86%

## JMC Diversity Plan Goals and Strategies

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The following are the JMC diversity goals and strategies that aim to guide department-level efforts addressing *domestic* and *global* diversity and equity for students, faculty, and staff.

Note: “*faculty*” in this document refers to both *tenure-track (TT)* and *contract, continuing, and adjunct faculty (CCA)*.

### Metrics and Assessments

The following data types will be used for assessments of DEI-related activities and goals. Institutional Research data comes from the university, and consists of undergraduate success metrics as well as climate surveys conducted among students, faculty, and staff on a regular basis. In addition, JMC collects other types of data about courses and faculty/student activities.

Data Collected	Notes on Data/Collection Processes
<b>CSU Institutional Research data</b>	
<ul style="list-style-type: none"> <li>• Undergraduate enrollment and success metrics (e.g. 6-year graduation rates)</li> <li>• Faculty headcount and median salaries</li> <li>• CSU Climate surveys               <ul style="list-style-type: none"> <li>○ Undergraduate - National Survey for Student Engagement (NSSE)</li> <li>○ Employee Climate surveys</li> <li>○ Graduate student satisfaction surveys</li> </ul> </li> </ul>	<p>CSU data collected every semester, publicly available in their Institutional Research</p> <p>Surveys conducted by CSU on a regular basis – approximately every 2 to 3 years; college- and department-level breakdowns available.</p>
<b>JMC data collection</b>	
<ul style="list-style-type: none"> <li>• Faculty participation in DEI training and professional development courses/workshops</li> <li>• Course Diversity Reports (DEI course content)</li> </ul>	<p>Internal tracking and self-report; training unit records (TILT, OIE)</p> <p>Reports generated by faculty for every course, every semester indicating DEI content (guest speakers, assignments, examples, other activities).</p>
<ul style="list-style-type: none"> <li>• Event tracking - DEI events held at JMC (speakers, workshops, etc.)</li> <li>• Mentorship participation (student and faculty)</li> <li>• Faculty participation in campus DEI organizations/event on campus; outside university</li> </ul>	<p>Internal tracking and self-report. The department will start creating a separate list of events, mentorship records, and participation in DEI events using an annual survey</p>
<ul style="list-style-type: none"> <li>• DEI content promoted in department outlets</li> <li>• Recruitment activities, venues, advertising tracking               <ul style="list-style-type: none"> <li>○ Undergraduate</li> <li>○ Faculty/staff</li> <li>○ Graduate student</li> </ul> </li> </ul>	<p>Internal tracking by staff/chair</p> <p>Internal tracking by relevant department committees</p>
<ul style="list-style-type: none"> <li>• Diversity Committee requests for resources/support</li> </ul>	<p>Internal tracking, Diversity Committee</p>
<b>Other data</b>	
<ul style="list-style-type: none"> <li>• Internship hours, undergraduates</li> <li>• Engaged and service learning participants and classes</li> </ul>	<p>Internal tracking by Internship Coord.</p> <p>Included in Diversity Reports</p>

## DEI Goals and Techniques

The following goals are designed to **foster a climate of inclusion** through fostering expertise in and implementation of inclusive practices. The table lists the main goals of JMC in relation to DEI and identifies the main techniques to be used to achieve them. Techniques are detailed in the full goal descriptions below.

Table 10. *DEI Goals for JMC*

Goals	Training	Events	Policy/ Practice	PR/ Comm.	Programs
<b>More members of marginalized groups</b>					
Broader recruitment outlets	x		x	x	
Equitable assessment and selection processes	x		x		
<b>More support for those members</b>					
Support JMC Diversity Committee		x	x		
Support mentoring programs	x	x			x
Enhance JMC discussions and events		x		x	
Enhance inclusive pedagogy practices	x	x			
Enhance redress mechanisms	x		x		
<b>Equitable success rates for those members</b>					
Engage CLA/CSU student success programs				x	x
Credit for DEI engagement			x	x	
Equitable salary levels			x		
Targeted policy assessments			x		

### Goal 1: Recruit and retain members of marginalized groups

Activity	Description	Metrics
<b>Broaden recruitment outlets</b>	<p>Recruit students, faculty and staff from outlets likely to be accessed by individuals from historically marginalized groups, for example:</p> <ul style="list-style-type: none"> <li>Local high schools and organizations serving secondary students from historically marginalized populations</li> <li>HBCUs, HACUs and other organizations serving undergraduate students from underrepresented groups who may not have graduate programs in journalism and media</li> <li>Scholarly and professional organizations for historically marginalized groups (e.g., National Assoc. of Black Journalists, Native American Journalists Assoc., Asian American Journalists Assoc., National Assoc. of Hispanic Journalists, Assoc. of LGBTQ Journalists)</li> </ul>	<p>Recruitment activities tracking</p> <p>Candidate pool demographics</p>
<b>Equitable assessment and selection processes</b>	<p>Examine search evaluation practices, forms, and procedures for faculty, staff, and graduate students for evaluating research, scholarship, and artistry to ensure they incorporate work from diverse perspectives, methods, and approaches (in cooperation with the Office of Equal Opportunity) at least bi-annually.</p> <ul style="list-style-type: none"> <li>Require all search committee members to be trained in addressing equity and inclusion for evaluating, ranking, and selecting applicants from search pools</li> </ul>	<p>Training participation</p> <p>Faculty headcount</p> <p>Student Enrollment</p> <p>Employee Climate survey</p>



## Goal 2: Increase support for members of marginalized groups

<b>Activity</b>	<b>Description</b>	<b>Metrics</b>
<b>Actively pursue welcoming climate</b>	Regularly assess university climate surveys and identify key areas for improvement. Monitor and track other climate indicators such as those listed below to develop clear reports on current climate and target areas.	Climate surveys (student & employee)
<b>Support JMC Diversity Committee</b>	Maintain an active departmental Diversity Committee that collects, synthesizes, and distributes key metrics and supports DEI-related activities.	Meeting records
<b>Support mentoring programs</b>	Support faculty, staff, and graduate student mentoring, especially for CCA and junior faculty, with a focus on the needs of those from historically marginalized groups, especially encouraging: <ul style="list-style-type: none"> <li>• Involvement with campus groups/activities as faculty mentors and support</li> <li>• Training in mentorship skills and best practices</li> </ul>	Mentorship participation levels Climate surveys (student & employee)
<b>Enhance DEI content in JMC discussions and events</b>	Enhance issues of inclusion, equity, and diversity in department events and programs such as guest speakers, workshops, faculty meeting discussions, etc., especially: <ul style="list-style-type: none"> <li>• Sponsor a guest lecturer on diversity each year</li> <li>• Devote one faculty meeting each academic year to a discussion of diversity, addressing a specific topic such as recruiting, hiring, curriculum, or department climate</li> <li>• Increase visibility of department member activities related to diversity by promoting them on department newsletters, bulletin boards, blogs, website, etc.</li> </ul>	Event and communication tracking Climate surveys (student & employee)
<b>Enhance inclusive pedagogy practices</b>	Encourage training, review, and assessment of DEI content in courses, especially: <ul style="list-style-type: none"> <li>• Assess core classes for content and best practices in inclusive pedagogy</li> <li>• Distribute inclusive pedagogy best practices in regular newsletters to faculty</li> <li>• Increase participation in DEI professional development and training</li> <li>• Provide on-demand assistance to faculty seeking to incorporate more DEI content into teaching and advising</li> </ul>	Training participation Diversity Reports Committee requests Internship participation
<b>Enhance redress mechanisms</b>	Improve knowledge and use of redress tools and mechanisms at the department- and university-level, such as campus bias reporting tools, procedures used in JMC to address inequity/bias incidents, etc.	Climate Surveys (student & employee)

## Goal 3: Close success gaps for members of marginalized groups

<b>Activity</b>	<b>Description</b>	<b>Metrics</b>
<b>Engage CLA/CSU student success programs</b>	Promote information and devote time in faculty and/or committee meetings to understand and leverage college- and campus-level programs of high-impact practices for student success, including: <ul style="list-style-type: none"> <li>• First Four Weeks program</li> </ul>	Diversity Reports Event tracking Internship participation

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<b>Credit for DEI engagement</b>	<ul style="list-style-type: none"> <li>• First Generation program</li> <li>• Internship and career education programs</li> </ul> <p>Explain how and encourage faculty and staff to include DEI-related activities on annual assessments and promotion packets and ensure demonstrable credit for these are given. Encourage activities such as:</p> <ul style="list-style-type: none"> <li>• Participation in campus DEI groups, events, initiatives, conferences, etc.</li> <li>• Membership/participation in external diversity-oriented organizations</li> <li>• Diversity-related research projects and publication opportunities in their fields</li> </ul>	<p>Annual Evaluation documents</p> <p>DEI activity tracking</p>
<b>Equitable salary levels</b>	<p>Regularly assess faculty and staff salaries and other compensation for equity by rank and time in role, especially for gaps in gender and racial equity.</p>	<p>Faculty salary levels</p>
<b>Targeted policy assessments</b>	<p>Regularly review department policies for areas for improvement in the Faculty and the Graduate Manuals to identify and address issues or problems.</p>	<p>Climate surveys (student &amp; employee)</p> <p>Student Success metrics</p>

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