



Report of the Strategic Task Force on Diversity and Inclusive Excellence

June 1, 2012

CULTURED



MESTIZA



TRANSFORMER



CATALYST



The photographs on the cover and inserted throughout this document are of students, faculty, and staff as part of the Pacific *One Word Project*. Visit <http://www.pacificoneword.org/community/> for additional information on this project.

Table of Contents

	Page
Members of the Task Force	i
Introduction	1
Charge to the Task Force.....	1
Context for the Task Force to Begin Its Work.....	2
University of the Pacific Diversity Statement	6
Rationale for a Focus on Diversity and Inclusive Excellence.....	7
Areas of Emphasis for Diversity and Inclusive Excellence Recommendations.....	11
Student Access, Equity, and Success	11
Faculty and Staff Diversity: Recruitment, Retention, and Success.....	23
Diversity in the Curriculum and Co-curriculum.....	31
Campus Climate and Diversity.....	40
Executive Summary of Task Force Major Recommendations.....	49
References	60
Appendices	62
A. Fall 2011 Enrollment by Ethnic Status and Campus.....	62
B. California Population and High School Students by Ethnicity	66
C. Staff and Faculty Distribution by Ethnicity	68
D. Memoranda Endorsing the Taskforce Report.....	74

Members of the Taskforce

Elizabeth Griego, Vice President for Student Life & Professor of Education, Chair

Serjio Acevedo, Director of Multicultural Affairs

Martin Camps, Associate Professor, The College - Modern Literature & Language

Kathy Candito, Associate Dean Student Services, Dugoni School of Dentistry

Lisa Cooper, Assistant Vice President for Diversity and Community Engagement

Nancy DeGuire, Assistant Dean, External Relations and Associate Clinical Professor, Pharmacy Practice, Thomas J. Long School of Pharmacy and Health Sciences

Gesine Gerhard, Associate Professor, The College - History

Dimpal Jain, Assistant Professor, Benerd School of Education

Philip Ho, Masters Student, Benerd School of Education

Sacha Joseph-Mathew, Assistant Professor, Eberhardt School of Business

Michelle Maloney, Assistant Professor & Reference Librarian, University Library

Karen Mendoza, Assistant Director, Human Resources

Nina Massoumi, Graduate Student, Benerd School of Education

Danny Nuss, Director, Services for Students with Disabilities

Arturo Ocampo, Assistant Provost for Diversity

Robert Oprandy, Professor, Benerd School of Education

Kerry Robinson, Undergraduate Student, The College – Economics

Joanna Royce-Davis, Dean of Students

Xiaojing Zhou, Professor, The College - English

Introduction:

Charge to the Task Force

In spring 2011, President Eibeck and the Board of Regents began engaging the University in discussions about revising the long-range strategic plan, *Pacific Rising*. As part of the advanced planning for that effort, President Eibeck convened a task force that would provide guidance and recommendations for planning efforts for diversity and inclusive excellence. The task force was conceived to be broadly representative of student, staff and faculty constituents across the three campuses and was chaired by a member of Cabinet, the vice president for Student Life. The task force was invited to write its own charge, which follows:

Charge to the Diversity and Inclusive Excellence Task Force

The Diversity and Inclusive Excellence Task Force will engage in a comprehensive analysis of diversity and inclusive excellence at Pacific that will serve as the basis for a Diversity Strategic Plan with accompanying recommendations for policy, practice, structures, and resources. The Diversity and Inclusive Excellence Scorecard will guide the approach to the inquiry of the Task Force, serving as both a tracking mechanism and an assessment tool, with the capacity to evaluate the attainment of recommended goals and benchmarks.

The Task Force, in the development of the Diversity Strategic Plan, will:

1. Provide the rationale for why identified themes and issues are important to Pacific's mission, to the quality, sustainability and success of academic and co-curricular programs, as well as to the enhancement of student learning
2. Establish goals related to the representativeness of diverse faculty, staff, and student populations, along with suggested strategies and resources to realize these goals through targeted marketing, recruitment and retention efforts
3. Utilize trend, comparison and benchmark data to establish short and long-term goals for critical areas, including access, equity, and

success for students, faculty and staff; diversity and inclusivity in the curriculum and co-curriculum; various aspects of campus climate; and the resources needed to accomplish these goals

4. Examine data related to retention and persistence to graduation, including qualitative/narrative data, in order to make recommendations to ensure students have equal opportunity and access to curricular and co-curricular programs and services and to propose best practice approaches to student success
5. Identify and propose relevant methods to assess and develop students' level of intercultural competence and sense of identity, as well as their learning from engagement in diverse educational experiences
6. Recommend training for faculty and staff to further both understanding of and commitment to our shared work together
7. Recommend ways to incentivize and reward diversity-related teaching, research, scholarship, and service as work most closely aligned with our University-wide outcomes and goals

The Task Force will work closely with the Retention Analysis Network and Retention Council and other University constituencies in examining and recommending approaches for student success. It will also work closely with the University-wide Diversity Committee to recommend goals and benchmarks and conduct assessment for the Diversity and Inclusive Excellence Scorecard. Further, it will prioritize each recommended goal, suggest a timeline for implementation, and operationalize the strategies, resources, and assignments of responsibility/ accountability reflected in each component of the amended Scorecard. Ultimately, the Task Force will provide the President with a completed Diversity Strategic Plan with specific recommendations for 1 year, 3-5 year and 6-10 year time frames.



MULTICULTURELLE



SOGAND

LOCUAZ



Context for the Task Force to Begin its Work

The Task Force began meeting in February 2011. A number of important University ventures over the past several years preceded the work of the committee; the most important of these will be reviewed here to provide a context and understanding for the deliberations of the Task Force and this resulting report. Members of the Task Force were appreciative of and indebted to the pioneering work of many committed faculty, staff, and students who contributed to these initiatives that provided such a strong foundation on which the Task Force could build its recommendations.

- **University Diversity Committee:** The long-standing University Diversity Committee (UDC)'s stated mission is to assist in the development of programs, initiatives, policies and procedures to enhance the diversity infrastructure of the University of the Pacific. For a number of years, the UDC has partnered with many university groups in its ongoing work, including College of the Pacific's Ethnic Studies and Gender Studies programs, the School of International Studies' Cross Cultural Training Institute, the Pacific Seminars and the General Education Program, the Office of Admission, the Division of Student Life and its Department of Multicultural Affairs, ASUOP and various cultural student organizations. The UDC is comprised of invested staff, faculty, and students. Beginning in January 2007, the assistant provost for diversity and the assistant vice president for diversity and community engagement in Student Life have chaired this committee. Its annual planning retreat draws approximately 75 - 100 participants. Since the spring 2008 retreat, the committee began developing the Diversity and Inclusive Excellence Scorecard, which has not only provided a foundation for much of the UDC

efforts, but also forms the basis of many of the recommendations in this report.

Accomplishments of the UDC include but are not limited to:

- **2007 Diversity Statement:** A diversity statement was completed that not only provides a collective definition for diversity but also articulates the University's commitments to equitable opportunities for access, participation, and success in curricular and co-curricular programs and services, as well as the development of a welcoming and inclusive campus climate for all (see section following). The notion of developing a shared Diversity Statement came from multiple segments of the Pacific community. For instance, it was one of the principle recommendations of the 2006 Staff Diversity Report, a critical topic of discussion during the 2007 diversity retreat, as well as campus town halls that were convened in that same year, in addition to being a key component of the Ethnic and Gender Studies Joint Memo to the University community. The diversity statement continues to serve as a useful framing document for ongoing planning.
- **Diversity Training for Hiring Practices:** Dr. Heather Knight, then Associate Provost for Faculty Development, Diversity and Special Programs, drafted Pacific's first *Faculty Diversity Hiring Plan* in 1998, and this document was updated in 2008 by interim assistant provost Lisa Cooper as *A Guide to Faculty Recruitment: 2008-10 Faculty Diversity Hiring Plan*. Dr. Caroline Turner, author of *Diversifying the Faculty*, and Dr. Daryl Smith, author of *Interrupting The Usual: Successful Strategies for Hiring Diverse Faculty*, offered the first training

opportunities for faculty and staff hiring regarding best practices as they relate to diversity in the recruitment and hiring process. Assistant Provost for Diversity, Arturo Ocampo, facilitated the new requirement for every faculty position announcement to include a commitment to diversity statement, as well as providing all faculty applicants with a mechanism for completing Pacific's Equal Educational Opportunity (EEO) data form. In addition, Pacific joined the Northern California Higher Education Recruitment Consortium in an effort to expand its staff and faculty recruitment efforts. In 2008, the Assistant Provost for Diversity began providing diversity and EEO training to search committees to help bring more diverse applicants to campus and to assure more diverse hires. In spring 2009, he began compiling demographic data on faculty and staff, and on faculty and staff applicants, by gender, race and ethnicity.

- **Curriculum Requirement:** At the 2006 Diversity Retreat, Pacific students formally recommended that a diversity course be developed as a way to educate students about respecting all members of the Pacific community. (Informally, students had been asking various faculty members for more easily recognizable diversity-focused courses since the late 1990's). After citing failed attempts at discussing diversity in existing courses as not being sufficient to address their needs, both faculty and students noted that most instructors lacked the expertise or the training to facilitate the sensitive and often complex discussions related to diversity that occurred in many classes, particularly in Pacific Seminar; they agreed that comprehensive training was needed to support faculty competence and comfort in engaging in such a profound pedagogical effort. After two-years of campus-wide discussions and the development of learning outcomes that began in the fall of 2007, a diversity course requirement was approved in fall 2009 that required all students seeking a traditional bachelor's degree from Pacific to successfully complete 3 units of an approved diversity course(s). The learning outcomes for each diversity course delineate student competencies and knowledge related to power and differences of diverse groups in theoretical, historical and structural contexts and ensure that students will be able to articulate, orally and in writing, how notions of power and difference work within frameworks of social

hierarchy. As of fall 2011, more than fifty (50) courses have been approved.

- **Membership in the National Association of Diversity Officers in Higher Education (NADOHE):** In addition to this membership, in 2011 Pacific obtained status as an Asian American and Native American/Pacific Islander-serving Institution. This report recommends that Pacific now pursue qualification as an Hispanic-serving institution.
- **2006 Staff Diversity Report:** A *Staff Diversity Report* was written by the Staff Advisory Council *ad hoc* Committee on Diversity and presented to the Cabinet and President on April 7, 2006, containing many useful recommendations, many of which have been addressed in the past five years or are currently still being developed. Other recommendations have seen less progress and are revisited again in this plan.
- **Intercultural Competency Seminar (Difference, Power, Discrimination Summer Institute):** In October 2008-2009, the Office of the Assistant Provost for Diversity received funding to incentivize faculty's ability to either infuse diversity into their existing courses or develop new diversity courses. Since that time, thirty-eight faculty members have participated in week-long seminars offered in the summers of 2009, 2010, and 2011, after which funding for the Seminar expired. This report recommends that funding be provided to continue these types of seminars. The Assistant Provost for Diversity regularly provides diversity research and curriculum development stipends to faculty on application. Intercultural competence training is conducted regularly for staff in the division of Student Life, including the administration and interpretation of the Intercultural Development Inventory, training in the intercultural dialogue program VISIONS, Safe Zone training, and additional diversity topics presented at retreats, the bi-monthly professional development for Student Life directors, and different staff meetings. In addition, intercultural training has been available to interested staff and faculty through participation in the Intercultural Institute.
- **Symposium on Pioneering in Diversity/Strengthening Community:** On April 30, 2010, over 400 faculty, staff, and alumni and community members participated in an inaugural event with President Eibeck and her Cabinet to

share stories and perspectives with them about the importance of diversity at Pacific and to the surrounding community. The symposium was conceptualized and organized by Familia Latina de Pacific and the University Diversity Committee. Regent Jose Hernandez acted as cohost to the event. The messages provided by the 42 program participants highlighted the significance of the deeply rooted value of diversity in Pacific's history and relayed both some truly significant achievements in the past and some major disappointments over lost opportunities, neglected commitments and altered programs. The participants also affirmed the great potential of the university to transfer both itself and the community through greater diversity.

- **Cultural programming:** Cultural and heritage month programming on campus has increased in recent years. After the Irvine Grant for diversity expired in 2005, the Assistant Vice President for the Division of Business and Finance assumed the role of chair for the Black History Month planning committee and secured funding to bring high profile speakers to campus, serving as a model for other heritage months in terms of scope and participation from the local Stockton community. Most recently, the Institutional Priorities Committee established a process for more equity in the access to and allocation of University funds in support of heritage events, including funding for a three-campus Arts and Lectures Series. Also, the Multicultural Center has actively and purposefully engaged in programming with recognition of multiple identity development and an emphasis on the intersectionality of identity as a means of addressing systemic injustice. In addition, the Ethnic Studies and Gender Studies programs regularly offer curricular and co-curricular programs.
- **Faculty mentoring programs:** Pacific provided for two diversity mentoring programs in 2010-2011. One was an in-house pilot program designed to mentor faculty of color, women and all faculty who taught diversity courses, in which six pre-tenure faculty worked closely with Dr. Caroline Turner. The second involved providing funds for faculty to enroll in the Faculty Success Program developed by Dr. Kerry Ann Rockquemore. Program evaluations showed that both programs were extremely successful in accomplishing the immediate goals. Because of lack of funding,

Pacific has been unable to continue the in-house program. This plan requests funding to continue the in-house mentoring program. Prior to the close of the program, thirty-eight faculty from Pacific and regional universities did participate in a day-long seminar co-organized by Dr. Turner, the Office of the Provost, the College, and the Center for Teaching and Learning: the Northern California Pre-tenure Faculty Forum: Publishing and Networking. The forum was so successful it will be a yearly event.

- **LGBTQQIA Diversity:** The lesbian, gay, bisexual, transgender, questioning, queer, intersex and ally community (LGBTQQIA) – also called the Pacific PRIDE community -- has become more active in recent years, particularly in the strengthening of the PRIDE alliance student group and the relocation of the PRIDE Center to the McCaffrey Multicultural Center; organization of an alumni affinity group; and the offering of a bi-annual regional conference for students, faculty, staff, and alumni that gathers interested participants from northern California and beyond. Safe Zone training has been expanded to include most Student Life staff and student employees. Pacific's scores on the Campus Climate Index, the national assessment tool of *Campus Pride*, have risen steadily over the last three years.
- **Latina/o Initiatives:** The Latina/o Outreach Coordinator position was established in 2007. The Latina/o Outreach Coordinator is responsible for organizing Latina/o heritage events and doing outreach and recruitment of Latina/o students and organizing collaborations with the Latin/o community. Community collaborations include the University Jumpstart program, the Migrant Education Mentoring Program, the Pacific Academia de Matematicas program, the Reaching for the Stars STEM Academy, and the Bilingual Financial Aid Workshop, which attracts over 3000 persons. Pacific is also now a member of the Hispanic Association of Colleges and Universities (HACU). Pacific now has a Spanish language admissions page, and in 2012 student recruitment materials targeting Latinos were developed.
- **African American Initiatives:** The African American Recruitment and Retention committee (AARRC) was established in spring 2009. Prior to the start of the fall 2011 semester, a bridge program for 14 incoming students of color, called

STEPS (Students Emerging as Pacificans) was piloted as a result of a modest Pacific Innovation Grant. Building on the success of the bilingual financial aid workshop, a financial aid workshop targeting African American students was implemented on February 5, 2011, with over 120 attendees. In 2011 AARRC began doing outreach and recruitment to Black churches in the local area. In 2012 student recruitment materials were developed to target African American students.

- **Religious Diversity and Interfaith Dialogue:**

Religious diversity has been encouraged through programs offered through the office of the Multifaith Chaplain, the Religious Studies department, and the Interfaith Council. On the occasions of the anniversary of 9/11, Student Life has organized interfaith days of remembrance and service. In August 2011, Pacific was recognized nationally by inclusion in President Obama's Interfaith and Community Service Campus Challenge; two campus representatives joined other universities in Washington D.C. for a day of planning and a press conference.



ברוך



MULTI-CULTURAL

SANSEI



Statement of Diversity and Inclusion

The University of the Pacific community - including students, faculty, staff, administrators, and alumni - believes that diversity and inclusion are essential to the fulfillment of our institutional mission. We value inclusiveness in learning, curricular and co-curricular programming, campus climate, recruitment, admissions, hiring and retention.

We remain deeply committed to promoting and maintaining a civil community that facilitates opportunities for shared understanding and expression of individual and collective truths. Moreover, we resolve to maintain a community that is respectful of all persons despite differences in age, citizenship, disability, ethnicity, gender identity or expression, geographic origin, language, marital status, nationality, philosophical beliefs, race, religion, sexual orientation, or socioeconomic status.

We are committed to all members of the Pacific community becoming competent and ethical citizen leaders able to interact effectively and ethically in an increasingly multicultural society and global economy. This transformative process is accomplished through our distinctive integration of liberal arts and professional education promoting innovation, open discourse and dialogue, leadership development, experiential learning and self-reflection.



Rationale for a Focus on Diversity and Inclusive Excellence

The Task Force builds on the 2008 *Diversity Statement* in several important ways. The focus of the Task Force affirms *diversity* as describing both individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, socio-economic, gender, sexual orientation, country of origin, and ability, as well as cultural, political, intellectual, religious, or other affiliations). The differences thus incorporated in the concept of *diversity* are those categories that are engaged in the service of learning and working together at Pacific.

The Task Force thus goes beyond “diversity” as a demographic concept that solely addresses the presence of non-white, non-male, non-heterosexual, and differently-abled members on college campuses and embraces a more current, robust, and nuanced definition of “diversity.” The Task Force and this report also works from an integrally related concept to diversity: “inclusive excellence.” The connected goals of deeper diversity and inclusive excellence at Pacific thus involve addressing not only inclusive demographic representation but also supporting the academic, personal, and social success of *all* Pacific students and their faculty and staff mentors as they develop intellectually, emotionally, and socially within the context of a multi-cultural American society increasingly shaped by a globally connected world. *Diversity* efforts keenly focus on addressing ongoing challenges of access and climate faced by many students, staff, and faculty who belong to historically underrepresented groups. *Inclusion* describes our aspirational environment that actively and intentionally welcomes, respects, values, and supports in words and actions all manner of differences, so that all may participate in and benefit from Pacific’s learning opportunities. These learning opportunities are present in the curriculum, in the co-curriculum, and in intellectual, social, cultural, political, philosophical, and geographic communities that may span the campus boundaries. Opportunities increase awareness, content knowledge, cognitive sophistication and empathetic understanding of one another and of the way our community interacts within systems, the University, and communities outside Pacific. The focus on *excellence* counters what scholars describe as the “soft bigotry of low expectations” and as the

“deficiency model” of diversity strategic planning. Inclusive excellence as a foundational principle keeps our expectations honed on the highest level of teaching, research, and service that meet and exceed Pacific’s goals for the education we offer and the community we hope to be. *Inclusive excellence abides by the principle that the university cannot consider itself to have achieved excellence unless all students are achieving and there is equity in access and success.*

The University of the Pacific has had challenges with advancing and achieving diversity goals in the past, but in the last ten years, and especially in the last five years, there have been concerted and widespread efforts to embrace inclusive excellence and advance diversity goals, values, and learning outcomes in planning documents and in initiatives outlined in the foregoing Context section of this report. The strategic plan *Pacific Rising* features diversity goals prominently. *Diversity* and *global orientation* are listed as *aspirational values* in the plan, helping “us articulate our vision for the future.” The plan clarifies that *aspirational values* are meant to “guide students, staff, faculty and alumni as we strive for excellence.” These values are described this way:

We will pursue *diversity* to transform and enliven our community, curricula, programs and policies. We aspire to prepare leaders who understand, affirm and utilize their global orientation to fulfill our obligation to intercultural understanding in our interdependent world. (*Pacific Rising 2008-2015*)

One of the six Commitments of *Pacific Rising* includes this strategy:

Cultivate diversity, intercultural competence and global responsibility by ensuring student competencies, making diversity an integral part of curricula and student life, creating a more diverse student body, maintaining the “Diversity Hiring Plan for Faculty,” increasing faculty and staff ethnic diversity and increasing training. (*Pacific Rising 2008-2015*, Commitment 4)

With the convening of its new strategic planning process led by Provost Pallavicini and President Eibeck, Pacific has the opportunity to move beyond

a largely *ad hoc* approach to diversity advanced by only those with the greatest interest and commitment to become more intentional, strategic, and systematic in its approach to diversity and inclusive excellence University-wide.

Strong empirical evidence illustrates the educational benefits of diverse learning environments that foster civic learning and engagement and prepare students to live in an increasingly global and complex world (Milem, Chang & Antonio, 2005). Our students of today live, work, lead, and serve in a global environment where intercultural skills are at a premium for conducting business and for mutual understanding. Moreover, there is a growing conviction that we can no longer under-invest in any segment of the population.

The March 2008 edition of *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992-2022*, identifies two main sets of findings: changes in total production of high school graduates and increasing diversification. The report defines our educational challenge:

Our ability to meet these challenges will go a long way in determining whether all individuals have an equal opportunity to obtain a good education, get a decent job, and be productive contributors to our society and economy. It will also play a pivotal role in whether our states and our nation can remain competitive in a global, knowledge-based economy that is dependent upon our improving the educational attainment levels of all citizens, including those minority populations that are clearly growing the fastest in our society. (Western Interstate Commission for Higher Education, 2010)

A 2010 study by the California Post Secondary Commission notes that the fastest growing population in California is Latino; according to the study, 81 percent of the expected increase of 387,000 college students in California by 2019 will be of Latino origin (*Ready or Not Here They Come – The Complete Series*, Report 10-08, June 2010). Given this demographic reality, it is sensible – perhaps imperative -- for Pacific to pursue and support qualification as an official Hispanic-Serving Institution by having an undergraduate enrollment that is at least 25 percent Hispanic. This status would make Pacific

eligible for federal and private grants and internship opportunities for students. The average cooperative grant amount for Hispanic-Serving institutions nationally is \$1,100,000 per year. In addition, given the demographic data of California and Pacific's location, the more local students (and particularly students of color) who graduate with bachelor's and professional degrees, the more likely they will remain local and contribute to the local economy, government, business, and the arts. A more educated citizenry benefits our community in countless ways: from attracting business and industry, to creating a higher standard of living, reducing crime, improving local schools, expanding the arts, greater civic engagement, etc. Such improvements to the local community will in turn make Pacific a more attractive place for potential faculty, staff and students in which to work, study and live, creating a powerful cycle.

Research across all disciplines in higher education has confirmed that heterogeneous groups are stronger than homogeneous ones, engendering creativity and new approaches that are essential to maintaining a competitive edge—what is now known as the “business case” for diversity. A similar argument is made by Alan Greenspan and Margaret Spellings, who contend that there is an “economic imperative” for diversity: citizens previously underrepresented and/or underserved in higher education are needed in today's economic culture to rectify the social divisions that currently limit potential. Promoting diversity and inclusive excellence is thus not only the right thing to do for human rights and social justice purposes, but it is also the strategic thing to do for business and economic reasons.

Justice Sandra Day O'Connor acknowledged in the *Grutter v. Bollinger* Case:

“... diversity promotes learning outcomes and better prepares students for an increasingly diverse workforce, for society, and better prepares them as professionals. [...] Major American businesses have made clear that the skills needed in today's increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas, and viewpoints.” *Grutter v. Bollinger*, 539 U.S. 306 (2003) at 330

Pacific's accrediting agency, WASC, has made it clear that diversity is an important criterion for

accreditation. WASC has established diversity requirements for its accredited institutions and provided an operational definition of diversity that accredited institutions are to use:

Diversity concerns representation of different groups in the various constituencies of a college or university – its students, faculty, staff and governing board. The rapidly changing composition of the population in this region in regards to race and ethnicity are essential considerations in the discussion of group representation. Other aspects of diversity that WASC includes are gender, age, religious belief, sexual orientation and disability among others. *Diversity on campus should not be limited to numbers but should focus on how individuals participate and contribute to the institutional community.*

Another dimension of diversity concerns the *character of the institutional community* that emerges through the interaction of people of different backgrounds and their varied points of view. An effective academic community is one that calls for mutual respect and cooperation among various groups represented at the institution as well as fostering collegiality in a system that supports the perspectives and aspirations of members from a variety of groups on campus.

The third dimension of diversity concerns the extent to which group differences and affiliations should be recognized and affirmed by postsecondary institutions. Respect of group membership (being like some) as well as the recognition of group members can contribute to academic and community building goals, but should not be focused on to the exclusion of embracing the uniqueness (being like no other) of individuals. WASC notes that while there is nothing new about identification of groups, the number of groups now competing for recognition is a new phenomenon. The negotiation of these new relationships can be challenging, but a worthwhile one as institutions “offer a more profound understanding of ourselves and our world and an education of greater relevance to participants in a multicultural society.” (WASC, *Statement on Diversity*, February 23, 1994)

The report of the spring 2012 Western Association of Schools and Colleges (WASC) visiting team for Pacific’s reaccreditation concluded with a team

report that was highly complementary of this draft report as it addresses diversity. One of its 11 commendations for the University was reserved for the draft of this report:

7. The team believes an excellent Diversity Plan is emerging from the Strategic Taskforce on Diversity and Inclusive Excellence and recommends that it become part of the very fabric of Pacific and an integral part of Pacific’s upcoming, university-wide Strategic Plan. (*Educational Effectiveness Review Team Report*, p. 41)

Advancing the representation of underrepresented groups among our students, faculty and staff is thus a necessary, yet not a sufficient measure of success in enhancing diversity and inclusion. Additional qualitative measures were considered in writing this report, including effective interactions among faculty, staff, student groups and the community; University policies and practices that signal openness and support for diverse cultures and lifestyles; campus response to incidents of bias; diverse curricular approaches and resources; measures of retention and success for students and employees; academic support for under-prepared and under-served students; perceptions of campus climate; support for diverse student organizations; provision of cultural spaces and presence of representative cultural artifacts; opportunity for cross-cultural and cross-group dialogue; and learning in the co-curriculum.

The educational case for diversity and inclusive excellence is particularly compelling. At the individual level, diversity has been shown to benefit a student’s growth and development in the cognitive, affective, and interpersonal domains (Milem 2003). Pascarella and colleagues (1996 and 1991, cited in Chang et al., 2003) found that students who interact with individuals from diverse backgrounds and/or participate in racial and cultural diversity awareness venues show greater gains in their critical thinking, active thinking, and openness after controlling in the statistical analysis for pre-college engagement with racial/cultural diversity.

In their book *Diversity Works*, Daryl Smith et. al., review additional impacts of diversity on student learning and institutional effectiveness. Their research finds that attention to diversity:

- Increases overall satisfaction with college
- Increases openness to racial understanding
- Significantly impacts increased support for educational equity
- Advances cognitive development and complexity
- Develops critical thinking skills
- Diminishes racial prejudice
- Increases white students' sense of community (Smith, et. al., 1997)

While no report can be completely comprehensive, the purpose of this Task Force report is to honor the important purposes reviewed above and to recommend the most promising strategies and indicators of success that will hold the University of the Pacific accountable to achieving equity, access, and social justice learning outcomes for our students, faculty, and staff.



BADU



MÔNG



CHICANO

Student Access, Equity, and Success

Executive Summary

This section of the Diversity Strategic Plan identifies and frames the most critical issues impacting access, equity, and success for underrepresented students (henceforth, “UR students”) and outlines objectives for Pacific in successfully addressing these issues. This subcommittee report does not fully attend to all aspects of student access, equity and success, nor does it claim to address all student success issues and challenges present at Pacific. Instead, this section recommends the most important opportunities and challenges faced by Pacific in attracting a large pool of UR applicants, creating a welcoming climate for UR students, providing adequate advising support, and increasing equity in all programs offered at Pacific.

Our report and recommendations are divided into the three areas of focus: 1) Pre-Enrollment, 2) Recruitment and Admission, and 3) Retention. The Diversity Scorecard following this section supplies a compendium of the goals, objectives, recommended actions, targets and timeframes, requested resources, and accountable leadership for each of these areas.

The challenges related to recruiting and retaining diverse students in higher education, particularly Latino and African American students, and particularly male students, are well documented (ACE, 2001). At Pacific, African American students have decreased to less than 3% of the student body, a number too low to provide a sense of cohort or an understanding of institutional valuing for these students. While Latina/o students are larger in number, they do not reflect the compositional diversity of California, and this report suggests ways that the University might increase the number of Latina/o students and recommends the goal of becoming an Hispanic-Serving Institution for all of the advantages that it may bring. In addition to

African American and Latino students, attention needs to be given to understanding ways to recruit, support, and retain Asian American, Native Hawaiian, and Pacific Islander (AANAPI) students who have steadily increased in number and

percentage of the student body (see appendix for student statistics by ethnicity). The numbers of AANAPI Pacific students have provided the perception of an ethnically diverse student body, or at least, a smaller percentage of Caucasian students than enroll at our peer institutions.

The data for AANAPI students has not been disaggregated or tracked until very recently. Disaggregation is essential to understand better the growing percentages of multi-ethnic students and the intersection of identities, and also to understand in what ways Pacific is representative of constituent populations, where we are achieving success in our recruitment efforts, and what students are thriving at Pacific. To date, our data base for both recruitment and retention has not been robust enough to serve these tracking needs well so that our initiatives are less targeted than they should be.

Pacific must be careful not to buy into the model minority, high achieving myth with regard to its diverse and growing AANAPI population. Over a third of Pacific’s Asian American students are Chinese, followed by a high percentage of Korean American students. But Southeast Asians, in particular, face educational and socio-economic barriers that beset first generational immigrant groups and require different kinds of support systems. According to the American Community Survey, of adults aged 25 and older, only 16.0% of Cambodian, 14.8% of Hmong, 13.2% of Lao, and 25.5% of Vietnamese Americans have a bachelor’s degree compared with 28.2% of the U.S. population overall and 48.9% of Asian Americans overall. Another study showed that only 14.0% of Native Hawaiians and Pacific Islanders had a bachelor’s degree. Nationally, AANAPI subgroups show disproportionate high rates of attrition, with Hmong, Cambodian, and Laotian students being particularly at risk. Poverty and limited English proficiency heighten the risk of attrition for these students. Students are often burdened with the requirements to work and assist with family and child care responsibilities that conflict with time spent on academic work. (The University of California Asian American and Pacific Islander Policy Multicampus Research Program Education Working Group, 2011). The need for disaggregation of data and clearly defined targets and goals for each group is urgent and

will be essential to track our success in recruiting, serving, and retaining students and to assure ourselves that we are bringing the benefits of diversity to the classroom setting and learning environment as discussed in the *Rationale* section above. (Rudenstine, 2001; Smith, 1991).

To further explore approaches to enhance our current efforts in student recruitment and retention, Page (2010) recommends a theory-based approach that includes focusing on multiculturalism and cross-cultural communication since the major barriers to recruiting (and often retaining) diverse students may often be attributed to (1) the lack of full sensitivity and intercultural competence of faculty and staff, which may include the criteria that is used for admissions that may disadvantage UR students; (2) isolating students from both academic and personal support services that promote their success; as well as (3) challenges related to campus diversity education efforts. The recommendations outlined in this section encompass best practices for the recruitment and retention of a multicultural student body. These recommendations will require of Pacific a broad institutional commitment to diversity and inclusive excellence, additional resources, and integral partnerships throughout the campus community (Astone & Nunez-Wormack, 1991; Dumas-Hines, 2001; Stewart, Russell, & Wright, 1997; Thomason & Thurber, 1999).

Before outlining the recommendations, it should be noted that there are key differences in the development of a recruitment plan for students from diverse backgrounds. That is, the same strategies that are employed for all other students may not be as successful without understanding specific cultural contexts, including communication approaches (Lee, 1991; Thomason & Thurber, 1999). For instance, while students from all types of backgrounds place high importance on the availability of specific programs and majors at an institution and the desire for that institution to be in a college town setting, multicultural students prefer more personalized contacts from college representatives than reviewing a college website as a major source of information. They also expect to see a variety of resources and support services at the university and within the community that reflect how the university values and supports a diverse student body and campus environment. With regard to major influencers of college choice, most college students may be the prime determiner in college selection. With students of color, however, and particularly, with first generation Latino, African

American, and Southeast Asian cultures, the influence of parents and elders is greater. For female students in many of these cultures, the importance of family often requires attendance at a local institution. There is evidence that students of color often highly value the opinions of their mentors in high school, teachers, counselors and coaches. In the African American community, important influencers are churches and religious leaders. These cultural differences require different, and more extensive, innovative, and strategic recruitment planning efforts to contact sources that may be untraditional for majority culture students (Donnell, Edwards, & Green, 2002).

The overarching recommendation of the Task Force requires that there be a commitment to devising both comprehensive and targeted recruitment and retention strategies that are followed by a robust assessment plan. The Task Force charge for this report requires a broad examination of the most important strategies and resources that will be needed to address diversity and inclusive excellence. We believe that additional planning will be required for both recruitment and retention which should be overseen by individuals with strong enrollment management backgrounds; responsibility for staff and strategy in these areas; and who are interculturally competent with understanding, respect, acceptance and appreciation for differences. The Task Force strongly recommends the development of recruitment and retention plans with recommended strategies and accountable goals for both recruitment and retention.

Incorporated in these plans should be the review and recommendations for strengthening institutional recruitment and retention resources in support of UR students. These resources must extend beyond the typical enrollment management team (i.e. admissions and financial aid) to incorporate multicultural affairs, academic support programs, TRiO programs, orientation programs and other outreach areas at Pacific. The Task Force does not see a dichotomy between seeking student excellence and seeking student diversity. A fuller implementation of culturally sensitive practices in recruitment and retention will ensure that the best students are attracted and helped to be successful at Pacific. (Astone & Nunez-Wormack, 1991; Simon, 1993) These practices should also incorporate a review of pre-Orientation and Orientation programs (Santa Rita & Bacote, 1997; Underwood & Fay, 1996), sound and consistent financial aid awards (Lee, 1991), faculty and peer advising, strong first year experience, transition as well as enrichment courses, academic

support (i.e. tutoring) and mentoring, in addition to opportunities for students to experience linked curricular and co-curricular programs.

Page (2010) reviews suggestions for developing the yield of multicultural students to include an innovative, intentional and strategic effort that ranges from implementing targeted admissions presentations, one- and two-day special programs, campus tours with the use of student panels, as well as multicultural faculty and staff lunch sessions. While events like Pacific's *Students of Distinction* are important, there must be a coordinated system of multiple outreach programs reflected in assigned, publicly identified staff responsibility for targeted recruitment action plans, including detailed timelines and clear goals for reaching targeted yield.

Ensuring that campus climate is welcoming from the initial campus visit throughout the multicultural student's college career is critical. While the myriad of climate issues are considered in the fourth section of this report, it should be noted that two key component are ensuring that there are diverse faculty and staff who are engaged with students in addition to ensuring that there is commitment to diversity and inclusion by offering diversity training education to faculty, staff and students (Smith, 1991; Dumas-Hines, 2001).

Retention and the Development of Student Support Systems

Pacific prides itself on its state-of-the-art support for whole student learning. Student support systems, however, are often built on assumptions that serve majority students best and could/should be modified or augmented to ensure better retention and success of UR students. Many of the UR students who matriculate to Pacific have succeeded in challenging environments to make it through the high school and college admissions gauntlet but are then often faced with an unfamiliar environment with not easily identifiable support systems at a time when they are also endeavoring to explore their multiple identities, make friends, identify a major and vocation, develop skills in critical and relational thinking, become leaders, demonstrate their agency, and reassure their families that they have not abandoned their family values and connections.

One African-American student wrote to the Task Force:

The importance of improved student services is based in academic success. If you're thinking

about where you're going to find thousands of dollars, you can't focus in class. If you have to move your stuff out of the residence hall because you couldn't afford it, you can't do your readings... When you and the 3 other involved students are carrying the programming for your culture on campus, your grades suffer... We are not the average student, and treating us as such makes our Pacific experience harsh. Enriching these services, faculty, staff and programming will improve the experience for every Pacific student.

Pacific should give serious consideration to strengthening seven areas of support services that in the review of the Task Force, would better signal sensitivity to these multiple challenges and ensure UR students' retention and success. In some cases, better training and professional development are needed. In others, staffing should be augmented. The areas named below are those the Task Force heard most frequently about in our open community meetings. We recommend that they be reviewed and prioritized to provide better or more extensive services to increase retention of diverse students.

One additional area deserving of additional support, services for international students, is not addressed here because a separate task force is making recommendations that would expand international involvement and increase international students. The Diversity and Inclusion Task Force has elected to defer to the International Task Force and its recommendations to support diversity, recruitment, retention and success of an international student body.

1. **Financial Aid:** If majority students find financial aid applications and regulations challenging, this perception is accentuated for UR students, many of whom are first generation college students lacking parental experience and expertise to help them navigate the requirements of financial aid. It is especially appreciated when students experience culturally sensitive staff who are bi- and multi-lingual to assist students and their families. The Financial Aid Workshop for Latino/a students is a good example of the kind of outreach that is needed, but API and African American students need demonstrable support as well, and follow up with strong communication systems should be planned

and assessed on a regular basis. Clear financial aid information that includes estimates for total debt and monthly payment after graduation would help students make decisions. Students speaking at Town Halls and community forums over the AY12 academic year have indicated the need for additional outreach and support from the Financial Aid office as a high priority for them.

2. Gateway Programs: The Tomorrow Project has targeted bridge, mentoring, and community-building pre-entry programs as an institutional priority. Much greater progress must be achieved to realize the vision of support that these programs can provide our potential students and students from the Stockton community interested in a college-going experience. The Task Force recommends that the Latina/o outreach program and the STEPS program for African American students receive permanent funding and the CIP program be strengthened to provide more extensive support to students from our greater Stockton community. In addition, the Creating Opportunities Via Education and the Summer Success Leadership Academy programs should be considered for regular funding.
3. Disabilities Services: The Office of Services to Students with Disabilities is significantly understaffed relative to any of Pacific's comparable institutions and consequently represents a glaring example of under-service to a population that needs greater understanding and service to be successful. Additional staffing for this office would provide better service to this expanding population and allow better support from the Stockton campus to the San Francisco and Sacramento campuses. In addition, faculty need support to better accommodate students with different abilities in their classes.
4. Academic and Career Advising: Faculty and counselors who have not received critical training and who do not consider factors such as race, ethnicity, gender, immigration status, culture, and socioeconomic status when working with students will not fully understand the particular challenges faced by UR students who must juggle their academic experience in ways that are often different from majority students, including their families' expectations,

pressure to excel, and even the fine line between collectivism and individualism. The scarcity of UR faculty advisors was mentioned by students in every community meeting that was convened to discuss this draft report.

5. Counseling and Psychological Services: Research has shown that UR and API students are at higher risk of stress and psychological disturbance than their Caucasian student counterparts and that API students, in particular, experience "value conflicts, loneliness, passivity, conformity, deference, and reserve with greater frequency than White students" (McEachern and Kenny, 1999, p. 307). The scarcity of API and UR counselors on college campuses has been consistently pointed to as a reason for under-utilization of these vital services. Pacific currently has no API or Latina/o counselors.
6. Academic and Counseling Support for Veterans: Pacific has taken an important step in funding a halftime academic records/registrar support position for veterans beginning in AY13. Also needed is a position and function that will provide outreach and direct academic and personal support to veterans. While there were insufficient institutional funds to support making the halftime registrar's position a full-time position, Pacific should move to make the position full-time to provide additional support to veterans as soon as funds are available.
7. Staffing for LGBTQIA Students: LGBT students are growing to be a more visible part of the student body. The Task Force recommends that consideration be given to providing part-time counseling and organizational support for this student contingency, perhaps in the form of a graduate assistantship.

In conclusion, Pacific must do a much better job of developing an accurate and reliable database that uses sustainable research and tracking for programs and interventions that disaggregates data by race, ethnicity, gender and generational status so that areas of attention and concern may be identified and so that faculty and administrators may be informed of the efficacy of their work. As our shared work matures, we should share research findings, showcase best practices, share well-planned strategies, and establish benchmarks.

Pre-Enrollment Goal: Increase the quality and number of under-represented (UR) students at Pacific by strengthening the quality of the UR applicant pool. Recommendations in this area include but are not limited to:

- Assign responsibility to inventory University-wide curricular and co-curricular pipeline programs, such as Pacific's academic summer camps in STEM courses for grades 6-9; assess their effectiveness; strengthen those programs designated as primary programs; and consider the need for additional programs.
- Develop the database that is referenced above for tracking and assessing the effectiveness of enrollment initiatives.
- Identify schools and districts with paucity of AP courses and where possible, support those districts to increase their offerings. Leverage Benerd School of Education curriculum to develop teachers for AP courses.
- Consider offering summer AP institutes and no-fee SAT- and ACT-prep courses for local high school students.

Recruitment and Admission Goal: Widen efforts to reach qualified UR students who might consider Pacific and support their recruitment by making it easy to apply, understand financing, and receive aid. Recommendations in this area include but are not limited to:

- Charge the Office of Admission to create a recruitment strategic plan with specific goals, targets, and strategies for increasing the number of admitted UR students by category at Pacific, which would include targeting outreach to UR students, funding for resources such as brochures and a marketing plan. Review outreach budgets for adequacy and appropriate oversight. Ensure periodic report outs and sharing of data and recruitment/yield results with the University Diversity Committee as well as other relevant University committees and personnel.
- Pursue hires in Admission and Financial Aid offices, including trained counseling staff, who are bilingual/bicultural in Spanish and Southeast Asian language.

- Make permanent the funding for Latino Community Outreach that is now year-to-year and also designate funding for outreach recruitment to the four multicultural groups African American, Native American, and Southeast Asian populations, including the STEPS program, Summer Leadership Academy, and other unfunded programs.
- Strengthen transfer-in and reverse transfer partnerships with regional community colleges, above and beyond our partnership with San Joaquin Delta College.
- Increase visibility and visitations to key counties that have college-ready UR students (e.g., Sacramento, Stanislaus, Napa, Solano, Sonoma, Alameda, Marin, Contra Costa, San Mateo, Santa Clara, Monterey, Fresno, Kern).
- Develop, execute, and assess targeted outreach plans at faith-based and culturally-based community/educational/social organizations both locally and regionally to introduce Pacific as a possible college choice for their young members.
- Assign a trained multilingual recruiter/admissions counselor to coordinate UR outreach activities to targeted UR groups whenever possible.
- Assign specialty areas for recruiters/admissions counselors for specific populations such as athletes, transfer students, military veterans whenever possible.
- Develop pathways (advising, scholarship support, room and board stipends, overall support) that target and encourage enrollment of students who fall within the California Dream Act (AB130 and AB131) category.
- Improve website and update university publications with strategic additions (multi-language virtual tours of the student experience, greater attention to photos of diverse students and classrooms, alumni videos, linkages to Career Goals assessment page, etc.).
- Utilize multi-cultural student organizations, alumni, and community partners for outreach to UR groups.
- Have a serious University discussion about whether standardized admission tests (SAT,

ACT, GRE) should be optional based on the research on the poor predictability of standardized tests to measure future academic and lifetime achievement. Include in this discussion a review of the holistic review of applicants now in use by Pacific admissions.

- Devise and implement a plan for financial aid outreach and scholarships for UR students that will address structural impediments for the recruitment, admission, and retention of UR students, including UR students by ethnic/racial category, gender, disability, and sexual orientation and gender identity.
- Offer peer-oriented support programs, such as the celebrated “UC Berkeley calculus club” for UR students in key subjects, such as calculus, a traditional barrier to UR students in the STEM field and health professions.
- Retention Goal: Strengthen academic advising and retention services for all students, with particular attention to programs aimed at increasing the persistence, retention, and graduation rates of UR students. Recommendations in this area include but are not limited to:
 - Provide additional resources and support to the systems discussed in this report, including financial aid and the financial aid office, gateway programs, disabilities services, academic and career advising, counseling and psychological services, academic and personal support to veterans, staffing for LGBT students.
- Regularize and publicize the existence of gap grants to ensure retention of continuing students on financial aid whose aid is not automatically increased commensurate with tuition increases. Increase the size of these gap grants to make them more efficacious in retaining students.
- Decrease the student: faculty ratio of advisors for UR students and improve faculty advisor training or provide trained administrative staff advisors to plan and track degree progress
- Increase funding and staffing support for the Educational Equity Programs: CIP and SUCCESS. These are Pacific’s signature programs for support to promising students from

low income families and the working poor from our local community. These programs demonstrate Pacific’s outreach, support, and connection to our community. Pacific should implement as soon as possible the proposed cohort plan for CIP to strengthen peer support for retention.

- Develop a coordinated approach to support students with families/children, including consideration of on-site campus child-care, housing for students with children, and evening and/or blended courses.
- Improve the early alert system for students in academic difficulty now being studied on campus.
- Improve the support services for fundamental skills development, including enhanced summer bridge programs, “intrusive advising” for underprepared students which includes targeted outreach by academic advisors and peer advisors to students in academic difficulty, especially in math and writing.
- Work with local employers to hire UR students for paid internships related to their majors during the summer.
- Enhance curricular, research and experiential learning offerings in areas of potential interest (Latino/a Studies, African American Studies, Asian American/Pacific Islander Studies, etc.). Section Three of this report addresses this recommendation in greater depth.
- Provide additional spaces for study that signal inclusion for UR students (similar to the GHES (Gender Studies, Humanities, Ethnic Studies) Center in WPC and the commuter student lounge in McCaffrey.
- Enhance effectiveness and support of multicultural organizations, with more attention to aligning curricular and co-curricular programs.
- Develop and maintain a robust disaggregated database on retention for UR student groups following recommendations that are outlined in this report.

Student Access, Retention, Success: Pre-Enrollment/Admissions

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
1. Increase the numbers and academic readiness of UR students at Pacific	<p>A. Increase recruitment visitation area to include counties with academically qualified UR students</p> <p>B. Charge that the Office of Admission create a recruitment strategic plan with specific goals, targets, and strategies for increasing the number of admitted UR students at Pacific, which would include targeting outreach to UR students, funding for resources such as brochures and a marketing plan. Review outreach budgets for adequacy and appropriate oversight."</p>	A1. Consider 4 county AND additional counties with higher EFC potential within distance from Pacific A2. Consider bilingual hires in recruitment office, at least one Spanish and one SEA language. Do targeted outreach to UR students.	A1. Higher levels of Pacific visitations and visibility in the following counties: Napa, Solano, Alameda, Marin, Contra Costa, San Mateo, Santa Clara, Monterey, Fresno, Kern A2. Develop partnerships with community colleges in addition to SJ Delta College. A3. One recruitment officer is fluent in Spanish and another in a SEA language. Targets recommended: Hispanic 25% by 2020 (for becoming a Hispanic Serving institution), AF AM at 6% by 2020. Develop targets for SEA and NA AM populations.	Operational budget increase and new recruiter line items to cover new service areas. Adequately fund Latino and other UR outreach.	A2	A1		Provost

Student Access, Retention, Success: Pre-Enrollment/Admissions

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
	B. Develop communication & marketing plan for recruitment of students; C. Charge that the Office of Admission create a recruitment strategic plan with specific goals, targets, and strategies for increasing the number of admitted UR students at Pacific.	B1. Develop a focus group of freshmen and parents to test new website to retrieve information using top 10 FAQ's for admissions to ensure ease in navigation of website. B2. Develop virtual tours and profiles of current and past students & faculty. B3. Consider providing all information (web, email, podcasts, social networking, video) in several languages. B4. Make website easier to navigate for transferability of courses from feeder schools. B5. Consider linking Career Goals Assessment to academic page. B6. Develop a robust web and telephone service to aid ESL students and families to assist with application or investigative process. B7. Consider telecounseling and personalized web portal pages for applicants. C1 Implement targeted outreach to UR students, funding for resources such as brochures and a marketing plan. Review outreach budgets for adequacy and appropriate oversight	B1. Website is easily navigated for admissions and financial aid issues; B2. Virtual tours and profiles are current and useful application decision process. B3. Web and print recruitment materials target languages needed by applicants and families. B4. Articulation agreements for top feeder schools are easy to find. B5. Career Goals assessment page is linked with the academic programs offered at Pacific. B6. Student and families using this service are better able to get questions answered about admissions, academics, and financial aid in their native languages. B7. Telecounseling and personalized portals are utilized successfully to enhance admissions of UR students.	OIT and Enrollment Services will request operating budget as needed.	B1, B2, B6; C1	B3, B4, B5, B7,B 8		Provost

Student Access, Retention, Success: Pre-Enrollment/Admissions

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
2. Increase the quality and numbers of UR students at Pacific	D. Strengthen the size and academic readiness of the UR applicant pool.	D1. Strengthen University-offered academic summer camps for grades 6-9 in the STEM courses. D2. Identify schools and districts with paucity of AP courses and support those districts to increase their offerings. a) inventory AP and pre-AP courses offered in local HS districts; b) focus training of Benerd program to develop teachers for AP courses; c) offer local HS district students summer AP institutes to prepare them for AP courses; d) offer no- or low-fee SAT and ACT-prep courses for local and regional high school students; d) offer continuing education to HS teachers to prepare them to develop and teach AP courses.D3. Offer early admission to students with appropriate GPA, SAT, and AP scores >3. D4. Consider making the SAT's and ACT's optional, substituting a more holistic review of applicants.	D1. UR students are enrolled in math, science, technology, computer summer camps have stronger preparation for pre-AP courses.D2. Local HS AP offerings are strong in quality and number. D3. Greater number of UR students who are better prepared for success in college. D4. Alternative means of admission are in place for UR students.	Budget for pipeline programs and summer camps to include faculty stipends, marketing, cost for transportation, food, housing. Recommend fundraising unit to pursue alumni, corp., find support.	D3	D1, D2		Provost; VP for Business and Finance; VP for Development

Student Access, Retention, Success: Pre-Enrollment/Admissions

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
	E. Increase UR freshman yield rates	E1. Use offices that cater to unique UR groups to email and/or blog with UR students. E2. Utilize alumni from under-represented groups to contact admitted students. E3. Identify and garner scholarship funds for students from UR minorities that are NOT used to lower discount freshman rate, but to decrease OOP financial burden. E4. Give estimated financial aid package with admission invitation.	E1-E4. Better mentoring and communication with UR students resulting in higher yield rate.	Work-study students; alumni volunteers; reallocation of development staff and financial aid staff.	E1	E2, E3, E4		

Student Access, Retention, Success: Pre-Enrollment/Admissions

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
	F. Increase the number of UR transfer students to Pacific	F1. Market academic programs to feeder transfer schools with emphasis on e-communication. F2. Enhance web page to include easily accessible articulation agreements for transfer feeder schools. F3. Widen outreach to transfer students in counties with higher numbers of UR students from the Bay Area communities. F4. Participate in and update information with services and software programs for transfer students looking for career (ie fastweb.com, college board.com, etc). F5. Consider evening and blended courses for students who have family and/or financial obligations that limit their attendance during traditional hours. F6. Assess and refine "transfer touch points" and "commuter interventions" mentioned in WASC essay.	F1, F2, F4. Electronic communications result in better admission outcomes for highly qualified transfer students. F3. UR transfer students from more affluent areas will choose Pacific. F5. Flexibility of scheduling and course offerings will meet special needs of UR transfer students resulting in higher yield. F6. Higher satisfaction and success for transfer students.	Human and monetary: dedicated time from OIT, enrollment services, faculty time and stipends to develop blended and flexible scheduled courses.	F1, F2, F4	F3, F5, F6		President; Provost; VP for Student Life

Student Access, Retention, Success: Pre-Enrollment/Admissions

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
3. Increase the retention and persistence of UR students at Pacific	A. Enrich the academic advising for UR students B. Enrich the retention services for UR students	A1. Decrease the student-faculty ratio for advisors of UR students. A2. Train academic advisors in cultural competency and all support mechanisms that are available for retention. A3. Establish early alert system to enable early advising support/intervention. A4. Assess the impact peer student advising programs. A5. Add professional staff to assist in UR student advising. B1. Invest in enhancing the vitality and efficacy of multicultural organizations. B2. Increase resources for Educational Equity Programs. B3. Work with local employers to hire UR students for paid internships during the summer. B4. Develop remediation programs for all courses. B5. Enhance social programming for UR students to keep them on campus. B6. Enhance curricular offerings in areas of potential interest (Latin Studies, AF AM studies, etc). B5. Establish summer bridge programs which provide: academic preparation courses in math, writing, science, music, and engineering; academic advising; co-curricular programs through colleges; and events and activities through the involvement of Housing, the Multicultural Center, and student organizations.	A1-A3. Students are better advised and have better retention outcomes. B1. Students will report greater satisfaction with Pacific experience; B2. UR students will perform better academically due to strengthened and targeted retention efforts; B3, B4. UR student academic performance will improve; B5. Students will report enhanced feelings of safety and socialization on campus. B6. Students will see enhanced curricular offerings and utilize these areas of study for support.	Faculty time, Training program development experts and funding. B1, B2, B5. Operational budgets; B2. Additional Staff; B3. Career Resource Center Services; B4. Faculty time	A1, A2, A3, A4, B1, B2, B3, B5	A5, B6	B4	Provost; VP for Student Life; VP for Development

Student Access, Retention, Success: Pre-Enrollment/Admissions

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
4. Assess all programs specific for serving UR students	A. Inventory all programs dedicated to serving UR students for pre-enrollment, admissions, retention, persistence, and success; B. Develop tools and measures to assess effectiveness of each program in inventory.	A1. Request information from each division of the University regarding programs that are offered for UR undergraduate students for access, equity and success; B1. Hire a professional educational consultant to develop assessment instruments and a process for ongoing assessment. B2. Develop key performance indicators for identified target groups.	A1. Existing programs and services for UR students will be identified, well resourced, and given staff that is well trained in the area of UR student support; B1. Services to UR students will be enhanced in a cost-effective manner. B2. Targets will be developed and reached for specified UR students. Current KPI's are 90%persistence for all students and 75% graduation rates for all students.	A1. Dedicated time from administrators and unit staff; B1, B2. Funds to hire/retain consultant.	A1; B1	B2		Provost; VP for Student Life

FORTITUDE



COLLECTIVE



CONNECTOR



Faculty and Staff Diversity: Recruitment, Retention, and Success

Executive Summary

This section of the Diversity Strategic Plan summarizes the research supporting the case for diversity in faculty and staff hiring and retention, provides data on current faculty and staff demographics and measures of success vis-à-vis diversity, and describes goals for increasing faculty and staff diversity. The table following this section provides a complete compendium of the goals, objectives, recommended actions, targets and time frames, requested resources and accountable leadership for each of these areas.

I. Faculty

The Case for Faculty Diversity

Pacific is committed to recruiting and retaining a more diverse faculty. A solid and growing body of research reviewed in the Rationale section of this report affirms that diversity in higher education positively impacts student learning outcomes, cognitive development, intellectual motivation and academic skills. Research also confirms that a diverse faculty body is a critical part of this positive impact. Diverse faculty provide all students with access to more varied and diverse mentors and role models, and with a broader body of pedagogy by bringing with them their unique experiences, perspectives, and teaching strategies. Samples of the most important research findings are listed below, with sources cited at the end of our report:

- “Students learn more and the workforce is more productive in a broadly diverse setting” (AACU, 12; also Gurin et al., 2002.)
- “Students are better equipped to function and thrive in an increasingly multi-cultural world” (p. 12.)
- “Faculty are more productive and creative teachers and researchers when they work with diverse colleagues and students” (p. 13; also Gurin et al., 2002; Hong & Page, 2001, 2004.)
- “Diversity, in its inherent differences in background, experience and intellectual aesthetics (or style), seems to lead to the broadest spectrum of questions about any posed problem... Fostering habits of seeking multiple pathways to solutions would seem a prudent strategy for the development of innovation in thinking of students in addition to enhancing each

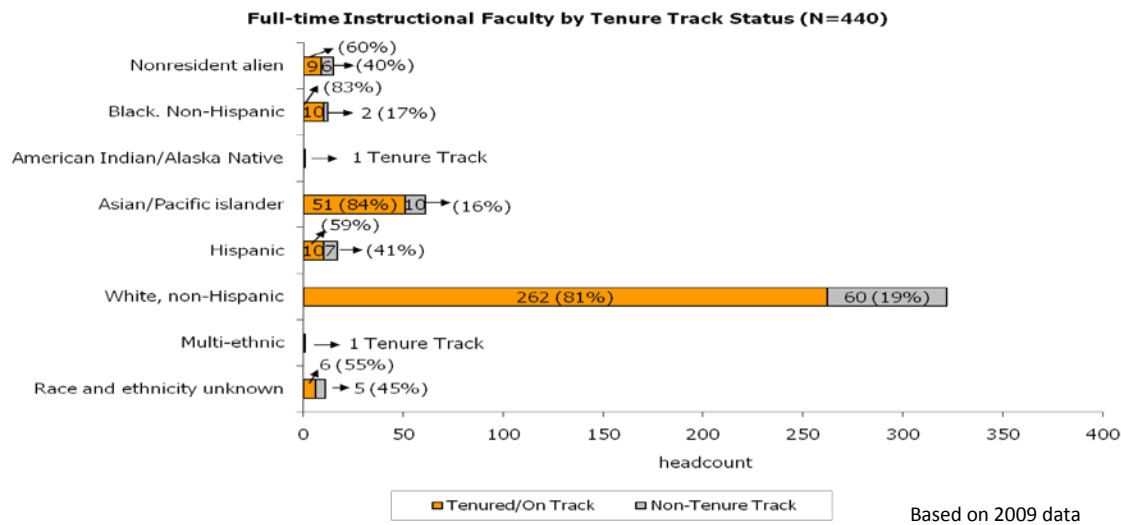
student’s mastery of existing science” (S. James Gates, Jr., Toll Professor of Physics and Center for Particle & String Theory Director, University of Maryland, College Park, 2009, quoted in AAAS/AAU, 2010, p. 14.)

Pacific’s goal of helping students increase their level of intercultural competence and preparedness as professionally and personally successful citizen leaders in a global marketplace is thus demonstrably linked to its success in supporting diversity/inclusive excellence. Given the tremendous benefit a diverse faculty brings to the academic and social experience of our students, Pacific should keep as a central component of its strategic plan the growth and retention of a diverse faculty. Moreover, if Pacific is to signal to prospective and currently enrolled students its receptivity to and valuing of inclusive excellence, it must do better in providing the role models and mentors to the students it wishes to attract. While compositional diversity is not alone sufficient to ensure the inclusive excellence we seek, it is nonetheless the first priority, first step requirement for pursuing our goals.

Profile of Faculty Diversity at Pacific

In all disciplines nationwide, the groups that remain most underrepresented among faculty ranks are Latinos and African Americans, while women as a group remain underrepresented in many disciplines, particularly in the STEM fields. Underrepresentation for faculty is determined by looking at a number of factors, including population demographics at the national, state and local level, as well as the percentages of earned doctorates by race/ethnicity and gender. For example, in 2010, 1% of state residents were Native American, 6.2% were African American, 13.4% were Asian/PI, and 37.6% were Latino. In 2009 for U.S. citizens and permanent residents, 0.45% of earned doctorates were Native American, 6.89% were African American, 8.5% were Asian/PI,¹ and 5.79% were Latino. Yet, Latino and African American faculty each make up only 3% of full time faculty; at a minimum both groups are at about half of expected representation when compared to numbers of earned doctorates.

¹ When looking at all PhD’s (including international) Asian/PI made up 25% of all earned PhD’s in 2009.



In 2009 there were no full time Latino/a Faculty in the School of International Studies, the Conservatory or the Eberhardt School of Business. There were no full-time African American faculty in the Dental School, Pharmacy or the School of International Studies. Engineering and the Law School have the broadest and highest percentage of ethnically diverse full time faculty.

In the four-year period of 2006-2009, there was a slight increase in the overall hiring of minority faculty on the Stockton campus when compared to the four years previous (2002-2005). However, most of this increase has been with Asian faculty. Latino/a and African American faculty hiring has actually remained flat between 2001 and 2009 in whole numbers and has decreased in terms of the percentage of faculty hired.

According to Tuitt, Sagaria and Turner (2007), the number of graduate students of color earning doctoral degrees naturally has increased steadily from 1989 to 2004. However, the representation of faculty of color in the academy has not kept pace.² This Strategic

² There are many reasons for this (such as the myth of the bidding war), for a discussion on understanding barriers and learning strategies see the article by Tuitt, Sagaria and Turner, *Signals & Strategies in Hiring Faculty of Color*, published in *Higher Education: Handbook of Theory and Research*, Edited by John C. Smart, University of Memphis 2007, Springer. See also Smith et al., *Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty* The Journal of Higher Education (2004).

Diversity Plan is designed to bring Pacific up to pace, at a minimum. In the attached table and addenda, strategies to diversify our faculty are outlined.

Goals for Faculty Hiring and Retention

A first priority goal is to create a critical mass of underrepresented faculty, both university-wide and within disciplines. A critical mass is essential before the benefits of diversity can be realized.³ Within ten years, the percent of Latino and African American faculty at Pacific should double to keep pace with the number of Latino/a and African Americans earning doctorates each year. Faculty should be more diverse in the all disciplines, particularly, School of International Studies, the School of Business, Pharmacy and Health Sciences, the Dental School and the Conservatory. Given the large demographic increase of Latino high school graduates and future college students expected in California (currently about 40% of graduating classes and 81 percent of the expected increase of 387,000 college students in California by 2019), attention to the recruiting, hiring, and support/retention of Latino/a faculty will be particularly important in order for Pacific to remain competitive regionally and nationally. An increase in

³ Social Science research states that a minority group that has been historically discriminated against is easily marginalized when it is only a small presence in a larger population. "As the group's presence and level of participation grows, at a particular point the perspective of members of the minority group and the character of relations between minority and non-minority changes qualitatively...The discrete point (at which this occurs) is known as critical mass." (Etkowitz et al., 1994).

Latino faculty will not only draw more Latino students but will draw all students who wish to be prepared for a workplace and society that is increasingly Latino.

II. The Case for Staff Diversity

Just as a diverse faculty body provides students with opportunities for cognitive, social, and ethical growth, a diverse staff creates a healthy social climate for students, faculty, and other staff as well as signaling Pacific's commitment to ensuring an inclusive campus community. Intentional outreach to the most diverse pool of qualified candidates also helps to position Pacific to hire staff who will not only improve campus climate, but also strengthen Pacific as an organization that is better able to respond to market demands.

Profile of Staff Diversity

Staff at Pacific includes 1) Executive/administrative/managerial, 2) Other professionals, 3) Technical and paraprofessional, 4) Clerical/secretarial, 5) Skilled crafts, and 6) Service maintenance. In the 2009 snapshot provided by the Office of Institutional Research, the areas with the least amount of gender diversity included:

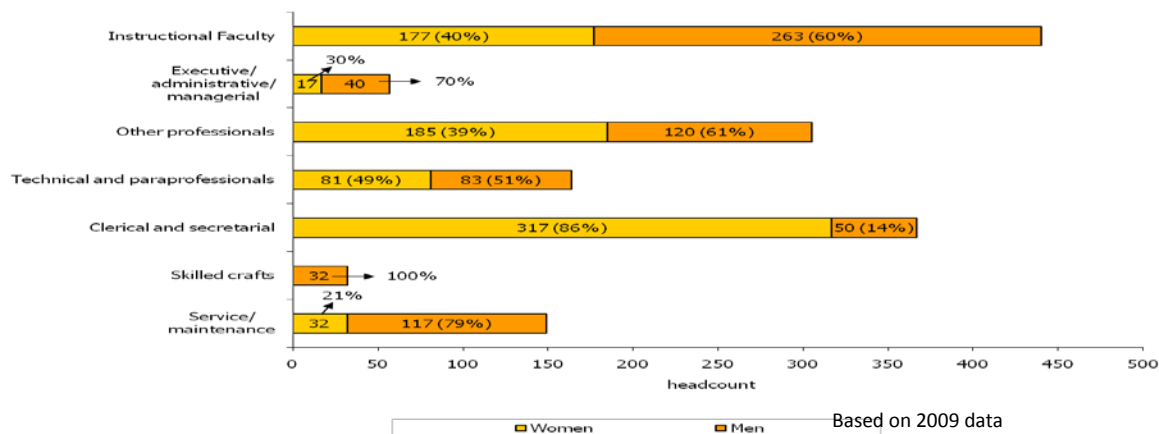
- Skilled crafts, where 0% of employees were women.

- Executive/administrative/managerial employees, where only 30% of employees were women.
- Service/maintenance, where 21% of employees were women.

In terms of ethnic/racial diversity the least diverse categories were:

- Executive/administrative/managerial where 86% of employees were White, 5.3% were Latino, 5.3% were Asian, 3.5% were African-American, and 0% were Native American. Priority must be given to the goal of attaining greater diversity in this category in particular, to demonstrate the seriousness of Pacific's intentionality about its diversity goals.
- Skilled crafts, where 87% were White, 6.3% Asian, 3.1% Latino and 3.1% African-American.
- In "other professionals," 71% of employees were White, 11.1% Asian, 8.9% Latino, 5.9% African-American, 1.6% International and 1% were Native American.

Full-time Pacific Faculty and Employees by Occupational Activity and Gender (N=1514)



Goals for Staff Hiring

Pacific should place a strong priority on diversifying, by gender and race/ethnicity, in all areas, but especially in the skilled crafts and executive/administrative/managerial staff categories. The other professionals category appears to be lacking in diversity in terms of race/ethnicity. Goals for hiring will be determined in part by looking at the local available workforce for the individual category, with the exception of the executive/administrative/managerial category, which requires looking at state and national

numbers and, in some instances, data on earned doctorates.

Pacific will not be able to make progress on its well meaning intentions for greater compositional diversity without goals, accountability, and metrics clearly mandated by University leadership.

III. Recommendations

The task force reviewed the literature and research on the many approaches that could ensure the

recruitment, retention and success of diverse faculty and staff at Pacific. Those strategies and initiatives that hold greatest promise are listed in the table following this section of the report. The recommendations span a broad spectrum of best practices and suggested approaches from leading experts in the field such as Dr. JoAnn Moody, Dr. Caroline Turner and Dr. Daryl D. Smith. Some recommendations may be viewed as aggressive; however for us to achieve academic excellence and to remain competitive we must make up lost ground. To be successful this will require the full participation and commitment of all members of the University community and University leadership in particular.

The recommendations fall within three general categories. First, the recruitment of underrepresented faculty and staff by implementing new hiring procedures that would require provisions 2a through 2h listed on the table; the development of the Diversity Hiring Fund (faculty only) that would allow for hires of opportunity, senior appointment hires, cluster hires, incentives, and hiring of diverse adjunct faculty; developing search firm procedures that ensure a diverse search; developing strategic approaches to diversification of applicant pools, and implementing a faculty exchange program with HBCU's, HSI's and Tribal Colleges. Many of these approaches, including various versions of the Diversity Hiring Fund, are currently in existence in many colleges and universities and have been successful in diversifying their faculty.

Second, the success and retention of underrepresented and diverse faculty and staff by including diversity in research, teaching and service as a positive factor in P&T considerations; providing faculty diversity research funds; providing diversity faculty and staff mentoring and professional development; and ensuring equity in leaves and benefits. Finally, suggestions from Academic Council in the vetting of the draft of this report revealed support for a University Ombudsman who reports to the president and who would investigate or mediate staff and faculty complaints regarding bias and unequal treatment, as well as other issues.

Third, ensuring planning and accountability by requiring an annual report documenting faculty and staff diversity; establishing UR faculty and staff hiring goals with accountability reviews of faculty and administrators, including the cabinet and human resources; developing plans to address identified inequities; making success in this area a key measure in evaluating administrators success; provide

incentives for successful administrators; communicating the value of diversity by top administration on a regular basis; and administering a campus climate survey on diversity.

Student Access, Retention, Success: Pre-Enrollment/Admissions

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
1. Increase the number of underrepresented (UR) group members in Pacific Faculty and Staff	A. Increase number of UR candidates in faculty and staff candidate pools	<p>A1. Require an annual report documenting faculty and staff diversity composition and progress that will be shared broadly with the Pacific community, including the UDC.</p> <p>A2. Establish UR faculty and staff hiring goals with established reporting and annual accountability reviews to hold faculty and administrative managers, and ultimately, Cabinet and Human Resources, responsible for achieving progress on greater employee representative diversity and achievement of identified goals.</p> <p>i. Identify areas where inequity exists in regards to diversity in all departments and units; responsible administrator (dean or other unit/dept head) set goals and strategies for achieving diversity as part of their overall unit/dept. plan.</p> <p>ii. Make success in this area a key measure in evaluating administrators' success. Provide incentives for administrators who are successful in this area.</p> <p>iii. Communicate value of diversity to campus community on regular basis (e.g., President's message on diversity on President's web page etc.)</p>	Overall UR faculty hires Increase diversity hires, in particular with Latino and African American faculty.		A1-2		Target 1	President; Provost; VP's for Business and Finance, Student Life, and Development

Faculty and Staff Access, Retention, Success

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
	B. Increase number of UR candidates hired (faculty, staff and senior leadership positions)	<p>B1. Implement new hiring procedures partly designed to increase UR staff and faculty. Procedures should include:</p> <p>a. Develop training/best practices for search committees.</p> <p>Require that hiring managers and search committee chairs participate in training related to inclusive excellence in the hiring process on an annual or bi-annual basis similar to the current sexual harassment training requirement overseen by human resources.</p> <p>b. Collect data on expected representation for job categories. c. Monitor diversity of applicant pools. Compare data on expected representation. Adopt applicant tracking system. d. Make intercultural competence a preferred or required qualification. e. Search committees will develop a recruitment plan that includes targeted recruitment to diverse candidates; the search plan should be approved by the hiring manager. f. Diversity of initial pool will be reviewed by committee and hiring manager. If the pool is not as diverse as it should be when compared to the available workforce, the hiring manager should discuss with the committee the possibility of additional targeted outreach.</p> <p>g. If no diversity in finalist pool emerges, justification must be given to hiring manager and/or Division Vice President. Absent adequate justification, hiring manager or VP may request additional outreach.</p> <p>h. Candidates must be asked pertinent diversity questions. Reference checks should inquire about candidates' demonstrated commitment to diversity and/or degree of intercultural competence.</p>	<p>1. Minimum F/T Faculty targets (university-wide): Latino faculty - 5% (5 yrs) African American - 5% (5 yrs) Female faculty 47% (5 yrs) Native American faculty 1% (5 yrs).</p> <p>2. Targeted unit hires Increase UR faculty increases in Business, SIS, Dental, Pharm, and Conservatory (5yrs).</p> <p>3. Other Faculty Targets No less that 80% of F/T faculty for each racial/ethnic group and gender should be tenured or tenure-track. W/in 10 years.</p> <p>4. Staff Targets Targets to be determined by job category and recruitment area using labor market U.S. census data. Increase hires of women in Skilled Crafts and UR groups in Executive/ Managerial, Skilled Crafts, and Other Professional. (Timeframes TBD.)</p>				<p>President; Provost; VP's for Business and Finance, Student Life, and Development</p>	

Faculty and Staff Access, Retention, Success

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
		<p>B2. Diversity Hiring Programs/Fund (faculty only). Create a fund to be able to use any of the following hiring options when circumstances are appropriate.</p> <p>a. Hires of opportunity: When an opening is anticipated, funds to move forward with offers to exceptional candidates who would help meet diversity goals.</p> <p>b. Senior Appointment Hires: Funds to enable hiring of diverse faculty at associate level where enrollment needs exist. Experience/tenured diverse faculty will attract diverse faculty, & students, provide for diversity in mentoring, and help diversity initiatives to move forward.</p> <p>c. Cluster hires organized around diversity-related research and skill sets (e.g., development of a Latino Research Institute; expansion of curricular offerings in ethnic studies, gender studies, disability studies, etc.)</p> <p>d. Incentives. The Fund could also be used to assist in providing competitive starting salaries, research funds, preliminary spousal hires, or any other incentive for a diverse candidate to accept the position.</p> <p>e. Enhance ability to hire diverse adjunct and part time faculty.</p> <p>4. Develop search firm procedures and vetting to ensure a diverse search when search firms are used. 5. Diversity campus climate survey: Survey faculty and staff at regular intervals to assess diversity campus climate as experienced by faculty and staff.</p> <p>5. Diverse applicant pool; deepen pool of applicants by developing networks with relevant professional organizations, doctoral programs, post doc programs etc. and development of resources for search committees.</p> <p>6. Implement a faculty exchange program with HBCUs, HSIs, and Tribal Colleges.</p>		B2. \$103,000 - \$330,000 per occurrence or year	B2a	B2b-c		Provost; VP for Business and Finance; VP for Student Life; VP for Development

Faculty and Staff Access, Retention, Success

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
2. Increase success and retention of all faculty and staff with equitable rates for UR employees.	A. Support equitable rates of tenure and promotion for all faculty and equitable retention and promotion for staff B. Ensure equitable measures of success for faculty and staff	A1. Promotion and Tenure Evaluations: Include research, teaching and service involving diversity as a positive factor in P&T considerations. A2. Faculty Research Funds: Provide research funding for UR faculty and faculty teaching courses heavily focused on diversity issues. Establish fund for faculty development in diversity-related scholarly projects and pedagogies. B1. Diversity faculty and staff mentoring and professional development programs: Establish formal mentoring and professional development programs to support equitable rates of tenure and promotion for UR faculty and promotion for UR staff. B2. Review faculty and staff leaves and benefits to ensure that they are supportive, equitable, and accessible to all employee populations. B3. Survey faculty and staff at regular intervals to assess diversity campus climate as experienced by faculty and staff.		B1. \$10,000 a year unless folded into duties of new vice or assistant provost.	A1-2; B1-3			Provost; VP for Business and Finance; VP for Student Life; VP for Development



GUAM

GLOBAL



MEXI-CAN



Diversity in the Curriculum and Co-Curricular

Executive Summary

This subcommittee report illustrates the benefits to students of substantive attention to diversity in the curriculum and co-curriculum, describes the gains that have been made in recent years in a more visible and rigorous focus on diversity in both curriculum and co-curriculum, and proposes goals, objectives, and targeted action items for the next five years to build on our current gains and to tackle areas where there is much room for improvement.

The narrative report that follows details the pertinent issues and establishes goals and objectives for improving diversity in the curriculum and co-curriculum at Pacific. The table below details goals, objectives, time-frames, and accountability structures. We list below, however, selected recommendations for action in key areas:

- Partner with the University Assessment Officer to implement assessment plan of student learning both in designated diversity courses and in meeting the university-wide learning outcomes for intercultural competence.
- Provide funding for professional development and research in interdisciplinary curricular design, pedagogies, and assessment for faculty teaching courses focused on diversity issues.
- Expand the capacity of the Pacific Institute for Cross-Cultural Training to provide individual and organizational intercultural competence training and consultation for students, faculty, and staff.
- Increase support for Pacific's designated approaches for inclusion and social justice programs, including Safe Zone, VISIONS Inc., and Stop the Hate training programs.
- Establish coordination plan to improve mutual reinforcement of curriculum and co-curricular programming.

Rationale for Diversity in the Curriculum and Co-Curriculum

Diversity as a necessary value for the success of college students and the strength of our democracy has become a widely shared belief among faculty, students, and administrators in higher education in the

United States. Ample research shows that while diversity in “the student body composition” is significant, it is an “insufficient condition in and of itself for maximizing educational benefits.” Rather, as Denson and Chang argue, “its value appears to depend on whether or not it leads to greater levels of engagement in diversity-related activities, such as curricular diversity and cross-racial interaction.”⁴ (See Section 2 of this report, under “The Case for Faculty Diversity,” for additional research demonstrating improvements in student learning afforded by diversity.) University of Maryland Physics Professor S. James Gates distills these intellectual advantages well in a report on “The Compelling Case for Diversity in Higher Education” sponsored by the American Association for the Advancement of Science: “Diversity, in its inherent differences in background, experience and intellectual aesthetics (or style), seems to lead to the broadest spectrum of questions about any posed problem [...] Fostering habits of seeking multiple pathways to solutions would seem a prudent strategy for the development of innovation in thinking of students in addition to enhancing each student's mastery of existing science.”⁵

The work proposed in the first two sections of this report for improving the compositional diversity of Pacific's student body, its faculty, and its staff is essential, but only the first step in ensuring inclusive excellence. The educationally transformational work of diversity, however, takes place in the curriculum and in the co-curriculum. Students are engaged with productively challenging questions of difference in the curriculum through what they are asked to read, write, and do in the classroom, lab, field, and internship site. These intellectual and interpersonal engagements with diversity then extend co-curricular sites and experiences: film showings, public lectures, poetry readings, concerts, which in turn enrich the ongoing dialogues in the classroom. A curriculum,

⁴ Denson, Nida and Mitchell J. Chang. “Racial Diversity Matters: The Impact of Diversity-Related Student Engagement and Institutional Context” in *American Educational Research Journal* 46.2 [June 2009]: 324).

⁵ Burgoyne, Robert et al and Coleman, Arthur L. et al. *Handbook on Diversity and the Law: Navigating a Complex Landscape to Foster Greater Faculty and Student Diversity in Higher Education*. American Association for the Advancement of Science (2010): 14.

co-curriculum, and campus climate that engage diversity seriously can thus drive the intellectual, social, and personal development of students that is at the core of Pacific's mission.

Current Status of Diversity in the Curriculum at Pacific

Cognizant of the importance of diversity in the curriculum and co-curriculum, University of the Pacific instituted a new diversity course requirement in the fall of 2010. All students seeking an undergraduate degree from Pacific are now required to take at least three units of approved coursework to meet the diversity requirement. The same requirement for transfer students was implemented in fall 2011.

This diversity course requirement is in accord with Pacific's mission and goals as articulated in *Pacific Rising 2015*:

- 1) to pursue university-wide marks of distinction;*
- 2) to leverage collaboration for innovative learning experiences; and particularly,*
- 3) to cultivate diversity, intercultural competence and global responsibility, including "making diversity an integral part of curricula and student life" and "increasing training" in diversity and intercultural competence.*

A profound curricular transformation has taken place at Pacific in the past two years with the new diversity requirement. Currently there are **55** existing undergraduate courses approved as meeting the criteria for the diversity requirement. These courses are offered regularly in various disciplines and schools, including COP, Business, Engineering, Conservatory, Education, SIS, and Pharmacy and Health Science.

Although a large number of diversity courses have been developed and offered regularly across the disciplines and in the respective curricula of Ethnic Studies and Gender Studies, there are some serious gaps in addressing diversity in the curriculum, such as the dearth of courses which include, but are not limited to, those that focus on the experience of Asian American and Asian Pacific Islanders, Native Americans as well as the intersections of race, class, gender, religion, ability, and sexuality.

Recommendations for Addressing Diversity in the Curriculum

To address the identified gaps in diversity in the curriculum so as to better serve our students, three measures can be taken:

- 1) The University could implement a policy to encourage regular offering of courses on underrepresented and underserved groups, even if some of those courses might have low enrollment.
- 2) The University should provide resources to support faculty for developing new courses on diversity, especially courses that address the gaps as noted above. Those resources could be in the form of a course release, or funding for research and conference travel directly related to developing the new course.
- 3) The University should ensure that diverse faculty are available to teach these courses (see recommendations in section 2).

University policies and practices like these are necessary for establishing structural accountability for enhancing inclusion and diversity as transformative values for academic excellence at Pacific. Broader in-depth inquiries in diversity issues will help enhance Pacific's university-wide learning outcomes regarding Critical and Creative Thinking, Communication, Collaboration and Leadership, Intercultural and Global Perspectives, Ethical Reasoning, and Sustainability.

Accountability for inclusion of diversity in the curriculum to transform and enhance teaching and learning is embedded in the conceptual and pedagogical framework the UDCCDS has developed and made available for all faculty members on Sakai along with the Application Form for Diversity Course. (These documents can also be found on the web page of the Office of the Provost, under Policies and Procedures:

<http://www.pacific.edu/Documents/provost/acrobat/DiversityCR.pdf>.)

In addition, the Office of the Provost and the UDCCDS have organized three 5-day summer seminars for Pacific's faculty in the past three years. This week-long training is designed primarily for faculty who will be, or are interested in, teaching courses that meet the criteria and learning objectives for a diversity course. For the past three

years, the seminar was led by Susan M. Shaw, Professor of Women Studies and Director of the Difference, Power and Discrimination Program at Oregon State University. A total of **38** people have participated in the seminar (**8** in summer 2011, **16** in 2010, and **14** in 2009). Six of the 38 participants were staff who teach at least one class, and all participants indicated in the assessment form that they would add diversity content to their courses.

Making diversity an integral part of academic excellence requires ongoing institutional commitment and resources for faculty development. Curricular diversity opens up new possibilities for teaching and learning that require new conceptual frameworks and new pedagogical approaches. While an increase in diversity content in the curriculum has been significant, faculty report that more work needs to be done in supporting attendant development of pedagogical approaches. Hence ongoing institutional commitment to supporting faculty development is necessary to ensure that critical attention to diversity, difference, and inclusion remains a key component of Pacific's academic mission.

Current Status of Diversity in Co-Curriculum at Pacific

"One important finding of recent years is that it is not simply the presence of ethnic and racial diversity on campus, but rather the *active engagement* with that diversity that is critically important for fostering student learning and development (Gurin et al. 2002). As such, informal interactions with diverse peers may prove to be as important as the formal curriculum in terms of promoting the student development and learning that comes from intercultural interactions (Gurin et al. 2002). Such interactions must also be included in the indicators developed to assess inclusive excellence." (Association of American Colleges and Universities, 2005)

Described below are established "Diversity in the Co-Curriculum" initiatives and key recommendations that expand capacity and maximize learning throughout the university. This report does not fully attend to all aspects of co-curricular programming, nor does it claim to address all co-curricular issues and challenges present at Pacific. Instead, this report describes established initiatives proposes key

recommendations that further develop and sustain structural collaboration toward co-curricular initiatives were Pacificans gain intercultural and global perspective and develop intercultural competence.

Safe Zone & VISIONS Inc.

Two campus-wide initiatives that are often requested by university units and sought out by Pacific community members to develop sensitivity toward lesbian, gay, bisexual, transgender, questioning/queer, intersexed, and ally (LGBTQIA) persons and other socially oppressed populations are the Safe Zone workshop and the VISIONS Inc. Social Justice Training program. "Safe Zone," is a 60-90 minute Pacific outreach program that introduces participants to LGBTQIA terminology, history, and issues and identifies LGBTQIA safe spaces on campus with a Safe Zone Sticker. "VISIONS Inc. Social Justice Training" is a 7-8 hour programs that allows participants to practice dialogue guidelines, understand the concepts of diversity, inclusion, and social justice, and explores social oppression.

There were a total of 10 Safe Zone workshops conducted over the 2010-2011 academic year. Safe Zone presenters trained a total of 242 members of the Pacific Community, ranging from Resident Assistants to student advisors to Public Safety officers to graduate students in the Physical Therapy doctoral program.

There were a total of 6 VISIONS Inc. Social Justice Trainings over the 2010-2011 academic year. Pacific staff trained an estimated 123 members of the Pacific community, ranging from Student Advisors and Ambassadors to campus community members at large celebrating Martin Luther King Jr. Day and Cesar Chavez Day.

Despite the popularity and educational impact of the Safe Zone workshops and the VISIONS Inc. Social Justice Training programs, both suffer from tremendous capacity and sustainability concerns since presenters and facilitators are all volunteers and the logistics fall on the shoulder of already overcommitted students staff and faculty. Table 1 addresses key recommendations to best resource these established "Diversity in the Co-Curriculum" initiatives.

Intercultural Competence

As noted in the December 7, 2009 WASC Capacity and Preparatory Review on Intercultural Competence and International Programs, all academic units and many departments across the university have developed significant programs in global education. In particular, the School of International Studies, established in 1987, has provided the impetus for a good deal of Pacific's capacity for global education and intercultural competence. In particular, the School of International Studies has been the academic home of the university's pioneering cross-cultural training programs. The School has long offered cross-cultural training courses for students participating in education abroad programs, including a distinctive re-entry course available for students returning from their experiences abroad, the first such course in the United States. Responding to a U.S. Department of Education request, the School developed an online cross-cultural training program called "What's Up with Culture?" that has been used extensively around the world by students preparing for education abroad. In 2004, the university established the Pacific Institute for Cross Cultural Training (PICCT) within the School of International Studies to achieve a long-term goal of inter-cultural competence for all Pacific students, staff and faculty. PICCT draws on the resources of the Intercultural Communications Institute (the School's partner in its M.A. in Intercultural Relations program) to conduct needs assessments, offer train-the-trainer instruction, support faculty and staff development, and create specialized training designs. The School has begun to offer customized cross-cultural training courses for faculty, staff, and students in a wide variety of programs, including the Global Program for Professional Development and the Global Center Ambassadors. As demand for PICCT's services grows across the university and its three campuses, the university must resource PICCT to meet these demands.

The same attention that has been brought to international diversity should be focused on learning opportunities around domestic diversity. Student Life units including Counseling Services, the Dean of Students office, and Multicultural Affairs have prioritized their own targeted skill development in intercultural competence through professional development in the form of administrations of the Intercultural Development Inventory (a valid, and reliable assessment

instrument for intercultural competence), participation in the summer Intercultural Institute offered by the Intercultural Communications Institute, and multiple formal division-wide opportunities for engagement in intercultural dialogue.

[ADD language re: finding appropriate assessment tool.]Despite growing interest in the IDI assessment, group presentations, and individual consultation, there are only ~3 SIS faculty and 4 student life staff certified to administrate the IDI. Again, there is capacity and sustainability concern since the ~7 Qualified Administrators at Pacific do not have IDI administration as a primary job responsibility. **Table 2** address key recommendations to best resource these established "Diversity in the Co-Curriculum" initiatives.

Cultural Heritage and History Months

Federally established cultural heritage and history months serve as key nationally recognized opportunities for the University of the Pacific and its departments, offices, and units to provide Pacific and its surrounding community occasions for *active engagement*. By rallying around these months and implementing events throughout the academic year, groups of thoughtful and committed campus citizens as well as regional community partners plan and offer extensive **co-curricular programs** within and beyond the following University of the Pacific recognized and scheduled months:

- Latino Heritage Month (September 15 through October 15)
- LGBTQI History Month (October)
- Native American Heritage Month (November)
- Black History Month (February)
- Women's History Month (March)
- Asian Pacific Islander Heritage Month (March & April)

In doing so, each distinct and autonomous heritage and history month planning committee contributes to the university-wide learning outcomes including Critical & Creative Thinking; Communication; Collaboration & Leadership; Intercultural and Global

Perspectives; and Ethical Reasoning since diversity, inclusion, and social justice topics are publicly promoted and well attended.

Direct and indirect assessment of student evaluations indicate that co-curricular events are most effective for students' learning when the content of these events are thematically related to curricular activities. Educational effectiveness can be increased by such integration as a result of deeper, more strategic collaboration between faculty, staff, and students involved in co-curricular planning. When faculty integrate co-curricular activities into their courses, students benefit more because they are provided with conceptual, historical, and interpretive frameworks for their engagement, and accountability for intentional, in-depth learning is built in the activities.

Despite years of campus-wide collaboration and community appreciation in cultural heritage and history months, the planning of these months are decentralized to key stakeholder groups who differ in access to administrative and financial support and often lack in semester to year in advance planning to coordinate with related curricular assignments. Moreover, the funding resources for these programs' events are insufficient. With an annual operating budget of only \$2,000 each, the Ethnic Studies (ES) and Gender Studies (GS) programs do not have nearly enough resources for their co-curricular diversity events, which have a strong positive impact on student learning and on Pacific's inclusive campus climate. Although the COP Dean's Office has initiated a helpful challenge funding policy for matching ES's and GE's event co-sponsorship up to \$3,000 a year, there is no reliability on either the number of co-sponsors or the amount of funding these programs may receive. In addition, given changes in leadership in the College Dean's office, there is no guarantee that the \$3,000 challenge fund for each program will continue.

In order to establish structural accountability and equity for Pacific's committee to diversity as a transformative factor for inclusive excellence, the university funding resources for regular diversity months' events should be evenly distributed to the Ethnic Studies program, the Gender Studies program, and the Multicultural Center, which operate as the driving engines for infusing diversity into the curriculum and co-curriculum.

In order to honor all diversity groups and to demonstrate Pacific's commitment to inclusion and diversity, there should be a policy for advocating accountability in practice.

Those units which are responsible to reviewing grant applications for campus events, or for organizing campus events should be responsible for making sure to that the major events should be scheduled according to the calendar of nationally established diversity month, and there should be no schedule conflicts which result in compete with the major events for a particular diversity month. Those who are directly involved in funding or/and organizing campus events, such as the Assistant Provost for Diversity, the Assistant Vice-President for Diversity, the Chair of Pacific Arts and Letters Committee, the Director of Ethnic Studies, the Director of Gender Studies, the Director of Inter American Program, the Director of Humanities Center, the Director of Multicultural Affairs, the Director of Sustainability, the Director of Women's Resource Center, and the Director of Pacific's Legal Scholars, should all be aware of the national diversity month calendar and make decisions, plans, and recommendations accordingly. At the same time, they should communicate with one another if need be during the planning process.

Diversity in the Curriculum and Cocurriculum

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
<p>1. Substantively address issues affecting UR groups in the US;</p> <p>2. Increase knowledge of and ethical sensitivity to issues of identity and oppression faced by people of diverse groups and cultures.</p> <p>3. Reduce incidents of bias & discrimination</p>	<p>Empower pre-existing student initiated programs and events to intentionally include diversity learning outcomes.</p> <p>Offer incentives and University support for student engagement and involvement in inclusive initiatives and programs</p>	<p>T1 RA1: Establish a paid non FW/S student wages for the Safe Zone Liaison undergraduate position</p> <p>T1 RA2: Establish a Safe Zone Operations budget that funds office supplies, publicity, catering, and staff development</p> <p>T1 RA3: Establish a PRIDE Resource Center Graduate Assistant position that co-coordinates Safe Zone and other LGBT-related initiatives</p> <p>T1 RA4: Establish a paid non FW/S student wages for the VISION Inc. Liaison undergraduate position</p> <p>T1 RA5: Establish a VISIONS Inc. Operations budget that funds office supplies, publicity, catering, and staff development</p>	<p>A 5 per semester average of Safe Zone presentations on the Stockton campus during academic year</p> <p>A 2 per semester average of Safe Zone presentations on the Dugoni and McGeorge campuses</p> <p>Total minimum 14 Safe Zone Presentations on Pacific's Three-Campuses</p> <p>A 2 per semester average of VISIONS Inc. Retreats on the Stockton campus during academic year</p> <p>A 1 per semester average of VISIONS Inc. Retreat on the Dugoni and McGeorge campuses</p> <p>Total minimum 6 Safe Zone Presentations on Pacific's Three-Campuses</p>	<p>\$3000 per academic year for Safe Zone Liaison undergraduate position</p> <p>\$5750 per fiscal year for Safe Zone Operational Budget (office supplies \$1000, publicity \$500, catering \$3500 (\$250 * 14 presentations), and staff development \$750.</p> <p>~\$35,000 per academic year for graduate student tuition ~\$20,000, stipend \$8000, Bronze Meal Plan \$2000, Health Coverage ~\$5,000.</p> <p>\$3000 per academic year for VISIONS Inc. Liaison undergraduate position</p> <p>\$5500 per fiscal year for Safe Zone Operational Budget (office supplies \$500, publicity \$500, catering \$1500 (\$250 * 6 presentations), and staff development \$3000</p>	<p>T1 RA1</p> <p>200 Safe Zone Trained community members</p> <p>T1 RA4</p> <p>75 VISIONS Inc. Trained community members</p>	<p>T1 RA2 T1 RA3</p> <p>1000 Safe Zone Trained community members</p> <p>T1 RA5</p> <p>425 VISIONS Inc. Trained community members</p>	<p>2000 Safe Zone Trained community members</p> <p>750 VISIONS Inc. Trained community members</p>	<p>Provost; Vice President for Student Life</p>

Diversity in the Curriculum and Co-curriculum

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
<p>Gain greater cognitive and social development derived from experience in diverse learning environments</p> <p>Develop intercultural competencies that recognize and effectively respond to cultural differences and commonalities</p>	<p>Expand the capacity for the Pacific Institute for Cross Cultural Training (PICCT) to provide individual and organizational programs and consultations to all campus members and units</p> <p>Offer opportunities for students to engage cultural difference and commonality in unfamiliar settings with diverse groups domestically and globally</p> <p>Implement an accountability measure to ensure university units offer student, staff, and faculty opportunities for intercultural competence development</p>	<p>T2 RA1: Assess PICCT's current capacity to provide programs and consultations</p> <p>T2 RA2: Identify key campus units that immediately desire PICCT programs</p> <p>T2 RA3: Expand PICCT Operations budget that funds office supplies, publicity, catering, and staff development</p> <p>T2 RA4: Establish a full-time exempt PICCT Assistant Director under the supervision of the Director of PICCT who attends to the logistical needs of IDI administration, presentations, and consultations and promotes PICCT</p> <p>T2 RA5: Administer IDI Pre-Test on 1st year undergraduates (927 Fresh persons in 2011) and IDI Post Tests of Bachelor's degree earners (~800 in 2011) to assess intercultural competence development of Pacific undergraduates</p> <p>T2 RA6: Develop curriculum that is responsive to the growing Latino demographic</p>	<p>A 6 per semester average of IDI Group Profile Debrief presentations on the Stockton campus during academic year</p> <p>A 2 per semester average of IDI Group Profile Debrief presentations on the Dugoni and McGeorge campuses.</p> <p>Annually administer 1727 IDIs with all 1st year and Bachelor's degree earners.</p>	<p>\$5000 per fiscal year to expand PICCT Operational Budget (office supplies \$500, publicity \$500, catering \$4000 (\$250 * 16 presentations).</p> <p>~\$54000 per academic year for PICCT Assistant Director employment (Exempt salary ~\$45000, benefits ~\$9000)</p> <p>~\$17270 per academic year for IDI all on 1st year undergraduates and Bachelor's degree earners (1727 students * \$10 per IDI)</p>	<p>T2 RA1</p> <p>T2 RA2</p> <p>200 IDIs Administered to community members</p>	<p>T2 RA3</p> <p>T2 RA4</p> <p>T2 RA5</p> <p>1000 IDIs Administered to community members</p>	<p>2000 IDIs Administered to community members</p>	<p>Provost; Vice President for Student Life</p>

Diversity in the Curriculum and Cocurriculum

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
<p>Acquire, enrich, and broaden knowledge about diverse groups and cultures domestically and globally</p> <p>Better understand the values of inclusion of difference in carrying out Pacific's mission, achieving Pacific's learning objectives and outcomes, and realizing Pacific's values.</p>	<p>Offer speakers, events, experiences and activities that expose students to topics on diversity, inclusion, and social justice</p> <p>Capture data</p>	<p>T3 RA1: Assess each of six established CH&HM Planning Committees budget, representation, and event planning capacity to coordinate events and partner on curricular courses/initiatives</p> <p>T3 RA2: Identify key Academic and Student Life units that immediately desire featuring events during each CH&HM</p> <p>T3 RA3: Expand Multicultural Affairs, Ethnic Studies, Gender studies Operations budget to fund office supplies, publicity, catering for CH&HM curricular/co-curricular events</p> <p>T3 RA4: Establish a full-time exempt CH&HM Assistant Director under the supervision of the Director of Multicultural Affairs who serves as an Ex-officio member of each CH&HM planning committee and supports CH&HM events and promotion.</p> <p>a. Build structural and accountable coordination in organizing history & heritage month activities for effective learning through course tie-ins, and for responsible and sustainable use of resources through collaboration between faculty, programs, and schools, and between Student Life and Academic units when possible..</p> <p>b. Link founding to co-curricula activities that help enhance program and university-wide learning outcomes, particularly those activities which address the intersections of diversity issues that bridge liberal arts with professional fields of study.</p> <p>c. Allocate funding in academic programs such as Ethnic Studies and Gender Studies, which regularly organize co-curricular activities that meet the stated requirements above in a) and b).</p>	<p>A minimum 2 curricular/co-curricular events on Stockton campus per CH&HM for a minimum total of 12 events per academic year</p> <p>A minimum 1 curricular/co-curricular event on the Dugoni and McGeorge campuses per CH&HM for a minimum total of 12 events per academic year</p> <p>a & b.: Develop structural accountability for better coordination of campus events by allocating funds in programs which regularly organize co-curricular events with course-tie-ins and multiple co-sponsors for wider dissemination and high impact learning.</p>	<p>\$7800 per fiscal year to expand CH&HM Operational Budget (office supplies \$600 (\$100 * 6 CH&HMs), publicity \$1200 (\$200 * 6 CH&HMs), catering \$6000 (\$250 * 24 events throughout Stockton, Dugoni, and McGeorge campuses). ~\$54000 per academic year for CH&HM Assistant Dean employment (Exempt salary ~\$45000, benefits ~\$9000)</p>	<p>T3 RA1</p> <p>T3 RA2</p> <p>A minimum 12 CH&HM curricular/co-curricular events per academic year on the Stockton, Dugoni, and McGeorge campuses.</p>	<p>T3 RA3</p> <p>T3 RA4</p> <p>A minimum 18 CH&HM curricular/co-curricular events per academic year on the Stockton, Dugoni, and McGeorge campuses.</p>	<p>A minimum 24 CH&HM curricular/co-curricular events per academic year on the Stockton, Dugoni, and McGeorge campuses.</p>	<p>Provost and Vice President of Student Life</p>

Diversity in the Curriculum and Cocurriculum

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
Infuse diversity content and pedagogy in the curriculum to enrich learning and transform pedagogy in order to achieve University-wide learning outcomes.	1 Provide funding to support inclusion of diversity issues, such as social, environmental and food justice, among others, in the curriculum as connectives between liberal arts and professional fields, and as catalyses for creative interdisciplinary teaching and learning, and for establishing community-outreach through experiential learning and participatory action research projects.	<p>1a. Continue to support and expand the diversity course requirement, and uphold its criteria for learning outcomes through the Curriculum Subcommittee of the University Diversity Committee. To guarantee structural accountability and sustainable commitment to excellence through diversity, the composition and charges of this committee should be formalized and stabilized by establishing this self-governance body as an elected committee consisting of tenure-track or tenured faculty representatives with academic expertise in diversity.</p> <p>1b. Support collaboration of the three “engines” for driving academic excellence through diversity--the Curriculum Subcommittee and University Diversity Committee, the Advisory Board of Ethnic Studies, and the Advisory Board of Gender Studies.</p> <p>1c. Enable the Curriculum Subcommittee of University Diversity Committee to work closely with the Ethnic Studies and Gender Studies Advisory Boards, and to partner with the Center for Teaching and Learning in offering faculty-driven workshops on diversity related pedagogy, innovative interdisciplinary teaching, assessment of learning outcomes, scholarship, and faculty development.</p>	Link funding to long-term, sustainable efforts for excellence in teaching and scholarship through diversity, and building structural accountability for assessment of learning outcomes.	\$50,000	T1a-c			Provost



Campus Climate and Diversity

Executive Summary:

Pacific's overarching campus climate goal is to provide a safe, welcoming and inclusive environment that supports the development of intercultural competence, interaction, and success for all university community members. This section of the Diversity Strategic Plan identifies and frames the most pressing needs as viewed through the scope, data, and perspective available to the University Diversity Committee Campus Climate sub-committee and the Campus Climate Diversity Strategic Plan sub-committee. This section points out both opportunities and also those challenges to campus climate that create the most immediate threat to the development and continued maintenance of an inclusive campus community where all members experience a sense of belonging and the opportunity to fully meet their potential.

The narrative report that follows begins with selected recommendations for improving campus climate. We then provide an overview of campus climate issues related to diversity for students, faculty, followed by strategic plan priorities.

Key Recommendations:

- Develop a structural model of leadership for promoting and attending to diversity concerns across the university that includes part or full-time staff responsibility in (1) academic affairs for faculty recruitment, retention, and development, and the curriculum; (2) Student Life for students, the co-curriculum, and the Student Life Division; and (3) Human Resources for staff recruitment, retention, and development.
- Provide for a full-time staff member and/or graduate student for the PRIDE Center.

- Develop an ADA Compliance Team (ACT) that responds to ADA compliance issues and other significant disability matters related to campus climate and accessibility issues that impact student, staff, and faculty success.
- Develop and publicize a prioritized list of ADA-related improvements and a Stockton campus Barrier Removal Plan overseen by the existing ADA Advisory Board or the proposed ACT in order to monitor barrier removal progress
- Develop and activate fully-trained and fully-functional Bias Response Teams at all three Pacific campuses; the three-campus teams to meet/retreat once annually to update skills and ensure that policies and procedures remain well-aligned.
- Using bridge, career, and alumni programs, more fully engage alumni in the recruitment, mentoring and persistence support of students from historically underrepresented backgrounds.
- Give greater attention to symbolic diversity as an element of campus climate through visual representations of diversity throughout campus as well as in printed promotional /representative materials and campus publications.
- Take leadership locally and nationally in President Obama's multifaith and community service action initiative.
- Conduct a periodic comprehensive campus climate assessment that is inclusive of all constituencies and that provides a more current

and holistic snapshot of perceptions and experiences of the campus environment and campus community.

- Strengthen partnerships with the community on a variety of initiatives that call for strategic linkages with civic leaders, organizations and chambers of commerce as well as local school districts
- Develop and maintain a robust disaggregated database on diversity issues and progress that are recommended in this report.

Campus Climate and Diversity for Students at Pacific

“Campus climate is the total effect of the environment – institutional and community - that influences the experience of those who work and study at the college or university...campus climate is about perception - about how it feels to be in that community, not simply what happens” (NIICU, 1991).

According to CIRP data from 2006-2011, Pacific students report generally positive experiences of campus climate. They also report frequent engagement with individuals who are different than they are and explicitly recognize the benefits of living and learning in a diverse environment – both clearly positive indicators. Students echo similar descriptions of campus climate in the experience of their living environments (2010-2011, EBI). The strong majority of students residing on campus (82%) perceive the campus to be a place that is welcoming and supportive of the intersectionality of their identities (in higher percentages than is true for students at peer institutions). In addition, students who live in both residence halls and Greek communities share that these contexts provide them with opportunities to develop relationships with individuals who both share common interests and individuals who are different from them. Students report that the result of this exposure is learning related to becoming more respectful and appreciative of people from backgrounds different than their own.

That said, some groups of students continue to report campus micro-aggressions and experiences of bias. While students at Pacific, as a whole, report experiencing less racial tension and fewer related issues at Pacific than at peer institutions, an increasing number of Latino/a students (11.3% in 2010) assert that “there is a lot of racial tension” at the University. Similarly, African-American

students share that they still experience acts of bias on campus, with 10% reporting having been subject to a hostile interaction in 2010. Findings from *the 2011 WASC study of student success* suggest that these experiences stem, at least in part, from the limited compositional diversity (a lack of critical mass) for these same groups, and that this experience of an unwelcoming campus climate factors into the disparately low persistence and graduation rates for African American and Latino/a students at Pacific. Recruitment and retention of African American, Latino/a, and Native American students remains a high priority, alongside more nuanced attention to underrepresented/underserved Southeast Asian and Pacific Islander student populations, in Pacific’s enrollment efforts. (See Subcommittee Report One, Student Access, Equity, and Success for more detail.) The success of the full range of these recruiting and retention efforts directly impacts campus climate for underrepresented groups. For without a critical mass of students from these backgrounds, students currently at Pacific will likely continue to experience the deleterious effects of being one of only a few students who are present on our campus from a given group, which include feelings of isolation and the pressure to serve as the sole spokesperson on all issues related to their race or ethnicity. These experiences with campus climate will, in turn, impact efforts to recruit and retain students from these underrepresented groups. The reciprocal relationship can spiral positively or negatively.

LGBTQIA students, in general, indicate that they experience Pacific as a generally inclusive and welcoming learning community. Over the past few years, Pacific’s rating on the Campus Pride’s Campus Climate Index has increased from 3.5/5 in 2008-2009 to 4.5/5 in 2010-2011. This ranking accounts for multiple dimensions of campus climate including recently-developed policies, institutional support and commitment, student life, housing and residence life, campus safety, counseling and health services, and recruitment and retention. Despite this general good news, like students who experience bias associated with their racial or ethnic identity, students who identify as LGBTQIA have also reported instances of bias or exclusion during their Pacific experience. Thus, attention to creating a bias-free climate at Pacific remains a priority for this population as well as ethnically UR members of our community.

Pacific's peers and most national institutions have developed formal mechanisms for responding to issues of bias, both as important symbol of community expectations and for the purpose of addressing and documenting the rippling effects of bias incidents that may occur. While Pacific has demonstrated care about and investment in responding to these issues, protocols for issues that fall outside of the realm of hate crimes or judicial matters have been informal and, as a result, have not always fully responded to the multiple community ripples often experienced after a bias incident. See the Campus Climate Table and Campus Climate Strategic Priorities below for detailed recommendations on creating a more formal, effective university-wide Bias Response Team to address this core campus climate issue.

While less likely to experience overt instances of bias, students with disabilities may also still experience exclusion while at Pacific. Access to campus buildings for individuals with varying levels of ability continues to be a challenge across campus contexts. Students with mobility differences caused by physical or sensory disabilities are still unable to gain full and independent access to all campus facilities. Pacific's recent ADA audit (2010) outlined the numerous, literal obstacles to full participation in campus life that for students with visual impairments or who use wheelchairs and scooters is still a daily occurrence. Pacific must ensure that in addition to structural access, it is providing access to *experience* so that students with disabilities enjoy equity and equal opportunity in all University curricular and co-curricular programs and services.

Simultaneous to addressing the campus climate issues facing these particular student populations, Pacific must intentionally attend to engaging the increased complexity and intersectionality of identity that students present and develop while in college. (A student may be negotiating identities that seem at first glance culturally or historically irreconcilable: for example, a Latino sport science major from a traditional Catholic family may be embracing his homosexuality publically for the first time, while finding an interest in Buddhism, with a related interest in studying abroad in Japan. Identities are rarely fixed or singular, particularly in college-age populations). Thus, Pacific must provide space for students to identify in multiple ways and

to express the wholeness of their identities across multiple living and learning contexts.

Current national and local conversations suggest that Pacific would be wise to pay explicit attention to religious and spiritual diversity in its strategic planning. President Obama's Interfaith and Community Service Challenge has provided Pacific with the opportunity to begin to better understand the interaction of religious literacy, service, and interfaith dialogue – and to more actively engage with and understand the experiences of bias often inherent to the educational experiences of students who identify with historically underrepresented faith traditions on US college campuses, such as Islam. Indeed, initial findings from the associated fall 2011 religious literacy and campus climate survey of Pacific freshmen suggest that students have already recognized issues of religious bias occurring in some of their classrooms and residence halls.

Campus Climate and Diversity for Faculty at Pacific

The campus climate issues presented by students are also echoed in the experiences of faculty, particularly those issues associated with lack of critical mass. The ways in which attendant isolation and “identity spokesperson” pressures manifest themselves in the experiences of faculty and of students differ in many ways, of course, but the corrosive effects on morale, performance, persistence, and retention are shared.

To date, a great deal of attention to the dynamics of faculty diversity has been focused on ensuring compositional diversity in the faculty that contributes to the strength of the Pacific community, student learning, and the sustainability of the university. The development and implementation of comprehensive faculty recruitment and hiring guidelines (Faculty Diversity Hiring Plan, 2008-2010) aided in increasing the depth of faculty applicant pools and in the resulting hiring of faculty who contribute multiple dimensions of diversity to Pacific's campus. However, because these guidelines have been inconsistently followed, much more progress could be made in this area. The simultaneous growth of affinity groups on campus has provided some means for informal mentoring of new faculty and staff, while also providing the opportunity to develop a sense of community. However, this informal mentoring has not reached all faculty who need it; a more formal mentoring program is recommended.

Many faculty from historically underrepresented backgrounds, while often not receiving mentoring themselves, become key points of contact, mentoring, and informal advising for students who socially identify in similar ways. This, at times, creates difficulty in managing the challenges of tenure demands with the expectations of and necessary investments in student success. The next priority in moving to engaging with faculty diversity is to couple the priority of faculty recruitment and hiring with the equally critical issue of faculty retention and success. The success of underrepresented students at Pacific is in no small degree linked to the success of underrepresented faculty at Pacific. See the “Faculty and Staff Diversity: Recruitment, Retention, and Success” section of this report for recommendations on addressing these critical related issues.

Campus Climate and Diversity for Staff at Pacific

While faculty recruitment and hiring has become a much more transparent and intentional process, the staff diversity recruitment and hiring plan is still in its infancy. Interestingly, the Staff Advisory Council called out this priority and others that still resonate and require response in the group’s *2006 Staff Diversity Report*. In that report, the uneven distribution of staff was also noted. Specifically, concern was expressed about the limited number of women and individuals from historically underrepresented backgrounds in leadership and higher-grade positions. Staff continues to experience an imbalance in compositional diversity across position types and functions at the University. One key example is the limited gender diversity visible in the skilled crafts. While some progress has been made in this area, recruitment, hiring, retention, and promotion of staff from diverse backgrounds remains an essential priority for achieving compositional diversity – and for facilitating the cross-institutional engagement with diversity that is the infrastructure of a welcoming learning organization and campus climate. Please see “Faculty and Staff Diversity: Recruitment, Retention, and Success.” The Committee discussed the current leadership distribution of staff that lead diversity and inclusion efforts on campus. To provide equitable attention across divisions, it is recommended that at Pacific, instead of a single diversity officer, a three-person triad work together on diversity issues. These persons might each combine responsibility for diversity with other responsibilities, but there should be a designated

professional in the academic division for faculty and curriculum matters, in student life for student affairs staff, students, and co-curricular learning, and in human resources for staff recruitment, retention, and development.

Enhanced Community Engagement and Partnerships

In the Spring of 2010, the Pioneering in Diversity, Strengthening Community Symposium allowed community leaders and activists to provide recommendations regarding ways that Pacific could potential collaborate with communities of color in the Greater Stockton area to strengthening the community, particularly as it relates to supporting the success of underrepresented students. There were several recommendations that supported the continuation and, more importantly the strengthening of existing partnerships with organizations such as the Little Manila Foundation, APSARA and other Southeast Asia Organizations, local Latino community groups, the NAACP, as well as local Native American Organizations.

Although many community partnerships exist with Pacific, there are still strong perceptions that that Pacific is unwelcoming and inaccessible to underrepresented groups and that Pacific has not fully embraced underrepresented communities in Stockton. The following represent only a few of the key recommendations that were made in order to diversify the faculty, staff and students at Pacific, to strengthen relationships with the community as well as to change perceptions about the campus:

- *Augment funding and staffing for the Educational Equity Programs including SUCCESS and the Community Involvement Program (CIP).*

Community members view the Educational Equity Programs as an important campus initiative that provides access to Pacific for underrepresented students. More specifically, CIP has been instrumental in generating a sense of good will among community members because Pacific has, through this program, has been perceived as giving back to the community by educating and graduating local professionals – essentially, we have “grown our own”. It was recommended that additional resources especially in the form of personnel and additional operating budget be provided to the Educational Equity Programs. Finally, it was noted that Pacific should provide financial aid

packages to program participants that meets their individual level of “full” financial need (i.e. tuition, room and board, books, etc.). CIP should annually establish goals related to increasing the diversity of its students.

- *Ensure a greater presence in local underrepresented communities.*

The Steering Committee recommended that Pacific engage in community collaborations that bring university members into underrepresented communities in Stockton. Continue to sponsor community events such as El Concilio’s Gala Dinner, NAACP Rosa Parks Awards, The Link’s Hats Off Luncheon, the Coalition on Higher Education’s Scholarship Fundraiser, and the Hispanic Chamber of Commerce Installation Dinner. The University’s Office of Communications can, and should, be used to elevate the visibility of Pacific’s efforts.

- *Strengthen partnerships with established community programs and events.*

It is recommended that Pacific strengthen established relationships and provide greater support for initiatives such as: The Native American Pow Wow, the Bilingual Financial Aid Conference, APSARA Tutoring Program at Park Village, the annual African American High School Conference, the Pacific Academia de Matematicas, MESA, APANTLI, the Reach for the Stars STEM Academy, the Migrant Education Youth Conference and the Native American Youth Conference. Pacific may wish to consider competing for funds in the future for additional federally funded TRiO Programs such as Upward Bound.

Campus Climate Strategic Plan Priorities:

These priorities are inter-related and reflect recommendations that both respond to the most immediate threats to an inclusive campus climate for students, faculty, and staff at Pacific and that present the most promise of positive impact for all campus community members.

One Year

- Develop a structural model of leadership for promoting and attending to diversity concerns across the university that includes part or full-time staff responsibility in (1) academic affairs for faculty and curriculum, (2) Student Life for students and the Student Life Division, and (3) in Human Resources for staff recruitment, retention, and development.
- Fully activate a university-wide Bias Response Team with responsibility for coordinating

responses to issues of bias and prevention education at each of the three-campus.

- Consider expanding the risk management role of Special Assistant to the President or other appropriate staff person to include Ombudsperson duties in order to provide a point of contact for resolving bias incidents involving Pacific faculty and staff.
- Incorporate an accountability measure through the University’s Program Review process that specifically attends to intercultural competence and diversity related outcomes.
- Provide for one or more full-time staff members who will serve as an Outreach Coordinator for African-American, Native American and underrepresented Asian student populations. (this is in addition to the existing Latino Outreach Coordinator position).
- Develop an ADA Compliance Team (ACT) that responds to ADA compliance issues and other significant disability matters related to campus climate and accessibility issues that impact student, staff, and faculty success.
- Develop and publicize a prioritized list of ADA-related improvements as part of a Stockton campus Barrier Removal Plan to be overseen by the existing ADA Advisory Board or the proposed ACT in order to monitor barrier removal progress.
- Substantially increase the number of alumni and current Pacific student participation in alumni programs such as the Student-Alumni Connections.
- Provide for a full-time staff member and/or graduate student to oversee the PRIDE Center and coordinate campus LGBTQIA initiatives.

Three-Five Years

- Develop and activate fully-trained and fully-functional Bias Response Teams at all three Pacific campuses; the three-campus teams to meet/retreat once annually to update skills and ensure that policies and procedures remain well-aligned.
- Using bridge, career, and alumni programs to more fully engage alumni in the recruitment,

mentoring and persistence of students from historically underrepresented backgrounds.

- Take leadership locally and nationally in President Obama's multifaith and community service action initiative to ensure inclusivity and learning from different faith traditions.
- Conduct a periodic comprehensive campus climate survey that is inclusive of all constituencies and that provides a more current and holistic snapshot of perceptions and experiences of the campus environment and campus community.
- Increase the number of alumni affinity groups, including the establishment of clubs in key international locations where Pacific has a critical mass of alumni who could support current recruiting, service learning and/or study abroad initiatives in those areas.
- Give greater attention to symbolic diversity as an element of campus climate through visual representations of diversity throughout the

University as well as in printed promotional/representative materials and Pacific publications including its website.

Six - Ten Years

- Achieve 100% response to Program Review's accountability measure for diversity outcomes with all university units, then implement an annual evaluation mechanism that direct supervisors are required to utilize in order to assess how well the lead administrator is achieving short and long-term goals.
- Achieve 100% ADA-compliance of all Stockton campus facilities with the ADA Advisory Board engaging in annual assessment of campus facilities that may need upgrades or improvements as well as serving as consultants on new construction or major renovation of campus facilities.

Accessibility and ADA

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
1. Complete necessary facility, program and service improvements to ensure full access to all structures and experiences for all members of the Pacific community.	A. Develop a university-wide ADA transition plan (based on barriers identified by ADA consultants) and begin removal of barriers. B. Implement an accountability measure to ensure university programs and services offer accessible experiences for all campus constituents.	Ai. Complete the ADA upgrades mandated in the OCR memorandum; Aii. Convene an advisory council to develop a transition plan (facilities and programs); Aiii. Develop a budget process that will create additional resources (e.g. staffing) to support long-range accessibility goals; Aiv. Remove all identified barriers. Bi. Incorporate and accountability measure through the Program Review Process that would require a response by each unit regarding how it will address accessibility in facilities as well as program and services; Bii. Develop a CRT model for campus-wide response to ADA compliance and other significant disability issues; Biii. Ensure Marketing & University Relations has established an ADA checklist for university-wide event planning.	A1. Identify all facilities on campus that will require ADA improvements by the end of the 1st year; A2. Complete improvements on 50% of all facilities that were identified at the end of the 1st year; A3. 100% of all campus facilities will be ADA compliant. B1. Create an item in the Equity and Access Standard of Program Review; B2. Convene ADA compliance team to address significant access and disability issues; B3. Adopt use of the ADA checklist for university-wide event planning by the end of 1st year; B4. Implement the new use of the Equity and Access measure with all units undergoing Program Review in years 2, 3, 4, and 5; B5. Achieve 100% response to Program Review's Equity and Access measure of by all university units.	A. Operational budget (Approximately \$200-500,000/annually). B. Individual units will request operating budget as needed.	A1, B1, B2, B3	A2, B4	A3, B5	A./B. ADA Advisory Council and ADA Compliance Team

Bias Response

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
1. Create a campus climate that is safe, welcoming and respectful of all members of the Pacific community as well as our campus visitors	<p>A. Develop a formal mechanisms for responding to issues of bias</p> <p>B. Formally assess campus climate and include faculty, staff and students in the process</p>	<p>Ai. Fully activate a university-wide Bias Response Team with responsibility for coordinating responses to issues of bias and prevention education at each of the three-campus;</p> <p>Aii. Activate fully-functional Bias Response Teams at the McGeorge School of Law and the Dugoni School of Dentistry to respond to bias issues specific to their campuses;</p> <p>B. On an annual or biennial basis, administer a campus climate survey that will permit the university to track progress and identify gaps in serving students, faculty and staff</p>	<p>A1. Identify and train all key members of the Stockton Bias Response Team as well as the McGeorge and Dugoni representatives;</p> <p>A2. Develop and implement a comprehensive communication plan that includes a web presence and marketing/promotional materials;</p> <p>A3. Complete a comprehensive survey of campus climate that is inclusive of all campus community members.</p> <p>A4. Identify and train additional members of the McGeorge and Dugoni Bias Response Teams;</p> <p>A5. Develop and implement a comprehensive communication plan that includes a web presence and marketing/promotional materials; B. Purchase the HERI/CIRP Campus Climate Assessment tools</p>	<p>A. Year 1: \$7,500 - training and materials). B. Year 3-5: \$8,500 (\$3,500 - training; \$5,000 - materials) B. \$25,000/year for assessment</p>	Ai; B	Aii		<p>A. Stockton Campus: Office of the President; Office of the Provost, Division of Student Life and various campus partners; McGeorge and Dugoni: Office of the Dean; Office of Public Safety/Security (Stockton, McGeorge & Dugoni), Division of Student Affairs and various campus partners</p>

Alumni Relations

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
1. To cultivate mutually beneficially and formalized relationships among alumni as well as between alumni and students which will strengthen their connections to the University.	A. Expand the alumni mentoring and coaching model/program. B. Expand alumni affinity groups.	Ai. Market program to all alumni; Aii. Collaborate with Career Resource Center and other University partners to promote and encourage students to sign up for the program; Aiii. Engage Alumni Pacific Clubs to assist in promotion of the program among alumni; Aiv. Design the application to allow registrants to indicate preferences related to cultural/personal identity. Bi. Assists clubs in identifying and reaching out to alumni within their affinity groups; Bii. Assist in recruitment and retention of club leaders; Biii. Collaborate with club leaders to plan and implement club events and meetings; Biv. Maintain calendar of club events; Bv. Support current Pacific students by serving as mentors, participating in specific fundraising efforts and collaborating with student social, educational, and professional events.	A1. Enroll 50% more alumni participants & match 75% more students to their alumni mentors than in the previous year; A2. Enroll 80% more alumni participants & match 90% more students to their alumni mentors than at the end of the 1st year; A3. Enroll 80% more alumni participants & match 90% more students to their alumni mentors than at the end of 5 years. B1. Start one new affinity group and increase alumni participation across all groups by 50% more than in the previous year; B2. Establish 2-4 new affinity groups and increase alumni participation across all groups by 80% more than at the end of the 1st year; B3. Establish 6-8 new affinity groups and increase alumni participation across all groups by 80% at the end of 5 years.	A. Pacific Alumni Association's Coordinator of Alumni/Student Programs is the lead staff on this project. This new position requires funding of \$45,000 - \$50,000 annually and a \$20,000 operating budget for marketing and programming. B. Human and financial resources are allocated annually for the planning and implementation of Club Programs. Club events and activities are fee based with a subsidy provided by the Pacific Alumni Association budget. This new Associate Director of Affinity Clubs requires funding of \$50,000 - \$60,000 annually and a \$50,000 additional budget for Alumni Association for programming.	A1, B1	A2, B2	A3, B3	A. Office of Alumni Relations (Primary), in partnership with the Career Resource Center, and Student Life. Other university stakeholders in frequent contact with students would also be included. B. Office of Alumni Relations (Primary). The Assistant Director of Regional Clubs and Programs is responsible for recruitment and retention of alumni volunteers.

BUSHIDO



ARIGATOU



GIOVANILE



Executive Summary of Task Force Major Recommendations

- I. The most important action for Pacific to take on behalf of diversity and inclusive excellence is to **increase the number of under-represented (UR) students** by strengthening the size and competitiveness of the UR applicant pool through aggressive and intentional targeted outreach to top students from UR groups, using alumni, student, and community partners to reach these students, as well as admissions officers. While many commendable efforts are currently underway, the intentional targeting, tracking, and evaluation of approaches could be strengthened. Several promising strategies are recommended in the report, such as prioritizing becoming an HSI serving institution; working with applicants' families, high school and community groups; organizing pre-enrollment sessions on campus; developing bridge programs such as SSLA and Beyond Our Gates; and providing additional financial aid resources.
- II. Equally important to Goal I is to **increase faculty and staff diversity** by (1) increasing UR candidate pools through targeted outreach; (2) fully implementing the new faculty and staff hiring guidelines; (3) establishing a *Diversity Hiring Programs Fund* to capitalize on opportunities; (4) targeting and hiring more diverse adjunct and part-time faculty; and (5) implementing an exchange program with HBCUs, HSIs, and Tribal Colleges. Attention to these recruitment strategies should be paired with ongoing attention to faculty and staff success and retention, with several recommendations included in the body of this report.
- III. Pacific should **increase the number of talented UR transfer students** by strengthening relationships with transfer-in community colleges beyond San Joaquin Delta College, strengthening curricular pathways including reverse transfer options and guaranteed admission for on-track pathway progress, increasing the number of transfer scholarships, and more actively promoting transfer opportunities.
- IV. Pacific should fundraise for **additional scholarships for entering and continuing UR students**, honoring factors such as leadership and community service, as well as scholarships for specific majors or professional schools, in addition to academic achievement. In years when tuition is increased substantially, gap grants should be made available to support and retain continuing students.
- V. Pacific needs to **strengthen academic advising and retention support services** for all students, with particular attention paid to transfer student support, STEPS cohort program for African American students, and development and staffing of the cohort model for CIP and SUCCESS. The Early Alert retention program with faculty and using student peer advisors should be implemented as soon as possible.
- VI. Additional **training and professional development** should be made available to faculty and staff, especially to improve search and hiring procedures; support faculty and staff mentoring programs; enhance intercultural capacity in general; develop curricular design, pedagogies and assessment; and expand inclusion/social justice signature programs, including *PICCT*, *Safe Zone*, *VISIONS Inc.*, *Bias Response*, and *Stop the Hate*.
- VII. **Increase courses and coordinate programming** by introducing new courses that teach relevant scholarly material, such as an Asian American history course, study of women's history and contributions in the Central Valley, health course on Southeast Asians, Latina/o marketing course, African American businesses, etc. Plan more in advance and better coordinate co-curricular and curricular speakers and events to deepen learning through out-of-class and in-class discussions and target heritage months programming to align with relevant courses.
- VIII. Dedicate additional **resources and oversight to ADA efforts**, including increased staffing to the Services for Students with Disabilities Office, implementing a prioritized Barrier Removal Plan and establishing a formally charged ADA Compliance Oversight Team. The approach to recruiting, supporting, and retaining students who are differently-abled requires more than a single professional staff member stretched across three campuses and deserves additional support for faculty who are learning how to accommodate the learning needs of these students.

- IX. Take leadership locally and nationally in **President Obama's multifaith and community service action initiative** to ensure inclusivity and learning from different faith traditions and find ways to sustain and enhance these entwined commitments to faith and service apart from the president's initiative.
- X. In order to commit to a fully inclusive community, Pacific should commit to a **periodic campus climate survey** that will permit the university to track progress and identify gaps in serving students, faculty and staff.

DRAFT

Recommendation # 1: Increase the number of underrepresented (UR) students

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
Increase the number of underrepresented (UR) students	SG1. Implement aggressive and intentional targeted outreach to top students from UR groups; SG2. Strengthen the size and competitiveness of the UR applicant pool; SG3. Provide additional financial aid resources.	R1. Become an HSI serving institution; R2. Engage in more extensive work with applicant families, high school, and community groups; R3. Organize more robust and themed pre-enrollment sessions on campus; R4. Strengthen and further develop bridge programs such as SSLA and Beyond Our Gates; R5. Identify and garner scholarship funds for students from UR backgrounds that are NOT used to lower discount freshman rate, but to decrease OOP financial burden; Give estimated financial aid package with admission invitation.	T1. Hire One recruitment officer who is fluent in Spanish and another in a SEA language. Targets recommended: Hispanic 25% by 2020 (for becoming a Hispanic Serving Institution), AF AM at 6% by 2020. Targets for SEA and NA AM populations TBD; T2. Higher levels of Pacific visitations and visibility in the following counties: Napa, Solano, Alameda, Marin, Contra Costa, Sacramento, San Mateo, Santa Clara, Monterey, Fresno, Kern; T2. Develop partnerships with community colleges in addition to SJ Delta College; T3. Better mentoring and communication with UR students resulting in higher yield rate; T4. UR students are enrolled in math, science, technology, computer summer camps; greater number of UR students who are better prepared for success in college.	Operational budget increase and new recruiter line items to cover new service areas. Adequately fund Latino, African American and other UR student outreach; Budget for pipeline programs and summer camps to include faculty stipends, marketing, cost for transportation, food, and housing. Recommend fundraising unit to pursue external funding (including alumni and corporate support); Reallocation of development staff and financial aid staff.	R1-3	R4		Provost: Office of Admission, Office of Financial Aid; VP for Student Life: Dean of Students; DACE; VP for Development

Recommendation # 2: Increase faculty and staff diversity

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
Increase faculty and staff diversity	SG1. Increase UR candidate pools; SG2. Implement the new faculty and staff hiring guidelines; SG3. Establishing a Diversity Hiring Program Fund; Hire more diverse adjunct faculty; SG4. Implement an exchange program with HBCU, HSI, Tribal College partners)	R1. Identify areas where inequity exists in all departments and units; responsible administrator sets goals/strategies for achieving unit's diversity plan; Establish UR faculty and staff hiring goals with established annual; reporting/reviews to hold all designated parties responsible for achieving progress on achieving greater employee representative diversity and achievement of identified goals; Require an annual report to the campus and UDC documenting faculty and staff diversity composition and progress; Make success in this area a key measure in the lead administrators' performance evaluation. Provide incentives for administrators who are successful; R2. Implement new hiring procedures partly designed to increase UR staff and faculty to include: a. Develop training/best practices for search committees, b. Require that hiring managers and search committee chairs participate in training related to inclusive hiring practices on an annual or bi-annual basis similar to the current sexual harassment training, c. Monitor diversity of applicant pools and Compare data on expected representation, d. Make intercultural competence a job qualification; R3. Create a fund to be able to use any of the following hiring options when circumstances are appropriate: a. Hires of opportunity; b. Senior Appointment Hires; c. Cluster hires; d. Incentives; e. Enhance ability to hire diverse adjunct and part time faculty. R4. Deepen and diversity pool of applicants by developing networks with relevant professional organizations, doctoral/post doc programs, etc.; Implement a faculty exchange program with HBCUs, HSIs, and Tribal Colleges.	T1. Increase diversity hires, in particular with Latino and African American faculty with the following minimum targets: Latino faculty - 5% (5 yrs), African American - 5% (5 yrs), Female faculty 47% (5 yrs), and Native American faculty 1% (5 yrs) in the following units: Business, SIS, Dental, Pharm, and Conservatory (5yrs). (Note: Staff Targets to be determined by job category and recruitment area using labor market U.S. census data. Increase hires of women in Skilled Crafts as well as UR groups in Executive/ Managerial, Skilled Crafts, and Other Professional. (Timeframes TBD); T2. (Already in progress); T3. Establish a Diversity Hiring Programs Fund to leverage hiring opportunities; Recruit and hire more diverse adjunct faculty; T4. Execute an exchange program with HBCUs, HSIs, and Tribal Colleges	\$103-330K per occurrence per year	R1-3	R4		Provost; VP Business and Finance: Human Resources and Assessment, Training and Technology as well as the University Diversity Committee

Recommendation # 3: Increase the number of talented UR transfer students

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
Increase the number of talented UR transfer students	SG1. Strengthen relationships with transfer-in community colleges beyond San Joaquin Delta College; SG2. Collaborate with transfer center staff and/or special programs for UR students	R1. Market academic programs to feeder transfer schools with emphasis on e-communication. R2. Enhance web page to include easily accessible articulation agreements for transfer feeder schools. R3. Widen outreach to transfer students in counties with higher numbers of UR students from the Bay Area communities. R4. Participate in and update information with services and software programs for transfer students looking for career (ie fastweb.com, college board.com, etc). R5. Offer more evening and hybrid courses for students who have family and/or financial obligations that limit their attendance during traditional hours. R6. Assess and refine "transfer touch points" and "commuter interventions" as noted in WASC essay.	T1, T2, T4. Electronic communications result in better admission outcomes for highly qualified transfer students. T3. UR transfer students from more affluent areas will choose Pacific. T5. Flexibility of scheduling and course offerings will meet special needs of UR transfer students resulting in higher yield. T6. Higher satisfaction and success for transfer students.	TBD operating budget and staffing resources in multiple units in the identified areas of responsibility	R1, R2, R4	R3, R5, R6		President: Office of Communications; Provost: Office of Admission, Office of Financial Aid, Office of Information Technology; VP of Student Life: Dean of Students

Recommendation # 4: Additional scholarships for entering and continuing UR students

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
Fundraise for additional scholarships for entering and continuing UR students	SG1. Fundraise and develop new scholarship opportunities for UR students SG2. Develop grants that are proportional to and offset tuition increases for current Pacific students who demonstrate a financial need	R1. Provide funds to students honoring leadership, community service, specific majors or professional schools; R2. Offer gap grants to support and retain continuing students to subsidize tuition increases	T1 - T2. The Office of Financial Aid the Division of University Development will work together to establish students financial need and a corresponding fundraising strategy for meeting this need	TBD operating budget in consultation with the Office of Financial Aid	R1, R2	R1, R2	R1, R2	VP for Development; Provost: Office of Financial Aid

Recommendation # 5: Strengthen academic advising and retention support services

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility	
					1-2	3-5	6-10		
Strengthen academic advising and retention support services	SG1. Increase persistence and retention rates of all students; SG2. Establish more support for transfer students and the STEPs cohort program for African-American students; SG3. Develop and staff a cohort model of CIP and SUCCESS; SG4. Administer the Early Alert retention program with faculty and student advisors	R1. Add professional advising staff to support the academic advising model at Pacific; R2. Decrease the student-faculty ratio for advisors of UR students; Train academic advisors in cultural competency and all support mechanisms that are available for retention. R3. Establish a permanently funded full-time coordinator position for as well as increased operational budget to support Pacific's Educational Equity Programs such as CIP, SUCCESS and STEPS. R4. Establish early alert system to enable early advising support/intervention; Assess the impact peer student advising programs.	T1. Students will be experienced improved advising. T2. Students will report greater satisfaction with Pacific experience; enhanced feelings of welcoming and socialization on campus T3. UR students will perform better academically due to strengthened and targeted retention efforts	R1. TBD funding to support hiring and training professional advising staff; R3. \$60K for the salary and benefits of a full-time Educational Equity Programs' CIP/STEPS Coordinator and \$6500 additional operating budget funding for SUCCESS and CIP; R4. As well as TBD operating budget in multiple units in the identified areas of responsibility	R1-4				VP for Student Life; Dean of Students and DACE; Provost; BSE's Educational Resource Center

Recommendation # 6: Additional training and professional development

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
Provide training and professional development for faculty and staff	SG1. Improve faculty and staff search and hiring procedures; SG2. Support faculty and staff mentoring programs; SG3. Develop curricular design, pedagogies and assessment; SG4. Expand inclusion/social justice signature programs	R1. Continue to collaborate with HR to refine and implement the faculty and staff hiring guidelines. R2. Establish formal mentoring and professional development programs to support equitable rates of UR faculty tenure and promotion and UR staff promotion. R3. Expand PICCT operating budget; Establish a full-time exempt PICCT Assistant Director; Administer IDI Pre-Test on 1st year undergraduates and IDI Post Tests of Bachelor's degree earners undergraduates; R4. Continue to support and expand the diversity course requirement, and uphold its criteria for learning outcomes; Partner with the University Assessment Officer to implement assessment plan. R5. Establish paid non FW/S student wages for Safe Zone and Visions Inc. Liaison undergraduate positions; Establish a Safe Zone and Operations budget that funds office supplies, publicity, catering, and staff development; Establish a PRIDE Resource Center Graduate Assistant position that co-coordinates Safe Zone and other LGBT-related initiatives.	T1, T2, T4. Link funding to long-term, sustainable efforts for excellence in teaching and scholarship through diversity, and building structural accountability for assessment of learning outcomes; T3. Annually administer and debrief 1727 IDIs with all 1st year and Bachelor's degree earners; T5. Total minimum 14 Safe Zone Presentations and a minimum 6 Safe Zone Presentations on Pacific's Three-Campuses	\$50,000 for R1-2 and R4; \$76,270 for R3; \$58,550 for R-5	R1-4			Provost: Ethnic and Gender Studies Program, Assessment; VP for Student Life: DEAN of Students - Counseling Center and DACE - Multicultural/ PRIDE Resource Center and Women's Resource Center; University Diversity Committee

Recommendation #7: Increase courses and coordinate programming

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
Increase the number of diversity courses and enhance the coordination of curricular and co-curricular programming	SG1. Introduce new courses that teach relevant scholarly material; SG2. Deepen learning through out-of-class and in-class discussions by effectively plan and coordinate co-curricular and curricular speakers and events	R1. Offer courses that are pertinent to topics such as Asian-American history, study of women's history, contributions in the Central Valley, health course on Southeast Asians, Latino/a marketing course, and African-American businesses; R2. Utilize heritage months programming to align more purposefully with course work; Assess each of six established CH&HM Planning Committees budget, representation, and event planning capacity to coordinate events and partner on curricular courses/initiatives; Expand Multicultural Affairs, Ethnic Studies, Gender studies Operations budget for CH&HM curricular/co-curricular events	T1. (Please refer to recommendation #6); T2. A minimum 24 curricular/co-curricular CH&HM events on Pacific's three campus per academic year	\$7800 per fiscal year to expand CH&HM Operational Budget (office supplies \$600 (\$100 * 6 CH&HMs), publicity \$1200 (\$200 * 6 CH&HMs), catering \$6000 (\$250 * 24 events throughout Stockton, Dugoni, and McGeorge campuses).	R1-2	R1-2		Provost: Deans, Ethnic and Gender Studies; VP for Student Life: Dean of Students - University Chaplain; DACE - Multicultural Programming, Student Leadership and Involvement; Pacific Arts and Lectures Committee

Recommendation # 8: Resources and oversight to ADA efforts								
Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
Provide additional resources and oversight to ADA efforts	SG1. Ensure resources and support are allocated appropriately to eliminate liability regarding ADA compliance issues	R1. Increase professional staff in the Office of Services for Students with Disabilities; R2. Implement a prioritized Barrier Removal Plan; R3. Establish a formally charged ADA Compliance Oversight Team;	T1. Fund a full-time permanent SSD Coordinator position. T2. Identify all facilities on campus that will require ADA improvements by the end of the 1st year; Complete improvements on 100% of all campus facilities within 10 years. T3. Convene ADA compliance team to address significant access and disability issues.	R1. \$55,000 (coordinator salary and benefits); R2. Operating budget - approximately \$200-500k/year.	R1-3	R2	R2	Office of Services for Students with Disabilities, Office of the Provost, Budget and Risk Management

Recommendation # 9: Take leadership in President Obama's multifaith and community service action initiative								
Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
Support President Obama's multifaith and community service action initiative	SG1. Ensure the inclusivity and learning from different faith traditions	R1. Active participation in the services and programs of the MCSA Initiative	T1. Identifying and funding staff and student participants who will implement the interfaith dialogue program in the upcoming academic year	TBD	R1			VP for Student Life: Dean of Students - University Chaplain; DACE - Center for Community Involvement

Recommendation # 10: Commit to a periodic campus climate survey

Goal	Sub-Goal(s)	Recommended Action(s)	Target	Resources	Timeframes (Yrs)			Area(s) of Responsibility
					1-2	3-5	6-10	
Conduct an annual or biennial campus climate assessment	SG1. Survey Pacific community members to demonstrate and ensure a commitment to a fully inclusive campus	R1. Track the progress and identify gaps in serving campus constituents and establishing a welcoming, safe and respectful campus climate for students, faculty, and staff as well as community members who visit Pacific's campus	T1. Purchase and administer the HERI/CIRP Campus Climate Assessment on an annual or biennial basis. T2. Participate in the institutional consortium including comparing assessment data	R1. Cost per individual assessment: \$5/person for a total annual anticipated cost of \$25k	R1			President: Bias Response Team; Provost: Deans and Faculty; VP for Student Life: Dean of Students, DACE



References

- Aspray, W., & Bernat, A. (2000). Recruitment and retention of underrepresented minority graduate students in computer science: Report of a workshop, March 4-5, 2000. Washington, DC: Computing Research Association.
- Astone, B., & Nunez-Wormack, E. (1991). Pursuing diversity: Recruiting college minority students. ERIC Digest. ED333856.
- Cabrera, A. F., Nora, A., & Terenzini, P. T. (1999). Campus racial climate and the adjustments of students to college: A comparison between white students and African American students. *The Journal of Higher Education*, 70(2), 134-160.
- California Asian American and Pacific Islander Policy Multicampus Research Program Education Working Group. (2011). *The State of Asian American, Native Hawaiian, and Pacific Islander Education in California Report*. UCLA Lewis Center for Regional Policy Analysis.
- Campbell, A. R., & Davis, S. M. (1993). Faculty commitment: Retaining minority nursing students in majority institutions. *Journal of Nursing Education*, 35, 298-303.
- Carnevale, A. P. (1999). Diversity in higher education: Why corporate America cares. *Diversity Digest*. Available online. <http://www.diversityweb.org/Digest/Sp99/corporate.html>
- Carnevale, A. P., & Fry, R. A. (2000). *Crossing the great divide: Can we achieve equity when generation Y goes to college?* Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED 443907).
- Chang, M., Witt, D., Jones, J., and Hakuta, K. (Eds.). 2003. *Compelling Interest. Examining the Evidence on Racial Dynamics in Colleges and Universities*. Stanford: Stanford University Press.
- Ching, Doris and Agbayani, Amefil. 2012. *Asian Americans and Pacific Islanders in Higher Education: Research and Perspectives on Identity, Leadership, and Success*. Washington D.C.: NASPA, Student Affairs Administrators in Higher Education.
- Donnell, C. M., Edwards, Y., & Green, D. (2002). Find them and keep them: Strategies for the successful recruitment and retention of diverse graduate students. Paper presented at the 10th annual NAMRC Conference, Las Vegas, Nevada.
- Dumas-Hines, F. A. (2001). Promoting diversity: Recommendations for recruitment and retention of minorities in higher education. *College Student Journal*, 33, 190-96.
- Gurin, P., Dey E.L., Hurtado, S., and Gurin, G. 2002. Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review* 72 (3): 330-66.
- Heller, D. E. (2001, Spring). Educational opportunity for all? *Diversity Digest*. Available online. <http://www.diversityweb.org/Digest/sp01/research.html>
- Holloway, J. H. (2002). Mentoring for diversity. *Educational Leadership*, 59(6), 88-89.
- Lee, C. (1991). *Achieving diversity: Issues in the recruitment and retention of underrepresented racial/ethnic students in higher education: A review of the literature*. Alexandria, VA: National Association of College Admission Counselors.

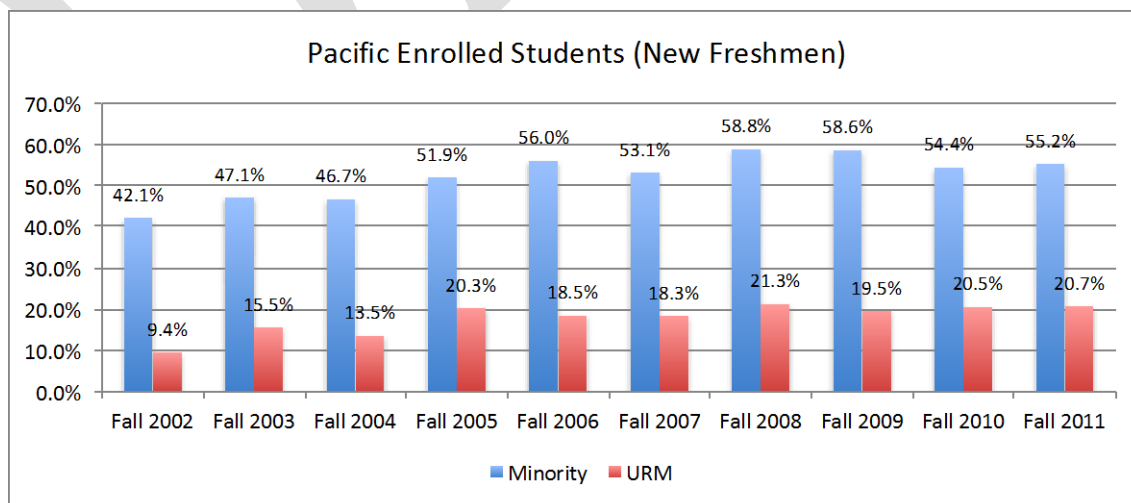
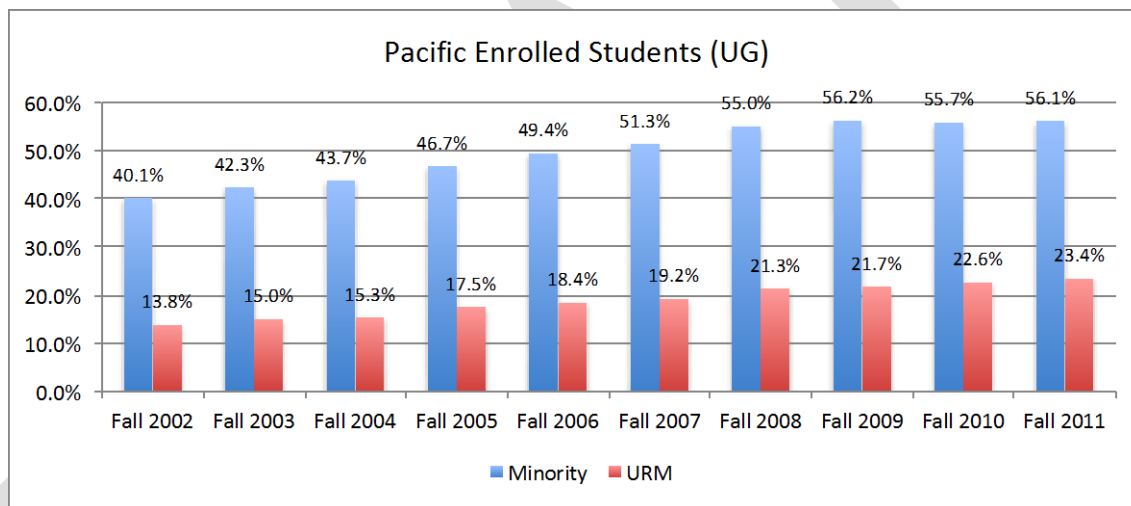
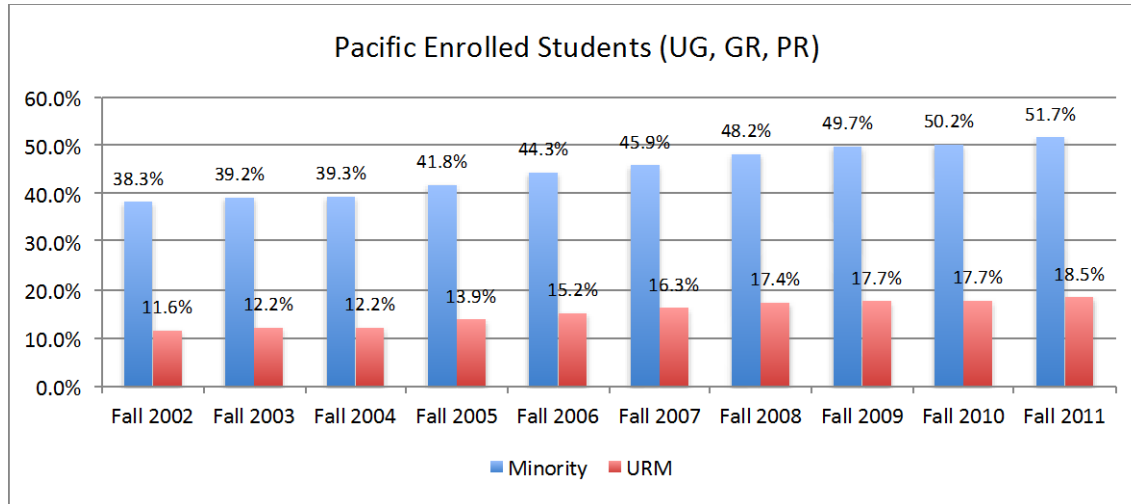
- MacPhee, D., Keutzer, J., and Fritz, J. 1994. Infusing a Diversity Perspective into Human Development Courses. *Child Development* 65 (2): 699-715.
- McEachern, A.G. & Kenny, M.C. (1999). Sexual abuse in Asian and Pacific Islander populations: Current research and counseling implications. In D.S. Sandhu (Ed.), *Asian and Pacific Islander Americans: Issues and concerns for counseling and psychotherapy* (pp.301-318). Commack, NY: Nova Science Publishers, Inc.
- Milem, J.F., Chang, M.J., & Antonio, A.L. (2005). Making diversity work on campus: A research-based perspective. *Making Excellence Inclusive: Preparing students and campuses for an era of greater expectations*. Washington, DC: Association of American Colleges & Universities (AAC&U).
- Ntiri, D. W. (2001). Access to higher education for nontraditional students and minorities in a technology-focused society. *Urban Education*, 36, 129-144.
- Paige, R.N. (2010). *Best Practices in the Recruitment and Retention of Students of Color Developing a Cultural Paradigm Shift*. Presentation at the 2010 National Conference on Race and Ethnicity in Washington, DC.
- Rudenstine, N. L. (2001). Student diversity and higher learning. In G. Orfield (Ed.), *Diversity challenged: Evidence of the impact of affirmative action* (pp. 31-48). Cambridge, UK: Harvard Education.
- Sampson, C., & Boyer, P. G. (2001). GRE scores as predictors of minority students' success in graduate study: An argument for change. *College Student Journal*, 35, 271-279.
- Santa Rita, E. D., & Bacote, J. B. (1997). The benefits of college discovery prefreshman summer program for minority and low-income students. *College Student Journal*, 31, 161-173.
- Simon, D. J. (1993). Increasing the academic pool of minority students for higher education: A literature review: A report to the R. F. P. #92-3 team.
- Smith, D. G. (1991). The challenge of diversity: Alienation in the academy and its implications for faculty. *Journal on Excellence in College Teaching*, 2, 129-137.
- Smith, Daryl G., et. al. *Diversity Works: The Emerging Picture of How Students Benefit*.
- Thomas, T. C., & Thurber, H. J. (1999). Strategies for the recruitment and retention of Native American students: Executive summary. (Educational Document Reproduction Service No: ED435514).
- Underwood, S. M., & Fay, T. H. (1996). The UWM Health Careers Bridge Program: An innovative approach for improving the recruitment, retention and graduation of minority students in nursing and health careers. *Journal of Nursing Education*, 35, 179-181.
- Walton, G.M. & Cohen, 2011, A Brief Social-Belonging Intervention Improves Academic and Health Outcomes, Science.
- Walton, G.M. & Cohen, G.L. 2007. A Question of Belonging: Race, Social Fit, and Achievement, *J. of Personality and Social Psychology*, Vol. 92, No. 1, 82-96. Washington, D.C.: Association of American Colleges and Universities, 1997.
- Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022*, www.wiche.edu/policy/knocking/1992-2022/index.asp.
- Williams, D., Joseph B. Berger, J. B., and McClendon, S. A. 2005. Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions. Association of American Colleges and Universities.

Appendix A: Fall 2011 Enrollment by Ethnic Status and Campus

Enrollment of Minority and Underrepresented Students

Minority = Asian American and Pacific Islander

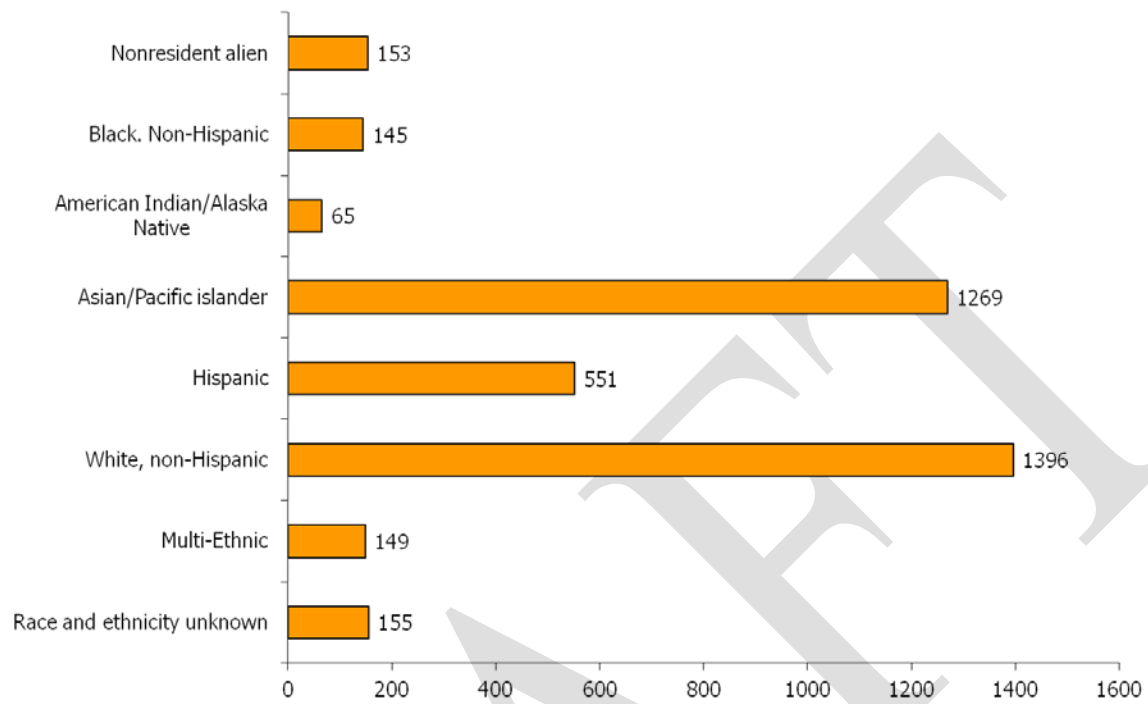
Underrepresented Minority = African American, Native American, Latino, Multi-Ethnic



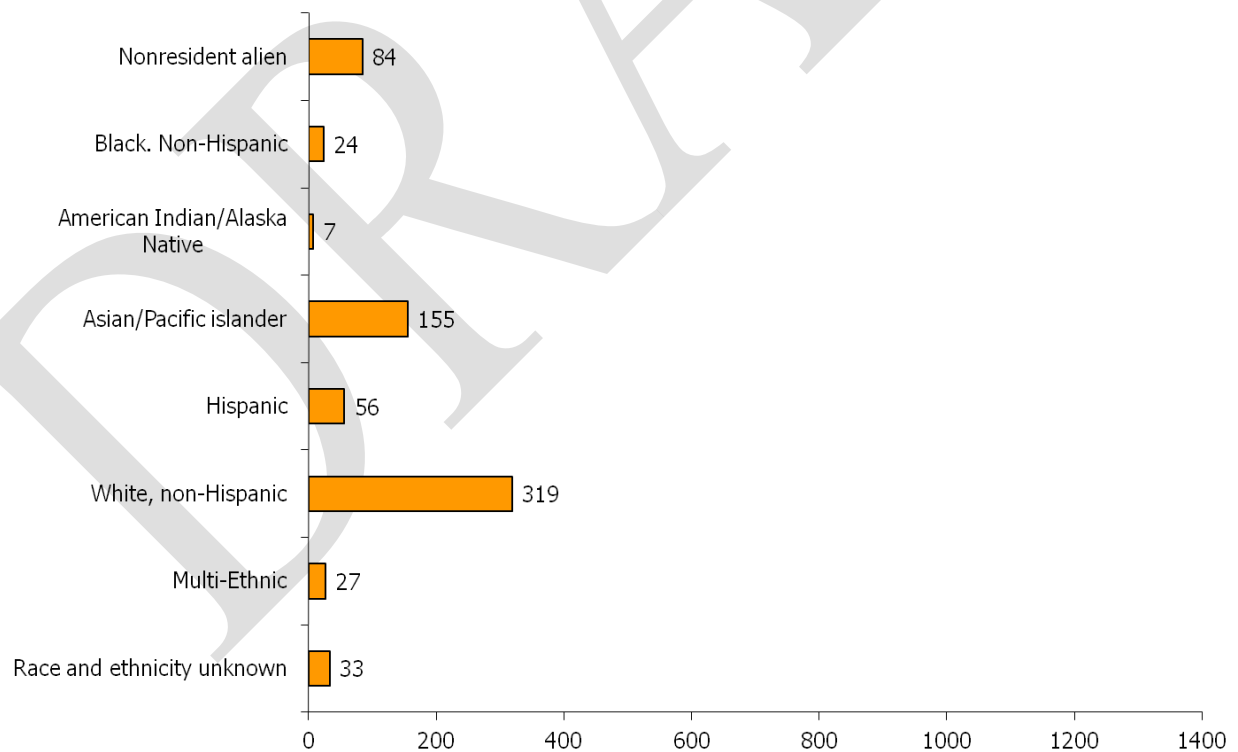
Fall 2011 New Freshmen Enrollment	Headcount	
International (NRA)	61	
Black, Non-Hispanic	20	
Am. Indian/Al. Native	25	
Asian	310	
<i>Cambodian</i>	8	2.6%
<i>Chinese</i>	110	35.5%
<i>Filipino</i>	23	7.4%
<i>Hmong</i>	7	2.3%
<i>Indian</i>	28	9.0%
<i>Japanese</i>	28	9.0%
<i>Korean</i>	44	14.2%
<i>Laotian</i>	2	0.6%
<i>Pakistani</i>	5	1.6%
<i>Thai</i>	2	0.6%
<i>Vietnamese</i>	49	15.8%
<i>Other Asian</i>	4	1.3%
Pacific Islander	10	
<i>Native Hawaiian</i>	10	
Hispanic/ Latino	93	
White/Non-Hispanic	314	
Multi-Ethnic	54	
<i>African American</i>	8	14.8%
<i>American Indian or Alaskan Native</i>	5	9.3%
<i>Asian/Pacific Islander</i>	42	77.8%
<i>Cambodian</i>	1	1.9%
<i>Caucasian</i>	43	79.6%
<i>Chinese</i>	16	29.6%
<i>Filipino</i>	12	22.2%
<i>Indian</i>	1	1.9%
<i>Japanese</i>	15	27.8%
<i>Korean</i>	3	5.6%
<i>Native Hawaiian</i>	9	16.7%
<i>Native Hawaiian and Other Pacific Islander</i>	10	18.5%
<i>Other Native Hawaiian/Pacific Islander</i>	2	3.7%
<i>Vietnamese</i>	1	1.9%
Ethnicity Unknown	40	

Fall 2011 Enrollment by Campus, Level and Ethnicity

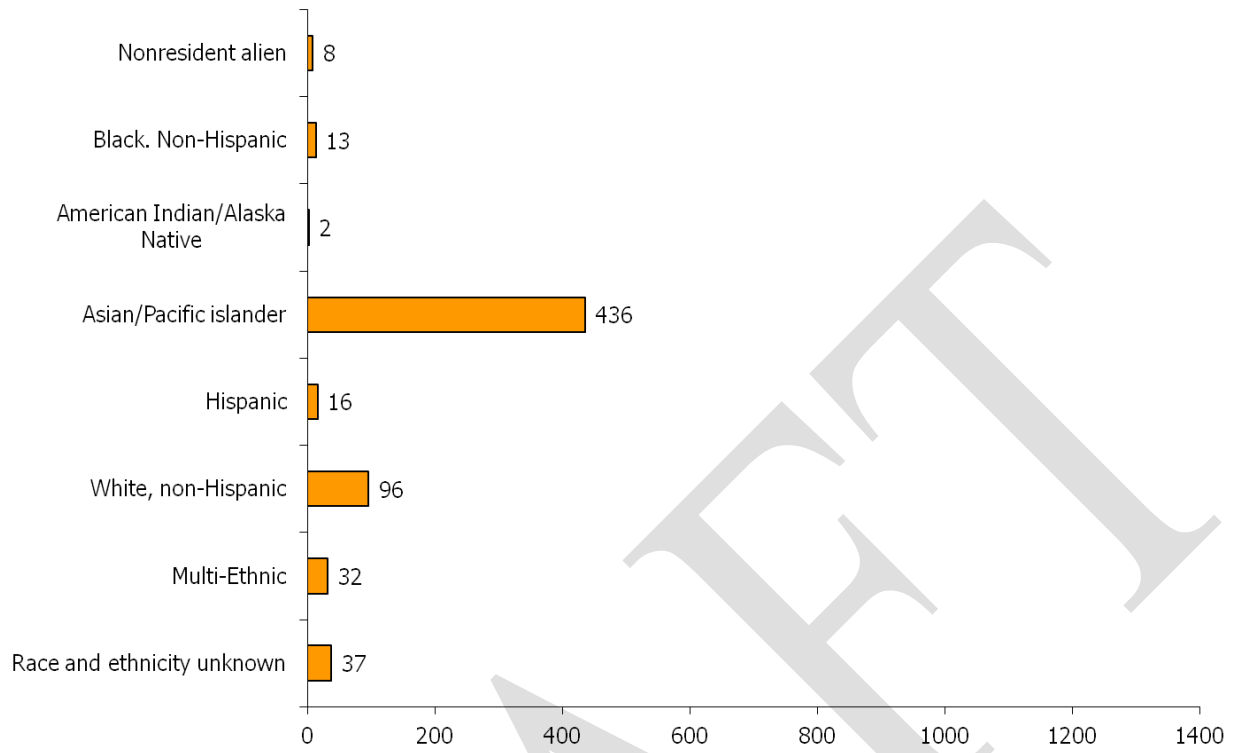
Undergraduate Students (N=3883)



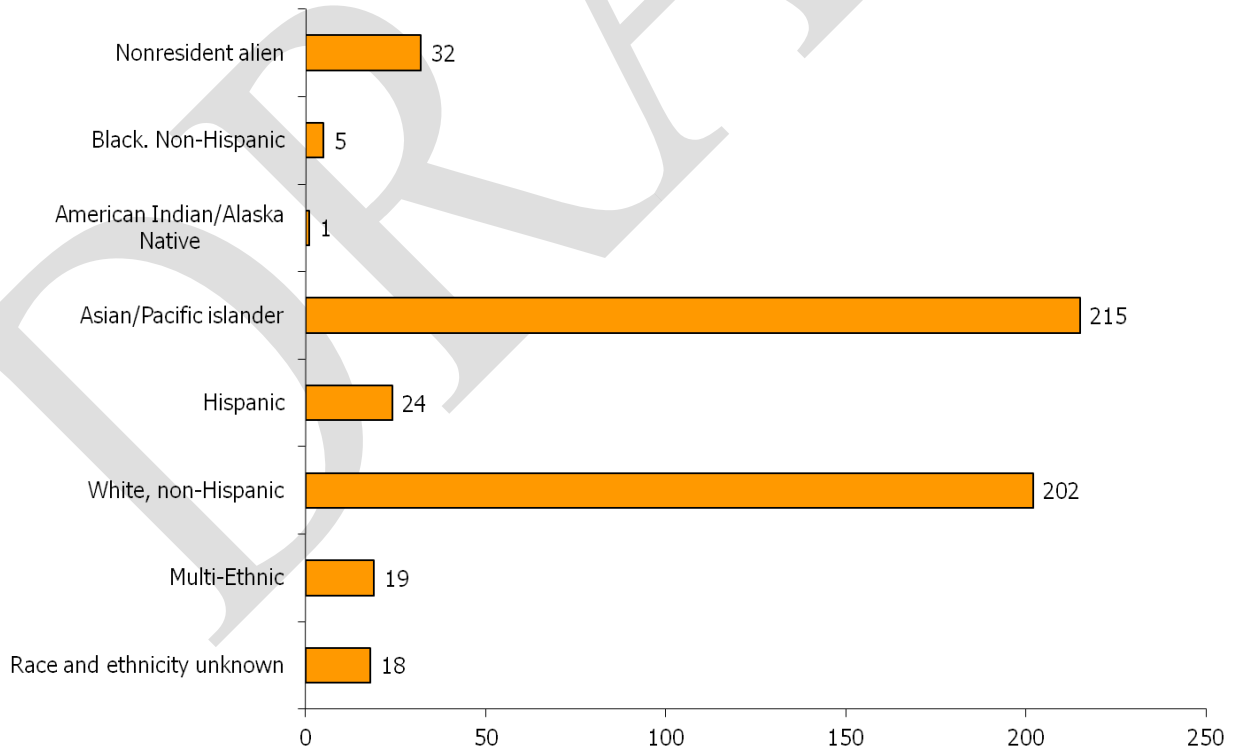
Stockton Graduate Students (N=705)



Stockton Professional Students (N=640)



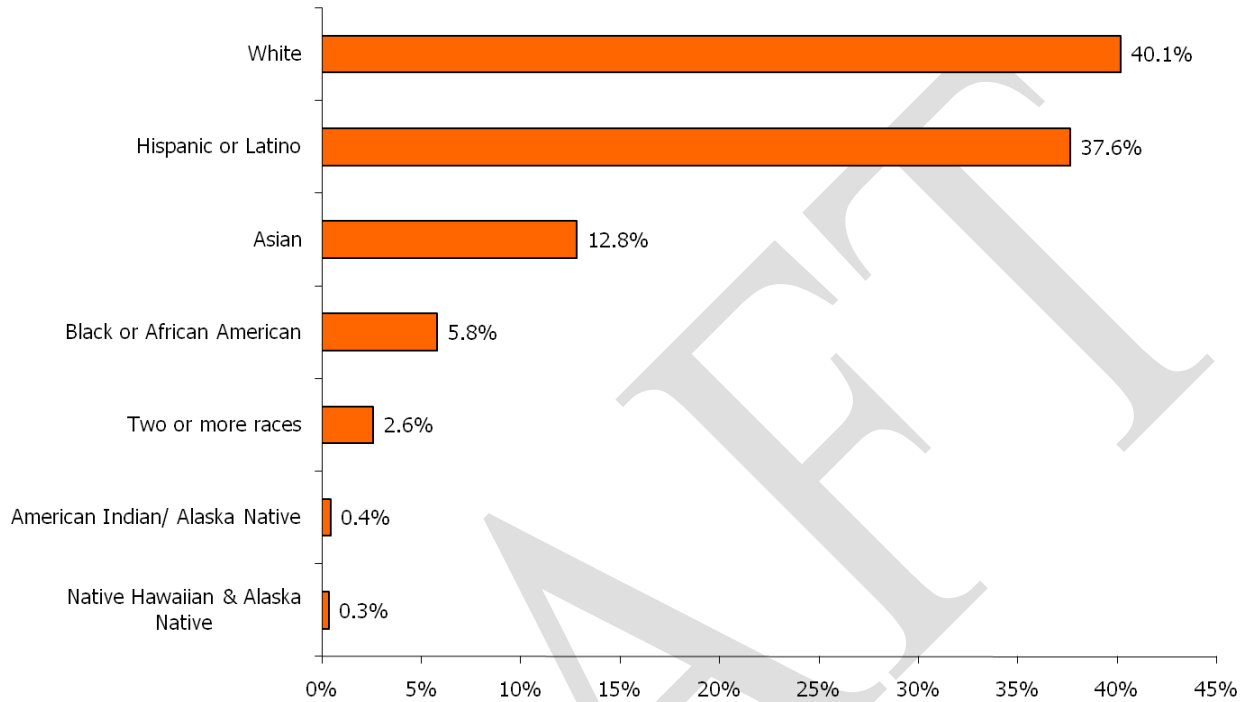
San Francisco Campus (N=516)



Appendix B: California Population and High School Students by Ethnicity

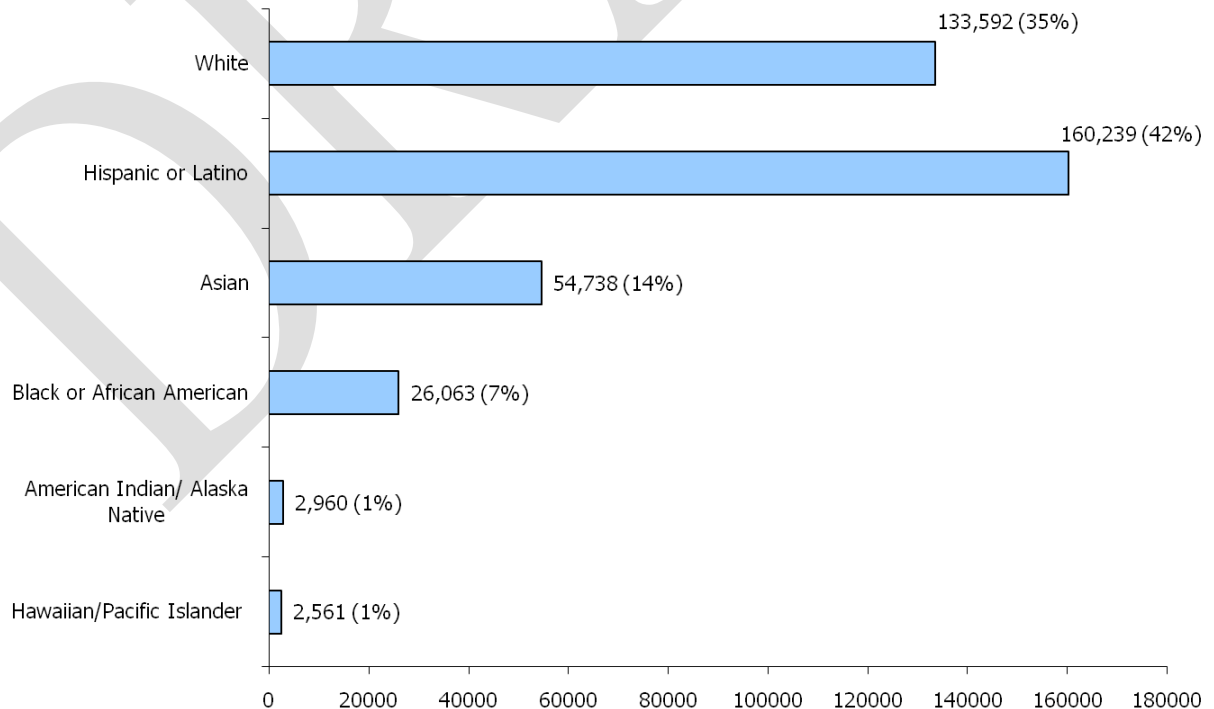
California Population

2010 Population of California by Race (37,253,956)



2009* California Public High School Graduates by Ethnicity

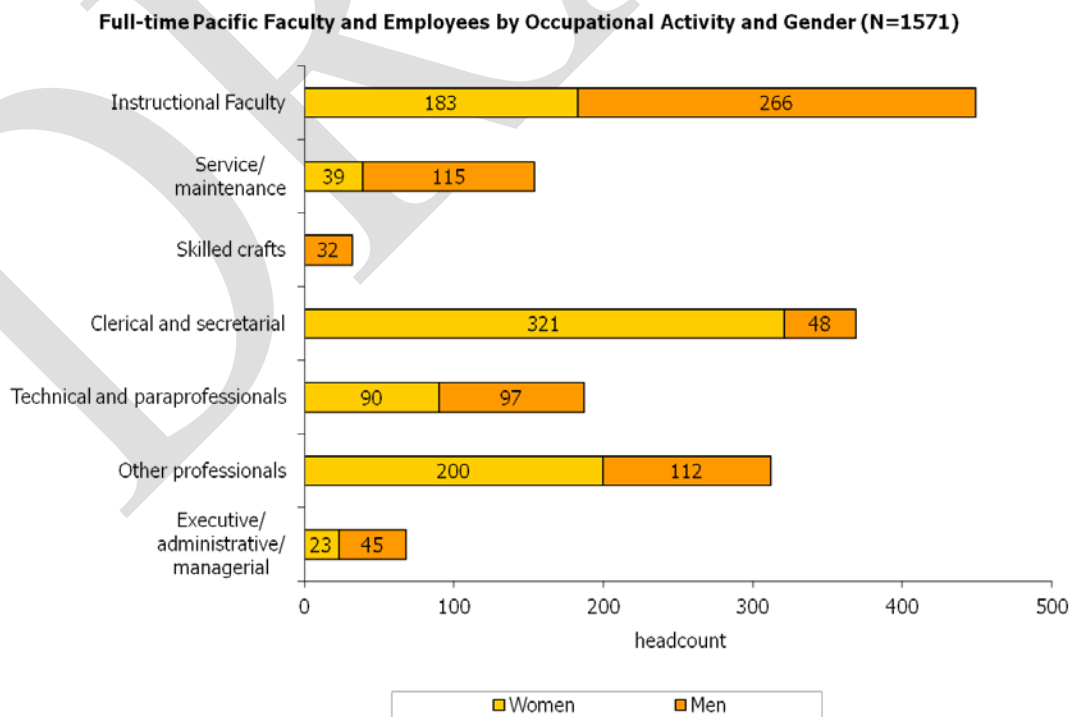
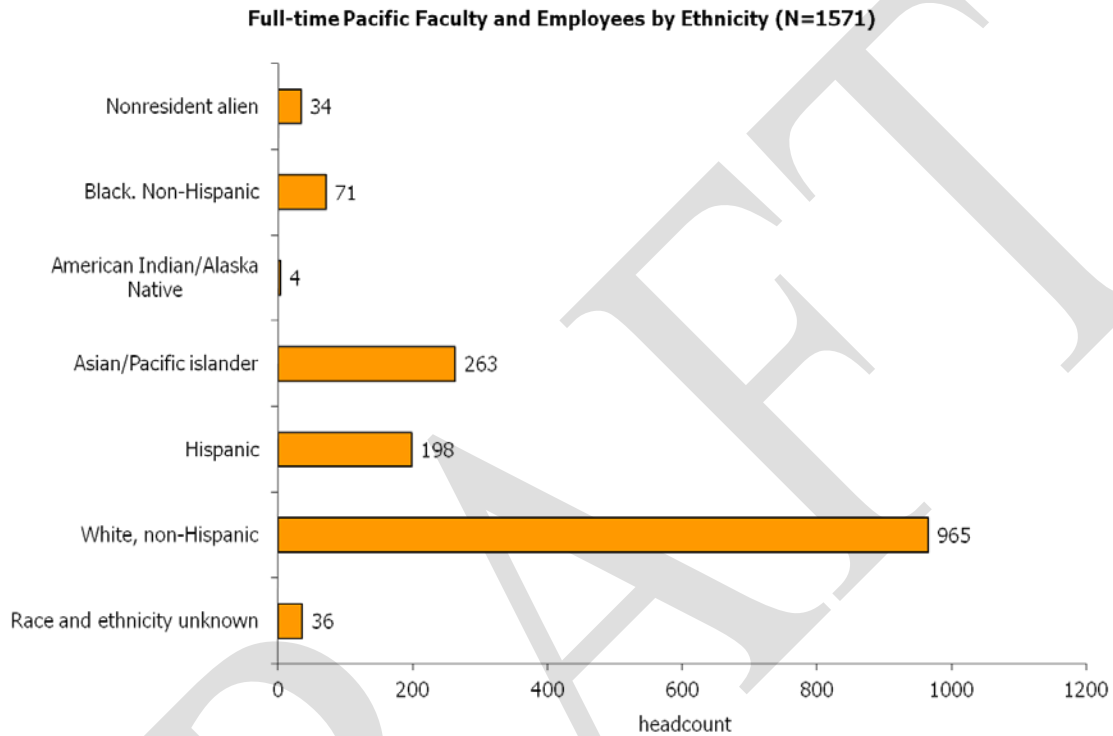
source: CA Department of Finance



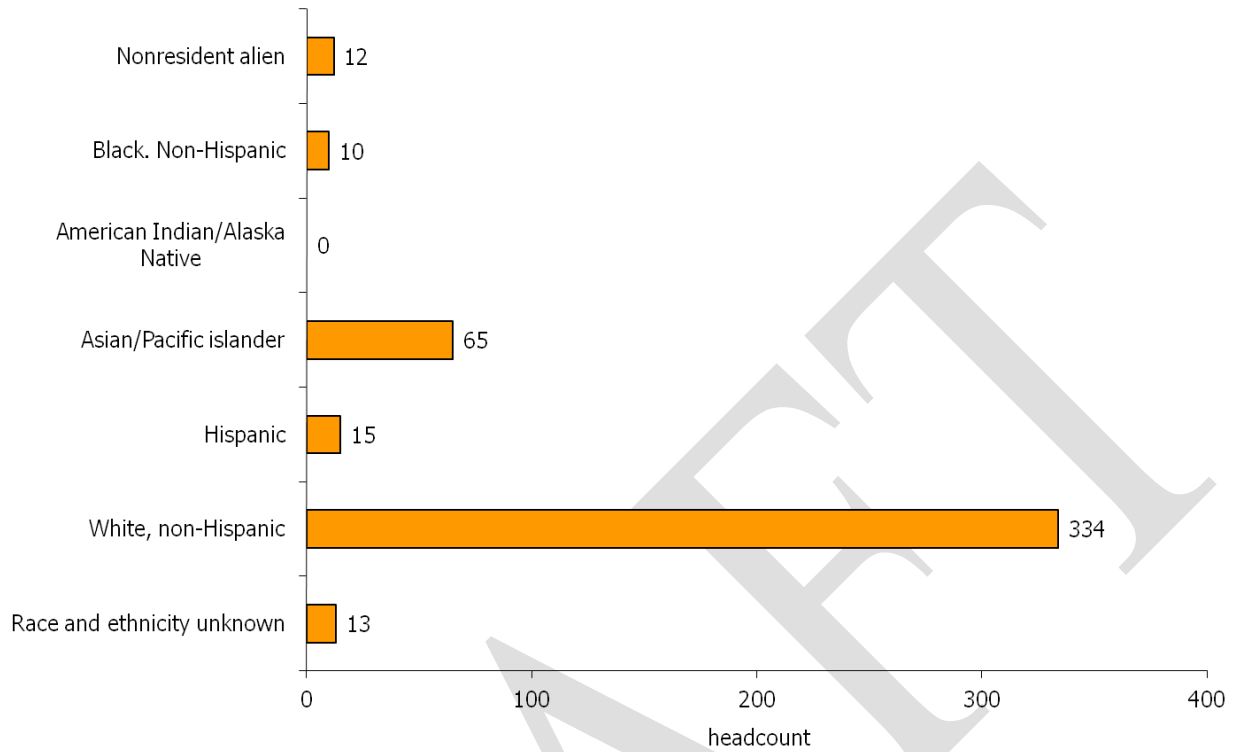
Projected by CA Department of Finance

Appendix C: Pacific and California Ethnicity Distribution, Staff and Faculty

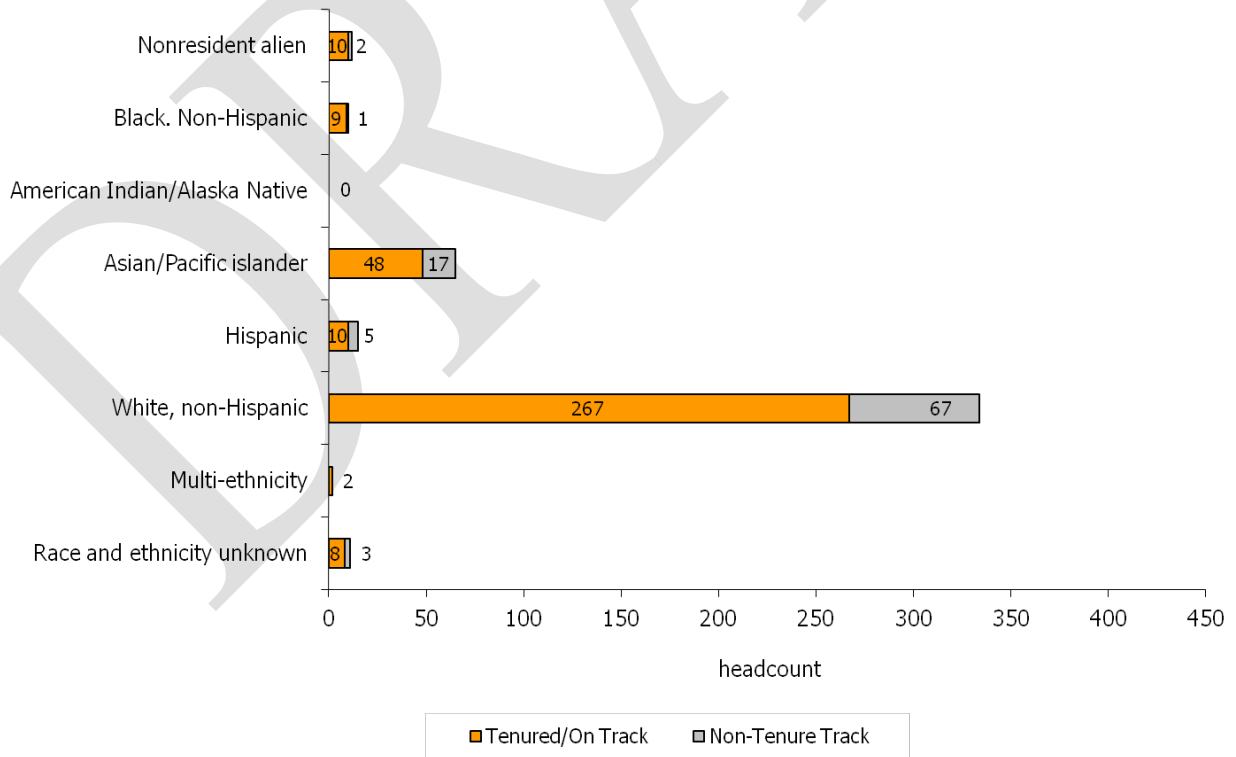
Full Time Pacific Faculty and Employees by Occupational Activities and Ethnicity
 Source: IPEDS HR Survey 2011



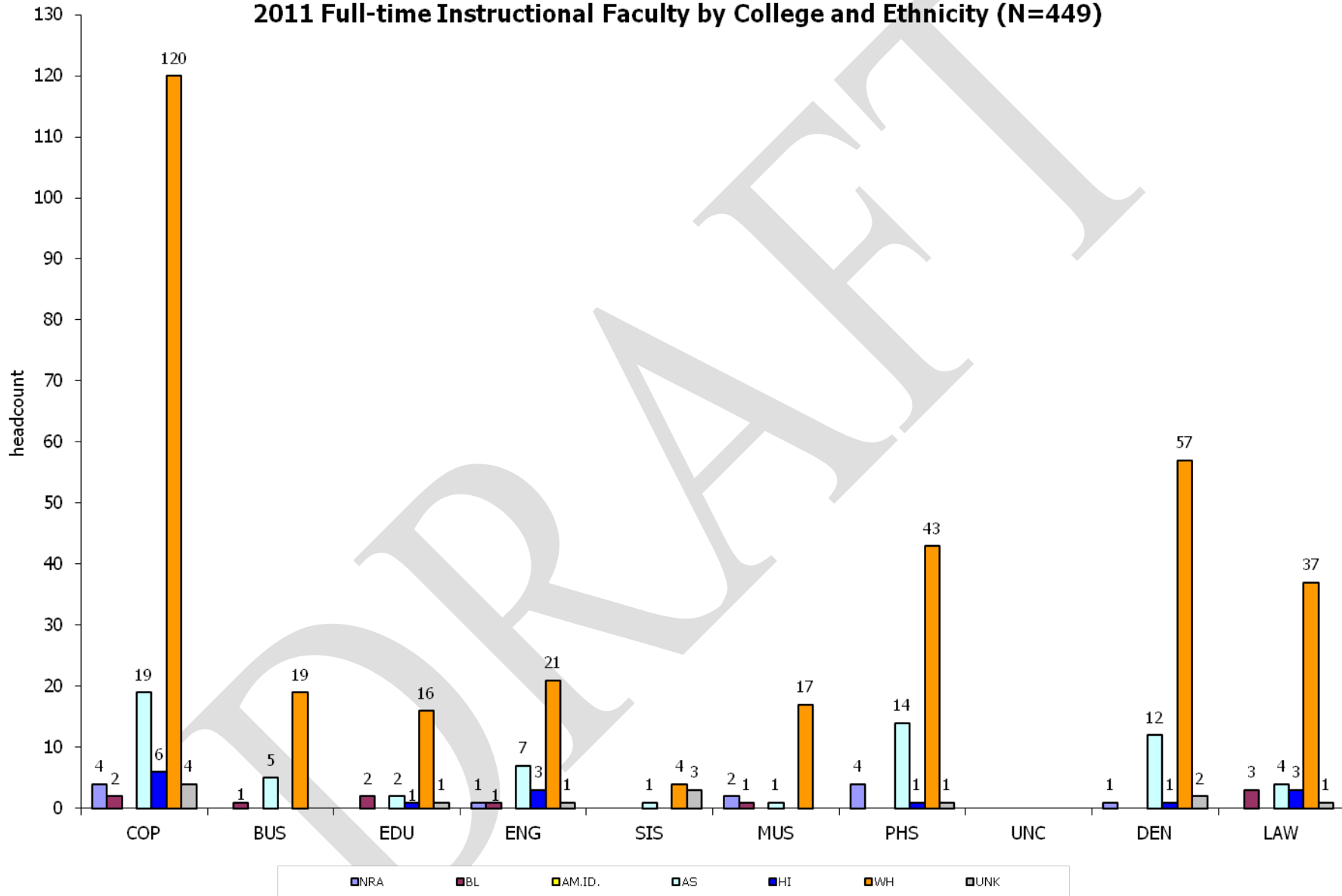
Pacific Full-time Instructional Faculty
Full-time Instruction Faculty by Ethnicity (N=449)



Full-time Instructional Faculty by Tenure Track Status (N=449)

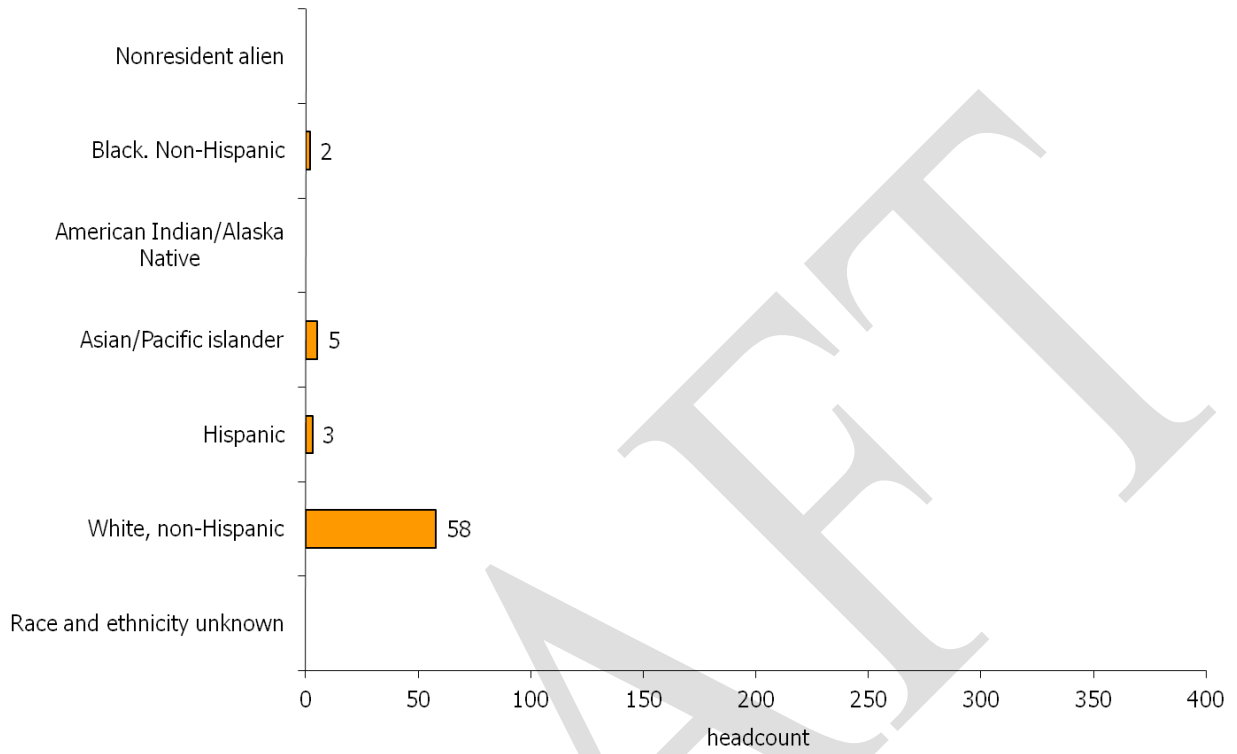


2011 Full-time Instructional Faculty by College and Ethnicity (N=449)

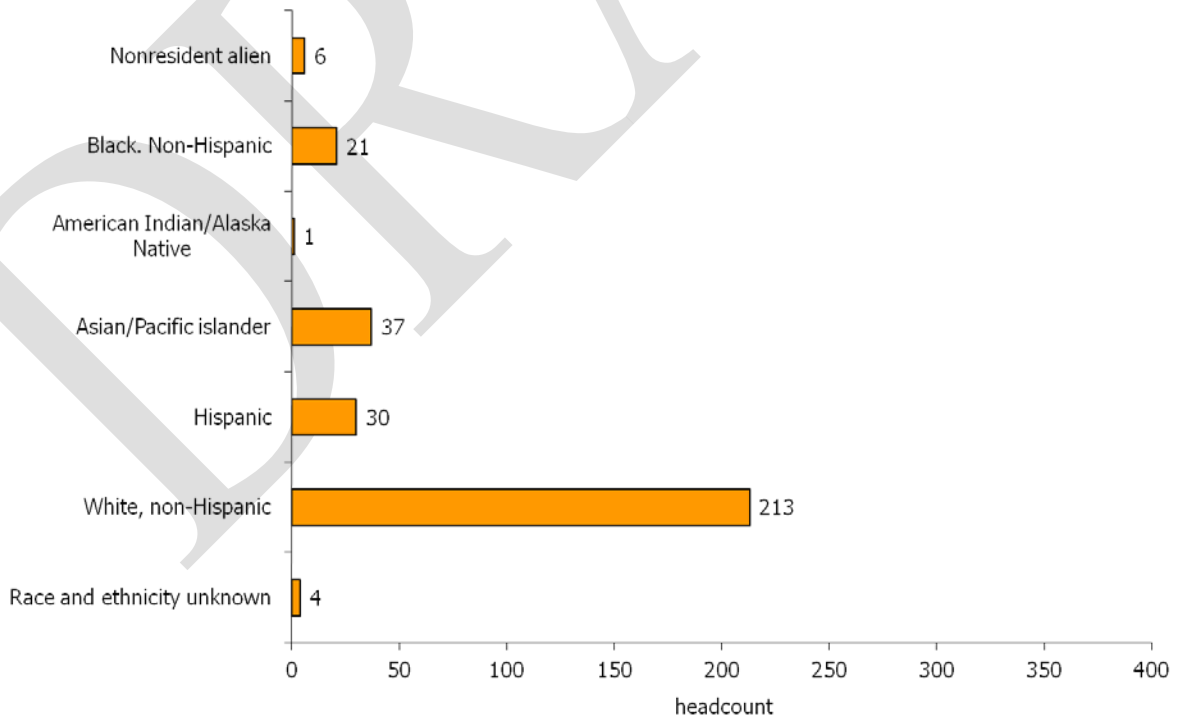


Pacific Full-time Employees

Executive/Administrative/Managerial by Ethnicity (N=68)

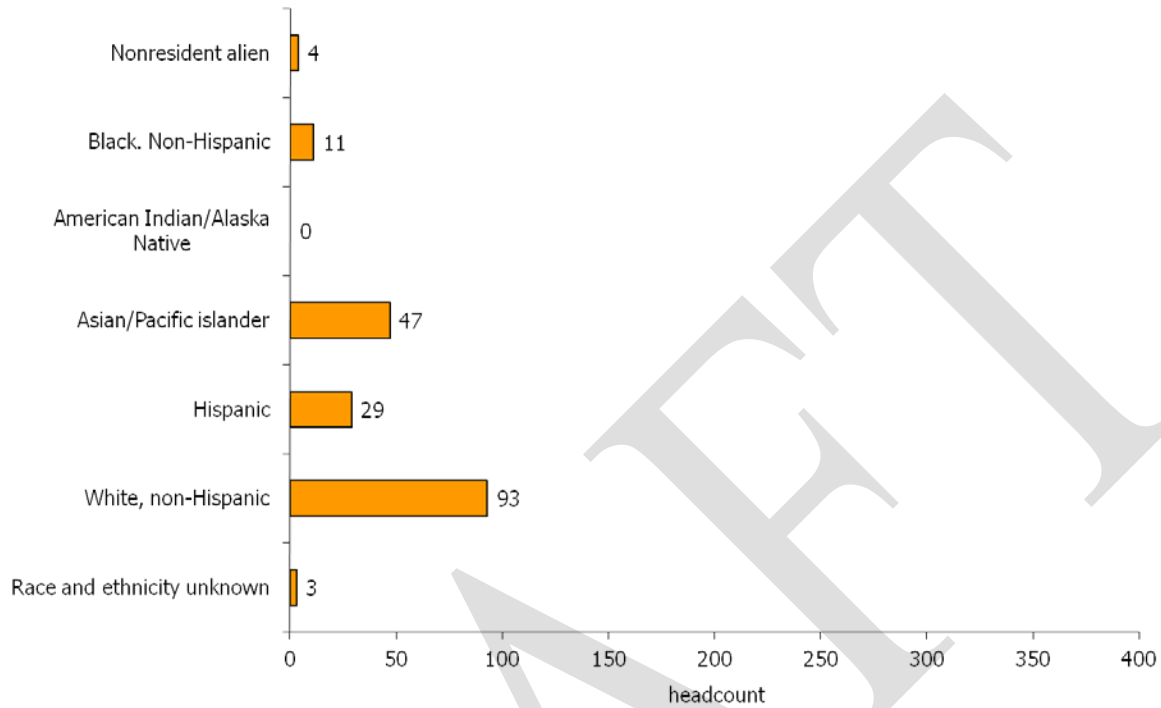


Other Professionals by Ethnicity (N=312)

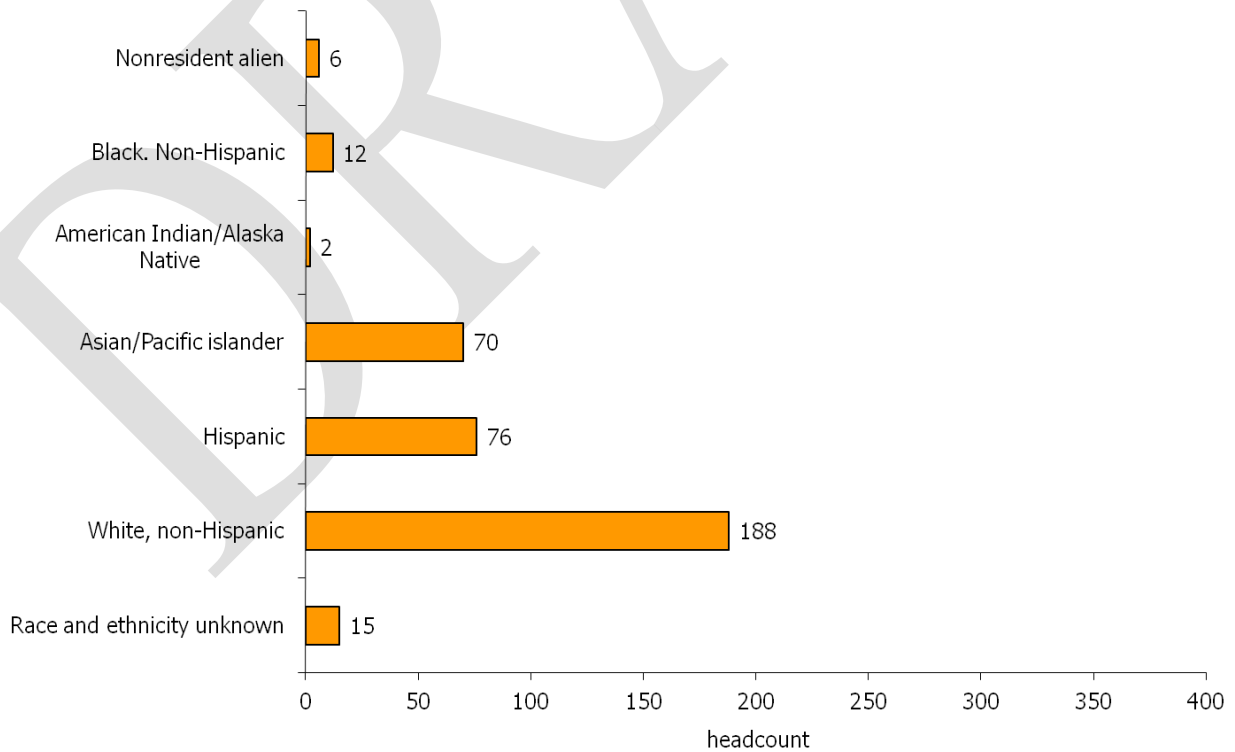


Pacific Full-time Employees

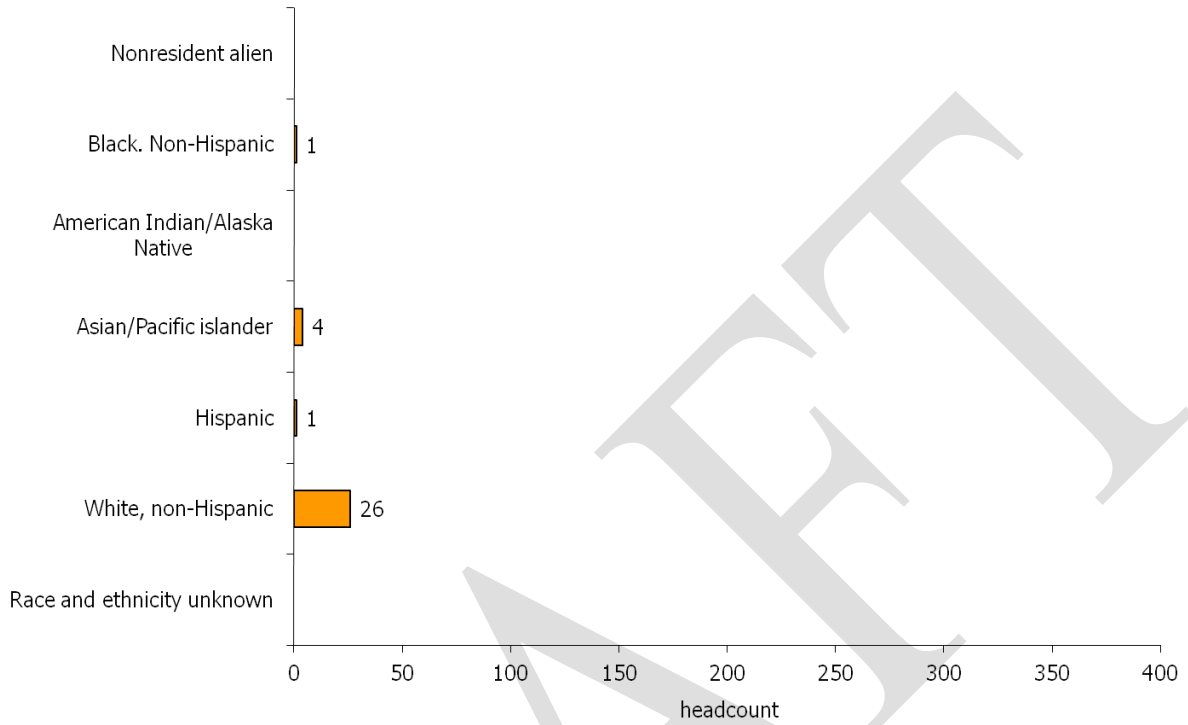
Technical and Paraprofessionals by Ethnicity (N=187)



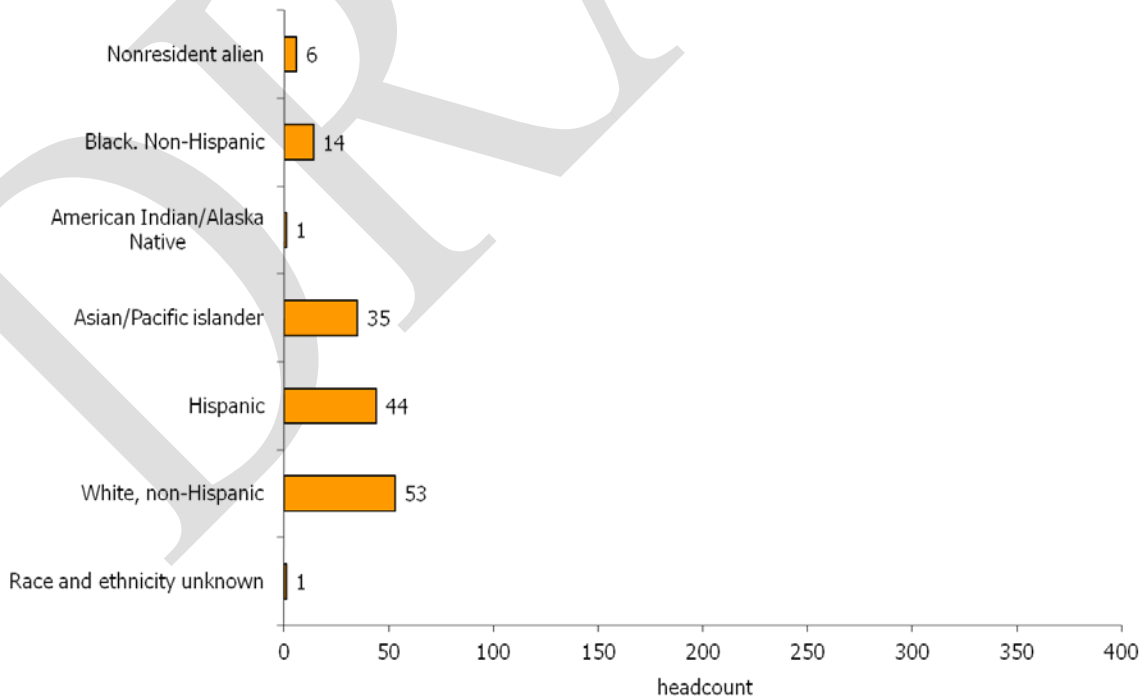
Clerical and Secretarial by Ethnicity (N=369)



Pacific Full-time Employees
Skilled Crafts Staff (N=32)



Service/Maintenance Staff (N=154)



Appendix D: Memoranda Endorsing the Taskforce Report



MEMORANDUM

TO: Elizabeth Griego, Vice President for Student Life
FROM: Kristina Juarez, Staff Advisory Council Chair *KJ*
DATE: May 17, 2012
SUBJECT: Staff Advisory Council Resolution in Support of Several Recommendations from the Diversity and Inclusive Excellence Report

The Staff Advisory Council (SAC) would first like to thank the members of the Strategic Taskforce on Diversity and Inclusive Excellence for taking the time to present their findings and recommendations to our group at the April general body meeting. After several conversations, the elected representatives of SAC voted on and passed a resolution to support the following recommendations from the report: **Recommendation 2: Increase faculty and staff diversity**; **Recommendation 6: Additional training and professional development**; and **Recommendation 10: Commit to a periodic campus climate survey**. While we agree with all of the recommendations within the report, these recommendations were the most relevant to our constituent base and were the focus of the passed resolution.

In addition to supporting the above recommendations and the respective sub-goals, with regards to Recommendation 10, the Staff Advisory Council would be like to see this recommendation implemented by a third-party group in an effort to receive an objective review of Pacific's campus climate, as well as comparisons to other peer institutions. The Staff Advisory Council sees this an opportunity to identify ways to systematically and intentionally improve the work environment and job satisfaction of Pacific's employees through a vetted instrument. Additionally, this provides a potential opportunity for collaboration since the Council is currently exploring methodology for staff survey in Fall 2012.

Memorandum

To: Elizabeth Griego, Vice President for Student Life
From: Alan Hensley, ASuop President *AH*
Date: May 23, 2012
Subject: The Associated Students Support of the Diversity and Inclusive Excellence Report and All of the Recommendations Within

The Associated Students of the University of the Pacific (ASuop) would like to thank the Strategic Taskforce on Diversity and Inclusive Excellence for attending our government meeting this past April and giving an insightful presentation on the Diversity and Inclusive Excellence Report. After deliberation and a vote by the ASuop Senate, the Associated Students unanimously voted on and passed a resolution in full support of the Diversity and Inclusive Report and all its recommendations. We fully support and agree with all the recommendations found within the Report and feel that these recommendations will enhance the experience of our constituent group, the students of the University of the Pacific, in a positive manner.

The Associated Students of the University of the Pacific would like to thank the Strategic Taskforce on Diversity and Inclusive Excellence not only for giving ASuop an endearing presentation, but also for taking the time to prepare such a detailed report. We would also like to thank the Strategic Taskforce on Diversity and Excellence for maintaining a willingness to educate our student representatives and answer questions on these recommendations that directly affect the student body.