



**Accreditation Priority 3**  
**Diversity, Equity, Inclusion,**  
**and Accessibility (DEIA)**

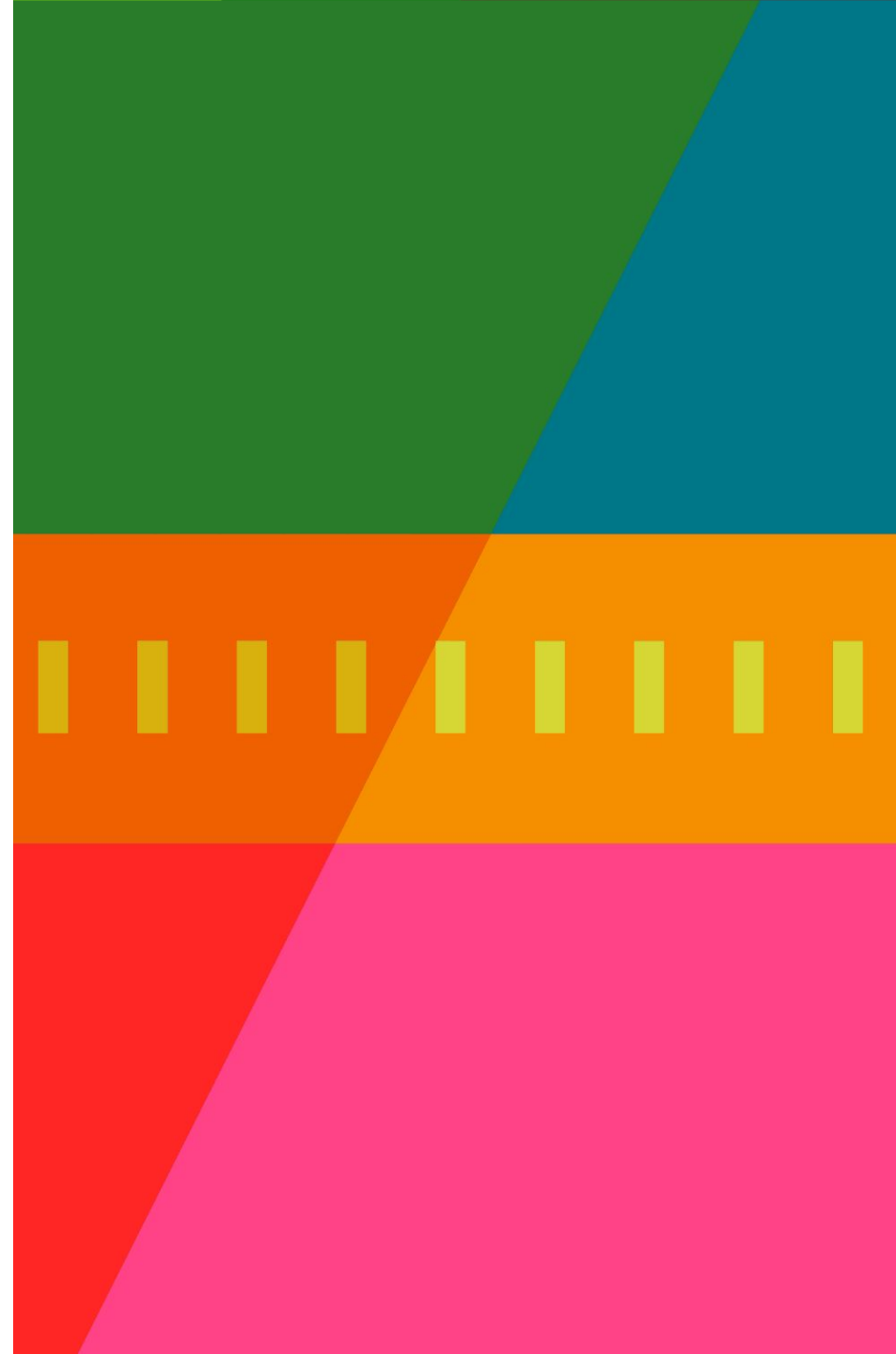
# From Cultural Taxation Toward Institutional Accountability

## Mostly Grassroots Efforts, e.g.:

- Academic Senate Resolution 11-03: To Advance the Ethnic and Racial Diversity of Faculty, Staff, and Administrators (2011)
- Conference for Social Justice in Education (2007–present)
- Noche de Familia (2012–present)
- Student Clubs (BSU, M.E.Ch.A., Queer Student Alliance, etc.)

## Increasing Institutional Efforts / Shared Governance, e.g.:

- President's Advisory Council on Inclusive Excellence (PACIE) (2017–present)
- Inclusive Excellence Action Plan (IEAP) (2021–present)
- Expansion of Ethnic Studies (2022–present)
- Cultural Affinity Centers (Fall 2023)



# WSCUC Accreditation

**GAPS &  
LADDERS**

**BRECHAS Y  
ESCALERAS**



**Evidence • Equity • Effectiveness**

GAP	LADDER	EVIDENCE	IMPACT
<p>Need to institutionalize DEIA work across the university</p>	<ul style="list-style-type: none"> <li>• Grass-roots faculty leadership</li> <li>• PACIE</li> <li>• established to advise the President on DEIA status and needs</li> <li>• Provost's Faculty Liaison to Disability Accommodations and Support Services (DASS) established</li> <li>• Chief Data Officer hired, and Institutional Research (IR) recentralized</li> </ul>	<ul style="list-style-type: none"> <li>• Senate Committee on Equity &amp; Anti-Racism (CEAR) formed</li> <li>• Equity Lens Framework (ELF) developed by PACIE</li> <li>• IEAT process and outcomes delineated</li> <li>• Disability Accommodations and Support Services (DASS) training and faculty portal developed and launched</li> <li>• IEAP tracking website made publicly available</li> <li>• Critical Learning Collectives (CLC) on campus climate with recommendations made to President and Cabinet</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration between CEAR and PACIE to revise and pilot ELF</li> <li>• Proportion of Hispanic/Latinx faculty increased</li> <li>• DASS accommodations coherently communicated to faculty through portal and more easily tracked and implemented</li> <li>• Coherent plan to institutionalize DEIA values developed and implemented</li> <li>• \$600K allocated to implement Inclusive Excellence Action Plan (IEAP) recommendations</li> <li>• Better DEIA data (e.g., disaggregated) and broad, community access to it</li> </ul>

GAP	LADDER	EVIDENCE	IMPACT
<p>Lack of a robust ethnic studies curriculum and campus adoption of “servingness” mentality</p>	<p>The gap is addressed through funding, faculty hires, student-facing programming, new degree programs, Ethnic Studies Council, collaboration with local Title I schools, and community outreach</p>	<ul style="list-style-type: none"> <li>• More robust Chicano/a Studies program</li> <li>• New Black Studies department launched w/ four tenure-track faculty</li> <li>• Academic Master Plan (AMP) includes Asian American Studies and Native American Indigenous Studies (NAIS)</li> <li>• Ethnic Studies Council established and <u>has</u> leadership</li> <li>• Best practices outlined in the Seal application and recertification application</li> </ul>	<ul style="list-style-type: none"> <li>• Student retention and graduation improved</li> <li>• Seal certified and recertified</li> <li>• Pipeline into Ethnic Studies through community partnerships created</li> </ul>

# Summary of Priority 3 Gaps/Brechas & Ladders/Escaleras

GAP	LADDER
Need to institutionalize DEIA work across the university	President’s Advisory council on Inclusive Excellence ( <b>PACIE</b> ) established to address DEIA work via <b>IEAP</b> and <b>professional development</b> across the university
Lack of a robust ethnic studies curriculum and campus adoption of “servingness” mentality	The gap is addressed through funding, faculty hires, student- facing programming, new degree programs, <b>Ethnic Studies Council</b> , collaboration with local Title I schools, and community outreach. Establish <b>cultural affinity centers</b> and pursue the <b>Seal of Excelencia</b> .

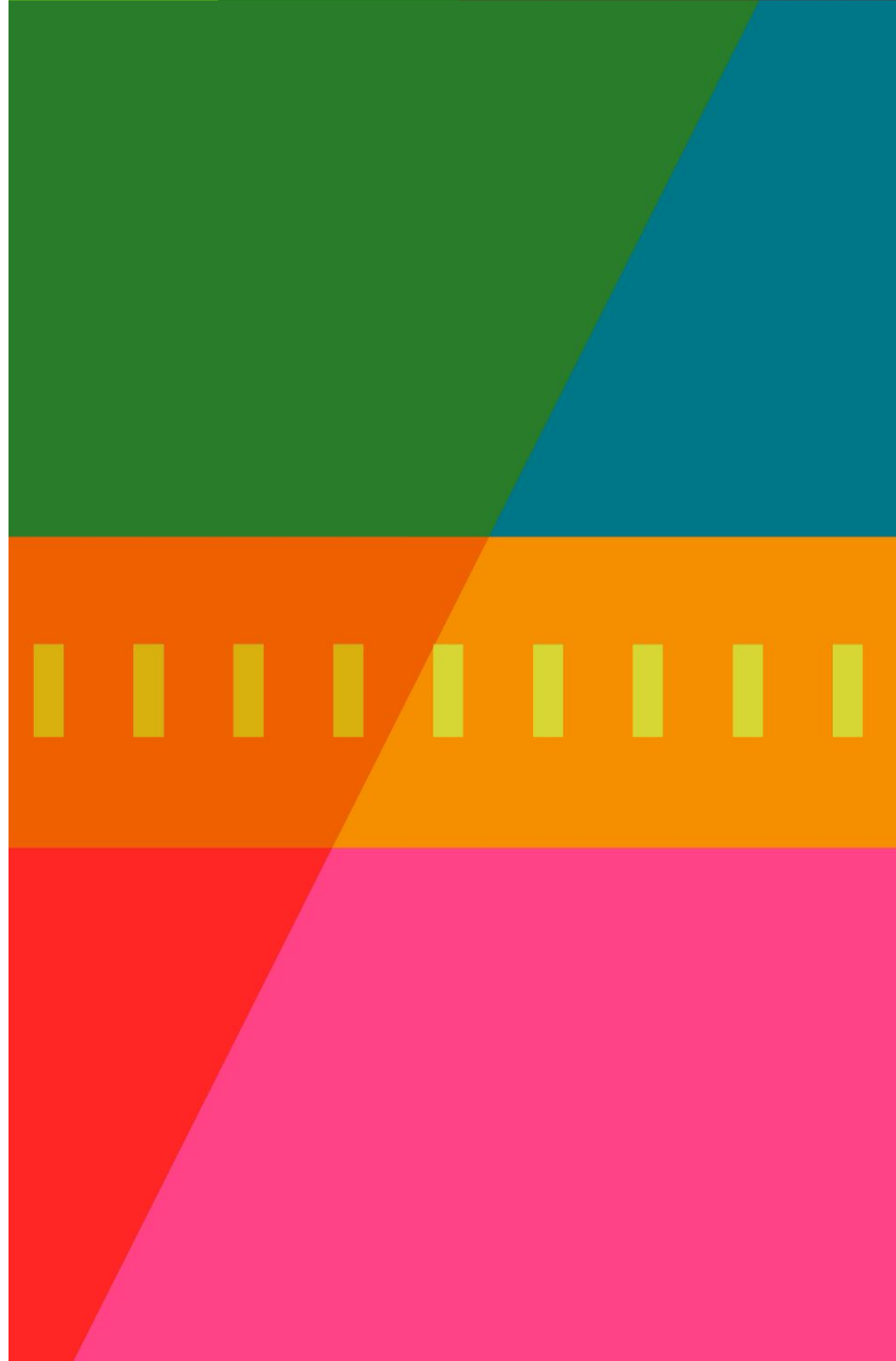
# Ethnic Studies Impact & Expansion

News Center January 14, 2021

Beginning in Spring of 2021, [CSU Channel Islands](#) (CSUCI) will require undergraduate students to take at least one 3-unit ethnic studies class. The CSU Chancellor's Office made the determination that all 23 campuses will require ethnic studies for lower division undergraduates following the passage of **AB 1460** in the state legislature.

The graduation rate among Hispanic freshmen at CSUCI as a whole was **54.32%** compared with Hispanic freshmen who took Chicana/o Studies, which was **69.1%**. Graduation rates for non-Hispanic freshman on campus was **59.02%** compared with **70.27%** of non-Hispanic freshmen who took Chicana/o Studies.

The graduation rate among Hispanic transfer students was **66.12%** compared with a **71.26%** rate for Hispanic transfer students who took Chicana/o Studies. For non-Hispanic transfer students, the rate was **69.53%** versus **84.93%** among non-Hispanic transfers who took Chicana/o Studies.



# Belonging Matters

## Cultural Affinity Centers

Student Cultural Center Visits, Aug 2023-Dec 15, 2023

Month	OCT	NOV	DEC	Fall 2023
SCC Visits	328	894	134	1,356

Learning Communities: 84% of FTFT in F23



# Inclusive Excellence Action Plan (IEAP): Six Themes

1. Provide Professional Development & Leadership Development for Racial & Social Recruit
2. Hire, and Retain a Diverse Workforce
3. Promote Inward- & Outward-Facing Advancement & Community/Government Relations Efforts for Racial & Social Justice
4. Work Continuously Toward Realizing a Campus Culture of Inclusive Excellence
5. Improve Data-Based Decision Making & Planning Processes
6. Facilitate Student Access & Success

**e.g., Inclusive Excellence Action Theme 4.2**

**Campus Climate Surveys & Critical Learning Collectives**



# Gap: DEIA Assessment

- Equity Lens Framework (ELF)
- Six dimensions
  - **Dimension I:** Philosophy and Mission of DEIA
  - **Dimension II:** Faculty Support for and Involvement in Advancing DEIA
  - **Dimension III:** Teaching, Research, and Service Supporting DEIA
  - **Dimension IV:** Staff Engagement & Involvement in Advancing DEIA
  - **Dimension V:** Student Support for and Involvement in Advancing DEIA
  - **Dimension VI:** Administrative Leadership and Institutional Support for DEIA

Questions & Answers

Better Yet...

Discussion

