

Update on Action Items

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1: Office of Diversity and Inclusive Excellence: 15/16 Focus to take it to the next level

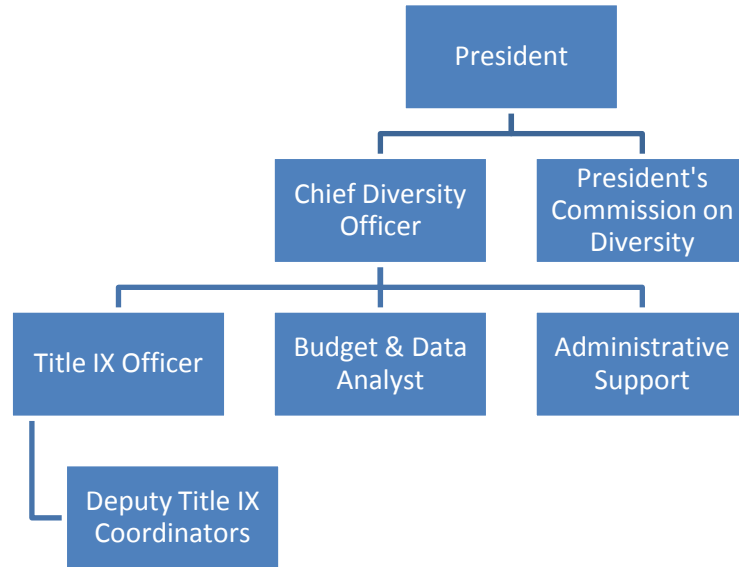
University Action Plan	Related Task Force Recommendation(s)
<p>The president will charge the President's Commission on Diversity to gather best practices regarding diversity engagement and inclusive excellence and engage the campus in providing feedback regarding this function and possible organizational structure. Upon final determination by the cabinet, appropriate funding, structure, staffing and programming will be implemented. The outcome will form the basis for a cohesive plan regarding diversity engagement and inclusive excellence.</p>	<p>CC-1, Create the Office of Diversity Engagement and Inclusive Excellence to be located in Tower Hall and led by a Vice President of Diversity Engagement and Inclusive Excellence who reports directly to the President, is a member of the President's Cabinet and whose responsibilities are as described in the Recommendations of Dr. Rona T. Halualani in Appendix A; CC-3, Maintain the Office of Diversity Engagement and Inclusive Excellence for a minimum of five years; CC-4, Provide sufficient funding for the Office of Diversity Engagement and Inclusive Excellence as described in the Recommendations of Dr. Rona T. Halualani in Appendix A; CC-6, Incorporate a set of diversity-related priorities into the key responsibilities of each of the Cabinet's Vice Presidents; CC-11, Include explicit discussion about race in all diversity programming; CC-15, Schedule events each semester that highlight the experiences and important contributions of diverse communities such as the showing of "Undocumented," with opportunity for discussion; encourage faculty to provide extra credit for participation that includes written and/or oral presentation reflecting on the experience; and incorporate discussion about the event into class discussions, when appropriate; FAS-2, Create a campus-wide Sustainable Diversity Education Program in which participation by faculty, staff and administrators is required; FAS-5, Provide handbooks and links to all administrators, faculty, staff that utilize exercises about the practice of "Recognizing and Interrupting Prejudice" in a variety of campus settings, such as housing, classrooms, and general socialization; FAS-7, Ensure that all administrators have demonstrated knowledge, skill and experience working with diverse populations.</p>

Campus Lead(s): President's Commission on Diversity (PCD)

Work Completed By December 2015:

- The President's Commission on Diversity (PCD) reviewed information on approximately ninety (90) colleges and universities across the U.S., including CSU and UC campuses.
- The PCD recommended creating an "Office of Diversity and Inclusive Excellence (ODIE)". The goal of this office will be to promote a positive climate through direct and indirect outreach and education to the campus.
- The proposed initial staff of the ODIE is:
 - **Chief Diversity Officer (CDO)**: This position would report to the President and be a member of the Cabinet. This position would be responsible for leading the creation of a strategic plan, mission statement, and overall cohesive approach to diversity and inclusion for SJSU.
 - **Title IX Officer**: This position would coordinate all campus Title IX efforts both in the area of compliance and education. The Deputy Title IX Coordinators would report to this position. The creation of a campus position whose sole responsibility is Title IX is mandated by the Chancellor's Office in recognition of the importance that needs to be placed on this issue.

- **Budget/Data Analyst:** The budget and data analyst would have budgetary responsibility and assist with general data collection, campus climate surveys and the various Executive Orders and Title IX campus reporting requirements.
- **Administrative Support:** The administrative support position would be responsible for the daily administrative functions, coordination of the office, and support for the CDO.



- The PCD presented this proposal and incorporated feedback from the campus through the Academic Senate and the University Council of Chairs and Directors.
- In Spring 2015, the [Chief Diversity Officer search committee](#), chaired by Provost Feinstein, was formed following [University policy](#). The position was advertised widely nationwide. While we received over 40 applicants, the applicant pool did not meet the qualifications needed for this demanding position. The search has been extended and a search firm has been hired to recruit a strong applicant pool.
- In Fall 2015, VP Student Affairs Dr. Blaylock was named the search committee chair. A search is underway with the support of the search firm, Storbeck and Pimental.
- A Title IX officer was hired and began work at the start of the Fall 2015 semester.

Remaining Work:

- The search firm is working to recruit the right applicant pool. The committee will review these with the goal of having campus interviews timed so that our new President can play a significant role in selecting the CDO.

Plan for Ongoing Sustainability:

- The goal of the ODIE is to create a sustainable framework for supporting diversity and inclusive excellence across the university. The ODIE will be continuously assessing and adapting its work to have the greatest impact on the SJSU community.

- The funding and resources of the ODIE will be maintained through the normal campus procedure to support all the divisions.

2 Campus Climate Survey: 15/16 Focus to take it to the next level

<p>The president will charge the President's Commission on Diversity to implement a Campus Climate Survey, review the Diversity Master Plan, and provide recommendations to the President. Composition and charge of the PCD will be reconsidered.</p>	<p>CC-2, Update and implement the Diversity Master Plan as described in the Recommendations of Dr. Rona T. Halualani in Appendix A; CC-5, Reactivate the Campus Climate Committee that is linked to the Office of the President and formalized through Academic Senate policy; CC-7, Conduct a Campus Climate Study/Assessment (with actual experience-based climate items and behavioral outcome items via surveys and focus groups) every other year, the results of which are immediately and widely publicized to faculty, staff, administrators and students and general public on the SJSU website.</p>
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Campus Lead(s): President's Commission on Diversity (PCD)

Work Completed By December 2015:

- The [purpose](#), [charge](#), and [composition](#) of the PCD was revised.
- The PCD reviewed the [status of each item in the Diversity Master Plan](#).
- Working with the Office of Institutional Effectiveness & Analytics (IEA), the results of the two previous [Campus Climate Surveys \(2006 and 2010\)](#) have been compared with each other.
- The Campus Climate survey instrument was reviewed, edited, and sent to faculty, staff, students, and administrators in March 2015.
- The Campus Climate survey was completed for faculty, staff, administrators, and students at the end of the spring semester. The response rates for all groups far surpassed those of the previous two surveys.
- A team analyzed the data throughout the summer and fall 2015. They created a summary report, summary presentation, and extensive suite of data tables. The results were reviewed by the cabinet and President's Commission on Diversity and then shared with the campus.

Remaining Work:

- In Spring 2016, the President's Commission on Diversity will lead the process of engaging the campus in dialog about the campus climate survey results and determining next step action items.

Plan for Ongoing Sustainability:

- The PCD will remain an ongoing advisory committee. The President's charge will be revisited each academic year to ensure the committee is focusing on issues critical to the campus.
- The ODIE will manage the regular implementation and analysis of a campus climate survey.

3 Availability and Recognition of Past Studies: Completed

Relevant materials such as Dr. Murray's study will be included as additional materials on the university's diversity website as it is developed. Special recognition will be given to Dr. Murray and Dr. Halualani.	CC-8, Give formal University recognition to the groundbreaking work by Professor Susan Murray on the 2011 Campus Climate Research Project and ensure that her study remains available to the campus and general public on the SJSU website.
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Campus Lead(s): President's Commission on Diversity (PCD)

Work Completed By December 2015:

- The University's Diversity website was re-designed. It now includes sections on:
 - President's Message
 - President's Commission on Diversity
 - Access and Success
 - Inclusive Excellence
 - Campus Research on Diversity
 - Initiatives
 - Diversity in the Workplace
 - Diversity Feedback (a tool for inputting feedback)
- Dr. Murray's focus group work on Campus Climate, which was already linked to on the President's website, was moved to [Diversity website](#) for better visibility.
- The PCD hosted a spring semester, Diversity Champions Luncheon on 5/13/15. One objective of that event was to recognize campus leaders in diversity scholarship including Dr. Murray and Dr. Halualani.

Plan for Ongoing Sustainability:

The vision, layout, and maintenance of the University's main Diversity website will be under the guidance of the ODIE. This division will utilize the website and routine programming events to both notify the campus of our campus' diversity scholarship and to celebrate our diversity scholars.

4 Research on URM Student Success: 15/16 Focus to take it to the next level

<p>The university will conduct research to identify successful SJSU Under Represented Minority (URM) students, determine key factors for their success, and replicate those factors to develop support programs for all URM students to the degree possible.</p>	<p>CC-9, Undertake a study to determine why graduation rates for African American and Latino males are low and take immediate steps to improve those rates; CC-10, Develop a Student Resource and Success Center to support underrepresented students of color with low graduation rates and conduct outreach to these students to make them aware of the Center.</p>
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Campus Lead(s): Student Academic Success Services

Work Completed By December 2015:

- Dr. Lisa Oliver (Associate Professor, Lurie College of Education and Faculty-in-Residence Student Academic Success Services) conducted a qualitative study that involved Fall 2013 and Fall 2014 entering freshmen and transfer students. Her findings include an understanding of what support structures are valued by students, how that varies with ethnic groups, and how it varies over their academic career. She has presented the results of this research to academic advisors in order to give them information to better serve our students. Some highlights of the findings are:
 - Overall, there appears to be a high working student population. It appears that even more students are working in their 2nd year.
 - Relationships are very important in providing support. Family, friends/peers, and professors have a large impact on students.
 - Areas of challenge or where more support is needed to reach graduation goals include the following: 1) scheduling/adding classes, 2) number of classes available, and 3) affordable tuition/financial aid.
 - Helpful or possible supportive workshops that were ranked #1 and #2 for both URM cohorts are Financial Aid and Stress-Management.
 - Possible ways shared by participants to build community or promote engagement include: 1) free concerts, 2) more healthy food options that are affordable, and 3) having more opportunities for community service/volunteering options.
 - Sub-groups may need more/different types of support in certain areas. For example, African American/Black participants shared that social aspects support their experiences at SJSU however making friends is a challenge. Latin@ participants expressed personal issues being a challenge and financial resources as an important support to reach graduation goals.

- Dr. Michael Cheers, Dr. Rona Halualani, Dr. Lisa Oliver and Dr. Marcos Pizzaro conducted a study during summer and fall 2015 on “Why Do Students Leave? A Study of Student Departure from San Jose State University”.
 - [A summary of the study](#) and the [full report](#) are available online.
 - The percentage of first-generation students, underrepresented minorities in particular, who left SJSU after attending for just one year was significantly higher than the overall population. Using telephone and online surveys, and online focus groups, the researchers discovered four recurring factors that influenced students when they made the decision to leave. These factors include:
 - Difficulty in attaining classes
 - Precipitating event or crisis point in a student’s life, and a perceived lack of assistance from staff, faculty or advisors
 - Feeling no connection to the campus
 - Difficult encounters with advisors
- Support for URM students has been strongly emphasized by the African American and Latin@/Chican@ Taskforces. They had an extensive year of programming focused on community building, providing academic support, and developing student leaders. Some examples are:
 - **Leadership retreats-** Both task forces combined hosted approximated 90 students for two amazing weekends of leadership development. Students were led through activities which ranged from self exploration, to goal development, clarification and organization, to effective leadership practices.
 - **Student Engagement-** Each TF has funded or partially funded activities produced by its student constituent. Such activities include the Black Cultural Show Case, various Black Greek sponsors community gatherings and events, Molcajete Fest and Raza Day.
 - **Student Success Interns-** The task forces also hired several Student Success Interns to serves as liaisons to their constituent student organizations, facilitate the organization of social and academic activities such as the events experienced by students during Black history month, several evening group study halls and a graduate school workshop series.
 - **Campus Engagement and local community-**The **Joint TFs Committee** engaged campus faculty & staff by providing either partial or full funding for a number of events and activities produced and implemented by SJSU faculty and/or staff or departments (attended by hundreds per event) including the Barbershop Diaries premiere, the Day of Human Rights featuring keynote Dr. Angela Davis, the Diversity Advising & Resource Fair, and the College of Science Sci 2 Multicultural BBQ (now open to all SJSU campus students & faculty).

- **Social Integration : Welcomes and community gatherings-** Each task force hosted Fall and Spring community activities, which combined , engaged hundreds of Chicano/Latino and African American/ Black students, and a diverse group of administrators, faculty and staff at each. These events included a Fall community study event and a Spring welcome hosted by the Chicano/Latino Task Force and a Fall "Soul Food Thanksgiving" dinner and a Spring semester evening dinner/show "The Essence of Blackness" hosted by the African American / Black Task Force.
- **Academic engagement-** The task forces hosted week long study halls in both the ACCESS center and CASA student success center around midterms and will do so the week prior to and 3 days into final exam times. Each study hall is staffed with an advisor from AARS, CASA student success center and ACCESS from social science. Students have exclusive access to advising during study hall from 3 of the most experienced advisors on campus. In addition the TF's have offered a range of academic skill building workshops which range from Academic Resiliency to a series of 5 workshops on Graduate & Professional school Exploration and Writing your Personal Statement.
- **Community engagement**
 - **Admitted Spartan Day** - Each task force held a parent and prospective student workshop as part of ASD. Each TF spent a 1/2 hour session answering parent and student questions regarding campus life for their specific group cohort. Each TF had participation from faculty, staff and students.
 - **San Jose Police Department and SJSU UPD-** The African American/Black Task Force engaged the San Jose Police Department and campus UPD in a dialog about building positive relationships with SJSU students particularly African American/Black students and the Chicano/Latino community. This dialog translated into officers from both departments attending a student/faculty/staff mixer for Sci 2 in which they socialized with frosh and took pictures with students (over a hundred students took "selfies" with the officers). The departments also did a joint presentation (SJPD & UPD including both police chiefs) to over 400 students plus invited guests. Pictures were featured on the [Sci 2 web page](#). The San Jose PD also attended the Soul Food Thanksgiving dinner hosted by the AFAM TF. The TF also reached back to send condolences to SJPD for officers slain earlier this Sp.
 - **Local Business** - AFAM/Blk TF members facilitated a highly successful Barbershop Talk Series (Fades & Fellowship) that connected SJSU African

American male students with African American men in the community. This was featured on [Page 1 of the Mercury News](#).

- **Local Churches** - The AFAM/Blk TF has been engaged in church/ministerial outreach work with the Bay Area African American Ministers Association. The TF has arranged for each of 12 local African American/Blk churches of various denominations to post address and web site information on [the BSU website](#).
- Student Affairs and Academic Affairs have worked together to create a comprehensive list of all of the student support offices, programs, and initiatives including their resource support.

Remaining Work:

- Dr. Oliver will be further analyzing the student success research data as well as continuing to survey the existing cohorts and future students to determine how university support can be altered or enhanced to better serve all our students.
- The next step of SA/AA joint project on assessing the student support structure is to determine the best use of resources to support all students. An emphasis is being placed on the support needed to support those populations whose graduation and retention rates are lower than the rest of the university. The support for the Taskforces and student resource and success centers for URM students are being evaluated through that process.

Plan for Ongoing Sustainability:

- The support of our URM students is a key focus of Student Academic Success Services. This department is charged with researching the impact of campus resources on all students and improving support for students to improve academic success, retention, and graduation rates. The department pays particular attention to the progress of URM students and will continue to improve services to those populations.
- SJSU has received a \$2.3M “Strengthening Institutions” grant from the Department of Education. One component of this is to develop a sustainable framework to provide support for high need freshmen. This includes 1) Block Scheduling, 2) Student Learning Communities, 3) Peer Mentors, and 4) a Faculty Mentor Program.

5 Diversity Curriculum: 15/16 Focus to take it to the next level

The president will send a referral to the Academic Senate requesting review of curricular options that address diversity education.	CC-12 , Create a first-year experience course (for Frosh students and transfer students) focused on diversity, that includes, but is not limited to culture, ethnicity, gender, race, religion and sexual orientation; CC-13 , Institute a Diversity & Ethnic Studies course requirement for all students.
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Campus Lead(s): Academic Senate, Curriculum & Research policy committee

Work Completed By December 2015:

- Curriculum is the purview of the faculty, and decisions regarding changes to the curriculum are made through a defined Academic Senate process. A referral was made to the Curriculum and Research policy committee to review curricular options that address diversity education.
- The Curriculum and Research committee reviewed the coverage of diversity in university GE learning objectives.
 - Diversity is one of two common outcomes to all GE courses (the other is writing). See page 14 of the [2014 GE Guidelines](#). In accordance with this, each GE course must address relevant issues of diversity in their content.
- The development of diverse perspectives is one of the [University's learning goals](#). The accomplishment of this in our curriculum is assessed university wide through the [Western Association of Schools and Colleges \(WASC\) accreditation process](#).

Plan for Ongoing Sustainability:

The Senate's Curriculum and Research committee will be evaluating how the GE diversity content requirement and learning objectives is assessed in the GE assessment process. The Curriculum and Research committee is developing a plan to undertake a large scale study of how diversity is covered in all the curriculum.

Through the Academic Senate, a sustainable mechanism already exists on our campus through which any member of the campus community can [submit referrals](#) to review curriculum.

6 Faculty Development: Being sustained long term

The Center for Faculty Development will be charged to develop and provide training described in the recommendation.	CC-14 , Require the Center for Faculty Development to provide faculty training about the rules for civil discourse and respect in the classroom, and about understanding the strengths that diverse students bring into the classroom; develop effective strategies for engaging diverse students; FAS-4 , Provide workshops and training materials for faculty seeking ways to integrate diversity issues into lectures, discussions, and class assignments.
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Campus Lead(s): Center for Faculty Development (CFD)

Work Completed By December 2015:

- The Center for Faculty Development (CFD) has incorporated a new, hour-long session entitled “Creating Caring and Respectful Teaching and Learning Communities” into its orientation program for new tenure track faculty, lecturers and teaching assistants. It offers follow-up sessions throughout the semester.
- The CFD has created a dedicated space in IRC 213 which contains a comfortable reading area, a collaborative work-space, a desktop computer and printer, and a library of print and non-print resources pertaining to diversity and inclusive excellence.
- The CFD and Faculty Affairs (FA) created [a webpage containing teaching resources pertaining to diversity and inclusive excellence](#). Resources include profiles of SJSU faculty who have been recognized for the ability to create welcoming, engaging, academically rigorous and supportive environments for diverse student populations.
- A campus wide diversity speaker series was created. The CFD received 23 proposals for speakers, totaling \$130,000 in expenses. The Senate’s Faculty Diversity Committee served as the review committee for this project. They ranked the proposals and then recommended 5 speakers who were funded and came to campus in Spring 2015 and Fall 2015.

Plan for Ongoing Sustainability:

As part of its mission, the CFD will continue to provide, assess, and revise faculty development on the rules for civil discourse and respect in the classroom, understanding the strengths that diverse students bring into the classroom, effective strategies for engaging diverse students, and ways to integrate diversity issues into lectures, discussions, and class assignments.

7 Student Leadership Retreats: 15/16 Focus to take it to the next level

Student leadership retreats, including Leadership Today, will be expanded in scope and augmented to ensure race and other diversity-themed topics are included.	CC-16 , Convene Leadership Today retreats at least twice a year in order to increase student participation in the program; CC-17 , Convene ethnic, gender, and sexual orientation-themed leadership retreats for students during the Fall semester to facilitate the transition of Frosh and transfers into the SJSU environment.
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Campus Lead(s): African American and Latino/a & Chicano/a Student Success Task Forces; Student Academic Success Services

Work Completed By December 2015:

- The Chican@/Latin@ Student Success Taskforce had a student leadership retreat March 6-March 8, 2015.
 - The main emphasis of the retreat was to create student leaders who will go back to their peer group and share knowledge as well as create student centered and student run, ongoing programming. The retreat provided skills for students to bridge the gap between their cultural self and their academic identity. It set the foundation for creating mentor and mentee programs and support networks between students. Students received information about success services and resources to support their psychological self.
- The African American Student Success Taskforce had a retreat February 6-8, 2015.
 - Some topics that were explored in the retreat were:
 - Managing your emotional health
 - Organizing for student activism and the fight for social justice
 - Fostering an environment conducive to academic and social success for black students at SJSU- what do you want your college experience to be?
 - Building a more welcoming and cohesive Spartan community
 - What it means to be a black student at SJSU in 2015
 - Developing Leadership within the community
 - San Jose State academic resources and Developing your graduation agenda
- As for the general university Leadership Retreat, the 14th Annual Leadership Today (LT) Retreat was held at Koinonia Retreat Center from January 7–9, 2015. LT continues to be a retreat that's held once per year, with 40 students invited to participate, 2 student assistants, as well as 7 total facilitators (5 from SJSU). The focus is on the Big 8 (race, ethnicity, gender, sexual orientation, (dis)ability, age, size, religion). They are in their 4th year of a revised model that involves Jonathan Poulard and Felicia Lee as lead facilitators.

- The University has also developed Unvs 90E, a leadership development course, which will run for the first time in Spring 2015. It is an emerging leaders course which expands on the content in the Leadership Today retreats. LT delegates, Orientation Leaders, Resident Advisors, and other student leaders are encouraged to enroll.

Plan for Ongoing Sustainability:

The Annual Leadership Retreat (LT) will continue through Student Affairs. They will be assessed annually to make sure the content is relevant and impactful. The retreat and resources will be evaluated to see if should be offered more often or to add additional focused retreats such as gender specific or other affinity groups. The Chican@/Latin@ and African American student success retreats were funded through the Student Success, Excellence, and Technology fee (SSETF). The taskforces can re-apply for continued funding through that program. Discussions are also ongoing about how to support and sustain all of the taskforce initiatives, including the leadership retreats.

8 Vice President of Student Affairs: Completed

Recruitment for the vice president of student affairs is currently planned.	FAS-1 , Hire a highly experienced Vice President of Student Affairs with demonstrated experience in building and strengthening campus diversity programs.
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Campus Lead(s): President

Work Completed By December 2015:

- The position description was written and vetted with appropriate campus stakeholders.
- A search firm was hired and the search committee was formed following [University policy](#).
- The search committee, chaired by Sharon Willey, reviewed applications, conducted phone interviews, selected finalists, and hosted on campus interviews.
- Dr. Reggie Blaylock started in this position on 6/1/15.

Plan for Ongoing Sustainability:

Not applicable

9 Faculty and Staff Recruitment: Being sustained long term

Both Faculty Affairs and HR will develop a recruitment protocol that ensures diverse applicant pools during the recruitment process.	FAS-3 , Commit to the aggressive recruitment of female faculty and faculty of color; and commit to their retention, promotion and tenure; FAS-6 , Ensure that faculty, administrator and staff recruitment and hiring reflect the diversity of the campus and Santa Clara County; RES-10 , Ensure that Residential Advisors reflect the diversity of the campus.
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Campus Lead(s): AVP for Faculty Affairs (FA), AVP for Human Resources (HR)

Work Completed By December 2015:

- Faculty Affairs redesigned their [website](#) and [recruitment protocol](#) to emphasize strategies for recruiting a diversify applicant pool.
- Faculty Affairs funded travel by 8 departments for recruitment of open faculty positions.
- Faculty-in-Residence, Dr. Carlos Garcia, worked with faculty search committees to find strategies for diversifying applicant pools. He has participated in 13 training sessions that captured 85 recruitment committee members. (Every search committee sent at least one representative to the trainings.) He has also conducted individual consultations with several committee chairs who needed more extensive assistance.
- Faculty affairs facilitated and funded advertising of open faculty positions in nine different high profile diversity sources.
- Human Resources (HR) redesigned their [recruitment process into a Recruitment Action Plan](#) to emphasize strategies for recruiting a diverse applicant pool, which includes attending diversity and veteran-focused job fairs.
- HR developed a half day educational workshop for new employees, Spartan 101, where the key objectives are to welcome them into the SJSU community and provide them resources through the Office of Equal Opportunity. This training occurs monthly. This is coupled with the half day New Employee On-Boarding Program to welcome and provide valuable information to new SJSU staff.
- HR posted the summary of the staff portion of the [University Wide Affirmative Action Plan](#) on the Human Resources website under the Office for Equal Opportunity.
- Housing's hiring of RAs follows the campus policies for staff recruitment which are optimized to produce a diverse applicant pool.

Plan for Ongoing Sustainability:

The ongoing mission of faculty affairs and human resources are to ensure an open and robust recruitment process for all faculty, staff, and administrators. They will be continuously evaluating their practices to ensure SJSU is working effectively to diversify its workforce.

10 Student Orientation Programs: Being sustained long term

A university task force of students, faculty and staff will be formed to review all aspects of frosh, transfer and graduate student orientations.	Frosh-1 , Include explicit and substantial programming about race, along with issues impacting all constitutionally-protected groups, in Frosh Orientation; Frosh-2 , Establish a sliding scale and/or fee waiver for Frosh Orientation; Frosh-3 , Appoint a committee of faculty, staff, administrators, and students to reassess Frosh Orientation and Transfer Orientation. Invite Special Task Force members to join that committee.
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Campus Lead(s): Student Affairs, Academic Affairs

Work Completed By December 2015:

- An orientation taskforce met during the Fall 2014 semester composed of Sara Calhoun (Chair), Maureen Scharberg, Michael Randle, Marcos Pizarro, Mariaelena Marcano, Toni Campbell, Lauren Mendez.
- The orientation taskforce reviewed the diversity programming in frosh orientation.
 - Frosh Orientation Leaders currently perform skits for the students in the evening portion of the program where race is specifically addressed, among other topics such as alcohol/underage drinking, sexual assault, stalking, plagiarism, and discrimination. The students, led by orientation leaders, debrief at the conclusion of the skits.
 - During the Orientation Leadership class, Orientation Leaders read and discuss the book *Choosing Civility* by P.M. Forni. Additionally, they use the “Speak Up, Responding to Everyday Bigotry” literature to address the issue of discrimination through a series of different scenarios. The Orientation Leaders are able to explore a variety of ways to speak up and speak out about difficult situations.
 - After 14 years of the mandatory, overnight Frosh Orientation program, summer 2015 will see a major overhaul of the program. The biggest highlight is the addition of the "We Are Sparta – Diversity and Inclusion" session on Day 1. The entire schedule has an organic flow whereby the exploration of who we are bridges the "We Are Sparta" session, moving into the University Life 101 "Skits", then Spartan to Spartan small group discussions, and finally on the morning of Day 2, following registration, the students will choose from a myriad of Special Interest sessions. These sessions will include several regarding diversity, inclusion, success, etc. The program is putting our values as a University front and center in the program, and in a thoughtful way. This programming was designed collaboratively with Student Involvement, LGBT and Women's Resource Centers, MOSAIC and the A.S. Cesar Chavez Community Action Center.
- The orientation taskforce reviewed the fee waiver structure.
 - A partial fee waiver for frosh is currently advertised on [the Next Steps site](#). All students will see this link when they sign up for Orientation. They can link to the fee waiver and apply by completing a .pdf application. Each partial fee waiver for

Frosh Orientation will cover \$100 of the \$250 mandatory orientation fee. Frosh Orientation currently has a budget of \$10,000 for partial fee waiver assistance. Students can request a partial fee waiver in advance for parents/guardians.

- The same partial fee waiver system is in place for Transfer Orientation, covering \$50 of the \$70 fee. Transfer Orientation has never turned down a student who submitted a complete application.
- Graduate student orientation is not mandatory and there is not a fee.

Plan for Ongoing Sustainability:

- The content of frosh, transfer, and graduate student orientations will continuously be reviewed by the respective organizing committees. The ODIE will work with these groups to maintain a high level of quality, diversity programming in the orientations.
 - Transfer orientation will continue to be evaluated by its organizing committee to balance limited time and resources with the material needed to be covered so that the amount of emphasis and programming related to diversity can be maximized.
 - The current status of graduate orientation is not the right place for substantial diversity programming targeted at graduate students. It is not mandatory and is only a few hours long. The current focus of the event is on understanding the university and curriculum requirements and a broad overview of university resources. Collaborate discussions will take place between Academic Affairs, Student Affairs, and the Office of Diversity about the right programming to develop for graduate students.
- The orientation taskforce made the following recommendations:
 - The committee agrees that there needs to be a push to create a “climate of empathy”, while encouraging students to understand what it means to be a citizen of SJSU.
 - Possible online training should be developed regarding what it means to be a citizen of SJSU for students, similar to the Haven online training to address sexual assault.
 - The message could be delivered by advisors through GE advising during Frosh Orientation, specifically addressing academic integrity, civility and being a kind citizen through academics and beyond.
 - The message introduced at orientation should be continued through academic classes, possibly GE Areas.

11 Housing Protocols for Common Areas: Completed

Housing administrators will create a protocol for making visits to common areas for the purpose of observing displays and activities.	RES-1 , Ensure that RA's and other Residential Life staff make frequent visits to observe activities and displays in the common areas of suites and residence halls; RES-7 , Schedule monthly and mandatory RA check-ins with suite-mates in group settings (and when necessary, on an individual basis); and utilize graduate students (2nd year and higher) from the Sociology, Social Work, and Psychology fields to observe these check-ins for the purpose of providing feedback to Residential Life staff about group process and about how to encourage full and honest participation by students in these monthly meetings.
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Campus Lead(s): Associate Director, Residence Life

Work Completed By December 2015:

- Housing has mandatory opening meetings for all communities.
- Resident Advisors (RAs) are on duty nightly to patrol the buildings and enforce policies.
- Housing staff works collaboratively with counseling, Mosaic, the LGBT Center, and other campus resources when meeting with students in a myriad of issues.
- Health & Safety Inspections were increased from twice a semester to once each month (September/ October/November & February/March/April).
- Housing has instituted one to one RA/Resident meetings.

Plan for Ongoing Sustainability:

University Housing Services will continuously assess and update protocols to make sure that the RAs are facilitating a safe and welcoming living environment.

12 Housing Staffing Ratios: 15/16 Focus to take it to the next level

Housing administrators will research national standards for staffing ratios in similar residence halls, and provide university administration with those reports including recommendations as appropriate.	RES-2 , Decrease the RA, ARLC, and RLC student ratios so that there are fewer students per staff person, and fewer staff per supervisor.
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Campus Lead(s): Associate Director, Residence Life

Work Completed by the End of Fall 2014:

- ACUHO-I (American College and University Housing Officers-International surveys show average of 1:34.5 for residence halls and 1:121 for apartments, with an average of 1:39.6 overall.
- At San Jose State University, the residence hall designed ratio is an average of 1:44.23 and the apartment designed ratio is 1:61.54.
- University Housing Services hired an additional RA for the planned first year community in the Apartments to bring it down to a 1:50 ratio.
- University Housing Services is assessing to make adjustments to increase staffing ratios as needed in order to appropriately support the residential community and reflect industry best practices.

Work Completed by the End of Spring 2015:

- Nineteen additional RA's were hired bringing the total number of RA's to 84. With the new RA's, the staffing ratio in our first years communities decreased to 1:35 which is consistent with the standard recommended by ACUHO-I.

Work Completed by the End of Fall 2015:

- After reviewing the operational and staffing needs of the department, the decision was made to begin phasing out our nine Graduate Assistant Residential Life Coordinator positions and create additional Residential Life Coordinator positions which are full time Master's level full time staff positions. It was determined that the workload, assistance needed and increasing number and complexity of our student population, required additional FT staffing rather than PT Graduate level positions. In addition, increasing the number of FT live-in staff brings us in line with ACUHO-I standards for professional live-in housing staff/resident ratios. We are confident that this new staffing model will better meet the needs of our resident population.
- The new staffing plan calls for having additional RLC's in each residential community (2 in Suites, 2 in the Classics, 2 in CV2; 3 in Apartments) by the start of Fall 2016.

Work In Progress during Spring 2016

- A recruitment process is in progress for the new RLC positions and to fill current vacancies.

- Three additional full time Master's Level staff positions are being created and will be recruited for as well. These include a Housing Behavioral Case Manager, Academic Development Coordinator and Tutoring/Mentoring Coordinator.

Plan for Ongoing Sustainability:

A plan needs to be developed to achieve the desired staffing ratios long term. University Housing Services has continued working to secure additional funds to increase the number of Resident Advisors. In the Spring of 2016, we will hire additional RAs for the 2016-2017 academic year which will bring the upper division apartment communities RA:Resident average ratio to the desired ratio of 1:50, which greatly exceeds the national average of 1:121. We continue to work on finding ways to address the Professional Staff:Resident ratio.

13 Housing Staff Training: Completed

<p>Housing administrators will develop a proposal for comprehensive residential life staff training that augments existing training with specific topics that address diversity including, but not limited to, race, ethnicity, prejudice and hate.</p>	<p>RES-4, Ensure that Residential Life staff who most frequently interact with students (including but not limited to RA's) are aware of and sensitive to the perceived and/or self-identified racial identities of the residents;</p> <p>RES-6, Ensure that all Residential Life staff trainings include explicit discussions about racial prejudice, racist/hate symbols, and about how to create an environment in which students will speak up without fear of retribution; and ensure that staff is trained to recognize controversial/hate symbols and their potential to create a hostile environment for students;</p> <p>RES-11, Ensure that Residential Advisors receive training from a competent consultant on the history of race in America, ethnic relations, gender relations, cross cultural relations involving sexual orientation, religion, veterans' status, disability and income inequity;</p> <p>RES-14, Ensure that all RLC and ARLC have demonstrated knowledge, skill and experience working with diverse students.</p>
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Campus Lead(s): Associate Director, Residence Life

Work Completed by the End of Fall 2014:

- Residential Life continued to implement a comprehensive training for all levels of student staff.
- Residential Life Coordinator (RLC) and Assistant Residential Life Coordinator (ARLC) Training was increased from 67.5 hours (2013) to 87 hours (2014). Dr. Macheo Payne, a diversity speaker, presented on social justice and multicultural competence development. Session Topic: *Cultural Humility*.
- RA training was increased from 109 hours (Fall 2013) to 120 hours (2014). Vernon Wall, a nationally renowned diversity speaker, presented on the areas of social justice, diversity and multiculturalism. Specific focus areas included various levels of oppression (systemic, group, individual), strategies for developing/ fostering inclusive communities, and engaging in conversations across difference.

Which training session best prepared you for your role?

Vernon Wall (8/12/14): 75% responded affirmatively.

Student Staff Responses:

- I loooooooved Vernon Wall. He gave me so much to think about and I felt like I learned so much from his presentation. Thanks for preparing such a great two weeks of training!
 - I really enjoyed the way he challenged our thinking processes. His teaching style was intriguing and I found myself digging deeper into my personal identity. I must understand myself before I can understand others.
 - I also like the beginning sessions like Insights & Vernon Wall, because I learned a lot about myself and got to meet other RAs.
- In September, Finn Schneider, diversity speaker, presented to all Residential Life staff on transgender issues. The presentation, *Trans 101: Talking About Trans* Identity and Inclusion at San José State University*.
 - Formation of THE Committee – a Residential Life committee lead by a Residential Life Coordinator with extensive experience in Social Justice/Multicultural Competence

education. THE Committee's charge: "...enhancing our residential community through advocacy, social justice, and educational efforts. We aim to develop a culture of mattering with informed, thoughtful, and ethically minded global citizens. We will frame, develop, and enhance practice, policies, and procedures within Residential Life and University Housing Services."

Work Completed by the end of Spring 2015

- Residential Life continued to implement a comprehensive training for all levels of student staff.
- RA Training included an all staff screening of the movie *Selma* sponsored by UHS and the Division of Student Affairs. A follow up training session was facilitated debriefing the movie and discussing ways to facilitate difficult dialogue across difference. Facilitated by Assistant Director for Residence Life.

Relevance of Building Dialogue (Selma) to S/TC/RA Position: 90% responded affirmatively (satisfied/very satisfied).

- Not only did this movie allow for great discussion, we also were able to have a night out as an entire team. That is a rare occurrence.
 - I really appreciated this experience. It was awesome to see something that we fight for as RAs to bring a sense of community to a diverse group of students coming from all walks of life.
 - Great opportunity to connect current culture and RA position; This dialogue was very strong and was easy to relate with.
 - I really enjoyed the dialogue session. It gave me some ideas with how I wanted to build the community.
- RA Training included a Case Study exploring incidents related to hate/bias in residential communities. RA teams were charged with exploring the issue and developing an intervention (program, activity, campaign) to implement during Spring 2015 in the residential community. The RA Staff was divided into 12 teams mixed between residential communities. The Case Study was judged by the VPSA, Interim Director for of UHS and the Interim Director of Student Conduct & Ethical Development.

Case Study Judging Rubric & Criteria adapted from the NASPA Case Study Competition Evaluation; RA groups judged in the following areas:

1. Skill demonstrated in conceptualizing and analyzing the case (15 points)
2. Ability to defend a particular position or strategy (15 points)
3. Creativity in crafting a meaningful, realistic, activity for SJSU Students (15 points)
4. Overall quality of the presentation (20 points)
(65 points total/3 judges = 195 points)

Average Score: 160/195; Scores ranged from 145/195 to 179/195

Case Study Judges Feedback:

- Good incorporation of campus resources/ Stakeholders (Student Affairs, Academics & community resources)
- Liked how they identified all the of broad issues and then narrowed their focus
- Excellent program- strong title-creativity; like the fundraising component and anti-bullying
- Creative, students would be attracted to the event, good use of plops
- Identified issues such as privacy rights, age, and consent; excellent communication and well presented
- Excellent job addressing the issues including the environment and staffing

Relevance of Case Study to S/TC/RA Position: 73% responded affirmatively (satisfied/very satisfied).

Student Staff Feedback:

- Although it was challenging, the case study was a great opportunity to work with fellow RAs and utilize and strengthen our analytical, critical thinking, and presentation skills.
 - Loved presenting to the professionals. It would've been nice to have known the case before training. Definitely needed more time to break down the case and understand, and have a better execution.
 - I thought it was a great idea to have the case study. It was a pretty good way to learn from each other, and I thought it was great in that sense.
 - Great experience and effective way of addressing real issues.
- Residential Life facilitated a Book Read series using Contested Issues in Student Affairs. Chapters included: *Why Is It So Challenging for Collegians and Student Affairs Educators to Talk About Race?*, *Girl or Woman? Dorm or Residence Hall? What's the Big Deal About Language?*, and *Why Is the Gap So Wide Between Espousing a Social Justice Agenda to Promote Learning and Enacting it?*
 - #IAMSJSU, a photo campaign implemented by THE Committee to challenge language. Images showed residential community members along with words "...they don't say because..." in an effort to educate our residents about the power of our words.
 - #ACTSJSU, similar to a Tunnel of Oppression, #ACTSJSU was a multi-sensory interactive experience for students to explore various social issues and how they intersect with social media. #ACTSJSU explored issues to include the Black Lives Matter campaign, body image in the media, anonymous language in online forums, and social movements that have spawned from youth activism.

Attendance: 100 students

Participant Feedback:

Participant Debrief – Facilitator's Notes:

Students commented that the images in the different sections were very shocking. Overall, students indicated that they wanted to live in inclusive communities, and they believed that their communities were inclusive. By attending ACTSJSU students stated that the experience made them more aware of the social issues presented.

- Several students had been moved to tears after experiencing the inclusive language room.
- One stated that the video of the children reading mean tweets was especially painful.
- A few stated that had never heard about the #LastWords or #CrimingWhileWhite twitter campaigns
- The body image section was very surprising because they had not thought about body image in quite the ways that were presented in the room.
- Several stated that it was alarming to be confronted with so much heavy information.
- One student stated that the images of the #LastWords and #CrimingWhileWhite twitter campaigns displayed right next to each other was difficult to see. He stated that it made the racism really obvious.
- They noted that peoples backgrounds had an influence on how the interacted with various social systems.
- Several noted that they knew racism and sexism existed and that people of color and women disproportionately had to deal with its impact

Work Completed by the end of Fall 2015

- Ernest C. Daily, Syracuse University facilitated *Discover, Design, Deliver* – a workshop developed using the social change model and the 7C's during the student staff off-site retreat experience. The workshop explored identity, privilege, social justice and its relevance to our work in residential communities

Which training session best prepared you for your role?

Discover, Design, Deliver (8/4-5/15): 53% responded affirmatively.

Student Staff Responses:

- Thank you for taking the time to educate us about these issues!! I really enjoyed it and am happy you pushed us to talk about the things that many struggle with. I appreciate it.
 - You brought much new insight and cultural awareness to the staff. Thank you for being so open and honest with us ☺ We had high expectations for the retreat and you have met and exceeded my expectations!
- iHouse at SJSU presented *Cross Cultural Communication* - a workshop designed to give staff strategies for connecting and building relationships with international student populations/through different cultures during the off-site student staff retreat experience.

Which training session best prepared you for your role?

Cross Cultural Awareness & Intercultural Communication (8/5/15): 49% responded affirmatively.

- Fleurette King, Principal Consultant at Fleurette King Consulting & Training facilitated a workshop for UHS professional staff, *University Housing & Retention as Social Justice Work*. A session for student staff followed, *Social Justice Education: SJSU University Housing Resident Advisors*.
- *Womyn of SJSU*, programming initiative, a series co-sponsored with *Residence Hall Association* inviting SJSU Womyn Alumni to the residential communities to interact with residents. Invited guests shared their experiences as Spartans, their paths to college, experiences at SJSU, and strategies for success. Guests also discussed their current career paths and ways in which their SJSU experiences propelled them.
- THE Committee reviewed the Student Staff Recruitment processes to include procedures, application materials, position requirements and expectations, and marketing and provided recommendations to ensure equity and inclusion throughout the process for all interested candidates.

Work in Progress for Spring 2016

- THE Committee facilitated the multicultural competence session in Spring 2016 training, *Muslims in America*, focusing on the current climate of the Muslim community and its impact on our student's experiences on campus.
- THE Committee is planning the #IAMSJSU photo campaign for the 2nd year. This year, the photos will focus on a celebration of identity and instilling a sense of pride with how one identifies. This campaign will also connect to an exploration of the intersectionality of one's identity and what it means to be a Spartan.
- THE Committee is planning #ACTSJSU for the 2nd year. The theme is Crossing Borders, which will explore the various types of borders people "cross" to include regional/national borders. Topics addressed will include access to education, access to wealth, intersectionality of identity and how access is impacted, and other topics being identified by THE Committee.
- Student Staff Training Committee is currently in the process of identifying the social justice/multicultural competence presenter for Fall 2016 Training.

Plan for Ongoing Sustainability:

University Housing Services will continuously assess and adapt residential life staff training to ensure the staff have the professional development needed to serve the diverse student body effectively and facilitate a safe and welcoming living environment.

14 Housing Roommate Agreements: Completed

Housing administrators will create a process that ensures supervisory review of student roommate and suitemate agreements.	RES-5 , Require Residential Life staff to carefully scrutinize and discuss student agreements shortly after the agreements are signed, and to immediately follow up with students if staff has any questions, need clarifications, or see anything unusual.
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Campus Lead(s): Associate Director, Residence Life

Work Completed By December 2015:

- Immediately following the incident in Fall 2013, a process was put in place to ensure that RAs were clarifying any unknown terms in their meetings with residents.
- All RAs meet with roommates in August and September to discuss living environments and facilitate the completion of the Roommate Agreements.
- In addition, all roommate agreements are reviewed by the professional staff and if any concerning or unclear terms were found, staff met with the residents to clarify their meaning, address concerns, and mitigate any issues.
- This summer, the Roommate Agreement forms were redesigned to be in alignment with the Residential Curriculum and talking points were added to help guide residents and staff through the process.

Plan for Ongoing Sustainability:

University Housing Services will continuously assess and adapt the protocol for student roommate and suitemate agreements to ensure the process is effectively addressing student needs.

15 Housing Diversity Programming: Completed

<p>Housing administrators will develop programs for resident students focused specifically on diversity, including race and ethnicity, with enticements for participation.</p>	<p>RES-8, Require all students who reside in residence halls to participate in diversity programming in which race is explicitly discussed, along with issues impacting all constitutionally-protected groups; RES-12, Encourage students in dorms and suites to participate in programs that promote diversity appreciation and cross cultural exchange.</p>
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Campus Lead(s): Associate Director, Residence Life

Work Completed By December 2015:

- In 2013 – 2014, Residential Life presented 364 diversity programs:
 - 61 appreciating diversity programs
 - 296 multicultural competence programs
 - 7 spiritual awareness programs
- Housing-wide annual programs that focused on diversity, cross cultural exchange, and social justice were some of the programs presented: Hate Does Not Have a Home Here, Love Does Not Discriminate, Expression!, speaker panels, Breaking the Silence, Ally Project, etc.
- University Housing Services moved from a programming model to **Residential Curriculum** which is a best practice across the nation.
 - Residential Curriculum Educational Priority: Residential Life seeks to facilitate the development of Spartan Strong residents. We define a Spartan Strong resident as one that develops meaningful points of connection to SJSU, is invested in the safety and security of themselves and others, is actively involved in the development of inclusive communities, and takes pride in being a SJSU Spartan.
 - **Goal One**: Residents will explore and continually develop **SELF**
 - **Goal Two**: Residents will demonstrate a responsibility to their **SURROUNDINGS**
 - **Goal Three**: Residents will identify and actively prepare for their **next STEPS**
 - **Goal One**: Residents will **explore and continually develop SELF** (Programs such as: One to one meetings with RAs and Residents, roommate agreements, community building, diversity education, intersectionality, etc.)
 - **Residents will explore** their identities through a variety of 1:1 dialogue opportunities within their community (connectedness).
 - Residents will have opportunities to learn and celebrate the identities of others in their residential community (inclusiveness).
 - Residents will engage in the development of an inclusive community through active and passive experiences facilitated in their residential community (inclusiveness/connectedness).

- Residents will develop and affirm their identities through “self authoring” activities and experiences (inclusiveness/connectedness).
- **Goal Two:** Residents will demonstrate a responsibility to their **SURROUNDINGS** (Programs such as: diversity panels, social identity development models, Hall Government and Residence Hall Association involvement, leadership retreats, college/department partnerships (Mosaic/LGBTRC/WRC), symbology, theme community events, leadership development series, etc.)
 - Residents will know how to get involved in residential leadership opportunities (connectedness).
 - Residents will be exposed to co-curricular involvement opportunities at SJSU/in the surrounding San José community (connectedness).
 - Residents will engage in and foster caring relationships in their living and learning communities (inclusiveness).
- **Goal Three:** Residents will identify and actively prepare for their **next STEPS** (Programs such as: cross-cultural communication, multicultural competence, working in a diverse environment, etc.)
 - Residents will be exposed to resources that will assist them through their various transitions while living on campus/at SJSU (connectedness).
 - Residents will participate in activities to support their career goals and/or future aspirations (connectedness/academics).
 - Residents will have opportunities to examine identity in relationship to their larger community/global environment (inclusiveness).

Plan for Ongoing Sustainability:

University Housing Services will continuously assess and adapt their programming to ensure diversity issues are addressed.

16 Housing Contract Video: Being sustained long term

Housing administrators will develop a brief video of critical elements in the contract, and will develop a housing orientation program to reinforce the behavior expectations in the contract upon arrival.	RES-9 , Require Housing administration and staff members to discuss the terms of the housing contracts with the residents shortly after they are signed, to ensure that the residents understand their responsibilities under the contracts.
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Campus Lead(s): Associate Director, Residence Life

Work Completed By December 2015:

- The video of critical elements in the housing contract was scripted, produced, and filmed.
- It is not feasible for housing staff to meet individually with each housing resident to discuss the contract. Each year, at the mandatory, first, floor meeting in each community, the RAs review the critical policies and discuss community standards and expectations.

Plan for Ongoing Sustainability:

University Housing Services will continuously assess their housing orientation program, including the impact of the contract video, to make sure residents understand the behavior expectations in the housing contract.

17 Themed Housing: Completed

Housing administrators have created plans for implementing themed-floors.	RES-13 , Establish multi-cultural theme dorms with input from students, faculty and staff.
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Campus Lead(s): Associate Director, Residence Life

Work Completed By December 2015:

- A **“Black Scholars Community”** was created and will open in Fall of 2015.
 - The Black Scholars Community is an open community located on the eleventh floor of Joe West Hall. It is designed to provide leadership, guidance, mentorship, community, and a space for those who are a part of or in support of the Black community at San Jose State University (SJSU).
 - The community promotes cross-cultural understanding and dialogue, encourages community support, and facilitates the introduction of key campus resources in order to support student success at SJSU.
 - Through a variety of programs and activities, the Black Scholars Community specifically focuses on academic success, personal growth, networking, and professional development.
- University Housing Services worked collaboratively with students, Associate Vice President for Campus Life, Director of Mosaic, African American Student Success Taskforce, and other university partners to develop the structure for the community.
- The community will be open to all residents with an interest in this topic.
- First Year students can now apply for this community on line through the Housing application process.

Plan for Ongoing Sustainability:

University Housing Services has a long history of themed living communities. They continuously assess them and create new ones to meet current student body interests and needs. There is a process to consider and establish new themed housing; students, faculty, or staff interested in creating new themed housing should contact the Director of Housing.

18 Reporting Mechanisms: Being sustained long term

<p>Spartans for Safety, augmented by technical experts, will be charged to review appropriate reporting mechanisms to ensure visible, user-friendly tools to report hate crimes and incidents of inappropriate and bias-based conduct. Recommendations will be provided to the president's cabinet for implementation. Reported incidents will be distributed to and reviewed by appropriate university departments.</p>	<p>RPP-1, Create a user-friendly link on the SJSU website connected to the campus police and to the Office of Diversity for the reporting of hate crimes, as well as incidents of bias-based conduct/speech (race, ethnicity, religion, gender, sexual orientation) that do not rise to the level of criminal behavior. The link should allow students, staff, faculty and administrators to report incidents that occur on the campus anonymously. Publicize the link throughout the campus. Appoint a staff person to monitor, record and investigate the postings in a timely manner;</p> <p>RPP-2, Reinstate the SJSU mobile application for smart phones to report incidents of hate crimes and incidents of bias-based conduct/speech;</p> <p>RPP-5, Create a user-friendly link on the housing website where residents can feel free to raise their concerns, with the option of reporting anonymously; publicize the link throughout the campus. Publicize to students, faculty and staff information about all locations on the campus where bias-based incidents can be reported.</p>
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Campus Lead(s): Student Conduct, Spartans for Safety, and Behavioral Intervention Team (BIT)

Work Completed By December 2015:

- Student Conduct and Ethical Development implemented a new online reporting tool that allows for easier reporting as well as tracking of reported incidents. Behavioral Intervention Team (BIT) has created a sub-component of the system to manage concerning behaviors.
- This tool is linked on the websites for [Spartans for Safety](#) , [BIT](#), [Student Conduct](#), and [Diversity](#).
- BIT training and outreach
 - Updated [CSU Red Folder](#) and linked to [BIT website](#)
 - Monthly pre-scheduled 'See Something, Say Something, Do Something' training offered via the [HR101 series](#) where employees can self-enroll
 - Providing on-demand training for departments
 - Collaborating with Center for Faculty Development on in-service opportunities
 - Connected to all HRs in Auxiliary units so they are receiving the same information/opportunities as SJSU State Employees.
 - Communicated with an employee-wide email on the RedFolder and Team updates

Plan for Ongoing Sustainability:

The Division of Student Affairs, the Behavioral Intervention Team (BIT), and UPD will continuously monitor and assess the reporting mechanism and response protocol to make sure the process is meeting campus needs.

19 Response Protocol: Being sustained long term

<p>The Behavioral and Crisis Intervention Team (formerly known as CAIT) will be charged to develop a comprehensive response protocol for reported incidents. The protocol will be widely communicated to the campus community.</p>	<p>RES-3, Mandate follow up by Residential Life staff within 24 hours with the involved students after incidents of bias/hate come to the attention of staff;</p> <p>RPP-3, Ensure that the Vice President of Student Affairs, the Vice President of Finance & Administration, the Vice President of Diversity Engagement and Inclusive Excellence, the Provost, and other executive level officials and the Campus Police immediately inform the Office of the President and the Cabinet of conduct that is or may be viewed as constituting hate crimes;</p> <p>RPP-4, Ensure that the University’s response to bias-based misconduct is as immediate as it is for other forms of misconduct;</p> <p>RPP-8, Develop a coordinated campus response matrix that (1) describes all policies specific to bias, discrimination, hate violence and bullying; (2) specifies time periods for documenting and communicating the occurrence of incidents of bias, discrimination, hate violence and bullying; (3) documents the actions taken and recommended actions to be taken in response to the incidents. Publicize the matrix throughout the campus;</p> <p>RPP-9, Provide to all administration, faculty, staff and students copies of and/or links to policies, procedures and forms that will assist the campus to develop and maintain an open, transparent just process for reporting incidents and obtaining appropriate feedback about the campus management of incidents that occur on campus;</p> <p>RPP-10, Develop a protocol for the prompt communication by the Director of Housing to residents when there are major incidents on or near the campus.</p>
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Campus Lead(s): Spartans for Safety, Behavioral Intervention Team (BIT)

Work Completed By December 2015:

- The reporting protocol was reviewed and modified.
 - Title IX cases are reported immediately to UPD from Housing staff. If there is any evidence of a Title IX violation, the Chief of Police notifies the VP for Administration and Finance and the Chief of Staff, and who then notify the other cabinet members.
 - Now with federal, state, and CSU Title IX requirements, the reporting protocol specifically address training, reporting, and investigation of Title IX cases which include bias, hate, harassment, sexual assault, domestic violence.
 - BIT has done several workshops on responsibility to report with all the staff in housing.
 - There is also an online training requirement for all incoming frosh, transfers, international and graduate students on Title IX. They have changed Frosh orientation training, and now have begun training with the rest of the student body, along with staff and any faculty member who wish to take the class.
- Housing sends out notification to residential students within the first 3-5 hours of a major incident on or around Housing.

Plan for Ongoing Sustainability:

The Division of Student Affairs, the Behavioral Intervention Team (BIT), and UPD will continuously monitor and assess the reporting mechanism and response protocol to make sure the process is meeting campus needs.

20 Santa Clara County Hate Free Community MOU: Not Applicable

SJSU has adopted the Santa Clara County Law Enforcement Policy Statement Regarding Hate Crimes. UPD will review to ensure terms are implemented at SJSU.	RPP-6 , Require the Chief of SJSU Police Department and the University administration to review the MOU between Santa Clara County Law Enforcement Agencies and the Santa Clara County Network for a Hate Free Community to ensure familiarity with the terms of the MOU and compliance with the best practices articulated in the document. Review this MOU in concert with the Santa Clara County Chiefs of Police Association and the Santa Clara County Network for a Hate Free Community
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Chief Decena has verified this with Santa Clara county officials that there is no such MOU so SJSU cannot take any action related to this.

However, SJSU is partnering with the County of Santa Clara through the [Campus Consortium](#). The mission of the Campus Consortium (CC) is to promote peaceful co-existence and build better communities by fostering communication that reduces hostility and violence by finding common ground. SJSU's collaboration includes:

- Training of 25 faculty, staff and students in mediation by the Santa Clara County Dispute Resolution Program
- Development of a Board of Directors who currently oversee a Peer Mediation Program on the SJSU campus
- Collaboration among the University Police, University Housing, Associated Students, Student Life, University Ombudsman, SJSU Provost, and faculty in Communication Studies and Comparative Religious Studies to promote CC goals
- Development of academic courses in Mediation in which students may participate in Service Learning with the Santa Clara County Dispute Resolution Program

21: Comprehensive Policy: 15/16 Focus to take it to the next level

<p>In consideration of CSU Executive Orders, SJSU Academic Senate Policies, Presidential Directives and other departmental policies, the university will create a comprehensive policy that covers bias, discrimination, hate violence and bullying.</p>	<p>RPP-7, Require the University administration, in collaboration with the Academic Senate, student leaders and staff, to review all campus policies specific to bias, discrimination, hate violence and bullying for the purpose of determining the adequacy of the policies to meet current expectations regarding the establishment and maintenance of a campus free of bias, discrimination, hate violence and bullying, and transformative measures such as cultural sensitivity training and progressive disciplinary actions, up to and including, expulsion from the university, or termination from employment with the university.</p>
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Campus Lead(s): President's Office, Academic Senate

Work Completed By December 2015:

- A referral was sent to the Academic Senate's Instruction & Student Affairs policy committee. The committee reviewed all relevant, existing SJSU and CSU policies. The committee decided not to create a comprehensive policy on this very broad range of topics. Rather, to make sure the campus was aware of these policies, the existing links on the [Diversity website](#) and in the [University catalog](#) will be messaged to the campus each semester (along with reporting information).
- A gap was identified in that there are no specific SJSU or CSU policies for bullying. After broad consultation with campus and the CSU, it was decided not to have a bullying policy but rather work on other programming and education options to enhance a campus culture of civility.

Remaining Work:

- Develop appropriate programming and education options to enhance a campus culture of civility.

Plan for Ongoing Sustainability:

The Academic Senate is charged with the ongoing process of reviewing current SJSU and CSU policies and creating policies to meet the campus needs.

22 Open Forums for Action Item Updates: Being sustained long term

The university will hold at least one forum per semester to review status of implementation.	IMP-2 , Convene public forums each semester for the campus and the San Jose community to review implementation of the recommendations.
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Campus Lead(s): President's Commission on Diversity

Work Completed By December 2015:

- An open forum was held in Morris Dailey Auditorium on 10/8/15. A recording of the forum can be found on the [Diversity website](#). This forum was moderated by Judge Cordell and involved an overview from the President, updates from relevant staff on each of the action items, and then a question and answer session. The forum was advertised widely to the internal campus community via email, the University website, and the University Events calendar.
- To further communicate on the status of the Action Items, [the Action Items](#) were placed on the Diversity website which has an option for [feedback](#).
- A Spring Open Forum was held on 4/28/15. The format of the second open format reflected feedback from the first forum . We invited more community members, had informal time beforehand with food and time for casual conversations around specific topics (guided by having experts in certain locations with signs), and left more time during the forum for formal questions.
- An update on the status of each action item is posted to the Diversity website. The campus community was notified via email of this along with a reminder of the feedback link.

Plan for Ongoing Sustainability:

A key responsibility of the ODIE will be to engage the campus in a conversation on the status of diversity and inclusive excellence related issues at SJSU. The ODIE will shape how the campus is updated and consulted on diversity and inclusive excellence initiatives.