



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

14-15 CAPR 8
Thursday, November 20, 2014

TO: The Academic Senate

FROM: The Committee on Academic Planning Review (CAPR)

SUBJECT: 14-15 CAPR 8: Proposal to add Diversity Rubric to the Academic Program Review Policies and Procedures

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the addition of the attached Diversity Rubric to the Academic Program Review Policies and Procedures; effective 2015-16

BACKGROUND INFORMATION:

On March 11, 2014 an FDEC document, [13-14 FDEC 2 amended: Diversity Rubric for CAPR Five-year Reviews](#), was referred by the Senate back to FDEC for committee review, citing issues with the document's definition of "multiculturalism" and concern from departments who felt their curriculum was not applicable to some of the rubric's questions. On October 23, 2014, FDEC edited and updated the document to address the Senate's concerns. On November 20, 2014 FDEC Chair Kim Geron attended CAPR's meeting to discuss FDEC's most recent proposed version of a Diversity Rubric for the Academic Program Review Policies and Procedures. The rubric, attached, is updated from the 13-14 FDEC 2 amended: Diversity Rubric for CAPR Five-year Reviews; changes to that version are noted in **bold red text**.

DIVERSITY RUBRIC:

(updated from document presented by FDEC in 13-14 FDEC 2 amended)

Rubric to be completed for all programs undergoing a 5-Year Program Review

- 1) Exemplary – The 5-Year Plan clearly integrates **Diversity and multicultural learning competencies** throughout the program ~~where multicultural learning is consistent with the University Mission, Strategic Commitment #2, and the Institutional Learning Objective on Diversity.~~ **A clearly integrated plan links its course-related objectives to the program objectives and to the institutional objectives for diversity and multicultural learning competencies and shows evidence through appropriate assessment whether these objectives have been met and demonstrates how the assessment evidence drives programmatic change. A comprehensive plan also articulates assessment targets for its learning objectives that are set against benchmarks the program has established.**

- 2) Adequate/Developing – The 5-Year Plan articulates **some of the elements of diversity and multicultural learning-competencies** but which are not fully developed or integrated across the program. **A developing plan may have elements as described above of a exemplary plan but does not explicitly link all the elements or does not show an adequate assessment plan or does not explain how the data are used to drive change or has not set targets and benchmarks for its assessments.**

- 3) Absent – the program is inadequate in addressing **diversity and multicultural competencies learning**-and lacks plans for the future.

DIVERSITY AREAS	RATING	COMMENTS
Diversity and Multicultural Learning Competencies consistent w/ Mission, Strat Commit 2, ILO on Diversity		
Student Diversity		

Faculty Diversity		
Departmental Climate		

TERMS DEFINED IN THE RUBRIC:

Diversity and Multicultural Learning Competencies

Diversity and Multicultural Learning Competencies is defined as learning that integrates, celebrates, and explores the unique mosaic of perspectives reflected in our students, staff, and faculty in alignment with the University Mission, Strategic Commitment #2, and the Institutional Learning Objective on Diversity. Differences are both valued and explored. **Diversity and Multicultural Learning Competencies** recognizes and reaches across boundaries of ability, age, class, gender, nationality, race, religion, sexual orientation, first language, and other personal, social cultural identities so that learners will more thoroughly understand the multifaceted dimensions of knowledge.

Diversity and Multicultural Learning Competencies attends to who is in the classroom and embraces the lived experiences of the students, their families and their communities. **Diversity and Multicultural Learning Competencies** also connects with concepts of social justice and power, and teaches students how to investigate and integrate diverse ways of thinking and doing.

Student Diversity

Variation within the student population on the CSUEB campus includes such characteristics as race, ethnicity, religion, gender, cultural background, sexual orientation, **first language** and socioeconomic class.

Being cognizant of student diversity on campus the faculty and staff are asked to:

- Treat students as individuals whose identities are complex and unique
- Encourage full participation while being aware of differences that may influence students' responses
- Vary teaching methods to take advantage of different learning styles and to expand the repertoire of strategies tried by each student

- Promote a respectful classroom climate with egalitarian norms and acceptance of differences
- Be aware of possible student anxiety about their performance in a competitive environment while trying not to overprotect

Faculty Diversity

- ~~Variation within a faculty population at CSUEB of such characteristics as race, ethnicity, religion, gender, cultural background, sexual orientation, first language or socioeconomic class.~~ **Race and sex diversity of department faculty. In addition, departments may include, if their faculty choose to disclose, other kinds of diversity, including diversities related to gender-identity, cultural background, sexual orientation, first language, or socioeconomic class.** Central to building and maintaining a diverse faculty includes the following elements:
 - Recruiting and retaining an excellent and inspiring faculty that reflects the student body and community at CSUEB
 - Ensuring fairness for all in the hiring and promotion process that remains aware of underrepresented minorities and women in the candidate pools
 - Maintaining an awareness that a diverse campus community enriches the educational and scholarly environment by bringing varied interests, experiences and perspectives to the teaching, learning and creative activities that constitute the core mission at CSUEB

Departmental Climate:

Climate in an academic department expressing itself through collegiality and respect, departmental policies, transparency and communication, the tenor of group dialogue and group dynamics, and the ways in which bias, misinformation, intimidation or intolerance are experienced toward individuals or members of particular groups.