TO: The Academic Senate

FROM: The Faculty Diversity and Equity Committee (FDEC)

SUBJECT: 13-14 FDEC 2 amended: Diversity Rubric for CAPR Five-year Reviews

PURPOSE: For Approval by the Academic Senate

ACTION REQUESTED:
That the Academic Senate approve the following Diversity Rubric and definition of terms to be included in the five-year reviews conducted by the Committee on Academic Planning and Review.

BACKGROUND INFORMATION:
FDEC is responsible to “review and comment upon five year reports from each department and unit on diversity related issues and efforts.” For each five year report, “the FDEC will submit to CAPR a one-page Diversity Response and Recommendation that will be attached to CAPR’s review of the five year report.” The criteria for what to include in the Diversity Rubric is based on statements discussing diversity for the 5-Year Program reviews from the Academic Senate Policy-Academic Program Review Procedures – Effective Date Fall 2014.
Rubric to be completed for all programs undergoing a 5-Year Program Review

1) Exemplary – The 5-Year Plan clearly integrates diversity plans and multicultural learning throughout the program
2) Adequate/Developing – The 5-Year Plan is at a basic level of diversity plans for the program
3) Absent – the program is inadequate in addressing diversity concerns and lacks plans to address diversity concerns in the future

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Terms Defined in the Rubric:

**Multicultural Learning**
Learning that integrates, celebrates, and explores the unique mosaic of perspectives reflected in our students, staff, and faculty. Differences are both valued and explored. Multicultural Learning recognizes and reaches across boundaries of ability, age, class, gender, nationality, race, religion, sexual orientation and other personal, social cultural identities so that learners will more thoroughly understand the multifaceted dimensions of knowledge.

Multicultural Learning attends to who is in the classroom and embraces the lived experiences of the students, their families and their communities.’ Multicultural Learning 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 and includes such characteristics as race, ethnicity, religion, gender, cultural background, sexual orientation, 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, 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 or group dialogue and dynamics, and the ways in which bias, misinformation, intimidation or intolerance are experienced toward individuals or members of particular groups.