Diversity and Social Justice Planning Project

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Programmatic Excellence and Innovation in Learning White Paper

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Abstract

This Planning Project mapped the CSU East Bay campus community environment in relation to current beliefs, practices, and attitudes surrounding diversity, multiculturalism, equity, and strategies for supporting the implementation of the Diversity and Social Justice (DSJ) Institutional Learning Objective stating that “Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competences to promote equity and social justice in their communities.” This report details findings from three sources of data: 1) Eleven focus groups with 46 faculty, staff, and students regarding their perspectives on current DSJ practices and suggestions for improvement; 2) The DSJ-specific content in 85 course syllabi drawn from across the campus; and 3) Insights and strategies from visits and face-to-face interviews with our neighboring institutions engaging in exemplary practices. Our work on this project prepared us to submit our PEIL implementation grant for 2013-14, which was selected for funding. The implementation project will support a pilot mentoring and support program for CLASS Faculty, the DSJ Faculty Fellows Pilot Program, as well as development of a discipline-specific DSJ Curriculum Handbook.
This Planning Project mapped the CSU East Bay campus community environment in relation to current beliefs, practices, and attitudes surrounding diversity, multiculturalism, equity, and strategies for supporting the implementation of the Diversity and Social Justice (DSJ) Institutional Learning Objective stating that “Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competences to promote equity and social justice in their communities.” This report details findings from three sources of data: 1) Eleven focus groups with 46 faculty, staff, and students regarding their perspectives on current DSJ practices and suggestions for improvement; 2) The DSJ-specific content in 85 course syllabi drawn from across the campus; and 3) Insights and strategies from face-to-face interviews with programs and departments on the CSUEB campus, and visits and telephone interviews with other U.S. universities engaging in exemplary practices. Our work on this project prepared us to submit our PEIL implementation grant for 2013-14, which was selected for funding. The implementation project will primarily support a pilot mentoring and support program for CLASS Faculty, the DSJ Faculty Fellows Pilot Program, as well as development of a discipline-specific DSJ Curriculum Handbook.

**Background**

The existing scholarship on diversity and social justice pedagogies offers a useful framework for our research. A paradigm shift is occurring in higher education, led by the Association of American Colleges and Universities (AACU, 2011) who are calling for the use of high-impact practices that promote student success. The High Impact Practices, or “best practices,” literature largely informs our research and recommendations. The best practices research, as defined by the Association of American Colleges and Universities (Kuh 2008, AACU) offers a set of evidence-based strategies for effective pedagogy at the university. Best practices include “diversity and global learning,” which Kuh defines as courses and programs
that help students explore cultures, life experiences, and world views different from their own. These studies often explore "difficult differences" such as racial ethnic and gender inequality or continuing global struggles for human rights and freedom. Intercultural studies are often augmented by experiential learning in the community (and/or study abroad). Broadly defined, these practices share an emphasis on understanding the intersection between diversity, social justice and civic engagement in the academy. Through civic engagement, scholars seek to bridge theory and practice in student learning (Levine, 2012).

A particular challenge universities face is how to integrate DSJ into the curriculum. Carr (2007) argues that much of the DSJ work done by faculty has been limited to revising and adding content in courses rather than working, simultaneously, with these four key factors: 1) instructors; 2) students; 3) course content; and 4) teaching methods (Marchesani & Adams, 1992). Some of the core challenges of instituting the Diversity and Social Justice ILO at CSU East Bay are, 1) promoting both appreciation of diversity and an understanding of social inequality/social justice issues 2) engaging our students in social justice and social change work, and, 3) simultaneously building the skill base of our students, most of whom come to us from low-income and educationally disadvantaged backgrounds and are overrepresented in the students that need remediation.

Much of the research on DSJ pedagogy can help the University ensure that historically underserved populations are supported by high impact practices including research and scholarship. One area of research on social justice-oriented pedagogies focuses on moving beyond merely representing diversity on college campuses toward transforming pedagogical practices. Sanchez (2012) states that civic engagement (both academic/co-curricular and community engagement) revolves around the relationship between racial/ethnic and social class diversity. He challenges the university to move beyond “false charity” and towards a true focus on diversity and social justice. This diversity and social justice perspective would re-orient high
impact practices and service learning to be inclusive of social justice work with poor and
disenfranchised communities, including immigrant communities. Saltmarsh (2012) deems this
type of involvement a “thick approach” to diversity and social justice. Such an approach makes
connections between student demographics (ethnic, racial, gender, and cultural), the academic
success of historically underserved and disenfranchised populations, high impact practices (with
opportunities for historically underserved populations), faculty diversity, and incentives for the
inclusion of DSJ topics in curriculum, research, publications, and scholarship by faculty. This
could also include incentives for staff to provide rich co-curricular activities to students that
engage them in understanding, accepting and celebrating difference.

In the following pages we discuss our findings from the three components of our study:
focus groups, content analysis of course syllabi, and face-to-face interviews with key informants.

Focus Groups

(Co-PI Sarah Taylor; Collaborator Derek Jackson Kimball; Research Assistant Isobel Marcus)

Focus Group Overview

We conducted 11 focus groups comprised of 46 participants, including 27 students, 8
staff, and 11 faculty. We offered separate groups for staff (1 group), faculty (2 groups), graduate
students, (2 groups), STEM undergraduate students (2 groups), and all other undergraduate
students (4 groups). Undergraduate groups were separated by STEM and non-STEM disciplines
because of specific STEM-related DSJ issues raised by Collaborator Dr. Derek Jackson Kimball,
such as the relatively low representation of female STEM majors. Focus groups covered the
following three main topics:

- Conceptualizations of diversity, social justice, and civic engagement
- How curricular and co-curricular activities currently address diversity, social
justice, and civic engagement, including the explicit and implicit curriculum\(^1\)

- Suggestions for how curricular and co-curricular activities should address diversity, social justice, and civic engagement

In addition to the above focus groups, members of student campus organizations whose work focuses on DSJ issues also participated in brief group interviews. The sample was drawn from the student cultural organizations listed on the Student Life and Leadership Club page: http://www20.csueastbay.edu/students/campus-life/student-life/slife/organizations/list.html Our graduate research assistant attempted to contact all of the organizations listed. The five organizations that participated were those that responded to her contact attempts. These brief meetings focused on suggestions for including more DSJ content in the curricular and co-curricular environment. The meetings were not audio-recorded, and no names were documented.

Additional detail about the methodology for the focus groups appears in Appendix A.

Sample Characteristics

We asked focus group participants to complete a brief anonymous demographic data form at the end of the meeting. Please see Appendix B for a copy of the form. A little over one-quarter (26%) of participants were male, and the rest identified as female. Approximately 13% of participants identified as LGBTQ. Tables 1 and 2 below provide the self-reported race/ethnicity and age of participants.

Table 1: Race/ Ethnicity of Focus Group Participants

<table>
<thead>
<tr>
<th>Race/ Ethnicity</th>
<th>Percent of total group participants (n=46)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>22%</td>
</tr>
<tr>
<td>European American</td>
<td>24%</td>
</tr>
<tr>
<td>Latino American</td>
<td>17%</td>
</tr>
<tr>
<td>Asian/Pacific Islander American</td>
<td>24%</td>
</tr>
<tr>
<td>Multiple Ethnicities</td>
<td>13%</td>
</tr>
</tbody>
</table>

\(^1\) Explicit curriculum is what is formally taught. Implicit curriculum is what we teach indirectly through the structure of our classes, our interactions with students, etc.
Table 2: Age of Participants

<table>
<thead>
<tr>
<th>Age</th>
<th>Percent of total group participants (n=46)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-22</td>
<td>22%</td>
</tr>
<tr>
<td>23-40</td>
<td>41%</td>
</tr>
<tr>
<td>41-60</td>
<td>28%</td>
</tr>
<tr>
<td>Over 60</td>
<td>7%</td>
</tr>
<tr>
<td>Missing</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

Findings

**Group process.** A strength and limitation of this research was that the individuals who made a commitment to RSVP for and attend a focus group on DSJ issues were unique in their high level of interest in this topic. This was a strength because the participants seemed to appreciate and enjoy the focus group conversations; they engaged readily and shared openly. Many groups ended with a dialogue similar to this one:

\[
\begin{align*}
I: & \text{ Okay…final question is…do you have any final thoughts or comments? How did you feel about the group today?} \\
R2: & \text{ I learned a lot about this.} \\
I: & \text{ You learned a lot about this?} \\
R2: & \text{ Yeah, a lot about some of the words [related to diversity and social justice].} \\
I: & \text{ Alright…others?} \\
R4: & \text{ Hearing the different feedback.} \\
R3: & \text{ I’m happy that they care about the views of the students about this issue.} \\
R1: & \text{ I learned a lot about myself and what I need to work on.}
\end{align*}
\]

The facilitator described the group process in her written subjective impressions, shared with the research team once all the groups had been completed:

\[
\begin{align*}
\text{Often when participants—especially students—shared, they generated an immense amount of passion. For example, when one student shared that she felt empowered when she graduated—her energy cannot be captured in the audio recording or transcript. In almost every focus group participants appeared to be comfortable with one another and thoughtful of one another and the conversations flowed smoothly.}
\end{align*}
\]

The participants’ passion is also a limitation of this research. The individuals who participated in our focus groups are not representative of the students, faculty, or staff as a whole. It is important

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2 I=Interviewer; R=Respondent.
to note this limitation as the rest of the findings are presented.

**Conceptualizations of diversity and social justice.** Staff, faculty, and graduate student participants described diversity as complex, multi-faceted, and ambiguous. Undergraduate students tended to present a somewhat less complex picture of DSJ. However, all groups conceptualized diversity broadly, to include race/ethnicity and gender, as well as disability, sexual orientation, socioeconomic status, family status, immigration status, language, religion, and many other factors. Some faculty participants expressed concern that in this broad definition of diversity, race and racism might be lost, and they wanted race to be a primary consideration. Other participants, particularly in the student groups, felt that some of the other aspects of diversity, particularly socioeconomic status, religion, disability, and sexual orientation, were not being adequately addressed in the explicit or implicit curriculum.

Though participants were asked to comment on both diversity and social justice, interestingly, conversations tended to focus more on diversity. Participants did discuss concepts such as equality, equity, peace, fairness, dignity, power, sustainability, opportunity, access, and advocacy as related to social justice. Similar to the concern about *diversity* being perhaps too broadly defined, some faculty participants noted that *social justice* may be becoming “watered down” through overuse.

**Current experiences of DSJ curricular and co-curricular practices.** Faculty, staff, and students provided numerous examples of how DSJ is covered through our explicit curriculum and co-curriculum. Typically, this was in courses and/or in cultural activities with a clear focus on DSJ issues. Interviewees discussed their experiences teaching or participating in specific classes (most frequently in Ethnic Studies, Educational Leadership, Theater, Political Science, Sociology, and Social Work) or campus activities such as Queerfest, Diversity Center lectures, and culturally-specific clubs and organizations. This data will inform our work in next year’s PEIL Implementation project DSJ curriculum handbook, and it reflects what was found in
the content analysis of course syllabi (presented in the next section.)

Most positive comments related to our implicit curriculum and co-curriculum focused on interactions among individuals in which one person “went the extra mile” to support the other. There were numerous examples of this presented, and in these instances, the students, faculty, and staff involved described feelings of empowerment and inclusion. These experiences tended to be informal, mostly occurring during faculty member office hours (rather than in class) or during chance one-on-one interactions. For example, one student described getting help from a high-level administrator with a financial aid issue after meeting the administrator in the elevator. This student had tried to resolve his issue through the usual means without success, and was very appreciative of the assistance he received after this brief elevator encounter.

Another aspect of CSUEB’s implicit curriculum that all participants commented on was the highly diverse nature of our campus community. Participants appreciated this greatly. Students felt they could gain the most from our campus’s diversity by actively engaging in interactive activities, whether in-class, as homework, or in the community. One student described such an activity:

Group activities is number one in my opinion in getting to know other people of different diversity...I was put in this group with...I didn’t choose my teammates. They picked me. One person picked me and I said, “Oh, cool, let’s form a group,” and then I looked around and I noticed the scattered people who don’t have a team, so we formed a team out of all the scattered people and I think it was so awesome. When you get to work with people who you don’t know anything about, and you try to find a way to make it work, that everyone somehow communicates and comes together...We got a B- in the presentation overall. I thought we did an excellent job, by the way. It was not easy pooling all these different people with all these different ideas together and pool together a proposal package and give it to the instructor. But overall, that was such an amazing experience that the grade did not matter, because we overcame diversity. We overcame the perceptions that we have of one another and got this accomplished.

Participants commented on limited resources, the commuter nature of the campus, and lack of coordination amongst various departments and offices within the university as the biggest barriers to creating a more DSJ-supportive campus. Faculty, staff, and students all commented on
budget cuts, larger class sizes, increases in tuition, and limited staffing as limiting their ability to support students (faculty and staff) or participate more fully in campus life (students). Many participants acknowledged that creating a true community that celebrates our campus’s diversity will require a large investment of time, energy, and resources. As one student noted:

... I’m just going to say it straight. Most people that I deal with, including myself, there’s an opportunity cost that we risk by doing anything. If we’re going to do something, in some way it should be beneficial to us. If students are aware that diversity is important and beneficial, because they’ll run into those kind of people in the professional world, then they’ll see some value in committing to more group activities, more social events, maybe join a club or sorority or fraternity or anything like that. That’s my opinion.

The commuter nature of the campus and generally lower socioeconomic status of many of the students further limits the ability of students to build a campus community. Some student participants talked about wanting to be more active in campus life, but being unable to due to family demands, multiple jobs, long commutes, and other issues. Faculty and staff noted this as well, mainly by observing students’ difficulty in coming to office hours or being able to participate in supplemental educational activities that occur outside of class, such as special lectures, films, or community events. As noted above, though students appreciated group activities as a way to collaborate with students who are different from themselves, others commented on how difficult it is to participate in group projects given that many students have numerous other constraints on their time.

Many participants commented on the lack of communication as inhibiting their ability to support students (faculty and staff) or meet their educational goals (students.) Participants described being given different information by different offices, having difficulty finding the right person to speak with regarding a particular problem, and dealing with constantly changing policies, procedures, and fees as barriers to building community. Some participants described the administration as inaccessible, and wished
for better relations between the students, faculty, staff, and administration.

**Suggestions.** As noted above, the focus group participants were a self-selected group of people who are very committed to CSU East Bay’s development as a leader in DSJ education. As such, they made numerous suggestions. Rather than try to capture these suggestions in a few sentences, we present them in Appendix D to give them more space. Many of these suggestions were made by several individuals, and across student, staff, and faculty focus groups.

**Content Analysis of Course Syllabi**

*(Co-PI Colleen Fong; Collaborator Rose Wong; Research Assistant Thanh Le)*

**Sample**

Detailed information about the content analysis appears in Appendix F. We analyzed 85 syllabi drawn from 128 submitted by 68 lecturer and tenure-track/tenured faculty after a solicitation email in Fall 2012 requesting two syllabi and numerous follow-ups. We randomly drew one syllabus from each instructor and a second if that course was substantively different. Our sample is unrepresentative of university curricula since we used convenience sampling. The sample contains syllabi from CLASS (55.3%), CEAS (25.9%), COS (14.1%), CBE (3.5%), and General Studies (1.2%). It includes undergraduate (71.8%) and graduate (28.2%) courses and the face-to-face teaching format (87.1%), online (11.8%) and hybrid (1.2%).

**Findings**

**Two syllabi types.** As expected, we discovered two types of syllabi: DSJ content-dense or “DSJ-specific” (49.4%)³ and non-DSJ content dense or “Non-DSJ-specific” (50.6%). The DSJ-specific group is comprised of 22.4% Diversity-specific syllabi, 20.0% SJ-specific, and 7.1% Diversity- and SJ-specific syllabi. Among DSJ-specific syllabi, we rated 52.4% as “developed or highly developed” and 47.6% as “initial or emerging” in level and richness of content and teaching methods and approaches.

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³ As expected, DSJ-content dense syllabi had course titles that contained DSJ terms.
DSJ-specific courses that were “developed or highly developed” include the following examples: (a) Diversity-specific: “Elementary Sign Language I” (MLL 1901, Professor Rowley, CLASS) and “Interpretation of Ethnic and Women’s Literature” (THEA 3310, Professor Fajilan, CLASS); (b) Social Justice-specific: “The Civil Rights Movement” (ES 3120), “Social Inequality” (SOC 3420) and “American Women in the 20th Century” (HIST 3572 taught by Professor Weiss, CLASS). Diversity- & Social Justice-specific courses include: “Equality and Diversity” (TED 5355, Professor Lubliner, CEAS) and “Dance for All Bodies (THEA 1201 Professor Kupers, CLASS).

Going beyond the two syllabi types binary. Non-DSJ-specific syllabi tended to come from COS and CBE. However, some exhibited: 1) DSJ sensitivity on the part of the instructor or 2) potential linkage to DSJ content. In his “General Physics” (PHYS 2004) syllabus, Professor Kimball demonstrates DSJ sensitivity in his thoughtful section “Supportive and Inclusive Environment” which reads in part, “In all our classes, we strive to create a safe, supportive classroom environment where everyone is listened to and respected. We are learning physics together as a team. Be kind and respectful to me and your fellow students”. Other syllabi from the COS contain terms such as “hormones,” “evolution,” and “natural selection” and references to “every day life” that can be linked to DSJ content. Finally, Professor Chung’s syllabus for “Business, Government and Society” (MGMT 4500, CBE) includes the sample statement from CSUEB’s Policy on Course Syllabus Information “The University is committed to being a safe and caring community . . . “ which our Research Assistant coded as DSJ-sensitive without knowing this was part of a existing University policy. This indicates CSUEB has provided some important resources but how can we ensure members of the university community utilize the resources that currently exist?4

4 We believe CSUEB’s Syllabus Policy which provides guidelines for designing a “quality” syllabus to minimize “student misunderstandings” is of utmost importance given our highly diverse student body.
Non-DSJ-specific syllabi also contained innovative ideas for incorporating DSJ content and transforming syllabi for teaching DSJ. Examples of linkages that COS courses could make include, according to our Research Assistant Thanh Le: (a) “The course description conveys how there are ethical issues within engineering that must be considered and, to a degree, relate to the values of social justice”; and (b) “Statistics can be used [as a social justice tool] to guide evidence-based practice and research of social justice and diversity.” Among the examples of topics and teaching approaches that lend themselves to DSJ learning the Research Assistant noted: (a) “The instructor does have fair policies, which model equality and social justice” (CEAS syllabus); and (b) “The instructor encourages students to be civil in the classroom and has certain social expectations, which model social justice behaviors” (General Studies syllabus).

**Word Search of DSJ Terms**

A word search found twenty-two Diversity and forty-one Social Justice factors. Actual course time devoted to teaching these factors is likely not discernible from syllabi. Only a small minority of syllabi in which factors were found stated explicit coverage of the factor in weekly schedules.

**Table 3: Diversity and Social Justice Factors Found in Syllabi**

<table>
<thead>
<tr>
<th>% Syllabi</th>
<th>Diversity Factors</th>
<th>Social Justice Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-34%</td>
<td>Culture, Gender</td>
<td>---</td>
</tr>
<tr>
<td>25-29%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20-24%</td>
<td>Race, Ethnicity, Education</td>
<td>Democracy, Collaboration, Social Justice</td>
</tr>
<tr>
<td>15-19%</td>
<td>Age Group, Political System</td>
<td>Equality</td>
</tr>
<tr>
<td>10-14%</td>
<td>---</td>
<td>Multiculturalism</td>
</tr>
</tbody>
</table>

Furthermore, we believe a “thoughtfully designed” syllabus models fairness and accountability. Syllabi showed partial compliance with this Senate document regarding required statements relevant to DSJ learning. A majority of syllabi stated accommodations for disability (71.8%); a minority stated respect and tolerance in the classroom (21.2%). Syllabi also addressed academic dishonesty (67.1%), emergency evacuation (52.9%), and class conduct (34.1%).
<table>
<thead>
<tr>
<th>5-9%</th>
<th>LGBTQ, Disability, Immigrant, Religion</th>
<th>Critical Thinking, Advocacy, Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Found</td>
<td>Substance Abuser, Veteran</td>
<td>Pluralism; Restorative Justice; Social Progress; Empowerment; Transformative Leadership; LGBTQ Rights; Class Struggle; Social Organizing, Political Organizing; Protests; Anti-Colonialism; LGBTQ Rights; Pachamama</td>
</tr>
</tbody>
</table>

**Linkage with ILOs**

A small proportion of syllabi (15.3%) mentioned ILO-related content, but none specifically referenced the ILOs, as expected given that they were adopted only in Spring of 2012. Content related to the Diversity outcome was mentioned in 7.1% of syllabi, being the second most commonly mentioned outcome area, compared with Specialized Discipline (11.8%), Collaboration (4.7%), Thinking and Reasoning (3.5%), Communication (3.5%), and Sustainability (1.2%). No syllabi stated a linkage between course objectives and the university’s mission, while 9.4% of syllabi stated a linkage between course objectives and departmental missions. These statistics will serve as a baseline for ILO implementation.

**DSJ Teaching Methods**
We studied three areas of teaching methods and approaches employed specifically to support DSJ learning. First, 8.2% of syllabi contained Diversity-related and 4.7% of syllabi contained Social Justice-related *learning activities in the community*. Second, 35.3% of syllabi showed use of *teaching methods* such as online clips/videos, films, group activities and discussions. Third, 31% of syllabi contained student *activities and assignments* specifically supportive of DSJ learning, including field research, self-reflections, activities applying prior knowledge and background, fiction and simulations.

**Key-Informant Interviews at CSUEB and Exemplary Programs at Other Universities**

*Julie Beck, PI; Philip Chang, Research Assistant*

**Overview and Analysis**

For this segment of the project, we conducted 15 interviews with key informants from 11 programs. These included face-to-face interviews with 12 representatives from eight programs on the CSU East Bay campus and three telephone interviews with directors of exemplary programs at three other universities. We used a semi-structured interview guide, through which we sought to glean an overall understanding of DSJ-related activities, perceptions, and programing on the campus and how they overlapped with experiential learning about social issues in the classroom and/or community. Questions included asking informants to describe the overall campus climate with regard to awareness of multiculturalism, diversity and social justice (DSJ); how their program has sought to incorporate or infuse DSJ-related education into campus life/the curriculum; the impact of their program on student awareness, dialogue, or action on campus or in the community; particular challenges faced in addressing DSJ on our campus with regard to our student body, faculty, staff; and what kinds of changes or future vision respondents held for their program and for our campus on the whole. To analyze our interview data, we used
grounded theory, a data-driven, “ground-up” approach to qualitative research (Strauss and Corbin, 1990). A list of interviewees appears in Appendix G.

Findings

We found core themes, all of which have important implications for bringing about transformative types of pedagogies and practices on the CSUEB campus. These include: a) the need to expand our definitions of “diversity” and “social justice” to include, among other categories, low-income, educationally disadvantaged students and remedial skill-building (for example, through writing-across-the curriculum); b) to more fully and deeply address DSJ campus-wide, for example, through campus conversations and service trainings; and c) to formalize and institutionalize relationships between faculty/academic departments and existing DSJ-related programs on campus and in the community by building ongoing liaisons—among other themes. From this rich database, our report only highlights a sample of these findings in this White Paper in order to illustrate some key areas of interest.

Core Themes. Chart A summarizes and illustrates four of seven core themes found in interview transcripts with CSUEB respondents. The fifth theme was “Materialistic values and popular culture as distractions from education and social issues,” and the sixth theme, understandable without illustration, was: “DSJ-related co-curricular and other programs are decentralized and dispersed on the campus. Centralize DSJ related programing into a campus “hub” or core offices, and create a separate physical space for DSJ programs.” The seventh theme, “Transform pedagogy to include hands-on experience with real life issues and social problems,” appears in Chart B, and can be summed up in this respondent’s statement:

5 We first identified key concepts from interview transcripts, then, building on these concepts, identified themes from which we derived our recommendations for changes in pedagogy surrounding diversity and social justice at CSUEB. We defined a concept as an idea or insight expressed by a respondent; we defined a theme as a repeated idea or concept, or set of related concepts, found within a single interview and appearing across two or more interviews, which we paraphrased and condensed.
“We participated in this huge march from the Mission to downtown San Francisco. For the students in that class, that was the perfect outcome, because they were able to read about it, they were able to see films about it, they were able to study it, and then they were able to experience it. And those students who went and did all those things that day came down and said that was the most meaningful experience they had ever had in school. I mean it’s those kinds of teachable moments.” (Luz Calvo, Ethnic Studies Department)

Chart A: Core Themes Found in Key Informant Interviews

<table>
<thead>
<tr>
<th>Major Themes &amp; % Respondents Expressing Theme</th>
<th>Quotations from Interviews</th>
</tr>
</thead>
</table>
| **Theme 1**  
Superficial attention paid to diversity and social justice campus-wide.  
33% of Respondents | “The cultural exposure tends to be very limited. For example, campus organizations put on events focused on food, dance, or music, and while these things are important, they only scratch the surface in terms of exposure to a culture.” (Diversity Center (DC) Director) |
| | “We are demographically diverse regarding our students, but have a long way to go to in reflecting them on the campus: the faculty and staff don’t reflect our students, yet we have the right verbiage on paper, in our Mission Statement and ILO…We have a long way to go in diversifying the faculty, addressing discrimination, harassment and bullying, and incorporating diversity into departmental hiring processes…” (FDEC Standing Chair) |
| | “The dominant discourse, on our campus at least, is a lot of lip service towards diversity and social justice and very little actual content in that regard…The biggest challenge is willingness to change the way people do things or willingness to look at, for example, departments that have no faculty of color and say what’s going on, and how can we change that? (Ethnic Studies, Chair) |
| | “From being at other campuses, I am surprised that for being a state school it seems we are little behind in terms of discussion around multiculturalism--and social justice…I was glad to see we actually have a Diversity Officer, and hopefully from that there will be some discussion around even having common definitions around what multiculturalism is, and…you know, I haven’t even seen any real trainings…my friend at Berkeley said we just did this day-long training for the new Dream Act students…I just don’t see or hear about any, like ‘How do you better serve your students’? There has to be some level of training to serve our populations.” (EOP Director) |
| **Theme 2**  
Expand our definitions of DSJ: pay attention to both difference and disadvantage, and better our understanding of how these concepts apply to our particular student | “Students are exposed to diversity because we live in the Bay Area… but diversity tends to be limited to just race, that is, there’s a lack of exposure to understanding about other areas of diversity: homosexuality, gender, even being conservative might be considered ‘diverse’ on a college campus.” (DC Director) |
| | “How I would define multiculturalism? It goes far beyond socioeconomic level, ethnic diversity, into sexuality, religion, political views, etc. and how can we all learn to respect those differences, and work within those differences, and I don’t hear about those discussions on campus—it’s like let’s put it in our Mission Statement, ‘We are a diverse campus’—well, duh, everyone’s diverse!” (EOP Director) |
**DSJ Planning Project**

### Theme 3

**Lack of institutionalization of DSJ-related programs and activities, and of formalized relationships between DSJ-related programs and professors.**

(This creates a lack of incentive for students and faculty to participate in DSJ education and co-curricular activities.)

<table>
<thead>
<tr>
<th>50% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I would like La Familia to turn into a class. That would be something... If we somehow could partner up with Ethnic Studies and somehow develop this more, instead of have (a workshop leader) lead these ‘classes.’ It would be great if students could take this as a class the quarter beforehand, to have this knowledge entering our internship. I’ve seen this at other campuses.” (Student Employee, DC)</td>
</tr>
<tr>
<td>“At UCB, students entering their Alternative Spring Break program are in classes, which they get course credit for. We had meetings beforehand to prepare the students for the Indian Reservation...but at Berkeley, students have more of an opportunity to be more engaged, because of the incentives that come out of having an institutionalized program.” (DC Director)</td>
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<td>“One way to incentivize faculty is to ensure that we’re granting more sabbaticals for faculty who want submit proposals for revising their courses to be more focused on race and diversity. And I suggest making it count in the faculty file for promotion, including in low DSJ programs such as math and sciences. Many scholars do address diversity and social justice issues that do apply to STEM, there’s scholarship on science and race...” (Sociology and Social Services Chair)</td>
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<td>“To be honest, things are not systemized, and there’s no staff person to devote time to it, but having [a new Chief Diversity Officer] there is helpful....I don’t have the time for research.” (FDEC Standing Chair)</td>
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<td>“I think we have made some headway by partnering with some specific professors...Unless you have the professor providing some type of buy-in, where they’re notifying their student and it’s somehow tied to their...”</td>
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**33% of Respondents**

(For example, include race, ethnicity, inequality, educational disadvantage/remediation, disability, sexual orientation, social class in the definition.)

“Social justice is a totally different thing than diversity. So while we may have a student body that is very exposed to various cultures, I think they are apathetic when it comes to social justice, and some the issues of equality that deal with other societies.” (DC Director)

“Low income students are overrepresented in the students that need remediation, there’s a class gap in quality education. So if we really want to graduate students with strong skill bases, we need to infuse writing into all of our courses, not just in remediation classes. We should redefine what we mean by remediation: it’s important to make remediation empowering, not a punishment. Our students are coming from us in large numbers with poor skills due to the quality education they received before they got to us. So we’re going to continue the class gap unless we infuse writing throughout the curriculum.... And also I’m concerned about how large, capped, online courses, when used for remediation, such as SJSU Udacity Program, could potentially increase the race and class gap in quality education.” (Sociology and Social Services Chair)

“We need an understanding...of who the population is that we serve—it is not the same population as SFSU, as UC Berkeley, our population is unique—I think developing curriculum, co-curricular programs, all of those things that meet OUR students’ needs, you know, the student that we recruit—the Cal state East Bay student. And I think that’s where we kind of miss...” (EOP Director)

“Maybe (we need) just an understanding of, ‘Oh, these students might be going through this, this, and this’, or, ‘This is where this student is coming from,’ or,’ As a first generation college student, these are the things that they kind of come in with, this is what’s in their backpack that may be weighing them down, these are some of their stories’: they’ve been through, maybe, the Foster Care system, or maybe a very abusive family situation.” (EOP Director)
curriculum...It comes down to marketing, to what’s relevant...So, we look at them as a resource...With the Diversity Center, I imagine if we could have some type of formal faculty participation, whether that is some type of Board if you will, that helps direct programing in some way...some kind of formalized relationship with departments and faculty to help bridge that gap between what’s going on the classroom and what we can do to supplement that experience for students.” (DC Director)

“I want to see more intentionality being built across the board...so the opportunities we present to the athletes or the student clubs or within resident life for students to serve in the community to really be targeted and help them to see and invest in this concept of social justice, equity, and diversity...it is one thing for students to be involved but it is another thing that they get something out of that involvement. That requires sort of a framing of the experience.” (Service Learning Program, Director)

“I’ve noticed with our clubs on this campus that there’s not a lot of development of leadership... When they try to do an event and they don’t know how because they never had the opportunity for leadership development or had those opportunities. So then we [at the DC] try to act as a resource for some of that, but it would be awesome if they came to us, already as established leaders and established event planners. But that doesn’t really happen.” (Student Employee, DC)

<table>
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<tr>
<th>Theme 4</th>
<th>Lack of resources and support for DSJ-related pedagogy, programs, and services</th>
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<tbody>
<tr>
<td>33% of Respondents</td>
<td>“UCLA and UCB have amazing programs and have lots of resources. Whereas we have to patch it together, here, on our campus... And there are all kinds of Best Practices out there...Ideally we’d have more resources, whether staff support or other, for example...we are not even working out of an office on our campus...and we didn’t resource the McNairs (Scholars) Program property and gave no faculty incentives.” (FDEC Standing Chair)</td>
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<td></td>
<td>“There is a lack of support and resources for folks who have a good heart and good intentions, in the community at large, for programs on campus in general. For our program, we are state funded, but certainly it would be great to have more counselors, to have smaller caseloads that would allow us to reach out much more often. We have gotten two more counselors, but I have counselors that have 300, 400 students...” (EOP Director)</td>
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<td>“For example, the Sociology and Social Services Department had a diverse graduate program, where many students moved onto Ph.D. programs, but, due to lack of resources, that program was frozen. Another resource issue is that we would like to be able to link students to the Diversity Center in various ways, however, due to the current workload, it becomes difficult to manage those sorts of extra initiatives.” (Sociology and Social Services Chair)</td>
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<td>“The biggest challenge is not having enough time and resources to fully develop our students regarding their careers—they are less focused this way, and we are not able help them map out their next steps, but we do help with writing and critical thinking.” (Political Science Chair)</td>
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**Transformative Pedagogical Practices.** Chart B summarizes types of pedagogy and practices employed by two exemplary programs at other universities and the Diversity Center at CSUEB to impart DSJ concepts and education.
Chart B: Transformative Pedagogies and Practices for Imparting Diversity & Social Justice

<table>
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<tr>
<th>Program &amp; Pedagogy/Practice</th>
<th>Description</th>
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<tr>
<td><strong>Justice Studies Master’s Program, and Undergraduate Degree, SJSU</strong></td>
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<tr>
<td>Human Rights Lecture Series</td>
<td>• U.S. and international guest lecturers and scholars are invited to speak on campus several times per semester on an ongoing basis</td>
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<td>Writing Intensive Courses</td>
<td>• Elimination of much testing/no more than 20% of tests to be multiple choice</td>
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<tr>
<td>Academic versus Vocational Focus, with an eye towards graduate school preparation</td>
<td>• Undergraduates are split about 50-50 between those entering or advancing in the criminal justice field, and those seeking higher education.</td>
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<tr>
<td>Critical Scholarship and Social Change Approach (critical criminology)</td>
<td>• Scholarship that explores social inequality and social justice issues—race, gender, class, and other oppression—and seeks social change and transformative thinking.</td>
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<tr>
<td><strong>Inside-Out Prison Exchange Program, Temple University, PA</strong></td>
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<tr>
<td>A Course About Mass Incarceration Held Inside a Prison. (The course is taught through a</td>
<td>• Course meets inside a prison, semester long, 1x per week seminar, with 15 “outside students” (Temple University undergraduates) and 15 “inside students” (prisoners).</td>
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<td>variety of academic disciplines and departments.)</td>
<td>• Course credit offered to students, and to prisoners (where possible)</td>
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<td></td>
<td>• Engaging and transformative pedagogy—circle discussions, interpersonal exchange of ideas and experience between outside and inside students, writing and reading intensive course</td>
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<tr>
<td></td>
<td>• Goal of social transformation, rethinking mass incarceration, humanizing prisoners, exploring social roots of offending and effects of incarceration.</td>
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<tr>
<td><strong>Diversity Center, CSU East Bay</strong></td>
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<tr>
<td>Diversity &amp; Social Justice-Specific Field Experience and Community Engagement</td>
<td>• Community engagement specifically about DSJ issues—ie. <em>La Familia Internship</em>: NGO-led workshops, rotating topics include: Organizing; Youth in the Civil Rights Movement.</td>
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<td></td>
<td>• <em>Alternative Spring Break Program</em>: 3 days on an Indian Reservation, and in local community orgs: Save the Bay, Alameda County Food Bank, Reading Partners/literacy in underprivileged schools.</td>
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</table>
| Linking students with CSUEB Faculty Research & Presentations on Social Problems and Issues | • “Beyond the Chalk” program, sample of talks:  
• Philosophy of Marriage (Dept. of Philosophy)  
• Global warming (Dept. of Geography)  
• Graying of America (Dept. of Social Work) |
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<tr>
<td>Trainings and Consultation with Students &amp; Student Clubs</td>
<td>• Affiliate Program, to develop leadership skills around social change organizing and campus and community events.</td>
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</table>

**Recommendations for Practice**

Our overall findings have important implications for the CSUEB campus. They highlighted current practices and ideas for ‘best practices’ that may be useful to promoting DSJ learning at CSUEB. They also clarified directions and needs regarding the development of DSJ pedagogy and application of known ‘best practices’ for an urban, diverse and lower income student population. Specifically, we found a need to: More deeply engage in campus dialogues to define DSJ; To expand the definition of DSJ to address the educational quality gap for low-income students and better meet the basic-skills/remediation needs of our student population; To systematically develop and study the effectiveness of best practices adapted or created for the CSUEB campus. To offer DSJ service trainings; To institutionalize DSJ-specific programs on campus through formalizing relationships and building liaisons between existing programs and faculty/academic departments, and with Bay Area CBO and NGOs with a DSJ focus; To centralize and better communicate about DSJ-related programs and events campus-wide; To allocate adequate resources, including reducing class size in order to reintroduce writing across the curriculum into courses, and support faculty initiatives to develop DSJ best practices and pedagogical approaches, including increasing DSJ content in curriculum, to improve DSJ-related competences.

We offer the following recommendations for changes on the CSUEB campus:
**Objective 1:** Develop tools and an incentive system which faculty can incorporate and develop to DSJ-related curriculum. Actionable steps, to be implemented in 2013-2014 through our Diversity Faculty Fellows Pilot Program PEIL Implementation Grant:

**Actionable steps:**
1. Increase level of DSJ content in specific courses
2. Create and distribute a handbook to instructors to assist in transforming and developing new courses
3. Create a critical mass of faculty throughout the university to serve as future DSJ leaders

**Objective 2:** Transform classroom pedagogy at CSUEB in ways that go beyond incorporating DSJ content into the curriculum. And institutionalize DSJ pedagogy on the CSUEB campus.

4. Institutionalize DSJ-related programs and activities and formalize relationships between DSJ-related programs and professors by building ongoing liaisons between the DSJ-related programs on campus (such as Diversity Center) and academic departments and professors.
5. To do the above, incentivize diversity and social justice-related pedagogy systematically: for example: a) integrate DSJ activities and existing programs on campus into the curriculum by structuring them as classes for credit, and offer credit for community-engagement., b) create a university-wide incentive system for faculty to incorporate DSJ-related activities and materials through, for example, promotion file “credits” (which should apply to STEM faculty and Department Chairs as well as CLASS and the other colleges).
6. Emulate tested pedagogies and programs at other universities, such as writing-intensive courses, discussion-based pedagogy, reduced testing and decreased multiple-choice testing, and others.
7. Redefine “remediation” as part of a comprehensive DSJ agenda and incorporate remedial education into the GE curriculum, such that low-income, educationally disadvantaged students from school districts lacking K-12 college preparation are offered needed background context and skill development
8. Reintroduce writing-across-the-curriculum in courses to close the gap in “quality education” and skill bases between low-income and middle class students. (CSUEB students are majority low-income and disproportionately represented among those who need remediation.)

**Objective 3:** Facilitate transformation of faculty, student, and staff understanding and appreciation of diversity and social justice.

**Actionable steps:**
9. Define and formally adopt definitions of (a) “diversity” and “social justice”, (b) specific competences and learning outcomes related to the DSJ ILO for students, faculty and staff, and (c) objectives for DSJ-related pedagogy at CSUEB, through year-long conversations of various kinds involving students, faculty, staff and administration.
10. Design and implement a DSJ educational campaign through campus-wide discussions and workshops about diversity, multiculturalism, social justice, and civic engagement to increase sensitivity and gain a ‘critical mass.’
11. Conduct research to understand internal change processes toward increased appreciation of DSJ and involvement in civic engagement.
12. Give equal attention to both, appreciation of cultural difference and to gaining an understanding of oppression and empathy for the struggles for justice of economically and socially marginalized groups.

**Objective 4:** Engage students in social change efforts and campaigns: facilitate students’ taking action on and off campus toward diversity and social justice goals, becoming agents of change in different spheres of personal and community life.

**Actionable steps:**

13. Build ongoing relationships and liaisons between CSUEB and Bay Area community based organizations and regional and national NGOs focused on social change and social justice. (These should be resources and contexts for student assignments, projects, internships.)
14. Build ongoing relationships and liaisons between CSUEB and Bay Area community based organizations and regional and national NGOs focused on social change and social justice. (These should be resources and contexts for student assignments, projects, internships.)
15. Incentivize students’ participation in community-based internships, service learning, and other projects and workshops through course credit.
16. Conduct research to develop and test best practices that promote transformation toward being change agents.

**Objective 5:** Allocate adequate resources and support to DSJ-related programs, students, and to faculty to promote participation in, and research on, DSJ-related education.

17. Sponsor DSJ trainings of various kinds (e.g. Dream Act students and others) to help faculty and staff better serve our student population.
18. Hire more staff for programs that offer direct services to students (EOP counselors, Financial Aid Office, Student advisers in Departments, etc.)
19. Create a separate space and centralized office/s for DSJ-related programs (DELO, FDEC, etc.)
20. Offer faculty sabbaticals to create DSJ-specific content and pedagogy for courses, including incorporating remediation into their curriculum.
22. Reduce class size to allow for writing intensive assignments and courses across the curriculum in order to close the education and skills gap between low-income students (who are disproportionately students of color at CSUEB) and other students.
23. Sponsor at the university level DSJ-specific lecture series, student internships, campus-wide workshops, etc.
24. Sponsor research to evaluate and adapt best practices for the CSUEB community, including assessment tools for evaluating student learning and faculty development.

**Objective 6:** Make CSU East Bay a national model for DSJ education and transformative pedagogy.
25. Create a Center for Diversity and Social Justice Teaching and Research that encapsulates the above recommendations.

References and Resources


Saltmarsh, J. (2012) Targeting the Intersections of Diversity, Engagement, and Student Success In Harward, D, & Checkoway, B. (Eds.). Civic provocations, (pp. xiii-xiv)


### 2012-2013 DSJ Planning Project Team Members

**From left to right: Colleen Fong, Julie Beck, and Sarah Taylor**

**Julie Beck (PI)** is an Associate Professor in the Department of Criminal Justice Administration. Her areas of interest include: critical criminology; U.S. crime and drug policy; incarcerated women; feminist theory, race studies; prisons and social control; and qualitative research methods. She has published in a variety of academic journals, including the *Western Criminology Review, Women & Therapy, A Feminist Quarterly, Capitalism, Nature, Socialism: A Journal of Social Ecology,* and the *Key Issues in Crime and Punishment Series (SAGE).* Her work has been presented at numerous national, and several international, conferences. She wrote her Master’s thesis at the Central European University in Prague on the criminalization of the Czech Roma (gypsies) during the transition from socialism. At CSUEB she co-created and taught for four years the Freshman Cluster course, *Creativity and Social Change,* and is currently serving as the PI for the Diversity and Social Justice Project. Next year will serve as a Co-PI for the 2013-2014 DSJ Faculty Fellows Program.

**Colleen Fong (Co-PI)** taught the first Asian American Studies course when the Department of Ethnic Studies was established in 1983-84. In the same year she began participation in the Chancellor’s campus-wide program to “multiculturalize” the curriculum and the Asian American staff and faculty organization. In 1990, she received a tenure track position in the Department of Ethnic Studies and remains involved in a variety of endeavors to enhance the campus climate so all students feel they belong and their life experiences are legitimized, including bringing films, performances, and guest speakers and coauthoring *Guide to the Pronunciation of Asian Pacific Names.* She will serve as a Co-PI on the 2013-2014 DSJ Faculty Fellows Program.
Sarah Taylor (Co-PI) is an Assistant Professor in the Department of Social Work and Coordinator of the Three-Year MSW Program. Her research interests include mental health, disability, and the LGBTQ community. She initially joined the Department of Social Work in 2009 as the CalSWEC-II Mental Health Stipend Coordinator. Her work has been presented at numerous national and statewide conferences, including the Society for Social Work and Research, Council on Social Work Education, Research and Training Center for Children's Mental Health, and Beyond the Bench. She has published in a variety of academic journals, including Children and Youth Services Review, The Journal of Human Behavior and the Social Environment, The Journal of Public Child Welfare, and Qualitative Social Work. She will serve as the PI for the 2013-2014 DSJ Faculty Fellows Program.

Rose Wong joined the Department of Social Work as an Assistant Professor in fall of 2012. She has already contributed actively to promoting diversity in the campus community through talks for student leaders on diversity and workshops for instructors on community-based participatory research. In 2013-2014, she will serve as the department’s Curriculum Committee Chair. In that capacity she will collaborate with fellow faculty in ongoing efforts to infuse our teaching with innovative approaches that support development of multicultural competencies, critical thinking, and professional use of self. In her research, she uses an emic, bottom-up approach to generate knowledge about culturally based mental illness manifestations and to develop educational materials for Chinese immigrants. She has also conducted exploratory research on the role of participation in community-based research in undergraduate education. She will serve as a Co-PI for the 2013-2014 DSJ Faculty Fellows Program.

Derek Jackson Kimball is an Associate Professor and Chair of the Physics Department. Professor Jackson Kimball’s research focuses on using techniques of experimental atomic physics and nonlinear optics for precision tests of the fundamental laws of physics. In particular, his research focuses on searches for new spin-dependent interactions that may have connection to dark energy and dark matter, tests of fundamental symmetries of nature, and atomic spectroscopy with optical frequency combs. Professor Jackson Kimball received his Ph.D. in 2005 from the University of California at Berkeley, and is the co-author of Atomic Physics: an exploration through problems and solutions (Oxford University Press, 2008), Optical Magnetometry (Cambridge University Press, 2013), and over 40 research articles. Professor Jackson Kimball was California State University East Bay’s 2011-12 George and Miriam Phillips Outstanding Professor.

We also wish to acknowledge the contribution of our Student Research Assistants Phillip Chang (right), Thanh Le (center), and Isobel Marcus (left). Mr. Chang is a current MSW student with an anticipated graduation in June 2014. Ms. Le completed her Masters in Social Work at CSUEB
in June 2013. Ms. Marcus is in the final stages of completing her thesis, after which she will receive her MSW. Ms. Marcus was the only MSW student in 2012-2013 who chose to do a thesis. Her thesis is based on some of the data in this PEIL project.

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