

COLLEGE OF HEALTH AND HUMAN SCIENCES

BLUEPRINT

AY 2018-19

CHHS will implement plans to address three significant goals as part of the CSU Blueprint during AY 2018-19. These goals align with our College and CSU's strategic plan. The goals have been approved by College leadership and by our CHHS Diversity and Equity Advisory Committee. It is anticipated that while plans will be initiated during the next academic year, the capacity to fully accomplish these goals will take more than one year. The CHHS has a mission that directly speaks to the importance of diversity, equity and inclusion. It states, **"With a commitment to the principles of equity and inclusive excellence, the College of Health and Human Sciences provides transformative academic, research, and outreach programs that promote the health and well-being of people, their environments, and communities in which they live."**

CHHS Goal 1: Assess the climate of CHHS faculty and staff

Justification: To date, the lack of faculty and staff responses to the university employee climate survey provides insufficient data for analysis at the College or Unit level. With the support of departmental leadership, we will work to increase participation and identify current information describing faculty and staff climate toward our principles of equity and inclusive excellence.

Relates to CSU Goal 4: Cultivate an inclusive institutional climate

Analysis

- Acknowledge we have no CHHS faculty and staff climate data, and will gather such data in combination with CSU Climate Survey beginning in the fall of 2018.

Design

- Develop 8-10 CHHS focused questions about climate and culture of support of faculty and staff related to equity and inclusive excellence. This will be accomplished by the dean's office, unit leadership, and CHHS Diversity Equity and Advisory Committee.

Implementation

- Within the CSU Climate Survey period, provide incentives for units to increase participation rate.
- The Dean will enunciate the importance of the participation in the climate survey during the retreats.
- Each dept. liaison(s) (The College DECA members) will remind and encourage the department members to participate in the survey when the survey becomes available.
- Incentives could include college sponsored pizza lunch for units with >50% participation

Evaluation

- Baseline data from the climate survey will be used to form strategies for on-going efforts to improve or sustain a positive culture and climate of equity and inclusive excellence.

CHHS GOAL 2: Electronic Inclusivity for CHHS: Inclusively designed electronic communication

Justification: It is our perspective that there is a need to elevate training and use of electronic inclusivity in our academic programs, websites, and all forms of communication. CHHS wants to move forward on this agenda and will seek to improve knowledge and our use of appropriate technologies to enhance digital access for all.

Relates to CSU Goal 5: embed diversity and inclusion in curriculum, educational programs, and research across all campus units.

Analysis:

- Survey faculty regarding awareness, perceptions and understanding of what electronic inclusivity is and its importance for all students.

Design:

- Invite WebAIM to CSU to conduct trainings during AY 2018-19 for key leaders to include IT, RI and Online curricular leaders and communications team member for training.
- Partner with ATRC to develop training video curriculum and ideally a MOOC related to electronic accessibility to be used across departments - ATRC CSU Ventures Creative Works video series.

YEAR 1: **Implementation**

- Provide a variety of training options, funded by CHHS and unit, for faculty to participate in:
 - Cohort participation in targeted training process with certification awarded created by ATRC/CHHS

YEAR 2: **Evaluation**

- Survey faculty understanding of electronic inclusivity considerations post training opportunities.
- Spot check, track course materials for accessibility – e.g. searchable pdf's
- Gather feedback from all students in course satisfaction and accessibility of content for faculty participating in cohort training.

CHHS GOAL 3: Engage all CHHS faculty and staff in intentional efforts to increase recruitment, retention, and promotion of marginalized and excluded faculty and staff across the college.

Relates to CSU Goal 1: Increase recruitment, retention and promotion of marginalized and excluded faculty and staff

Justification: Recruitment and retention are interrelated efforts that revolve around organizational climate within programs, departments, and colleges. To effectively recruit diverse employees, we need to address the entire search process and implement best practices in supporting faculty and staff to build a career at CSU.

Analysis

- Collect information and data:
 - Survey and Identify recruitment and retention efforts in place in CHHS to identify strengths and gaps.
 - Benchmark demographic data of faculty and staff in each unit (IR) as well as select peer institutional data.
 - Document current search strategies in CHHS.
 - Document current resources (trainings, workshops, etc.) at CSU.
- Identify best practices across peer institutions for recruitment, retention and promotion of faculty/staff.

Design

- CHHS will fund and hire doctoral student (hourly pay) to assist in reaching out to external institutions identified as demonstrating successes around recruitment and retention.
 - Research best practices, barriers to effective recruitment and retention (Summer 2018)
 - Conduct literature review and qualitative phone interviews with other university leadership around best practices.
 - Student will report to Louise Jennings/SOE and Audrey Shillington, CHHS
 - Feedback from student's work will be incorporated into planned training program
- Identify experts internal or external to CSU, funded by CHHS as needed. In collaboration with that expert, design professional development/training to focus on:
 - Hiring process: from developing job description through recruitment pools, phone and on-campus interviews, to negotiation of offer. Includes the role of implicit bias and assumptions throughout the entire process.
 - Retention: Identify gaps and strategies to create an inclusive climate in programs, departments, college where new faculty and staff members feel valued.
 - Promotion: Identify gaps or strategies to provide appropriate promotion pathways.

YEAR 1: Implementation

- Require all supervisors to attend the CSU Supervisor Training which must participate in two of the three modules on diversity.
- Determine if/which additional trainings are needed.
 - Prioritize at retreats and college-wide meetings.
- Incentivize department members to utilize on-campus resources (e.g., Creating Inclusive Excellence Program and Faculty Institute for Inclusive Excellence).

- Utilize materials available on OVPD website, OEO website re: exit data of faculty.

YEAR 2: Evaluation

- Survey the effectiveness of trainings.
- Analyze demographic data from all Faculty and Staff hires in 2018-19 and follow annually.