CSU The California State University
ACADEMIC & STUDENT AFFAIRS

The Chancellor's Strategic Workgroup
Black Student Success Report

University Inventory and Action Plan

Part 1: Inventory Guidelines and Criteria

The Chancellor's Office is requesting that each university complete an inventory evaluating the status of current campus efforts that align with or meet the recommendations set forth in the Chancellor's Strategic Workgroup Black Student Success Report. Alongside each recommendation, please rate your university's current readiness to meet stated criteria using the following measurement of 1-5:

1. Does Not Exist
2. Planning/Emerging
3. Exists/In Progress
4. Well Established
5. Excelling/Leading in Higher Education

Recommendation 1: Create and Implement a CSU Early Outreach Plan

3 The university has created a comprehensive early outreach plan beginning in middle school that promotes academic preparation and a pathway to college for all students, including Black students.

3 The university is engaged in partnerships with K-12 schools, nonprofits local community organizations to facilitate academic success in preparation for college.

3 The university collaborates with current students and alumni in early outreach programming for all students, including Black students.

3 The university hosts programs on campus for K-12 students to engage with CSU faculty, including faculty of color.

Please provide any additional information on these activities.

Need: Institutional support for Faculty-led outreach and mentoring activities for Black HS students would increase positive outcomes of existing programs (e.g., funding for Hamilton HS activities). This support will enhance our faculty's ability to provide students with support and guidance as they transition to college and promote and raise their awareness of Cal State LA.

(See Attachment A for details)

Recommendation 2: Develop a Comprehensive Enrollment Strategy for Black Students

4 The university has developed an enrollment plan that specifies recruitment goals for Black students based on proportional representation within their service region or state (whichever is higher) and strategies to meet these goals.

Please provide any additional information on these activities.

The Associate Director of Recruitment, Marjani Chidinma, and her team engages in targeted communication and recruitment activities with Black students in local high schools and community colleges. Need: Requires additional allocation of funding and staff to support activities focused on the comprehensive enrollment of Black students. Coordinate with faculty-sponsored Black student recruitment activities with Eagle Fest, admissions application clinics, financial aid workshops and other University recruitment activities.

See Attachment-A for details

Recommendation 3: Develop a Comprehensive Retention and Persistence Strategy for Black Students

2 The university has implemented a retention and persistence plan based on disaggregated data that includes course success rates for Black Students and other student groups with similar retention gaps

1 The university has a personalized student support model based on needs and a case management approach for follow-up.

2 The university's retention and persistence efforts include enhanced advising based on best practices.

2 The university has a reengagement and reenrollment campaign for students, including Black students, who have left the CSU before earning a degree.

1 The university's retention and persistence plan includes at least two high-impact practices that support Black student persistence and retention.

Please provide any additional information on these activities.

Need: While Cal State LA has existing Student Success Centers with professional advisors that implement strategies for identifying and supporting academically at-risk students, there is not a focus on advisement of Black students in an environment where they feel a sense of belonging and community. This was the most significant issue raised by participants across campus in the climate study. A Black Student Academic Success Center with an Executive Director (Admin II or III) is needed to provide visible and consistent institutional support for Black Students across disciplines. See Attachment-B for a job description sample from CSU Fullerton.

Also see Attachment-A for details response to recommendation #3

Recommendation 4: Create Welcoming and Affirming Spaces

3 The university has a Black Resource Center.

2 The university employs culturally competent mental health professionals.

3 The campus features Black-designed and inspired spaces.

4 The university employs campus police trained in community policing on a college campus.

Please provide any additional information on these activities.

The campus has a couple of Black-designed and inspired physical spaces:
(1) the Pan African Student Resource Center that focuses on social programming to enhance student life and (2) the Halisi Scholars Black Living-Learning Community designed to enhance the residential experience for students who are a part of or interested in issues of concern to the Black community living on campus.

However, there is a need to offer an institution-wide Black Student Academic Success Center that serves all Black students across colleges and departments. Need: Black Student Academic Success Center. Further discussed under University Goal 1.

See Attachment-A for details on recommendation #4

Recommendation 5: Develop and Implement Inclusive and Culturally Relevant Curriculum

1 The university has established a mandatory faculty development program for serving students from diverse cultural backgrounds, including Black students.

4 New faculty orientation includes strategies to improve pedagogy and inclusivity in the classroom.

3 Faculty have funded opportunities to participate in discipline specific professional development to develop and implement inclusive and culturally relevant curriculum in the classroom.

Please provide any additional information on these activities.

Need: The university does not have a mandatory faculty development program for serving students from diverse cultural backgrounds, including Black students; CETL professional development programs are voluntary. The task force determined that there is a need to assess cultural relevance of curriculum through the faculty evaluation process, such as adding cultural relevance to the student satisfaction survey and teaching evaluation section of RTP. There is also a need to assess/explain the cultural relevance of proposed courses during the curriculum approval process. Cultural relevance should specifically include the acknowledgment of the Black Experience and Black intellectual heritage.

See attachment A for details on recommendation #5

Recommendation 6: Standardize and Increase Black Faculty and Staff Recruitment and Support

2 The university is engaged in actively recruiting and seeking diverse candidates, especially where Black faculty are underrepresented or absent from faculty rosters in specific departments.

1 The university has established a university-level faculty review committee, appointed by the provost and chief diversity officer, to review candidates to ensure a record of success in teaching students that mirror CSU's diverse population.

1 The university is prepared to conduct a cluster hire in 2024-25 with faculty who study issues of concern to Black communities.

1 The university has articulated multiple methods of career advancement for all faculty and staff, including Black faculty and staff.

Please provide any additional information on these activities.

Need: The University needs to conduct cluster hires in 2024-25 with faculty who study issues of concern to Black Communities. These faculty can come from varying disciplines across departments but have a joint affiliation with a newly formed Presidentially Chartered Center focusing on Black research, scholarship, and policy (aka., Institute for Black Community Engagement and Scholarship.) This Center will provide a place for Black faculty to collaborate on grant writing, research projects relevant to Black communities, community service projects and mentoring Black student scholars.

See attachment A for details on recommendation #6

Recommendation 7: Invest in Black Faculty and Staff Support

2 The university offers opportunities and spaces for Black faculty and staff to connect and gather.

1 The university has established an Employee Resource/Affinity Group structure that provides financial resources and organizational recognition for Black faculty and staff to work in collaboration with university leadership to address DEI goals.

1 The university has allocated resources to support faculty scholarly work and/or professional development specifically related to their work with affinity groups and cultural associations, including those with a focus on Black culture and tradition.

Please provide any additional information on these activities.

Black faculty and staff do not have a specific space to gather and connect. However, the Black Faculty and Staff Caucus has been meeting for many years to address campus issues impacting the Black Community at Cal State LA and to communicate programming activities across campus to support each other. In recent years, Black faculty have gathered through an "In-gathering event" on Zoom during the pandemic and in-person prior to and post-pandemic. The goal of this gathering is to meet and support Black faculty across the seven colleges; welcome new Black faculty; acknowledge professional accomplishments; create opportunities to collaborate with research/scholarship and share other interests. A physical location to meet more regularly and collaborate is needed to develop belonging and support retention, tenure, and promotion of Black faculty.
Need: Many Black faculty are isolated in departments across campus and do not have opportunities to collaborate with other Black scholars. A Presidentially Chartered Center of Black Excellence in Black research, scholarship, and policy would provide a place for Black faculty to collaborate on grant writing, research projects, community service projects and mentoring Black student scholars.
See attachment A for details on recommendation # 7

Recommendation 8: Incorporate Black Student Success in Faculty and Staff Evaluations

2 University leadership has partnered with faculty and Academic Senate leaders to embed student success and equity into the recruitment, tenure and promotion process for faculty and promotion process for staff.

1 The university has added equity goals, including those associated with Black students, faculty and staff, in evaluation criteria for MPP staff serving in its Academic and Student Affairs division.

Please provide any additional information on these activities.

In December 2022, Cal State LA's Academic Senate and the President approved guiding principles to lead the University's commitment to equity, diversity, inclusion, and belonging. (See Attachment-C). Cal State LA also has a Syllabus Statement on Diversity, Equity, Inclusion, and Belonging

Cal State LA also has a Staff Working Group for Belonging, Community, and Diversity develops and facilitates programming, events, and resources to foster a collaborative and inclusive working environment for staff and administration at Cal State LA.

Need: The campus needs to develop equity goals as evaluation criteria for MPP staff in Academic and Student Affairs. The guiding principles created by the academic senate work group should be applied to the RTP process for faculty and promotion process for staff. In addition, the University-Wide Guiding Principles should be placed in the Administrative Manual, to apply to staff; as it has not been placed in that location but has been placed in Faculty Handbook (this defeats the principle of University-wide). The University should development and use of an EDIB Impact Tool to assure accountability to the guiding principles (as mentioned in recommendation #6).
See attachment A for details on recommendation #8

Recommendation 11: Create Systemwide Policies on Addressing Unprofessional Conduct

1 The university has established a campus climate team to support culturally diverse and respectful communications; develop appropriate responses to biased speech or conduct not subject to First Amendment protection; and provide support to students, faculty and staff impacted by biased conduct.

Please provide any additional information on these activities.

Cal State LA has not established a campus climate team to support culturally diverse and respectful communication; nor have we developed appropriate responses to biased speech or conduct not subject to First Amendment protection. However, in December 2022, Cal State LA's Academic Senate and the President approved guiding principles to lead the University's commitment to equity, diversity, inclusion, and belonging, mentioned in recommendation 8.

A Black Campus Climate Survey was conducted by a team of Black faculty and staff, but action planning to address anti-blackness on campus has not been implemented. See Appendix-D for a summary of the climate survey. Implementing the proposed action plan is a necessary step to address the concerns identified in the Black Campus Climate Survey.

Need: Diversify Title IX staff to include professionals that understand and can actively address Anti-Blackness, racelighting, microaggression and macroaggression on campus. Improve support to students, faculty and staff impacted by biased conduct.
See attachment A for details on recommendation #11

Recommendations 9, 10, 12 and 13 are primarily system-focused and will be addressed separately. This concludes Part 1.

Part 2: University Action Plan and Request for Funds

As outlined in the Chancellor's Strategic Workgroup Black Student Success Report, it is the intent that the 13 recommendations outlined are implemented widely and consistently across the 23 universities. These efforts will be supported through the implementation of system-level recommendations that further advance campus efforts, including articulating systemwide policies and providing seed funding. Please complete the following sections in full. Additional materials may be attached to this submission if needed.

Section 1: University Goals

After completing the university inventory, please provide up to three action items that the university will commit to implementing no later than May 2025. If this item currently exists, the goal is to align with the standard set forth in the report.

University Goal 1: Create a Black Student Success Center with an Executive Director for Black Student Academic Success

University Goal 2: Develop and Implement Inclusive and Culturally Relevant Curriculum that includes the Black Experience and Black Intellectual Heritage

University Goal 3: Support Recruitment and Professional Development of Black Faculty and Staff

Section 2: Measurement and Evaluation

Please provide an overview of how the university will measure and evaluate the success of its implementation of each action item. This may include quantitative and qualitative measurements such as climate surveys and level of participation in resource/initiative.

1. Track admission of Black Students
2. Track retention of Black Students
3. Track graduation rates of Black Students
4. Conduct a follow up Climate Survey
5. Track hiring, retention and promotion of Black Faculty and conduct exit interviews with Black faculty that leave the University
6. Track hiring and retention of Black Staff and Administrators and conduct exit interviews with Black staff that leave the University
7. Track timeline for implementation of recommendations

Section 3: Timeline

Please provide a proposed implementation timeline including key milestones. The university's timeline may be less than 18 months but should not go past this deadline without consultation with the Chancellor's Office.

Goal 1: Hire Executive Director of Black Student Success within 12-18 months. Develop position descriptions for other center staff within 18 months. Identify a space for the center within 12-18 months.

Goal 2: Develop and implement curriculum approval guidelines end of Fall 2024. Expand faculty orientation to include a module focused on Black student success and anti-racist pedagogy by Summer 2024.

Goal 3: Establish a Presidentially-Chartered Research and Policy Center for Black Excellence, within 12-18 months conduct cluster hire to support the center for the next hiring cycle.

Section 4: Funding Request

If requesting funds to support one or more action items, please include a preliminary overview of how funds will support the implementation of these items and what areas within the university the funds will be allocated. Financial support is based on one-time funds and will not be renewed. Submissions which illustrate greatest impact and/or collaboration with other CSU campuses will be given additional consideration.

Goal 1: Proposed budget of $500,000- $1,000,000 to cover staffing (MPP, SSP, Mental Health counselor) space and department costs and minimal discretionary spending. We anticipate that the budget would be comparable to our on-campus Office of Students with Disabilities and the Educational Opportunity Program.

Goal 2: Proposed budget of $200,000 to develop CETL training for faculty, to compensate faculty for curricular revisions to meet latest SJEDI standards, and to bring in content experts for professional development opportunities.

Goal 3: $100,000 to include external search firm, external audit, paid workshops, and stipends for Working Group. Seed money to establish the Presidentially-chartered Institute for Black Community Engagement and Scholarship $200,000.

Submission Instructions

Please submit this completed form, saving it as "University Names__BSS__InventoryAction Plan.pdf", and email it to evcasa-assists@calstate.edu no later than November 1, 2023. The university may submit attachments as additional information to supplement responses. For additional questions regarding this inventory please contact Lori Putnam, interim Chief of Staff, Academic and Student Affairs, at lputnam@calstate.edu.

University Information

University Name: California State University, Los Angeles

University Contact Name: Leroy M. Morishita, President

University Contact Email: leroy.morishita@calstatela.edu

University Contact Phone Number: 323 343-3030

Signature of University President or Designee

I have been briefed on and support my university's inventory of current campus efforts that align with or meet recommendations set forth in the Chancellor's Strategic Workgroup Black Student Success Report.

Leroy M Morishita — 11/1/23

Signature of President or Designee — *Date*

Leroy M. Morishita, Interim President

Printed Name and Title

Attachment-A
Cal State LA Black Student Success Task Force:
Inventory Narratives for each Recommendation

Recommendation 1: Create and Implement a CSU Early Outreach Plan

Existing Programming:
- Hamilton High School Tutoring and mentoring program sponsored by Pan African Studies (PAS) faculty;

- The President of the Black Student Union(BSU), Janqueray Williams, shared that BSU is actively engaged in mentoring activities with local high schools; as well as organizing BSU campus tours for visiting prospective Black students.

Need: Institutional support for Faculty-led outreach and mentoring activities for Black HS students would increase positive outcomes of existing programs (e.g., funding for Hamilton HS activities). This support will enhance our faculty's ability to provide students with support and guidance as they transition to college and promote and raise their awareness of Cal State LA.

Cal State L.A., as a partner with Jumpstart, is piloting the program with three Mexican American Opportunity Foundation preschools located in East Los Angeles as a part of our GO East L.A.: A Pathway for College & Career Success initiative. A similar opportunity is needed for K-12 Black students.

Recommendation 2: Develop a Comprehensive Enrollment Strategy for Black Students

Existing Programming:
The Associate Director of Recruitment, Marjani Chidinma, and her team engages in targeted communication and recruitment activities with Black students in local high schools and community colleges.

How we service schools and communities
- Offer guidance and support to students, counselors, and families interested in learning more about Cal State LA.
- Maintain regular communication with freshmen and transfer students, and counselors.
- Provide personalized guidance and follow-up throughout the admissions process.
- Recruiters devote additional time to connecting with students, families, and counselors via in-person, virtual platforms, email, and on the phone.

Goals for fall 2024 efforts:

- Encourage Black students to submit their applications for admissions consideration.
- Increase communication between Black applicants, counselors, and recruitment staff for a more guided experience.
- Provide consistent guidance to applicants to decrease applicant to admit melt.
- Increase the connection and interaction between the recruitment unit and Black cultural programs, departments, and clubs/organizations on high school and community college campuses.
- Connect Black applicants and familial/ community support with Cal State LA faculty, staff, and the campus community.

Activities

- Conduct Cal State LA presentations for all schools with high populations of AA students.
- Attend virtual and in-person college fairs and Black cultural higher education events, which may yield applicants.
- Host application workshops to help guide prospective students in the successful submission of their Cal State LA application.
- Maintain regular communication with students and counselors throughout the academic year to offer guidance and support for admissions and enrollment.
- During the fall, maintain email communications with students who have started the Cal State Apply application but have not finished, and encourage them to submit their application by the deadline.
- Once students have applied, congratulate them and provide the next steps in the admissions process through personalized communications from Black students, staff, and faculty on campus.
- Further, develop relationships with Black student programs at high schools and community colleges by conducting information sessions.
- Continue to actively post on Admissions and Recruitment social media accounts regarding deadlines, students, faculty, alumni, event promotion/highlights, and what is new with Cal State LA.
- Host fall Black cultural activities for Black prospective students to encourage them to apply for fall 24 admissions consideration examples listed below.
    - Golden Eagle Fest
    - Information Sessions
    - Campus Highlights
- Host spring Black cultural activities for Black admitted students to commit to attending Cal State LA in the Fall.
    - Black Excellence series: Virtual talks and In-person family event
    - Check-in sessions
    - What's Next sessions
    - Preview Day
    - Celebration activities for admitted students, their families and support systems

Need: Requires additional allocation of funding and staff to support activities focused on the comprehensive enrollment of Black students. Coordinate with faculty-sponsored Black student recruitment activities with Eagle Fest, admissions application clinics, financial aid workshops and other University recruitment activities.

Recommendation 3: Develop a Comprehensive Retention and Persistence Strategy for Black Students.

Existing programming (that include Black student participants): The Minority Opportunities in Research (MORE) Programs at California State University, Los Angeles is to make available to the American scientific research enterprise the creativity and intellectual talents of minority group members. The University has established several programs to enhance the development of minority students who wish to pursue research careers in basic science disciplines, mathematics, and engineering. Also, our Mellon Mays Undergraduate Fellowship program seeks to increase the diversity of humanities faculty by supporting undergraduates preparing for doctoral study. These are two well-known examples, but individual Black faculty engage in outreach and advising to prospective Black students.

Need: While Cal State LA has existing Student Success Centers with professional advisors that implement strategies for identifying and supporting academically at-risk students, there is not a focus on advisement of Black students in an environment where they feel a sense of belonging and community. This was the most significant issue raised by participants across campus in the climate study. A Black Student Academic Success Center with an Executive Director (Admin II or III) is needed to provide visible and consistent institutional support for Black Students across disciplines.

Recommendation 4: Create Welcoming and Affirming Spaces

Existing programming:
The campus has a couple of Black-designed and inspired physical spaces: (1) the Pan African Student Resource Center that focuses on social programming to enhance student life and (2) the Halisi Scholars Black Living-Learning Community designed to enhance the residential experience for students who are a part of or interested in issues of concern to the Black community living on campus.

However, there is a need to offer an institution-wide Black Student Academic Success Center that serves all Black students across colleges and departments. While our mental health professionals, as a group, are culturally competent, in recent years we lost a dynamic and student-engaged culturally competent Black therapist who was active in Black student focused programs and activities. Her absence is felt among the Black campus community.

Our Department of Public Safety employs Community Care Advocates dedicated to fostering a safe and welcoming environment at Cal State LA. Our trained Community Care Advocates

respond to non-life-threatening conflict and offer educational programming on conflict resolution and anti-bias training. However, some members of the Black campus community do not trust campus police and believe they contribute to an anti-blackness culture on campus.

With a $1 million grant from the Howard Hughes Medical Institute (HHMI) the campus HHMI Leadership Team comprised of faculty from across various colleges is working in collaboration with the AAC&U Inclusive Excellence Commission and the Center for Urban Education to create and develop a culture that supports our Strategic Priority Area of becoming a Welcoming and Inclusive Campus.

Need: Black Student Academic Success Center. There are models that exist within the CSU system, namely, The Black House at Northridge: https://www.csun.edu/blackhouse. There is also a national organization (the Association of Black Culture Centers) bringing together similar centers for Black students across the country: http://www.abcc.net/who-we-are

Recommendation 5: Develop and Implement Inclusive and Culturally relevant Curriculum

Existing programming:
Our Center for effective Teaching and Learning (CETL) offers **voluntary** faculty development workshops on "Inclusive Teaching: Toward a just classroom" and an ACUE course on "Creating a Supportive and Inclusive Learning Environment" the course provides practices that will create an equitable and supportive space that promotes learning by increasing student engagement, embracing diversity, and helping students persist in meeting academic challenges. CETL provides resources on Inclusive Teaching Practices, such as the Inclusive Teaching Program and Syllabus Tools.

The Provost's Office and College Deans, with coordination from the Office of Diversity, Equity and Inclusion, are sponsoring tenure-track faculty members to participate in the 2024 Faculty Success Program Summer session offered by the National Center for Faculty Development & Diversity (NCFDD).

Cal State LA's Title V grant, Éxito! Building Student Support and Faculty Quality is dedicated to improving the experience and success of Cal State LA's undergraduates with a special focus on graduating more Latinx and BIPOC students. Funding supports expanding academic support services for students, particularly those in their first two years, redesigning lower-division gateway courses, and developing processes to support lecturer faculty, who teach 84% of our lower division courses. With the long-held commitment to access for all students regardless of ability to pay, Cal State LA is committed to supporting the academic success of all students by providing culturally relevant, student-centered instruction and related academic services and support. Éxito! Faculty fellows focus on developing culturally relevant and responsive programming; critical course redesign for equity; Inclusive teaching and career relevance in post Pandemic world.

The HHMI Leadership Team is focusing on Equity Mindedness and Inclusive Pedagogy via faculty professional development activities centered on race and ethnicity. This is a collaboration with USC's Center for Urban Education and our own Center for Effective Teaching and Learning (CETL). This workshop series will be institutionalized by Ca State LA's Office of Diversity, Equity, and Inclusion.

For the fifth time, Cal State LA has received a Higher Education Excellence in Diversity (HEED) Award. Additionally, the university has received a 2023 Health Professions HEED Award. As a recipient of the 2023 award, Cal State LA will be featured in the November/December 2023 issue of INSIGHT Into Diversity magazine.

Cal State LA has the Block F Ethnic Studies category which fulfills Education Code section 89032. The GE policy was updated to reflect the learning outcomes as stated in AB 1460 (section III, Student Learning Outcomes for Block F).
https://www.calstatela.edu/academicsenate/handbook/ch4a

Need: The university **does not** have a **mandatory** faculty development program for serving students from diverse cultural backgrounds, including Black students; CETL professional development programs are voluntary. The task force determined that there is a need to assess cultural relevance of curriculum through the faculty evaluation process, such as adding cultural relevance to the student satisfaction survey and teaching evaluation section of RTP. There is also a need to assess/explain the cultural relevance of proposed courses during the curriculum approval process. Cultural relevance should specifically include the acknowledgement of the Black Experience and Black intellectual heritage.

Recommendation 6: Standardize and Increase Black Faculty and Staff Recruitment and Support

Existing programming:

- The university has made some efforts in recent years to hire more tenure-track faculty. During the 2022-2023 academic year, 75 new tenure-track faculty were hired, which was a timely way to mark the university's 75th anniversary.

- The Office of Diversity, Equity, and Inclusion leads and facilitates Inclusive Excellence at Cal State LA with College-based DEIB programming. For example, the office supports Faculty Equity coordinators dedicated to advancing diversity, equity, inclusion, and belonging in their fields and at the University. The Faculty Equity Coordinators serve as advocates and collaborators within their colleges to promote DEIB practices, including in faculty recruitment, hiring, and retention, to lead conversations, and to develop college DEIB councils.

- Faculty recruitment: Andre Ellis, Associate Vice President for The Office of Diversity, Equity, and Inclusion, works with Faculty Affairs to offer training workshops to enhance DEIB practices and strategies in faculty recruitment.

- A recent study by the Chronicle of Higher Education ranked Cal State LA's faculty as one of the most diverse in the nation. The diversity index, which was published in the Chronicle's 2023 Almanac, ranked Cal State LA second among public colleges and universities in the U.S. for having the greatest racial and ethnic diversity among faculty members.

Need: The University needs to conduct cluster hires in 2024-25 with faculty who study issues of concern to Black Communities. These faculty can come from varying disciplines across departments but have a joint affiliation with a newly formed Presidentially Chartered Center focusing on Black research, scholarship, and policy (aka., Institute for Black Community Engagement and Scholarship.) This Center will provide a place for Black faculty to collaborate on grant writing, research projects relevant to Black communities, community service projects and mentoring Black student scholars. Additional needs:

- Shift the EDIB Task Force to a Standing Committee within the Academic Senate OR the creation and implementation of a larger Equity Committee with a direct line to the President's Office, geared towards the development of an EDIB Impact Tool for campus implementation and accountability (i.e. creating guidelines and upholding standards for the use of the Guiding Principles as a lens within all aspects of campus community work including but not limited to hiring, RTP process, various committee participant selection, policy language, etc.). (see Attachment-E: Campus Climate Survey Message)

- To recruit additional Black faculty, departments can distribute announcements to HBCUs across the U.S., and post vacancies with the HBCU Career Center and other targeted outlets for job seekers who are HBCU alumni.

- Arrange an external audit of the Human Resources Department at Cal State LA to identify and correct any implicit bias that may exist in the candidate screening process before applications are submitted to departments for consideration. Recommendations

from the audit could include additional training for HR staff and revision of policies and procedures that may serve as barriers, preventing Black candidates from advancing through the interview process.

Recommendation 7: Invest in Black Faculty and Staff Support

Existing programming:
Black faculty and staff do not have a specific space to gather and connect. However, the Black Faculty and Staff Caucus has been meeting for many years to address campus issues impacting the Black Community at Cal State LA and to communicate programming activities across campus to support each other. In recent years, Black faculty have gathered through an "In-gathering event" on Zoom during the pandemic and in-person prior to and post-pandemic. The goal of this gathering is to meet and support Black faculty across the seven colleges; welcome new Black faculty; acknowledge professional accomplishments; create opportunities to collaborate with research/scholarship and share other interests. A physical location to meet more regularly and collaborate is needed to develop belonging and support retention, tenure, and promotion of Black faculty.

Need: Many Black faculty are isolated in departments across campus and do not have opportunities to collaborate with other Black scholars. A Presidentially Chartered Center of Black Excellence in Black research, scholarship, and policy would provide a place for Black faculty to collaborate on grant writing, research projects, community service projects and mentoring Black student scholars.

Cal State LA also needs to develop a university-wide plan for career advancement of all faculty and staff, including Black faculty and staff.

Recommendation 8: Incorporate Black Student Success in Faculty and Staff Evaluations

Existing programming:
In December 2022, Cal State LA's Academic Senate and the President approved guiding principles to lead the University's commitment to equity, diversity, inclusion, and belonging. Cal State LA also has a Syllabus Statement on Diversity, Equity, Inclusion, and Belonging

Cal State LA also has a Staff Working Group for Belonging, Community, and Diversity develops and facilitates programming, events, and resources to foster a collaborative and inclusive working environment for staff and administration at Cal State LA.

Need: The campus needs to develop equity goals as evaluation criteria for MPP staff in Academic and Student Affairs. The guiding principles created by the academic senate work group should be applied to the RTP process for faculty and promotion process for staff. In addition, the University-Wide Guiding Principles should be placed in the Administrative Manual, to apply to staff; as it has not been placed in that location but has been placed in Faculty Handbook (this defeats the principle of University-wide). The University should development and use of an EDIB Impact Tool to assure accountability to the guiding principles (as mentioned in recommendation #6).

The student course evaluations of teaching performance can be revised to include questions on social justice, diversity, equity, inclusion, and accessibility. These revisions can help us determine whether faculty are upholding anti-racist policies and pedagogy in the classroom setting. There is currently one question that asks if the instructor was "respectful and unbiased when interacting with students", but we can go further by implementing recommendations from the National Education Association and Anthology

Recommendation 11: Create Systemwide Policies on Addressing Unprofessional Conduct

Existing programming:
Cal State LA has not established a campus climate team to support culturally diverse and respectful communication; nor have we developed appropriate responses to biased speech or conduct not subject to First Amendment protection. However, in December 2022, Cal State LA's Academic Senate and the President approved guiding principles to lead the University's commitment to equity, diversity, inclusion, and belonging, mentioned in recommendation 8.

A Black Campus Climate Survey was conducted by a team of Black faculty and staff, but action planning to address anti-blackness on campus has not been implemented. See Appendix-D for a summary of the climate survey. Implementing the proposed action plan is a necessary step to address the concerns identified in the Black Campus Climate Survey.

Need: Diversify Title IX staff to include professionals that understand and can actively address Anti-Blackness, racelighting, microaggression and macroaggression on campus. Improve support to students, faculty and staff impacted by biased conduct.