

San José State University WASC Accreditation Visit

Supplemental Materials
Component 7 Lines of Inquiry

April 13-16, 2015



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Responses to Component 7

Compiled Spring 2015

To supplement scheduled discussions with the President, Provost, CFO, Academic Budgets and Planning, and the Enrollment Management Team, the following documents have been compiled. Many that are relevant to LOI 7.4 were submitted to WASC in March 2015 and are available on the USB keys provided to the team. The other documents have been provided in print format.

Material available in print format

- LOI 7.2 Tuition and Discounts
- LOI 7.3 Policies and practices for tuition discounting or waivers
- LOI 7.3 Tuition Fee Discount Funding CSU
- LOI 7.4 CERF guidelines from Academic Affairs
- LOI 7.6 Tower Fdn Overview
- LOI 7.7 Athletics 4-year plan FY13 - Fy17
- LOI 7.8 Update on Action Items SP 15

Material available in digital format:

- LOI 7.1 2013_14 Budget Report
- LOI 7.1 2014-15 Annual Budget Report
- LOI 7.4 Associated Students Audited Financials 2014.2013
- LOI 7.4 Research Foundation Audited Financial Statements FY 2013-14
- LOI 7.4 Spartan Shops Audited FS14 Final
- LOI 7.4 Student Union 2013-2014 Financial Audit
- LOI 7.4 Tower Foundation 2013-2014
- LOI 7.4 CSU audit of CERF
- LOI 7.4 CERF Audit Response to 20
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Response to LOI 7.2

7.2 The financial ratios show an increase in tuition discounting from 2012-2013, and a corresponding decline in net tuition revenues. Please be prepared to share details about this with the team, including the policies for tuition discounts, the criteria for awards of these funds, data on students receiving discounts, and the relationship of campus-based aid to the State University Grant Fund and other aid funds.

Decline in Net Tuition Revenues

As a result of the passage Proposition 30 in November 2012, The California State University (CSU) Board of Trustees voted to rescind a \$249 per semester tuition fee increase that took effect for the fall 2012 term. Annual tuition fees for full-time undergraduate students reverted back to \$5,472 – the same rate as in the 2011-2012 academic year. Tuition fees for full-time credential and graduate level students were reduced at the same 5% rate. Similarly, fees charges at the part-time rate were also adjusted down. All students were refunded, monies returned to their third party sponsor, or received a reconfigured financial aid package to account for the revised tuition fee rates. Tuition fees have been held at this reduced rate through the current 2014-15 academic year.

Tuition Discounting

In an effort to maintain affordability to higher education, the CSU System provides state funding in the form of need-based grants to eligible students. An estimated 25% of State Tuition Fees collected from all students are returned to their respective campuses to be awarded to students with a calculated high financial need as determined by the completion of the Free Application for Federal Student Aid (FAFSA) or CA Dream Application.

State University Grant (SUG) - provides need-based awards to cover a portion of the State Tuition Fee for eligible undergraduate, graduate, and credential students who are California residents or are otherwise determined as eligible. The priority is to award a SUG at least equal to the amount of the State Tuition Fee (\$5,472 for undergraduates, \$6,348 for teaching credential and \$6,738 for graduate students) to eligible students who apply for financial aid by March 2, who have an expected family contribution (EFC) of \$4,000 or less, and who are not receiving a Cal Grant or other award designated to cover fees. Funding for this program is limited. Students must reapply for consideration every year. State University Grant awards are limited based on the number of units a student has earned and published length of their academic program. Part-time students are also eligible to receive the grant for enrollment in at least half-time units as determined by the campus.

Educational Opportunity Program (EOP) Grant - provides assistance to economically and educationally disadvantaged undergraduates. Recipients must be California residents who are admitted to a CSU campus through the [Educational Opportunity Program](#). EOP students may receive a grant, based on need, of up to \$2,000 per year.

Tuition Discount Policies for Specific Student Populations

San Jose follows the awarding policies as established by the Chancellor's Office for the SUG in selecting the high need students (EFC's of \$4,000 or less) for receipt of monies. Priority consideration is given to all students who submit their required documents by the established Document Completion Date in the month of May. CSU Policy prohibits the awarding the SUG in any amount that exceeds the actual amount charged for the State Tuition Fee. Students pursuing a second degree at the same level are not eligible to receive the SUG.



2015-2016 Support Budget

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Financial Aid and Tuition Rates

Tuition Fee Discount Funding

In March 1993, the CSU Board of Trustees unanimously approved the framework for a new student fee and financial aid policy that called for dedicating a set-aside (e.g. one-third) of annual incremental fee revenue increases to augment the Tuition Fee Discount program. The Board approved set-aside of fee revenue is the only source of increased funding for CSU institutional grant aid.

Annual reviews of campus-reported data on eligible financial aid applicants and recipients are used to determine the number of students who qualify for Tuition Fee Discounts and the total funding for which they are eligible based on enrollment status, fees paid, and the level of their expected family contribution. Preliminary 2013/14 estimates indicate that 132,000 CSU students received Tuition Fee Discounts out of 237,800 eligible students.

Tuition Fee Discount Funding

College Year	2011/12	2012/13	2013/14	Estimated 2014/15	Estimated 2015/16
CSU Tuition Fee Discounts	\$618,847,000	\$632,649,000	\$619,464,000	\$644,191,000	\$657,366,000

CSU allocations for the Tuition Fee Discount program represent allowances for foregone revenue the university would have received.

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Academic Affairs Division CERF Guidelines

The Division is adopting a framework for allocating shared costs of self-support programs to CERF funds that complies with State and CSU policies. The two main policy points are:

1. Costs incurred by the CSU Operating Fund for services, products, and facilities provided to other CSU funds (e.g., CERF) and to Auxiliary Organizations are properly and consistently recovered with cash and/or a documented exchange of value. (CSU Exec Order 1000)
2. CERF revenues are to be used “for the support and development of self-supporting instructional programs of the California State University.” (Education code §89704)

Definitions

Direct Costs: Direct costs are costs that can be wholly attributed to either self-support or state support programs. An example is the salary of a faculty member who teaches a self-support course in the summer. This would be a direct cost attributable wholly to self-support.

Shared Costs: Shared costs, or indirect costs, include salaries and operating expenditures that support multiple programs, so they cannot be specifically attributed to any single program or course. For many departments, the department staff would constitute an indirect cost of the programs within the department. The method for distributing these shared costs to programs (or courses) is described in this document.

Fall/Spring Special Sessions: Fall and Spring Special Sessions are mainly comprised of degree-granting self-support academic programs and corporate extended education programs. Course offerings are typically at the post baccalaureate level.

Summer/Winter Intersessions: The intersessions primarily include self-support course offerings at the undergraduate level that are intended to assist students with progression in their degree program and/or to allow their participation in courses of special interest.

Open University (OU): Individuals who are not admitted to SJSU can enroll in courses on a space-available basis through Open University, which is a self-support program. All colleges participate in Open University.

Cost Allocation Method

Per the recent State audit of CERF finances, SJSU departments must “demonstrate that they assign indirect costs to self-supported instructional courses and programs according to a methodology that represents a reasonable and equitable distribution,” and that the method used for assigning costs will be “one of the three common methods identified in the State Administrative Manual or methods developed by the campus and approved by the Chancellor’s Office.”

After reviewing options, the number of enrollments (seats) in self-support versus regular session programs was selected by the Provost’s Office because it complies with the State Administrative Manual, the data are readily available and they are reported on a schedule that works well with budget

planning. Attachment 1 shows the results of the enrollment distribution for 2013-14 by college and by self-support program category.

At this point, an important point must be presented. Adhering to the letter of the law would entail apportioning each and every shared cost between Op Fund and CERF per the enrollment distribution. This would be excessively burdensome and costly from an administrative perspective. *The goal is to apportion costs throughout the year in manner that resembles the enrollment split at year-end.* However, there will be exceptions for special awards and for costs associated with new/unlaunched programs.

Types of costs and their handling

1. Salaries (and Benefits)

- a. Faculty teaching state-support courses should be charged to the Op Fund and faculty teaching self-support courses should be charged to CERF.
- b. For departments that regularly deliver both state-support and self-support courses and programs, the salaries of Directors, department chairs and departmental administrative staff should be split based on the distribution of seats (enrollments) using data from the most recently completed academic year. The enrollment data are available on the IEA website (www.iea.sjsu.edu).
- c. Programs that infrequently participate in self-support activities or with less than 2% enrollment in self-support do not need to split salaries. Other costs can be apportioned instead (see following sections).
- d. Salaries of Deans, Associate Deans and college administrative staff should be split based on the college's distribution of seats (enrollments) using data from the most recently completed academic year (shown in Attachment 1).
- e. Salaries for staff in the Provost's Office and academic support units will be split based on the overall distribution of seats (university level).

2. Student Assistants

Student assistant salaries are eligible for CERF funding. Departments that are splitting administrative salaries (per above section) should also apportion fair amounts of student assistant costs to CERF, again using the enrollment distribution as a basis. It is not necessary to split fund individual students.

3. Operating Costs

Any unit that participates in self-support programs may charge an appropriate share of eligible operating costs to CERF. Examples of eligible costs could include office supplies and course materials. Avoid using CERF funds for any items that are clearly unrelated to self-support. For example, it would not be appropriate to use CERF funds to purchase equipment for a class lab that is only used for state-support courses. However, if the class lab is used for both state- and self-support courses, it would be appropriate. Operating costs can be split using the enrollment distribution, and departments are encouraged to split all large purchases.

4. Travel

The purpose of travel determines whether or not travel expenses are eligible for CERF funding. In most cases, people travel to attend scholarly conferences and meetings. If the topic of the conference or meeting advances knowledge that is used in delivering self-support courses or in

administering self-support programs, the travel is eligible for CERF funding. This determination must be made at the local level, but a justification demonstrating the link to self-support activities must be included in the travel authorization when CERF funds are used. Note that it may be appropriate to split the costs between Op Fund and CERF where the travel purpose supports both state- and self-support courses or programs.

5. Grants and Awards

Colleges and academic support units may award CERF funds to faculty or departments for RSCA and other college-level programs to the extent that the final recipient is involved in delivering or planning for self-support courses or programs, and the activity is tied to self-support activities.

CERF Reserves

Degree-granting self-support programs should reserve sufficient funds to address fluctuations in enrollment levels, and unforeseen expenditures (e.g., unplanned equipment replacement). Reserve amounts depend largely on the nature of the academic program. Colleges may elect to hold reserves centrally rather than at the department or program level.

Compliance procedures

In order to ensure that direct costs and indirect costs of self-supported instructional courses and programs (e.g. purchase orders, work orders and contracts) are reasonably and equitably charged to CERF, the Division of Academic Affairs will apportion costs throughout the year in a manner that resembles the enrollment split (state-support enrollment versus self-support enrollment), as per the principle of allocation in these Guidelines.

Departments are responsible for retention of documentation to support the development of the methodologies used in the submission of fee proposals, including the pro-forma distribution of indirect costs to self-supported instructional courses and programs. This pro-forma distribution should follow the principle of allocation as outlined in these Guidelines.

CERF ENROLLMENT DISTRIBUTION

2013-14 Data - Number of Seats/Duplicated Headcount

San Jose State University

College	Intersections (incl. Sumr OU)			Special Sessions				Open University			CERF Total	State				GRAND Total
	Summer	Winter	Total	Summer	Fall	Spring	Total	Fall	Spring	Total		Summer	Fall	Spring	Total	
CASA	1,201	591	1,792	1,033	3,031	3,102	7,166	232	230	462	9,420		23,437	22,792	46,229	55,187
Bus	942	508	1,450	256	494	576	1,326	384	265	649	3,425	216	13,846	12,988	27,050	29,826
Educ	225	89	314	298	78	101	477	50	42	92	883	302	6,283	6,015	12,600	13,391
Engr	691	28	719	177	318	332	827	279	203	482	2,028		13,658	13,741	27,399	28,945
H&A	912	371	1,283	30	58	48	136	328	343	671	2,090		24,371	22,868	47,239	48,658
Sci	1,518	184	1,702	259	347	343	949	437	386	823	3,474		20,805	18,961	39,766	42,417
SocSci	1,233	620	1,853		1	9	10	363	301	664	2,527		23,968	20,236	44,204	46,067
Subtotal	6,722	2,391	9,113	2,053	4,327	4,511	10,891	2,073	1,770	3,843	23,847	518	126,368	117,601	244,487	264,491
UGS	-	-	-	-	70	104	174	-	-	-	174		287	41	328	502
Unknown	-	-	-	-	-	-	-	-	-	-	-		590	516	1,106	1,106
Total	6,722	2,391	9,113	2,053	4,397	4,615	11,065	2,073	1,770	3,843	24,021	518	127,245	118,158	245,921	266,099

CERF Percentages

CASA	17.1%
Bus	11.5%
Educ	6.6%
Engr	7.0%
H&A	4.3%
Sci	8.2%
SocSci	5.5%
Overall	9.0%

Sources: Self-Support enrollments from CIES revenue distribution worksheets
 State enrollments from IEA website: select Courses/University Total and change filter to #of Seats

University Advancement

The Tower Foundation of SJSU

About Tower Foundation

The Tower Foundation is San José State University's auxiliary organization dedicated to philanthropy. The Foundation encourages private gifts, trusts, and bequests for the benefit of San José State and fully manages, expends and accounts for all of the university's donations.

Role of the Board

The Tower board is the only board at SJSU that is comprised of community (non-campus) members plus the president's cabinet. Members serve as the president's advisory council and provide fiduciary oversight for all philanthropic activity.

The Tower Foundation provides a means through its Board of Directors to engage prominent alumni and citizens with the university. Its functions include:

- Provide guidance and advice to the SJSU President on critical campus and community issues.
- Serve as fundraising leaders by providing annual board contributions of \$10,000, as well as campaign leadership gifts.
- Identify and cultivate friends and donors to support and engage with SJSU.
- Annually review and approve the Tower Foundation's operating budget and audit.
- Propose to the president a slate of potential new directors for appointment and fill board vacancies as needed.
- Approve major policies and review organizational results relative to annual and long range goals, and the performance of similar entities.

Board Membership

Board members are nominated by the Nominating & Governance Committee and approved by the Tower board. The maximum number of directors is 40. Up to 32 may be community members, two may be faculty members, one a student and six are ex officio. The ex officio members have full voting rights and include the SJSU president, vice president for advancement, provost, vice president for finance, and athletic director.

As of December 2014, Tower Foundation has 35 board members. All ex officio positions are filled, as are the faculty and student representatives. As we seek out additional board members, the Nominating & Governance committee is mindful of the need to develop a board that is diverse across ethnicity, age, gender, and business sectors.

Role of the President

The SJSU President leads a discussion at each board meeting highlighting critical issues for the campus. Board members look forward to a robust conversation with the president on the state of the campus and see board meetings as an opportunity to offer counsel and feedback. This access to the president helps cement their relationship with SJSU and encourages support.

2014-15 Board Meeting Schedule

The Tower Foundation board of directors meets quarterly on Tuesdays from 2:00 to 5:00. Three meetings and an annual retreat are held. The schedule for the remainder of 2014 and 2015 is as follows:

- December 16, 2014 (holiday reception)
- March 17, 2015
- June 23, 2015
- October 13, 2015 (retreat)
- December 15, 2015 (holiday reception)

Building on the Success of *Acceleration*

San José State raised over \$208 million in *Acceleration: The Campaign for San José State University*, which ended in 2013.

These gifts are contributed to the Tower Foundation as cash, stock, in-kind donations or through wills and bequests. They support a vast array of student scholarships as well as vibrant programs such as the Sbona Honors Program, CADRE Laboratory for New Media, the Martha Heasley Cox Center for Steinbeck Studies, the Valley Foundation School of Nursing, the Thompson Global Internship Program, and many other endowments, chairs, research laboratories and unique campus facilities.

At \$118.4 million, SJSU's endowment is an important investment in the university. Endowment dollars are vital to San José State because they generate income, a portion of which is available year after year to sustain the highest quality of education and research. Many unique opportunities are made available through endowed support. Here at SJSU, they create permanent support for student scholarships, academic chairmanships or fellowships, and allow us to attract strong, vital talent to the university.

The Tower Foundation works closely with the University Advancement Division to increase contributions and establish University fundraising goals. Working together, these two entities provide the mechanism by which San José State generates support from the private sector.

Financial Management

The Tower Foundation deposits, disburses, accounts for and stewards all philanthropic funds. Its management team and board oversee all financial aspects of university donations - focusing on what risks the endowment portfolio

should accept, how returns can be enhanced, and maximizes investment returns on current donations. The Tower Foundation is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. It is certified as an auxiliary in good standing with the California State University System. McGladrey LLP audits the Foundation's financial records annually, with the [2014 audit](#) providing an unqualified opinion. For the last five years, McGladrey LLP has not issued a management letter, underlining the strong financial management that is a focus of Tower's operations. Our last visit from the Office of the University Auditor was last summer for a [special audit](#) of the Justice Studies department. The last triennial audit was in January 2013.

Tower Operations

The Tower Foundation utilizes the services of a fiscal agent for back office accounting services. With just 8 employees dedicated to Tower operations, our relationship with The Health Trust enables Tower to process high volumes of transactions with minimal staffing. The Health Trust provides Tower with accounts payable, check printing, journal entry, endowment accounting, payroll and general ledger services. We have read-only access to Financial Edge (Blackbaud), which resides on Health Trust's servers.

Endowment

The endowment investment portfolio is managed by Beacon Pointe Investment Advisory. Our primary contact at Beacon Pointe is Felix Lin. Beacon Pointe was recommended to Tower by Finance & Investment committee member Phil Boyce, who serves as chairman of the Valley Foundation.

SAN JOSE STATE UNIVERSITY
 DIVISION OF INTERCOLLEGIATE ATHLETICS
 Four Year Projections - ALL FUNDS

	YEAR 1 2013/14 Budget	YEAR 2 2014/15 Budget	YEAR 3 2015/16 Budget	YEAR 4 2016/17 Budget
REVENUE				
70000 - CSU Operating Fund				
Salary	\$4,098,380	\$4,149,680	\$4,149,680	\$4,149,680
Benefits	\$1,940,882	\$1,942,398	\$1,942,398	\$1,942,398
Fund Total	\$6,039,262	\$6,092,078	\$6,092,078	\$6,092,078
70012 - SSETF (W IRA)				
Fund Total	\$7,465,073	\$7,933,433	\$7,933,433	\$7,933,433
Spartan Foundation				
Fund Drive	\$1,750,000	\$1,800,000	\$1,950,000	\$2,335,432
Endowment Interest	\$92,500	\$102,000	\$130,000	\$138,675
Special Events	\$100,000	\$105,000	\$115,000	\$221,000
Cost Recovery from Auxiliary	\$100,000			
Fund Total	\$2,043,000	\$2,007,000	\$2,195,000	\$2,695,107
65178 - Athletics Operations				
Ticket Sales	\$1,210,490	\$1,065,650	\$1,300,000	\$1,550,000
Conference Distribution	\$1,451,000	\$1,750,000	\$2,000,000	\$3,675,000
FB National TV	\$600,000	\$350,000	\$400,000	\$400,000
NCAA Distribution	\$715,000	\$840,900	\$857,718	\$874,872
Guarantees	\$1,060,500	\$2,547,000	\$2,170,000	\$325,000
Concess/Parking/Merch/Programs	\$250,960	\$202,000	\$250,000	\$270,000
Shipping and Handling	\$15,000	\$10,000	\$12,000	\$15,600
Facility Fee	\$82,000	\$0	\$0	\$0
Facility Rentals	\$30,000	\$245,000	\$275,000	\$282,500
Marketing	\$366,500	\$358,410	\$400,000	\$445,000
Other	\$0	\$203,430	\$203,430	\$203,430
Trsfr In w/in Same CSU Fund	\$0	\$0	\$0	\$0
Cost Recov-Auxiliary	\$0	\$0	\$0	\$0
Fund Total	\$5,781,450	\$7,572,390	\$7,868,148	\$8,041,402
Total Revenue	\$21,328,785	\$23,604,901	\$24,088,659	\$24,762,020
	2013/14 Budget	2014/15 Budget	2015/16 Budget	2016/17 Budget
EXPENSES				
Salary - 70000	\$4,098,380	\$4,149,680	\$4,149,680	\$4,149,680
Benefit - 70000	\$1,940,882	\$1,942,398	\$1,942,398	\$1,942,398
Salary - 65178	\$2,416,579	\$2,566,922	\$2,566,922	\$2,636,922
Benefit - 65178	\$955,587	\$964,967	\$964,967	\$994,967
CSU Retirement Expenses (612001)	\$73,205	\$73,205	\$73,205	\$73,205
Supplemental Pay	\$1,226,051	\$1,070,149	\$1,070,149	\$1,070,149
Total Salaries & Benefits	\$10,710,684	\$10,767,321	\$10,767,321	\$10,867,321
Travel- Team	\$2,284,043	\$2,684,900	\$2,290,000	\$2,350,000
Travel - Recruiting	\$358,248	\$361,648	\$361,648	\$361,648
Services - Recruiting	\$38,625	\$38,625	\$38,625	\$38,625
Travel - Admin	\$83,440	\$89,940	\$89,940	\$89,940
Tuition/Registration	\$2,352,046	\$1,874,774	\$1,875,397	\$1,938,186
Scholarship Allotment (Stipend)	\$1,334,582	\$847,992	\$871,372	\$871,372
Housing	\$829,819	\$2,308,543	\$2,414,220	\$2,414,220
Books	\$203,200	\$197,280	\$203,198	\$203,198
Summer School	\$558,130	\$541,915	\$558,172	\$574,918
Guarantees	\$469,400	\$319,400	\$620,000	\$675,000
PreSesn/ntrsesn/Trng Table	\$535,402	\$535,402	\$535,402	\$535,402
I/T Hardware	\$31,150	\$32,000	\$32,000	\$32,000
I/T Software	\$249,303	\$185,085	\$185,085	\$185,085
IRA Transfer	\$250,000	\$250,000	\$250,000	\$250,000
Event Related Expenses	\$1,199,255	\$1,100,000	\$1,300,000	\$1,300,000
Operational Expenses	\$2,241,981	\$1,741,278	\$1,351,000	\$1,408,620
Miscellaneous Expenses	\$139,180	\$165,000	\$345,279	\$666,486
Total OE&E	\$13,157,804	\$13,273,782	\$13,321,338	\$13,894,699
Total Expenses	\$23,868,488	\$24,041,103	\$24,088,659	\$24,762,020
Net Income Before Transfer In (Out)	-\$2,539,703	-\$436,202	\$0	\$0
Ending Balance	-\$2,539,703	-\$436,202	\$0	\$0
	<i>Approved deficit</i>	<i>\$436,202</i>		

Update on Action Items

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1: Office of Diversity and Inclusive Excellence: In Progress

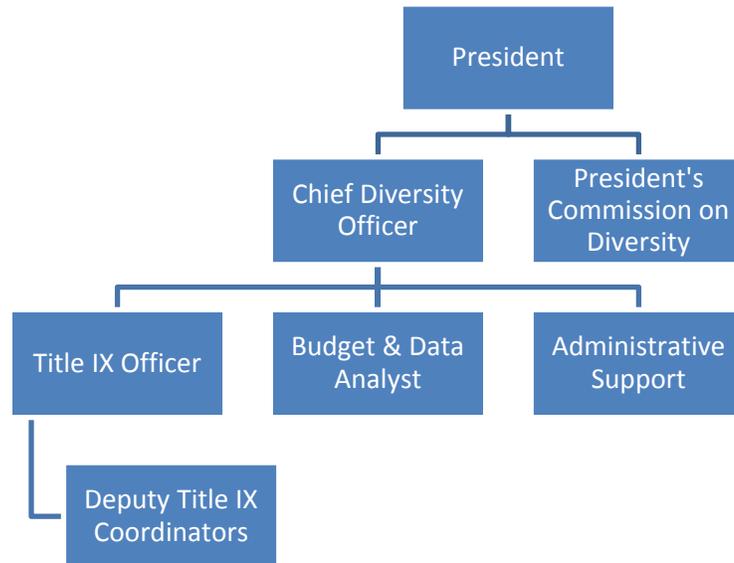
University Action Plan	Related Task Force Recommendation(s)
<p>The president will charge the President's Commission on Diversity to gather best practices regarding diversity engagement and inclusive excellence and engage the campus in providing feedback regarding this function and possible organizational structure. Upon final determination by the cabinet, appropriate funding, structure, staffing and programming will be implemented. The outcome will form the basis for a cohesive plan regarding diversity engagement and inclusive excellence.</p>	<p>CC-1, Create the Office of Diversity Engagement and Inclusive Excellence to be located in Tower Hall and led by a Vice President of Diversity Engagement and Inclusive Excellence who reports directly to the President, is a member of the President's Cabinet and whose responsibilities are as described in the Recommendations of Dr. Rona T. Halualani in Appendix A; CC-3, Maintain the Office of Diversity Engagement and Inclusive Excellence for a minimum of five years; CC-4, Provide sufficient funding for the Office of Diversity Engagement and Inclusive Excellence as described in the Recommendations of Dr. Rona T. Halualani in Appendix A; CC-6, Incorporate a set of diversity-related priorities into the key responsibilities of each of the Cabinet's Vice Presidents; CC-11, Include explicit discussion about race in all diversity programming; CC-15, Schedule events each semester that highlight the experiences and important contributions of diverse communities such as the showing of "Undocumented," with opportunity for discussion; encourage faculty to provide extra credit for participation that includes written and/or oral presentation reflecting on the experience; and incorporate discussion about the event into class discussions, when appropriate; FAS-2, Create a campus-wide Sustainable Diversity Education Program in which participation by faculty, staff and administrators is required; FAS-5, Provide handbooks and links to all administrators, faculty, staff that utilize exercises about the practice of "Recognizing and Interrupting Prejudice" in a variety of campus settings, such as housing, classrooms, and general socialization; FAS-7, Ensure that all administrators have demonstrated knowledge, skill and experience working with diverse populations.</p>

Campus Lead(s): President's Commission on Diversity (PCD)

Work Completed by the End of Fall 2014:

- The President's Commission on Diversity (PCD) reviewed information on approximately ninety (90) colleges and universities across the U.S., including CSU and UC campuses.
- The PCD recommended forming the "Office of Diversity and Inclusive Excellence (ODIE)". The goal of this office will be to promote a positive climate through direct and indirect outreach and education to the campus.
- The proposed initial staff of the ODIE is:
 - **Chief Diversity Officer (CDO)**: This position would report to the President and be a member of the Cabinet. This position would be responsible for leading the creation of a strategic plan, mission statement, and overall cohesive approach to diversity and inclusion for SJSU.
 - **Title IX Officer**: This position would coordinate all campus Title IX efforts both in the area of compliance and education. The Deputy Title IX Coordinators would report to this position.
 - **Budget/Data Analyst**: The budget and data analyst would have budgetary responsibility and assist with general data collection, campus climate surveys and the various Executive Orders and Title IX campus reporting requirements.

- **Administrative Support:** The administrative support position would be responsible for the daily administrative functions, coordination of the office, and support for the CDO.



- The PCD presented this proposal and incorporated feedback from the campus through the Academic Senate and the University Council of Chairs and Directors.

Spring 2015 Work Proposed:

- A search will be conducted for the CDO in Spring 2015. There will be a broad, nationwide search using the standard SJSU process for recruitment. Ideally the new CDO will start in the summer. The hiring of the remaining staff for ODIE will be managed by the CDO.
- The division budget for AY 15/16 to support staffing and programming will be determined in Spring 2015 through the normal campus procedures for budget allocations.

Plan for Ongoing Sustainability:

- The goal of the ODIE is to create a sustainable framework for supporting diversity and inclusive excellence across the university. The ODIE will be continuously assessing and adapting its work to have the greatest impact on the SJSU community.
- The funding and resources of the ODIE will be maintained through the normal campus procedure to support all the divisions.

2 Campus Climate Survey: In Progress

<p>The president will charge the President's Commission on Diversity to implement a Campus Climate Survey, review the Diversity Master Plan, and provide recommendations to the President. Composition and charge of the PCD will be reconsidered.</p>	<p>CC-2, Update and implement the Diversity Master Plan as described in the Recommendations of Dr. Rona T. Halualani in Appendix A; CC-5, Reactivate the Campus Climate Committee that is linked to the Office of the President and formalized through Academic Senate policy; CC-7, Conduct a Campus Climate Study/Assessment (with actual experience-based climate items and behavioral outcome items via surveys and focus groups) every other year, the results of which are immediately and widely publicized to faculty, staff, administrators and students and general public on the SJSU website.</p>
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Campus Lead(s): President's Commission on Diversity (PCD)

Work Completed by the End of Fall 2014:

- The [purpose](#), [charge](#), and [composition](#) of the PCD was revised.
- The PCD reviewed the [status of each item in the Diversity Master Plan](#).
- Working with the Office of Institutional Effectiveness & Analytics (IEA), the results of the two previous Campus Climate Surveys (2006 and 2010) have been compared with each other. The results of each individual survey and the comparisons are [available to the campus](#) on the Diversity website.
- The Campus Climate survey instrument was reviewed and edited.

Spring 2015 Work Proposed:

- From the Diversity Master Plan, the PCD will reinstitute the Unity Council and host a campus wide diversity celebration and awards luncheon.
- The campus will run our internal Campus Climate Survey again this semester. Results will be posted on the Diversity website.

Plan for Ongoing Sustainability:

- The PCD will remain an ongoing advisory committee. The President's charge will be revisited each academic year to ensure the committee is focusing on issues critical to the campus.
- The ODIE will manage the regular implementation and analysis of a campus climate survey.

3 Availability and Recognition of Past Studies: In Progress

Relevant materials such as Dr. Murray's study will be included as additional materials on the university's diversity website as it is developed. Special recognition will be given to Dr. Murray and Dr. Halualani.	CC-8 , Give formal University recognition to the groundbreaking work by Professor Susan Murray on the 2011 Campus Climate Research Project and ensure that her study remains available to the campus and general public on the SJSU website.
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Campus Lead(s): President's Commission on Diversity (PCD)

Work Completed by the End of Fall 2014:

- The University's Diversity website was re-designed. It now includes sections on:
 - President's Message
 - President's Commission on Diversity
 - Access and Success
 - Inclusive Excellence
 - Campus Research on Diversity
 - Campus Resources
 - Diversity in the Workplace
 - Diversity Feedback (a tool for inputting feedback)
- Dr. Murray's focus group work on Campus Climate, which was already linked to on the President's website, was moved to [Diversity website](#).

Spring 2015 Work Proposed:

The PCD will be hosting a spring semester, Diversity Hall of Fame celebration. One objective of that event will be to recognize campus leaders in diversity scholarship including Dr. Murray and Dr. Halualani.

Plan for Ongoing Sustainability:

Starting in academic year 15/16, the vision, layout, and maintenance of the University's main Diversity website will be under the guidance of the ODIE. This division will utilize the website and routine programming events to both notify the campus of our campus' diversity scholarship and to celebrate our diversity scholars.

4 Research on URM Student Success: In Progress

The university will conduct research to identify successful SJSU Under Represented Minority (URM) students, determine key factors for their success, and replicate those factors to develop support programs for all URM students to the degree possible.	CC-9 , Undertake a study to determine why graduation rates for African American and Latino males are low and take immediate steps to improve those rates; CC-10 , Develop a Student Resource and Success Center to support underrepresented students of color with low graduation rates and conduct outreach to these students to make them aware of the Center.
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Campus Lead(s): Student Academic Success Services

Work Completed by the End of Fall 2014:

- Dr. Lisa Oliver (Associate Professor, Lurie College of Education and Faculty-in-Residence Student Academic Success Services) conducted a qualitative study that involved Fall 2013 and Fall 2014 entering freshmen and transfer historically, Under Represented Minority (URM) students. To date, her initial research results have shown differences in how Hispanic and African American students transition to SJSU.

Spring 2015 Work Proposed:

- The results of Dr. Oliver’s study will be analyzed to determine how university support can be altered or enhanced to better serve our URM students.
- A group of faculty will work with Dr. Oliver to extend her study to survey students on the reasons why they leave SJSU.
- A student resource and success center for URM students is still being evaluated. Factors in this decision include the benefits and costs of a unique facility as compared to enhancing support in the existing college student success centers.

Plan for Ongoing Sustainability:

- The support of our URM students is a key focus of Student Academic Success Services. This department is charged with researching the impact of campus resources on all students and improving support for students to improve academic success, retention, and graduation rates. The department pays particular attention to the progress of URM students and will continue to improve services to those populations.
- SJSU has received a \$2.3M “Strengthening Institutions” grant from the Department of Education. One component of this is to develop a sustainable framework to provide support for high need freshmen. This includes 1) Block Scheduling, 2) Student Learning Communities, 3) Peer Mentors, and 4) a Faculty Mentor Program.

5 Diversity Curriculum: In Progress

The president will send a referral to the Academic Senate requesting review of curricular options that address diversity education.	CC-12 , Create a first-year experience course (for Frosh students and transfer students) focused on diversity, that includes, but is not limited to culture, ethnicity, gender, race, religion and sexual orientation; CC-13 , Institute a Diversity & Ethnic Studies course requirement for all students.
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Campus Lead(s): Academic Senate, Curriculum & Research policy committee

Work Completed by the End of Fall 2014:

- Curriculum is the purview of the faculty, and decisions regarding changes to the curriculum are made through a defined Academic Senate process. A referral was made to the Curriculum and Research policy committee to review curricular options that address diversity education.
- The Curriculum and Research committee reviewed the coverage of diversity in university GE learning objectives.
 - Diversity is one of two common outcomes to all GE courses (the other is writing). See page 14 of the [2014 GE Guidelines](#). In accordance with this, each GE course must address relevant issues of diversity in their content.
- The development of diverse perspectives is one of the [University's learning goals](#). The accomplishment of this in our curriculum is assessed university wide through the [Western Association of Schools and Colleges \(WASC\) accreditation process](#).

Spring 2015 Work Proposed:

- The Curriculum and Research committee will be evaluating how the GE diversity content requirement and learning objectives is assessed in the GE assessment process.
- The Curriculum and Research committee is developing a plan to undertake a large scale study of how diversity is covered in all the curriculum.

Plan for Ongoing Sustainability:

Through the Academic Senate, a sustainable mechanism already exists on our campus through which any member of the campus community can [submit referrals](#) to review curriculum.

6 Faculty Development: Completed

The Center for Faculty Development will be charged to develop and provide training described in the recommendation.	CC-14 , Require the Center for Faculty Development to provide faculty training about the rules for civil discourse and respect in the classroom, and about understanding the strengths that diverse students bring into the classroom; develop effective strategies for engaging diverse students; FAS-4 , Provide workshops and training materials for faculty seeking ways to integrate diversity issues into lectures, discussions, and class assignments.
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Campus Lead(s): Center for Faculty Development (CFD)

Work Completed by the End of Fall 2014:

- The Center for Faculty Development (CFD) has incorporated a new, hour-long session entitled “Creating Caring and Respectful Teaching and Learning Communities” into its orientation program for new tenure track faculty, lecturers and teaching assistants. It offers follow-up sessions throughout the semester.
- The CFD has created a dedicated space in IRC 213 which contains a comfortable reading area, a collaborative work-space, a desktop computer and printer, and a library of print and non-print resources pertaining to diversity and inclusive excellence.
- The CFD and Faculty Affairs (FA) created [a webpage containing teaching resources pertaining to diversity and inclusive excellence](#). Resources include profiles of SJSU faculty who have been recognized for the ability to create welcoming, engaging, academically rigorous and supportive environments for diverse student populations.
- A campus wide diversity speaker series was created. The CFD received 23 proposals for speakers, totaling \$130,000 in expenses. The Senate’s Faculty Diversity Committee served as the review committee for this project. They ranked the proposals and then recommended 5 speakers, who will be scheduled for spring 2015 events.

Spring 2015 Work Proposed:

This action item was completed in Fall 2014.

Plan for Ongoing Sustainability:

As part of its mission, the CFD will continue to provide, assess, and revise faculty development on the rules for civil discourse and respect in the classroom, understanding the strengths that diverse students bring into the classroom, effective strategies for engaging diverse students, and ways to integrate diversity issues into lectures, discussions, and class assignments.

7 Student Leadership Retreats: In Progress

Student leadership retreats, including Leadership Today, will be expanded in scope and augmented to ensure race and other diversity-themed topics are included.	CC-16 , Convene Leadership Today retreats at least twice a year in order to increase student participation in the program; CC-17 , Convene ethnic, gender, and sexual orientation-themed leadership retreats for students during the Fall semester to facilitate the transition of Frosh and transfers into the SJSU environment.
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Campus Lead(s): African American and Latino/a & Chicano/a Student Success Task Forces; Student Academic Success Services

Work Completed by the End of Fall 2014:

- The Chican@/Latin@ Student Success Taskforce has a student leadership retreat scheduled for March 6-March 8, 2015.
 - A save the date is going out at the start of the spring semester with an application for student participation following.
 - The main emphasis of the retreat will be to create student leaders who will go back to their peer group and share knowledge as well as create student centered and student run, ongoing programming. The retreat will provide skills for students to bridge the gap between their cultural self and their academic identity. It will also set the foundation for creating mentor and mentee programs and support networks between students. Students will receive information about success services and resources to support their psychological self.
- The African American Student Success Taskforce has a retreat planned for February 6-8. The retreat was advertised to students and applications are being reviewed.
 - The retreat will take place February 6-8 at the Inn at Pasatiempo near Santa Cruz. Transportation, meals and lodging will be provided free of charge to student participants.
 - Some topics that will be explored in the retreat are:
 - Managing your emotional health
 - Organizing for student activism and the fight for social justice
 - Fostering an environment conducive to academic and social success for black students at SJSU- what do you want your college experience to be?
 - Building a more welcoming and cohesive Spartan community
 - What it means to be a black student at SJSU in 2015
 - Developing Leadership within the community
 - San Jose State academic resources and Developing your graduation agenda
- As for the general university Leadership Retreat, the 14th Annual Leadership Today (LT) Retreat was held at Koinonia Retreat Center from January 7–9, 2015. LT continues to be a retreat that's held once per year, with 40 students invited to participate, 2

student assistants, as well as 7 total facilitators (5 from SJSU). The focus is on the Big 8 (race, ethnicity, gender, sexual orientation, (dis)ability, age, size, religion). They are in their 4th year of a revised model that involves Jonathan Poulard and Felicia Lee as lead facilitators.

- The University has also developed Unvs 90E, a leadership development course, which will run for the first time in Spring 2015. It is an emerging leaders course which expands on the content in the Leadership Today retreats. LT delegates, Orientation Leaders, Resident Advisors, and other student leaders are encouraged to enroll.

Spring 2015 Work Proposed:

The Chican@/Latin@ and African American student success taskforces will advertise, select students, host the retreats, and assess the impact.

Plan for Ongoing Sustainability:

The Leadership Retreats will continue through Student Affairs. They will be assessed annually to make sure the content is relevant and impactful. The Chican@/Latin@ and African American student success retreats were funded through the Student Success, Excellence, and Technology fee (SSETF). The taskforces can re-apply for continued funding through that program.

8 Vice President of Student Affairs

Recruitment for the vice president of student affairs is currently planned.	FAS-1 , Hire a highly experienced Vice President of Student Affairs with demonstrated experience in building and strengthening campus diversity programs.
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Campus Lead(s): President

Work Completed by the End of Fall 2014:

- The position description was written and vetted with appropriate campus stakeholders.
- A search firm was hired and the search committee formed through the Academic Senate process.
- The search committee, chaired by Sharon Willey, is currently recruiting applicants for the position. The solicitation of applications closes February 9th.

Spring 2015 Work Proposed:

It is anticipated that finalists will be interviewed on campus in early April and a selection made by the end of the semester.

Plan for Ongoing Sustainability:

Not applicable

9 Faculty and Staff Recruitment: Completed

Both Faculty Affairs and HR will develop a recruitment protocol that ensures diverse applicant pools during the recruitment process.	FAS-3 , Commit to the aggressive recruitment of female faculty and faculty of color; and commit to their retention, promotion and tenure; FAS-6 , Ensure that faculty, administrator and staff recruitment and hiring reflect the diversity of the campus and Santa Clara County; RES-10 , Ensure that Residential Advisors reflect the diversity of the campus.
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Campus Lead(s): AVP for Faculty Affairs (FA), AVP for Human Resources (HR)

Work Completed by the End of Fall 2014:

- Faculty Affairs redesigned their [website](#) and [recruitment protocol](#) to emphasize strategies for recruiting a diversify applicant pool.
- Faculty Affairs funded travel by 8 departments for recruitment of open faculty positions.
- Faculty-in-Residence, Dr. Carlos Garcia, worked with faculty search committees to find strategies for diversifying applicant pools. He has participated in 13 training sessions that captured 85 recruitment committee members. (Every search committee sent at least one representative to the trainings.) He has also conducted individual consultations with several committee chairs who needed more extensive assistance.
- Faculty affairs facilitated and funded advertising of open faculty positions in nine different high profile diversity sources.
- Human Resources (HR) redesigned their [recruitment process into a Recruitment Action Plan](#) to emphasize strategies for recruiting a diverse applicant pool.
- HR developed a one day training for new employees, Spartan 101, where the key objectives are to welcome them into the SJSU community and provide them resources through the Office of Equal Opportunity. This training occurs monthly.
- HR posted the [University Wide Affirmative Action Plan](#) on the Human Resources website.
- Housing's hiring of RAs follows the campus policies for staff recruitment which are optimized to produce a diverse applicant pool.

Spring 2015 Work Proposed:

This action item was completed in Fall 2014.

Plan for Ongoing Sustainability:

The ongoing mission of faculty affairs and human resources are to ensure an open and robust recruitment process for all faculty, staff, and administrators. They will be continuously evaluating their practices to ensure SJSU is working effectively to diversify its workforce.

10 Student Orientation Programs: Completed

<p>A university task force of students, faculty and staff will be formed to review all aspects of frosh, transfer and graduate student orientations.</p>	<p>Frosh-1, Include explicit and substantial programming about race, along with issues impacting all constitutionally-protected groups, in Frosh Orientation; Frosh-2, Establish a sliding scale and/or fee waiver for Frosh Orientation; Frosh-3, Appoint a committee of faculty, staff, administrators, and students to reassess Frosh Orientation and Transfer Orientation. Invite Special Task Force members to join that committee.</p>
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Campus Lead(s): Student Affairs, Academic Affairs

Work Completed by the End of Fall 2014:

- An orientation taskforce met during the Fall 2014 semester composed of Sara Calhoun (Chair), Maureen Scharberg, Michael Randle, Marcos Pizarro, Mariaelena Marcano, Toni Campbell, Lauren Mendez.
- The orientation taskforce reviewed “**Frosh-1**, Include explicit and substantial programming about race, along with issues impacting all constitutionally-protected groups, in Frosh Orientation” (from the Racial Discrimination Taskforce recommendations, see the above table).
 - Frosh Orientation Leaders currently perform skits for the students in the evening portion of the program where race is specifically addressed, among other topics such as alcohol/underage drinking, sexual assault, stalking, plagiarism, and discrimination. The students, led by orientation leaders, debrief at the conclusion of the skits.
 - During the Orientation Leadership class, Orientation Leaders read and discuss the book *Choosing Civility* by P.M. Forni. Additionally, they use the “Speak Up, Responding to Everyday Bigotry” literature to address the issue of discrimination through a series of different scenarios. The Orientation Leaders are able to explore a variety of ways to speak up and speak out about difficult situations.
 - The current “We Are Sparta” initiative is being reworked into a bookmark, so that students will have a reminder of what it means to be a citizen of the SJSU community. “We Are Sparta” is currently an initiative to get students talking about what it means to be a SJSU Spartan. The five pillars of Integrity, Respect, Responsibility, Achievement and Community are emphasized to new students. Each student is given a business card with the five pillars explained as well as a Spartan pin to exemplify their commitment to the community.
- The orientation taskforce reviewed “**Frosh-2**, Establish a sliding scale and/or fee waiver for Frosh Orientation” (from the Racial Discrimination Taskforce recommendations, see the above table).
 - A partial fee waiver for frosh is currently advertised on [the Next Steps site](#). All students will see this link when they sign up for Orientation. They can link to the fee waiver and apply by completing a .pdf application. Each partial fee waiver for

Frosh Orientation will cover \$100 of the \$250 mandatory orientation fee. Frosh Orientation currently has a budget of \$10,000 for partial fee waiver assistance. Students can request a partial fee waiver in advance for parents/guardians. Frosh Orientation has never had to turn anyone down for a partial fee waiver; however, all applicants have met the requirements and waivers were distributed on a “first come, first serve” basis.

- The same partial fee waiver system is in place for Transfer Orientation, covering \$50 of the \$70 fee. Transfer Orientation has never turned down a student who submitted a complete application.
- Graduate student orientation is not mandatory and there is not a fee.

Spring 2015 Work Proposed:

This action item is completed.

Plan for Ongoing Sustainability:

- The content of frosh, transfer, and graduate student orientations will continuously be reviewed by the respective organizing committees. The ODIE will work with these groups to maintain a high level of quality, diversity programming in the orientations.
- The orientation taskforce made the following recommendations:
 - The committee agrees that there needs to be a push to create a “climate of empathy”, while encouraging students to understand what it means to be a citizen of SJSU.
 - Possible online training should be developed regarding what it means to be a citizen of SJSU for students, similar to the Haven online training to address sexual assault.
 - The message could be delivered by advisors through GE advising during Frosh Orientation, specifically addressing academic integrity, civility and being a kind citizen through academics and beyond.
 - The message introduced at orientation should be continued through academic classes, possibly GE Areas.

11 Housing Protocols for Common Areas: Completed

Housing administrators will create a protocol for making visits to common areas for the purpose of observing displays and activities.	RES-1 , Ensure that RA's and other Residential Life staff make frequent visits to observe activities and displays in the common areas of suites and residence halls; RES-7 , Schedule monthly and mandatory RA check-ins with suite-mates in group settings (and when necessary, on an individual basis); and utilize graduate students (2nd year and higher) from the Sociology, Social Work, and Psychology fields to observe these check-ins for the purpose of providing feedback to Residential Life staff about group process and about how to encourage full and honest participation by students in these monthly meetings.
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Campus Lead(s): Associate Director, Residence Life

Work Completed by the End of Fall 2014:

- Housing has mandatory opening meetings for all communities.
- Resident Advisors (RAs) are on duty nightly to patrol the buildings and enforce policies.
- Housing staff works collaboratively with counseling, Mosaic, the LGBT Center, and other campus resources when meeting with students in a myriad of issues.
- Health & Safety Inspections were increased from twice a semester to once each month (September/ October/November & February/March/April).
- Housing has instituted one to one RA/Resident meetings.

Spring 2015 Work Proposed:

This action item is completed.

Plan for Ongoing Sustainability:

University Housing Services will continuously assess and update protocols to make sure that the RAs are facilitating a safe and welcoming living environment.

12 Housing Staffing Ratios: Completed

Housing administrators will research national standards for staffing ratios in similar residence halls, and provide university administration with those reports including recommendations as appropriate.	RES-2 , Decrease the RA, ARLC, and RLC student ratios so that there are fewer students per staff person, and fewer staff per supervisor.
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Campus Lead(s): Associate Director, Residence Life

Work Completed by the End of Fall 2014:

- ACUHO-I (American College and University Housing Officers-International) surveys show average staffing ratios of 1:34.5 for residence halls and 1:121 for apartments, with an average of 1:39.6 overall.
- At San Jose State University, the residence hall staffing ratio is an average of 1:44.23 and the apartment staffing ratio is 1:61.54.
- University Housing Services hired an additional RA for the planned first year community in the apartments to bring it down to a 1:50 ratio.
- University Housing Services is assessing to increase staffing ratios as needed in order to appropriately support the residential community and reflect industry best practices

Spring 2015 Work Proposed:

This action item is completed.

Plan for Ongoing Sustainability:

University Housing Services is working to secure additional funds to increase the number of Resident Advisors over the course of the next few years. The overall plan is to lower the RA: Resident ratio in the first year communities to 1:35 and the upper division communities to 1:50 by adding more Resident Advisor staff each year until we reach these levels. We will also be looking at lowering the Professional Staff:Resident ratio.

13 Housing Staff Training: Completed

<p>Housing administrators will develop a proposal for comprehensive residential life staff training that augments existing training with specific topics that address diversity including, but not limited to, race, ethnicity, prejudice and hate.</p>	<p>RES-4, Ensure that Residential Life staff who most frequently interact with students (including but not limited to RA's) are aware of and sensitive to the perceived and/or self-identified racial identities of the residents;</p> <p>RES-6, Ensure that all Residential Life staff trainings include explicit discussions about racial prejudice, racist/hate symbols, and about how to create an environment in which students will speak up without fear of retribution; and ensure that staff is trained to recognize controversial/hate symbols and their potential to create a hostile environment for students;</p> <p>RES-11, Ensure that Residential Advisors receive training from a competent consultant on the history of race in America, ethnic relations, gender relations, cross cultural relations involving sexual orientation, religion, veterans' status, disability and income inequity;</p> <p>RES-14, Ensure that all RLC and ARLC have demonstrated knowledge, skill and experience working with diverse students.</p>
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Campus Lead(s): Associate Director, Residence Life

Work Completed by the End of Fall 2014:

- Residential Life continued to implement a comprehensive training for all levels of student staff.
- Residential Life Coordinator (RLC) and Assistant Residential Life Coordinator (ARLC) Training was increased from 67.5 hours (2013) to 87 hours (2014). Dr. Macheo Payne, a diversity speaker, presented on social justice and multicultural competence development.
- RA training was increased from 109 hours (Fall 2013) to 120 hours (2014). Vernon Wall, a nationally renowned diversity speaker, presented on the areas of social justice, diversity and multiculturalism. Specific focus areas included various levels of oppression (systemic, group, individual), strategies for developing/ fostering inclusive communities, and engaging in conversations across difference.
- In September, Finn Schneider, diversity speaker, presented to all Residential Life staff on transgender issues.

Spring 2015 Work Proposed:

This action item is completed.

Plan for Ongoing Sustainability:

University Housing Services will continuously assess and adapt residential life staff training to ensure the staff have the professional development needed to serve the diverse student body effectively and facilitate a safe and welcoming living environment.

14 Housing Roommate Agreements: Completed

Housing administrators will create a process that ensures supervisory review of student roommate and suitemate agreements.	RES-5 , Require Residential Life staff to carefully scrutinize and discuss student agreements shortly after the agreements are signed, and to immediately follow up with students if staff has any questions, need clarifications, or see anything unusual.
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Campus Lead(s): Associate Director, Residence Life

Work Completed by the End of Fall 2014:

- Immediately following the incident in Fall 2013, a process was put in place to ensure that RAs were clarifying any unknown terms in their meetings with residents.
- All RAs meet with roommates in August and September to discuss living environments and facilitate the completion of the Roommate Agreements.
- In addition, all roommate agreements are reviewed by the professional staff and if any concerning or unclear terms were found, staff met with the residents to clarify their meaning, address concerns, and mitigate any issues.
- This summer, the Roommate Agreement forms were redesigned to be in alignment with the Residential Curriculum and talking points were added to help guide residents and staff through the process.

Spring 2015 Work Proposed:

This action item is completed.

Plan for Ongoing Sustainability:

University Housing Services will continuously assess and adapt the protocol for student roommate and suitemate agreements to ensure the process is effectively addressing student needs.

15 Housing Diversity Programming: Completed

Housing administrators will develop programs for resident students focused specifically on diversity, including race and ethnicity, with enticements for participation.	RES-8 , Require all students who reside in residence halls to participate in diversity programming in which race is explicitly discussed, along with issues impacting all constitutionally-protected groups; RES-12 , Encourage students in dorms and suites to participate in programs that promote diversity appreciation and cross cultural exchange.
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Campus Lead(s): Associate Director, Residence Life

Work Completed by the End of Fall 2014:

- In 2013 – 2014, Residential Life presented 364 diversity programs:
 - 61 appreciating diversity programs
 - 296 multicultural competence programs
 - 7 spiritual awareness programs
- Housing-wide annual programs that focused on diversity, cross cultural exchange, and social justice were some of the programs presented: Hate Does Not Have a Home Here, Love Does Not Discriminate, Expression!, speaker panels, Breaking the Silence, Ally Project, etc.
- University Housing Services moved from a programming model to **Residential Curriculum** which is a best practice across the nation.
 - Residential Curriculum Educational Priority: Residential Life seeks to facilitate the development of Spartan Strong residents. We define a Spartan Strong resident as one that develops meaningful points of connection to SJSU, is invested in the safety and security of themselves and others, is actively involved in the development of inclusive communities, and takes pride in being a SJSU Spartan.
 - **Goal One**: Residents will explore and continually develop **SELF**
 - **Goal Two**: Residents will demonstrate a responsibility to their **SURROUNDINGS**
 - **Goal Three**: Residents will identify and actively prepare for their **next STEPS**
 - **Goal One**: Residents will **explore and continually develop SELF** (Programs such as: One to one meetings with RAs and Residents, roommate agreements, community building, diversity education, intersectionality, etc.)
 - **Residents will explore** their identities through a variety of 1:1 dialogue opportunities within their community (connectedness).
 - Residents will have opportunities to learn and celebrate the identities of others in their residential community (inclusiveness).
 - Residents will engage in the development of an inclusive community through active and passive experiences facilitated in their residential community (inclusiveness/connectedness).

- Residents will develop and affirm their identities through “self authoring” activities and experiences (inclusiveness/connectedness).
- **Goal Two:** Residents will demonstrate a responsibility to their **SURROUNDINGS** (Programs such as: diversity panels, social identity development models, Hall Government and Residence Hall Association involvement, leadership retreats, college/department partnerships (Mosaic/LGBTRC/WRC), symbology, theme community events, leadership development series, etc.)
 - Residents will know how to get involved in residential leadership opportunities (connectedness).
 - Residents will be exposed to co-curricular involvement opportunities at SJSU/in the surrounding San José community (connectedness).
 - Residents will engage in and foster caring relationships in their living and learning communities (inclusiveness).
- **Goal Three:** Residents will identify and actively prepare for their **next STEPS** (Programs such as: cross-cultural communication, multicultural competence, working in a diverse environment, etc.)
 - Residents will be exposed to resources that will assist them through their various transitions while living on campus/at SJSU (connectedness).
 - Residents will participate in activities to support their career goals and/or future aspirations (connectedness/academics).
 - Residents will have opportunities to examine identity in relationship to their larger community/global environment (inclusiveness).

Spring 2015 Work Proposed:

This action item is completed.

Plan for Ongoing Sustainability:

University Housing Services will continuously assess and adapt their programming to ensure diversity issues are addressed.

16 Housing Contract Video: In Progress

Housing administrators will develop a brief video of critical elements in the contract, and will develop a housing orientation program to reinforce the behavior expectations in the contract upon arrival.	RES-9 , Require Housing administration and staff members to discuss the terms of the housing contracts with the residents shortly after they are signed, to ensure that the residents understand their responsibilities under the contracts.
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Campus Lead(s): Associate Director, Residence Life

Work Completed by the End of Fall 2014:

- The video of critical elements is currently being scripted and will be produced during the spring 2015 semester.
- It is not feasible for housing staff to meet individually with each housing resident to discuss the contract. Each year, at the mandatory, first, floor meeting in each community, the RAs review the critical policies and discuss community standards and expectations.

Spring 2015 Work Proposed:

The University Housing Services contract video will be filmed and produced in Spring 2015.

Plan for Ongoing Sustainability:

University Housing Services will continuously assess their housing orientation program, including the impact of the contract video, to make sure residents understand the behavior expectations in the housing contract.

17 Themed Housing: Completed

Housing administrators have created plans for implementing themed-floors.	RES-13 , Establish multi-cultural theme dorms with input from students, faculty and staff.
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Campus Lead(s): Associate Director, Residence Life

Work Completed by the End of Fall 2014:

- A **“Black Scholars Community”** was created and will open in Fall of 2015.
 - The Black Scholars Community is an open community located on the eleventh floor of Joe West Hall. It is designed to provide leadership, guidance, mentorship, community, and a space for those who are a part of or in support of the Black community at San Jose State University (SJSU).
 - The community promotes cross-cultural understanding and dialogue, encourages community support, and facilitates the introduction of key campus resources in order to support student success at SJSU.
 - Through a variety of programs and activities, the Black Scholars Community specifically focuses on academic success, personal growth, networking, and professional development.
- University Housing Services worked collaboratively with students, Associate Vice President for Campus Life, Director of Mosaic, and other university partners to develop the structure for the community.
- The community will be open to all residents with an interest in this topic.
- First Year students can now apply for this community on line through the Housing application process.

Spring 2015 Work Proposed:

This action item is completed.

Plan for Ongoing Sustainability:

University Housing Services has a long history of themed living communities. They continuously assess them and create new ones to meet current student body interests and needs.

18 Reporting Mechanisms: Completed

<p>Spartans for Safety, augmented by technical experts, will be charged to review appropriate reporting mechanisms to ensure visible, user-friendly tools to report hate crimes and incidents of inappropriate and bias-based conduct. Recommendations will be provided to the president's cabinet for implementation. Reported incidents will be distributed to and reviewed by appropriate university departments.</p>	<p>RPP-1, Create a user-friendly link on the SJSU website connected to the campus police and to the Office of Diversity for the reporting of hate crimes, as well as incidents of bias-based conduct/speech (race, ethnicity, religion, gender, sexual orientation) that do not rise to the level of criminal behavior. The link should allow students, staff, faculty and administrators to report incidents that occur on the campus anonymously. Publicize the link throughout the campus. Appoint a staff person to monitor, record and investigate the postings in a timely manner;</p> <p>RPP-2, Reinstate the SJSU mobile application for smart phones to report incidents of hate crimes and incidents of bias-based conduct/speech;</p> <p>RPP-5, Create a user-friendly link on the housing website where residents can feel free to raise their concerns, with the option of reporting anonymously; publicize the link throughout the campus. Publicize to students, faculty and staff information about all locations on the campus where bias-based incidents can be reported.</p>
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Campus Lead(s): Spartans for Safety and Behavioral and Crisis Intervention Team (BCIT)

Work Completed by the End of Fall 2014:

- The Behavioral and Crisis Intervention Team (BCIT) implemented a new reporting tool that allows for easier reporting as well as tracking of reported incidents.
- This tool is linked on the websites for [Spartans for Safety](#) , [BCIT](#), [Student Conduct](#), and [Diversity](#).
- This link and reporting information also went to all faculty, staff, and students as part of the “Red Folder”. The “Red Folder” is a CSU wide initiative to ensure campus community members have support and reporting information to assist students in distress.

Spring 2015 Work Proposed:

This action item is completed.

Plan for Ongoing Sustainability:

The Division of Student Affairs and the Behavioral and Crisis Intervention Team (BCIT) will continuously monitor and assess the reporting mechanism and response protocol to make sure the process is meeting campus needs.

19 Response Protocol: Completed

<p>The Behavioral and Crisis Intervention Team (formerly known as CAIT) will be charged to develop a comprehensive response protocol for reported incidents. The protocol will be widely communicated to the campus community.</p>	<p>RES-3, Mandate follow up by Residential Life staff within 24 hours with the involved students after incidents of bias/hate come to the attention of staff;</p> <p>RPP-3, Ensure that the Vice President of Student Affairs, the Vice President of Finance & Administration, the Vice President of Diversity Engagement and Inclusive Excellence, the Provost, and other executive level officials and the Campus Police immediately inform the Office of the President and the Cabinet of conduct that is or may be viewed as constituting hate crimes;</p> <p>RPP-4, Ensure that the University’s response to bias-based misconduct is as immediate as it is for other forms of misconduct;</p> <p>RPP-8, Develop a coordinated campus response matrix that (1) describes all policies specific to bias, discrimination, hate violence and bullying; (2) specifies time periods for documenting and communicating the occurrence of incidents of bias, discrimination, hate violence and bullying; (3) documents the actions taken and recommended actions to be taken in response to the incidents. Publicize the matrix throughout the campus;</p> <p>RPP-9, Provide to all administration, faculty, staff and students copies of and/or links to policies, procedures and forms that will assist the campus to develop and maintain an open, transparent just process for reporting incidents and obtaining appropriate feedback about the campus management of incidents that occur on campus;</p> <p>RPP-10, Develop a protocol for the prompt communication by the Director of Housing to residents when there are major incidents on or near the campus.</p>
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Campus Lead(s): Spartans for Safety, Behavioral Crisis and Intervention Team (BCIT)

Work Completed by the End of Fall 2014:

- The reporting protocol was reviewed and modified.
 - Title IX cases are reported immediately to UPD from Housing staff. If there is any evidence of a Title IX violation, the Chief of Police notifies the VP for Administration and Finance and the Chief of Staff, and who then notify the other cabinet members.
 - Now with federal, state, and CSU Title IX requirements, the reporting protocol specifically address training, reporting, and investigation of Title IX cases which include bias, hate, harassment, sexual assault, domestic violence.
 - BCIT has done several workshops on responsibility to report with all the staff in housing.
 - There is also an online training requirement for all incoming frosh, transfers, international and graduate students on Title IX. They have changed Frosh orientation training, and now have begun training with the rest of the student body, along with staff and any faculty member who wish to take the class.
- This past semester, Housing sent out notification to residential students within the first 3-5 hours of a major incident on or around Housing.

Spring 2015 Work Proposed:

This action item is completed.

Plan for Ongoing Sustainability:

The Behavioral and Crisis Intervention Team (BCIT) will continuously monitor and assess the reporting mechanism and response protocol to make sure the process is meeting campus needs.

20 Santa Clara County Hate Free Community MOU: Not Applicable

<p>SJSU has adopted the Santa Clara County Law Enforcement Policy Statement Regarding Hate Crimes. UPD will review to ensure terms are implemented at SJSU.</p>	<p>RPP-6, Require the Chief of SJSU Police Department and the University administration to review the MOU between Santa Clara County Law Enforcement Agencies and the Santa Clara County Network for a Hate Free Community to ensure familiarity with the terms of the MOU and compliance with the best practices articulated in the document. Review this MOU in concert with the Santa Clara County Chiefs of Police Association and the Santa Clara County Network for a Hate Free Community</p>
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Chief Decena has verified this with Santa Clara county officials that there is no such MOU so SJSU cannot take any action related to this. .

21: Comprehensive Policy: In Progress

In consideration of CSU Executive Orders, SJSU Academic Senate Policies, Presidential Directives and other departmental policies, the university will create a comprehensive policy that covers bias, discrimination, hate violence and bullying.	RPP-7 , Require the University administration, in collaboration with the Academic Senate, student leaders and staff, to review all campus policies specific to bias, discrimination, hate violence and bullying for the purpose of determining the adequacy of the policies to meet current expectations regarding the establishment and maintenance of a campus free of bias, discrimination, hate violence and bullying, and transformative measures such as cultural sensitivity training and progressive disciplinary actions, up to and including, expulsion from the university, or termination from employment with the university.
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Campus Lead(s): President's Office, Academic Senate

Work Completed by the End of Fall 2014:

- A referral was sent to the Academic Senate's Instruction & Student Affairs policy committee. The committee reviewed all relevant, existing SJSU and CSU policies. The committee decided not to create a comprehensive policy on this very broad range of topics. Rather, to make sure the campus was aware of these policies, the existing links on the [Diversity website](#) and in the [University catalog](#) will be messaged to the campus each semester (along with reporting information).
- A gap was identified in that there are no specific SJSU or CSU policies for bullying. A recommendation was made from IS&A for the President to look into whether a Presidential Directive related to bullying would be relevant.

Spring 2015 Work Proposed:

- The Chief of Staff will review campus bullying policies at other schools as well as relevant CA law.
- In consultation with the Senate Executive committee, the President will determine if a Presidential Directive related to bullying is needed.

Plan for Ongoing Sustainability:

The Academic Senate is charged with the ongoing process of reviewing current SJSU and CSU policies and creating policies to meet the campus needs.

22 Open Forums for Action Item Updates: Ongoing

The university will hold at least one forum per semester to review status of implementation.	IMP-2 , Convene public forums each semester for the campus and the San Jose community to review implementation of the recommendations.
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Campus Lead(s): President's Commission on Diversity

Work Completed by the End of Fall 2014:

- An open forum was held in Morris Dailey Auditorium on Oct 8th. A recording of the forum can be found on the [Diversity website](#). This forum was moderated by Judge Cordell and involved an overview from the President, updates from relevant staff on each of the action items, and then a question and answer session. The forum was advertised widely to the internal campus community via email, the University website, and the University Events calendar.
- To further communicate on the status of the Action Items, [the Action Items](#) were placed on the Diversity website which has an option for [feedback](#).

Spring 2015 Work Proposed:

- A Spring Open Forum will be held in the early part of the semester. Work will be done to address feedback from the first forum (more diverse forms of advertising, more outreach to the external community, and more engagement with the audience).
- An update on the status of each action item will be posted to the Diversity website. The campus community will be notified via email of this along with a reminder of the feedback link.

Plan for Ongoing Sustainability:

A key responsibility of the new Office of Diversity and Inclusive Excellence will be to engage the campus in a conversation on the status of diversity and inclusive excellence related issues at SJSU. After Spring 2015, the ODIE will shape how the campus is updated and consulted on diversity and inclusive excellence initiatives.