



### **Abstract**

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

This *Planning* Project mapped the CSU East Bay campus community environment in relation to current beliefs, practices, and attitudes surrounding diversity, multiculturalism, equity, and strategies for supporting the implementation of the Diversity and Social Justice (DSJ) Institutional Learning Objective stating that “Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competences to promote equity and social justice in their communities.”

that help students explore cultures, life experiences, and world views different from their own. These studies often explore "difficult differences" such as racial ethnic and gender inequality or continuing global struggles for human rights and freedom. Intercultural studies are often augmented by experiential learning in the community (and/or study abroad). Broadly defined,

impact practices and service learning to be inclusive of social justice work with poor and disenfranchised communities, including immigrant communities. Saltmarsh (2012) deems this type of involvement a “thick approach” to diversity and social justice. Such an approach makes connections between student demographics (ethnic, racial, gender, and cultural), the academic success of historically underserved and disenfranchised populations, high impact practices (with

justice, and civic engagement, including the explicit and implicit curriculum<sup>1</sup>

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

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



to note this limitation as the rest of the findings are presented.

**Conceptualizations of diversity and social justice.** Staff, faculty, and graduate student participants described diversity as complex, multi-faceted, and ambiguous. Undergraduate students tended to present a somewhat less complex picture of DSJ. However, all groups conceptualized diversity broadly, to include race/ethnicity and gender, as well as disability, sexual orientation, socioeconomic status, family status, immigration status, language, religion, and many other factors. Some faculty participants expressed concern that in this broad definition of diversity, race and racism might be lost, and they wanted race to be a primary consideration. Other participants, particularm2 (n t) 00.2 (e) 00.2 (s) -.2(nt) 0.2 (ude) 0.2(nt) 0.2 ( gr ( s)-0.2 (, f) -0.2 (e) .2





budget cuts, larger class sizes, increases in tuition, and limited staffing as limiting their ability to support students (faculty and staff) or participate more fully in campus life (students). Many participants acknowledged that creating a true community that celebrates our campus's diversity will require a large investment of time, energy, and resources. As one student noted:

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

The commuter nature of the campus and generally lower socioeconomic status of many of the students further limits the ability of students to build a campus community. Some student participants talked about wanting to be more active in campus life, but being unable to due to family demands, multiple jobs, long commutes, and other issues. Faculty and staff noted this as well, mainly by observing students' difficulty in coming to office hours or being able to participate in supplemental educational activities that occur outside of class, such as special lectures, films, or community events

for better relations between the students, faculty, staff, and administration.

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

### **Content Analysis of Course Syllabi**

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

#### **Sample**

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

#### **Findings**

**Two syllabi types.** As expected, we discovered two types of syllabi: DSJ content-dense or "DSJ-specific" (49.4%)

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

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

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We believe CSUEB’s Syllabus Policy which provides guidelines for designing a “quality” syllabus to minimize “student misunderstandings” is of utmost importance given our highly diverse student body.

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Non-DSJ-specific syllabi also contained innovative ideas for incorporating DSJ content and transforming syllabi for teaching DSJ. Examples of linkages that COS courses could make include, according to our Research Assistant Thanh Le: (a) “The course description conveys how there are ethical iss0 (l) 0.2 3 0.hical 0.2 2 (333333 s) -0.2 2 g2 (l) 0. (nova)e 0.2 keu 0.2 (c)2 ( 0.2 kb) -0.2





grounded theory, a data-driven, “ground-up” approach to qualitative research (Strauss and Corbin, 1990).<sup>5</sup>



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*“We participated in this huge march from the Mission to downtown San Francisco. For the students in that class, that was the perfect outcome, because they were able to read about it, they were able to see films about it, they were able to study it, and then they*

**population.**

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

***33% of Respondents***

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

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

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curriculum...It comes down to marketing, to what's relevant...So, we look at them as a resource...With the Diversity Center, I imagine if we could have some type of formal faculty participation, whether that is some type of Board if you will, that helps direct programing in some way...some kind of formalized relationship with departments and faculty to help bridge that gap between what's going on the classroom and what we can do to supplement that experience for students." **(DC Director)**

"I want to see more intentionality being built across the board...so the opportunities we present to the athletes or the student clubs or within resident life for students to serve in the community to really be targeted and help them to see and invest in this concept of social justice, equity, and diversity...it is one thing for students to be involved but it is another thing that they get something

**Chart B: Transformative Pedagogies and Practices for Imparting Diversity & Social Justice**

Program & Pedagogy/Practice	Description
<b>Justice Studies Master’s Program, and Undergraduate Degree, SJSU</b>	
Human Rights Lecture Series	<ul style="list-style-type: none"> <li>• U.S. and international guest lecturers and scholars are invited to speak on campus several times per semester on an ongoing basis</li> </ul>
Writing Intensive Courses	<ul style="list-style-type: none"> <li>• Elimination of much testing/no more than 20% of tests to be multiple choice</li> </ul>
Academic versus Vocational Focus, with an eye towards graduate school preparation	<ul style="list-style-type: none"> <li>• Undergraduates are split about 50-50 between those entering or advancing in the criminal justice field, and those seeking higher education.</li> </ul>
Critical Scholarship and Social Change Approach (critical criminology)	<ul style="list-style-type: none"> <li>• Scholarship that explores social inequality and social justice issues—race, gender, class, and other oppression—and seeks social change and transformative thinking.</li> </ul>
<b>Inside-Out Prison Exchange Program, Temple University, PA</b>	
<p>A Course About Mass Incarceration Held Inside a Prison.</p> <p>(The course is taught through a variety of academic disciplines and departments.)</p>	<ul style="list-style-type: none"> <li>• Course meets inside a prison, semester long, 1x per week seminar, with 15 “outside students” (Temple University undergraduates) and 15 “inside students” (prisoners).</li> <li>• Course credit offered to students, and to prisoners (where possible)</li> <li>• Engaging and transformative pedagogy—circle discussions, interpersonal exchange of ideas and experience between outside and inside students, writing and reading intensive course</li> <li>• Goal of social transformation, rethinking mass incarceration, humanizing prisoners, exploring social roots of offending and effects of incarceration.</li> </ul>
<b>Diversity Center, CSU East Bay</b>	
Diversity & Social Justice-Specific Field Experience and Community Engagement	<ul style="list-style-type: none"> <li>• Community engagement specifically about DSJ issues—ie. <i>La Familia Internship</i>: NGO-led workshops, rotating topics include: Organizing; Youth in the Civil Rights Movement.</li> <li>• <i>Alternative Spring Break Program</i>: 3 days on an Indian Reservation, and in local community orgs: Save the Bay, Alameda County Food Bank, Reading Partners/literacy in underprivileged schools.</li> </ul>

<p>Linking students with CSUEB Faculty Research &amp; Presentations on Social Problems and Issues</p>	<ul style="list-style-type: none"> <li>• “<i>Beyond the Chalk</i>” program, sample of talks:</li> <li>• Philosophy of Marriage (Dept. of Philosophy)</li> <li>• Global warming (Dept. of Geography)</li> <li>• Graying of America (Dept. of Social Work)</li> </ul>
<p>Trainings and Consultation with Students &amp; Student Clubs</p>	<ul style="list-style-type: none"> <li>• <i>Affiliate Program</i>, to develop leadership skills around social change organizing and campus and community events.</li> </ul>

### **Recommendations for Practice**

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

We offer the following recommendations for changes on the CSUEB campus:

**Objective 1:** Develop tools and an incentive system which faculty can incorporate and develop to DSJ-related curriculum. Actionable steps, to be implemented in 2013-2014 through our *Diversity Faculty Fellows Pilot Program* PEIL Implementation Grant:

11. Conduct research to understand internal change processes toward increased appreciation of DSJ and involvement in civic engagement.
12. Give equal attention to both, appreciation of cultural difference *and* to gaining an understanding of oppression and empathy for the struggles for justice of economically and socially marginalized groups.

**Objective 4:** Engage students in social change efforts and campaigns: facilitate students' taking action on and off campus toward diversity and social justice goals, becom





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### 2012-2013 DSJ Planning Project Team Members

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

**Julie Beck (PI)** is an Associate Professor in the Department of Criminal Justice Administration. Her areas of interest include: critical criminology; U.S. crime and drug policy; incarcerated women; feminist theory, race studies; prisons and social control; and qualitative research methods. She has published in a variety of academic journals, including the *Western Criminology Review*, *Women & Therapy*, *A Feminist Quarterly*, *Capitalism, Nature, Socialism: A Journal of Social Ecology*, and the *Key Issues in Crime and Punishment Series (SAGE)*. Her work has been presented at numerous national, and several international, conferences. She wrote her Master's thesis at the Central European University in Prague on the criminalization of the Czech Roma (gypsies) during the transition from socialism. At CSUEB she co-created and taught for four years the Freshman Cluster course, *Creativity and Social Change*, and is currently serving as the PI-0.2(ni) 3y the D (CS) - 0 Tm /T0.26y



in June 2013. Ms. Marcus is in the final stages of completing her thesis, after which she will receive her MSW. Ms. Marcus was the only MSW student in 2012-2013 who chose to do a thesis. Her thesis is based on some of the data in this PEIL project.

**Advisory Board Members 2012-2013 PEIL DSJ Planning Grant**

Nick Baham (CLASS)	Diana Bargas (Student Retention Services)
Eileen Barrett (CLASS)	Luz Calvo (CLASS)
Maxwell Davis (CLASS)	Ann Fajilan (CLASS)
Nina Haft (CLASS)	Marguerite Hinrichs (Student Life)
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Dianne Rush Woods (President's Office)	Gale Young (CLASS)