

CSU

The California State University
OFFICE OF THE CHANCELLOR



ADVANCING BLACK STUDENT SUCCESS IN THE CSU

**SYSTEMWIDE CAMPUS INVENTORY AND ACTION ITEMS HIGHLIGHTS
SPRING 2024**

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ELEVATING BLACK EXCELLENCE IN THE CSU

In fall 2023, the Black Student Success Workgroup was convened with the charge to draft recommendations to position the California State University (CSU) as a nationwide leader in Black student outreach, recruitment, enrollment, persistence, success and graduation. After consultation with stakeholders within and outside of the CSU, in June 2023 the workgroup published 13 recommendations designed to advance Black student success and elevate Black excellence across the system.

The following summary highlights current efforts across all 23 universities to support Black student success as well as a summary of campus-submitted action items to drive the vision of the CSU to become a nationwide leader in Black excellence.



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TAKING STOCK: ASSESSING STRENGTHS AND IDENTIFYING OPPORTUNITIES

“ Advancing Black student success and elevating Black excellence in the CSU requires that the system re-evaluate and, when necessary, reimagine long-held assumptions around student success.”

*Black Student Success Workgroup Report,
June 2023*

The purpose of the systemwide inventory is to gain a greater understanding of how the 23 universities are currently supporting Black student success in areas that served as the framework for the workgroup recommendations: recruitment and outreach; student retention, persistence and academic success; campus culture, community and belonging; and the role of Black faculty and staff in student success.

Universities were asked to evaluate themselves based on selected recommendations that had a clear campus component. Each self-

assessment was made on a scale of 1 to 5, with 1 signifying an offering or practice not yet in existence, to the highest rating of 5, which serves as an exemplar in higher education. As a number of the workgroup recommendations are new, a rating of 1 in a campus self-assessment should not be considered categorically as a deficit. Campuses were provided flexibility in how they implemented their evaluations.

In conjunction with these self-assessments, each university also was asked to submit up to three action items aligned with the report’s recommendations that it would commit to completing by May 2025.



UNIVERSITY RATINGS BY RECOMMENDATION

The chart below summarizes the self-reported ratings by recommendations based on total compiled responses. It was to be expected that many areas would be rated as “do not exist” as the Black student success report recommendations are new. However, most universities did report that recommendations did exist or were in the process of implementation. A number of universities gave themselves the highest rating possible, highlighting potential opportunities to scale effective practices from one campus to many. Universities are to be commended for establishing a systemwide baseline for achieving these recommendations.

The lowest ratings largely fell in recommendations related to retention and persistence plans, the classroom experience for students and faculty development. This was taken into consideration when allocating funding for university action items and the opportunity as a system to enhance these areas.

Recommendation	Rating of 1	Rating of 2	Rating of 3	Rating of 4	Rating of 5
Recommendation 1: The university has created a comprehensive early outreach plan.	4	8	9	2	0
Recommendation 1: The university is engaged in partnerships to facilitate academic success in preparation for college.	1	5	10	7	0
Recommendation 1: The university collaborates with current students and alumni in early outreach programming for all students, including Black students.	4	6	10	3	0
Recommendation 1: The university hosts programs on campus for K-12 students to engage with CSU faculty, including faculty of color.	2	4	14	2	1
Recommendation 2: The university has developed an enrollment plan that specifies recruitment goals for Black students.	2	12	7	2	0
Recommendation 3: The university has implemented a retention and persistence plan based on disaggregated data that includes course success rates.	7	7	8	1	0
Recommendation 3: The retention and persistence plan has a personalized student support model based on needs and a case management approach for follow-up.	7	3	11	2	0
Recommendation 3: The retention and persistence plan includes enhanced advising based on best practices.	4	6	9	4	0
Recommendation 3: The retention and persistence plan includes a reengagement and reenrollment campaign for students who have left the CSU before earning a degree.	4	3	11	4	0
Recommendation 3: The retention and persistence plan includes at least two high-impact practices that support Black student persistence and retention.	7	6	10	0	0

Ratings Scale

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

Recommendation	Rating of 1	Rating of 2	Rating of 3	Rating of 4	Rating of 5
Recommendation 4: The university has a Black Resource Center.	4	1	11	6	1
Recommendation 4: The university employs culturally competent mental health professionals.	2	4	12	4	1
Recommendation 4: The campus features Black-designed and inspired spaces.	5	6	10	2	0
Recommendation 4: The university employs campus police trained in community policing on a college campus.	2	6	8	6	1
Recommendation 5: The university has established a mandatory faculty development program for serving students from diverse cultural backgrounds.	14	2	7	0	0
Recommendation 5: New faculty orientation includes strategies to improve pedagogy and inclusivity in the classroom.	4	7	6	5	1
Recommendation 5: Faculty participate in discipline-specific professional development to develop and implement inclusive and culturally relevant curriculum.	1	8	11	3	0
Recommendation 6: The university is engaged in actively recruiting and seeking diverse candidates, especially where Black faculty are underrepresented.	3	7	9	4	0
Recommendation 6: The university has established a university-level faculty review committee to ensure a record of success in teaching students that mirror CSU's diverse population.	15	2	3	2	1
Recommendation 6: The university is prepared to conduct a cluster hire in 2024-25 with faculty who study issues of concern to Black communities.	11	5	4	3	0
Recommendation 6: The university has articulated multiple methods of career advancement for all faculty and staff, including Black faculty and staff.	11	5	6	1	0
Recommendation 7: The university offers opportunities and spaces for Black faculty and staff to connect and gather.	1	9	8	4	1
Recommendation 7: The university has established an Employee Resource/Affinity Group structure for Black faculty and staff to work in collaboration with university leadership to address DEI goals.	3	6	11	1	2
Recommendation 7: The university has allocated resources to support faculty scholarly work and/or professional development specifically related to their work with affinity groups and cultural associations.	5	5	11	2	0
Recommendation 8: University leadership has partnered with faculty and Academic Senate leaders to embed student success and equity into the recruitment, tenure, and promotion process.	5	12	6	0	0
Recommendation 8: The university has added equity goals, including those associated with Black students, faculty and staff, in evaluation criteria for MPP staff serving in its Academic and Student Affairs division.	11	7	4	1	0
Recommendation 11: The university has established a campus climate team to address diverse and respectful communications.	6	7	8	2	0

Ratings Scale

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

AREAS OF STRENGTH

Eight recommendations received a rating of 5—leading/excelling in higher education—from at least one university.



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



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



The university employs culturally competent mental health professionals.



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



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



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



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



The university has a Black Resource Center.



HIGHLIGHTS OF CURRENT CAMPUS PRACTICES

As the nation's largest four-year public university system, the CSU is uniquely positioned to be a leading role model for practices and resources that advance Black student success and excellence. The following pages feature selected highlights of current campus practices and services that align with the Black Student Success Report recommendations. While it is not possible to include strategies and examples from all 23 universities, the examples provided are intended to help highlight areas of shared approaches.

RECOMMENDATION 1: CREATE AND IMPLEMENT A CSU EARLY OUTREACH PLAN

Hosting Immersion Programs

Cal Poly Pomona's Residential Intensive Summer Education (RISE) Program assists rising high-school sophomores, juniors and seniors, as well as incoming first-time freshmen, in navigating the college application and transition process. Students explore majors and careers while connecting with current students, faculty and staff during a free, week-long experience on campus. The intensive summer program centers the experience of Pan-African students, but all are eligible to apply. At **Cal State San Bernardino**, the

Coyotes Rising Program hosts African American students who will be high school seniors in the upcoming fall for a free three-day college access program. In addition, the university hosts middle-school students each summer in the STEM Achievers' Summer Camps. The camp empowers middle-school students from under-resourced schools to build STEM and entrepreneurship skills through hands-on instruction using next-generation technology. The Toro Summer Academy at **CSU Dominguez Hills** is a dynamic six-week pre-college summer program designed to prepare current high-school scholars for their future lives as college students. Each summer, Toro Summer Academy serves roughly 200 students from seven TRIO and GEAR UP grants.

Offering Guaranteed Admissions

Cal Poly Humboldt partners with the Improve Your Tomorrow organization, which focuses on providing college access programming to young men of color in California. As a component of that partnership, the university provides guaranteed admission opportunities to qualified participants. **CSU San Marcos** collaborates with the Coalition for Black and African American Education to guarantee admission to incoming first-time freshmen. The coalition meets with university leadership and staff each semester to discuss strategies to specifically support Black student applicants and foster a welcoming environment focused on Black excellence and belonging. Other universities, including **Fresno State** and **Sonoma State**, have entered into guaranteed admission agreements with their regional school districts.





RECOMMENDATION 2: DEVELOP A COMPREHENSIVE ENROLLMENT STRATEGY FOR BLACK STUDENTS

Fostering and Supporting Student Cohorts

In fall 2022, **CSUN** launched the Black Scholars Matter program intended to support student scholars recruited from regional high schools in a cohort model throughout their four years at CSUN. The program provides wrap-around and financial support for students who do not receive Pell or Student University Grants to pay tuition and fees. At **Cal State Long Beach**, its Men's Success Initiative focuses on cultivating a brotherhood of college-graduating and succeeding men of color. The program places emphasis on three foundational tenets: empowering men of color to achieve both personal and academic success; challenging antiquated perceptions of gender and masculinity; and developing a thriving community of brothers by retaining undergraduate men of color at the university.

Building Community-Based Partnerships

CSU San Bernardino and the Cooperative Economic Empowerment Movement have established an agreement to develop and expand its partnership to create programs and activities that increase the college-going rates of African American students. They are working together to develop a college-preparation program and enrollment support partnership to help increase the number of Black students who will earn a bachelor's degree. **CSU Dominguez Hills** has built partnerships with local community-based organizations that work with Black students to host them on campus and recruit students from their programs. Two of the most robust alliances are with the Council of African American Parents and the Black Community Higher Education Task Force. **Sacramento State's** Project 1300 represents a strong collaboration with Improve Your Tomorrow. The goal is to develop comprehensive preparation for the application process and enroll 1,300 young men of color from 13 designated high schools by 2025. Individualized advising services are in place to guide students through the enrollment process.

RECOMMENDATION 3: DEVELOP A COMPREHENSIVE RETENTION AND PERSISTENCE STRATEGY FOR BLACK STUDENTS

Establishing Mentor and Peer Networks

A number of universities reported networks of mentors or peers to support student success, specifically in retention. **Chico State's** Black Leadership Mentoring Program is a peer mentoring program that assists Black students with their transition to college and helps foster a sense of belonging. First- and second-year Black students needing or wanting additional guidance can partner with third- and fourth-year Black students. At **Cal State East Bay**, the Sankofa Scholars Program is the first and only such program in the CSU to become an official affiliate of the Umoja Community Program. Its retention program aims to smooth the process of transition from community college to CSUEB, increase the baccalaureate degree attainment of program participants and enable students to integrate their home identities with their school identities. **San Diego State** reported a number of organizations and programs that provide mentorship and peer networking including its Black Excellence Floor: The Black Excellence Learning Community, the Henrietta Goodwin Scholars Program, which is designed to recruit, retain and support Black students in their first year to ensure their academic success, and the Harold K. Brown Knowledge, Education and Empowerment Program, which helps cultivate Black students' successful transitions from college student to career professional. **Stanislaus State's** Black Men's Alliance is a support group of staff, faculty and allies that offers mentoring in education, career development and issues affecting all who identify as Black male.

Re-engaging and Re-enrolling Stopped-Out Students

Cal Poly Humboldt has invested in efforts to re-engage and re-enroll students who have stopped out with a permanent Retention Specialist position in its Registrar's Office and a simplified process for re-applying and/or re-enrolling with a single point of contact. It has an average yield of 70% from this population, with 46% from historically



underrepresented populations. **San Diego State** conducts proactive phone, text and mail outreach to non-retained local students, prioritizing students from ZIP codes most likely to experience economic precarity. The campaign utilizes a holistic advising approach and works with offices across campus to address academic, economic and personal obstacles to degree completion and offers a full-tuition "final semester" scholarship. At **San Francisco State**, a campuswide team has focused on Black student retention, with partners including Enrollment Management, Undergraduate Education, the division of Equity & Community Inclusion, Africana Studies, International Education and others. **Cal Poly San Luis Obispo's** retention team engages all Black (as well as Hispanic/Latinx, Native American, Hawaiian/Pacific Islander and multiracial) students who are registered for zero units after round-one registration. The retention team also works with their assigned colleges to conduct outreach to students who have not met with a college-based academic advisor by winter quarter of their second year.

RECOMMENDATION 4: CREATE WELCOMING AND AFFIRMING SPACES

Hosting Themed Living and/or Learning Communities

The Halisi Scholars Black Living-Learning Community at **Cal State LA** is designed to enhance the residential experience for students who are a part of or interested in issues of concern to the Black community who are living on campus. The university's Pan African Student Resource Center also focuses on social programming to enhance student life. Last fall, **Cal Poly San Luis Obispo** launched the Huerta/Lewis Social Justice Residential Learning Community as a collaboration between the Office of University Diversity and Inclusion, Student Housing, Student Diversity and Belonging and the Ethnic Studies department, offering programming involving Ethnic Studies and social justice-oriented courses. **CSUN** features a number of Black-designed and -inspired spaces for learning communities, including the CSUN Black House which provides a space of belonging for students, as well as tutoring services, internship opportunities, community workshops and lectures. At **Sacramento State**, the Cooper-Woodson College Enhancement Program is a community of faculty, staff, students and community members who are committed to recognizing and upholding the tradition represented in Pan African cultures that are best expressed in relationships between

historically Black colleges and students. **San José State's** Black Scholars Community Floor and **Sonoma State's** VIBES, a Black-themed living and learning residential community for Black students, are additional examples of campuses that are creating welcoming and affirming spaces. At **CSU Monterey Bay**, the Helen Rucker Center for Black Excellence has become an essential part of the effort to support recruiting and retaining Black students, faculty and staff.

Training Campus Police in Community Policing on a College Campus

A number of universities reported community training for university police department staff. At **Cal Maritime**, all police officers have received training related to bias-based policing, racial profiling and implicit-bias education, and work is underway to discuss opportunities for collaboration on a broader scale between the Chief of the University Police Department and staff from the Cadet Leadership and Development area. **Cal State East Bay's** University Police Department officers receive training on community policing education through the California Peace Officer Standards and Training (POST) program every two years. **Cal Poly Pomona** created a Police Advisory Task Force in fall 2020 with the main objective of providing guidance and recommendations related to the CPP community, including the composition of a CPP police advisory board, to strengthen communication with students, faculty, staff and leadership.





RECOMMENDATION 5: DEVELOP AND IMPLEMENT INCLUSIVE AND CULTURALLY RELEVANT CURRICULUM

Investing in Faculty Fellowships and Grants

Cal State San Bernardino's Office of Academic Programs recently introduced a DEI Fellowship Program and has selected the first fellow, who will play a crucial role in advancing strategic initiatives within Academic Programs, such as integrating DEI principles into the curriculum and academic offerings. **San Diego State's** Center for Inclusive Excellence facilitates the Inclusive Excellence Faculty Fellowship in which faculty explore their own identities and beliefs, learn strategies to better support students from all backgrounds and discuss best practices for implementing changes in course design and teaching activities that will lead to more welcoming, equitable and inclusive classrooms.

The Course Redesign & Inclusive Pedagogy Faculty Learning Community at **CSU San Marcos** focuses on breaking down traditional competitive learning models and building collaborative ones. It develops culturally validating pedagogy for academic and curriculum enhancements that reflect underrepresented students' experiences, strengths and voices. At **CSU Dominguez Hills**, a year-long New Faculty Learning Community specifically focused on inclusive and culturally relevant pedagogy is offered to all new tenure-track faculty in their first year. Upon completion of the program, participants receive \$2,000 in professional development funding. **Cal State Fullerton's** Book Club Faculty Learning Community provides a platform for faculty to engage in reflective discussions on topics related to oppression, power, liberation and social justice. It fosters a supportive community for these critical dialogues. **San José State's** Faculty Learning Community focuses on supporting the graduation of first-generation students across colleges while **Stanislaus State's** Faculty Center for Excellence for Teaching and Learning offers training related to inclusive pedagogy and reducing equity gaps.

RECOMMENDATION 6: STANDARDIZE AND INCREASE BLACK FACULTY AND STAFF RECRUITMENT AND SUPPORT

Promoting Cluster Hiring

During the 2022-23 academic year, **Cal State Fullerton** successfully conducted a cohort hire by modifying job postings and implementing intentional recruitment efforts in the College of Education. As a result, three out of four hires were Black faculty members, contributing to an increase in Black faculty representation from 5% to 12% since 2018. At **CSU Channel Islands**, the university conducted a cluster hire in 2022-23 with faculty who, in some capacity, focus on Black communities. **CSU San Marcos** launched a pilot Diversity Cluster Hires Initiative in 2021 with plans to transition to a permanent program. The initiative will include the provost, deans, chief diversity officer, the Faculty Center and the Black Faculty and Staff Association in advisory or leadership roles. **San Diego State** has successfully completed a new effort to hire nine tenure-track faculty with a demonstrated history of working with and supporting the African American community. This cluster hire focused on scholars who have an established commitment to teaching, research and/or service in and with the African American community. At **San Francisco State**, Faculty Affairs led sessions specifically focused on cohort hires that would support Black students and created a faculty task force to develop eight criteria for faculty hiring that focus on Black and Latinx student success. All applicants are required to meet a minimum of two of these eight criteria.

Recruiting from Historically Black Colleges and Universities (HCBUs)

The U.S. Department of Education defines historically Black colleges and universities (HBCUs) as post-secondary institutions that were established prior to 1964 with the principal mission of educating Black Americans. While HBCUs educate students of all races, these institutions are an excellent source of well-qualified Black

faculty candidates. Thus, some universities, such as **Fresno State** and **Cal State San Bernardino**, actively reach out to HBCUs as a standard part of their faculty recruitment efforts. In addition, **CSU San Marcos** launched its CSUSM-HBCU Exchange Program in 2020, in which it pairs a Black professor as a faculty mentor with a student scholar from both CSUSM and various HBCUs, including Clark Atlanta University, Spelman College, Morehouse College, Howard University, Bowie State University, North Carolina A&T State University and Texas Southern University. The goals of the exchange program include increasing retention of African American faculty at CSUSM, developing a network of African American scholars across the U.S., bolstering the curriculum of diversity and equity, utilizing undergraduate research as a high-impact pedagogical practice, examining modalities of social injustice with the aim of reconciliation and increasing the retention and graduation rate of African American students.



RECOMMENDATION 7: INVEST IN BLACK FACULTY AND STAFF SUPPORT

Advancing Faculty and Staff Retention, Tenure and Promotion Efforts

Cal State East Bay's newly adopted Retention, Tenure and Promotion policy specifically gives credit for scholarship and service focused on DEI-related work. The invisible work Black faculty engage in related to trauma-informed mentoring and advising of students of color is explicitly described and counted throughout **Sonoma State's** Retention, Tenure and Promotion process, including in the summative letters issued by the provost. The university also engages in faculty development and support explicitly for Black faculty and other faculty of color. **Fresno State** is working on developing and implementing programming that will support the scholarly work and professional development of its Black and African American faculty and staff, while **San Diego State's** Black Excellence Faculty Promotion Celebration is an annual event that honors and

recognizes the achievements and contributions of promoted Black faculty members. Since 2018, the university's Office of Faculty Advancement also has invested in workshops and mentoring with a special focus on supporting Associate Professors impacted by cultural taxation—especially Black faculty.

Advancing Opportunities for Black Faculty Research

At **Cal State Fullerton**, the Institute of Black Intellectual Innovation is developing a leadership team comprising faculty and alumni to drive institutional change through collaborative research, artistic performance and relevant conferences. The university also supports faculty research projects fostering collaborative partnerships related to innovative cultural production, research and service. **Cal Poly Humboldt's** Sponsored Programs Foundation offers the Research and Creative Projects for Equity and Justice Grant Program, which supports research and scholarship that benefit historically marginalized communities served by Cal Poly Humboldt, with a focus on Black people, indigenous people and other people of color. This fund is focused on supporting research, scholarship and creative activities that benefit BIPOC communities in the region, including direct support for faculty and students at Humboldt who participate in research, scholarship and creative activities. In alignment with one of the five underlying principles of **San Diego State's** strategic plan—Equity and Inclusion in Everything We Do—the university's "I Am Because We Are" Writing Retreat is an opportunity for faculty devoted to Black excellence to retreat in a shared space and focus on writing away from the distractions at their homes and on campus. Many faculty devoted to Black excellence are from marginalized communities and often write and conduct research in isolation because they feel alone in their respective areas. This retreat allows these faculty members to be in a shared space to collaborate and work with others as a contributing member of SDSU's scholarship.





RECOMMENDATION 8: INCORPORATE BLACK STUDENT SUCCESS IN FACULTY AND STAFF EVALUATIONS

Implementing Inclusive Course Evaluations

Cal State Fullerton has updated its Student Opinion of Teaching evaluations to specifically address race, equity and respect in the classroom. This change aims to gather feedback on crucial aspects of the learning environment. At **San Diego State**, student evaluations of teaching must include three common open-ended qualitative items, one of which is “SDSU is committed to the values of equity, diversity and inclusion. Please describe whether the instructor created an inclusive learning environment where diverse students, particularly those from marginalized communities, were supported and welcomed.”

Evaluating Equity Goals in MPP Evaluations

A number of universities reported inclusion of equity goals for Management Personnel Plan (MPP) employees as part of staff evaluations. **CSUN** has added equity goals, including those associated with Black students, faculty and staff, in evaluation criteria for MPP staff serving in its Academic Affairs and Student Affairs divisions. In an effort to foster diversity, equity and inclusion (DEI) across campus, **Cal State Fullerton’s** Division of Human Resources, Diversity and Inclusion has initiated a mandatory DEI goal for MPP employees as part of their evaluations. **Cal State San Bernardino’s** standard MPP and Confidential employee performance evaluation criteria were updated in 2017-18 to include diversity, equity and inclusion goals as a standard metric in MPP performance evaluations. At **Cal Poly San Luis Obispo**, staff and management evaluations have begun to include the requirement to self-report on DEI efforts and professional development in some units, offices and divisions. MPP employees in the Division of Student Affairs have DEI criteria in their annual evaluations, including, but not limited to, supporting Black student success.



RECOMMENDATION 11: CREATE SYSTEMWIDE POLICIES ON ADDRESSING UNPROFESSIONAL CONDUCT

Addressing Bias

Cal State Fullerton's Office of Diversity, Inclusion and Equity Programs has developed a bias communication protocol that brings the Assistant Vice President of Diversity, Equity and Inclusion Programs in the Division of Human Resources, Diversity and Inclusion into the communication process for bias- or hate-related incidents on campus. The university has successfully coordinated centralized communication and care, campus communication and care, and direct communication and care to impacted communities. **CSUN's** Office of Equity and Compliance often assesses claims regarding implicit bias and concerns of microaggressions based on any protected status—including race—both in the classroom and in the workplace. In addition, the University Police Department has an online submission portal to submit bullying- and harassment-related reports. Last summer, **Cal State San Bernardino** trained deans and other Academic Affairs administrators in best practices to address unprofessional conduct issues. Similar training will be provided to department chairs and school directors, and workflows will be shared regarding how to address the problems of unprofessional conduct. **San Diego State's** Inclusive SDSU is a bias-communication platform managed by a team of university representatives. The purpose of Inclusive SDSU is to use submissions to direct support and resources to impacted parties, identify patterns and develop strategies for community improvement. Inclusive SDSU also

functions as a platform to document positive incidents of inclusivity and reinforce demonstrations of the university-wide commitment to its Principles of Community. **San Francisco State** established a Bias Incident Education Team in spring 2021 that works through an educational lens, in collaboration with the Office of Title IX and Discrimination, Harassment and Retaliation, the Office of Student Conduct and the Office of Faculty Affairs, to address unprofessional conduct that does not rise to the level of Title IX.

Expanding Staffing Resources

CSU Channel Islands has increased the staff of its Equity and Inclusion Office from three to five employees, adding restorative justice as an option for navigating problematic behaviors and conflicts that do not rise to the level of noncompliance with relevant laws and policies. The university also transitioned its external instrumentation and analysis to in-house administration, analysis and publication of campus survey findings via the campus dashboard to support greater transparency and usability. **Fresno State's** appointment of its first University Diversity Officer will help to advance the critical responsibility of conceptualizing and implementing comprehensive university-wide initiatives and strategies to promote training, education and a culture of mutual respect and cooperation for all students, faculty and staff. **Sacramento State** has created a Director of Academic Cultural Transformation and Equity Initiatives position to drive transformative change and promote equity-centered planning and practices with the goal of advancing faculty belonging, diversity, retention and growth, as well as a more inclusive culture.

UNIVERSITY AWARDS BY RECOMMENDATION

The Chancellor’s Office has made available one-time funding of \$10 million over the next three years to serve as an additional catalyst and resource to support the universities in their efforts to advance Black student success and elevate Black excellence in the CSU. The following chart summarizes total funding awards by recommendation from all 23 universities.¹

Recommendation Number	Recommendation Name	Total Award
Recommendation 1 19 Campus Action Items	Create and Implement a CSU Early Outreach Plan	\$955,386
Recommendation 2 21 Campus Action Items	Develop a Comprehensive Enrollment Strategy for Black Students	\$366,500
Recommendation 3 46 Campus Action Items	Develop a Comprehensive Retention and Persistence Strategy for Black Students	\$1,141,255
Recommendation 4 26 Campus Action Items	Create Welcoming and Affirming Spaces	\$656,955
Recommendation 5 11 Campus Action Items	Develop and Implement Inclusive and Culturally Relevant Curriculum	\$680,250
Recommendation 6 18 Campus Action Items	Standardize and Increase Black Faculty and Staff Recruitment and Support	\$620,500
Recommendation 7 16 Campus Action Items	Invest in Black Faculty and Staff Support	\$210,000
Recommendation 8 15 Campus Action Items	Incorporate Black Student Success in Faculty and Staff Evaluations	No university funding requested
Recommendation 11	Create Systemwide Policies on Addressing Unprofessional Conduct	Partnering with Systemwide HR



¹ Funding awards by recommendation. In addition, the total number of campus action items are provided based on each recommendation.

UNIVERSITY ACTION ITEMS

The CSU Office of the Chancellor has awarded \$4,630,846 in funding to all 23 universities as part of the \$10 million Black Student Success allocation. In determining funding for university-submitted action items, the following factors were given priority: supporting enrollment, retention and/or persistence efforts from nonexistent to emerging or in-progress; supporting classroom experience and faculty development; and areas that featured multi-university collaborations. Some action items were excluded from funding due to the following: requested permanent or ongoing funding; lacked specific justification for request; and/or lack of programming priority. Limited funding was provided for travel, hospitality or promotional funding, as well as the exclusion of campus climate surveys. A \$250,000 funding limit per campus was instituted to ensure resources were available to all 23 universities.

Campus	Action Item	Action Item	Action Item
Bakersfield	Expand recruitment and enrollment efforts, including hiring high school near-peer mentors	Establish women’s scholars group	Establish Black Student Center
Channel Islands	Develop a comprehensive enrollment strategy	Develop a comprehensive retention and persistence strategy	Launch Black Student Cultural Center with embedded faculty engagement
Chico	Develop a comprehensive recruitment strategy, including community outreach such as Chico Day in the Community	Create more welcoming spaces, including opening a Black Resource Center and student success advising model	Create a comprehensive plan to recruit and retain Black faculty and staff, including offering mentoring and networking opportunities
Dominguez Hills	Develop Umoja program with Corona Norco Unified School District	Develop CRIB Scholars and Black New Student Orientation	Develop racially inclusive classrooms and community of practice. Unit-based diversity action planning
East Bay	Launch Black at the Bay Day outreach event	Participate in Afrikan Black Coalition Conference	Host Faculty Institute on Black Student Success and Thriving
Fresno	Launch Maxine McDonald Residential Scholars Program	Host annual conference on Black Student Success	Expand and enhance Black Student Success Center
Fullerton	Expand Supportive Pathways for First-Year Students with a focus on Black male students*	Implement faculty stipends and funding of learning communities centered on inclusive curricula	Support faculty fellows in curriculum design, and by facilitating and serving as equity advocates for tenure-track faculty searches
Humboldt	Expand early outreach programs, including existing campus visit programming	Develop an Umoja Center–sponsored travel-abroad study experience and a student conference and travel fund to allow students involved with the Umoja Center to attend and present at conferences. Increase Black artistic representation in physical spaces on campus	Expand Faculty/Staff Fellow program and Faculty Development Fund

*Funding of existing program provided by a different CSU Office of the Chancellor program.

Campus	Action Item	Action Item	Action Item
Long Beach	Launch the A-G Middle School Success Project: Supporting College Preparatory Success	Carry out Black Beach for Life Program and Guided Pathways to the Beach Major advisement pilot	Implement DEIA Excellence in the Beach Classroom: Equipping Beach Faculty for Inclusive Instruction for ALL Students program
Los Angeles	Develop a comprehensive Black Student Success Strategy focused on improving rates of retention and graduation and include a redesign of student spaces to support academic and co-curricular learning	Develop and implement an inclusive and culturally relevant curriculum development strategy, including support training and scholarship resources for multidisciplinary integration of Black experiences and Black intellectual heritage	Support recruitment and professional development of Black staff and faculty including the development of cluster hiring practices, mentorship initiatives, grant writing support, and training on search process strategy
Cal Maritime	Develop a comprehensive enrollment strategy using an asset-based approach	Implement a data-informed retention and persistence plan**	Foster a sense of belonging for Black faculty and staff by establishing mentorship and networking programs to facilitate connections among Black faculty, staff and senior leadership**
Monterey Bay	Develop a recruitment pipeline focused on STEM	Advance activities and programs to support Black students' retention and persistence	Develop space to house and increase the capacity of Student Success Centers, including the Africana Heritage Scholars Living and Learning Community and the Helen Rucker Center for Black Excellence
Northridge	Expand comprehensive re-enrollment strategy for Black Student Success pilot	Complete Black Student Success Initiative consultant review**	Develop infrastructure support for the Black House, including a sustained first-year to second-year experience
Pomona	Expand high-impact programs that support Black student persistence and retention	Expand the Center for the Advancement of Faculty Excellence's work and create more inclusive and equitable classroom experiences through ongoing professional development for faculty that specifically addresses classroom racial climates and anti-Blackness	Create infrastructure to ensure both financial and administrative support for the Black Faculty and Staff Association
Sacramento	Establishing the nation's first Black Honors College		
San Bernardino	Expand high school and community college outreach through the Black Parent and Families Symposium	Supplement enrollment efforts to intensify focus on recruiting and retaining Black students from the Inland Empire	Expand the Black Scholars Program peer mentors and Coyote First STEP programs
San Diego	Increase student, staff and faculty participation in the recruitment of Black students	Partner with the African American Alumni Chapter to support outreach, mentorship and internship opportunities	Reimagine and expand SDSU's Black Resource Center
San Francisco	Launch early outreach Pre-Gators program	Support retention efforts with a Black Super Seniors call team, mentorship programs, service-learning opportunities and other programs	Continue to invest in the CSU Racial Leadership Alliance and professional development grants for Black faculty and staff, as well as stipends for graduate students to measure program success

**No funding requested.



Campus	Action Item	Action Item	Action Item
San José	Refine the CSU early outreach plan and enrollment strategy to expand pre-college engagement, concentrating on Black/African American students	Redevelop and improve infrastructure for residential Black Scholars program success and develop specialized high-impact programs that will close equity gaps in degree attainment	Support professional development for Black faculty and staff, including enhancement of new faculty learning communities and support of research and scholarship to enhance the pathway to tenure
San Luis Obispo	Expand K-12 outreach to increase Black student enrollment	Conduct a university cluster hire and support professional development opportunities for faculty	Embed Black student success and equity into the tenure and promotion process for faculty, staff and administrators**
San Marcos	Expand the Rising Cougars Summer Residential Academy	Expand the work of the Black Student Excellence Collaborative (BSEC), including the BSEC Ujamaa Achievement Scholars Initiative and the BSEC/Black Faculty and Staff Association Annual Student Academic Awards Ceremony	Launch BSEC first-year faculty development program and redesign the BSEC Summer Teaching Institute with a grounding in culturally relevant pedagogical frameworks
Sonoma	Create an early outreach recruitment plan and conduct data research to establish specific Black student recruitment goals	Advance student research, internships and assistantships. Provide mentorship to Black students by pairing them with peers, staff, faculty and community members	Revisit and standardize recruitment practices. Ensure annual training related to Black faculty recruitment. Review existing recruitment policies and procedures
Stanislaus	Develop an enrollment plan that specifies recruitment goals for Black students based on proportional representation**	Implement a re-engagement and re-enrollment campaign for students who have left the CSU before earning a degree, including Black students	Create a Black Resource Center

**No funding requested.

SYSTEMWIDE UPDATES

Since the publication of the Black Student Success report, the Chancellor's Office has partnered with stakeholders to present the workgroup's recommendations to key constituencies including the CSU Board of Trustees, university presidents and campus administrators and the California State Student Association. In addition, the Chancellor's Office has contributed to the following systemwide recommendations:

Implement a Comprehensive Enrollment Marketing Campaign

The Chancellor's Office, under the leadership of the department of Strategic Enrollment Management, issued a Request for Proposals in fall 2023 for marketing agencies to support a comprehensive enrollment marketing campaign. As part of the RFP, it was requested that such agencies have experience and success in communicating with culturally diverse communities. Multiple proposals were received, and it is anticipated that an agency or agencies will be awarded contracts by spring 2024.

Develop a Structure and Process for Systemwide Data-Driven Practices

In alignment with Graduation Initiative 2025 efforts, the Chancellor's Office has launched a pilot program in partnership with Cal State Fullerton to develop a Finish Strong Community of Practice and introduce a real-time, CSU-developed progression monitoring tool—Graduate365—that will support each university in identifying and intentionally increasing student progression and degree-completion outcomes. This community of practice and tool are the first steps to developing a structure and process for systemwide data-driven practices.

Launch the CSU Statewide Central Office for the Advancement of Black Excellence

A statewide central office will serve as an organizational catalyst for all 23 universities in furthering their work of identifying promising practices and potential collaborations to build on existing strengths and resources. In February, the Chancellor's Office issued a request for proposals to the 23 universities to serve as the site for the CSU Statewide Central Office for the Advancement of Black Excellence and build the infrastructure to cultivate and innovate new approaches for student success.



CONCLUSION

The intention of sharing campus self-assessments and proposed action items is to strengthen an infrastructure of systemwide accountability while also spotlighting opportunities for collaboration and innovation.

While campus self-assessments identified a wide range of strengths, they also highlighted potential areas for growth in supporting Black student success, including in areas of the classroom experience and faculty and staff support and development. As stated in the Black Student Success report, it will take a bold, systemwide commitment to courageously pursue Black student success at all levels of the CSU. This systemwide campus inventory and action items report is a continuation of the initial promise of the report, and the many CSU faculty, students and staff who helped inform its recommendations.



UNIVERSITY POINTS OF CONTACT

Chancellor's Office	Contact Name(s)	Contact Title(s)	Contact Email Address(es)
Academic and Student Affairs	Dr. Dilcie Perez	Deputy Vice Chancellor, Academic and Student Affairs	ASAEVC-assists@calstate.edu
	Judith Millsap	Interim Systemwide Director, Student Equity and Strategic Initiatives	jmillsap@calstate.edu
Campus	Contact Name(s)	Contact Title(s)	Contact Email Address(es)
CSU Bakersfield	Dr. Dwayne Cantrell	Associate Vice President, Enrollment Management, and Chief Enrollment Officer	dcantrell2@csub.edu
CSU Channel Islands	Dr. Eboni Ford Turnbow	Vice President, Student Affairs	eboni.fordturnbow@csuci.edu
Chico State	Dr. Isaac Brundage	Vice President, Student Affairs	ibrundage@csuchico.edu
CSU Dominguez Hills	Dr. Bobbie Porter	Vice President, Diversity, Equity, Inclusion and Justice, and Campus Diversity, Equity and Inclusion Officer	bporter@csudh.edu
	Dr. William Franklin	Vice President, Student Affairs	wfranklin@csudh.edu
Cal State East Bay	Dr. Kathleen Wong Lau	University Diversity Officer	kathleen.wonglau@csueastbay.edu
Fresno State	Dr. Kent L. Willis	Vice President, Student Affairs and Enrollment Management	kentwillis@csufresno.edu
Cal State Fullerton	Dr. Cecil Chik	Assistant Vice President, Diversity, Equity and Inclusion Programs	cchik@fullerton.edu
Cal Poly Humboldt	Dr. Chrissy Holliday	Vice President, Enrollment Management and Student Success	ceh118@humboldt.edu
Cal State Long Beach	Dr. Karyn Scissum Gunn	Provost and Senior Vice President, Academic Affairs	karyn.scissumgunn@csulb.edu
Cal State LA	Patrick K. Day	Interim Vice President for the Division of Student Life	patrick.day@calstatela.edu
Cal Maritime	Dr. Lori Schroeder	Associate Vice President, Inclusive Excellence, and Chief Diversity Officer	lschroeder@sum.edu
	Dr. Beth Hellwig		bhellwig@sum.edu
CSU Monterey Bay	Brian Corpening	Associate Vice President, Inclusive Excellence, and Chief Diversity Officer	bcorpening@sumb.edu
CSUN	Dr. William Watkins	Vice President, Student Affairs	william.watkins@csun.edu
	Dr. Freddie Sánchez	Interim Assistant Vice President, Student Affairs, Equity and Inclusion	freddie.sanchez@csun.edu
Cal Poly Pomona	Dr. Cindy Pickett	Presidential Associate, Inclusion, and Chief Diversity Officer	cpickett@cpp.edu
Sacramento State	Dr. Mia Settles-Tidwell	Vice President, Inclusive Excellence	m.settles-tidwell@csus.edu
Cal State San Bernardino	Dr. Rafik Mohamed	Provost and Vice President, Academic Affairs	rafik.mohamed@csusb.edu
San Diego State	Dr. Tonika Green	Associate Vice President, Campus and Community Affairs	tduren@sdsu.edu
San Francisco State	Dr. Frederick Smith	Associate Vice President, Equity and Community Inclusion	fredericksmith@sfsu.edu
San José State	Dr. Dawn Lee	Interim Chief Diversity Officer	dawn.lee@sjsu.edu
Cal Poly San Luis Obispo	Dr. Cynthia Jackson-Elmoore	Provost and Executive Vice President, Academic Affairs	provost@calpoly.edu
CSU San Marcos	Dr. Aswad Allen	Chief Diversity Officer	aswadallen@csusm.edu
Sonoma State	Dr. Jerlena Griffin-Desta	Vice President, Strategic Initiatives and Diversity, and Chief of Staff	griffije@sonoma.edu
Stanislaus State	Dr. Sacha Joseph-Mathews	Vice President and Chief Diversity, Equity and Inclusion Officer	sjosephmathews@csustan.edu

