

Preliminary Assessment of University Hour

November 2006

Institutional Planning & Analysis

Introduction and Considerations

Institutional Planning & Analysis conducted a preliminary assessment of the "University Hour" pilot at Cal State San Marcos. The following three factors and background information were considered:

Freshmen must be effectively engaged to increase persistence between first and second year. Engagement also increases the likelihood of persistence to graduation. Student engagement is positively related to first-year and senior student grades and to persistence between the first and second year of college.¹ Participation in co-curricular activities is one variable used to measure student engagement. Interaction with faculty members outside the classroom, working with other students outside of the classroom to prepare or collaborate on projects and discussing ideas with classmates outside of the classroom are other factors included in the National Survey for Student Engagement (NSSE).

In 2006, freshmen reported increased levels of participation in co-curricular activities (from 36.6% in 2005 to 46.4% in 2006) and collaboration with students outside of class (36.8% in 2005 to 44.0% in 2006). At the same time, CSUSM experienced a jump in the retention of first time freshmen from 70.3% last year to 75.7% this fall. The fall 2006 entering class was the largest freshmen class in CSUSM history. A review of applications for fall 2007 at CSUSM and statewide indicate that this trend will continue. University Hour enables an increase in the activities identified by NSSE as factors for engaging students and improving first year retention and persistence.

Upper Division, commuting and working students require flexible course scheduling and availability of classes. CSUSM seniors are more likely than students at other Master's level campuses to work at least 20 hours per week off campus (48% vs. 38%) and more likely to have responsibility for dependent care (57% vs. 45%). Compression of schedule (courses offered at the same time) can reduce student flexibility and can have an impact on time-to-degree.

Cal State San Marcos experiences challenges with space utilization and the limited addition of new space. Enrollment at CSUSM surged from 6303 full-time equivalent students in 2005-06 to 7133 in 2006-07 (estimated). The number of course sections grew from 1360 in fall 2005 to 1518 in fall 2006. Lecture space during CSUSM's historically peak hours (9 a.m. – 3 p.m.) is increasingly limited. The campus will not increase capacity until the completion of the Social and Behavioral Sciences Building in 2010.

Findings

After reviewing anecdotal information and conducting a more systematic evaluation, it is evident that the university has an opportunity to recognize the early successes of University Hour and further institutionalize it by identifying those days best suited for long-term implementation. A one- or two-day University Hour would allow for more focused and consistent programming, mitigate known concerns of upper division, commuting and working students and address the

¹ National Survey of Student Engagement 2006 Annual Report

current and future challenge of limited space. This is consistent with other universities that have successful activities hours. Cal Poly and USD are two examples.

Based on discussions with Associated Students, Inc. (ASI), Student Life and Leadership, Academic Affairs, students, faculty and staff, the key successes of the “University Hour” concept include:

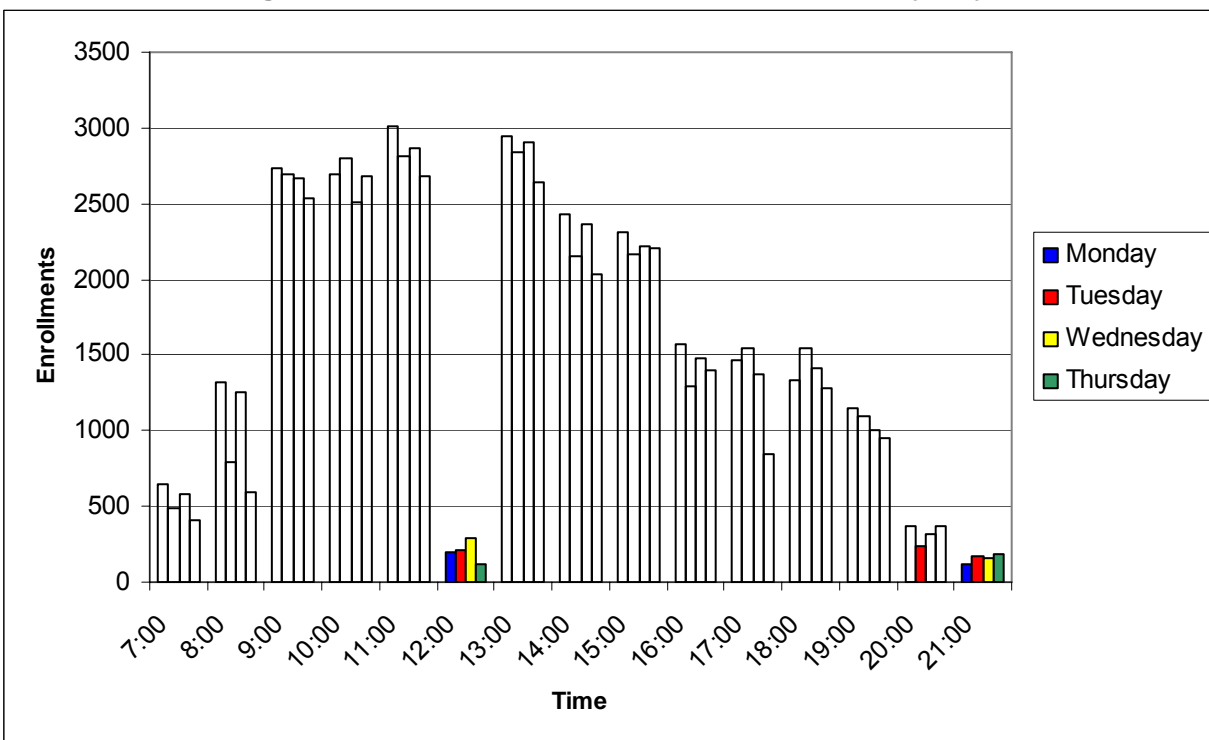
- Increased student engagement and improved campus climate
- Increased faculty and staff engagement
- Increased club participation and programming
- Increased ASI programming and participation
- Increased use of advising and the learning support centers

Several examples of how a university hour is being utilized on the campus were provided, including senior experience meetings, faculty and staff association meetings, career center events, athletics team meetings and academic advising, the CoBA “Meet and Greet”, intramural events and club sports captain meetings.

Discussions with some students and faculty further illustrated the challenge of increasing campus engagement while meeting the needs of our diverse population – such as students that will be engaged by, and are expecting, a vast array of co-curricular opportunities and activities, residential students, commuter and working students and our adjunct faculty.

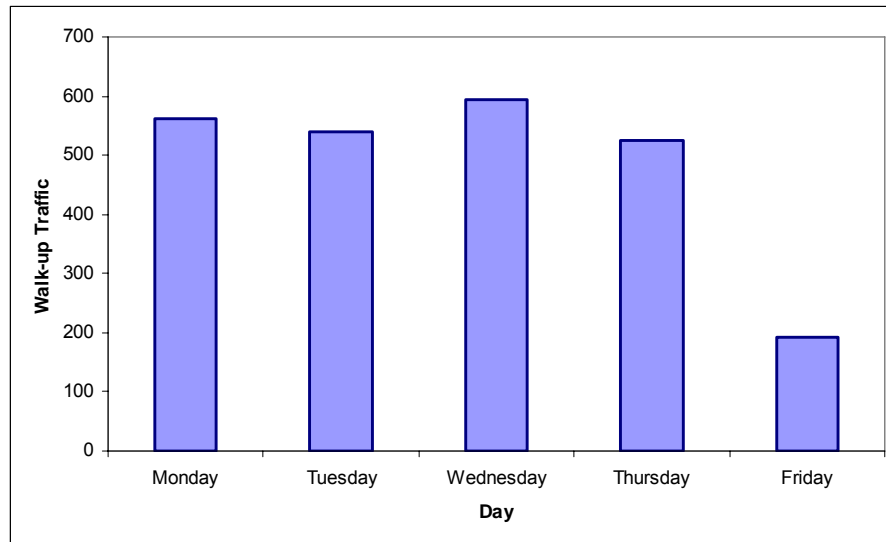
A review of campus population by hour confirmed that population, based on course enrollments, is higher Monday through Thursday from 9:00 a.m. to 2:00 p.m. The population drops to below 2,500 at 2:00 p.m., close to 1,500 at 4:00 p.m. and below 500 at 8:00 p.m. (Figure 1).

Figure 1: Fall 2006 Course Enrollment Patterns by Day



In reviewing submitted data, campus service centers are experiencing marked increases in traffic during the university hour. The traffic at the service centers was fairly steady Monday through Thursday, with Wednesday and Thursday being heaviest (Figure 2). Campus service centers included the Language Learning Center, Math and Writing Labs, EOP and SSS, Disabled Student Services, Computer Support Center, Career Center, Student Life & Leadership, Food Services, Field House, Student Financial Services, Student Life & Leadership and Parking & Transportation Services.

Figure 2: Campus Service Center Walk-Up Traffic During University Hour
 Service Centers allowed to track during Week of October 16th or 23rd



The Associated Students, Inc. reported that to date, they've held eighteen events during the University Hour. While the number of events was highest on Monday, the heavily attended events - those with 150 or more in attendance, were Tuesday, Wednesday and Thursday (Figure 3). It's recognized that serving food most likely increases participation at an event; however, that was not factored. A review of the Student Activities Calendar, excluding student organization meetings and ASI Programs, shows highest activity on Tuesday and Thursday (Figure 4).

Figure 3: ASI Programming Attendance by Day and # in Attendance, Fall 2006

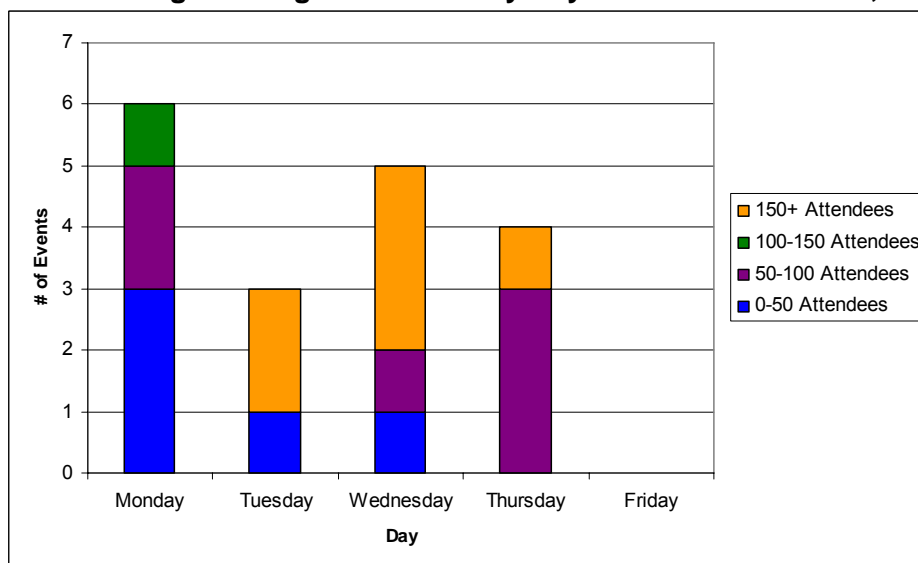
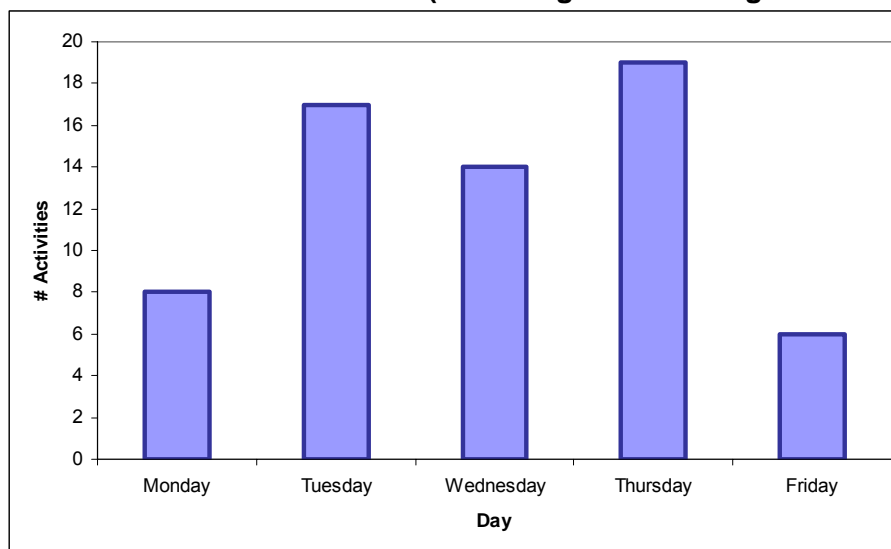


Figure 4: Student Activities Calendar (excluding club meetings and ASI Events)



Approximately 42% of student organizations hold meetings during University Hour. One faculty member commented, *“In the last 2 years we averaged between 3-7 students per weekly meeting and this year we have had 19-25 at our first few meetings. The students say that this University Hour is making it easier for them to attend.”* In a survey conducted last spring, student organizations indicated that their clubs typically meet weekly on Tuesday or Wednesday. Academic departments indicated that they typically meet semi-monthly on Monday or Tuesday.

Recommendation and Final Thoughts

It is clear that the University Hour is being utilized Monday through Thursday. However, the data and discussion also suggest that the activities can be compressed to a two-day schedule. With a continued robust Tuesday and Thursday class schedule, a University Hour on those days would further strengthen the tradition by allowing for focused and consistent programming and accommodate student organization meetings, department meetings, workshops and seminars, and high profile events.

The assessment also identified additional areas for consideration to ensure long-term success including adding seating and shaded areas in the campus center, updating the Dome to be a more inviting atmosphere (e.g. sofas, café & bar tables, paint, art, lighting, music), and marketing and announcement of campus events and student organization activities through marquees.

Institutional Planning & Analysis will continue to assess the long-term implementation of University Hour and report periodically to the Executive Council and campus community.

Questions should be directed to Matthew Ceppi, Director, Institutional Planning & Analysis, at mceppi@csusm.edu.

Academic Senate

Executive Committee

Action _____

January 29, 2007

Final Reading

**SENSE OF THE SENATE:
The Importance of Settling the Contract Between the CSU and CFA**

WHEREAS: The Academic Senate CSU has urged local senates to review and endorse, "Importance of Settling the Contract Between the CSU and CFA" (January 18-19, 2007); and

WHEREAS: The Academic Senate of San Jose State University has reviewed AS-2782 and finds the principles embodied to be consistent with the Academic Senates role in advocating for a high quality system of higher education; Therefore be it,

RESOLVED: That the Academic Senate endorse the Academic Senate CSU resolution AS-2782-06

Rationale

AS-2782-06 (attached) indicate some of the reasons why having the contractual bargaining between the California State University System and the California Faculty Association reach a reasonable settlement as quickly as possible is in the best interest of the CSU as a whole. The resolution speaks to issues that have historically been in the domain of the senate. Rapid resolution of the issues and adoption of a fair and equitable contract will help the CSU attract and retain high quality faculty who will continue to provide a superior education to the people of California. At the same time, funding to the system is not adequate to address the critical needs that currently exist, including those related to equitable compensation, workload issues and professional development. A concerted effort is required to obtain funding from the Legislature and Governor that more realistically reflects the actual needs of the system.

Approved: January 25, 2007
Vote: 10-0-2
Present: Gutierrez, Van Selst, Veregge, David, Hebert, Bros, Thames, Meldal, McClory, Lessow-Hurley, Najjar, Phillips
Absent: Sigler, Lee, Kassing
Financial Impact: None
Workload Impact: None

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-2782-07/FA
January 18-19, 2007

Importance of Settling the Contract Between the CSU and CFA

- RESOLVED: That the Academic Senate California State University (CSU) reaffirm the role of the academy as a venue for creative, thoughtful and respectful discourse where conflicting perspectives can be debated and reasonable compromises reached; and be it further
- RESOLVED: That the Academic Senate CSU recognize that it is neither the role nor the responsibility of the Academic Senate CSU to participate in contract bargaining between the CFA and CSU; it is, however, the role of the Academic Senate CSU to advocate for actions and policies that produce a quality educational system; and be it further
- RESOLVED: That the Academic Senate CSU acknowledge that the climate that currently exists in the contract negotiation process undermines morale at all levels, compromises our efforts to provide quality instruction to our students, and damages our ability to recruit and retain high quality students, faculty, staff and administrators; and be it further
- RESOLVED: That the Academic Senate CSU again call attention to matters of faculty compensation, workload, and professional growth and development as critical contract issues that must be adequately addressed if the CSU is to recruit and retain the numbers of well-qualified faculty needed to provide high quality classroom instruction; and be it further
- RESOLVED: That the Academic Senate CSU urge negotiators for the CSU and the California Faculty Association (CFA) to use the fact-finding process as a means to reach a reasonable solution that addresses the critical issues without resorting to imposition or job actions; and be it further
- RESOLVED: That the Academic Senate CSU call upon the Legislature and Governor to address the unmet long term financial needs that exist within the CSU; and be it further
- RESOLVED: That the Academic Senate CSU forward this resolution to the Governor, Legislature, CSU Board of Trustees and Chancellor, the CFA and local campus senate chairs; and be it further
- RESOLVED: That the Academic Senate CSU urge local senates to review and endorse this resolution.

RATIONALE: Rapid resolution of the issues and adoption of a fair and equitable contract will help the CSU attract and retain high quality faculty who will continue to provide a superior education to the people of California. At the same time, funding to the system is not adequate to address the critical needs that currently exist, including those related to equitable compensation, workload issues and professional development. A concerted effort is required to obtain funding from the Legislature and Governor that more realistically reflects the actual needs of the system.

APPROVED – January 18-19, 2007



Gerardo M. González, Ph.D.
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Interim AVP for Research and International Programs
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MEMORANDUM

DATE: January 29, 2007

TO: Gilbert Valadez, Chair, Academic Senate

FROM: Gerardo M. González, Interim Dean of Graduate Studies and Associate Vice President for Research

RE: Proposal for the Institute for Social Justice & Equity (ISJE)

I received a proposal for the Institute for Social Justice & Equity (ISJE) from lead faculty initiator Dr. Sharon Elise. I reviewed the proposal and forward my recommendations to you in accordance with University policy. This memo summarizes my recommendations.

The conceptualization of the ISJE has been a collaborative process since 2004. About 45 CSUSM faculty and staff worked on the formulation of the ISJE proposal. The interest in the ISJE grew from existing cross-divisional campus projects and activities that study and promote social justice and equity issues. As you know, our campus has prioritized Academic Excellence and Educational Equity as two of our primary strategic priorities for the coming year. The ISJE proposal seeks to address these two strategic priorities by expanding and coordinating collaborations across campus divisions and the broader external community.

I am very impressed by the quality of the proposal. Thus, I have only a few recommendations:

- Clarification of the relation of the ISJE to the emerging University Diversity and Equity Coordinator position currently held by Dr. Garry Rolison. The proposal addresses this issue, however, the scope of the UDE Office is still evolving. Thus, I suggest that Dr. Elise and Dr. Rolison maintain an ongoing dialogue about how the ISJE and UDE Office may complement and enhance their respective missions. I also anticipate that campus (faculty and staff) and community partners working toward the ISJE will maintain communication about ongoing developments during the proposal review process.
- The proposal outlines several annual activities to be undertaken by the ISJE. In order to demonstrate the accomplishments of the ISJE, I recommend that the initial plan also identify specific measurable outcomes that can provide evidence for ISJE's success.

- The proposed external funding propositions are positive. I support a significant level of campus start up funding for the ISJE, as has been the practice for previously approved university centers and institutes. However, the ISJE also seeks long-term internal support consistent with initiatives that have been institutionalized, such as the Faculty Center, Office of Service Learning, and Student Life & Leadership's Multicultural Student Programs. Because the availability of internal funding for 2007-08 is unclear, I encourage ISJE initiators to also submit a budget request through our campus strategic planning process in order to seek sufficient funding to launch the ISJE.

I commend the faculty and staff contributors to the ISJE proposal. The proposed ISJE is unique relative to other centers and institutes on campus and in the region. The proposed institute seeks to build on existing activities and coordinate new innovative projects. The ISJE has great potential to add to the value of our university's scholarly prestige and recognition for community engagement. I believe that the ISJE proposal represents a meaningful and viable initiative that merits our university's support.

According to our campus Policy on Centers and Institutes, at this stage of the proposal review process, the senate chair will consult with appropriate senate standing committees and either (a) forward the package to the provost (accompanied by a senate recommendation); or (b) return the proposal (accompanied by questions, commentary, and/or suggestions) to the proposers/AVPR for further development. The senate chair has six weeks in which to formulate the senate's recommendation and forward it to the provost. If the senate chair has not completed a recommendation within the allotted time, the recommendation will be automatically sent forward to the next step of review (i.e., the Provost).

Attached are copies of the ISJE proposal and proposed budget.

I look forward to the Academic Senate's recommendations. Please let me know of any questions.

Attachments: ISJE Proposal

cc: Sharon Elise, ISJE Lead Initiator
Vicki Golich, COAS Dean
Emily Curer, Provost
Pat Worden, Vice President for Student Affairs
Garry Rolison, University Diversity and Equity Coordinator

Proposal for the

Institute for Social Justice and Equity
Advancing social justice and equity

Preamble

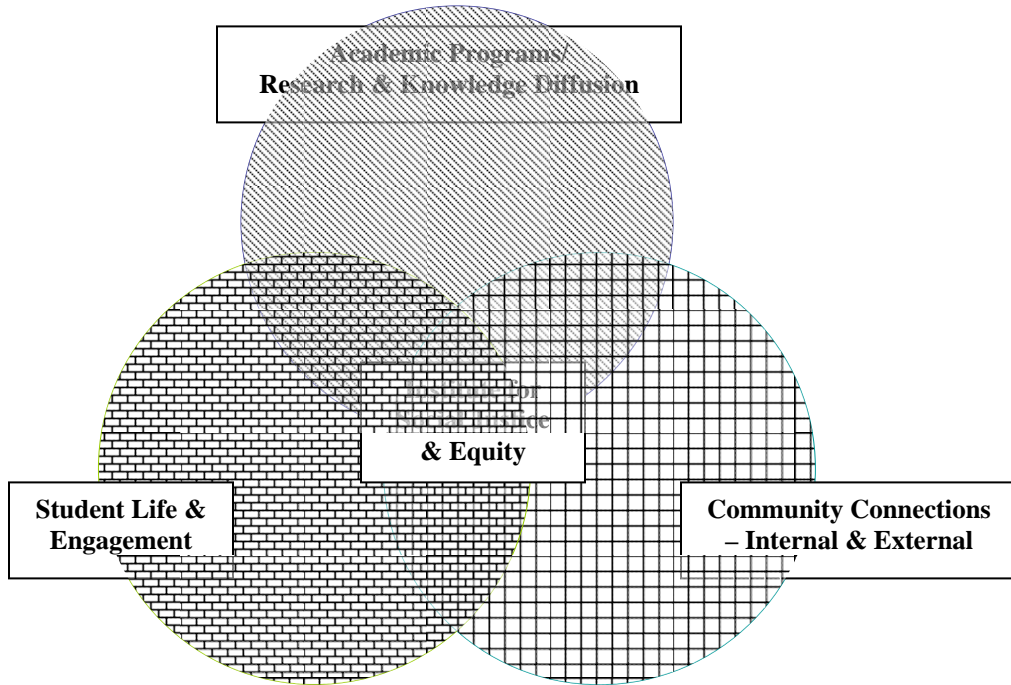
The Institute for Social Justice and Equity (ISJE) will promote academic excellence by advancing social justice and equity through mutually beneficial collaborations among campus and community constituencies.

The proposed Institute will be organized around activities in three overlapping areas (see Figure 1): 1) Academic Programs, Research, and Knowledge Diffusion; 2) Student Life and Engagement; and 3) Community Connections. Because area boundaries are somewhat artificial, we envision an Institute that upholds a collaborative work ethic where activities in one area reinforce and support the “mission” and activities of other areas, creating synergistic effects and outcomes. These activities may include: annual symposia reflecting innovative and contemporary scholarship that address critical issues relevant to this campus and community; annual series of workshops and lectures that further human development, research activities that engage students and faculty in collaborative projects with community partners, cultural performance/festivals that reflect the expression of these concerns through the arts. These activities will reflect a critical academic engagement with our social environment that links our educational mission to the cultural and social milieu of this place and time.

Faculty and staff began developing this proposal in Fall 2004. They presented their vision to the then-combined Academic and Student Affairs Provost’s Council in May 2005 and at the Academic Roundtable in Fall 2005. Since then the collaborative has grown to include faculty and staff throughout the campus, including CoAS, CoBA, CoE, Library, Extended Studies, ASI, Student Affairs, University Advancement, and F&AS. They number ~45 as of this writing (see Appendix A for a list of current participants).

We envision ISJE as a hub of activities that are fundamental to implementation of the campus mission. The creation of the ISJE will allow us to build upon a tradition of critical pedagogy, engaged scholarship, and service learning. At its inception, California State University San Marcos articulated principles of social justice in a mission statement describing a practice of academic excellence that demanded “fairness and decency of all,” prepared students to “live cooperatively and competitively in a world of cultural and ethnic diversity,” and provided a “focus on international concerns of race, gender and cultural diversity.” The university continues to advance a vision that links academic excellence and educational equity through critical pedagogy, community engagement and a passionate scholarship that serves both the quest for knowledge and the practical needs of our community partners. Through the establishment of this Institute for Social Justice and Equity, we plan to enhance our abilities to implement this vision during a time of rapid growth. The proposed ISJE will provide the campus a structure that connects activities in areas of academe, student life, and community partnerships—critical pedagogy, engaged scholarship, collaborative practice and human development—to the advancement of social justice and equity.

Figure 1: Proposed Organizational Structure of the Institute



I. Rationale

A. Why is the new center or institute needed?

The proposed Institute for Social Justice and Equity will serve as a research and educational resource and provide points of connection for those working on social justice and equity in three broad areas:

- 1) Academic Programs, Research, and Critical Pedagogy;
- 2) Student Life and Engagement; and
- 3) Internal and External Community Connections.

The campus needs an organizational structure that links and draws expertise from all areas of the university to build on and create cross-divisional, interdisciplinary, and inter-cultural activities that promote social justice and equity through academic excellence. The work of the Institute will incorporate two of the five campus strategic priorities including Academic Excellence and Educational Equity.

At this time, no existing center directly and holistically engages the collaborative efforts of faculty, staff, students, and community members in activities that address these priorities, though we have numerous examples of individual research projects, cultural presentations, and community partnerships that seek to advance our understanding and realization of more equity and justice in social and cultural relations (see Appendix B). At this point in the history of the campus it is important that we bring into existence a structure—this institute—that can link these individual efforts in a place that we all identify as a hub for our curricular, extracurricular, scholarly and creative activities that center on issues and practices of social justice based on equity.

Academic Programs, Research, Critical Pedagogy and Knowledge Diffusion

To support Academic Programs, Research, Critical Pedagogy and Knowledge Diffusion, the work of the Institute will be research driven, focused on its primary mission of promoting social justice and equity. Research lies at the very core of faculty work as CSU teacher-scholars; it informs their work in the classroom and is critical to their responsibilities to discover and construct knowledge. Critical pedagogy is engaged when students learn how to conduct research and observe the power of data-driven decision making. Research empowers staff by giving them access to needed data so they can make informed decisions when they advise, design, and implement programs. There are few opportunities for staff and students to engage in collaborative research; the ISJE focus on collaborative research and community partnerships will enhance this aspect of instruction while providing an educational experience built in the traditions of practice/application and service. The twin focus on knowledge diffusion will provide experience in representing knowledge and working collectively toward solutions.

The Institute will examine curricular innovations focused on social justice and equity, and serve as a resource for individuals developing curricula. It will build connections among research, scholarship, curriculum, and teaching. It will also support efforts to connect with feeder K-12 schools and community colleges to develop, deliver, and articulate social justice and equity. The Institute will also provide leadership in research dissemination by working with campus and community partners to sponsor collaborative research, relevant symposia, lecture series, workshops and cultural presentations.

Student Life and Engagement

ISJE will work with Student Life & Leadership's Multicultural Programs, Associated Students Inc., and other entities to coordinate learning experiences and build upon activities that will promote student development and the creation of a dynamic campus community that can effectively participate in a diverse global community. Additionally, the ISJE will promote collaborations among the faculty to focus on the provision of a holistic education to students by integrating in-class instruction with co-curricular opportunities.

The ISJE will support Student Life & Engagement by conducting qualitative and quantitative research that will analyze and evaluate the impact of their social justice and equity activities. The ISJE will also serve as a resource for best practices and model co-curricular programs that meet its goal of educating for social justice.

Internal and External Community Connections

To support Internal and External Community Connections, the Institute will coordinate and help prioritize and pursue external funding for campus-community partnerships.

External Community Connections: The Institute's anticipated activities and support to campus-community connections include the following: (1) Enhancing the range and quality of social justice and equity campus-community partnerships ; (2) working with feeder K-12 schools and community colleges to increase equity in their student body, faculty, and staff; (3) developing curriculum, program development and teacher training in regional K-12 schools; (4) collaborating with diverse communities to further their involvement and representation on campus; (5) enhancing the proactive engagement of the campus in promoting social justice and equity among the communities we serve; (6) supporting campus partnerships related to the Tribal Liaison and the Hispanic Serving Institution initiatives; (7) working to ensure new programs model equity and access; (8) expanding Extended Studies offerings to improve accessibility to and breadth of community education. Finally, the Institute will develop community partnerships and work with existing community agencies to facilitate communication across communities as it relates to their social justice and equity concerns.

Internal Community Connections: The Institute will coordinate/develop partnerships and structures that support the alignment of Division and department goals within the strategic priority of educational equity. In collaboration with relevant campus offices the Institute will sponsor research and continuing workshops and symposia to examine effects of institutional practices and outcomes upon campus inclusion of diversity on principles of equity and social justice. The Institute expects that the developing Diversity and Equity Coordinator, Human Resources and Equal Opportunity and two units within Academic Affairs, Academic Resources and the Faculty Center, will serve as primary partners in its effort to further develop a culturally pluralistic community among university faculty, staff, and administrators. Some anticipated activities and support to be offered by the Institute for the campus community include the following: (1) serve as a data and archive repository, (2) sponsor and/or host conferences, symposia, and workshops; (3) equity, grant writing, and peer educator training/development; (4) train students to conduct research related to social

justice and equity; (5) develop research teams of faculty, staff, students, and community partners; (6) disseminate research on social justice and equity topics; and (7) multicultural competence training for administrators, faculty and staff. Finally, the Institute will work with the aforementioned campus offices to help ensure that current recruitment, hiring, and retention policies and procedures follow best practices by contributing to knowledge and understanding of such practices.

In short, the ISJE will work to support CSUSM's efforts to graduate students who are multiculturally competent and to develop itself as a public university that is welcoming for all people. For example, the ISJE may play a critical resource role in helping the campus meet its strategic planning priority of educational equity by working in partnership with the developing Faculty Equity/Diversity Coordinator Office to develop activities and programs that help:

- Build an ethnically, racially and culturally diverse population of students, faculty, and staff that demographically reflects the region;
- Provide welcoming environments for all communities of difference and serve to promote informal exchange of ideas, social interaction and collaboration within and among all groups;
- Articulate messages that advocate social justice and educational equity through open communication and dialogue about efforts to integrate difference (race, ethnicity, gender, culture, sexual orientation and differential abilities) in curriculum, campus programming and community discussions; and
- Strengthen programming for students, faculty, and staff that promotes a culture open to diversity and equity issues and attainment (CSUSM Objectives for the Educational Equity Strategic Priority, see www.csusm.edu/plan, accessed 9/6/06).

B. Why is the present organizational structure not able to accommodate these needs?

Despite wide-spread commitment to these ideals, examination of our current campus programs and units reveals diffuse and fragmented social justice and equity programming efforts on campus. The proposed Institute will act as the central hub and a primary resource that would bring diverse parties together to coordinate their related work both on and off campus. ISJE will serve as a resource center that can bring forth multiple campus initiatives and goals, and as a locus of diffusion for social justice and equity issues and concerns.

The very existence of the proposed Institute will send an explicit message about who we are as a university and provide a point of distinction for the campus. Several universities throughout the United States have an "Institute for Social Justice" (e.g., Georgetown University's Center for Social Justice Teaching, Research and Service). Unfortunately, such centers are too often contained within one particular college or school (e.g., Boalt School of Law Thelton Henderson Center for Social Justice). The CSUSM Institute envisioned here will be a campus-wide project that implements our long-standing commitment to working across divisions and disciplinary boundaries. The combination of the terms "social justice" and "equity" also sends a powerful message. The creation of an institute to address these issues suggests that the university can play

a vital role by providing us a context to come together as intellectuals and practitioners to identify and address issues of injustice and inequity.

Strategic prioritization and support of efforts to enhance social justice and equity through institutionalization, continuity, and the development of communication mechanisms are central to this proposal and to campus development. This will require some institutional support for the coordination and promotion of the activities proposed for the Institute. Such support would allow the Institute to begin building the bridges necessary for the study and teaching of social justice. This resource allocation would be limited and available only until the Institute can be self-sufficient through external and internal grants, donations and income producing activities.

II. Mission: *Advancing social justice and equity through active student, faculty, staff and community engagement; honoring rigor and relevance in research, teaching and learning*

A. What activities will the center or institute promote?

The Institute will bring together various campus and community constituents engaged in activities related to social justice and equity. The ISJE will begin by building upon activities and collaborations that have already been established (See Appendix B). One goal of the Institute is to increase the impact that these activities will have on campus and in the local communities. The Institute will accomplish these by serving as a central site for coordination, concentration and publication of these activities, leading to the increased effectiveness and efficiency that result from a coordinated organizational structure.

Academic Programs, Research, and Knowledge Diffusion

The creation of the Institute will link students and faculty, staff and community through research/creative activities and a critical pedagogy that is dynamic and innovative. Community education will be fostered through symposia that contribute to the diffusion of knowledge throughout the campus. The Institute will facilitate and support research that examines social justice and equity. Internally, research will focus on campus practices; externally, it will examine local, regional, state, national, and international realities. The ISJE will encourage interdisciplinary research. It is expected that much of the impetus and realization of this goal will be localized research projects from faculty, student, institutional, or community partners. To meet the objectives of this goal, the Institute will disseminate information and research on social justice and equity through symposia, student research competitions, seminars, regional conferences, and a working papers series. In support of these activities, the Institute will develop an instructional component with respect to data collection and analysis around the understanding and study of social justice and equity. As a side benefit, the interdisciplinary nature of ISJE shall expose its participants to an environment rich with diverse research methods and modes of re/presentations of findings and their implications.

ISJE will contribute to and collaborate with CSUSM's Office of Institutional Planning and Analysis and other data-rich centers on campus (e.g., NLRC) to serve as another repository of social justice and equity data that is accessible and as comprehensive, accurate, and up-to-date as possible.

Activities in these arenas may include

- Undergraduate student research training program (comparable to OBRT in Life Sciences)
- Curriculum development and revision in support of academic majors
- Graduate student research
- Research Fellows – Visiting Fellows from other institutions
- Speaker Series on SJE topics
- Data Clearing house – including qualitative and quantitative datasets
- Library Collections at the faculty level of research
- Sponsor/Host Conferences
- Produce Journal/publications/papers and California Digital Library (CDL)/working papers series
- Conference Support – regional, state, national, international

During its early stages of development ISJE will focus on initiating research partnerships and opportunities linking students, faculty, and community partners, presenting workshops that advance understanding of social justice and equity for campus constituents, and presenting the outcomes of these activities to the campus and community through annual symposia.

Student Life and Engagement

[Beyond the list of activities included in Appendix B, ISJE will support campus constituents (e.g., SLL Multicultural Programs and ASI) as they establish and support programs that affirm the diversity of the campus community in its many forms. ISJE will collaborate with these groups and with the Diversity and Equity Office as they work to:

- Provide opportunities for cross-cultural student dialogues and interactions
- Assess the climate of the student community with regard to awareness and inclusion of diverse perspectives and identities
- Support and draw upon culturally based campus traditions to build & strengthen the campus community
- Create an environment where students feel supported and develop a sense of belonging on campus
- Provide training and leadership opportunities for students to develop and practice competency in addressing issues of social justice and equity]

The primary activities for the ISJE in its early stages of development will center on support for student development and co-curricular programs. ISJE will serve as a resource by partnering with campus departments to promote cultural competence. ISJE will also support continued development of co-curricular programming by engaging in research to evaluate the impact of these programs on advancing social justice and equity.

Internal and External Community Partnerships

As mentioned above, the Institute will seek resources to support the expansion of community partnerships that center on issues of social justice and equity. These partnerships among campus constituents and community partners are central to the critical pedagogy that prizes the linkage of research and practice, students and staff, faculty and community members. In addition to supporting these partnerships, another goal of the Institute will be to make oppressions that affect educational achievement and learning, such as racism, classism, sexism, ableism, heterosexism, and cultural and linguistic discrimination transparent to the campus and larger community. This will lay a foundation for improvements in the tangible presence of faculty, staff and administration that reflect surrounding community demographics. Moreover, the campus climate is made richer through the increased diversity of perspective, experience, and culture that accompanies such changes.

Additional outcomes would include an increased number of employee training sessions to further personal multicultural competence, greater support for multicultural organizational development efforts, and a measurable increase in community outreach programs related to social justice and equity coupled with continuous assessment of their effectiveness.

To accomplish these goals the Institute will collaborate with relevant partners to catalogue best practices with respect to recruiting and retaining a diverse campus community.

C. How does the center's/institute's mission support the mission of the university?

As envisioned, the ISJE supports the mission of the University, as well as those of its many constituencies. CSUSM's Mission Statement (see Appendix C) states that the University "focuses on the student as an active participant in the learning process." It also articulates the university's commitment to responding to "the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education." The activities and focus of the Institute speak directly to these themes of the university that define its character. Indeed, the University's Vision Statement expands on this theme, noting that "CSUSM will celebrate and capitalize on its diversity to form a learning community committed to this shared vision." These ideals define the character of the IJSE as it pushes the campus to realize this vision of itself. Finally, the University's Values Statement clearly communicates its dedication to "**Inclusiveness:** individual and cultural diversity, and multiple perspectives." These principles will eventually serve as benchmarks of success both for the ISJE and the campus community.

The ISJE also aligns well with College Mission Statements. For example, the College of Arts & Sciences Mission Statement declares its recognition that diversity and inclusiveness are "fundamental to the achievement of excellence." Likewise the College of Education Mission Statement proclaims its commitment "to diversity, educational equity, and social justice...."

The Institute aligns as well with the Student Affairs and ASI Mission Statements, to wit: Student Affairs seeks.... To promote access to higher education, foster lifelong learning, and prepare students to be active and positive contributors in a diverse global community. ASI Mission Statement proclaims its commitment to "the core values of advocacy, communication, diversity, and efficiency....," and "to the principle that collaborative efforts combined with strong leadership result in exponential change."

Finally, the ISJE goals parallel those of the campus Human Resources and Equal Opportunity department. Its Mission Statement clearly states that it “recruits, retains, and develops a quality staff which supports the teaching and diversity mission of the University....”

III. Structure & Personnel

A. What is the proposed organizational structure of the center or institute?

The Institute planners recommend that the proposed organizational structure be phased in over five (5) years (see attached draft budget spread sheet for cost estimates).

1. Phase I (Years 1 and 2)

During the first phase, the Institute will focus on

- identifying funding opportunities;
- developing a strategic plan; and
- creating internal and external partnerships to ensure its work will be cross-divisional, interdisciplinary and intercultural.

A steering committee will be established. It shall be comprised of no more than seven (7) representatives: one (1) from Academic Programs, Research, and Knowledge Diffusion; one (1) from Student Life and Engagement; one (1) from Internal/External Community Connections; one (1) student; one (1) community member; the projected Faculty Equity/Diversity Coordinator; and the Director. Among other duties and responsibilities to be determined, the Steering Committee will sponsor at least two (2) public forums per year to solicit input and to report on the work of the Institute.

Phase I Staffing:

- a) Director (0.5 faculty reassignment + 1 month of summer salary)
- b) Support Staff (0.75 staff)
- c) Grant Writer (subcontracted)
- d) Steering Committee

2. Phase II (Years 3, 4, and 5)

During the second phase, the Institute will build upon the foundational work completed in Phase I to implement its programs, activities, and vision.

In close collaboration with the Institute Director, the Associate Director will oversee day-to-day operations and assist the Director in fulfilling his or her responsibilities. (The Director responsibilities are listed in the following section.)

To ensure that the Institute is maximizing the synergy of its three core University areas, three graduate internships will be established. One graduate intern will be responsible for each area: Academic Programs, Research, and Knowledge Diffusion; Student Life & Engagement; and Community Connections. Graduate interns will be responsible for communicating with the different university departments and programs that are involved in their respective areas, for reporting feedback to the Associate Director, and for other duties and tasks as assigned by the Director or Associate Director.

Phase II Staffing:

- a) Director (0.5 faculty reassignment + 1 month of summer salary)
- b) Associate Director (1.0 staff)
- c) Support Staff (1.0)
- d) Grant Writer
- e) Graduate Interns (3 at \$2,000 per semester, per intern)
- f) Steering Committee

3. *Organizational Charts (See Appendix E)*

- a) Chart 1: ISJE Relationship to Other CSUSM Centers and Institutes
The ISJE will, like other CSUSM Centers and Institutes report to the Associate Vice President for Research & International Programs in the Provost's Office.
- b) Chart 2: ISJE DRAFT Organizational Chart
Here one can see visually what has been described in Phase I and II for staffing needs.

B. What will be the responsibilities of the center or institute director? Who will be the founding director?

Director Responsibilities, Founding Director Sharon Elise

Sharon Elise (Ph.D. 1990) is Professor of Sociology and serving her second term as Coordinator for Ethnic Studies. Her scholarship is interdisciplinary, incorporating elements of performance (spoken word), critical race studies, feminist scholarship, ethnography, and inequality studies. She has conducted research on teenaged mothers (Native, White and African American), race and representation, race and identity (African Americans, Latinos and Blackness), student retention, community health issues, race and criminalization. Dr. Elise has been engaged in curricular review and development through department service for Women's Studies, Ethnic Studies and Sociology, and campus wide as member and Chair of APP (1995, 1996) and UCC (2005, 2006). Her service activities on campus were recently recognized by her peers and the President, who presented her with the 2007 President's Award for Service Leadership based largely on her efforts to advance diversity, social justice and equity.

Phase I Responsibilities:

- Establish a vision and strategic plan that support ISJE's mission and that of the University and actively engages all three Institute areas;
- Collaborate with the Steering Committee to ensure that the activities reflect a balance of the three areas of the Institute;
- Ensure fiscal solvency and responsible financial management of the Institute;
- Assure that the Institute operates in accordance with all current university and Foundation policies;
- Prepare an annual report and the self-study of the Institute's periodic evaluation;
- Coordinate, set priorities, and provide leadership for all research activities and research-based services. This may include serving as Principal Investigator or Co-Investigator on Institute projects;
- Coordinate the administration of a campus baseline survey

- Collaborate with the grant writer to meet financial goals of the Institute by identifying funding opportunities and developing proposals for major research and programming grants;
- Hire Associate Director and administrative staff;
- Cultivate and implement working partnerships with faculty, staff, and students to promote the Institute's mission; and
- Represent and promote the Institute through community-based outreach as well as nationally

Phase II Responsibilities:

- Continue to fulfill all Phase I responsibilities;
- Present research findings at conferences and through publications;
- Provide guidance and/or active oversight of database development, data analysis and reporting, and ensure high standards of quality in Institute studies;
- Oversee recruitment, supervision, and evaluation of Institute staff. Work with Associate Director on budget and management of the Institute. Cultivate and support a collaborative team environment.

C. Who are the unit's founding members and how does their expertise relate to its purpose?

Current members of the Planning Steering Committee are drawn from across the university. Their expertise includes critical pedagogy, global studies, extracurricular innovation, multicultural education, critical race studies, and extensive service leadership on campus and in the community. They include: **Annette Daoud** (Multicultural / Multilingual Education, CoE), **Sharon Elise** (SOC, EthSt, CoAS), **Vicki Golich** (Dean, CoAS), **Alexis S. Montevirgen** (SLL Multicultural Programs to Fall 2007), **Lura Poggi** (ASI), **Dilcie Perez** (Interim Director, SLL) and **Bridget Blanshan** (Interim AVP Student Affairs and Dean of Students). Their efforts have been supported by a university-wide planning group with broad-based expertise related to social justice and equity issues as applied to research, pedagogical innovation, campus programming, and community partnerships. Please see Appendix A for a complete list of current Planning Group members.

D. What are the rights, responsibilities, and benefits of membership in the center or institute?

Rights: The rights of members will include input on identifying, developing, and implementing potential center activities, projects and strategic goals.

Responsibilities: The responsibilities of members will include participation in identifying potential partners, developing activities and programs, facilitating the collaboration of internal and external constituencies, and advancing center and university strategic goals.

Benefits: Benefits will include learning the needs of internal and external constituencies, promoting activities for the benefit of all constituencies, linking activities to center and campus strategic priorities, and advancing the mission of the university (e.g., curricular/program development and student success). The Institute will support members in sharing data, disseminating research, creating and implementing programs, writing grants,

and attending and planning conferences aimed at increasing the awareness and need for social justice related activities.

E. Will the center or institute have an advisory board? For what purpose? How will members be selected?

As noted in A. above, the Institute will have a Steering Committee. The Steering Committee will be responsible for working closely with the Institute staff to determine which specific activities to pursue in any given semester or academic year, *and* for helping to implement selected activities. Steering Committee members will be appointed according to their interest, expertise, and ability to devote the requisite time and energy to providing this level of support to the Institute and its staff.

In addition to the Steering Committee, a broader Advisory Board will be convened at least once a semester comprised of representatives from existing programs and on- and off-campus connections (see Appendix B). The Advisory Board will provide broad directions for activities, programs, and/or projects; Board members will also help to identify mutually benefit community partners and relevant funding opportunities and agencies.

Advisory Board Members that are representatives of the constituencies will be selected by the Director and Steering Committee in consultation with the AVP for Research.

IV. Relationship of the center or institute to other university entities

A. Which programs, administrative units, colleges or library, other centers or institutes will be involved in the proposed new center or institute?

Appendix B provides an extensive list of programs, administrative and academic units, and other centers or institutes with which the ISJE would likely collaborate to achieve its goals. Specifically, the Institute would connect and collaborate around addressing regional concerns such as healthcare service delivery, K-12 education, housing, public relations, and industrial globalization. ISJE will also collaborate with the Faculty Center, Arts and Lectures Series, Kellogg Library, Research Centers (e.g., National Latino Research Center, Center ARTES, Center for the Study of Border Pedagogy), Office of Biomedical Research and Training, Office of Community Service Learning, CoAS, CoBA, CoE, School of Nursing, SLL Multicultural Programs, ASI, Student Affairs, Community Organizations, Ethnic Studies Program, Women's Studies Program, and with faculty and staff who have expertise in social justice and equity.

The ISJE would seek collaboration with colleagues from all university programs, units, colleges, library, centers and institutes on all of its activities.

B. What effect will the center or institute have on the faculty's department(s) academically, operationally, and financially?

The academic component of the Institute for Social Justice and Equity will facilitate services and support to current programs for faculty and student development (e.g., support for research dissemination). The ISJE would seek opportunities for collaboration across colleges, departments, and disciplines. For example, it could sponsor a New Peer Faculty Mentor Program for Minority/Marginalized Scholars that would, among other things, provide funds

to send faculty from traditionally marginalized groups to meet off campus one weekend a month to support their research, scholarship, and publication achievements. The Institute will also seek external funds to research and implement support for faculty to gain expertise in social justice and equity. Building on research conducted on campus and across the country, the ISJE would advocate strategies to address structural inequalities at CSUSM – in its practices and in the university culture. Since the ISJE will support and encourage interdisciplinary research and cross-boundary collaborations, it should enhance collegiality throughout the campus, inform curriculum development, and strengthen academic programs and student services.

A specific goal of the Institute is to seek external funds to support its operation as well as its many activities and projects. Therefore, it should benefit the entire campus by bringing additional funds to campus.

C. What is its relationship to teaching, coursework, and the instructional program of the faculty's home department(s)?

The ISJE will support coursework and instruction by identifying – conducting research of its own – best practices in curriculum development and pedagogy for use on campus, thereby permitting the easy infusion of social justice and equity content into coursework, curriculum, collections, pedagogy, and methodology. This will be facilitated by the offering of annual symposia and workshops that examine themes of social justice and equity in concert with areas of curricular development on campus.

V. Operating expenses, facilities, and equipment

A. What support for the center or institute will be derived from non-university sources?

The Institute expects to generate non-university funds from a variety of activities, including grants writing and collaboration with University Advancement to achieve the goal of endowing its basic operations, including salaries, no later than AY 2015-2016.

B. What operating support from the university is required for this center or institute to be functional on an ongoing basis?

Initial seed money to support staff salaries and operations of the Institute will be needed. Ongoing institutional support will be limited to space, normal operations and equipment funds, and base line staffing. The attached **Table 1: Anticipated ISJE Budget Needs** provides estimated expenses should we launch a well-staffed Institute in the first instance.

C. What space and facilities will be needed?

Since the Institute anticipates a full portfolio of activities, the ISJE would need an office suite to support basic operations, including approximately 1200-1300 square feet of space for the Director, Associate Director, Staff Support, and some work space – for printer, copier, fax, bookshelves, work table, and so forth. The Institute would also need access to schedulable large spaces through normal campus venues to sponsor the various events and activities it anticipates. Since many of these will involve collaboration with other campus units, we anticipate substantial campus participation, as well as increasing participation from the community as the Institute gains a reputation for quality work.

D. What other equipment will be needed?

Standard office complements for Institute staff.

E. Describe the computer and telecommunications needs.

Standard computer and telephone complements for Institute staff.

F. Describe any needs for library collections and/or services.

For print and electronic collections at the graduate and faculty level of research, both start-up and continuing funds would be needed. Materials supporting the ISJE would be interdisciplinary – from Ethnic and Gender to Bilingual and Ability Studies – and primarily composed of journal subscriptions integrated into the existing collection.

Based on information provided by CSUSM's Outreach/Multicultural Librarian and Coordinator for Collection Development & Acquisitions, ISJE would require \$10,000 in start-up and continuing funds at an inflationary rate of 10% a year (see budget). Funds for additional library staffing, equipment and technology support are not included at this time, but will be considered as the ISJE establishes itself as a center for research and knowledge diffusion.

VI. Financial support**A. How will the center or institute be financed for the first three years and for at least five years thereafter? Specifically address the anticipated personnel, operating, space, equipment, and other costs and how they will be supported.**

The ISJE will be a university-wide center that engages and serves students, faculty, staff, and the external community. The collaboration among the various partners, particularly our campus Academic Affairs and Student Affairs divisions, on scholarly, academic, and co-curricular activities places the ISJE in a significant position for seeking institutional support.

We propose a hybrid model of institutional support for the ISJE. That is, the university is requested to provide funding to support the ISJE core staff (see attached budget). However, the ISJE will also seek external resources to support major ISJE activities (see Appendix D).

The proposed funding model parallels institutional support for important campus initiatives, such as the Faculty Center in Academic Affairs and the Multicultural Programs unit in Student Affairs and a developing Diversity and Educational Equity Office. The university has committed resources for these types of initiatives because they encompass our campus Vision, Mission, and Values. In addition to representing these core issues, the ISJE embodies our university strategic priorities, such as Academic Excellence, Student Life, Campus Climate, Community Partnerships, and Educational Equity. Ongoing institutional support for the ISJE will insure that there is a place for our students, faculty, staff, and external community to collaborate successfully on academic programs, curriculum and student affairs co-curricular activities. Furthermore, institutional support will further represent a solid commitment to social justice and educational equity issues. Thus, we believe the institutionalization of the ISJE will be a significant step toward achieving our campus strategic priorities and to continue to serve our core vision, mission, and values.

B. What will happen if outside sources of funding are no longer available after the center or institute is formed?

We request a commitment from the university that the Institute will always be funded and supported.

VII. Evaluation

A. All centers and institutes will undergo periodic evaluation. What are the critical elements that will go into an assessment of the center or institute's degree of success?

The Steering Committee will collaborate with the Working Groups to provide a public annual report. The report will identify measurable goals, what tasks have been achieved and the impact these have had on campus and in the community. All activities will be evaluated separately, including measures of participation, quality, and frequency. Recognizing that good evaluation involves the use of multiple measuring instruments over time, the ISJE staff will conduct surveys and focus groups to gather feedback for the annual assessment as well.

Appendix A: Planning Group

College of Arts & Sciences

Shana Bass
Staci Beavers
Margaret Crowdes
Sharon Elise
Maribel Garcia
Vicki Golich
Gerardo Gonzalez
Scott Greenwood
Kimberly Knowles-Yáñez
Jodi Lawston
Dreama Moon
Carmen Nava
Angela Oberbauer
Linda Pershing
Mary Jo Poole
Jorge Riquelme
Garry Rolison
Sonia Ruiz
Al Schwartz
Fernando Soriano
Pamela Stricker
Jill Weigt
Robert Yamashita

College of Education

John Bowman
Annette Daoud
Rosario Diaz-Greenberg
Anne Rene Elsbree
Robert Erichsen
Beverly Mahdavi
Lorri Santamaria
Pat Stall

College of Business

Administration

Keith Butler
Regina Eisenbach

Extended Studies

Suzanne Lingold

Library

Melanie Chu
Hua Yi

Student Affairs/ASI

Bridget Blanshan
Alexis Montevirgen (06-07)
Dilcie Perez
Lura Poggi
Jessie Sell
Carlene Smith

Finance & Administrative

Services

Tanis Brown
Joanne Shydian

NLRC

Arcela Núñez-Álvarez

Appendix B: Existing Institutional Support, Organizations, and Activities

Diversity and Educational Equity Coordinator

In an effort to strengthen diversity and equity initiatives on campus, CSUSM has recently appointed a faculty coordinator for Educational Equity and Diversity efforts on campus. The Coordinator reports directly to the President and holds primary responsibility for coordinating institutional efforts to become an inclusive campus that celebrates and respects diversity. A secondary charge is to support initiatives to develop campus-wide sensitivity to the experiences of diverse populations, and awareness of how a focus on educational equity and diversity enhances academic excellence, civic engagement and retention at all levels of the university.

Though there is some overlap in the charge of the Diversity and Educational Equity Coordinator and the ISJE, it is important to recognize that the former is an office that can influence policy but does not engage in academic research or curricular development. These latter two foci form the heart of the Institute and can not be undertaken within the limited context of an office. However, the Diversity and Educational Equity Coordinator Office will benefit immensely from a collaborative research and curricular arm that is a developing repository of best practices in bringing about diversity and equity within a frame of social justice.

Advisory Councils

1. African American Advisory Council
2. Hispanic Advisory Council
3. Native Advisory Council
4. University Council
5. Foundation Board
6. Resource Development Committee
7. College & Department Advisory Boards
8. San Marcos University Corporation

Academic-Centered Internal & External Connections

1. CoBA Senior Experience
2. North County Higher Education Alliance (NCHEA)
3. Southwest Riverside Center (SWRC)
4. Barahona Center for the Study of Books in Spanish for Children and Adults
5. Office of Biomedical Research and Training (OBRT)
6. National Latino Research Center (NLRC)
7. Social & Behavioral Research Institute (SBRI)
8. Center for Border and Regional Affairs (CBRA)
9. College Assistance for Migrants Program (CAMP)
10. Center for the Study of Border Pedagogy
11. Distinguished Teacher in Residence (DTiR) Grant Research in the College of Education in collaboration with the North County Professional Development Federation (NCPDF)
12. Office of Community Service Learning (OCSL)
13. Extended Studies (ES)
14. American Association of Hispanics in Higher Education (AAHHE)
15. Tribal Liaison Initiative

16. Center for Leadership Innovation and Mentorship Building (CLIMB)

Campus Faculty & Staff Groups

1. Latino Association of Faculty & Staff (LAFS)
2. African-American Faculty & Staff Association (AAFSA)
3. Asian Pacific Islander Faculty and Staff Association (APIFSA)

Student Life and Engagement-Centered Internal & External Connections

1. Multicultural Interns/Peer Educator Program (SLL Multicultural Programs)
2. Cross Cultural Center-Fall 2006 (SLL Multicultural Programs)
3. Women’s Center-Spring 2006 (ASI)
4. Lesbian, Gay, Bisexual, Transgender Resource Center-Future (SLL Multicultural Programs)
5. California Council of Cultural Centers in Higher Education (CaCCCHE)
6. National Conference on Race and Ethnicity in American Higher Education
7. National Association for Multicultural Education (NAME)
8. I’m Going to College, University Outreach/Early Outreach

Community Partnerships

1. Chamber of Commerce Project with nine (9) regional CoCs.
2. Tribal Liaison Task Force.
3. Parent Institute for Quality Education (PIQE)
4. Partnership for Success MoUs with local K-12 school districts
5. Partnership for Nursing Education
6. Student Health Academy
7. Senior Experience Program, CoBA

ISJE-Related Activities

Selected Research Supported by University Professional Development/Research, Scholarship, and Creative Activity Awards – AY 2006-07

1. R. Diaz-Greenberg The Effects of Service-Learning on Guatemala Bilingual Mayan Rural Teachers and Their Counterparts in California.
2. M. Garcia Transmigrant Feminisms: Mexicanas, Chicana Feminist Politics and Transnational Subjectives
3. M. Imara Representing Performance Across Borders
4. G. McField Effective Programs for English Learners: A MetaAnalysis
5. Z. Xiao The Representation of Americans in Chinese Films

Selected Activities Supported by Lottery Grant Awards – AY 2006-07

1. V. Bennett;
 J. Necochea;
 B. Anderson Promoting Student Learning and Cross College Collaboration on Border and Regional Issues.
2. R. Diaz-Greenberg Developing Manuals for the Teaching of Reading in Spanish in Border Pedagogy Regions
3. M. Goldberg Exploring Indian Culture through Dance, Music and Poetry

Existing Relevant Degree Programs

CoAS

Anthropology	Global Studies (minor)	Psychology
Communication	History	Sociology
Criminology & Justice Studies	Liberal Studies	Women’s Studies
Economics	Native Studies (minor)	
Ethnic Studies (minor)	Political Science	

CoE

Integrated Credential Program

Credential Programs: Bilingual, Cross Cultural, Language, and Academic Development (BCLAD); Single, Multiple Subject, Middle Level, and Special Education

Education, MA

Education, EDD

CoBA

Global Business Management

Emerging majors/degrees

CoAS

Anthropology

Border & Regional Studies

Ethnic Studies

Global Studies

CoE

MA/Credential Program in Communication Sciences and Disorders

University Committees

Educational Equity Task Force

Hispanic Serving Institution (HSI) Task Force

Appendix C: Campus Mission Statements

CSUSM Mission, Vision, Values

MISSION

California State University San Marcos focuses on the student as an active participant in the learning process. Students work closely with a faculty of active scholars and artists whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning. The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies. CSUSM provides a range of services that responds to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education. As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.

VISION

In its second decade, California State University San Marcos will become a distinctive public university known for academic excellence, service to the community, and improving learning through creative uses of technology. In its teaching and student services, CSUSM will combine the academic strengths of a large university with the close personal interactions characteristic of smaller institutions. Our curriculum will build upon its strong foundation in the liberal arts and sciences to increase student achievement of the knowledge, skills, and competencies needed in a global society experiencing accelerated technological, social, and environmental change. Students also will select from a growing array of specialized programs responsive to state and regional needs. All members of the campus will work to provide an environment that supports the work of students and faculty. CSUSM will celebrate and capitalize on its diversity to form a learning community committed to this shared vision.

VALUES

California State University San Marcos is an academic community dedicated to the values of:

- **Intellectual Engagement:** learning, teaching, discovery, and application of knowledge
- **Community:** shared commitments to service, teamwork, and partnership
- **Integrity:** respect, honesty, trust, fairness, academic freedom, and responsibility
- **Innovation:** creativity, openness to change, flexibility, responsiveness, and future focus
- **Inclusiveness:** individual and cultural diversity, and multiple perspectives

CoAS Mission Statement

The College of Arts and Sciences is a scholarly community committed to providing comprehensive, high quality education for students in a rapidly changing world. We provide a supportive teaching and learning environment where diversity is fundamental to the achievement of excellence. Integral to the college instructional mission is the generation of new knowledge through research and creative activity. We value disciplinary and interdisciplinary instruction that employs new technologies and integrates ideas across intellectual boundaries. The College is committed to mutually beneficial partnerships with local and global communities.

CoBA Mission Statement

We are committed to providing rigorous and relevant educational programs that reflect a balance of theoretical and applied learning. We achieve this through collaborative relationships between faculty, staff, students and the community.

CoE Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Extended Studies Mission Statement

The Office of Extended Studies at Cal State San Marcos serves as the academic outreach arm of the university. As an integral part of the institution's Academic and Student Affairs division, its purpose is to extend the academic and instructional resources of the institution to the region it serves and expand access for audiences that the University may not be able to serve through traditional channels. Extended Studies develops and delivers high quality educational programs – both noncredit and credit – which are designed to respond to the educational needs of the diverse populations in the region and assist these constituent groups in achieving their lifelong learning goals.

Library Mission Statement

The Library is committed to providing a learning environment which supports the information needs of the CSUSM community. Our services, collections, teaching and community outreach honor and reflect diverse perspectives, learning styles and ways of knowing. With the help of innovative technologies, our staff aggressively selects, acquire, provide access and deliver resources and instruction that support the lifelong learning needs of our students and community. The Library upholds and practices the principles of the CSUSM Mission Statement and the Library Bill of Rights, endorsed by the American Library Association.

Student Affairs Mission Statement

The mission of the Student Affairs Division is to promote access to higher education, foster lifelong learning, and prepare students to be active and positive contributors in a diverse global community.

Human Resources and Equal Opportunity Mission Statement

Human Resources and Equal Opportunity at Cal State San Marcos recruits, retains, and develops a quality staff which supports the teaching and diversity mission of the University and offers effective human resource services and programs. Human Resources and Equal Opportunity is committed to providing an environment which enhances personal and professional development while fostering innovation, flexibility, and advocacy.

Finance & Administrative Services Mission Statement

Finance and Administrative Services contributes to a total learning environment by providing student and employee support, financial and regulatory oversight, and infrastructure development and management for the campus community. We do this by sustaining the momentum of campus growth, delivering responsive customer service, building teamwork across divisions, and using data-driven decision making to achieve goals.

CSUSM Strategic Priorities

A learning-centered university for students, faculty, staff, and the community

Academic Excellence

Delivering academic excellence through high-quality programs, rich learning opportunities, and effective student support mechanisms is at the core of our work at Cal State San Marcos. We are committed to the success of both students and faculty by encouraging intellectual engagement and supporting the research and creative activities of a stellar faculty.

Student Life

Cal State San Marcos is creating a rich, welcoming, and inclusive university environment that fosters campus pride, personal and professional development, and the active engagement of all students in the life of the university.

Campus Climate

Recognizing that our ability to excel is a function of our ability to work together as a team, Cal State San Marcos promotes a climate of camaraderie, mutual respect, and trust for all members of the university through support, effective communication, and sustained professional development.

Community Partnerships

Cal State San Marcos desires to strengthen and further expand our local, national, and international partnerships in ways that allow us to better serve our community as a leader in regional development and enhancement.

Educational Equity

As a community of students, faculty, and staff, we at Cal State San Marcos are committed to respecting and modeling the racial, cultural and gender diversity of our region within a context of social justice. Together, we strive for educational equity and promote a fair and open environment for the exchange of ideas.

Appendix D: Potential Sources of Funding for the Institute for Social Justice & Equity

A. Potential Sources of Funding

1. Campus Compact: <http://www.compact.org/initiatives/>

This coalition has multiple funding sources, both major and smaller sources, and initiatives that fit in well with the ISJE proposal. CSUSM is a member of this coalition. This coalition would be an excellent source for the implementation of the ISJE. It appears to offer funding and training. It is also focused on service learning program and might provide an excellent opportunity to further community involvement. Careful exploration into this coalition would appear to be an effective first step towards establishing and funding the institute.

An example of funding from Campus Compact is the Seaver Foundation is part of Campus Compact: Provides seed money up to \$35,000 or approximately 50% of estimated money for Phase One.

B. Rolling Applications:

1. Allstate Foundation - Areas of interest include: tolerance, inclusion and diversity. The Allstate Foundation believes that a strong community is one that recognizes and values people of varied backgrounds, including ethnicity, gender, physical challenges, age and lifestyle. Programs supported by the Foundation address: educating youth, ending hate crimes and alleviating discrimination. No fixed deadlines for proposal submission.

<http://www.allstate.com/Community/PageRender.asp?Page=foundation.html>

2. Annenberg Foundation - You may want to check out the 2006 grants listed in the database link at the funder's web site; I noticed a couple of awards for centers. Letter of inquiry required; no fixed deadline. <http://www.annenbergfoundation.org/grants/>

3. ARCUS Foundation - The *Arcus National Fund* supports effort with national scope and impact to improve the quality of life of the Gay, Lesbian, Bisexual and Transgender community nationwide. Letter of Inquiry required, no funding deadline.

<http://www.arcusfoundation.org/pages/>

4. Ford Foundation - Difficult Dialogues - this looks like it was a one-time initiative and all the \$\$ has been awarded (April 2005). However, Ford Foundation may be a great source to seek funding of ISJE once established.

5. Hewlett Foundation - This component includes grants initiated by the Foundation that support its overall goals but that do not fit into any of the other four Education Program components. Among them are selective grants that work to ensure the health and quality of institutions of higher education in the U.S. and to promote equal access to their benefits. Letter of inquiry required: no fixed deadline.

<http://www.hewlett.org/Programs/Education/Opportunity/edOpportunity.htm>

6. MetLife Foundation - Funding interests include the broad category of *Education*; proposals are accepted at any time.

<http://www.metlife.com/Applications/Corporate/WPS/CDA/PageGenerator/0,4132,P296,00.html>

C. Spring and Fall Applications

1. Nathan Cummings Foundation - <http://www.nathancummings.org/programs/index.html>

The Interprogram Initiatives opportunity maybe suitable for the Center; letter of inquiry required; Board meets and reviews inquiries in the Fall and Spring.

D. Fall Inquiries

1. Herb Block Foundation - *Defending Freedom* program is designed to help *eliminate prejudice and discrimination*. It is the one program without geographic restriction. Letters of inquiry are due 10/10/06; funding up to \$25K.

<http://www.herblockfoundation.org/HerbBlockFoundation/content.aspx?page=2183192>

2. National Endowment for the Humanities - Since the University may be providing support for this project, this Challenge Grant may be suitable for some additional funding. Deadline: is November 1. <http://www.neh.gov/grants/guidelines/challenge.html>

3. Coca-Cola Foundation - Support higher education, esp. minority advancement in the form of cultural diversity programs. <http://www2.coca-cola.com/citizenship/foundation>.

E. Topical Funding

It would be beneficial to begin developing a list that will meet the interests of specific disciplines and faculty and staff. A big part of this will be to conduct the Phase I Grant writing Workshops so faculty, students, etc., can begin to feed into the funding streams of the Institution.

Possible Topical areas:

- Health Care
- Criminal Justice
- Education
- Global Studies
- Distance Learning
- Physical Education

1. Arthur Vining Davis Foundation - (K – 12) <http://jvm.com/davis/PROGRAMS.HTM>

2. California Endowment - (Health Care) <http://www.calendow.org/>

Appendix E: Organizational Charts for the Institute for Social Justice & Equity

Chart 1: ISJE Relationship to Other CSUSM Centers & Institutes

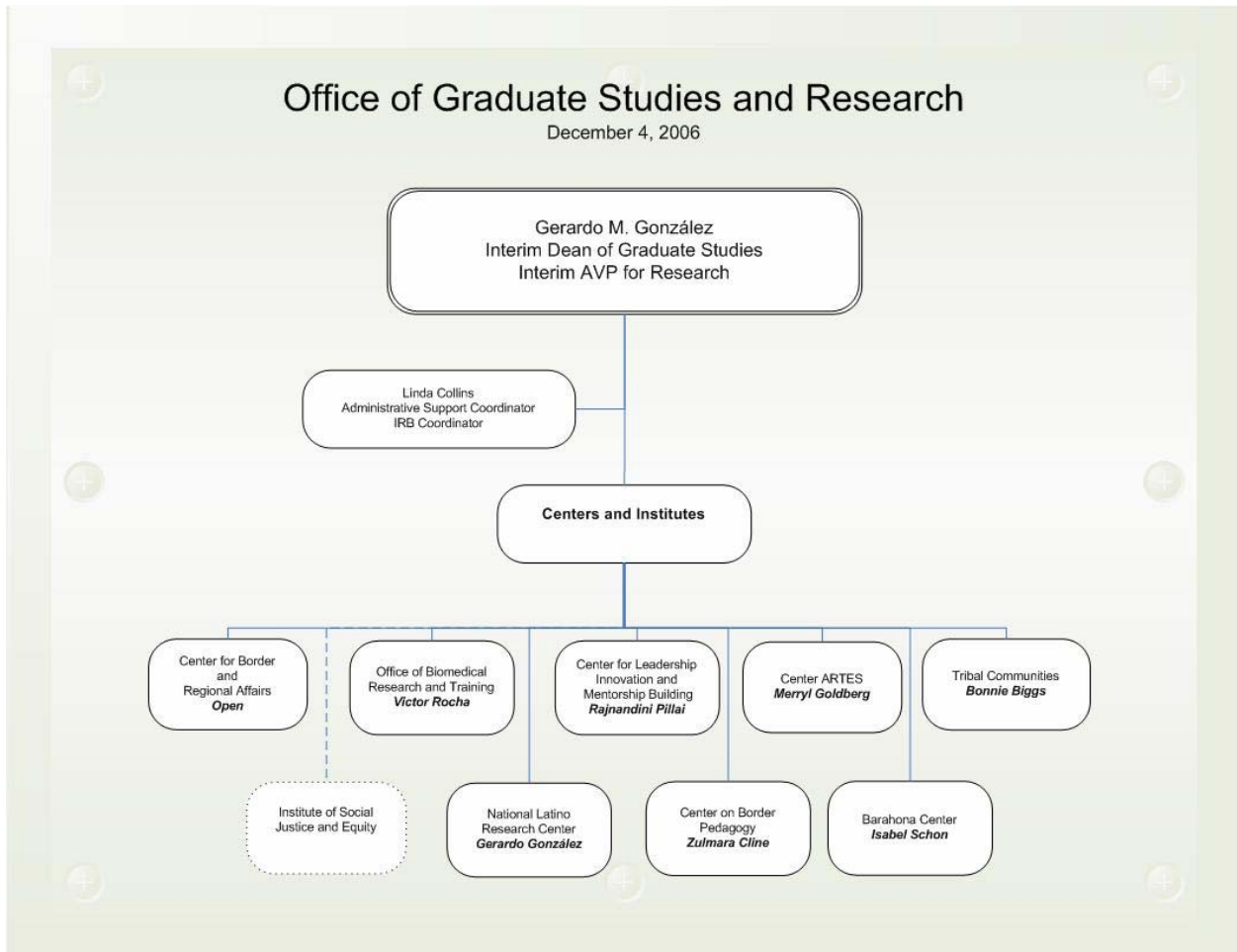
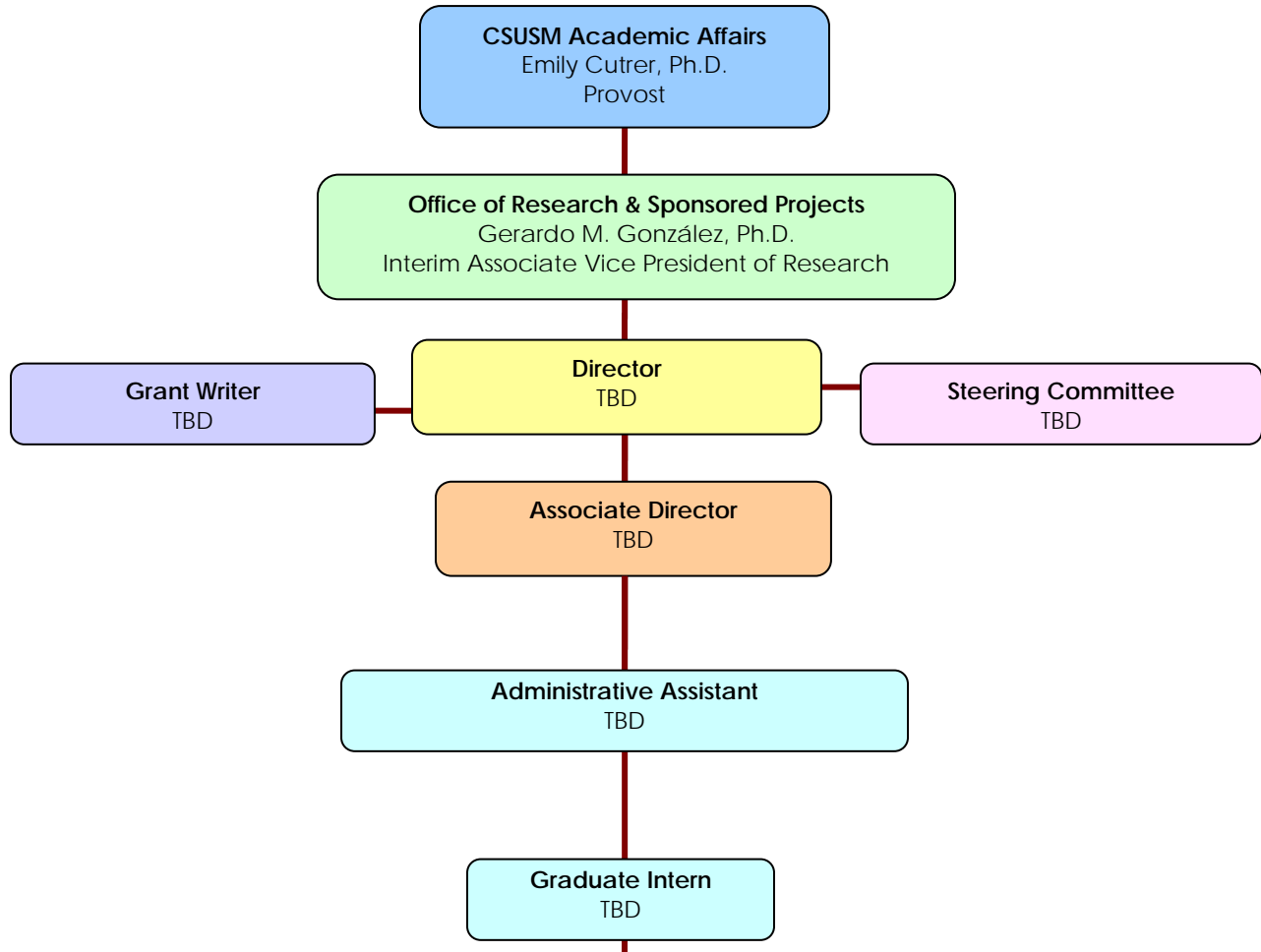


Chart 2: ISJE DRAFT Organizational Chart



Budget Narrative

Phase One--Establishment

The budget expenses have been projected over an eight-year period that has been divided into three phases that are identified in section III, pages 8 through 11 above. University support for the Institute is requested for higher amounts during Phase One when the Institute is engaged in start up activities that include a reception to announce the establishment of the Institute, set-up of office space with basic supplies, communication, and workstations, and support for grants writing subcontracted to a specialist. The Institute staff is comprised of a Director at .5 and summer stipend and an Administrative Coordinator at .75. The Director works with the Steering Committee to establish vision, a strategic plan, set up operations, conduct a campus self-study, prepare an annual report and set initiatives and projects for the coming years. The Director and representatives from the Steering Committee travel to participate in conferences that provide potential for benchmarking ISJE goals and activities.

Phase Two--Implementation

During phase two, budget expenditures include continuing support for the Director but this support is anticipated to decline as new projects receive grant funding by Year 4. Primary support is given to a new Associate Director in Year 3, but is offset by grant funding in Year 4. The Director is engaged in implementation of the strategic plan established in conjunction with the vision setting activities of Phase One, including development of a database, data analysis and reporting, research presentations and ongoing assessment. The Director is also engaged in coordinating faculty workshops and community symposia, while the Associate Director is funded to oversee the daily operations and proper functioning of the Institute. Support for subcontracted grant development declines as local expertise is furthered. University funding supports three Graduate Internships beginning in Year 3. A major assessment of the Institute's impact on the campus and community is conducted at the close of this phase in year 5.

Phase Three—Assessment and Continuation

Budgetary expenditures supporting a .5 Director and 1.0 Associate Director continue to decline as external fund seeking efforts are successful. University support for basic operations and for the Administrative Coordinator and partial support of Graduate Interns is continued. External funds support special expenditures linked to research projects and provide partial support for the Graduate Interns. Based on the assessments of Institute activities in Phase Two, the Director coordinates efforts with its constituents to revisit its earlier visioning and strategic plan, re-visits projects and their outcomes, establishes new initiatives to address unmet goals and works to implement and maintain activities that further the understanding and achievement of social justice and equity.

ISJE--Budget Needs ¹	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
PERSONNEL								
Director: faculty (0.5 assigned time) ²	\$ 20,000	\$ 20,700	\$ 21,425	\$ 22,174	\$ 22,950	\$ 23,754	\$ 24,585	\$ 25,446
University Support	\$ 20,000	\$ 20,700	\$ 21,425	\$ 15,522	\$ 13,770	\$ 11,877	\$ 12,293	\$ 12,723
EXTERNAL support	\$ -	\$ -	\$ -	\$ 6,652	\$ 9,180	\$ 11,877	\$ 12,293	\$ 12,723
Director: faculty (SUMMER support) ²	\$ 5,000	\$ 5,175	\$ 5,356	\$ 5,544	\$ 5,738	\$ 5,938	\$ 6,146	\$ 6,361
benefits: 37% for faculty	\$ 1,850	\$ 1,915	\$ 1,982	\$ 2,051	\$ 2,123	\$ 2,197	\$ 2,274	\$ 2,354
TOTAL director summer support	\$ 6,850	\$ 7,090	\$ 7,338	\$ 7,595	\$ 7,861	\$ 8,136	\$ 8,420	\$ 8,715
University Support	\$ 6,850	\$ 7,090	\$ 7,338	\$ 5,316	\$ 5,565	\$ 4,068	\$ 4,210	\$ 4,358
EXTERNAL support	\$ -	\$ -	\$ -	\$ 2,278	\$ 2,295	\$ 4,068	\$ 4,210	\$ 4,358
Associate Director (1.0 FTE) ²	\$ -	\$ -	\$ 58,917	\$ 60,979	\$ 63,113	\$ 65,322	\$ 67,609	\$ 69,975
benefits: 37% for staff	\$ -	\$ -	\$ 21,799	\$ 22,562	\$ 23,352	\$ 24,169	\$ 25,015	\$ 25,891
TOTAL associate director	\$ -	\$ -	\$ 80,716	\$ 83,541	\$ 86,465	\$ 89,492	\$ 92,624	\$ 95,866
University Support	\$ -	\$ -	\$ 80,716	\$ 58,479	\$ 61,220	\$ 44,746	\$ 46,312	\$ 47,933
EXTERNAL support	\$ -	\$ -	\$ -	\$ 25,062	\$ 25,245	\$ 44,746	\$ 46,312	\$ 47,933
Administrative Coordinator (0.75 in Ays 1&2; 1.0 in year 3) ³	\$ 26,000	\$ 26,910	\$ 36,551	\$ 37,830	\$ 39,154	\$ 40,525	\$ 41,943	\$ 43,411
benefits: 37% for staff	\$ 9,620	\$ 9,957	\$ 13,524	\$ 13,997	\$ 14,487	\$ 14,994	\$ 15,519	\$ 16,062
TOTAL AC @ 100% University Support	\$ 35,620	\$ 36,867	\$ 50,075	\$ 51,828	\$ 53,641	\$ 55,519	\$ 57,462	\$ 59,473
Graduate Interns (3 @ \$2K/semester/intern) ⁴	\$ -	\$ -	\$ 12,000	\$ 12,420	\$ 12,855	\$ 13,305	\$ 13,770	\$ 14,252
TOTAL GSAs	\$ -	\$ -	\$ 12,000	\$ 12,420	\$ 12,855	\$ 13,305	\$ 13,770	\$ 14,252
University Support	\$ -	\$ -	\$ 12,000	\$ 8,694	\$ 7,713	\$ 6,652	\$ 5,508	\$ 4,276
EXTERNAL support	\$ -	\$ -	\$ -	\$ 3,726	\$ 5,142	\$ 6,652	\$ 8,262	\$ 9,977
Personnel sub-total: SALARY	\$ 51,000	\$ 52,785	\$ 134,249	\$ 138,947	\$ 143,811	\$ 148,844	\$ 154,053	\$ 159,445
Personnel sub-total: BENEFITS	\$ 11,470	\$ 11,871	\$ 37,305	\$ 38,611	\$ 39,962	\$ 41,361	\$ 42,808	\$ 44,307
SUB-TOTAL: personnel	\$ 62,470	\$ 64,656	\$ 171,554	\$ 177,558	\$ 183,772	\$ 190,205	\$ 196,862	\$ 203,752
University Support	\$ 62,470	\$ 64,656	\$ 171,554	\$ 139,839	\$ 110,263	\$ 95,102	\$ 125,785	\$ 128,762
EXTERNAL support	\$ -	\$ -	\$ -	\$ 37,719	\$ 73,509	\$ 95,102	\$ 71,077	\$ 74,990

ISJE--Budget Needs ¹	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
OPERATIONS								
Computer⁵								
Computer start up (2 in AYs 1&2; 3rd in AY 3)	\$ 1,060		\$ 530					
Computer annual costs (2 unit, 1 laptop; 3rd in AY 3)	\$ 2,400	\$ 2,484	\$ 3,813	\$ 3,946	\$ 4,085	\$ 4,227	\$ 4,375	\$ 4,529
Printer startup (1 workgroup)	\$ 1,000		\$ 1,000					
Telephone/Fax⁶								
Telephone start up (2 in AYs 1&2; 3rd in AY 3)	\$ 762		\$ 381					
Telephone annual charge (2 unit, 1 laptop; 3rd in AY 3)	\$ 658	\$ 681	\$ 1,045	\$ 1,081	\$ 1,119	\$ 1,158	\$ 1,199	\$ 1,241
Fax annual charge	\$ 204	\$ 211	\$ 219	\$ 226	\$ 234	\$ 242	\$ 251	\$ 260
O & E								
Supplies⁷								
	\$ 3,500	\$ 1,200	\$ 1,242	\$ 1,285	\$ 1,330	\$ 1,377	\$ 1,425	\$ 1,475
Copier Charges⁸								
	\$ 3,600	\$ 3,780	\$ 3,969	\$ 4,167	\$ 4,376	\$ 4,595	\$ 4,824	\$ 5,066
Travel (enriched "start-up" funds)⁹								
	\$ 9,000	\$ 6,210	\$ 3,214	\$ 3,326	\$ 3,443	\$ 3,563	\$ 3,688	\$ 3,817
Collections Management¹⁰								
	\$ 10,000	\$ 11,000	\$ 12,100	\$ 13,310	\$ 14,641	\$ 16,105	\$ 17,716	\$ 19,487
University Support	\$ -	\$ -	\$ -	\$ 9,317	\$ 8,785	\$ 8,053	\$ 8,858	\$ 9,744
EXTERNAL support	\$ -	\$ -	\$ -	\$ 3,993	\$ 5,856	\$ 8,053	\$ 8,858	\$ 9,744
Subcontracted Grants Writing¹¹								
	\$ 10,000	\$ 10,000	\$ 10,000	\$ 8,000	\$ 6,000	\$ 4,000	\$ 2,000	\$ -
Special Activities¹²								
	\$ 11,000	\$ 12,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Furniture complements (from surplus)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
OPERATIONS SUBTOTAL (Paid by University)	\$ 53,184	\$ 48,066	\$ 36,512	\$ 32,350	\$ 29,371	\$ 27,215	\$ 26,620	\$ 26,130
TOTAL COSTS	\$ 115,654	\$ 112,722	\$ 208,065	\$ 213,901	\$ 219,000	\$ 225,472	\$ 232,340	\$ 239,625
University Support	\$ 115,654	\$ 112,722	\$ 208,065	\$ 172,189	\$ 139,635	\$ 122,318	\$ 152,405	\$ 154,892
EXTERNAL support	\$ -	\$ -	\$ -	\$ 41,712	\$ 79,365	\$ 103,155	\$ 79,935	\$ 84,733

NOTES:

- An inflationary model of 3.5% was used throughout the spreadsheet
- External support for the Director and Associate Director sought beginning in Year 4 @30%, increasing to a total of external support @50%
- AC is fully funded throughout by CSUSM
- External support of Graduate Interns begins in Year 4 @ 30%, increasing to 70% by Year 8
- Any additional workstations should be grant supported
- Fully funded by CSUSM
- Basic supplies covered by CSUSM; program/project needs will be grant funded
- Basic costs, e.g., \$300 copier rental+maintenance agreement/month @ 5% growth rate covered by CSUSM; program/project costs covered by grants
- Enhanced Travel in early years includes ISJE leaders and possibly CSUSM team participation in conferences such as, National Conference on Race and Ethnicity in American Higher Education (NCORE), American Association for Hispanics in Higher Education (AAHHE), and statewide travel to other institutes/foundations to benchmark ISJE goals and capabilities.
- Library Collections Management assumes 10% cost increase; starting in Year 4, External Support will begin @ a rate of 30%, reaching a maximum of 50% by Year 6.
- Decrease in Subcontracted Grants Writing represents ability of Director, Assoc. Director, and Graduate Interns to take on more responsibility for this task
- Special Activities include the following:

<u>Year 1</u>	\$1,000.00 – Reception to announce founding of ISJE
	\$10,000.00 – Baseline survey of social justice & equity on campus
<u>Year 2</u>	\$1,500.00 – Instructional & Training Materials/Copies for Equity/Diversity Training
	\$1,500.00 – Grant Writing Workshop Consultant
	\$1,000.00 – Instructional & Training Materials/Copies for Multicultural Interns/Peer Educators Program
	\$500.00 – Intensive Summer Training retreat to prepare MIs/PEs
	\$8,000.00 – 4 Stipends for Multicultural Interns/Peer Educators @ \$1K/student/semester beginning Fall 2008
<u>Year 3+</u>	These activities will be Grant Funded