

Diversity and Inclusion Statement

The Division of Research and Innovation, in collaboration with the Graduate Division, commits to contributing to the high-performing institutional environment of scholarship and research by serving our stakeholders with dignity and equity in an environment of transparency and accountability. We will engage in action-oriented advocacy and anti-racism in support of the many diverse identities of students, faculty, and staff that seek service from us. Through our actions, our division will model the mission of San Diego State, and amplify scholarship and research excellence by highlighting the benefits gained through equitable access and inclusion across all identities.

Statement of Purpose

We include this broader Statement of Purpose as part of an expansion of our Diversity and Inclusion Statement to include specific actions that will be part of our expectations for staff and leadership in implementing the values of the Diversity and Inclusion statement.

What does it mean for an SDSU Division to be anti-racist and equitable to all members? For a start, we will continually ask and answer difficult but important questions: Who benefits from the division's status quo? Who is left out? Who continues to hold power? Who feels safe, who does not feel safe, and why? Who do we want to attract and retain in our division? Because we want to strive toward anti-racism and equity, we commit to the enactment of the following action plan:

1. Post anti-racism statements publicly and accessibly, including anti-racism and anti-discrimination statements on public-facing websites.
2. Commit to recognizing and rewarding the extra, unpaid, invisible labor that people of color and other minoritized people do for our Division.
3. All members and all levels of leadership, in particular, should actively work to understand the lived experiences of ethnic and racial minoritized populations such as Black, Indigenous, Latinx, Asian Americans, Arab and other Middle Eastern Americans, Native Americans, Native Hawai'ians and other Pacific Islanders, and Alaska Natives and other minoritized groups such as gender/sexual identity minorities, people with disabilities, and other independent and intersectional identities and how racism and discrimination have impacted their ability to succeed and feel belonged in the graduate school and research communities.
4. Review written policies and procedures to identify bias, then revise and redesign policies and evaluation criteria to be anti-discriminatory.
5. Question unspoken rules. Racism and other forms of discrimination can manifest in unspoken "rules" as well. These rules often dictate how members are expected to behave, what is considered professional attire and hair, and what passes for appropriate language and diction.

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6. Identify and address issues of workplace culture that are active threats to safety, wellbeing, and careers, and acknowledge, address, and promote the safety and success of Black, Indigenous, Latinx, and other minoritized staff and students who have been historically marginalized in education and the workplace.
7. Actively diversify nominations and awards committees. Purposefully populate Committees and Chair ships with Black, Indigenous, and Latinx, and other minoritized faculty, staff and students to be better representative of the campus and ensure all voices are heard.
8. Actively recruit Black, Indigenous, Latinx, and other minoritized people as consultants and reviewers.
9. Directly sponsor networking events for Black, Indigenous, Latinx, and other minoritized faculty and staff.
10. Actively elevate discussions on Diversity, Equity, Inclusion, Access, and Justice to well-attended spaces. Keynote Symposia, Presidential Addresses, and Awards Ceremonies should acknowledge and feature a truly diverse array of speakers representative of the technical community.

Environmental Assessment

The Division of Research and Innovation has special characteristics that create particular challenges, as well as special opportunities, to model the institution's broad goals as they relate to diversity, equity, and inclusion. In addition, at the outset of this effort, the Division was merged with Graduate Affairs, now the Graduate Division, and the two divisions share physical space. In order to develop a generative context for evaluation of this plan, we outline briefly the organizational structure to which this plan would apply.

The Research Support Services unit has primary institutional responsibility as the university Authorized Organizational Representative (AOR) for externally-funded grants and contracts. Research Affairs is managed by the Assistant Vice President of Research Support Services, who reports directly to the Vice President of Research and Innovation. Research Support Services manages research authorization processes such as the Institutional Review Board (IRB), Institutional Animal Care and Use, International Traffic in Arms Regulations (ITAR), as well as emergent authorization processes like aerial drone-based research. Research Support Services also supports and manages the Student Research Symposium on campus, and staffs and facilitates the University Research Council, the vehicle for campus input to Research Support Services.

The Technology Transfer Office is managed by the Director of Technology Transfer, who reports directly to the Vice President of Research. The Technology Transfer Unit supports the disclosure, protection and development of intellectual property supported by institutional assets, as defined by the relevant federal legislation that governs SDSU's responsibilities for managing federal and state research funds. The Technology Transfer Unit also plays a key regional role in

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academic-industry partnerships, especially as it relates to commercial development of university-owned intellectual property, and chairs the university Patent and Copyright Committee, which makes determinations regarding SDSU's responsibilities for intellectual property protection.

The Graduate Division, included here because of the former alliance of the Graduate Affairs in the recently bifurcated Graduate and Research Affairs, and because of the co-location in Student Services East with the main offices of the Division of Research and Innovation, is currently managed by the Dean of Graduate Affairs, who reports to the Provost. The Graduate Division manages graduate student enrollment and advancement, including degree evaluation. As part of these responsibilities, the unit supports graduate student enrollment and advising, manages evaluation and accreditation of new graduate programs, and manages the relationships that enable SDSU's 23 Joint Doctoral Programs. The Graduate Division manages the application and award process for competitive institutional support for graduation student fellowships, and manages the distribution of externally funded graduate fellowships. The Grad Affairs unit staffs and manages the university Graduate Council.

The Research Advancement Unit is managed by the Associate Vice President of Research Advancement, who reports directly to the Vice President for Research. The Research Advancement Unit supports all faculty development programs on campus, including the Grants and Research Enterprise Writing Fellowship, external review programs, and programs that support the scholarly and outreach capacity of the research enterprise. Research Advancement supports the institution's federal lobbying efforts as they relate to research opportunities, and the institution's participation in the annual CSU "Hill" day.

The Undergraduate Research Unit is managed by the Director of Undergraduate Research, who reports directly to the Vice President for Research. The Director of Undergraduate Research manages all data collection on campus related to both formal and informal research experiences. The Director also manages the application and award process for division-sponsored undergraduate research experiences.

The Zahn Innovation Platform Launchpad is managed by the Executive Director, who reports directly to the Vice President for Research. The Launchpad manages campus-wide entrepreneurial initiatives such as Social Entrepreneurship, Women in STEM, and the H.G. Fenton Company Idea Lab. The Launchpad supports application and award of competitive opportunities that enhance the entrepreneurial environment of the campus for students, faculty and staff.

The Associate Vice President for Research and Innovation also reports directly to the Vice President for Research and Innovation. The AVP Research and Innovation has the primary role in advocating for thoughtful inclusion of research and innovation opportunities into the planning process for SDSU Mission Valley, especially as it relates to industry partners and the development of new research capacity.

Finally, the division includes two support units, an Information Technology unit, and a Marketing and Communication unit. These units support the division's intense data collection and analysis needs and dissemination of opportunities and success stories related to the efforts of the division.

Importantly, only the Graduate Division, Research Advancement, Research and Innovation, and Marketing and Communications are co-located with the administrative offices of the Vice President of Research. The other units are located in other places on campus.

We offer this introduction as important context for the native divisional operational diversity, and as a precursor for recognizing that the experiences of staff are inherently heterogeneous.

Process for Feedback

Reflecting the diversity of duties and work environments managed by the formerly joint Graduate and Research Affairs Division, the committee was formed to secure broad perspective and representation from as many units as practical, while also being intentional about demographic axes of diversity. To that end, the committee was chaired by John Crockett (representing Research Advancement), and included Stephanie Stocking (IT), Cristina Sanchez (Graduate Affairs, now The Graduate Division), and Justin Dean (Research Affairs, now Research Support Services). The original committee also included Leona Flores, who has since left the institution, and Courtney Ransom, who left the division to move to other responsibilities at SDSU.

As part of the review and outreach process, Directors of the units described above, which are also the members of the VPRI's senior leadership team, outlined the survey and plan process, and solicited anonymous feedback on the Division's Diversity and Inclusion Statement and Statement of Purpose. The Diversity Committee maintained an open Diversity and Inclusion anonymous "Comment Box" via SurveyMonkey for the performance period of the planning process.

In recognition of the dynamic environment in which this evaluation was performed and this plan was designed, we propose the following specific steps as a response to both the changes in organizational structure and the current pandemic operating environment:

- 1) Constitute a permanent Divisional Diversity Council which will include the existing members, and replace Cristina Sanchez (Graduate Division) with Cathy Pucher (ZIP Launchpad)
- 2) Launch a formal revision and update of the Division for Research and Innovation Diversity Plan in March 2021, which will specifically include:
 - a) Updated climate survey (e.g., HERI or similar validated instrument)
 - b) Review of progress on proposed SMART Goals

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- c) Re-draft of goals to reflect the updated composition of Research and Innovation (removing the Graduate Division)
- d) Resubmission of the updated plan for concurrence to the institutional Diversity Council

The permanent Divisional Diversity Council will review, advise, and provide feedback to the VP regarding matters related to faculty, student, and staff diversity, equity, and inclusion. The council will provide guidance and support for the maintenance of the divisional diversity plan, support the VP's response to diversity, inclusion or equity issues that arise, and represent the VP at University-level meetings and committees that concern matters related to diversity, equity, and inclusion.

Given the difference in both micro- (e.g., Research and Innovation structure, staffing, personnel) and macro- (e.g., pandemic, remote-work, division management and structure) level conditions between the present time and when the diversity planning process began, we feel the two-pronged approach of processing this existing plan, and formally committing to an update is the most reasonable approach to meet the goals of our division's Diversity Statement and Purpose.

Data Collection

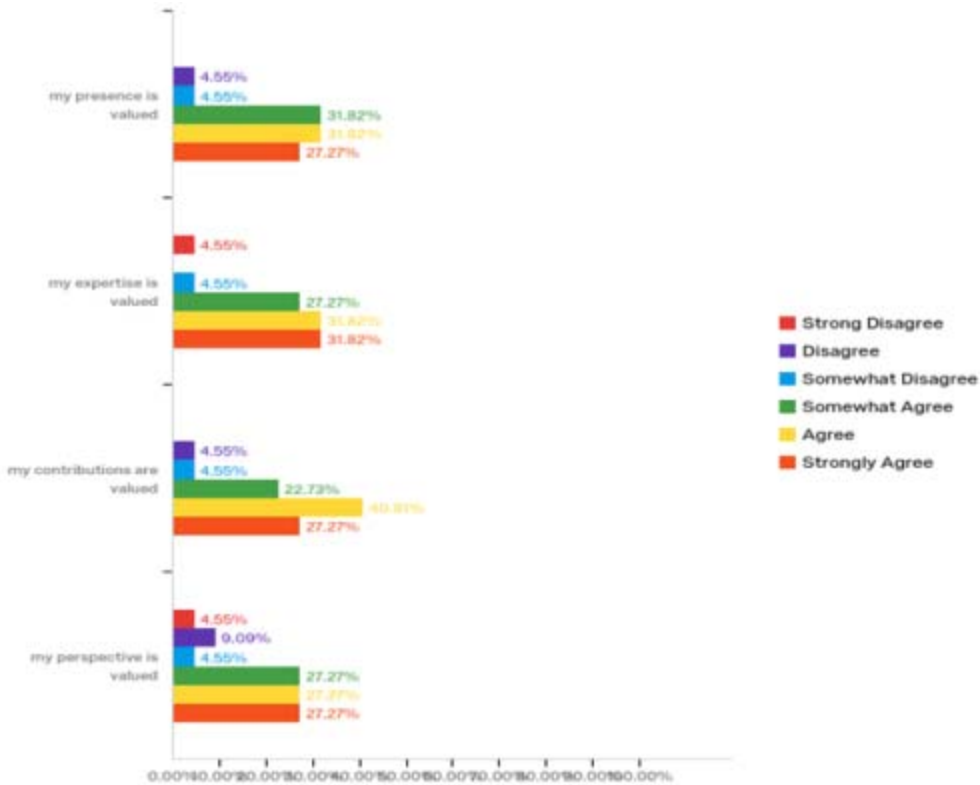
The constituted Diversity and Inclusion Committee (described above), followed the established process developed in response to the SDSU Faculty Senate Resolution of February 6, 2018. The unit participated in the institutional environmental assessment. The environmental assessment involved identifying areas of strength and opportunities for improvement. This included the collection of equity data to help inform these strengths and opportunities. The environmental assessment was attentive to the following:

- Representation – to what extent are SDSU faculty and staff proportionally represented within your unit? To what extent are diverse students proportionally represented among undergraduates (across majors) and graduate students (across the college)?
- Climate – to what extent do SDSU faculty, staff, and students perceive the climate environment to be welcoming, affirming, and supportive of diversity and inclusion?
- Success - to what extent are SDSU students experiencing academic success and graduating? At what rate are faculty making progress in advancement (e.g., tenure, promotion) and staff being retained?

Concern 1: Lack of perceived value (Climate)

GRA data, collected via the environmental scan survey outlined above, revealed a small number, but concerning intense feeling from staff that expertise and perspective is not valued. With support from the Division of Diversity and Innovation, these "Strong Disagree" and "Disagree" data were validated as related to a generally negative feeling about the division consistent across the questions. This additional data inquiry was requested to confirm that the response was not an artifact of misunderstanding the Likert scale. Dissatisfaction with the value

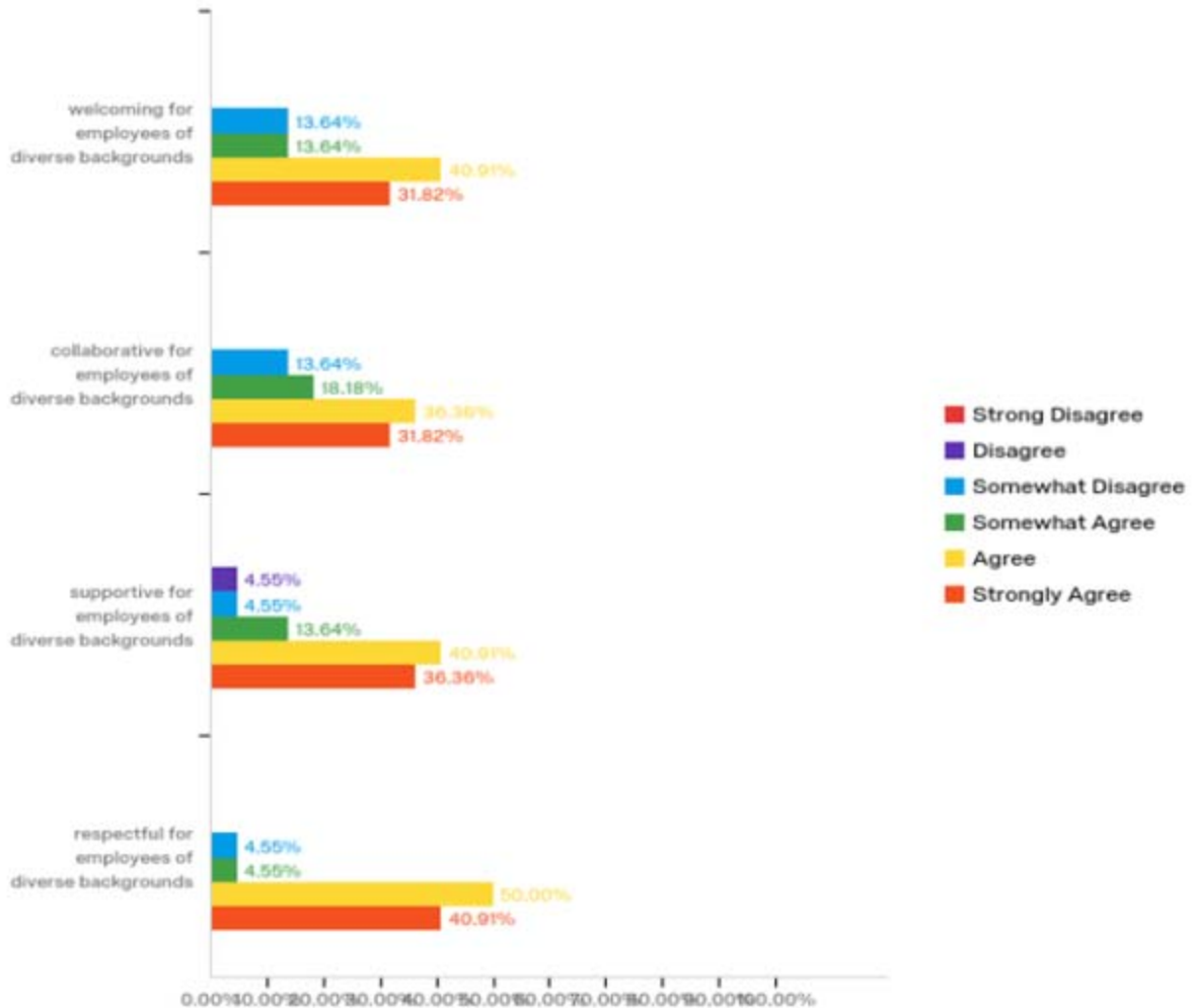
factors are correlated with fewer years of experience with the division. We believe there are at least two critical factors co-variants with experience in the division. The first is that longer experience at the division is associated with management positions, with attending schedule flexibility and influence. The second is that for some positions within the division, management positions are coincident with an academic/faculty appointment, with the additional status and flexibility that comes with that position.



Concern 2: Senior Leadership is overrepresented with men (Representation)

GRA (now Research and Innovation) data demonstrated a lack of agreement with statements related to welcoming, collaborative, supportive, and respectful of employees from diverse backgrounds. Disagreement differentiated along that same years of service axis as the value statements addressed above, as well as along gender lines.

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Via an internal roster analysis, we report that 4 of the 12 members of the division’s Senior Staff Committee, comprised of Senior Directors and Directors of units, as well as Associate and Assistant Deans, are female - a gender representation of 33%. However this statistic does not tell the full story, and, in fact, potentially reflects even a larger gap between representation, and the goals of inclusion, equity, and justice. One of the females is represented by the Executive Assistant of the Vice President for Research and Innovation. Another is a faculty member who serves the division part-time. The others are represented by the Executive Director of the ZIP Launchpad and the Director of Communications, who are more influential in the division. However, we will need to do a closer look at elements such as pay, classification, and responsibilities to gain a true picture of the relationship between representation and equity and inclusion. It should be noted that even at 33% representation, this would be in contrast to the overall division gender composition where the division is overall 51% female.

Goals for Diversity and Inclusion

1. Goal Area 1: Value/Success

- 1.1. **Problem Statement:** There are gender, racial and ethnic differences in how unit staff perceive their expertise, presence and perspective is valued. Perception of value is closely related to satisfaction, feelings of isolations, stress, effectiveness and overall climate.
- 1.2. **SMART Goal:** Staff have an increased sense of value.
- 1.3. **Root causes:** Across the unit, responsibilities, hierarchy, and communication processes create: Inequitable access to professional development. Common with other service units at SDSU, there is both Irregular review of compensation, and a perceived lack of transparency for In range progression. Compensation policies outside of the control of the division create a lack of incentives to pursue professional development, and challenges associated with opportunities for re-classification. There is no clear process or path for advancement within the unit. Work-life balance expectations are inequitable.
- 1.4. **Interventions**
 - 1.4.1. **Intervention (A):** The Division of Research and Innovation will promote more aggressively and increase funding for programs to support the professional development of non-Senior-Staff-designated staff. This program may be developed internally, be provided through access to on-line training materials, or be supported by an appropriate external service provider.

This intervention will improve staff sense of value and create opportunities for success by providing specific training and support for staff to plan their own career success and mark skills knowledge and abilities in an objective framework, allowing them to grow their contributions within the division, or, where appropriate, allowing them to pursue new career options based on their success within the division. The cornerstone of this program will be the facilitated development of an Independent Development Plan (IDP). IDPs are commonly used within academia and in professional settings to support goal setting, reflection on values, and establishing SMART (i.e., Specific, Measurable, Attainable, Realistic, Time-Bound) approaches for career progress.

The professional development program will leverage two novel activities:

1. Facilitated creation of an Independent Development Plan

The **Associate Vice President for Research Advancement** will support and organize an introduction to the IDP for staff in Fall of 2020. An opt-in

workshop, this introduction will cover: 1) Utility of IDPs, 2) Using a self-assessment, 3) Setting SMART goal. Texts used may include “What Color is my Parachute”, and/or “Now Discover Your Strengths”. This program will be held annually, with a focus on new division employees, but open to all.

2. External Mentorship Support

The **Associate Vice President for Research Resources** will support and organize an opportunity for staff to elect to identify and solicit an external mentor to support their professional development. Working with their supervisor, and using the outlines produced by their IDP, staff may look to other academic or research institutions, or interrogate appropriate professional societies to solicit an External Mentor. This person will be compensated by Research Affairs with a one-time stipend of \$200 to provide as-needed professional development mentorship. External Mentorship has been shown to have positive effects on staff experiences through a variety of mechanisms, including broadening a personal network, forming an personal advisory board, engaging in a supportive community, and creating external accountability for self-efficacy.

- 1.4.2. **Intervention (B):** Under the direction of the **Associate Vice President of Research Resources**, the Division of Research and Innovation will fund an internal competitive program available to all non-Senior-Staff-designated employees that will support time, travel, and registration to self-identified professional development activities. Eligible activities may include training, workshops, conferences, or other experiences deemed and justified as appropriate by the eligible staff member. The current professional development training allocation for the division is \$3400. With travel costs, this allocation is often spent on the first 2-3 conference attendances. Research Affairs will double this allocation, and encourage participants to blend goals identified through the IDP and External Mentorship process with available professional development experiences.

2. Goal Area 2: Climate/Representation

- 2.1. **Problem Statement:** Apparent lack of representation in Senior Leadership of the division. Lack of transparency around the hiring process and goals. Lack of overall inclusion support during the entire hiring process from job description to offer.
- 2.2. **SMART Goal:** Staff have an increased sense of the division’s commitment to inclusion.

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- 2.3. **Root causes:** Perception of representation gaps stems from multiple factors, some related to perception, others related to practice. In the perception arena, division staff have little access to information about job descriptions drafting, hiring committee formation, needs, and efforts related to staff hiring, especially senior staff. In practice, hiring processes are subject to implicit bias, recruitment-related gaps, and limited influence over top-level hiring decisions.
- 2.4. **Interventions**
 - 2.4.1. **Intervention (A):** The Division of Research and Innovation will fully support and participate in the proposed program that allows non-divisional equity advisors to participate on hiring committees. R&I will provide a trained diversity coach or advisor to other units, and will make wide use of diversity advisors in hiring processes.
 - 2.4.2. **Intervention (B):** Before posting a job description for a position that supervises others, under the direction of the application **Unit Head** the hiring manager or supervisor, in conjunction with the appropriate HR Business Partner, will convene an internal round-table open to all division employees to outline: 1) the core features of the proposed position; 2) specific strategies to draft the posting to be free of known language associated with depressed response from diverse applicants, and 3) specific strategies to be employed by the HR partner in reaching diverse potential applicants.
 - 2.4.3. **Intervention (C)** Annually, Senior Staff, and other division staff who supervise others will draft and register a memo with the Provost and President outlining the ongoing commitment to equity and diversity.