

3<sup>RD</sup> ANNUAL REPORT

# Dissecting Diversity at HSU

AUGUST 2011

Office of Diversity and Inclusion • **HUMBOLDT STATE UNIVERSITY**

A complete version of this report is available online at the Office of Diversity and Inclusion's website: <http://www.humboldt.edu/diversity/reports.html>. For additional print copies of this report, please contact Daeng Khoupradit in the Office of Diversity and Inclusion, at [Daeng.Khoupradit@humboldt.edu](mailto:Daeng.Khoupradit@humboldt.edu) or by phone at 826.4503.

**Notes of acknowledgment:**

In preparing this report, we are indebted to the assistance of all of the members of HSU's Office of Institutional Research and Planning, who provided us with the data, analyses, analytical tools, and consistent guidance that made this report possible. We also owe thanks to the many staff and faculty members who contributed their voices and perspectives this past Spring through our Spring 2011 Diversity Focus Group series, both as participants and facilitators, and to the student assistants who helped us to organize and transcribe the material gathered from these focus groups.

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## Appendices

(Appendices are available online only, at: <http://www.humboldt.edu/diversity/reports.html>)

APPENDIX A: Complete list of “Gateway Courses” at HSU (2010/2011)

# Glossary of Key Terms

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## **First-time-freshmen**

Refers to students who entered HSU with no previous college-level work completed.

## **Transfer students**

**Upper-division transfer students** are students who transfer to HSU from another college with two years of lower division college-level work completed. **Lower-division transfer students** are students who transfer to HSU from another college with less than two years of college-level work completed.

## **Gateway Courses**

Used most generally, refers to courses – often introductory courses in a major – that serve as “gateways” to entrance into a particular major or course of study. These courses are either required for completion of a major or act as pre-requisites for that major, and are often associated with low success rates. By virtue of these characteristics, these courses can deter students from continuing with a major they might otherwise be interested in pursuing. In this report, the term “Gateway Courses” is used specifically to refer to courses that are required for completion of at least one major, had at least thirty total students/grades for the academic year, and had an overall non-success rate of at least 15%.

## **LGBT students**

Refers to students who self-identify as Lesbian, Gay, Bi-sexual, and/or Transgender.

## **Underrepresented students**

At HSU, underrepresented students include students identifying as Black or African-American, Hispanic or Latino/a, Native American, and/or Pacific Islander. This category also includes students who identify as having two or more ethnicities but who include at least one of these four ethnicities among their stated ethnicities. “Non-underrepresented” students include students identifying as Asian-American and/or White. (See page 13 for a further discussion of this term.)

### **A note on the ethnicity categories used in this report:**

In discussing ethnicity, this report aggregates individuals into six broad categories: Asian-American or Pacific Islander, Black, Hispanic, Native American, White, and Two or More Ethnicities. “Asian-American/Pacific Islander” includes individuals who self-identify as: Chinese, Filipino, Japanese, Korean, Laotian, Cambodian, Asian Indian, Southeast Asian, Thai, Vietnamese, Other Asian, Guamanian, Hawaiian, Samoan, or other Pacific Islander. “Hispanic” includes: Mexican-American/Chicano/a, Central American, South American, Puerto Rican, Cuban, and Other Latino/Hispanic. “Black,” “Native-American,” and “White” each include individuals who self-identify as such. “Two or More Ethnicities” includes individuals who self-identify as having two or more ethnicities.

# An update on HSU's progress towards inclusive excellence

Evaluating our progress in achieving HSU's goals of diversity and inclusion has framed much of our campus discussion over the past few years, and has critically informed our work as a campus. This discussion has been especially relevant as our campus has focused on developing and implementing strategies for improving graduation rates for all of our students, and on decreasing the gap in graduation rates that is evident across ethnic groups.

As a campus, our focus has progressively moved from discussion of these challenges towards implementation of strategies for change. Previous years' reports on diversity and inclusion, and this report as well, clearly illustrate the need for our campus to make real and substantive change in remedying the inequities that are evident in all areas of HSU students' success, and in continuing our work to make this campus an inclusive and welcoming environment for our students. Many projects and processes have been undertaken and overhauled in order to achieve these goals. I note here a few of the concrete changes on our campus that have been implemented over the last year:

- The pilot launch (starting Fall 2011) of a First Year Experience seminar for new students, based on research that shows the impact (both nation-wide and on our campus) of first year seminars in increasing student retention and graduation rates for all students and especially in increasing retention and graduation rates for underrepresented students.
- The implementation of a formal campus-wide structure for reporting and responding to incidents of bias and hate on our campus. See [www.humboldt.edu/biasresponse](http://www.humboldt.edu/biasresponse) for more information.
- The institutionalized incorporation of a departmental-level reporting and benchmarking process for diversity and inclusive student success into HSU's newly revised program review and planning process. This means that all academic departments are now asked to report annually on their work and success in supporting inclusive student success.
- The launch of a new peer mentoring program (housed within the Student Disability Resource Center) for students with disabilities, designed to train experienced students in assisting newly enrolled students with the nuances of navigating the HSU campus and curriculum.
- The addition to the Humboldt Orientation Program (HOP) of modules on diversity and inclusion, and on supporting Safe Spaces for the LGBT community, both of which

provide an opportunity for dialogue with all new freshmen about themes of inclusion in our campus community.

- Following the implementation last year of a new policy regarding deadlines for textbook orders, the HSU Bookstore has reported an increase in the number of faculty submitting textbook orders by the deadline, which allows us to more quickly provide students with textbooks in alternate formats.
- The implementation of an Inclusive Classroom Initiative within the College of Arts, Humanities and Social Sciences (CAHSS). This peer education project provides a semester-long funded opportunity for CAHSS faculty members to build capacity for supporting inclusive student success.
- The appointment of a new tenure-line faculty member in the Department of Critical Race, Gender and Sexuality Studies, with a focus on African-American Studies. This appointment will allow CRGS to expand their course offerings in this area.
- The creation of an ad hoc STEM<sup>1</sup> Pedagogy Advisory group that will work with the Dean's Office and faculty in the College of Natural Resources & Sciences (CNRS) to bring in speakers and provide workshops on supporting inclusive student success in teaching.
- The Sustainable Programs Initiative within the College of Professional Studies (CPS) has, among other projects focused on inclusive student success, supported the addition of supplemental sections to Gateway Courses, which have begun to show promising trends in improving student performance, especially for underrepresented students.
- The institution and ongoing development of professional development opportunities for HSU faculty and staff around inclusive student success, including the (ongoing) May Institute for Student Success; workshops for faculty on supporting students with disabilities; and a series of reading groups for faculty and staff on topics relevant to supporting diversity and inclusion in the university setting.

As we continue to develop and implement an address to inclusive academic excellence at HSU, we will look to the success of our students as a measure of our effectiveness as a campus in this area. As you peruse the data contained herein, and browse the feedback from your colleagues on these issues, I encourage you to consider how you can contribute to this process, and to lend your ideas for change to this campus-wide conversation.

Robert A. Snyder  
Provost and Vice-President for Academic Affairs

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<sup>1</sup> STEM = Sciences, Technology, Engineering and Mathematics

## EXECUTIVE SUMMARY

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This year's annual report on diversity and inclusion at HSU continues our examination of diversity and inclusive student success on our campus. Next year's annual report will present a retrospective assessment of our progress on these issues, with that report marking three years since the 2009 start of this ongoing project of self-assessment. In the meantime, this current report does not aim to assess progress, but rather to provide a brief update on the range of diversity metrics presented in previous years' reports. In addition, this year's report presents feedback from HSU staff and faculty on these topics.

**CHAPTER ONE** describes a few of the many dimensions of diversity present amongst our student body, and summarizes our success as an institution in serving our students of all backgrounds.

**Composition of the student population:** As of Fall 2010, Students of Color comprise approximately 29.3% of the total HSU student population. Students with Disabilities comprise 5.4% of the total student population. The academic year 2010-2011 saw the enrollment of 113 international students from 34 countries. We add this year a discussion of "underrepresented" students, who comprise 24.9% of our total HSU student population. See the pages within for more details on this addition.

**Inclusive academic excellence:** HSU's persistence and graduation rates for all students continue to fall well below the CSU system average.

- Data for our most recent cohorts of first-time-freshmen continue to show disparities in persistence across ethnic groups, particularly for Black and Native American students. Graduation rates for those groups, as well as for Hispanic students, also fall below the HSU average.
- As before, disparities across ethnic groups are less extreme amongst transfer students, although the 3-year graduation/persistence rate for Black upper-division transfer students continues to fall well below the HSU average.
- A gender gap in persistence and graduation remains evident amongst the most recent cohorts.
- Data for the 2010-2011 year show that the majority of HSU's Gateway Courses have disproportionately higher non-success rates for underrepresented students.

**CHAPTER TWO** provides an update on diversity amongst HSU faculty and staff. The data presented in this chapter are much the same as in previous years, and shows that persons of Color continue to comprise a relatively small percentage of our tenure-line faculty, temporary faculty, and staff populations, and that a gender gap remains evident amongst our tenure-line faculty. **New this year** is an examination of the demographics of our faculty population by College, which illustrates that the gender gap amongst the faculty populations varies widely across Colleges and is most extreme within the College of Natural Resources and Sciences.

**CHAPTER THREE** departs from previous years' focus on presenting student feedback, to present the voices and perspectives of HSU staff and faculty on issues of institutional diversity, campus climate, and inclusive student success. Drawing on feedback gathered in Spring 2011 from a cross-section of HSU staff and faculty, this chapter highlights a range of perspectives and issues relative to their experiences of inclusion and exclusion in the campus community, their perspectives on their role and needs in supporting inclusive student success, and their experiences of HSU's overall commitment to and engagement with diversity on campus.

As with previous years' reports, the pages contained within this report highlight a number of areas where real change and sustained action is needed to fully meet our campus goals of supporting inclusive student success and an inclusive campus climate. As summarized in the previous pages, many key projects in these areas are currently underway across campus. The importance of these changes is duly noted in the feedback from staff and faculty. Also evident in this feedback, however, is an emphasis on the need to continue and deepen these efforts toward change. It is my hope that, as we move forward in this process, we are able to use both the quantitative data and the qualitative feedback presented in these pages to guide and inform our ongoing work towards institutional improvement and change.

Radha Webley  
Director, Office of Diversity and Inclusion

*Comments, feedback, questions and suggestions on any part of this report are most welcome.  
Please direct any comments to Radha Webley at [Radha.Webley@humboldt.edu](mailto:Radha.Webley@humboldt.edu).*



CHAPTER ONE  
STUDENT ACCESS & SUCCESS

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# Part I: Who are our students?

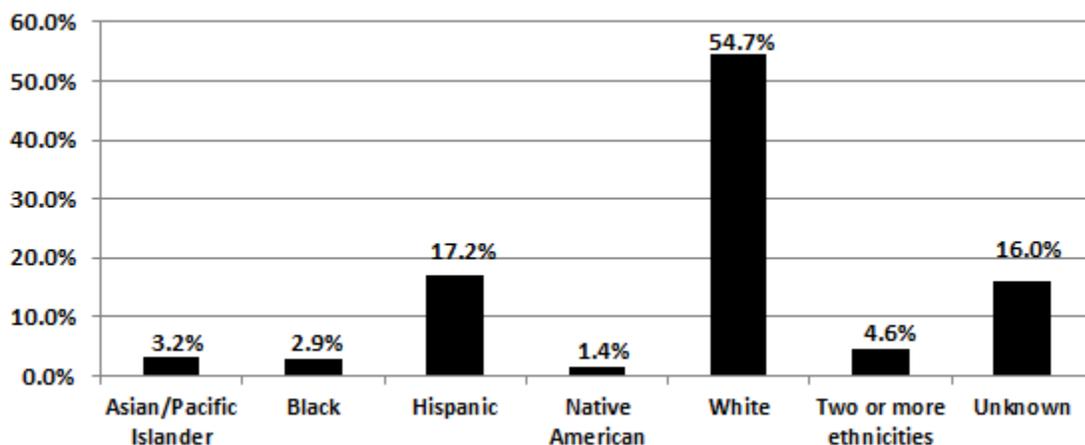
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## Student composition by ethnic group

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The most basic measure of the equality of access to an HSU education across racial and ethnic lines is the composition of our student population.<sup>2</sup>

**Table 1: Student composition by ethnicity – Fall 2010<sup>i 3</sup>**



During the last year, our campus has undergone a significant change in the way that student ethnicity data is aggregated and reported, in order to make our data reporting measures more consistent with those at the CSU system level. This shift makes it difficult to compare the demographic snapshot above to those from previous years. However, even after accounting for this change in data reporting methods, it remains clear that, as has historically been the case, **the populations of most of the ethnic groups within HSU’s student population continue to remain relatively stable. One exception is a clear increase in the population of HSU students who self-identify as Hispanic**, a change that is consistent with long-term demographic trends at HSU.<sup>4 5</sup>

As evident in the above table, **the total population of Students of Color in the HSU student population is approximately 29.3%(including students who identify as having two or more ethnicities).**<sup>6</sup>

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<sup>2</sup> In order to understand this most recent demographic snapshot in the context of historical demographic trends at HSU, see our 2009 report, available at <http://www.humboldt.edu/diversity/reports.html>.

<sup>3</sup> The “Unknown/Other” category in the table above includes both the 14.8% of students who decline to state their ethnicity and are thus “Unknown”, as well as students whose ethnicity is categorized as “Non-Resident Alien.”

<sup>4</sup> Note that the number of Native American students (1.4%) appears to have decreased over the last two years (from 3.1% in Fall 2008 to 1.9% in Fall 2009 to 1.4% in Fall 2008). This drop, however, is largely due to the changes in the way that ethnicity data is collected and reported, rather than to any substantive change – specifically, the new format for collecting data on ethnicity that allows students to identify two or more ethnic backgrounds.

<sup>5</sup> Note that, starting in Fall 2009, HSU’s data collection system began allowing students to identify more than one ethnicity. Thus, throughout this report, retention rates for 2009 and later cohorts include a category for students of two or more ethnicities. Retention/graduation rates for cohorts previous to 2009 do not include this category.

<sup>6</sup> An exact percentage would require knowledge of the ethnicity of students whose ethnicity is “Unknown.”

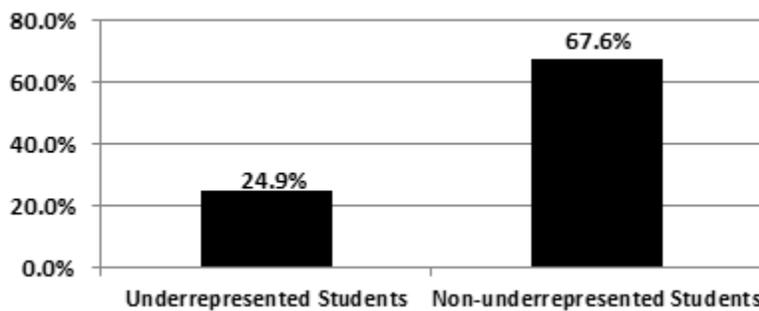
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## Student composition by ethnic group – underrepresented vs. non-underrepresented students

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Another lens for analyzing the ethnic demographics of our student body is to look at the breakdown between “**underrepresented students**” (often abbreviated as URM – or underrepresented minorities) and students who are not underrepresented (non-URM students). At HSU, underrepresented students include students identifying as Black or African-American, Hispanic or Latino/a, Native American, and/or Pacific Islander. This category also includes students who identify as having two or more ethnicities but who include at least one of these four ethnicities among their stated ethnicities.<sup>7</sup> “Non-underrepresented” students include students identifying as Asian-American and/or White.

**Table 2: Student composition by underrepresented ethnicity – Fall 2010<sup>ii 8</sup>**



Our use of the distinction between underrepresented and non-underrepresented students references the persistent inequalities in access to higher education – both historical and contemporary – that are evident in comparing underrepresented and non-underrepresented student populations.<sup>9</sup> Specifically, the term “underrepresented” refers literally to populations that are represented in higher education at rates lower than we would expect given their representation in our state’s population overall.

This distinction is used across the CSU system in analyzing the success of campus’ efforts to decrease the achievement gap in retention and graduation. It is also used in HSU’s new program review and evaluation process (PREP) in which academic departments are, among other things, asked to review and address inequities between under-represented and non-underrepresented in their individual programs. In this setting, the URM/non-URM categorization allows departments to conduct this analysis using data that is aggregated to the degree that it does not compromise student privacy, yet is dis-aggregated at a level (URM vs. non-URM) that allows us to see and address inequities.

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<sup>7</sup> For example, a student who self-identifies as Hispanic and White would be listed here as “underrepresented,” while a student who self-identifies as Asian-American and White would be listed here as “non-underrepresented.”

<sup>8</sup> “Unknown/Other” students are not shown in this table.

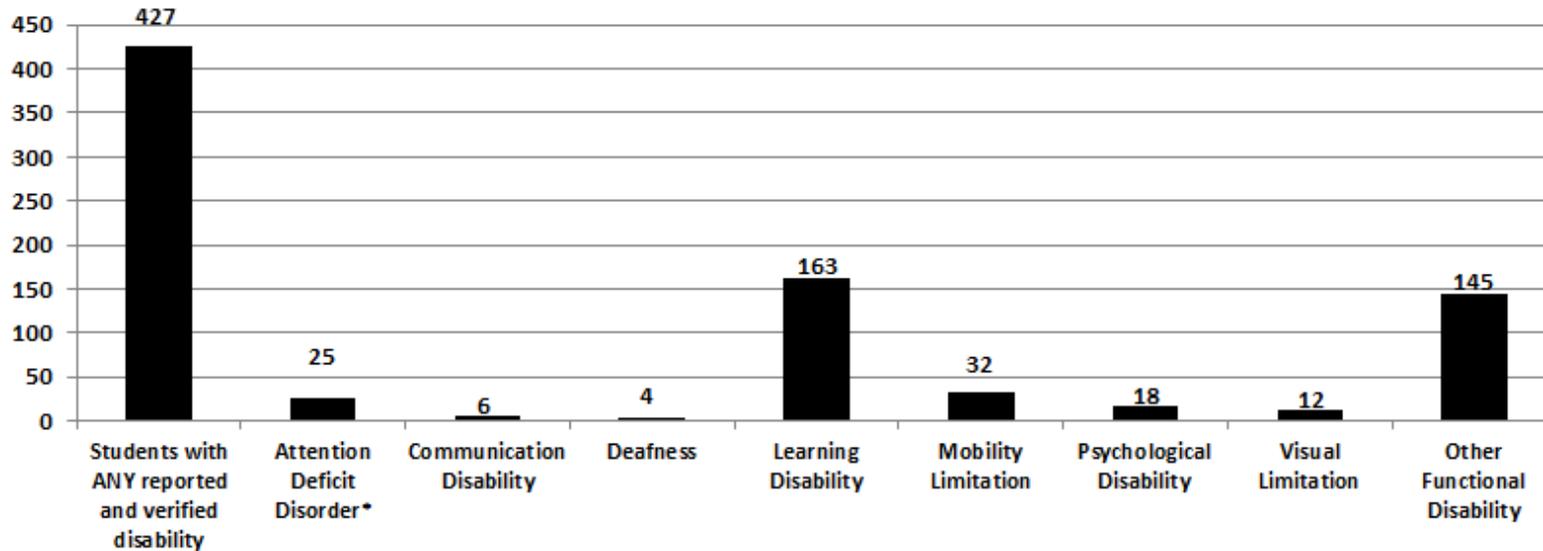
<sup>9</sup> Unfortunately, this distinction – by employing such broad categories as, for example, “Asian-American” or “Hispanic” – has the effect of erasing the diversity evident within these umbrella groups and of hiding the clear inequities in access to education that are evident between different groups included within each umbrella category. The use of this underrepresented distinction does not in any way mean that HSU is not aware of the diversity within each umbrella category, but is simply a means for illustrating structural inequities that have long been evident in higher education, and for maintaining consistency with the language of the CSU system.

## Student Composition by Disability

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Another important measure of diversity in conversations about equality of access to an HSU education is student ability and disability.

**Table 3: Student composition by disability – Fall 2010<sup>iii 10</sup>**



**As a percentage of the total HSU student population, students reporting one or more disabilities comprise 5.4% of the HSU student population.** As evident above, students with a learning disability comprise the greatest proportion of this total, but this group also includes students with attention deficit disorder,\* communication disabilities, deafness, mobility limitations, psychological disabilities, visual limitations, and other functional disabilities.

\*Includes Attention Deficit Disorder with Hyperactivity and Attention Deficit Disorder, Inattentive Type

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<sup>10</sup> The data on student disability presented here relies on 1) student self-reporting (in the form of registration with or seeking services from HSU's Student Disability Resource Center), and 2) verification by the Student Disability Resource Center of the reported disability. Thus, all numbers reported here refer to disabilities that are both self-reported and verified. These numbers exclude those with "temporary disabilities" (i.e. a broken leg).

## International Students at HSU

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A growing number of HSU students arrive here to study each year from around the globe. During the 2010-2011 academic year, HSU enrolled 113 “international students” from 34 countries. The map below illustrates the home countries of these students:



**Africa and Middle East:** Cameroon, Egypt, Lebanon, Oman, Palestine, Saudi Arabia

**Asia/Pacific:** Australia, Bhutan, Cambodia, China, India, Indonesia, Japan, Laos, Myanmar, Nepal, New Zealand, Pakistan, Singapore, South Korea, Vietnam

**Caribbean:** Haiti, Jamaica

**Europe:** Bulgaria, France, Germany, Great Britain, Hungary, Norway, Serbia

**North/Central America:** Canada, Honduras, Mexico, Nicaragua



## Part II: Inclusive Excellence

### Student Persistence, Graduation and Course Success

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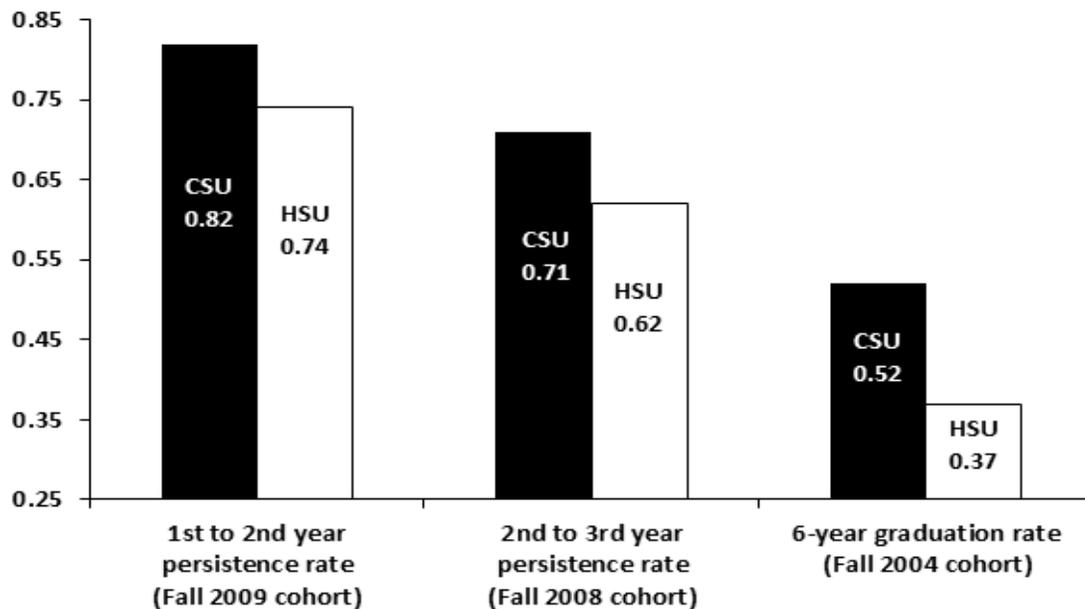
## Persistence & graduation rates for first-time freshmen – HSU in comparison to CSU system-wide averages<sup>11</sup>

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As outlined in previous years' reports, HSU's overall average persistence and graduation rates for first-time-freshmen historically fall well below those of the CSU system overall. Persistence and graduation rates for our most recent first-time-freshmen cohorts continue this trend.<sup>12</sup>

- **HSU's 1<sup>st</sup> to 2<sup>nd</sup> year persistence rate for our Fall 2009 freshman class was 0.74**, as compared to a system-wide rate of 0.82.
- **HSU's 2<sup>nd</sup> to 3<sup>rd</sup> year persistence rate for our Fall 2008 freshman class was 0.62**, as compared to a system-wide rate of 0.71.
- **HSU's 6-year graduation rate for our Fall 2004 freshman class was 0.37**, as compared to a system-wide rate of 0.52. (Note that **the difference between HSU and CSU graduation rates has grown steadily greater over the past five years, with the HSU rate dropping from 4 to 15 percentage points below the CSU rate over this period.** Even in the context of this multi-year trend, the HSU 6-year graduation rate for this most recent cohort is markedly lower than usual.)

**Table 4: Persistence & graduation rates for most recent first-time freshmen cohorts – HSU versus CSU<sup>iv</sup>**



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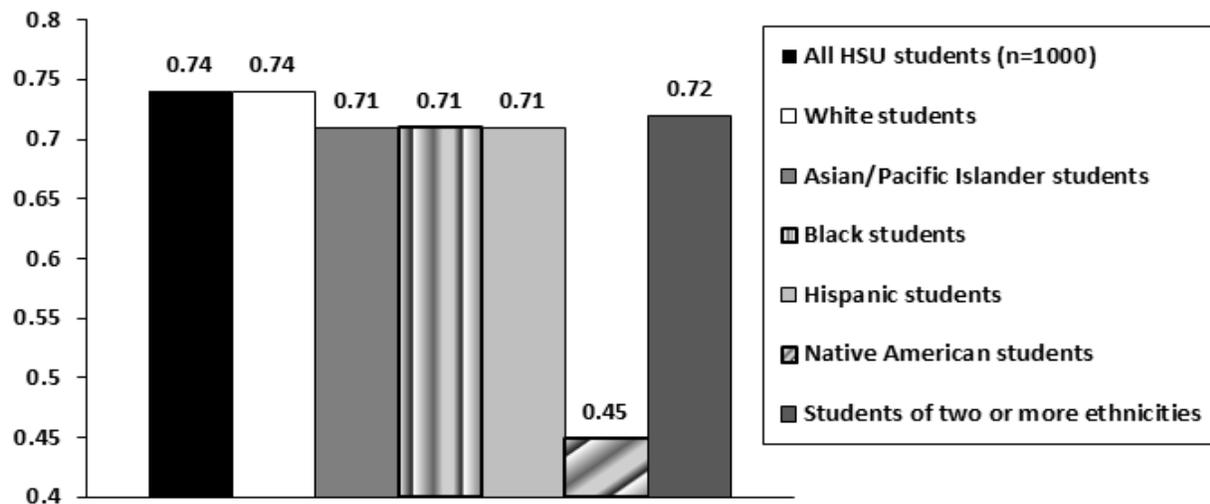
<sup>11</sup> All graduation rates referenced in this section refer to 6-year graduation rates.

<sup>12</sup> Note that this analysis is based on data for first-time-freshmen only, and does not include transfer students. For a discussion of retention and graduation rates for transfer students, see page 22 of this report.

## Persistence & graduation rates for first-time freshmen – comparisons across ethnic groupings<sup>13 14</sup>

Breaking down HSU's student population by ethnic groupings, we see that persistence and graduation rates for many ethnic groups often depart markedly from the HSU average. The small numbers in many of these groups render these rates highly variable from year to year, so this section contextualizes our most recent persistence and graduation rates with comparison to historical trends.<sup>15</sup>

**Table 5: 1st to 2nd year persistence rates for first-time freshmen – Fall 2009 cohort<sup>v</sup>**



First considering 1<sup>st</sup> to 2<sup>nd</sup> persistence for the Fall 2009 cohort, broken down by ethnic group, we note the following trends:

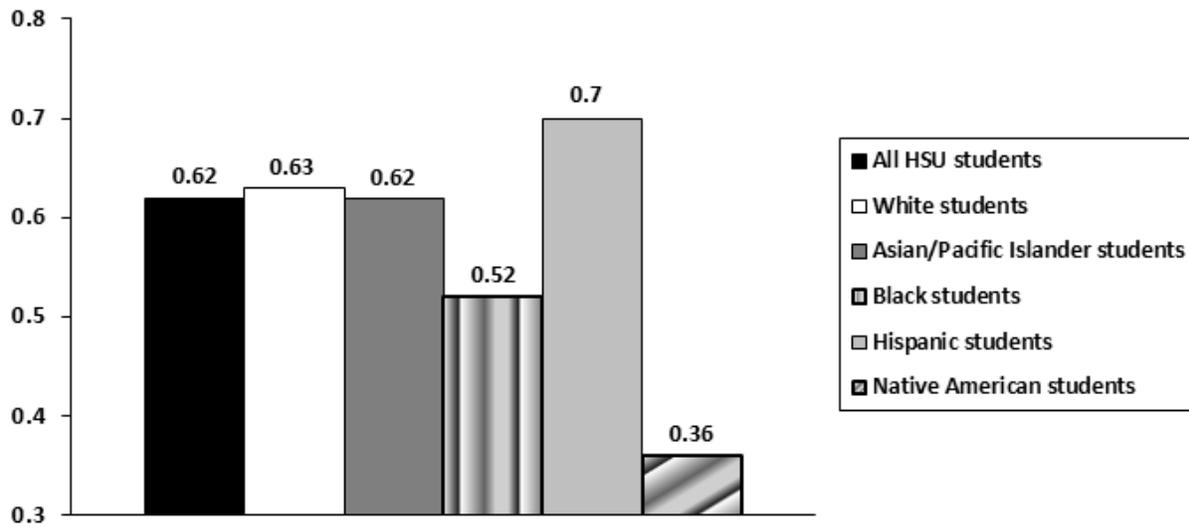
- **1<sup>st</sup> to 2<sup>nd</sup> year persistence rates for Native American students fall well below the HSU average** (by 29 points). Although the magnitude of this difference is unusually large this year, this is consistent with historical trends at HSU (1<sup>st</sup> year retention for Native American students averages about 9% below the HSU average).
- **1<sup>st</sup> to 2<sup>nd</sup> year persistence rates for underrepresented and non-underrepresented students are the same, at 0.74.** This is a slight departure from historical averages, as 1<sup>st</sup> year retention for URM students averaged 3 points below non-URM students over the past ten years.

<sup>13</sup> Note that this analysis is based on data for first-time-freshmen only, and does not include transfer students. For a discussion of retention and graduation rates for transfer students, see page 22 of this report.

<sup>14</sup> Detailed analysis of persistence rates for first-time freshmen is available in the retention report published by the Office of Institutional Research and Planning. This report is available at <http://www.humboldt.edu/irp>.

<sup>15</sup> See Appendix A of our 2009 "Dissecting Diversity at HSU" for multi-year data on persistence & graduation rates: <http://www.humboldt.edu/diversity/reports.html>.

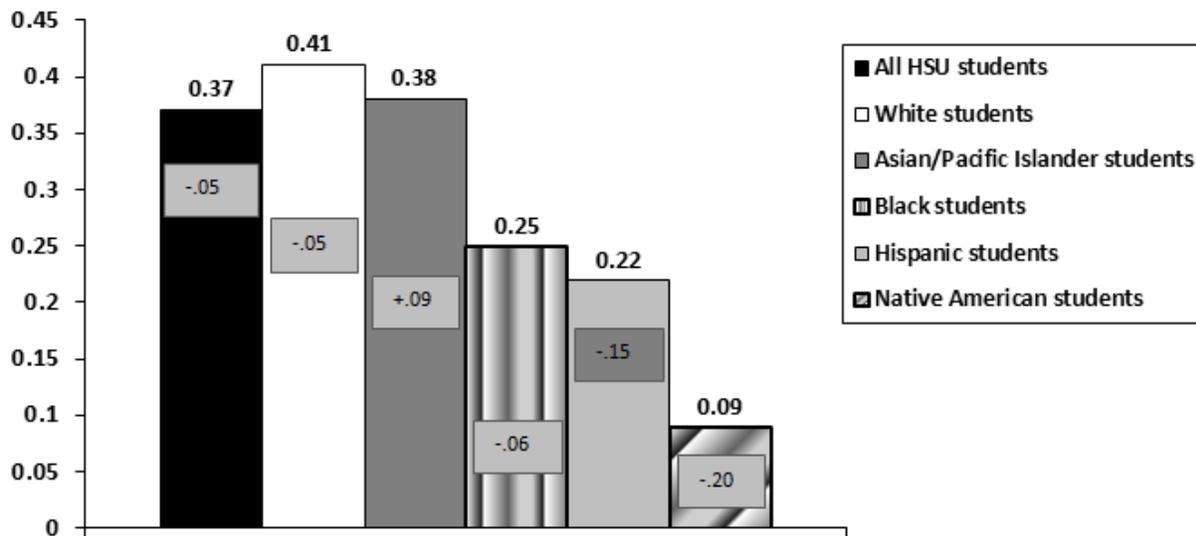
Table 6: 2nd to 3rd year persistence rates for first-time-freshmen – Fall 2008 cohort<sup>vi</sup>



Turning next to the 2<sup>nd</sup> to 3<sup>rd</sup> year persistence rates for the Fall 2008 cohort by ethnic group, we see that persistence rates for some ethnic groups continue to depart from the HSU average. In particular:

- **2<sup>nd</sup> to 3<sup>rd</sup> year persistence rates for both Black students and Native American students fall well below the HSU average** (by 10 and 26 points, respectively). Although persistence rates have historically been highly variable for all groups of Students of Color, the 2<sup>nd</sup> to 3<sup>rd</sup> year persistence rate for the most recent cohort of Black students is relatively consistent with that group’s nine-year average of 0.57, while the 2<sup>nd</sup> to 3<sup>rd</sup> year persistence rate for this cohort of Native American students is markedly lower than usual (2<sup>nd</sup> year retention for Native American students has averaged about 0.50 over the past decade).
- The above notwithstanding, **2<sup>nd</sup> to 3<sup>rd</sup> year persistence rates for underrepresented and non-underrepresented students are the same, at 0.64**. This is largely due to the **unusually high 2<sup>nd</sup> year retention rate for Hispanic students**, a full 11 points above the 9-year average for this group of 0.59.

**Table 7: HSU 6-year graduation rates – Fall 2004<sup>vii</sup>** (numbers in text boxes within each column indicate the difference between this year’s graduation rate and 2000-2003 mean averages for each group)



In considering finally graduation rates for each ethnic group, the most notable finding is that **6-year graduation rates for HSU students overall fell with this most recent cohort, to the lowest level in the most recent 5-year period**, 5 points below what is generally a relatively stable rate. The chart above notes the difference between this most recent cohort’s graduation rate and recent averages for each group, which shows that this decrease correlates with decreases in graduation rates amongst all but one ethnic group. The following trends for recent cohorts of graduating students are also evident:<sup>16</sup>

- **Graduation rates for all underrepresented groups (Black, Hispanic and Native American) in this cohort are lower than average for each group, especially for Hispanic and Native American students.** Graduation rates for these groups also fall well below the overall graduation rate for all students, as is consistent with HSU’s historical averages.
- Focusing on underrepresented status in particular, we see **a graduation rate of 26% for underrepresented students overall**, as compared to a graduation rate of 43% for non-underrepresented students.<sup>viii</sup>
- **Graduation rates for Asian/Pacific Islander students** (whose graduation rates over the previous four years averaged 13% below the HSU average) **are higher than the HSU average this year, evident of what is now a three-year trend towards higher and more stable graduation rates for this group.**

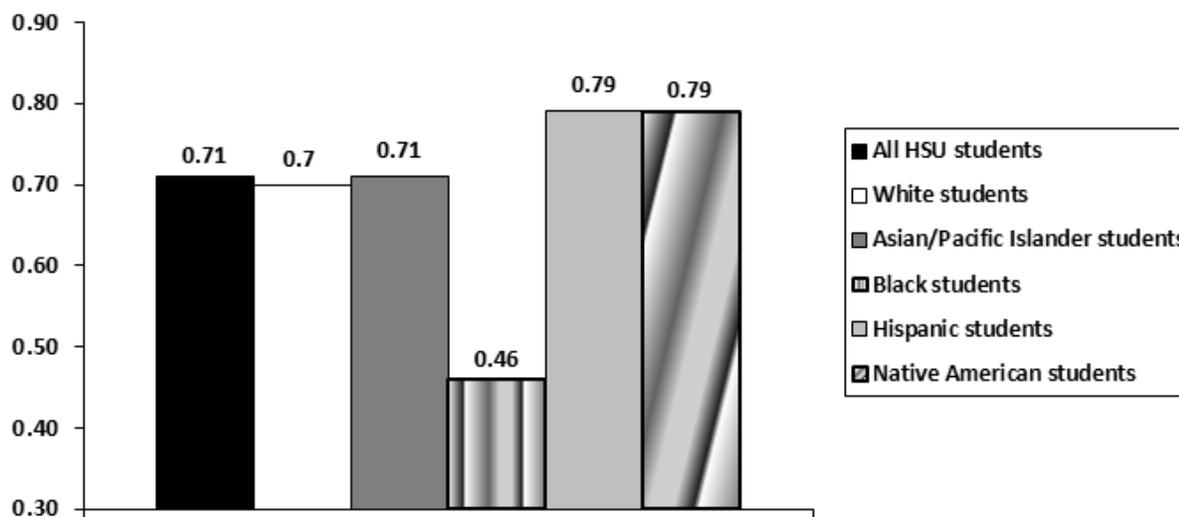
#### Graduation & persistence rates for transfer students – comparisons across ethnic groupings

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<sup>16</sup> See Appendix A of Dissecting Diversity (2009) for charts illustrating historical trends in graduation rates, available at <http://www.humboldt.edu/diversity/reports.html>.

The previous pages analyzed persistence and graduation rates for first-time freshmen, by ethnicity. This section examines persistence and graduation for the most recent cohorts of *transfer students*, in particular for the upper-division transfer students who comprise the bulk of our transfer student population. Here, we examine the percentages of upper-division transfer students in the Fall 2007 cohort who either graduated from or returned to HSU three years after their initial enrollment at HSU:

**Table 8: HSU 3-year graduation/persistence rates for upper division transfer students – Fall 2007 cohort<sup>ix</sup>**



As is evident in the above table and as is the case historically, **transfer student graduation/persistence rates at HSU are, overall, much more even across ethnic groups than are similar rates for first-time-freshmen.** This most recent cohort's results are, however, somewhat anomalous, as all groups of upper-division transfer Students of Color historically average graduation/persistence rates a few points below the HSU average. That being said, two elements in the above table stand out as noteworthy:

- **Black transfer students' graduation/persistence rates fall far below the HSU average**, with a gap of -24 points, a gap consistent with historical trends.
- **Graduation/persistence rates for both Hispanic and Native American students this year exceeded the HSU average by 8 points.** In the case of both of these groups, these rates are anomalously high, as they usually fall 4-5 points below the HSU average.
- **The graduation/persistence rate for underrepresented transfer students this year was 0.75**, in comparison to 0.71 for non-underrepresented students. Historically, however, graduation/persistence rates for URM students average 8 points *below* those of non-URM students.

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#### Persistence and graduation rates – comparisons by gender

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So far, we have examined persistence and graduation rates by ethnicity. **HSU’s persistence and graduation rates also vary by gender.**<sup>17</sup> The following table illustrates this trend for our most recent cohorts:

**Table 9: Persistence and graduation rates for first-time freshmen (FTF) and upper-division transfers, by gender – most recent cohorts<sup>x</sup>**

<b>Persistence &amp; Graduation rates</b>	<b>1<sup>st</sup> to 2<sup>nd</sup> year persistence for FTF</b>	<b>2<sup>nd</sup> to 3<sup>rd</sup> year persistence for FTF</b>	<b>6-year graduation rates for FTF</b>	<b>3-year retention/graduation rates for upper-division transfers</b>
<b>Female Students</b>	.76	.65	.42	.74
<b>Male Students</b>	.71	.58	.29	.67
<b>Percentage Points Difference (for most recent cohort)</b>	-5	-7	-13	-7
<b>Average Difference over 5-year Period</b>	-7	-7	-10	-5

In sum, **Male students – both first-time-freshmen and upper-division transfer students – are persisting and graduating at lower rates than are Female students.** This trend is evident in examining both our most recent cohorts and at multi-year averages.

<sup>17</sup> Note that this year’s report does not include retention and graduation rates by disability. After conversations with analysts from Institutional Research and Planning and with the Student Disability Resource Center, it was determined that, due to changes in data collection and reporting methods, we should examine data only for Fall 2009 cohorts and beyond. Because of this, we will again begin reporting on retention and graduation data by disability in next year's report, using Fall 2009 and Fall 2010 cohort data.



## Gateway Courses – examining student success across ethnic groupings<sup>xi</sup>

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The following section continues the examination of asymmetries in success in “Gateway Courses” at HSU, with a focus on comparing success rates of underrepresented and non-underrepresented students.

“Gateway Courses” are defined here as courses that meet all of the following three criteria:<sup>18</sup>

1. Are required for completion of at least one major<sup>19 20</sup>
2. Had at least 30 total students for the year (across all sections)
3. Had an overall non-success rate of at least 15% (*departing from previous reports, we replace the term “fail-rate” with “non-success rate,” although the definition used remains the same*)<sup>21</sup>

The following table illustrates the difference between the non-success rate for non-underrepresented (non-URM) students and underrepresented (URM) students, for each Gateway Course offered during the academic year 2010-2011.<sup>22 23</sup> Note that this focus on comparing URM and non-URM students is a second departure from past reports, which (previously) compared success rates for White students and Students of Color. This change means that while the results of this year’s comparison are quite similar to previous ones, they are not entirely comparable. It also means, however, that the results presented here are consistent with the data reporting now being used in the new program review and planning process.

Comparing non-success rates for non-URM students with non-success rates for URM students, it is clear that, as evident in previous years’ reports, **the majority of HSU’s Gateway Courses have disproportionately higher non-success rates for underrepresented students** (numbers in parentheses in Table 10 – X:Y – refer to the non-success rate for non-URM students as compared to the non-success rate for URM students in each course):<sup>24 25</sup> Although the table below reflects natural fluctuations in overall course success rates and in the asymmetries therein, evident disparities in course success rates continue to exist across the curriculum of HSU Gateway Courses.

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<sup>18</sup> Using this definition, Appendix A provides a complete list of HSU Gateway Courses for the year 2010-2011, and of the overall non-success rate in each of those courses.

<sup>19</sup> As described in the HSU 2010-2011 catalog.

<sup>20</sup> For inclusion on this list, courses must be required for at least one concentration within a major, but do not need to be required for all concentrations within that major.

<sup>21</sup> “Non-success” is defined here as receiving one of the following grades: D, F, NC, or WU.

<sup>22</sup> See the Glossary and/or page 13 for a definition of the term “underrepresented.”

<sup>23</sup> Note that Gateway Courses with five or fewer underrepresented students are excluded from this analysis. These include the following: ENGL 328: Structure of American English, GEOG 311: Geographic Research & Writing.

<sup>24</sup> Students whose ethnicity is “unknown” are excluded from the analysis in Table 10.

<sup>25</sup> Note that, in contrast to previous years’ analyses, this year there were no Gateway Courses where the non-success rate for URM students was more than 5 percentage points lower than the non-success rate for non-URM students, so be aware that the definition of the columns in Table 10 is slightly different from previous analyses.

**Table 10: Non-success rates in Gateway Courses, by ethnicity (AY 2010-2011)**

Gateway Courses where the non-success rate for URM students is <i>3x or greater</i> than the non-success rate for non-URM students	Gateway Courses where the non-success rate for URM students is <i>2x or greater</i> than the non-success rate for non-URM students	Gateway Courses where the non-success rate for URM students is <i>1.5x or greater</i> than the non-success rate for non-URM students	Gateway Courses where the non-success rate for URM students is <i>1.25x or greater</i> than the non-success rate for non-URM students	Gateway Courses where the non-success rate for URM students is <i>approximately equal</i> to the non-success rate for non-URM students
<p>BIOL 210: Medical Microbiology (9:55)</p> <p>CHEM 322: Organic Chemistry (12:36)</p> <p>ENVS 230: Envrnmtl Problem Solving (16:57)</p> <p>HED 231: Basic Human Nutrition (14:44)</p> <p>MATH 241: Elements of Linear Algebra (9:38)</p> <p>MUS 216 Ear Training I (9:50)</p>	<p>BA 252: Management Accounting (24:51)</p> <p>CD 350: Life-Span Development (8:21)</p> <p>ENGR 210: Solid Mechanics Statics (13:28)</p> <p>ENGR 211: Solid Mechanics Dynamics (29:59)</p> <p>ENGR 313: Systems Analysis (16:38)</p> <p>ENGR 326 Comp Methods for Env Eng III (42:100)</p> <p>FOR 100: Crit Thinking: Soc &amp; Env Responsibility (11:31)</p> <p>FOR 311: Forest Mensuration &amp; Growth (12:33)</p> <p>FREN 390: Cinema of the Francophone World (22:50)</p> <p>GEOG 105: Cultural Geography</p> <p>HIST 210: Hist Methods (15:39)</p> <p>MATH 210: Calculus III (18:47)</p> <p>MUS 113: Piano II (15:30)</p> <p>MUS 215: Theory II (15:44)</p> <p>NRPI 309: Envrnmtl Conflict Resolution (13:42)</p> <p>PSYC 241: Intro Psych Stats (12:28)</p> <p>SOIL 260: Intro to Soil Science (15:33)</p>	<p>ANTH 104: Cultural Anthropology (17:29)</p> <p>ANTH 105: Arch &amp; World Prehistory (24:44)</p> <p>BA 250: Financial Accounting (14:24)</p> <p>BA 332: Intermediate Business Stats (17:33)</p> <p>BIOL 340: Genetics (24:44)</p> <p>BOT 105: General Botany (22:33)</p> <p>CHEM 107: Fundamentals of Chemistry (19:37)</p> <p>CHEM 109: General Chemistry (33:57)</p> <p>CHEM 328: Brief Organic Chemistry (26:46)</p> <p>COMM 105: Intro to Human Comm (23:44)</p> <p>CS 131: Intro to Computer Science (31:47)</p> <p>ECON 104: Contemporary Topics in Econ (18:35)</p> <p>ENGR 225: Comp Methods for Env Engr (26:48)</p> <p>ENRG 322: Envrnmtl Data Model &amp; Anal (19:30)</p> <p>GEOG 106: Physical Geography (31:55)</p> <p>HIST 111: US History Since 1877 (15:26)</p> <p>MATH 110: Calculus II (30:49)</p> <p>MATH 308C: Math for Elementary Ed (22:38)</p> <p>NAS 104: Intro to Native Amer Studies (17:31)</p> <p>PHIL 100: Logic (15:29)</p> <p>PSYC 104: Intro to Psychology (24:36)</p> <p>PSYC 242: Intro Psych Research Design (22:43)</p> <p>SOC 310: Sociological Theory (21:38)</p> <p>STAT 106: Intro Stats/Health Sciences (16:28)</p> <p>STAT 108: Elementary Statistics (13:20)</p> <p>STAT 109: Introductory Biostatistics (16:27)</p> <p>WS 106: Intro to Women's Studies (17:26)</p> <p>ZOOL 110: Introductory Zoology (22:39)</p> <p>ZOOL 270: Human Anatomy (22:33)</p> <p>ZOOL 374: Intro to Human Anatomy (31:48)</p>	<p>BA 360: Principles of Finance (19:25)</p> <p>FOR 210: Forest Measurements (26:36)</p> <p>FOR 216: For Remote Sense/GIS (16:20)</p> <p>FOR 331: Silvics – Foundation of Silviculture (21:29)</p> <p>MATH 109: Calculus I (31:41)</p> <p>MATH 115: Algebra &amp; Elementary Functions (36:49)</p>	<p>BIOL 410: Cell Biology (17:14)</p> <p>ECON 423: Environmental &amp; Nat Resources Econ (17:17)</p> <p>GEOG 308: Natural Disasters (16:11)</p> <p>HIST 110: US History to 1877 (20:24)</p> <p>INTL 210: Intro to Int'l Studies (18:17)</p> <p>MATH 105: Calculus for Bio Sci &amp; Nat Res (28:30)</p> <p>MUS 110: Fundamentals of Music (27:27)</p> <p>MUS 217: Ear Training II (27:22)</p> <p>NRPI 210: Public Land Use Policy Mgmt (17:20)</p> <p>PSCI 210: Intro to US Politics (18:22)</p> <p>SOC 104: Introductory Sociology (16:15)</p> <p>SOC 201: Social Problems (19:16)</p> <p>TFD 104: Storytelling (21:17)</p> <p>ZOOL 214: Elementary Physiology (16:20)</p>



CHAPTER TWO  
INSTITUTIONAL DIVERSITY

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## Faculty composition by ethnicity and gender

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As would be expected, there has been no significant change in the overall faculty composition since last year's report. As of Fall 2010, HSU's 256 tenure-line faculty members self-identified as follows:<sup>xii</sup>

<b>Ethnicity</b>	<b>Gender</b>
• 85.5% White (219)	• 63.3% Male (162)
• 5.0% Asian/Pacific Islander (13)	• 36.7% Female (94)
• 2.3% Hispanic (6)	
• 2.7% Black (4)	
• 2.7% Native American (7)	
• 0.4% Two or more ethnicities (1)	
• 2.3% Unknown (6)	

As the above table and figures above clearly show, **HSU's tenure-line faculty population remains both predominantly Male and overwhelmingly White.**

Interesting to note is the **variation in gender and ethnicity asymmetries across HSU's three colleges.** In terms of gender, the tenure-line faculty composition of HSU's College of Arts, Humanities and Social Sciences (CAHSS) is split exactly 50/50, while the College of Natural Resources (CNRS) is 80% Male and 20% Female. The College of Professional Studies (CPS), meanwhile, reports a ratio of 57% Male faculty to 43% Female faculty. In terms of ethnicity, the variation across colleges is much less exaggerated: approximately 14% of the faculty in both CAHSS and CPS are Persons of Color, compared to 9% amongst the CNRS faculty.

As has been the case over the past years, **HSU's temporary faculty population** is quite similar in terms of ethnic make-up to the tenure-line faculty population (with 81.3% of temporary faculty self-identifying as White, and 13.2% as Persons of Color). In contrast, however, to the tenure-line faculty population, our temporary faculty are 57.7% Female and 42.3% Male. As with tenure-line faculty composition, there is little variation across Colleges in terms of the ethnic composition of temporary faculty, but the gender breakdown of HSU's temporary faculty does vary widely across Colleges. In terms of gender, 70% of the CPS temporary faculty and 63% of the CAHSS Faculty are Female, compared to 39% of the CNRS temporary faculty.

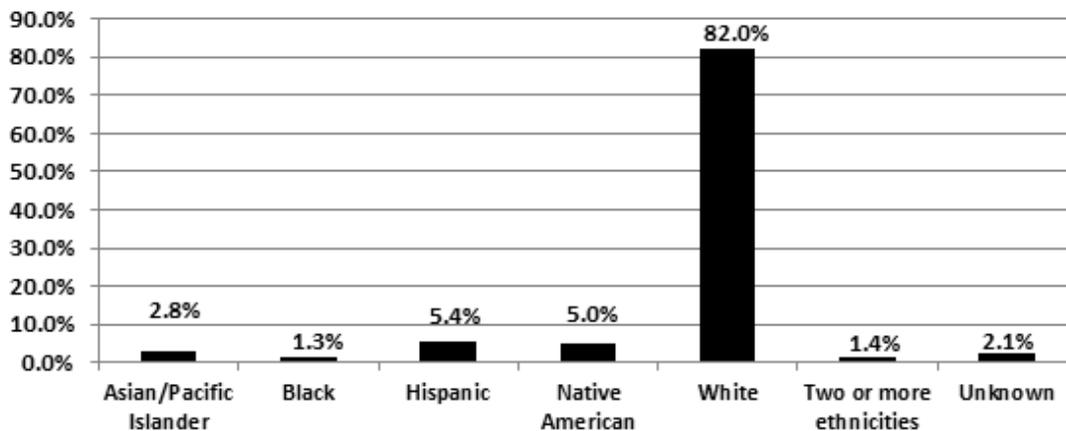
## Staff composition by ethnicity and gender

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Turning next to an examination of the composition of HSU's staff (defined here as all non-instructional employees, including MPP administrators), we see that, as of Fall 2010, HSU's 634 non-instructional employees (full-time and part-time) self-identified as follows:

- | Ethnicity                          | Gender               |
|------------------------------------|----------------------|
| • 82.0% White (520)                | • 41.8% Male (265)   |
| • 2.8% Asian/Pacific Islander (18) | • 58.2% Female (369) |
| • 5.4% Hispanic (34)               |                      |
| • 1.3% Black (8)                   |                      |
| • 5.0% Native American (32)        |                      |
| • 1.4% Two or more ethnicities (9) |                      |
| • 2.1% Unknown (13)                |                      |

Table 11: Ethnic composition of HSU staff – Fall 2010<sup>xiii</sup>



The composition of HSU's non-instructional staff remains similar to the snapshots detailed in previous years' reports: **HSU's non-instructional employee population is, like the faculty population, overwhelmingly White. However, ongoing trends towards a small increase in the percentage of Hispanic staff and a simultaneous decline in the percentage of White staff remain evident this past year.**



CHAPTER THREE

STUDENT SUCCESS, INSTITUTIONAL DIVERSITY, AND CAMPUS  
CLIMATE: WHAT ARE HSU STAFF AND FACULTY SAYING ABOUT THEIR  
EXPERIENCES AT HSU?

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## Preface to Chapter Three

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Previous years' reports have presented perspectives on diversity and inclusion at HSU through the voices of HSU students. ***This year we present the perspectives on these issues of HSU staff and faculty.*** Building on many of the themes evident in our previous reports on student perspectives, we present here the voices and experiences of our staff and faculty on diversity and inclusion in the hopes of deepening our understanding of the analyses outlined in the previous two chapters, and of supporting our collective work to better understand and address the various inequities and trends evident in the preceding pages of this report.

This chapter draws on qualitative data gathered from the 2011 continuation of our ongoing Diversity Focus Group series, held in Spring 2011 with staff and faculty from across campus. Although impossible to present the full wealth of feedback and the broad diversity of perspectives offered in these discussions, ***these pages highlight the main themes that emerged from these discussions.***

***A note on our Diversity Focus Group series:*** In order to add to our collective understanding of the dynamics of diversity at HSU, the HSU Office of Diversity and Inclusion began a series of "Diversity Focus Groups" in Spring 2009, designed to collect qualitative information from HSU constituents on the topics of inclusive student success, inclusive campus climate, inter-group interactions and other key topics relative to diversity and inclusion at HSU. The Spring 2009 and Spring 2010 iterations of this series focused on structured discussions with students drawn from a wide cross-section of the HSU student community. This year's Spring 2011 focused exclusively on faculty and staff, and included 11 focus group interviews with approximately 20 staff and 30 faculty members who were drawn from across divisions, colleges and departments/units.

## Part I: Staff and faculty perspectives on inclusion and exclusion in the HSU community

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Previous reports have highlighted a range of topics relative to HSU students' experiences with inclusion and exclusion on our campus. This year, this section presents feedback on these issues from **HSU staff and faculty**, and highlights their experiences relative to HSU's success as a campus in fostering a campus climate and work environment that is inclusive of staff and faculty members of all backgrounds.

**Inclusion and exclusion in the campus community:** Overall, focus group discussions with staff and faculty highlighted a sense of belonging, camaraderie, and a supportive family feeling across campus. However, *wide variation (across units and time) in the inclusivity of our campus* was clear in all discussions. Experiences of *gender bias and exclusion* was the most consistent theme across the groups, as was *discomfort around how to respond* when a colleague says something that is inappropriate and/or exclusionary of a particular group, especially when a power differential is present (i.e. staff/supervisor or tenured/non-tenured). *Multiple examples of inappropriate, offensive or and/or exclusionary language* amongst colleagues were reported in almost every focus group. Focus group discussions also highlighted *mixed experiences from LGBT staff and faculty relative to inclusion on campus*; although a general feeling of campus inclusivity was voiced, most participants who commented on this point recalled multiple examples of having witnessed or been the target of inappropriate and/or biased comments.

“I have been in the presence of people who say things that [are inappropriate, but I am unsure] how to address that without really blowing it up into something that becomes either defensive or angry.... So it is always that question of how you want to address what seem like mistaken assumptions, but how do you do that without, by bringing attention to it, making it something it's not, or making them more resistant to hearing anything you're saying?” (a staff member)

“Do I feel included? No. This is the most sexist place I've ever seen in my life.” (a faculty member)

[referring to inclusion of LGBT staff and faculty, and after a number of comments highlighting individuals' very positive experiences on campus relative to inclusion] “... I get a lot of positive, but there are times when there's insensitivity, or people aren't aware...” (a staff member)

[discussing their experience as a faculty member of Color] “... Many of us are the first time graduates in our families, and again the whole notion of how do we enter into a system that basically was not made for us is the issue. How do we feel welcomed, if indeed that welcome mat was never out for us? One of our biggest challenges as faculty of Color is the fact that we're kind of playing it by ear. We don't have anybody to look at in front of us.” (a faculty member)

“I've never been in a position where I've felt uncomfortable with my colleagues [as a person of Color]. I feel comfortable, and the other departments and divisions that I work with, I still feel that same comfort.” (a staff member)

**Experiences of bias and discrimination in the campus community, and the university response to these experiences:** Many staff and faculty report never having perceived any discrimination amongst faculty and staff; many others presented quite contrary experiences. Focus group participants described the importance of the university's response to bias and discrimination. Consistent throughout were descriptions of a culture where *wide variation in the institutional response* to such behavior is evident across departments and units and time, and where bias and inappropriate workplace behavior are often not fully addressed, especially when the behavior in question is perceived to fall short of "illegal." Also reported was *wide variation across departments in support for staff and faculty members experiencing bullying* at the hands of their colleagues.

[describing an incident involving inappropriate occurrences pertaining to gender and sexuality] "I made a comment to [a person in management] that I thought [this behavior] was inappropriate in the work place. And this person, a man, didn't agree. He thought it was ok. And that's just where it was left. I just thought it was very interesting, that when you tell somebody, who is of a supervisor nature, that something is inappropriate for the workplace, and they disagree with you. What do you do about it [when] management isn't doing anything?" (a staff member)

**Editor's Note:** In response to the need for a consistent campus response to bias having been voiced repeatedly by students, faculty, and staff, in Fall 2011 HSU launched a formal Bias Response Team and process. For more information, see: [www.humboldt.edu/biasresponse](http://www.humboldt.edu/biasresponse)

"Some years ago, I had an experience where there were racist comments in my department that were directed toward me. I said something about it to my superiors and to HR, and to my surprise, the response was that [for various reasons] it didn't constitute harassment, and there were no consequences. I really had the sense before this incident that diverse faculty were valued, and that there would be some effort to address the situation. I was really surprised there wasn't an outside group that would look at this. So that was pretty disheartening." (a faculty member)

[recounting a time where they brought attention to a policy that would potentially have a negative impact on a particular community of students] "The next morning, first thing, there was an email [from the author of the policy], apologizing. And by the afternoon, we had worked out alternatives. It was an immediate response." (a staff member)

"I will say, over the course of my time here in different positions, I have experienced [discrimination] in terms of sexism. Being a Female, and seeing how Male colleagues were treated. And the differences being expected of me versus them." (a staff member)

[discussing a friend who was bullied within her department] "Basically, they do not know how to handle these people who've been here forever and who are abusive. They just don't have a protocol. Until a lawsuit [arises], you're on your own... if you're in a department that

can deal with it, and has a good chair that will address it, then you might feel safe. If you're not, you might end up leaving." (a faculty member)

**Understanding of the relevance of identity and difference in the lives of colleagues and students:**

Throughout the focus groups, many participants recounted their experiences with colleagues who were *grappling with understanding the relevance of diversity, identity and difference to our campus community*. Many staff and faculty members also emphasized their appreciation for how much their experience on this campus has served to educate them around these issues.

"There is an issue with how visible your disability is. The invisible disabilities are not visible. It's hard, because with people who aren't well-versed in this, there's an element of disbelief. I've seen people really be surprised when they come to realize that you are really disabled, but you don't look disabled, whatever that means." (a staff member)

"Particularly in my department that is all white, when we start talking about racism, people get very defensive. Because nobody wants to think that we live in a racist culture, I guess." (a faculty member)

"In my department we have wrestled with writing our diversity plan, [and I've seen] a lot of people arguing very strenuously against the idea that we actually have a problem, or that the data shows that there is a problem, and that truly we don't really have to do this." (a faculty member)

"My experience has been great, actually. Overall, I feel like I've grown so much as a person by knowing people from other backgrounds, and other cultures, and other religious beliefs.... If you grow up in an area that's predominantly White, and you're White, I don't think it's always racism as much as it is ignorance." (a staff member)

[recounting a conversation that occurred when this faculty member was on their way to participate in an event related to race and bias on campus:]

Colleague: 'Why are you going to that? It doesn't have anything to do with you.'

Faculty member: 'I'm a member of this community. How could it not have anything to do with me?'

Colleague: 'Well, you're White. This has nothing to do with you.'

Faculty member: That's why it has to do with me. That's why I have to go.'

I don't feel comfortable calling people out in a public setting like that, but maybe I need to get more comfortable doing that." (a faculty member)

"For me, in interactions [with colleagues from other backgrounds], the most valuable thing was really to learn that a lot of times my assumptions were incorrect, and that I just needed to listen and not talk, and not be defensive. When someone expresses a hurt based on something that's happened to them for racial reasons, the inclination sometimes is to be a little dismissive, and when you haven't actually had those

experiences, learning how painful that can be, it's very valuable. And I don't think everyone has that experience, so that's one of the problems we have." (a staff member)

**Accommodation of disability issues for staff and faculty:** Much acknowledgement was voiced relative to the support from Human Resources (HR) and the Student Disability Resource Center (SDRC) for accommodation of faculty and staff with disabilities. At the same time, many comments pointed to a ***lack of clarity relative to where on campus staff and faculty can find such support***. Comments also pointed to variation in the university's provision of accommodation for disability-related issues.

[after describing being "hugely supported" by Human Resources relative to particular accommodation issues]: "What I've noticed is that the name of the SDRC [Student Disability Resource Center] is for students. For staff and faculty, there's not a clear-cut place to go for resources and help [relative to disability issues]. There's a lack of promotion for staff and faculty with disabilities for where they can get help." (a faculty member)

[in describing an experience of not being accommodated after a work-related injury] "[My unit] wasn't willing to accommodate me. It was the university that was not wanting to accommodate me. And that was an eye opener. I have seen some people that have been accommodated, and some people who haven't. And so it's not just across the board that if you can't do everything that you need to do for that job, you won't be accommodated. But it was for me that time.... The first reaction of managers tends to be if you can't do all of this, you need to go out on disability. But it's not to accommodate. (conversation between two staff members)

"I think the perception of many staff [is one of] being afraid to go to HR, being afraid to even trust anybody with information [about their disability] that could maybe mean jeopardizing their job. I don't know that you can ever get rid of that, because I think anybody with a disability is painfully aware of having no control over how someone's going to take the information you give them." (a staff member)

**Social environment & community building:** Many focus groups discussed the importance, for an inclusive campus, of space for staff and faculty to come together as a community.

“We seem to have very few structures on campus to encourage us to know other people. We have those parties at the end of the year, that the same people come to and most people don’t. We don’t seem to have a way of helping people find people who share similar interests. So you’re sort of left in this community to try to figure out how to connect with people on your own.... Something as simple as Windows Café, which wasn’t even great. But you know, it was a place for that kind of community. The idea that people keep talking about a faculty club, that would be so valuable.” (two faculty members in conversation)

“Overall, I’d say I feel pretty disconnected [at HSU].... I participated in a couple of reading groups this semester, and people are just really not wanting them to end, because they like that hour they’re coming together with people from all over campus... sitting around reading a book, and not always getting a lot done in a linear way, but certainly a lot of connecting and a lot of sharing of similar and dissimilar experiences. So I’ve liked that.” (a faculty member)

[carrying on a discussion about the need for community building amongst LGBT staff and faculty on campus] “I think that there’s a magnetic pull for students who are part of the LGBT community, and there’s places for them to identify and feel safe and be supported. But I don’t really see that with staff. It segregates you.... If you have a space where you can address it with others that are going through similar situations, there’s that level of community and level of understanding that takes place.” (a staff member)

***Ideas for Change: In discussing the need for more community building efforts around campus, many focus group participants suggested idea:***

“I would be interested in more things like a Young Professionals group or something like that, where people can just mix and mingle, like without having race as an issue, but just get together and talk, and connect these people who are coming from all over the place to come to Humboldt State.” (a staff member)

“...I’m wondering why there’s not a women faculty organization. I don’t know how others survive, so I would love something that would be cross-college.... I just feel the need for it more here than I ever have.” (a Female faculty member)

“[There’s a] need for staff and faculty to have their own kind of confidential support group on campus [for staff and faculty with disabilities]... so we could connect with each other, not with a management person, but just with someone else who’s working on this campus. Because there’s some things we would share with each other that we’d never share with anybody else, because we don’t feel safe.” (a staff member)

## Part II: Staff & faculty perspectives on supporting inclusive student success

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The work of staff and faculty on our campus is clearly essential to supporting the success of our students of all backgrounds. This section presents the perspectives of staff and faculty on what best supports their work with their students, with a particular focus on professional development around diversity and inclusive student success.

**Faculty and staff perspectives on what works in supporting inclusive student success:** Throughout all of the focus group discussions with staff and faculty, conversations consistently gravitated towards the question of how to best support our students, whether in the classroom or otherwise. Faculty emphasized the importance of *creating opportunities for one-on-one interaction with students*. At the same time, faculty voiced frustration with the *lack of time* to do enough of this. Faculty and staff also discussed various *community-building efforts with their students* that they saw as positively shaping their students' experiences, and highlighted the importance of *dialogue amongst colleagues* about how best to serve our students.

"Teaching an intro level course in a very difficult major that is seeing a growing attraction from a more diverse student population, my biggest problem is time. I've gotten a lot of training, I read the literature on [supporting student success in my discipline], and it's time. Pure and simple. I think that students benefit from getting one on one interactions with faculty in their disciplines. I mean, I can sit in front of a class of 80, 90 students, but that individual interaction is really where I've seen the success, and that's what takes the time.... The one on one is where you feel like you really reach the student. So, the essential challenge is how to replicate that on a bigger scale, without a commensurate demand on time, and there's no real easy solution to that."  
(conversation between two faculty members)

"I find I have the time to get to know [my students], to know them individually. And learn about our differences. And in the other places where I've taught, there never was time for that.... So I think that's a positive. I think that needs to be supported and nurtured, and we need to be better about it, but I do think that's a positive thing, at least in my [own] classroom world." (a faculty member)

[following a colleague's mention of their experience at a previous institution interacting with students through discipline-specific social clubs] "Any discipline-related supports are really effective. I think INRSEP is fantastic.... Students are gathered together because they're all interested in whatever the discipline might be, and I feel that has more promise to segue into success in the discipline than purely multicultural clubs. There hasn't been enough done at the discipline specific level." (a faculty member)

"One of the things that we are doing in our department is to institute a supplemental education course related to those harder courses. So we have a real hard intro course, and we're offering supplemental education associated with that." (a faculty member)

[referring to another department on campus] "They do a bunch of things to really be a tight community with their students, and I see it happen in my department a little bit, but we're all really busy, and there's not a lot of time. So, it's very difficult to make those kinds of things happen. And I see that there are other departments able to do that better." (a faculty member)

[referring to their work with under-represented students in their department] “I began to have some really positive things happening with students. And what came out of that were faculty began to come and talk about their students, admitting from time to time that they didn’t know what to do. It’s a hard thing to admit, but then a relationship began to grow where the faculty were actually taking some risks with students and beginning some dialogue, and I felt very encouraged by that.” (a faculty member)

“My job is really touching people’s hearts. Before I didn’t recognize that... Now I realize that teaching is not just teaching, it’s really teaching people how to touch hearts and soul.... relative to increasing our graduation rates, I hear faculty members saying ‘Ok, so how do we do it?’ And they want the roadmap. But there is no roadmap. It’s that connection. And how do you teach that to another human being? And students who already feel marginalized, already have a sense of ‘Perhaps I don’t fit in here,’ are particularly vulnerable to that lack of human connection, and so, you know, that road map is do your internal work, and connect with people, and re-evaluate your teaching, and have your students teach you how to teach.” (conversation between two faculty members)

“...If we were doctors, and we were trying to find a cure, we would all consult each other. But we sit in a campus, and none of us talk about teaching. That’s, well, stupid.... For some reason, and I’m not sure why, we just don’t help each other.” (a faculty member)

“Advising is not valued in my department, and so I think there’s a real disconnect there between what the students need. Now we’ve got a much more diverse population from many different backgrounds, and many students just don’t even know how to take the first step.” (a faculty member)

“Our unit has a lot of student assistants, and we feel like it’s our duty to make sure they have a really good experience, and kind of be their family away from home. And so, we do a lot of bringing in goodies, to hosting parties, things like that for our students.... I think it’s really important for students to have experiences like that.” (a staff member)

**The importance of institutional support for professional development for faculty and staff around**

**how best to support inclusive student success:** Many faculty and staff mentioned having participated in and benefited from existing professional development opportunities on campus – such as the Safe Space trainings, the Institute for Student Success, the CAHSS Inclusive Classrooms Initiative. They also stressed the need for *more* such opportunities, especially ones that provide faculty and staff with *concrete tools* to assist them in effectively supporting the success of students from all backgrounds. Also voiced repeatedly, especially by staff, was the need for *set-aside time on campus for professional development* workshops to take place.

“I did this Safe Space training a couple weeks ago, and it was really important to me.” (a faculty member)

“The new faculty orientation, getting a course release to go to that, was wonderful. It was really valuable for me as, in terms of connecting me with this community, and in terms of faculty development, and teaching, and mentoring. And I was given time. Everybody came, because you were committed, because you got a course release to do it.” (a faculty member)

[after describing an incident with a large group of students where a few students told a racist joke, and their uncertainty in knowing how to respond to it] “I just chickened out, is sort of the bottom line. So I don’t know, maybe there could be training about how to... intervene. Because it’s not a comfortable thing to do. The easy thing to do is to do nothing. As a faculty member, I feel that HSU has been supportive of my efforts, and my department’s efforts, to support students from diverse backgrounds... [but] I feel less knowledgeable about strategies for one on one interaction with students.” (a faculty member)

[recounting an incident where they were trying to support a Student of Color who was feeling isolated at HSU] “And I gave her sort of a rote answer, but very shortly, I came to the end of my rope. I could be there to support her and talk to her, but I didn’t really have any answers that I thought really were going to help that much. And I don’t know if those resources exist on campus, but I really felt inadequate after that. Like there was something I could’ve done, but I just didn’t know what it was.” (a faculty member)

“In regard to the issues around [asymmetries in graduation rates between Students of Color and White students], the administration seems to think the faculty has some magic wand that we can wave to change this, and it’s simply not the case. We need support, we need training, we need institutional arrangements to make this possible. I don’t think it’s an uncrackable problem at all, but it’s not one that can just be solved with hot air.” (a faculty member)

“I think some of the [challenges relative to diversity] is being able to spot problems that students from different backgrounds might be having, that you wouldn’t necessarily recognize yourself. And I don’t think I’ve seen anything addressing that, in terms of how do you spot someone who could be having trouble? I’d like to see more resources addressed to that.” (a staff member)

“There's been this whole [process where] each department will have a diversity action plan, and so the administration has said go and do this, but we have got very little support of how do you do this in an effective way, and what are the things that actually work, and what should you be doing? We're sort of left in there to flounder on our own, and it would be very helpful, if we're really serious about this, this could be one of those moments where it might be better to tell us what to do, or give us a list of six or seven things that could be done, rather than say, ‘Go figure it out. You're smart.’ That kind of level of commitment might be useful.” (a faculty member)

“I don't feel there's enough done [with] professional development that translates into our ability to work students with disabilities.” (a faculty member)

“I think it would be really good if we could, as a university, find ways to create resources and tools.... These are resources you can pick up, plug in, direct people to, without adding more work to what you're already doing. To be able to say, there are issues out there that you might not be familiar with, and we have these resources here, I think that would be really valuable for the university, to have that sort of support available. I mean, you build the awareness, but then you also have to have some tools for people to use.” (a staff member)

“[referring to a reading group they participated in last semester on supporting student success] ...what's interesting to me is it's another one of these things where, oh, you get a free book, you get a hundred bucks, you get to have these conversations with people, that's great. It's not at all clear to any of us where this is going. Like, is it just about having conversation, which is valuable... but where's that actually going? Part of me feels like the fact that the conversation is happening is really, really important, getting people to think about these things. But is that going to make any kind of systemic change? I don't know. That book circle has been great... it's really stimulating in terms of thinking about [these issues] and really inspirational and really exciting. But I don't know that it's actually going somewhere.” (a faculty member)

[referring to existing professional development opportunities on campus] “Year after year, they are preaching to the choir, because almost exactly the same staff and faculty are there year after year. Until it becomes a true training day, so that everybody attends, and it's a mandatory event on campus, a day when all offices are closed, and all the staff are free to pick a workshop. If we can do furlough days, we can close a day to do training on campus.” (a staff member)

**Faculty/staff cooperation in supporting student success:** Many focus group participants – both staff and faculty – highlighted a sometimes evident disconnect between faculty and staff in their shared work of supporting students. They expressed a desire for greater cooperation and respect across the faculty and staff boundary, and emphasized the importance of such cooperation for our students.

“I do think we share this strong commitment to wanting to do well by our students, and that’s across campus. I feel like our student support services and Academic Affairs haven’t always been pointed in the same direction, and when things haven’t gone right, one group points at the other group and tells them why they’re not doing it right. So, for example, I think with advising, the Advising Center has felt the faculty aren’t good advisors, and I think faculty have felt that the Advising Center doesn’t give good advice, and there’s been kind of a tussle on campus of who does good advising. And I would like us to stop tussling and just start doing good advising. And then the other piece is, with our EOP students, there has been the thinking of ‘Hey, their 1<sup>st</sup> year here, we take care of ‘em, but then YOU, when they’re in their second year, just chew ‘em up and spit ‘em out.’ And there’s not a sense of us being on the same team.” (a faculty member)

“I do get a vibe from some faculty, that is akin to marginalization sometimes... .... A lot of this is lack of understanding that the work the people who are labeled as staff do is different from what a faculty member does... [but] they’re both exciting, and trying, and challenging, wonderful in their own ways, but I do get the sense that if you aren’t a member of the faculty, then ‘It’s nice that you’re here at the university. Thank you for being here.’ And I also know if we didn’t have our faculty, we wouldn’t have a campus. I get that, and I understand that. But there’s a sort of hesitancy to appreciate that the work we do can be informative for faculty, just as the work they do is very informative for the work that I do.” (a staff member)

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“I think that people really try to be supportive of other people here. I think people really, genuinely care about each other on our campus. And that we’re so lucky to work here. I love working with students. And I think if you ask most people what they love most about working at Humboldt State, it is going to be the students. And I think it’s that care that we all share for students that builds the relationships with each other. Because we all have that same, common theme or goal or feeling, that brings us all together. I love working here. I love the people who work here with us.” (a staff member)

## Part III: Staff and faculty perspectives on institutional commitment to and engagement with diversity

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Faculty and staff voiced a range of perspectives relative to HSU's commitment as an institution to diversity and inclusion. The following pages highlight these perspectives, both in general terms and also relative to specific topics that emerged in these discussions, such as curricular change and staff and faculty diversity.

**Institutional change around diversity and inclusion goals – moving from vision to action:** Focus group participants presented a range of perspectives relative to the commitment of the HSU administration and institutional culture as a whole to supporting our stated goals of diversity and inclusivity in the HSU community. While some commentators were quite positive on this point, and others took a more negative view, the overall consensus was a sense that HSU as an institution is clearly committed to these goals, but that it *remains unclear how deep or real or sustained or concrete this commitment is and/or will become*. Many participants cited *concrete signs of this growing commitment*, from the new program review process to specific projects. Discussions also highlighted questions about *how shared this commitment is*; some pointed to a lack of commitment amongst the administration, while others saw the commitment amongst administration but did not see it “filter down” throughout the campus.

“I really appreciate all the efforts of the campus to acknowledge that diversity is an issue and then to act on it. ‘Cause with budget cuts, they could just as easily have cut that loose, and said we’re all about sciences. And they didn’t do that, that’s remarkable.” (a staff member)

“Certainly, on the superficial level, that appears to be true [that HSU is committed to the goals of diversity and inclusion]. And personally, in some ways, I think that’s only skin deep. That actually getting people to change behavior, to make HSU a more diverse place, is a much more difficult thing to do. Not only individuals, but bureaucratically.... I also think that there’s been a noticeable emphasis on it in the last few years, so that’s a step in the right direction. But yeah, it is difficult to get beyond ‘let’s talk about it and say we’re doing it,’ and actually have measurable accomplishments or advancement.” (conversation between two faculty members)

“It seems to me that the campus has done a pretty good job of at least making it apparent that’s what they value and are striving for. Whether or not the action follows through, I’m not so positive, but in terms of it being at the forefront of the mission and goals, they’ve done a very good job of highlighting that.” (a staff member)

“There’s that lack of understanding of what the next step should be, and that’s really important to try and discuss that.” (a faculty member)

“I think there’ve been real efforts... most of the efforts are kind of at the top right now, and they haven’t really gotten down to a lot of individual offices.” (a staff member)

“I think there’s a commitment by probably a small group of people, but it certainly doesn’t feel like the commitment’s there by a lot of the people on top, with a few exceptions.” (a staff member)

“I think that our Dean has really set up priorities, and diversity is definitely a priority, and consequently he’s willing to put money towards it and encourage that kind of activity. But it’s more than that. With the new program review process, it’s [no longer] just window dressing about diversity in your department.” (a faculty member)

“I understand that [academic] departments are all going to have to do program review now, and there’s a section that talks about inclusive excellence... I think that’s another good step, and it would be really wonderful if that could be extended to all the units on campus, not just academic departments. I think that it promotes an idea that this is all of our responsibility. So if that program review process could be extended, such that each office on campus would be asked to address those same issues, I think that would be a great step, a way the university could show support.” (a staff member)

“[another participant] said a little while ago that we’ve been talking about these issues for 30 years, and although that can be frustrating, on the other hand it’s great that’s staying on the table and the dialogue continues to happen. I do feel encouraged by that, so even though this part of the organization is not moving very quickly, there is really a grassroots effort with people that are really incredible.” (a faculty member)

**The importance of staff and faculty diversity for our students:** As was the case in previous years’ focus group discussions with students, this year’s focus groups with staff and faculty highlighted the importance of faculty and staff diversity for the experience of HSU students.

“My experience with students has been really great, and it makes me wish that there were more people of Color on the faculty and staff, because I think just our presence is really important to students. They’re always coming in and telling me about stuff that they’re dealing with in class, in the community, their own exploration of themselves. And not that I have all the answers, but I think that if there were more of us, it would be a really good step.” (a staff member)

“We don’t do enough to diversify on the gender side, also. Especially in the faculty.... So I think that says a lot to our women students. You know, what are we modeling here?” (conversation between two faculty members)

“I certainly don’t see an emphasis in trying to have women in our department in positions as managers and supervisors.” (a staff member)

“I think, in their minds, it’s mostly [about] representing some kind of tokenist version of diversity. I feel I myself am treated as a token minority by the authorities here, and I feel it’s never cared what kind of knowledge I have, what I can offer to the students, how my knowledge could benefit the system. I feel I’ve been treated more like an object rather than a real human being.” (a faculty member)

“As we talk about having a greater ethnic diversity on campus, [and how it helps in] providing role models for students, the same thing goes for persons with disabilities. The couple of faculty [I know] who brought out to their students that they had a similar kind of disability – those students love these teachers just love them.” (a staff member)

**Perspectives on recruiting and hiring practices at HSU that support diversity amongst our staff and**

**faculty:** Closely related to the previous topic are the issues that surround the hiring process, and the ways that the hiring process at HSU may or may not support diversity and equity amongst our staff and faculty. In discussions on this topic, similar issues emerged as with institutional change overall: participants noted a clear movement on campus to make changes in this area, but remained unsure about the results. Many described examples that highlighted the presence of bias in faculty and staff hiring committees, and noted the potential of professional development to make change in this area.

“I would say that in terms of diversity for students, that’s been a priority for this administration. I don’t feel the same way for faculty. We had a training last year on unconscious bias in hiring, and that was the most concentrated I’ve seen them focus on diversity in terms of faculty. Although, in my experience, it is still there. I think it was probably better than it’s been in the past, but that was basically the only thing I can think of for faculty that has spoken to diversity as far as I can see.” (a faculty member)

“I have seen movement for [addressing diversity considerations] in recruiting faculty. I have a couple of things in mind. But I haven’t seen anything for staff.” (a staff member)

[following a discussion about examples of bias that participants had experienced on HSU search committees] “You know, another good recommendation would be that search committees have an element of training. It doesn’t have to be much.” (a staff member)

[discussing the faculty hiring process] “When there’s a search committee, someone on the committee is responsible for being the one who’s checking everybody around this issue of diversity. They were trying to make sure that somebody on every committee was thinking those things through and challenging things. So that seems significant to me.” (a faculty member)

“I have seen a lot of discussion on campus [about faculty diversity] but at the back side of it, I haven’t seen much, especially in recruitment of positions. It hasn’t changed our pool of applicants, and I don’t know if it’s something that we’re not doing well, or we’re missing opportunities, or not making the right connections off campus.... I think the strategy has changed, but the results are not changing.” (conversation between two faculty members)

[discussing their experience on staff hiring committees and in the staff hiring process in general] “People don’t seem to be too aware, that’s the impression that I get. I’ve been sitting through all these open forums, but I’m the token person who asks about [diversity on campus]. No one else asks that question, although it’s part of the qualification. That happens a lot.” (a staff member)

**Perspectives on ways that HSU does and could support diversity in the retention of our staff and faculty, and also support retention overall:** Closely tied to diversity in the recruiting process is the question of how to improve our retention of faculty and staff, both overall and also specifically those from under-represented groups. Faculty and staff pointed to the need for attention to **resources and support mechanisms for staff and faculty**. The topic of **mentoring for new faculty** also featured in many faculty focus groups, while the staff side saw much discussion about the impact on staff retention of what was perceived as an **anti-promotional culture** at HSU.

“It’s one thing to pay attention to diversity in the hiring process, but we also need to be alerted to the fact that once candidates get to campus, they need support. I think the university needs to make it really clear that when you bring in a person, any person, you need to support them. So I think that’s another glaring hole.... It’s really the need for social support, which is probably what anybody who moves into a new town needs, but yeah, we ought to be more systematic about providing social support, both at the department level and on the campus.” (conversation between two faculty members)

“When I was a new faculty member, yeah I had a mentor, and I’ve also been a mentor to other new faculty. But there was no training program for what should I do as a mentor to help that person. I think that’s something the university might very seriously consider – how are we going to make the life of that new faculty or staff person easier, and give the person who’s supposed to be that mentor the tools, the knowledge to actually accomplish that? ‘Cause right now, it’s pretty much ‘catch as catch can,’ and I think a lot of times it just sort of falls through the cracks.” (a faculty member)

“We invite, we recruit, but there’s nothing to retain us. Frequently people of Color are coming from large metropolises, and they come here and it’s a different world. It’s not a better world, or a worse world, it’s a different world. And there aren’t many things established to help keep people of Color here. When faculty and staff arrive here, you feel as if you’re welcome, initially, but if you don’t have a network or support system, you’re left isolated. So it’s either fend for yourself or pack up and go.” (a staff member)

*The resignation two years ago of an HSU faculty member following the receipt of a racially targeted note came up in almost all of the focus group discussions, with many faculty and staff using this incident to frame their comments about where work is needed on this campus relative to diversity and inclusion.*

“I think the critical thing here is, the lesson that we’ve even learned, if something like this were to occur in the future, is that actions need to get taken very promptly so we don’t lose a good faculty member. And I think that’s something the administration really needs to get on top of, is to make sure if something like this happens again, they are ready to go at this instant. Not tomorrow, not the next day afterwards, but right now.” (a faculty member)

“...in terms of the institution supporting staff and faculty, in terms of dealing with these issues in a deep way, I don’t see it.” (a staff member)

**Towards an inclusive curriculum:** Much discussion in many focus groups stressed the importance of curricular change for our ability as an institution to make substantive change relative to diversity and inclusion and to support our goals around inclusive student success. Many participants pointed to how curricular diversity in many departments is tied to the hiring of faculty with expertise in a broader range of areas.

“In my department, our fields of expertise and our backgrounds are kind of uniform. We need to diversify our department, desperately.” [goes on to discuss how this is linked to curricular diversity overall, and also to attracting and retaining a diverse student body in that discipline] (a faculty member)

“We have been talking for the many years that I’ve been here about increasing our interdisciplinary work, and we instead find new ways to penalize faculty for trying to do interdisciplinary work. And some suggestions have been made for how to work on this, and with commitment to support those, it seems to me that it could be done, but it just hasn’t been done. I think that interdisciplinary efforts that are also cross-cultural are one of the crucial ways of teaching our students about diversity.” (a faculty member)

“I think inclusiveness within the curriculum [is also important]. I feel like there’s a total invisibility around queer history, in whatever discipline, and I feel that [has a real impact] on students, when you’re devalued and not even worthy of study. So I would say even curriculum-wise, there’s a reinforcement of invisibility and devaluing.” (a faculty member)

“We’re good at the ‘to do’ list, but we’re not good at deciding what we’re not going to do. And so, if we’re going to bring in new ideas for curriculum, we have to take something out. And my sense is that there’s no room for and no process really, to remodel. Our processes are really, really fixed. And so, if we want to address diversity in the curriculum, we have to let go of some things. And that’s not our culture here.” (a faculty member)



## Endnotes

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<sup>i</sup> HSU Office of Institutional Research and Planning, “Fall 2010 Student Ethnicity” (28 July 2011).

<sup>ii</sup> HSU Office of Institutional Research and Planning, “Fall 2010 Student Ethnicity” (28 July 2011).

<sup>iii</sup> HSU Office of Institutional Research and Planning, “Fall 2010 Students with Disabilities.”

<sup>iv</sup> California State University, “First-Time Full-Time Freshmen – 2000 to 2009 Degree-Seeking FTF Campus Reports (CSRDE).”

<sup>v</sup> HSU Office of Institutional Research and Planning, “First-time Freshmen Retention,” available at [http://pine.humboldt.edu/cgi-bin/cgiwrap/anstud/filter.pl?relevant=ft1yr\\_retention.out](http://pine.humboldt.edu/cgi-bin/cgiwrap/anstud/filter.pl?relevant=ft1yr_retention.out) [accessed 28 July 2011].

<sup>vi</sup> Ibid.

<sup>vii</sup> California State University, “First-Time Full-Time Freshmen – 2000 to 2009 Degree-Seeking FTF Campus Reports (CSRDE).”

<sup>viii</sup> HSU Office of Institutional Research and Planning, “Leading Indicators of Academic Progress – Spring 2011,” [http://www.humboldt.edu/irp/leading\\_indicators.html](http://www.humboldt.edu/irp/leading_indicators.html) [accessed 15 August 2011].

<sup>ix</sup> HSU Office of Institutional Research and Planning, “Transfer Student Retention,” available at [http://pine.humboldt.edu/cgi-bin/cgiwrap/anstud/filter.pl?relevant=trans3yr\\_retention\\_UD.out](http://pine.humboldt.edu/cgi-bin/cgiwrap/anstud/filter.pl?relevant=trans3yr_retention_UD.out) [accessed 29 July 2011].

<sup>x</sup> HSU Office of Institutional Research and Planning, “First-time Freshmen Retention” and “Transfer Student Retention,” available at [http://pine.humboldt.edu/cgi-bin/cgiwrap/anstud/filter.pl?relevant=ft1yr\\_retention.out](http://pine.humboldt.edu/cgi-bin/cgiwrap/anstud/filter.pl?relevant=ft1yr_retention.out) [accessed 28 July 2011]; California State University, “First-Time Full-Time Freshmen – 2000 to 2009 Degree-Seeking FTF Campus Reports (CSRDE).”

<sup>xi</sup> HSU Institutional Research and Planning, “Low Success Undergrad Courses by Ethnicity AY 2010” (lowsuccess\_eth and lowsuccess\_all, reports generated 06-JUN-2011).

<sup>xii</sup> HSU Institutional Research and Planning, “HSU Staff and Faculty Demographics,” 29 July 2011.

<sup>xiii</sup> Ibid.