



SJSU College of Applied Sciences & Arts

“Let’s Lead The Way We Change” – Dean Bullock

Diversity and Social Justice. We value and respect diversity, inclusion, civility and individual uniqueness and recognize the strength these factors bring to our community and learning environment. All of our interactions should reflect trust, caring and mutual respect.

- **Excellence.** We hold ourselves to the highest standards and support continual improvement and innovation in all we do.
- **Integrity.** We are accountable for our actions and expect honesty and fairness in all our work and interactions.
- **Learning.** We value education and intellectual curiosity above all. The academic freedom of faculty and students is vital to our role of promoting life-long learning through intellectual inquiry, scholarship and the pursuit of knowledge.



Mission Statement

In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: [To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.](#)

SJSU Goals

For both undergraduate and graduate students, the university emphasizes the following goals:

In-depth knowledge of a major field of study.

Broad understanding of the sciences, social sciences, humanities, and the arts.

[Skills in communication and in critical inquiry.](#)

[Multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds.](#)

Active participation in professional, artistic, and ethnic communities.

[Responsible citizenship](#) and an understanding of ethical choices inherent in human development.

What the Campus Feedback Revealed - Spring 2008:

Halualani conducted a qualitative analysis of 770 responses from the campus consultation and feedback stage (using NUDIST – Non-numerical Unstructured Data Indexing Searching and Theorizing -- Software)

SJSU

Themes (not exhaustive):

There is a need and value for the plan. [80% of responses – the other 20% were skeptical because of a) suspicion that it won't be implemented and b) that it could divide the campus.]

SJSU needs to follow through with this idea; we need to not JUST TALK about diversity but take action to support it across the campus.

Need to include many different kinds of backgrounds (race, ethnicity, gender, age/generation, sexual orientation, socioeconomic class, political perspective, religion, region, nationality, disability, languages spoken, among others).

The plan needs to be more inclusive of ALL campus members.

The plan should work hard to incorporate staff needs.

Diversity needs to be connected to excellence and quality; no dumbing down.

There should not be a forced, imposed approach to diversity; let a thousand flowers bloom.

Whites need to be given a role in the diversity plan.

Management needs to reinforce the diversity mission and incorporate it in the management style and reward system for staff.

There needs to be more engagement and excitement around diversity; not some forced "guilt" approach. Inspire the campus to care.

Students framed diversity as representational diversity and understood diversity in terms of events and spectacles.

Students expressed dismay at the number of culturally insensitive comments made by professors in the classroom.

Commitment to Diversity in Institutional Mission Statements

From: Diversity Web, An interactive resource hub for higher education

By Jack Meacham and Crystal Barrett, University at Buffalo--The State University of New York *

There are several ways of assessing the success of the many campus diversity initiatives during recent decades. For example, 63 percent of colleges and universities reported in a national survey that they have a diversity requirement for students or are developing such a requirement (Humphreys, 2000). However, the presence of diversity scholarship and courses in the curriculum can reflect the interest and enthusiasm of only a small group of faculty or a single campus administrator, rather than a broad vision and deep commitment to strengthening diversity dimensions on campus. For example, the incorporation of diversity scholarship into the curriculum might cease when external grant funds or campus funds for curriculum development are not renewed or when a key faculty member or administrator leaves the campus.

Diversity Web is a group of dedicated higher education professionals devoted to connecting, amplifying and advancing campus diversity work throughout postsecondary education. The DiversityWeb project is housed within the Office of Diversity, Equity and Global Initiatives at the Association of American Colleges and Universities (AAC&U). The Office of Diversity, Equity, and Global Initiatives (DEGI) sees diversity and global knowledge as essential elements of any effort to foster civic engagement among today's college students. To support those goals, the office helps colleges and universities to establish diversity as a comprehensive institutional commitment and educational priority. Learn more online at: <http://www.diversityweb.org/index.cfm>

Diversity & Democracy and DiversityWeb Advisory Board

The Advisory Board has helped create the intellectual framework for DiversityWeb and serves as the official editors of the Web site. The Board vets the content and assures its quality. The Board also serves as a valued resource for innovative campus diversity efforts and cutting-edge diversity research. The Advisory Board collectively is a distinguished group of scholars, teachers, and institutional leaders in addition to having extensive expertise in faculty development, curriculum transformation, and teaching.

2010-2011 Advisory Board

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An institution's **mission statement represents a consensus on campus-wide values, expectations for student learning and development, and a statement of campus priorities for many years ahead.**

A strong mission statement can **be an effective framework for curriculum development, allocation of campus resources, and assessment of programs.** Garcia, et al. (2001, p. 10), in their guide to assessing campus diversity initiatives, suggest that institutions progress through three stages. Only in the third stage is there an overall institutional plan for integrating diversity into the educational mission and policies.

Key elements included in most schools diversity mission statements...

Becoming knowledgeable about diversity is included within the mission statements of only 11.2 percent of these institutions (35 out of 312). To provide a point of comparison, we considered the extent to which these mission statements included international and global understanding as a goal for students.

Understanding technology is included within only 9.9 percent of these mission statements (31 out of 312). Thus-- despite the enormous attention and resources devoted to computing and information technology--diversity is a learning goal for students on three times as many campuses as understanding technology. In the light of this comparison, we can

conclude that 27.2 percent of institutions endorsing diversity as a goal for student learning in their mission statements is a high proportion.

This student learning goal of becoming knowledgeable about diversity is illustrated in the following examples:

"The **University of Nebraska--Lincoln** promotes respect for and understanding of cultural diversity in all aspects of society. It strives for a culturally diverse student body, faculty, and staff reflecting the multicultural nature of Nebraska and the nation."

The **University of Georgia** describes itself this way: "Through its programs and practices, it seeks to foster the understanding of and respect for cultural differences necessary for an enlightened and educated citizenry. It further provides for cultural, ethnic, gender, and racial diversity in the faculty, staff, and student body."

Beloit College is committed to being an inclusive community and believes that multiple perspectives and experiences are essential to learning. We will recruit and retain students, faculty, and staff who enhance the diversity of the campus community."

"Committed to the achievement of a pluralistic community, **Hunter College** offers a curriculum designed to meet the highest standards while also fostering understanding among groups from different racial, cultural, and ethnic backgrounds."

Coe College's mission statement includes this sentence: "We believe that it is important for a liberal arts education to cultivate in students a desire to understand, a capacity for tolerance, and an ability to appreciate the ethnic and cultural diversity that make up humankind."

Here is an excerpt from **Mary Washington College's** mission statement: "Consistent with the principles of liberal learning, the College places high value upon cultural diversity and global awareness, and seeks through its curricular offerings to reflect that diversity and promote that awareness."

At Case Western Reserve University, "Integrity in all of the University's pursuits . . . requires that we recognize the dignity of each individual, that we appreciate and enjoy the rich cultural, racial, and ethnic diversity of our campus community, and that we respect the contributions of all disciplines to the advancement of knowledge."

Oberlin College aims "to expand students' social awareness, social responsibility, and capacity for moral judgment so as to prepare them for intelligent and useful response to the present and future demands of society."

Brandeis University is a community of scholars and students united by their commitment to the pursuit of knowledge and its transmission from generation to generation. As a research university, Brandeis is dedicated to the advancement of the humanities, arts and social, natural and physical sciences. As a liberal arts college, Brandeis affirms the importance of a broad and critical education in enriching the lives of students and preparing them for full participation in a changing society, capable of promoting their own welfare, yet remaining deeply concerned about the welfare of others.

In a world of challenging social and technological transformations, Brandeis remains a center of open inquiry and teaching, cherishing its independence from any doctrine or government. It strives to reflect the heterogeneity of the United States and of the world community whose ideas and concerns it shares. In the belief that the most important learning derives from the personal encounter and joint work of teacher and students, Brandeis encourages undergraduates and postgraduates to participate with distinguished faculty in research, scholarship and artistic activities.

Brandeis was founded in 1948 as a nonsectarian university under the sponsorship of the American Jewish community to embody its highest ethical and cultural values and to express its gratitude to the United States through the traditional

Jewish commitment to education. By being a nonsectarian university that welcomes students, teachers and staff of every nationality, religion and orientation, Brandeis renews the American heritage of cultural diversity, equal access to opportunity and freedom of expression.

The university that carries the name of the justice who stood for the rights of individuals must be distinguished by academic excellence, by truth pursued wherever it may lead and by awareness of the power and responsibilities that come with knowledge.

Diversity Statement

Established in 1948 as a model of ethnic and religious pluralism, Brandeis University:

- Considers social justice central to its mission as a nonsectarian university founded by members of the American Jewish community.
- Aims to engage members of our community as active citizens in a multicultural world.
- Seeks to build an academic community whose members have diverse cultures, backgrounds and life experiences.
- Believes that diverse backgrounds and ideas are crucial to academic excellence.
- Recognizes the need to analyze and address the ways in which social, cultural and economic inequalities affect power and privilege in the larger society and at Brandeis itself.
- Honors freedom of expression and civility of discourse as fundamental educational cornerstones.
- Seeks to safeguard the safety, dignity and well-being of all its members.
- Endeavors to foster a just and inclusive campus culture that embraces the diversity of the larger society.