San Diego State University
Diversity and Inclusion Planning Template
* For Departments, Schools *

1. Unit Name: Department of Anthropology (Mail Code: 6040)

2. Primary Contact Name: Casey Roulette

3. Primary Contact Email: croulette@sdsu.edu

4. Planning Committee Members (Attach full roster if there are more than seven members). Each planning committee should have faculty and student representation. Members should indicate completion of readings and participation with their initials.

    Member 1 (Name and Title): Casey Roulette, Associate Professor and Committee Chair (2021-22)
        Email: croulette@sdsu.edu
        Completed: Pre-readings___X_   Implicit bias seminar___X_   IAT_X___   Institutes___X_

    Member 2 (Name and Title): Arion Mayes, Associate Professor
        Email: amayes@sdsu.edu
        Completed: Pre-readings___X_   Implicit bias seminar___X_   IAT____   Institutes___X_

    Member 3 (Name and Title): Matt Lauer
        Email: mlauer@sdsu.edu
        Completed: Pre-readings   Implicit bias seminar___X_   IAT   Institutes

    Member 4 (Name and Title): Iris Isla, Administrative Coordinator
        Email: irisla@sdsu.edu
        Completed: Pre-readings____   Implicit bias seminar___X_   IAT____   Institutes X

    Member 5 (Name and Title): Abilene Ayala, Graduate Assistant
    Email: aayala1640@sdsu.edu
        Completed: Pre-readings____   Implicit bias seminar   IAT____   Institutes

5. Diversity and Inclusion Statement (400 words or less).

Although not required for individual departments, units are strongly encouraged to develop their own diversity and inclusion statement that a) establishes the department's commitment to diversity and inclusion; b) outlines how diversity and inclusion contribute to excellence in the focal area or discipline; c) identifies the unit's long-term goals for equity, diversity, and inclusion; and d) is the product of discussions involving key unit stakeholders. Ideally, this statement should then be shared on the department website. If your department has a diversity and statement, please include it here.

We in the Department of Anthropology at San Diego State University pledge to apply our professional research, scholarship, practice, and teaching to overturning the deeply entrenched institutional sources of inequality based on race, ethnicity, gender, sexuality, religion, nationality, age, ability, and other categories. We support the American Anthropological Association's call to use anthropological research, scholarship, teaching, and practice in service of dismantling institutions of colonization and helping to redress histories of oppression and exploitation. We are committed to actively promoting a climate and culture of equity and inclusion within our discipline and institutions that is reflected in our hiring, mentorship, teaching pedagogy, research, professional service, and public engagement. We also support the statements on race made by the American Anthropological Association, the American Association of Biological Anthropologists, the Society for American Archaeologists, and the Association of Black Anthropologists. Specifically, we acknowledge that human variation exists on a spectrum that cannot be divided into biological races; and that we are more alike than we are different. Present-day inequalities between so-called "racial" groups are therefore not consequences of biological inheritance but products of historical and contemporary social, economic, education, and political circumstances. We also acknowledge that although "race" is not a scientific, biological fact, the way "races" are treated politically and culturally has real, measurable effects on health and wellbeing. We have a professional responsibility to stand with individuals and groups who are or have been marginalized, excluded, or harmed based on inequalities of power or beliefs about human difference.

7. Planned Curricular Changes

In Summer 2020, each department was charged with reviewing existing coursework and/or developing new curricula to advance racial and social justice, anti-racism, and cultural diversity across the curriculum. Please report on the changes that have been made or proposed for your department.

The Department of Anthropology has identified several areas for Planned (or Proposed) Curricular Changes (PCC) with the effort of advancing racial and social justice, anti-racism, and cultural diversity.

1. (PCC1) Create breakout sections for our course with the largest enrollment and significant GPA gaps (Anth 101)
2. (PCC2): Curricular Redesign of two of our core classes.
3. (PCC3): Revision of Graduate Student Learning Outcomes and Review of Undergraduate Learning Outcomes.

4. (PCC4): Student workshops on anti-racism and social injustice within Anthropology as part of newly required 1-unit ANTH 499 course for undergraduate anthropology majors.
5. (PCC5): Better data collection from exit surveys and targeted questions around social justice issues which will be used to inform curricular changes around the issues of racial and social justice, anti-racism, and cultural diversity.
6. (PCC6): Further data exploration of performance gaps in our large courses and strategies to improve student performance.
7. (PCC7): Resource checklist for faculty and staff.

Details of each of the PCCs are as follows:

1. We propose to create breakout sections for our largest class, Anthropology 101: Human Biocultural Origins, which has a higher than average GPA gaps for both the Department of Anthropology and for the College of Arts and Letters. We envision adding additional 50 minute sections to the 3 hours of instruction. The breakout sections will be capped at 30 students and no new material will be presented, rather it will be a review and discussion session where URM groups will have the chance for a more intimate and direct learning experience. Anthropology graduate students (through TAships) will staff the breakout sessions and they will be required to complete implicit bias training and attend an orientation focused on DEI. In this way both our undergraduate students and graduate students, by receiving training, will benefit from this intervention. After two years of implementation we will assess the outcomes. This planned curricular change is listed as Intervention 6 in section 8.
2. We are currently undergoing a Curricular Redesign to enhance our majors' performance in ANTH 301 and 302, our two laboratory-based core courses. The redesign will also enhance our majors' performance in all follow-on courses that depend on them having mastered certain lab objectives. Because students from marginalized groups have historically struggled to meet the objectives of these laboratory-based classes more than others, the redesign will help address issues of racial equity and social justice within the program, and hopefully in the long-term our discipline/profession. This planned curricular change is listed as Intervention 2 in section 8.
3. We are currently revising our Graduate Student Learning Outcome to reflect the goals of Diversity, Equity, and Inclusion. The new Learning Outcome for Ethics now reads: "Be aware of the professional expectations and the societal responsibilities that dictate their ethical conduct in research and be able to identify and describe the hegemonic structures and practices that further social injustice and oppression." The DEI committee is also proposing a review of

Graduate course syllabi to ensure that courses either introduce students to and/or provide students the opportunity to develop and/or master knowledge and skills related to anthropological perspectives of hegemony and social injustice. We have already undertaken a review of undergraduate coursework, but are now also proposing to revise the Undergraduate Student Learning Outcomes to better reflect the University's, College's, and Department's dedication to reducing inequities and improving students' awareness of hegemonic structures and practices within societies. Undergraduate Student Learning Outcome #3 currently states: "Students will be able to: Describe and explain the ethics principles of anthropological professional associations as they relate to the work and engagement of anthropologists. Students' recognition of ethical responsibilities includes obligations to consultants and the people studied, respecting human diversity, and abiding by the ethical principles of the subfields of the anthropology and in their application." We are proposing to revise this learning goal to include the following: "Students' recognition of ethical responsibilities includes obligations to consultants and the people studied, respecting human diversity *while recognizing structural oppression and injustice,* and abiding by the ethical principles of the subfields of anthropology and in their application." These planned curricular changes are listed as Interventions 3 and 4 in section 8.

4. The Department is proposing to include lessons about social justice and anti-racism within our newly required 1-unit Anthropology 499 course for Anthropology undergraduate majors. The DEI committee will work with the undergraduate advisor (who is the instructor of the 1-unit ANTH 499 course) to provide materials on social justice and anti-racism. For example, the American Association of Anthropology has numerous teaching and classroom resources on anti-racism (https://www.americananthro.org/ParticipateAndAdvocate/Landing.aspx?ItemNumber=25744) as does SDSU's Center for Teaching and Learning. These resources can also be used across our undergraduate curriculum to supplement the goals outlined in Planned Curricular Change #2, above. This planned curricular change is listed as Intervention 1 in section 8.

5. Our department has proposed using time and funding to develop targeted questions around social justice issues and to collect data from student exit surveys to inform our curricular changes. While anthropology has several courses dealing with racial and social justice and cultural diversity, we are interested in collecting student information that can shed light on issues of racial justice, anti-racism, and cultural diversity that are important and relevant to students. We have also proposed seeking graduate student(s) who could take on exploring student experiences of racial and social justice, anti-racism, and cultural diversity as their masters thesis research. The data would provide a more nuanced understanding of students' struggles with which we could then develop

more appropriate curricular changes and measures of student success. This planned curricular change is listed as Intervention 5 in section 8.

6. The DEI committee is proposing to explore further the variance in grade outcomes in ANTH 101 by section and modality, as well as reasons for GPA gaps in our other large courses. The DEI committee will brainstorm, develop, and propose to the Anthropology Faculty, a framework or strategy to help improve student performances in these large courses, which could include required learning modules that connect students with on-campus academic resources or workshops. This planned curricular change is listed as Intervention 7 in section 8.

7. We are also proposing to develop and make available a continually-updated resource checklist for instructors containing contacts and resources for students. The resource checklist would include contact information for a range of services and resources, including: mental health services, ESL and writing services, time management, food security, pregnancy, economic crises, etc. Faculty would share the checklist in our online course spaces, attached to our course syllabi, and posted in the Anthropology Department Office. This planned curricular change is listed as Intervention 8 in section 8.

8. Planned Strategies and Interventions

All colleges should have approved diversity plans by November 2020. Departments and schools should identify specific interventions that support the goals outlined in the college plans, including how the individual department or school will support the four strategies to improve equity-minded hiring. Departments and schools should also identify strategies to improve faculty competencies with equity-minded teaching practices and inclusive pedagogies, and to improve staff competences with inclusive support practices. For each intervention, departments should identify incentives, resources, and other factors that may affect the department's ability to successfully implement their intended strategies, as well as how you intend to address any challenges and a timeline for implementation.

Strategies and Interventions

College / Divisional Goal	Intervention	Resources	Responsibility	Assessment
Goal 1a: Recruitment	Intervention 1: Use Building on Inclusive Excellence (BIE) Criteria.	Not applicable; this is part of the role of search committee members.	The chair of the search committee will be responsible for including the BIE criteria in the job advertisement. The search chair will also be responsible for submitting the BIE Finalist Candidate form as soon as finalists are selected.	The BIE review committee will not approve any candidates who do not meet the BIE criteria.
Goal 1b: Recruitment	Intervention 2: Require Inclusion Representatives	Not applicable; this program is funded by the Chief Diversity Officer.	The search committee chair will recruit an approved Inclusion Representative.	The search committee chair will submit a memo to the College Diversity Council detailing implementation of this intervention.
Goal 1c: Recruitment	Intervention 3: Require implicit bias training.	This program is funded by the Chief Diversity Officer. Committee members will need to invest two-three hours to complete the basic training.	The search committee chair is responsible for confirming that all members have participated in the training prior to beginning review of applications.	The search committee chair will submit a memo to the College Diversity Council detailing implementation of this intervention.
Goal 1d: Recruitment	Intervention 4: Improve pool proportionality. Beginning with searches in AY2122, in cases where pool proportionality is not reflective of terminal degree holders within the	Committee chairs may need training to interpret the data and understand appropriate actions to increase pool proportionality	The search committee chair is responsible for submitting the pool proportionality form, and any required documentation, to Faculty and Staff Diversity	The department will submit an annual report to the College Diversity Council detailing implementation of this intervention.

	field, the department of Anthropology will require the search committee to specify actions that have been taken to ensure a representative pool.			
Goal 2a: Retention and Improving Climate	Intervention 1: Establish a Department Diversity, Inclusion, and Equity (DEI) Committee.	Committee members will need time to attend meetings and complete any associated tasks.	The dept. DEI committee will designate a chair to convene the committee. The committee chair will establish a regular schedule of meetings and coordinate the work of the committee.	The dept. DEI committee chair will submit an annual report to the College Diversity Council detailing activities and progress on implementation of all plan interventions.
Goal 2b: Retention and Improving Climate	Intervention 2: Require implicit bias training for RTP committee members	This program is funded by the Chief Diversity Officer. RTP Committee members will need to invest at least two hours to complete the basic training.	The department chair is responsible for confirming that all those involved in RTP have participated in the training within the last two years, prior to beginning review of files.	The department chair will submit an annual report to the College Diversity Council detailing implementation of this intervention.
Goal 2c: Retention and Improving Climate & Improve Staff Competencies	Intervention 3: Encourage additional participation in professional learning about inclusive communication, with the goal of improving departmental communications, including events and meetings, with inclusive	Trainings are provided by Campus Diversity and other campus units; DEI committee members will need time at meetings for discussion and planning. Faculty and staff may need guidance about how to develop materials.	The dept. DEI committee will be responsible for compiling information on appropriate trainings and disseminating this information to all faculty and staff; they are also responsible for developing a plan for improving inclusive communication within the department and sharing the plan with the department.	The dept. DEI committee Chair will submit an annual report to the College Diversity Council detailing implementation of this intervention, including the number and cumulative percentage of faculty and staff who have participated in trainings.

	communication techniques.			
Goal 2d: Retention and Improving Climate	Intervention 4: New committee allocation system to support equity in committee participation.	Faculty will need time at a Fall faculty meeting to assign work-loads for committee work for the year; no additional resources will be needed	The department chair is responsible for ensuring that committees are ranked and that assignment of committee work is equitable.	The department chair will submit an annual report to the College Diversity Council detailing implementation of this intervention.
Goal 2e: Retention and Improving Climate	Intervention 5: Invite Professor of Equity to Department Retreat.	Time will be set aside during the Fall Department Retreat for *faculty and staff* together working with the Professors of Equity on climate, retention, and students success. https://sacd.sdsu.edu/cie/professors-of-equity	The department chair is responsible for inviting POE and setting retreat agenda.	The department chair will submit an annual report to the College Diversity Council detailing implementation of this intervention.
Goal 3a: Student Support	Intervention 1: Include lessons about social justice and anti-racism within our newly required 1-unit Anthropology 499 course for Anthropology undergraduate majors.	Faculty and staff may need guidance about how to develop materials through such groups as SDSU's Center for Teaching and Learning.	The department DEI committee will work with the undergraduate advisor (who is the instructor of the 1-unit ANTH 499 course) to provide materials on social justice and anti-racism.	The dept. DEI committee will submit report to the College Diversity Council detailing implementation of this intervention
Goal 3b: Student Support	Intervention 2: Curriculum redesign in ANTH 301 and 302, our two lab-based courses. Because students from marginalized groups have historically	Faculty and staff may need guidance about how to make these changes.	The dept. DEI committee will be responsible for working with instructors in Anth 301 and Anth 302 to complete these changes.	The dept. DEI committee will submit a report to the College Diversity Council detailing implementation of this intervention.

	struggled to meet the objectives of these laboratory-based classes more than others, the redesign will help address issues of racial equity and social justice within the program,			
Goal 3c: Student Support	Intervention 3: Revise Graduate Student Learning Outcomes to reflect the goals of Diversity, Equity, and Inclusion	Faculty and staff may need guidance about how to develop materials.	The dept. DEI committee will work with the Graduate advisor to make these changes	The dept. DEI committee will submit a report to the College Diversity Council detailing implementation of this intervention.
Goal 3d: Student Support	Intervention 4: Revise Undergraduate Student Learning Outcomes to reflect the goals of Diversity, Equity, and Inclusion	Faculty and staff may need guidance about how to develop materials.	The department DEI Committee will work with the Undergraduate advisor to make these changes	The dept. DEI committee will submit a report to the College Diversity Council detailing implementation of this intervention.
Goal 3e: Student Support	Intervention 5: Develop targeted questions around social justice issues and to collect data from student exit surveys to inform our curricular changes. The data would provide a more nuanced understanding of students' struggles with which we could then	Faculty and staff may need guidance about how to develop materials.	The department DEI committee will be responsible for developing and implementing.	The department DEI committee will submit a report to the College Diversity Council detailing implementation of this intervention.

	develop more appropriate curricular changes and measures of student success.			
Goal 3f: Student Support	Intervention 6: Create breakout sections for the sections of our largest class, Anthropology 101: Human Biocultural Origins. This course has a higher than average GPA gap. Will provide URM groups the chance for a more intimate learning experience. Anthropology graduate students will staff the breakout sessions and receive DEI training.	TAships for the graduate students to staff the breakout sessions.	The department DEI committee will be responsible for developing the curriculum for an orientation session for the graduate students that focuses on DEI.	The department DEI committee will submit a report to the College Diversity Council detailing the implementation and outcomes of this intervention.
Goal 3g: Student Support	Intervention 7: Further examine variance in grade outcomes in ANTH 101 by section and modality, as well as reasons for GPA gaps in our other large courses.	Committee members will need time to attend meetings and complete any associated tasks. Faculty and staff may need guidance about how to develop interventions.	The department DEI committee will be responsible for developing and implementing.	The department DEI committee will submit a report to the College Diversity Council detailing implementation of this intervention.
Goal 3h: Student Support	Intervention 8: Continually-updated resource checklist containing contacts and resources for students.	Committee members will need time to attend meetings and complete any associated tasks.	The department DEI committee will be responsible for developing and implementing.	The department DEI committee will submit a report to the College Diversity Council detailing

				implementation of this intervention.
Goal 3i: Student Support	Encourage faculty and staff to participate in additional training on equity-minded teaching practices and inclusive pedagogies; develop a resource checklist for faculty that is focused on equity-minded teaching and pedagogies, and related resources.	Trainings are provided by Campus Diversity and other campus units; Committee members will need time to attend meetings and complete any associated tasks.	The dept. DEI committee will be responsible for compiling information on appropriate trainings and disseminating this information to all faculty and staff;	The dept. DEI committee Chair will submit an annual report to the College Diversity Council detailing implementation of this intervention, including the number and cumulative percentage of faculty and staff who have participated in trainings.

Note: Used with permission from SDSU CCEAL

Based on the recommendation of the University Senate standing committee on Diversity, Equity and Inclusion (DEI), **ALL** departments must include in their plans the following four interventions for recruiting a diverse faculty and staff:

1. Implicit bias training for all search committees;
2. Including a certified Inclusion Representative on all search committees;
3. Incorporate at least two of the following Building on Inclusive Excellence (BIE) criteria into search efforts:
   - Is committed to engaging in service with underrepresented populations within the discipline
   - Has demonstrated knowledge of barriers for underrepresented students and faculty within the discipline
   - Has experience or has demonstrated commitment to teaching and/or mentoring underrepresented students
   - Has experience or has demonstrated commitment to integrating understanding of underrepresented populations and communities into research
   - Has experience in or has demonstrated commitment to extending knowledge of opportunities and challenges in achieving artistic/scholarly success to members of an underrepresented group
   - Has experience in or has demonstrated commitment to research that engages underrepresented communities
   - Has interest in developing expertise in cross-cultural communication and collaboration
   - Has research interests that contribute to diversity and equal opportunity in higher education
4. Strategies that will lead to an applicant pool (of those who meet the basic qualifications) with a proportion of historically underrepresented groups that is similar to the proportion among those holding terminal degrees in the discipline.

9. Accountability

Departments should outline a specific plan, with timeline, for monitoring progress toward the goals. While some of this information is included in the charts above, under responsibility and assessment, please describe how the unit will implement mechanisms to help ensure accountability.

> For goals 1a to 1d, the search committee committee and search committee chair will be responsible for the implementation of the interventions during those years when the department is hiring new faculty.
>
> For goals 2a, and 2c, the department DEI committee chair will submit an annual report to the College Diversity Council detailing activities and progress on implementation of all planned interventions.

For goals 2b and 2d, the Anthropology Department Chair will submit an annual report to the College Diversity Council detailing implementation of this intervention.

For goals 3a through 3h the dept. DEI committee chair will submit an annual report to the College Diversity Council detailing activities and progress on implementation of all planned interventions. Goals 3b and 3c are already underway. We plan to accomplish goals 3a, 3d, and 3g by the start of the academic year 2022/2023. Goal 3g may require yearly updating. Goals 3e and 3g will require additional time and, perhaps, training. The DEI committee will begin exploring what resources are needed for these goals during Spring 2022. Goal 3f will be dependent on available resources to fund additional TAs. The DEI committee will explore funding options beginning Spring 2022.