



SAN DIEGO STATE  
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Division of Student Affairs  
and Campus Diversity

## **Diversity, Equity and Inclusion Plan: Division of Student Affairs and Campus Diversity**

A commitment to diversity, equity and inclusion is embedded in the mission and vision of both San Diego State University (SDSU) and the Division of Student Affairs and Campus Diversity (SA+CD). To that end, work is being done throughout the division in alignment with the university's strategic plan, "We Rise, We Defy: Transcending Borders, Transforming Lives," to entrench the principles of equity, inclusion, and belonging into all areas of working, teaching and learning at SDSU. This divisional Diversity, Equity and Inclusion Plan is the blueprint for work within SA+CD. What follows is the SA+CD mission and vision statements, an overview of the committee work and timeline, an environmental assessment of SA+CD, and the goals established for divisional work going forward.

### **SA+CD Mission Statement**

The Division of Student Affairs and Campus Diversity is a partner in the university learning community. Education is enhanced, both inside and outside of the classroom, through high-impact programs and services that advance student learning, development, and success. The division facilitates the academic success, personal growth, and well-being of all students. Student Affairs transitions and connects students to the university and to their future, building communities that foster progress toward degree completion and lifelong SDSU affinity.

### **SA+CD Vision**

The Division of Student Affairs and Campus Diversity facilitates the personal growth, welfare, intellectual development, academic achievement and career success of each individual student by:

- Fostering a campus culture that encourages each student to pursue excellence and articulate their own goals.
- Creating environments that leverage our rich diversity to maximize the success of students, faculty, staff and administrators through intentional integrative experiences.
- Enhancing the learning environment and expanding learning opportunities for all students inside and outside the classroom.
- Developing leaders who believe in and lead others toward supporting civility, mutual respect and diversity in our society and workplaces.
- Expanding and connecting opportunities for students to participate in transformational experiences.
- Building and expanding the human, technological, fiscal and physical resources that support the growth and development of student affairs.

*The Division of Student Affairs and Campus Diversity will be reviewing and updating the mission and vision statements as part of the divisional strategic planning efforts.*

### **SA+CD Diversity Statement**

The Division of Student Affairs and Campus Diversity acknowledges and honors the inherent value and dignity of all individuals by creating and nurturing a learning and working environment that affirms and leverages our community's diversity of traditions, heritages, perspectives, and experiences. We are committed to fostering a culture of inclusive excellence designed to facilitate the personal and professional success, growth, development, and well-being of all members of our community. We manifest this commitment through our innovative, strategic and collaborative efforts to develop leaders who believe in and lead others toward practicing civility, mutual respect, and inclusion in our workplaces and society.



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**The SA+CD Diversity, Equity, and Inclusion Planning Committee**

The Diversity, Equity, and Inclusion Planning Committee for the Division of Student Affairs was assembled in October 2019 and was composed of representatives from each subdivision. In June 2020, the Division of Student Affairs and the Division of Diversity and Innovation merged to develop the Division of Student Affairs and Campus Diversity. At that time, the planning committee also expanded to ensure representation from across the newly formed division.

The committee was charged with developing a Diversity, Equity, and Inclusion Plan for the Division of Student Affairs and Campus Diversity. As part of the actualization of the University Senate resolution approved in February 2018, the committee was to facilitate an environmental assessment, review gaps, identify opportunities, and develop goals to be an internal guide for diversity, equity, and inclusion.

The committee began meeting in October 2019 and has completed several activities to deepen their understanding of representation and climate within the division. The committee participated in two institutes hosted by the Division of Diversity and Innovation in October 2019 and January 2020. In addition to the information presented about the division during the planning institutes, the committee developed and deployed two climate surveys in December 2019 and August 2020. Updated demographic data reflecting divisional staff following the merger was reviewed in October 2020.

Following the approval of the Diversity, Equity, and Inclusion Plan, it is recommended that the planning committee work to establish the Division of Student Affairs and Campus Diversity Justice, Equity, Diversity, and Inclusion (JEDI) Council. The purpose of the SA+CD JEDI Council would be to facilitate and evaluate the implementation of the plan and guide internal efforts for the division.

**Environmental Assessment**

The data collected during the climate surveys and demographic data shared by the SDSU Center for Human Resources (HR) provided important insight into the representation of the workforce and the experiences within the Division of Student Affairs and Campus Diversity.

**Representation**

San Diego State University Analytic Studies and Institutional Research (ASIR) reports that SDSU enrolled 34,512 students in the Fall 2020 term, with 30,142 undergraduate students and 4,370 graduate students. Undergraduate Students of Color represented 57.4% of the undergraduate student population. Graduate Students of Color represented 48.0% of the graduate student population. According to data provided by HR in October 2020, Faculty, Staff, and Administrators of Color represented 55.71% of the faculty, staff, and administrators in the Division of Student Affairs and Campus Diversity.

**Representation by Ethnicity Data Table**

Ethnicity	Enrollment: SDSU Undergraduate and Graduate	Division of Student Affairs and Campus Diversity
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	<b>Students</b> <i>Fall 2020, Total Enrollment 34,512</i>	<b>Faculty, Staff, Administrators</b> <i>Fall 2020, Total 350</i>
American Indian, Native American	0.4%	0.29%
Asian	7.5%	8.86%
Filipino	5.6%	<i>No data</i>
Black, African American	4.4%	11.43%
Hispanic, Latinx	31.5%	32.29%
Pacific Islander	0.3%	0.0%
Two or More, Multiple Identities	6.7%	2.86%
White	34.9%	41.43%
Unknown, Other, Not Stated	3.5%	2.86%
International	5.4%	<i>No data</i>

Additionally, ASIR reported that of the 34,512 students enrolled, 56.6% were female, 43.3% were male, and 0.1% were nonbinary. According to HR data, the Division of Student Affairs and Campus Diversity workforce is represented by 70.29% female and 29.71% male. The data from HR did not include data for individuals who identified as nonbinary.

**Representation by Gender Data Table**

<b>Ethnicity</b>	<b>Enrollment: SDSU Undergraduate and Graduate Students</b> <i>Fall 2020, Total Enrollment 34,512</i>	<b>Division of Student Affairs and Campus Diversity Faculty, Staff, Administrators</b> <i>Fall 2020, Total 350</i>
Female	56.6%	70.29%
Male	43.3%	29.71%
Nonbinary	0.1%	<i>No data</i>

Overall, the demographic data demonstrates that the Division of Student Affairs and Campus Diversity is fairly representative of the student body at San Diego State University.

***Climate***



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Once identified that the Division of Student Affairs and Campus Diversity was representative of the student population at SDSU, the priority of the environmental assessment shifted to understanding the experiences of those within the division. To deepen the committee's understanding, the group deployed climate surveys in December 2019 and August 2020. The plan focuses on the data collected in August 2020, following the union of the Division of Student Affairs and Campus Diversity. It is also important to acknowledge that the survey was deployed amidst the COVID-19 pandemic, which may have influenced the survey responses.

The Inclusion, Diversity, Equity, Acceptance, Access, and Success (IDEAAS) Survey featured three parts: diversity and inclusion self-assessment questions, environmental assessment questions, and demographic and identity questions. The survey was sent to all staff, faculty, and administrators in SA+CD and had 98 respondents of 350 employees. Of the respondents, 70 identified as people of color, seven identified as lesbian, gay, bisexual, queer, and pansexual, 10 identified as a person with a disability, and sixty-five indicated a religious affiliation. Sixty-two respondents were women and 23 were men.

Several central themes were identified from the IDEAAS Survey responses, which became the basis of the SA+CD Diversity, Equity, and Inclusion Plan:

- **Mattering**
- **Professional Development**
- **Retention and Advancement**
- **Expansion of Racial and Disability Justice Education, Awareness and Resources**

**Mattering.** When comparing the representative data with survey responses, it was demonstrated that while representative, not all faculty, staff, and administrators felt their voices were heard or valued. Survey respondents disagreed when asked if the institution encourages staff to have a public voice and share ideas openly (39.4%), if their contributions were valued by senior administrators (39.4%) and if they felt staff concerns were considered when making policy (44.3%). Further, 40.2% of respondents indicated that they were dissatisfied with support for work-life balance (40.2%). Qualitative data indicated lingering distrust and trauma from past divisional leadership, recurrent fast-paced changes with limited stakeholder input, the perception of faculty being more valued than staff institutionally, and the feeling of staff being undervalued.

**Professional Development.** Survey respondents overwhelmingly identified the need to invest in professional development within the division. Specifically, 98.9% of survey respondents agreed that investing in the professional development of staff should be prioritized as a goal and 31.7% were dissatisfied with ongoing professional development. Qualitative data indicated staff feeling as though there was a lack of professional development and advancement. One survey respondent stated “there are not many opportunities to professionally grow. If a department does not have the budget to fund professional conferences outside of SDSU, then there are not many opportunities available within SDSU for professional development.”

**Retention and Advancement.** According to the IDEAAS Survey respondents, 40.7% are dissatisfied with prospects for career advancement and 38.6% are dissatisfied with support for career advancement. Despite concerns for career advancement, more than 80% of respondents indicated that they are likely to stay in their position and stay at the



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institution. Qualitative responses indicated that individuals have developed relationships with colleagues and students, which has contributed to their retention. Survey data indicated that compensation and lack of advancement opportunities can contribute to a lack of retention. A recurring theme of the qualitative responses was the perception that advancement is tied to relationships with senior administrators and are facilitated through appointments. Additionally, respondents indicated that top-heavy management has led to fewer advancement opportunities for staff and that the in-range progression processes are inequitable.

**Expansion of Racial and Disability Justice Education, Awareness, and Resources.** IDEAAS Survey respondents indicated a strong support for professional development and engagement opportunities. Further, 88.8% of respondents indicated that they have attended a diversity-related training or workshop over the last year. While there is a demonstrated commitment to engage in professional development opportunities, including those centered around DEI initiatives, a recurring theme was that professional development opportunities were not widely available. Further, numerous survey respondents stated that disability is not recognized as diversity.

### **SA+CD DE&I Strategic Goals**

To address the needs identified in the environmental assessment, the SA+CD Diversity, Equity, and Inclusion Planning Committee has developed four goals with a number of corresponding activities to advance the DEI efforts across the division. The goals focus on four key areas: mattering, professional development, retention and advancement, and the expansion of racial and disability justice education, awareness, and resources.

#### ***Goal #1: Mattering***

In general, “mattering” is defined as “the extent to which we make a difference in the world around us” (Elliott, et.a., 2004). According to Lamperski (2018), “organizational mattering” is our perception of our contributions to the workplace, the quality of our work, the impact of our work, and the feeling or observation that our excellent work is recognized and praised. Therefore, creating a culture of organizational mattering entails quality communication and engagement amongst staff, supervisors, and upper administrators.

The results of the IDEAAS Survey indicate that SA+CD can improve in creating a culture of organizational mattering. For example, respondents felt their contributions are undervalued by senior administration. Only 69% agreed that their contributions were valued by senior administrators. In contrast, the survey respondents overwhelmingly agreed that their contributions were valued by their students (94%) and direct supervisors (90%).

**Objective #1:** By December 31, 2024, create a culture of mattering in SA+CD where: (1) at least 90% of the SA+CD faculty, staff, and administrators will agree that their contributions matter by senior administrators, and (2) 90% of SA+CD faculty, staff, and administrators agree that their workload is manageable.

**Activity 1:** In an effort to improve direct communication and engagement between the SA+CD senior administrators (Assistant Vice Presidents, Associate Vice Presidents, Associate Chief Diversity Officer, and Vice President) and divisional staff and faculty, SA+CD senior administrators need to engage with individual departments in their subdivisions. The focus of these engagement efforts should be to listen to the voices of staff and faculty, and not censor respectful dissent. This intervention is especially important during the time of COVID-19 when the divisional staff’s wariness may be increased based on budget uncertainty. The following activities should be implemented:



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- The hall divisional town hall meetings recently implemented by Dr. Wood should continue to be held at least once a semester.
- AVPs will host a meeting at least once a semester to provide a space for their respective area to share updates and innovative ideas as well as celebrate departmental accomplishments.
- Finally, senior administrators will attend a staff meeting or engage in an event/activity hosted by the respective department at least one time per semester.

**Resources needed:** SA+CD senior administration spending time with department staff within their subdivision, preferably with individual visits to departments; incentives to promote staff participation, such as raffles, lunches, office supplies, the gift of time

**Responsibility:** SA+CD senior administration;

**Assessment:** Tracking of engagement and ongoing surveys centered to assess climate and culture of the division

**Activity 2:** Reduce job related stress. Mattering is moderately correlated to less job related stress (Lamperski, 2018) (Survey Q 9.12). The more you create a culture of mattering, along with reasonable workloads, the less burnout and stress among employees. For example, as referenced in Dr. Luke Wood's divisional email dated October 29th,

“Directors/supervisors should consider what staff is reasonably able to accomplish in terms of our efforts (e.g., projects, initiatives, programs)...Departments and their respective AVPs will need to identify and prioritize projects, initiatives and activities that should continue in a COVID-19 environment.

Additionally, we should determine which efforts can be postponed and/or phased-out. These discussions are critical to assess our current state and to manage ongoing workloads.”

Additional interventions should include surveying the work responsibilities of all parties within a department by the director/supervisor annually. The directors/supervisor will evaluate each person's core responsibilities to ensure equitable distribution and reduce workload and burnout.

**Resources needed:** Reprioritizing division and/or departmental goals based on the division's strategic plan; and, create a goal centered around “mattering” and reevaluate workloads

**Responsibility:** SA+CD senior administration and department directors/supervisors

**Assessment:** Ongoing surveys centered to assess climate and culture of the division

### ***Goal #2: Professional Development***

Research shows that education/professional development (including, but not limited to topics focused on equity and inclusion) leads to increased job satisfaction and morale among employees. This morale and satisfaction ultimately supports student success. Faculty and staff in SA+CD reported a lack of consistent, quality training focused on equity and inclusion, including practical and clinical applications for students and staff.

**Objective #2:** By June 30, 2022, develop and implement programs to enhance professional development of faculty, staff, and administrators in the Division of Student Affairs and Campus Diversity. The programs should specifically provide direct engagement opportunities, as well as result in an individualized professional development plan for faculty, staff, and administrators. The engagement and plans must include opportunities focused on diversity, equity, and inclusion.





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**Activity 1:** By June 30, 2021, develop a Professional Competency Assessment (based on respective professional competencies) and a concurrent Individual Professional Development Plan template. The plan must include development opportunities regarding *diversity, equity, and inclusion*.

**Resources Needed:** Access to ACPA/NASPA and other professional competencies (dependent on role), team to develop assessment and individual professional development plan template; collaboration with the Center for Inclusive Excellence

**Responsibility:** SA+CD Directors, SA+CD JEDI Council

**Assessment:** The SA+CD JEDI Council will provide an annual report to division staff detailing the implementation of this intervention beginning in 2022

**Activity 2:** By May 31, 2022, implement the use of the Professional Competency Assessment and the Individual Professional Development Plan with all divisional staff, faculty, and administrators.

**Resources Needed:** Completed Professional Competency Assessment and the Individual Professional Development Plan; collaboration with Center for Inclusive Excellence

**Responsibility:** Supervisors to implement both the assessment and development plan with each member of their team

**Assessment:** Departmental directors will provide an annual report to SA+CD JEDI Council detailing the implementation of this intervention beginning in 2022

**Activity 3:** By May 31, 2021 and each year thereafter, provide the opportunity for all staff to either in person or virtually attend the annual Staff Professional Development Conference.

**Resources Needed:** Collaboration with Center for Human Resources and support from SA+CD supervisors/directors; staff time for engagement in the conference

**Responsibility:** SA+CD JEDI Council

**Assessment:** The SA+CD JEDI Council would work with HR to provide an annual report on participation and engagement in the professional development conference

**Activity 4:** By December 31, 2021, develop an interactive Student Affairs and Campus Diversity Professional Development website that highlights available professional development resources and opportunities, including but not limited to a calendar of events, information on allyship programs (i.e. SafeZones, Military Ally, UndocuAlly), information on professional associations, suggested reading lists and both internal and external resources for professional development.

**Resources Needed:** Cooperation and collaboration with SA+CD Communication Services, collection of current professional development resources available; time to build a comprehensive website; collaboration with Center for Inclusive Excellence

**Responsibility:** SA+CD Communication Services and SA+CD JEDI Council

**Assessment:** Communication Services will provide an annual report to division staff detailing the implementation of this intervention. SA+CD JEDI Council would assess and provide an annual report on employee participation in allyship programs and recommendation for renewal of allyship programs.



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**Activity 5:** By August 1, 2021, develop a free, professional development series (i.e. Lunch ‘n Learn, First Friday, etc.) to provide opportunities to dialogue about developmental topics in a small and informal setting. These should focus on topics of diversity, equity, and inclusion.

**Resources Needed:** SA+CD JEDI Council to determine content/logistics for series, physical space to host lecture/presentation/roundtable discussion, presenters

**Responsibility:** SA+CD JEDI Council

**Assessment:** The division will provide an annual report to division staff detailing the implementation of this intervention.

***Goal #3: Retention and Advancement***

The IDEAAS Survey suggests that the division should conduct more research to understand the trends for retention and advancement of faculty, staff, and administrators. When considering retention, 83% of survey respondents stated they are likely to stay in their position and 85% are likely to stay at the institution. However, 41% of survey respondents are not satisfied with the prospects for advancement and 39% feel that they do not have the support for career advancement. Further, qualitative data suggests that it is possible that other factors, such as compensation, value, professional development, work-life balance and job satisfaction, that contribute to the disparity in the responses between retention and advancement. Considering the information gathered, it is recommended that more research is facilitated.

**Objective #3:** The Student Affairs and Campus Diversity Justice, Equity, Diversity, and Inclusion Council will develop and submit a report to divisional leadership regarding advancement and retention within the division by December 31, 2021.

**Activity 1:** By March 31, 2021, the SA+CD JEDI Council will create a Retention and Advancement Subcommittee composed of members from the SA+CD JEDI Council, the Center for Human Resources, and Institutional Research.

**Resources Needed:** Time allotted from members from the SA+CD JEDI Council, the Center for Human Resources, and Institutional Research

**Responsibility:** SA+CD JEDI Council

**Assessment:** The Retention and Advancement Subcommittee is created

**Activity 2:** By July 31, 2021, the Retention and Advancement Subcommittee will collaborate with the Center for Human Resources to obtain disaggregated data (not personnel information) related to advancement and retention of SA+CD staff, faculty, and administrators.

**Resources Needed:** Data from the Center for Human Resources

**Responsibility:** Retention and Advancement Subcommittee, Center for Human Resources

**Assessment:** Receipt of data

**Activity 3:** By December 31, 2021, the SA+CD JEDI Council will submit a report that clearly addresses both the qualitative and quantitative research found in the IDEAAS Survey, as well as the data provided by the Center for Human Resources.





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**Resources Needed:** The creation of a Retention and Advancement subcommittee that can focus on collecting information needed for the report

**Responsibility:** SA+CD JEDI Council

**Assessment:** The Retention and Advancement Subcommittee will provide updates on progress to the SA+CD JEDI Council

***Goal #4: Expansion of Racial and Disability Justice Education, Awareness, and Resources***

The IDEAAS Survey demonstrated that while SA+CD has made great strides with Diversity, Equity, and Inclusion (DEI) initiatives, there is still significant progress needed around racial and disability justice. According to the IDEAAS Survey, 46.9% percent of respondents strongly agreed or agreed that the institution [SDSU] has a lot of racial tension. There were also several open-ended responses that expressed the need for greater awareness and inclusion of disability within DEI initiatives. Demographically, 7% of respondents identify as a person with a disability, while 4.9% preferred not to state disability status.

**Objective #4:** Make racial and disability justice a priority by devoting resources and education to enhance inclusivity and accessibility, as demonstrated by the development of and formal support for participation in programming opportunities and the development of resources, by SACS's technology, programmings, and communication.

**Activity 1:** By May 30, 2021 and each year thereafter, support and encourage faculty, staff, and administrators to participate in at least one allyship and/or implicit bias training per year. Faculty and staff who have been certified in one or more allyship training, are highly encouraged to renew the certification based on the timeline recommendations of the specific training program.

**Resources Needed:** Faculty/staff access to the following identity and social justice trainings: SafeZones (Pride Center), Brave Project (Women's Resource Center), UndocuAlly (Undocumented Resource Center), Ability Ally (Student Ability Success Center), Military Ally (Veteran's Resource Center), Implicit Bias and Microaggressions (Center for Inclusive Excellence).

**Responsibility:** SA+CD Directors, SA+CD JEDI Council

**Assessment:** The SA+CD Directors will provide an annual report of faculty/staff participation in identity and social justice training to the SA+CD JEDI Council.

**Activity 2:** By October 31, 2021, the Division of Student Affairs and Campus Diversity Justice, Equity, Diversity and Inclusion Council, along with relevant campus partners will create a disability justice and inclusion guidebook with best practices for faculty, staff, and administrators in SA+CD.

**Resources Needed:** Cooperation and collaboration with the following campus partners: Student Ability Success Center, Center for Inclusive Excellence, Instructional Technology Services, SA+CD Communication Services

**Responsibility:** SA+CD Directors, the SA+CD JEDI Council

**Assessment:** The SA+CD JEDI Council will provide an assessment of efforts and/or resources dedicated to the development of the guidebook.



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**Activity 3:** By August 31, 2022, support the development of intergroup dialogue programs for faculty and staff to engage in conversations around diversity, intersectionality, racial justice, social justice, and disability justice.

**Resources Needed:** Coordination and collaboration with the SDSU Strategic Planning Activity #40 Committee (establishing and launching intergroup dialogue programs), resources and space to support the coordination of programming

**Responsibility:** SDSU Strategic Planning Activity #40 Committee, SA+CD JEDI Council

**Assessment:** The SA+CD JEDI Council will provide an annual report to division staff detailing the implementation of this intervention following the full launch of SDSU Strategic Planning Activity #40.



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### **Acknowledgement of Divisional Structure and Leadership Changes**

The committee would like to formally acknowledge that since the planning process began, there have been several shifts with divisional structure and leadership. Specifically, the Division of Student Affairs and Campus Diversity was formed in June 2020, along with the announcement of a new Vice President. Several departmental changes have occurred and the committee recognizes that transition is a process and will be ongoing. While the goals and activities identified in the plan should be a priority, it should also be noted that recognizable efforts in communication are being made by divisional leadership.

As it relates to the transition of leadership, survey respondents who indicated long-time service to the division shared concerns for trust and trauma under past divisional leadership. In addition to addressing diversity, equity, and inclusion, the division must also contend with climate concerns and culture that developed over time.

One survey respondent indicated that they “sincerely hope our new VPSA&CD will see responses. It is understood that transition will be constant and hopefully we are able to achieve social equity and justice. It is not with any malice that the concerns are expressed if anything hopefully they are used for reflection, evaluation, and incorporated into the much-needed changes we need.”



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**Diversity, Equity, and Inclusion Planning Committee Members**

**Mary Taylor**, Co-Chair, Executive Director, Center for Educational Partnerships, Outreach and Success

**Caryl Montero-Adams**, Co-Chair, Director, Student Life & Leadership

**Mohamed Abdi**, Assistant Director for Student Retention and Success, Center for Intercultural Relations

**Adam Adams**, Counselor, Educational Opportunity Program and Ethnic Affairs

**Ramona Acuna**, Career Programing and Employer Outreach Counselor, Career Services

**Dr. Zemed Berhe**, Faculty Psychologist, Counseling & Psychological Services

**Dr. Virginia Loh-Hagan**, Faculty Director, Asian Pacific Islander Desi American Center

**Paige Hernandez**, Director for Student Retention and Success, Center for Intercultural Relations

**Dr. Jennifer Imazeki**, Associate Vice President for Faculty & Staff, Division of Student Affairs and Campus Diversity

**Elzbeth Islas**, Director, Women's Resource Center

**Dr. Rey Monzon**, Director, Analytic Studies and Institutional Research

**Maricela (Mari) Ochoa**, Outreach and Special Programs Manager, Center for Educational Outreach, Partnerships, and Success

**Ray Savage**, Director of Student Engagement for SDSU Global Campus

**Francisco (Frankie) Velazquez**, Director, New Student and Parent Programs



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