

Fall 2025



CENTER FOR  
**INCLUSIVE  
EXCELLENCE**

# Fall 2025

Subscribe to the [CIE mailing list](#) to receive weekly emails with registration links!  
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## Programming Table of Contents

*Unless otherwise noted in the program's description, and excluding the asynchronous section, all offerings are conducted synchronously via Zoom.*

### **CIE Office Hours (virtual)**

*Mondays 1-2pm - [Drop-in](#) to discuss diversity planning, equity-minded hiring, inclusive and anti-oppressive pedagogy, or anything else!*

### **CIE Workshops and Seminars**

A variety of weekly stand-alone and serialized programs. Everyone is welcome to attend any program (unless otherwise stated). Some programs are also designed for specific environments or audiences:

#### **STAFF DEVELOPMENT FOCUS**

Programs intended primarily for represented and administrative staff.

#### **CLASSROOM FOCUS**

Programs intended primarily for the classroom setting and faculty processes.

#### **INCLUSIVE RECRUITMENT**

Programs for campus-required recruitment processes and training.

### **Learning Communities**

Groups that meet regularly over the semester to dive deeper into specific topics related to issues of equity and inclusion. Community meetings are synchronous and may be in-person or virtual.

### **Asynchronous Learning Options**

For anyone who prefers to learn at their own pace, these are options for learning without attending a live event. Register in CSULearn first to be sent access to the online learning via email.

**Personalized Presentation Requests** - *When capacity allows, we can edit and design versions of our programs to meet needs/interests of your team. We invite you to [complete our Request Form](#) to start the conversation of bringing a CIE Diversity Professional to a team meeting/retreat/set time for a personalized presentation.*

## Disclaimer

*All CIE programs aim to build equitable and inclusive community spaces for learning, often while simultaneously addressing issues that can be sensitive and/or challenging. To ensure that these conversations stay productive, participants are expected to follow our [community agreements and the SDSU Principles of Community](#). Facilitators will always aim to address with empathy any behaviors that are inconsistent with these agreements; however, we do reserve the right to remove and/or prohibit from future participation any participants whose disruptive behavior persists. By registering, you indicate that you have read and agree with this statement.*

*All CIE programs are [open and available to all](#), regardless of race, sex, color, ethnicity or national origin.*

## CIE Workshops and Seminars

Events in this section are synchronous on Zoom (unless otherwise indicated). Most require advance registration via CSULearn with links provided in our [weekly newsletter](#).

### **[Supporting Our Undocumented Community: Policies for and Responsibilities of Campus Employees](#)**

*Tue, Aug 19, 9-10am*

Many faculty and staff are eager to better understand campus policies related to our undocumented community. In this presentation from the Monarch Unity Resource Center's Associate Director, Angel Rocha will discuss those policies, as well as resources to share with our undocumented and mixed-immigration-status students and colleagues. The presentation will take approximately 20 minutes, with the remaining time dedicated to Q&A.

### **[Understanding and Supporting Our SDSU Undocumented & Mixed Status Immigrant Community](#)**

*Thu, Aug 21, 11:30am-12:30pm*

The immigrant students here at SDSU face many untraditional obstacles, especially those who are undocumented. Practices that are intended to include a variety of students can unintentionally create these obstacles and discourage their dedication to higher education. In this workshop provided by the Monarch Unity Resource Center, student narrative highlights and experiences will be shared, as well as ways to continue learning and supporting this unique population. Facilitated by Angel Rocha, M.A. (he/him/el) Associate Director, Monarch Unity Resource Center.

### **Recognizing the Impact of World Events on the Workplace**

*Thu, Aug 28, 1-2pm*

One of the many ways workplaces can be more inclusive and create a sense of belonging is by recognizing the impact of world events on people's lives and work. This is especially important in diverse teams (which all of our teams are) because something that is deeply impactful for one person may barely register with another. At the same time, it can be challenging to keep up with the seemingly constant stream of news, disasters, and troubling events that happen on a daily basis. This session will discuss the pro-active measures people and teams can take to be supportive and identify strategies and resources to mobilize if and when people on our team are impacted.

### **Understanding Ableism**

*Tue, Sep 9, 12-1pm*

A combination of previous Ableism 101 and 102 programs, this session will define ableism, discuss the way it manifests on campus (physically and attitudinally) and share ways to counter ableist actions and attitudes. Facilitated by Administration, Rehabilitation and Postsecondary Education (ARPE) professor and disability scholar, Dr. Toni Saia.

### **Celebrate APIDA Heritages this Fall 2025**

*Wed, Sep 10, 1-2pm*

Hawaiian History Month, Moon Festival, Filipinx American History Month, Diwali...oh my! In this session with the APIDA Center, learn about all the different APIDA heritage celebrations we will be amplifying this Fall 2025. Participants will get a sneak preview of our plans and gain some strategies for supporting these cultures in your courses and/or programs.

### **Beyond the Bars: Supporting Formerly Incarcerated Student Success**

*Tue, Sep 23, 11am-12pm*

Join CIE and Project Rebound for a workshop focused on understanding how to support formerly incarcerated students at SDSU. Learn about the challenges they face in higher education and discover best practices for faculty and staff to support their success. Together, we can create a more inclusive and empowering environment that helps all students thrive, regardless of their past.

### **ACPA/ASHE Presidential Symposium, Watch Party**

*Fri, Sep 26, 9am-12pm*

*In-Person, PSFA 114*

The CIE would like to invite you to come together to watch the 2025 ACPA/ASHE Presidential Symposium, a virtual space to reflect on the complexities of the current moment in higher education while envisioning new possibilities for the future.

Grounded in historical context, the event invites participants to interrogate long-standing norms and practices, explore alternative approaches to engaging with the academy, and elevate creativity, innovation, mentorship, community, and Critical Hope as essential foundations for self-care and the future of higher education. Rather than offering quick fixes or one-size-fits-all solutions, this gathering encourages deep questioning and collective imagination to address systemic challenges through courageous leadership and transformative action.

The Symposium is organized and facilitated by ACPA President Jonathan A. McElderry and ASHE President Eboni Zamani-Gallaher, the 8th Annual Presidential Symposium brings together scholars and practitioners to reflect on the moment. Our watch party will come together in person to watch as a group the virtual Symposium.

### **[Addressing Ableism in the Workplace](#)**

*Wed, Oct 1, 10-11am*

Join our discussion on Ableism in the Workplace. Specific practices will be shared to counter ableism in the workplace and create a welcoming environment for staff and faculty. Facilitated by Dr. Toni Saia, Administration, Rehabilitation and Postsecondary Education (ARPE) and Dr. Conor McLaughlin, Staff Development Manager for the Center for Inclusive Excellence.

### **[Age-Friendly SDSU: Celebrating Age Diversity in our Community](#)**

*Wed, Oct 15, 11am-12pm*

Ageism can manifest both overtly and subtly, particularly in the complex social dynamics of college campuses. The demographics of students, staff, and faculty are set to change significantly, with a predicted increase in enrollment among "nontraditional-aged" students. Despite these shifts, ageism persists. This session will begin with an introduction to ageism and its origins, providing valuable context for understanding how it manifests on college campuses and affects individuals and communities across the lifespan. We aim to promote an age-friendly campus by offering actionable strategies for improving inclusivity and fostering a sense of belonging, addressing ageism as a societal construct and empowering attendees to promote change. This session will be presented by Jocelyn Protopappas, Manager of Special Projects, and Steven Hornberger, Director at SDSU's Center for Excellence in Aging & Longevity (CEAL).

### **[De-escalation Strategies for Difficult Situations](#)**

*Thu, Oct 16, 1-2:30pm*

*Tue, Nov 18, 11am-12:30pm*

Many offices and departments at SDSU have staff who are public- or front-facing, and those folks are often the first point of contact for a variety of people. This includes people who might be frustrated, angry, experiencing some sort of crisis, or any other variety of things that might need to be addressed in the moment while keeping

everyone involved safe. This training session will offer strategies for de-escalating tense interactions, have attendees identify the strengths of their conflict style, and practice ways to apply their strengths in hectic moments.

***Identity-first and People-first language within the disability community:  
Honoring how people claim their own identity***

*Mon, Nov 3, 3-4pm*

Like with many things, the language around disability has changed, evolved over time, is often a personal choice, related to experiences and connections to a group or community. Where it was once commonplace to use 'person-first' language, which puts the person first and the disability second (e.g., person with a disability), many in the disabled community have shifted to using 'identity-first' language (e.g., disabled person). In this workshop with ARPE professor and disability scholar Toni Saia, we will discuss both of these options to help faculty and staff understand how to be better allies and avoid ableist practices.

***Breaking the Sex Binary***

*Thu, Nov 13, 11:30am-12:30pm*

Breaking the Sex Binary explores the socially constructed categories of sex assigned at birth, and how they impact the gender binary, the intersex community, and the transgender community.

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## **Staff Development Focus**

*Although all SDSU employees are welcome at all CIE programs, the programs in this section are intended primarily for represented and administrative staff.*

### **Staff Development Coffee Chat**

*Mon, Aug 18, 11am-12pm, PSFA 110, In-person*

*Fri, Oct 10, 1:30-2:30pm, PSFA 110, In-person*

*Wed, Nov 12, 10-11am, PSFA 110, In-person*

Come visit the new Employee Lounge (located on the first floor of PSFA) and talk with the Staff Development Manager about your interests and wants for professional development at SDSU. This is an opportunity to ask questions, share your thoughts, and connect with other staff members in a space designed for your benefit, development, and engagement. The Staff Development Manager will bring coffee and tea for attendees. This will be an in-person event and is open to any and all staff as well as managers.

### **Developmentally-Focused Evaluation**

*Thu, Sep 11, 11:30am-12:30pm*

*Wed, Oct 29, 10:30-11:30am*

Many employees are terrified of evaluations and many managers dread the time-intensive process. However, these experiences do not have to be painful and can, in fact, be a time to affirm good work and set goals for years to come. This session will offer strategies for using evaluation meetings as developmental, supportive spaces of learning, discuss new approaches to employee development, and address the ways evaluations can be part of a host of equitable and inclusive workplace practices.

### **Career Pathways Listening Sessions**

*Mon, Sep 22, 11am-12:30pm*

*Thu, Dec 4, 1-2:30pm*

*In-Person at the Employee Lounge (PSFA 110)*

Join the Staff Development Manager in the new CIE Employee Lounge to discuss the Career Pathways Program. The CIE will be piloting and rolling out a series of "career pathways" certifications, designed to prepare interested employees to gain qualifying experience and participate in professional preparation necessary to qualify for jobs represented by a different bargaining agreement than their current role. The Staff Development Manager is interested in your experiences, your goals, and your career aspirations in order to develop curricula relevant to the interests and needs of SDSU employees and their career advancement. This is an in-person event and is open to all people with discussion topics specifically about the experiences of represented staff.

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## **Classroom Focus**

*Although all SDSU employees are welcome at all CIE programs, the programs in this section are intended primarily focused on classroom pedagogy, curriculum and classroom or faculty-specific processes.*

### **Foundations of Effective and Inclusive Course Design**

*Fri, Aug 8, 9am-1pm*

*In Person, PSFA 114 (Virtual upon request, within reason)*

In the face of budget reductions, many instructors are being asked to take on larger classes, shift to hybrid formats, and/or are losing grading support. While it may feel like such adjustments will require either more work for the instructor or reduced learning for the students (or both!), it is possible to [minimize these costs](#) with some upfront investment in solid course design and judicious use of technology.

In a well-designed course, learning outcomes are well-defined and appropriately scaffolded, learning activities help students acquire the content and skills necessary to achieve those outcomes, and assessments provide clear feedback to both students and instructors about progress toward those outcomes. This alignment of outcomes, activities and assessments always requires careful planning by the instructor but it is even more crucial when instructors are considering changes in assessments or modality, or compensating for different class sizes.

In this 4-hour workshop, we will review the basic principles of good course design so faculty are well-positioned to craft effective and inclusive courses, regardless of size or modality. This is a primarily in-person program with a working lunch provided for attendees; however, a virtual option is also available if necessary. Participants are strongly encouraged to read Dee Fink's "[A Self-Directed Guide to Designing Courses for Significant Learning](#)" prior to the workshop.

### **Building an Inclusive Learner-Centered Syllabus**

*Thu, Aug 14, 12-1pm*

Your syllabus is often the first introduction students have to you and your course and is an opportunity to set a positive tone for everything that follows. In this workshop, we will discuss the characteristics of a learner-centered syllabus, one that not only invites students into the learning experience but can serve as a tool to support learning itself.

### **Setting Up for Success in the Classroom**

*Mon, Aug 18, 12-1pm*

What an instructor does before and on the first day of class can make a world of difference for how the rest of the semester will go. In this workshop we will discuss actions you can take to start the semester with the right tone for building an inclusive



community, as well as how you can prepare yourself to handle problems with compassion and equanimity when they do arise.

### **[Minimizing & Managing Challenging Conversations in the Classroom](#)**

*Tue, Aug 19, 12-1pm*

Once the semester gets rolling, you can minimize the potential for conflict by thinking carefully about how you structure class discussions. But even with extensive preparation and structure, sometimes people say or do things that offend or hurt others so it is also important to plan how you might respond in those moments. In this workshop, we will discuss strategies for facilitating productive class interactions and for responding with compassion when those interactions go astray.

### **[The Transition to Accessible Information Management \(AIM\): Supporting Disabled Students in the Classroom](#)**

*Thu, Sep 4, 11:30am-1pm*

Student Disability Services (SDS) is now using a new platform, Accessible Information Management (AIM), to support student accommodations in the classroom. This session will provide quick tutorials and provide tangible ways to support and facilitate student accommodations. Led by ARPE professor and disability scholar Toni Saia, and Jonathan Ramirez, Director of SDS.

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## **Inclusive Recruitment**

*Although all SDSU employees are welcome at all CIE programs, the programs in this section are focused on campus-required recruitment processes and training. SDSU Employees can find more information about [Inclusive Recruitment on our SharePoint site](#) (SDSUID login required).*

### **Equity-Minded Graduate Admissions: Overview**

[Mon, Sept 15, 2-3:30pm](#)

[Wed, Dec 10, 1-2:30pm](#)

PSFA 160, Conference Room

This 90-minute session is a dedicated community of practice space for faculty and staff to reflect on challenges and opportunities with implementing best practices for equity-minded admissions in their graduate programs. This session provides an overview of considerations at each admissions stage: forming an admissions team, defining admissions criteria, identifying procedures, clarifying expectations, recruiting/screening/interviewing applicants, making holistic decisions, communicating decisions, and socializing incoming students. In addition to learning about general best practices from the facilitator, participants will also have the opportunity to learn from successes in other departments that might translate to their program context. This session is facilitated by Dr. Lacie Barber, Professor of Psychology.

### **Equity-Minded Graduate Admissions: Special Topics**

PSFA 160, Conference Room

This 60-minute session is open to faculty and staff who want to learn more about specific topics related to admissions considerations in their graduate programs. The facilitator will provide a brief handout on key misconceptions and best practices related to the session topic, with most of the time dedicated to guided discussion. The interactive group discussion format will also provide participants with the opportunity to learn from successes in other departments that might translate to their program context. This session is facilitated by Dr. Lacie Barber, Professor of Psychology.

#### **[Recruitment Misconceptions & Best Practices](#)**

[Wed, Sep 24, 1-2pm](#)

#### **[GRE Misconceptions & Best Practices](#)**

[Mon, Oct 13, 1-2pm](#)

#### **[Interview Misconceptions & Best Practices](#)**

[Wed, Nov 5, 1-2pm](#)

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## Learning Communities

Learning Communities are groups of faculty and/or staff who meet regularly over the semester to dive deeper into specific topics related to issues of equity and inclusion. Community meetings are synchronous and may be in-person or virtual.

### ***Community Through Conflict***

Summer dates: Mon, Jul 21, 28, Aug 4 & 11, 9:30-11:30am

Fall dates: Mon Oct 13, 20, 27, & Nov 3, 9:30-11:30am

We often think of conflict as being disruptive to community but in this four-session interactive learning community, faculty and staff will consider how conflict can provide an opportunity to *build* community. This program is part of a larger campus effort to strengthen campus capacity to productively interrupt, reduce and transform interpersonal conflict. Participants will build skills for navigating critical conversations with students and colleagues, including developing resilience, and prioritizing community and connection. Participants will engage in self-reflection, in-person and online group discussion, and hands-on activities. To ensure everyone has a foundation in key concepts and vocabulary, all participants will need to have completed the online course [\*\*Creating an Equity-Minded Campus Community\*\*](#) prior to the group's first meeting.

### **CIE + CTL Faculty Learning Community: Fostering Academic Success & Belonging for Young Men of Color**

Thu, Sep 11, 25, Oct 9, and 23. 12-1pm

*In-Person, Faculty Staff Club*

Calling all faculty who are interested in making improvements to their teaching while increasing their competency in supporting young men of color (YMOC): The Center for Teaching and Learning and the Center for Inclusive Excellence invite you to join colleagues from across SDSU for the Supporting YMOC Faculty Learning Community (FLC) with the goal of building a community of teaching allies across campus and sharing evidence-based instructional practices that improve success for all students.

Faculty participants will complete modules of the Fostering Academic Success & Belonging for Young Men of Color Canvas Course and participate in online discussions between four in-person lunches at the Faculty Staff Club, from 12-1 on Thursdays: 9/11, 9/25, 10/9, 10/23. Faculty who complete the Canvas course will be issued the YMOC Ally Teaching Badge.

The goal of the YMOC Ally Teaching Badge is for faculty (and others in a teaching capacity) to create classrooms where YMOC students can arrive as their authentic selves and bring with them their strengths and be supported in their learning of the course materials in ways that also support their health, wellbeing, and personal and

professional growth. This Canvas course and credential were co-created by CTL and CIE with a focus on evidence-based instructional practices that uplift and support the success of all students.

We recognize that not everyone is available at the same place and time. To be as flexible and inclusive as possible, faculty do not have to make any or all in-person meetings to join the FLC and earn the badge as long as they complete the Canvas course and participate in the weekly online discussions. Questions, please contact Lott Hill at [lhil2@sdsu.edu](mailto:lhil2@sdsu.edu)

### **[Leading Toward Liberation, Reading Circle](#)**

*Wednesdays, Oct 8, 15 & 22, 12-1pm*

Discover new ways of thinking about leadership, equity, and community in higher education. Join Dr. Emilio C. Ulloa, Professor of Psychology, Associate Chief Diversity Officer for MSI Affairs, and Lott Hill, Center for Inclusive Excellence Faculty Learning and Development Specialist, for a campus-wide book club featuring *Leading Toward Liberation: How to Build Cultures of Thriving in Higher Education* by Annmarie Caño.

In this engaging and practical work, Caño—drawing from her lived experience as a Latina, first-generation college student, clinical psychologist, and higher education leader—reimagines academic leadership as a practice grounded in liberation and equity. Through a lens of liberation psychology, she offers practical, actionable strategies for building inclusive cultures that allow every member of our community to thrive. This book club is an opportunity to: Engage with colleagues across campus in meaningful conversations about equity-minded leadership; Explore actionable ideas to strengthen your own professional practice and contribute to SDSU’s mission as an HSI and community-serving institution; Connect directly with the author during a special October event, including a book signing and dialogue with Annmarie Caño herself.

A copy of the book will be provided for the first 20 participants who sign up and can commit to attending. This offering is open to all faculty, staff, and administrators on campus.

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## Asynchronous Learning Options

Activities in this section require advance registration via CSULearn to receive access and final completion certificates within the CSULearn system.

*Upon registration, you will receive an email with a link to the module to complete at your own pace.*

### **[Creating an Equity-Minded Campus Community](#)**

At San Diego State, social justice and a sense of belonging for all members of our community are important institutional values, and we strive to integrate equity and inclusion in everything we do. Creating this kind of community requires a shared understanding among all faculty and staff of foundational vocabulary and concepts such as implicit bias, microaggressions, equity-mindedness and inclusive communication. This foundational course introduces these concepts to faculty and staff to support more informed conversations about inequities and social justice issues across the campus. It serves as a prerequisite for a number of other programs and is offered as an online self-paced workshop on Canvas. If you go straight through the content, it should take about 2-2.5 hours (120-180 min) to complete the 5 modules.

### **[Equity-Minded Faculty Hiring Workshop](#)**

In this workshop, participants will have the opportunity to learn about equity-minded hiring practices for faculty positions. The course will cover how to define “merit” and “fit” from an equity-minded perspective, how to write a job announcement, how to screen and interview candidates, how to organize a campus visit, and how to conclude the search process. The focus is on concrete tools and examples and participants will have the opportunity to tailor these tools to searches in their department/unit. Prior to signing-up for this seminar, participants should complete the CIE's foundational implicit bias course (*Creating an Equity-Minded Campus Community*). This workshop is for faculty.

### **[Equity-Minded Staff Hiring Workshop](#)**

In this self-paced workshop for staff, search committee chairs and hiring managers, participants will learn about equity-minded hiring practices for staff recruitment. The course covers how to define “merit” and “fit” from an equity-minded perspective, how to write a job announcement, how to conduct outreach, how to screen and interview candidates, all with equity-minded strategies. Prior to registering, participants should complete the CIE's foundational implicit bias course, [Creating an Equity-Minded Campus Community](#).

### **[Creating an Equity-Minded Campus Community](#) - For Students**

[Students can self-enroll](#) - Not in CSULearn

At San Diego State, social justice and a sense of belonging for all members of our community are important institutional values, and we strive to integrate equity and inclusion in everything we do. Creating this kind of community requires a shared understanding among all students, faculty, and staff of foundational vocabulary and concepts such as implicit bias, microaggressions, equity-mindedness and inclusive communication.

This foundational course was previously offered only to faculty and staff, and based on your feedback, we now have the student-facing version to share with your students! We hope this will provide the opportunity to support more informed conversations about inequities and social justice issues on your teams and across the campus. The content should take about 2-2.5 hours (120-180 min) to complete the 4 modules.

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