



Online Certificate in Social Innovation and Diversity Management

Proposal from the College of Extended Learning,
California State University, San Bernardino

2016

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California State University, San Bernardino

A handwritten signature in blue ink, appearing to read "T. Karmanova".

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Abstract

California State University, San Bernardino (CSUSB) is wholeheartedly dedicated to student success and to community service. CSUSB is seeking funding to establish a *Social Innovation and Diversity Management Certificate* (SIDM) program. CSUSB seeks to develop this program as a response to four critical needs. First, falling in line with the University's mission and dedication to student success and community service – this program will provide prospective students as well as active professionals in our region the opportunity to develop their cultural competency and sensitivity, and the ability to understand, navigate within highly diverse environments and to become future leaders in social innovation. Second, there is hardly any evidence needed to the fact that Southern California (and specifically the Inland Empire) is demographically highly diverse, hence the appropriateness of this proposal. Third, our research suggests that there is simultaneously an evident need to educate current and future regional leaders and a strong market demand for such a program (case in point being the recent events at University of Claremont¹ and University of Missouri²). Finally, our own research also suggests that currently there is a limited supply of the type of comprehensive education programs that CSUSB intends to develop. While there are several recognizable programs, most of them are located in the Northeast (Cornell and Georgetown), Central (University of Chicago, Toledo and Cleveland State) and the Southern (University of South Florida) regions of the United States. There are few such educational opportunities present in Southern California (e.g., San Diego State, UCSD) yet none of them specifically focuses on the needs of the Inland Empire. To the best of our knowledge there is currently no program that would be as extensive and cohesive as the one we envision CSUSB's becoming, and there is certainly no such program that would focus on the particularities of Southern California and the Inland Empire. Indeed, this unique program meets all six of the Commission's objectives and has the potential to become a state and national leader and a staple for future programs at other institutions.

¹ <http://www.latimes.com/local/lanow/la-me-ln-claremont-marches-20151112-story.html>

² <http://college.usatoday.com/2015/11/27/whats-next-university-of-missouri/>

Summary Background on Social Innovation and Diversity Management

Social innovation is a concept that has a long history but has only recently gained prominence in academia and in practice. Mulgan, et al. (2007) define social innovation as ‘innovative activities and services that are motivated by the goal of meeting a social need and that are predominantly developed and diffused through organizations whose primary purposes are social’ (p. 8)³. In the Inland Empire, high unemployment, low upward economic mobility and low high school graduation rates (compared to the rest of California) are but a few issues that can be addressed and improved through social innovation. The Center for Social Innovation states that it refers to “[A] novel and useful solution to a social need or problem, that is better than existing approaches (i.e., more effective, efficient, sustainable, or just) and for which the value created (benefits) accrues primarily to society as a whole rather than private individuals.”⁴ Social innovation collectively leverages the strengths of existing public, private and nonprofit organizations in an effort to address a societal issue of importance.

An exceptionally important component of social innovation is diversity. In this context, social innovators can assist school districts in implementing curricula that represents the diversity that exists in the community. Social innovation can also develop language training and housing programs to prevent segregation and conflict. There is no doubt that our country has undergone significant demographic changes (both in terms of age as well as in terms of ethnic and cultural composition). In many ways, these changes represent only the proverbial “tip of the iceberg” as the bulk of the demographic changes have yet to take place. The next 15-20 years are expected to significantly redefine the “face” of the United States, as it has traditionally been known. Metaphorically speaking, the United States might no longer have one face – it will have an undetermined number of faces. According to the Urban Institute⁵ while some areas might lose population (due to aging or economic migration) almost “every corner of the nation” will grow more diverse (please see Appendix A). By many accounts, it is expected that by 2050 there will no longer an ethnic majority in United States⁶. This is nowhere more obvious than Southern

³ http://eureka.sbs.ox.ac.uk/761/1/Social_Innovation.pdf

⁴ http://ssir.org/articles/entry/rediscovering_social_innovation

⁵ <http://www.urban.org/>

⁶ https://www.americanprogress.org/wp-content/uploads/issues/2011/10/pdf/progress_2050.pdf

California (and Inland Empire), where the terms “majority and minority” are being redefined on daily basis is by many accounts a “diversity laboratory.”

Another strength of social innovation is its ability to provide a mechanism for individuals to develop an improved sense of cultural competency. While as recent as three decades ago cultural competency⁷ and diversity management were not primary issues of concern for many organizations (public, private or nonprofit) – this is obviously no longer the case. Having culturally competent employees, managers and executives is a necessity for all organizations⁸. Cultural competent professionals are an asset to their respective organizations because they are more likely to have a deeper understanding and appreciation for those whom they serve thus creating a stronger relationship with the community. By developing a culturally competent work environment and one that emphasizes sensitivity and respect for diversity (ethnic and other forms of diversity) – organizations are able to become much more cohesive, with decreased levels of conflict and to a large extent more productive. In fact, on many occasions serious organizational failures have been attributed to the inability to adapt to demands of operating in culturally diverse environments⁹. To a certain extent, culturally competent organizations hold an advantage over those which struggle to create conducive environments for cultural competency^{10,11}.

Statement of Need (CSUSB’s Diversity and the Inland Empire)

According to California Economic Summit,¹² United States Census Bureau¹³ and University of Southern California¹⁴ - the Inland Empire (Riverside and San Bernardino counties) has a population of over 4 million. Close to a quarter of its population are immigrants, with 19% percent arriving in the last decade. The majority of immigrants (over 60%) are from Mexico. Of its total population, approximately 36% are White US-born, 31% are

⁷ Although there are numerous ways of defining cultural competence, it is typically defined as the ability of organizations and individuals operating within them, to embrace and apply knowledge about cultural diversity to organizational policies, workplace culture and behavioral expectation – in a manner that leads to an improved understandings, better interactions and increased productivity.

⁸ Norman-Major, K. A., & Gooden, S. T. (Eds.). (2012). *Cultural competency for public administrators*. New York: ME Sharpe.

⁹ Johnson, J. P., Lenartowicz, T., & Apud, S. (2006). Cross-cultural competence in international business: Toward a definition and a model. *Journal of International Business Studies*, 37(4), 525-543.

¹⁰ Kersiene, K., & Savaneviciene, A. (2015). The formation and management of organizational competence based on cross cultural perspective. *Engineering Economics*, 65(5).

¹¹ Rice, M. F. (Ed.). (2005). *Diversity and public administration*. New York, NY: ME Sharpe.

¹² <http://www.caeconomy.org/pages/next10-inland-empire>

¹³ <http://www.census.gov/>

¹⁴ http://dornsife.usc.edu/assets/sites/731/docs/INLANDEMPIRE_web.pdf

Latino/a US-born, 16% are Latino/a immigrants, 7% are Black US-born and approximately 6% are Asian/Pacific Islander (both US-born and immigrants). The remaining numbers are composed of numerous other ethnicities and immigrants. Over 1 in 7 residents live below the poverty line with over 1 in 9 being unemployed. What is even more critical, however, for the purposes of this proposal, on aggregate the education attainment levels for the population of the Inland Empire are notably lower than national averages and are among the lowest in California.

CSUSB professional and student population very much reflects the diversity present within the Inland Empire¹⁵. During the 2014-2015 academic year, CSUSB enrolled 18,952 students. A total of 11,685 (62%) of them were women. The average age for our students was 24 (under 18 – 3%, 18 through 21 – 47%, 22 through 24 – 25%, 25 through 29 - 13%, 30 through 39 – 7%, 40 and above - 5%). Over 85% of our students are from the Inland Empire.

Ethnic Breakdown of CSUSB’s Student Population, 2014-2015

Ethnicity	Total Number	Percentage of Total
Native American	34	0.18%
African American	1,247	6.58%
Hispanic	10,400	54.88%
Asian Only	1,089	5.75%
Native Hawaiian/Other PI	40	0.21%
White	3,236	17.07%
Two or More Races	486	2.56%
Unknown	1,059	5.59%
Non-Resident	1,361	7.18%
Totals	18,952	100.00%

Additionally, in many cases, other notable programs might be cost prohibitive for our student population (e.g., Stanford, USC). Second, the diversity of our region and the social challenges that it faces will only continue to grow¹⁶. There is an undisputable need to develop a flagship program that would anchor cultural competence, social innovation and diversity management education within the CSU system. We at CSUSB take a great deal of pride in serving some of the most underprivileged parts of the population in Southern California – and we believe we that in line with our mission and vision it is in many ways our responsibility to pave the way to cultural competence education in the region (San Bernardino, for instance, has been “declared” the second poorest city in

¹⁵ http://ir.csusb.edu/students/documents/NewStudentsDemogs_Fall2014.pdf

¹⁶ <http://graphics.latimes.com/san-bernardino/>

United States and the poorest and “most broken” city in California)¹⁷. It is also our “obligation” to be socially innovative. Third, based on our research, there is a pronounced demand for such education programs within the region. Most of what is available at the moment is either on ad hoc basis training, is cost prohibitive or fails to specifically focus on the Inland Empire. The only programs of similar caliber (not necessarily similar focus) are the ones offered by San Diego State University,¹⁸ Fresno State¹⁹, UC Irvine²⁰, CSU Los Angeles²¹ and UC San Diego²². **These programs, although excellent in their own right, do not focus on the needs of the Inland Empire and they only focus on diversity management and not social innovation.** It is within this context that the certificate program proposed here has a strategic advantage, hence “set-put” for success and sustainability. In comparison to similar programs, the SIDM certificate is not simply a research center or institute (as it is the case with many other programs) that does not focus on teaching but it would offer courses designed to enhance the educational and professional capabilities of perspective students. Finally, the bulk of public professionals currently operating within the two counties in the Inland Empire have either very limited formal education or have received their education at a time when cultural competence and social innovation were not necessarily prominent considerations within education programs. Such individuals, too, have a great deal to benefit from becoming more culturally competent, emotionally intelligent, socially innovative and from perfecting their skills of understanding and effectively operating in highly diverse environments. Additionally, public professionals, public agencies and public universities are likely to follow the lead of CSUSB in terms of placing a high level of value on cultural competence, social innovation and diversity management. In doing so, professionals and those whom they supervise, will become aware of the advantages a heightened understanding of cultural competence and diversity will have on their organizations.

Above all this proposal is a direct action resulting from the mission and vision of the CSU system, and CSUSB in particular, of being meaningful and responsible members of the communities that they serve and the state of California in general. CSUSB strives through teaching and research to become a leader and a responsible

¹⁷ <http://graphics.latimes.com/san-bernardino/>

¹⁸ <http://go.sdsu.edu/education/cultural-competence-certificate-students.aspx>

¹⁹ <http://www.fresnostate.edu/chhs/social-work/degrees-programs/certificates.html>

²⁰ <http://www.spps.socsci.uci.edu/undergrad/certificate.php>

²¹ http://ecatalog.calstatela.edu/preview_program.php?catoid=111&poid=4898&returnto=738

²² <http://blink.ucsd.edu/HR/training/programs/ccmp.html>

and responsive participant in the life of communities that it serves. The University strives to provide the environment within which cross-cultural growth and understandings can be effectively nurtured. To this end the certificate program proposed here goes far beyond providing mere employment opportunities for prospective students. It has the potential to become the foundation for nurturing an environment of acceptance and understanding which in the long run can lead to decreased conflicts, reduction in social issues, improved productivity and a more socially just region. CSUSB is also dedicated to working closely with its communities to find innovative and collaborative means for addressing the social challenges faced by our communities (in 2015, for instance, CSUSB has provided over 85,000 hours of community service)²³. One might even argue that this program “needs to happen” with or without support the CSU Commission on the Extended University. Although obviously, given the stringent budgetary conditions and lack of state funding, without the Commission’s support this is highly unlikely for this highly necessary program to become reality.

Program Description and Discussion

Entirely guided by our dedication to student success and to the communities that we serve and in an effort to create a more culturally competent and socially innovative Inland Empire, but also in order to meet California’s economic and workforce development needs as outlined in the CSU Commission on Extended University’s objectives, CSUSB is requesting funds to create a *Certificate in Social Innovation and Diversity Management*. The certificate both in terms of its underlying philosophy as well as in terms of its pragmatic scopes is fully aligned with the Commission’s strategic mission of Access to Excellence.

Program Description

The proposed certificate program will be structured around four highly rigorous, six-week, courses. The courses will be offered fully online. The courses will focus on the socially innovative, critical cultural competence and diversity management knowledge needed by all public, private and nonprofit employees (managers and executives in particular) – from standard legal practices to in-depth analysis of emotional burdens, social justice

²³ <http://cup.csusb.edu/>

and organizational psychosis. Each course will be worth four units and with the successful completion of the 16 units – each student will receive a *Certificate of Social Innovation and Diversity Management*.

The classes are as follows:

- Management of Social Innovation and Inclusion Advocacy
- Managing Diversity, Cultural Competency and Emotional Intelligence
- Social Innovation Law & Policy: Process, Legal Aspects and Ethics
- Financing Innovation: Funding, Financial Sustainability and Management

Strategic Advantages and Viability of the Proposed Program

The proposed certificate program has a number of unique features and strategic advantages that make it extremely viable and would allow it reach sustainability levels as soon as one academic cycle.

- This would represent the only certificate of its kind in the entire Inland Empire and CSU system. In fact this certificate would be rather unique even when compared to most other similar program present in Southern California (on par, but much more affordable than the ones offered at USC and Stanford).
- CSUSB would be only one of a handful universities that would be actively addressing this market and need. In this sense, it will be strategically placed to nurture state and national recognition in the field. It certainly is well “placed” to become the “destination” for cultural competence, social innovation and diversity management education in the Inland Empire.
- CSUSB, and specifically the Public Administration Department (PAD) through the Research Institute for Public Management and Governance (RIPMG), possess the expertise necessary to design a strong and practice-oriented curricula (e.g., existent PA 619 Diversity and Public Organizations course). This would reduce to a minimum the pressure for resources.
- This program will leverage expertise and collaborative relationships with the College of Arts and Letters and College of Social and Behavioral Sciences.
- The entire program is online based. This would allow us to exploit the economies of scale within this operational setup, hence, minimizing the structural demands imposed on our campus and on the system.
- According to our estimations the program will have relatively low operational costs, which would allow it to become self-sustainable much faster than it would be necessary for traditional face-to-face programs.
- In recent years, the CSUSB’s College of Extended Learning (CEL), in its pursuit of meeting the needs of our students and working adults, has successfully launched a number of online learning programs. The college has become widely known for its expertise, high standards, rates of success and ability to harness effective collaboration and use of resources.
- This program would be very affordable and would provide an extremely attractive avenue for personal and life-long learning opportunities. It would allow students that otherwise might not be able to afford (time wise or financially) to complete a Master’s program to still have access to graduate-level education (hence improving their employability with a minimum expense). It would also provide the cutting edge education on par with private universities, but at very affordable prices.

- This program will also be extremely attractive and needed for managers and executives operating in the region. It will provide them with a perfect opportunity to hone their skills and progress in their careers. Above all this program will provide them with the opportunity to become better and more innovative managers.
- Based upon our professional associations and networks, we are positioned to recruit highly qualified instructors from around the world.

Targeted Population

The program's primary targeted population consists of the residents of Inland Empire and Southern California. Although recruitment efforts will focus on individuals in the region, the program will be open to all California residents, to individuals nationwide and to international interest . The program will focus on working professionals, recent graduates with undergraduate degrees and recent graduates from graduate programs. A significant focus will be placed on current working professionals in the field who might lack formal training in this area. The latter often precludes them from advancing in their organizations and this program would provide an extremely welcomed and convenient avenue for knowledge improvement and to receive a formal confirmation of their experiences.

Objectives, Goals and Mission

Taken together this program fully reflects CSU's strategic plan – *Access to Excellence*. Its primary mission is breaking down access barriers and providing our constituents with access to excellent education, which would allow them to fulfill their dreams and achieve success. Furthermore, in line with the Commission's objectives of *Creating Tomorrow's Future: A New Framework for Action*, the program is achieving/targets the following direct and overarching objectives:

- Meet California's economic and workforce development needs (in particular Inland Empire).
- Increase access to educational opportunities by serving broader constituencies (in particular Inland Empire).
- Develop alternative instructional delivery systems.
- Creatively develop new programs.
- Provide personal and lifelong learning opportunities.
- Support international education experiences.

Implementation Plan

Dr. Marc Fudge and Dr. Alexandru V. Roman will serve as the co-coordinators for this program. They will collaborate closely with the CEL in matters such as designing and developing course materials, recruiting qualified faculty, branding and marketing the program, program delivery, and evaluation and assessment. Both scholars are nationally recognized and are highly respected for their scholarship as well as innovative approaches to pedagogy. Most importantly, however, Dr. Roman is highly experienced in establishing and operating programs similar to the one proposed here. In fact, he has already operated within/developed two similar (by model) programs – one at Florida Atlantic University and one at CSUSB as recently as this past academic year. Dr. Fudge and Dr. Roman will seek to cooperate with scholars from UCI, CSULA, CSUSD, UCSD, USC, Stanford and CSUF to develop a practice-oriented curricula. They will also work in close partnership with local leaders to guarantee that the instructional material covers the needs and skill necessary to be successful on the job, is strategically focused to meet the needs of Inland Empire (and California in general) and that the program becomes a benchmark for procurement education. The following timetable has been established for this one-year project:

Period	Objective	Outputs/Outcomes
Summer 2016	Curricula Design and Development	course modules and text, audio and video materials
Fall 2016	Instructor Recruitment	database of qualified instructors
Fall 2016	Program Promotion and Recruitment	promote program and recruit students
Fall 2016	Branding and Marketing	recruitment materials and events
Winter 2017	Program Launch	student registration and course commencement
Summer 2017	Program Assessment/Closing the Loop	program assessment and improvement
Fall 2017	Program Dissemination	dissemination of the program model and results

Project Impact

The beneficial impacts from the Social Innovation and Diversity Management Certificate are manifold. Students will be provided with a creative, state-of-the-art digital learning environment, which will contribute to their professional development and achievement of life-long learning. This would significantly increase their marketability since with the completion of the certificate they would possess a set of skills and understandings that only a very limited percentage of the population have. These students will certainly become part of the next

generation of well trained, highly ethical and professional and most importantly **socially innovative** managers and leaders.

From the university's point of view, this program will strategically place CSUSB, CEL and PAD at the forefront of cultural competence, social innovation and diversity management education. The university has the opportunity to become a leader in cultural competency, social innovation and diversity education in the Inland Empire region of California and perhaps nationwide. As an institution, we are already doing a marvelous job and there is little stopping us from becoming a leader in the nation in social innovation and diversity management. By acting now, the university demonstrates a meticulous dedication to the population that it serves, but also a clear vision for the educational needs of the region and the state at large (strategic and proactive planning). Furthermore, from a marketing perspective, the program will hold an undisputed advantage by being one-a-kind in the Inland Empire and being accessibly priced. This is indeed a tremendous opportunity for CSUSB, as a Hispanic-serving institution, to make a meaningful and immediate contribution to the region and in addressing the future workforce needs of California.

Above all, this program has the potential to significantly reshape the work environment of many local organizations. In this sense, through outreach and education and educating their workforce, this program has the potential to transform/guide many Californian organizations in their efforts to design and maintain culturally competent work environments. One would have to admit that in the long-run this potential impact might be even more significant than creating workforce opportunities for our students. In this case – much more is at stake and we cannot afford remaining inactive.

Dissemination Plan

This certainly is not just a CSUSB project. This is very much a CSU wide project. The marketing plan, design, curricula and materials will be made available to any institution nationwide, which would like to replicate our model. Dr. Fudge and Dr. Roman will also make themselves available pro bono to consult any other CSU that might wish to adopt the program and learn from the program's successes. Dr. Fudge and Dr. Roman will also disseminate the model through professional networks and by participating and presenting at national conferences.

Evaluation Plan

The project outcomes will be evaluated via a number of quantitative and qualitative criteria. First, the program will develop a pre-and-post-certificate assessment instrument, which will assess student learning. Second, the program coordinators will track the rate of employment for the program’s graduates (and compare to those of non-graduates). Third, the program will develop a survey instrument that will be employed from collecting data from employees of program’s graduates. Finally, each course within the program will develop clear quantifiable learning assessments and performance on those assessments will be evaluate on the background of exiting “best practices” and results from other programs.

Budget

Item	CEU Grant Funding Request	Local Funds (Source A)	Other Funds (Source B)	Other Funds (Source B)	Totals
Instructional Staff					
Co-Coordinator Stipends	\$16,000	\$4,000			\$20,000
Services					
Course Design & Development	\$14,000	\$6,000			\$20,000
Print Marketing	\$7,000	\$3,000			\$10,000
Online Marketing	\$13,000	\$10,000			\$23,000
Totals	\$50,000	\$23,000			\$73,000

Budget Narrative

The proposed budget for the creation of the Social Innovation and Diversity Management Certificate is \$73,000. The proposal requests a total of \$50,000 from the CSU Commission. CEL and CBPA will contribute \$23,000 (which represents 31.5% of the necessary funds). Separate \$20,000 is allocated for stipends for the program coordinators Dr. Fudge and Dr. Roman. As part of their duties, the co-coordinators are expected, among others to actively promote the program (e.g., through professional networks, conference presentation, assessment research, outreach activities, promotional visits, recruitment presentations), to continuously update the curricula and to undertake all efforts to ensure that this becomes a national recognized and accredited program (including receiving available accreditations). Another \$20,000 (\$5,000 per course) will be allocated for designing and

developing the course curricula and materials. Finally, \$33,000 is budgeted for promotional and recruiting materials.

Financial Sustainability

According to our estimates the costs to maintain the program beyond the initial funding are minimal. The program, as currently envisioned, is built to become self-sustainable with enrollments as low as 10 students. This is a realistic target for our second year of existence and we will seek to ensure that we reach it by developing strong collaborative (marketing) relationships with local agencies, municipalities as well as colleges across the university (e.g., College of Business and Public Administration, College of Social and Behavioral Sciences and College of Arts and Letters). We estimate that by the fourth year of its existence the program will be able to boost its enrollments to a respectable level of 50-60 students per year. The low cost of operation gives the program a powerful strategic advantage when compared to other similar programs across the country and it is not excluded that the program could become the premier certificate program in the region and perhaps nationally.

Appendix A. Trends in Demographic Diversity²⁴

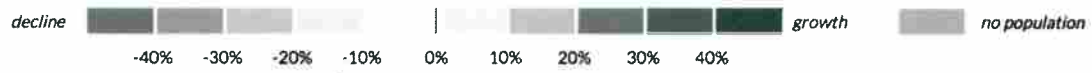


Figure 1. Projected Hispanic population change, 2010-2030

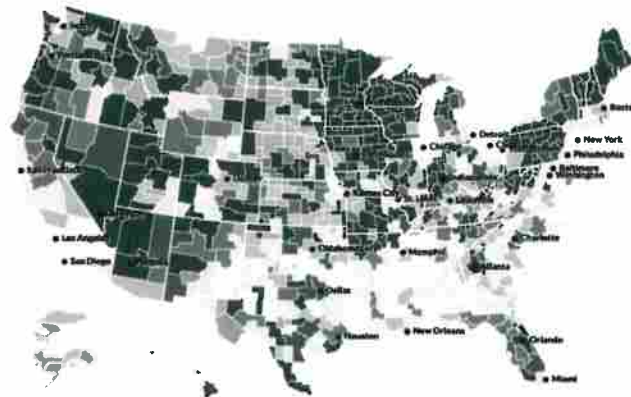


Figure 2. Projected Black population change, 2010-2030



Figure 3. Projected White population change, 2010-2030

²⁴ <http://datatools.urban.org/features/mapping-americas-futures/#map>



College of Business and Public Administration
Department of Management

Letter of support for the creation of a Certificate in Social Innovation and Diversity Management (SIDM)
at CSU San Bernardino

Dear Award Committee Members,

I would like to provide my support for the SIDM Program. Given our continued shifting demographics, in terms of students, staff, faculty, and communities; a program that helps to address how best to minimize conflicts and maximize communication is a well-timed endeavor. In fact the program may have even broader appeal as a potential component of our current Human Resource training for faculty and staff at the college, as well as potential opportunities for our community and students.

In terms of our Institutional Learning Outcomes, the certificate specifically addresses breadth and depth of knowledge, ways of reasoning and inquiry, creativity and innovation, integrated learning, engagement in the community, and of course diversity and inclusion. It also covers our college learning goals of specialized knowledge, ethical reasoning, problem solving, and global context. Finally, the proposal helps to meet our strategic objectives of teaching and learning as well as community engagement.

Given the innovative approach, potential impact, and community impact, I support the SIDM proposal. Please feel free to contact me if you need any additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read "Craig Seal".

Craig Seal, PhD

Professor of Management and Assistant Dean

Jack H. Brown Hall • 909.537.5731 • fax: 909.537.7177

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

January 23, 2016

Dear Dr. Fudge,

It is with great pleasure that I write a letter in support of your Online Certificate in Social Innovation and Diversity Management (SIDM) for the Department of Public Administration at California State University, San Bernardino. The program designed by you and your colleagues is very timely and can really set the stage for innovation in the Inland Empire region of Southern California and beyond.

SIDM has a very exciting and advanced curriculum designed to give students the fundamental knowledge, skills, and abilities to navigate organizational objectives and public desires. This program can help train students to cooperate, collaborate, and respond effectively to the needs of all constituents, particularly as instruction focuses on advocacy, developing cultural competence, and promoting social innovation. As an online program, SIDM is appealing to an audience outside of Southern California, thus bringing welcomed exposure to California State University – San Bernardino, the Department of Public Administration, and the excellent faculty that represents this program.

As a social justice researcher, it is wonderful to see a program take proactive steps to engage students, employers, practitioners, and the broader Southern California region to promote diversity management in the workplace. For some time now, diversity and inclusion have become buzzwords that are often talked about in the abstract. However, this program has the potential to help practitioners develop the knowledge base to take these issues beyond a superficial acknowledgement, toward more substantive outcomes.

It is with great pleasure that I support the development of the Online Certificate in Social Innovation and Diversity Management. If you have any further questions or concerns, do not hesitate to contact me at brandi.blessett@rutgers.edu or 313-575-8433.

Sincerely,



Brandi Blessett
Assistant Professor



December 3, 2015

Letter of Support for the Creation of a Certificate in Social Innovation and Diversity
Management at CSU San Bernardino

Dear Award Committee Members:

I am writing this letter to extend my full support for the Social Innovation and Diversity Management Certificate at CSU San Bernardino. As a pedagogue, scholar and civically responsible citizen I find that there is a significant need for this educational program to become a reality. I also highly commend the efforts of Dr. Fudge and Dr. Roman in terms of taking the initiative and undertaking concrete steps to promote social innovation and diversity management within the CSU system and California. As California and U.S. continue to grow in terms of demographic and social diversity, so will the need to provide adequate opportunities for accessible education for our students and communities in terms of social innovation and diversity management.

I believe that there are three main reasons why the award committee should seriously consider funding this proposal. First, the recent events on the campuses of Claremont and Missouri universities have made it clear that while there has been a great deal of progress in the area of diversity management, there is still much left to be done. Achieving change is only part of the efforts, sustaining past progress at times can be just as difficult (perhaps even more challenging). Second, this would be a unique program within the CSU system. To the best of my knowledge, there are no other such programs. I am aware of a few programs that attend to cultural competence and inclusion policies, but no program is bringing together social innovation and cultural competence education in the manner in CSU San Bernardino envisions to do. Their proposed curricula and vision for the program is highly creative and quite unique. Finally, I believe that this certificate program falls in line with the CSU's Commission on the Extended University vision, mission and strategic goals of offering "access to excellence" (both in terms of personal and professional growth). This program is exactly what our system needs in terms of serving our students and nurturing future civically responsible, cultural competent and emotionally intelligent citizens. This program truly is so much more than just "another certificate." In fact, this program is a "the embodiment" of what the Commission sets to achieve by its mandate.

While, there are many other reasons for which I find that this is a highly needed program and for which I very strongly support this proposal, I don't think that it is entirely necessary for me to enumerate all of them. I believe that it is obvious that this a distinctive, extremely valuable and highly necessary program.

I would be more than happy to further discuss my support and rationale with the committee, should the committee deem that necessary. Please, feel free to contact me or my office at any time.

Sincerely,

A handwritten signature consisting of several overlapping, loopy lines in black ink.

S. Nicole Diggs PhD, MPA
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