Working Toward Inclusion Every Day

Jennifer Teramoto Pedrotti, Ph.D.
Associate Dean for Diversity and Curriculum
CLA Vision

**Numbers**
- Recruitment of more diversity
- Better representation / draw for new students

**Climate**
- Ability to retain diversity
- Respectful environment that values differences

Must work on both in order to succeed
Everyone having a seat and a voice at the table
Accessible seats for all
GOALS for CLA

• Work to attract, retain, cultivate, and nurture individuals who are invested in cultural competence across disciplines; seeing value in differences

• Provide more explicit institutionalized value for a variety of diversity-related efforts and knowledge; all hands on deck but not all doing the same thing

• Offer more college-supported opportunities for diversity-related education, training, experiences, and recognition
Recruitment and Retention: Faculty Diversity Cluster Hire

• “Cal Poly strongly values diversity and inclusion, especially in the classroom and among its areas of study. This position is part of a university-wide cluster of searches designed to increase curricular coverage of areas related to diversity and inclusion, as well as to promote inclusive teaching strategies across the university. Successful candidates will be expected to contribute to the university’s goals in these areas. The other searches are for positions in the following departments across campus: ___, ___, ____...”

• Retention Efforts with this Cohort:
  • Reception, Informal mentoring from others in the diversity community, meeting with Assoc. Dean re: service and interdisciplinary research opportunities
Recruitment and Retention: Faculty Hiring Practices

• Offering extra Implicit Bias training for all search committees
• Consultation with Assoc. Dean on hiring process (including meeting with candidates) or review of statements if desired
• Requiring *Statements of Diversity and Inclusion* for all new hires
Recruitment and Retention: Faculty

- Creation of a Diversity Community in the college
- Updated page in progress: Diversity tab
  - Links to campus resources
  - Coming soon: syllabus resources, links to CTLT resources, etc.
Recruitment and Retention: Students

- Development of the Underrepresented Students Network (Student Diversity Committee)
  - Offers opportunity to be paired with a peer mentor OR to become a peer mentor
  - Starting in fall with training and creation of a community – professional development opportunities, links with faculty committee
Recruitment and Retention: Students

• All of our departments sent representatives to PolyCultural Weekend
• Hiring of a Multicultural Advisor: Alejandra Cebreros
  • Needs assessment re: advisors’ needs surrounding inclusive advising
  • Developing training / presentations
Recruitment and Retention: Students

- Multicultural Program for Student Engagement and Inclusion (Penny and Alejandra)
  - Work with underserved populations, including first-generation students, to deliver targeted resources
  - Develop community and networking opportunities
Training and Education: Faculty

- Diversity & Inclusion Resource Modules
- Books to all new hires
  - Book circles via CTLT (Winter, Spring)
- Diversity Resources Roundtables
- Highest participation in CTLT trainings on accessibility, TIDE, etc.
- Consultation on difficult situations in classroom and beyond
Training and Education: Students Enhancing Education through Dialogue (SEED)

- Peer-to-Peer education and dialoguing (90 min presentations)
- All trained via the Intergroup Dialogues 10-week training
- Developing presentations on a variety of topics:
  - Cultural Appropriation
  - Microaggressions
  - Diversity History 101: At Cal Poly and Beyond
  - Diversity 101: Terms and Definitions
- Fall: Will start soliciting sign-ups from student organizations
Training and Education: Students

Intergroup Dialogues

• Sixth year this year
• Goal:
  • Learn to hear others’ perspectives
  • Chance to share own perspective
  • Ability to dialogue about differences
Recognition: CLA Diversity Award

This award recognizes a CLA faculty member who has demonstrated outstanding effort toward furthering the college’s commitment to diversity and inclusivity in teaching, research, and/or service.

• 2018: Don Ryujin

• 2017: Denise Isom
University Recognition: President’s Diversity Awards

The President’s Diversity Awards celebrates members of the Cal Poly community who have exhibited a commitment to diversity. The awards are an opportunity to recognize individual members from the faculty, staff, and student communities as well as contributions from a recognized student organization and university group.

- **CLA 2018 Award Recipients**: Leilani Hemmings (ES; Student), Jennifer Teramoto Pedrotti (CLA; Staff), Doug Epperson (CLA; Legacy Award)
- **CLA 2018 Finalists**: Jose Lozano (PSY/ES; Student), Elizabeth Lamoree (ES; Faculty), Roberta Wolfson/Grace Yeh (ENGL/ES; Faculty),
- **CLA 2018 Nominees**: Hanna Trejo/Jennifer Panganiban (GrC; Students), Kristen Tran (PSY/ES; Student), Lisa Kawamura (COMS; Faculty), Kate Martin (ES; Faculty), Leola MacMillan (ES; Faculty)
Recognition/Climate: Students Positive Flyer Contest

- Cash Prize
Institutional / Policy Changes

College of Liberal Arts Diversity Statement

The College of Liberal Arts (CLA) sees diversity as central to its mission and is committed to fostering an inclusive environment within the college and university. The CLA, home to the foundational disciplines forming the scholarly bases for cultural awareness, knowledge, and skills, is a logical leader in the university with regard to diversity and inclusion.

We expect our classrooms and our work environments to be places of respectful engagement and informed debate that maintain human dignity.

We value our diversity of complex and intersecting identities, while striving to maintain an environment that is socially just, equitable, respectful and inclusive.

We acknowledge that differing perspectives, which arise from our own individual and group experiences and our social positioning, are central to the development of thoughtful and critical thinkers, scholars, and change agents.

• Creation of the Faculty Diversity Committee
• Creation of the Student Diversity Committee
Institutional / Policy Changes

• Developing a “Best Practices for RPT” that incorporates ways to showcase inclusive teaching, etc.

• Curriculum:
  • New course form asks proposer to consider DLOs
  • Many courses with diversity topics submitted and approved
New Course Proposals

* = First year faculty; ** = Cluster Hire

- ART 375: Intersectional Feminist Art Histories
- ENGL 348: Asian American Literature**
- ENGL 373: Topics on Gender Representations in Film
- ES 301: Latina/o Literature of the U.S.
- ES 302: Chicana/o Literature
- ES 303: Latina/o Poetry and Politics
- ES 311: Beyoncé: Race, Film, and Politics
- ES 324: Chicana/o Film
- HIST 313: Modern Middle East**
- HIST 511: Graduate Seminar in Middle Eastern History
- PHIL 361: Indian Philosophy
- PHIL 362: Chinese and East Asian Philosophy
- SOC 321: Migration*
- SOC 343: Contemporary Societies of the Developing World*
- SOC 423: Gender and Work**
- WGS 305: Feminist Methodologies
- WGS 455: Queer Theory**
### Departmental Efforts

<table>
<thead>
<tr>
<th>Recruit/Retain</th>
<th>Training/Education</th>
<th>Institutional/Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in field trips to campus</td>
<td>Offering annual diversity training at retreat</td>
<td>Creation of Diversity Committees (8 depts have these at present)</td>
</tr>
<tr>
<td>Creation of a departmental diversity statement or a link to the college diversity statement on webpage</td>
<td>Developing own reading groups, book circles, etc.</td>
<td>Adding a Diversity Support Course or a specific course focused on diversity to major requirements</td>
</tr>
<tr>
<td>Use of diversity and inclusion statements on syllabi</td>
<td>Completing UndocuAlly training, etc. together</td>
<td>First Generation Internal Transfer Policy</td>
</tr>
<tr>
<td>Advertising of diversity related efforts at university level</td>
<td>Teach In / Teach On – highest level of participation</td>
<td>Participating in University Efforts (TIDE, BEACoN Mentors, LSAMP, OUDI reps, etc.)</td>
</tr>
</tbody>
</table>
BEACoN Research Mentors

- Sara Lopus (SOC): Longitudinal work on the Azore Population*
- Kelly Bennion (PSY): Sleep and Memory Enhancement
- Jay Bettergarcia (PSY): Mental Health Access to LGBTQ+**
- Amber Williams (PSY): Parent/Child Attitudes to Interethnic Friendships**
- Jenell Navarro (ES): “Don’t Believe the Hype: The Radical Elements of Hip Hop”
- Jose Navarro (ES): History and Politics of Major Hollywood Chicano Gang Films

*=First year  **=Cluster Hire
# BEACoN Mentors

<table>
<thead>
<tr>
<th>Debra Valencia-Laver (CLA)</th>
<th>Jennifer Teramoto Pedrotti (CLA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Ward (COMS)</td>
<td>Denise Isom (ES)</td>
</tr>
<tr>
<td>Grace Yeh (ES)</td>
<td>Thomas Trice (HIST)</td>
</tr>
<tr>
<td>Laura Cacciamani (PSY)</td>
<td>Julie Garcia (PSY)</td>
</tr>
<tr>
<td>Stacey Rucas (SOC)</td>
<td>Jane Lehr (WGS)</td>
</tr>
</tbody>
</table>
Our University Presence:
**CLA is the Leader in Diversity and Inclusion**

- All faculty position announcements across the university must require Statements of Diversity statements
- University Wide Cluster hire in Diversity and Inclusion (funded by Chancellor’s office)
- All Deans are planning to purchase “The Culturally Inclusive Educator” this year for all new hires
Our University Presence

• Representation on OUDI’s Strategy Group meetings
  • CURRICULUM: Denise Isom and I (Co-chairs); Members include Carrie Langner (PSY), Jay Bettergarcia (PSY), Rachel Fernflores (PHIL), Alejandra Cebreros (CLA), Elizabeth Adan (ART/WGS)
  • CLIMATE: Jane Lehr (WGS/ES)
  • RECRUIT/RETAIN: Debra Valencia-Laver (CLA), Joan Meyers (SOCS), Julie Garcia (PSY), Penny Bennett (CLA)
  • OUDI Faculty Associates: Denise Isom (ES), Julie Garcia (PSY), Grace Yeh (ES)
What’s next

• Teach In / Teach On will become CLA’s responsibility next year
• More broad incorporation of staff in opportunities for training and resources
• Possible creation of a “First Year Experience” for faculty hires re: diversity and inclusion
• Future cluster hires – every 2-3 years in conjunction with university if possible
• Work to better integrate the Diversity Learning Objectives into our program and course objectives
• Development of a White Allies Working Group
Questions?

Thanks for all your hard work this year!

• Working Toward Inclusion Every Day