



CAL POLY
College of Architecture
& Environmental Design

DIVERSITY PLAN

REVISED JUNE 2023



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DIVERSITY MISSION STATEMENT

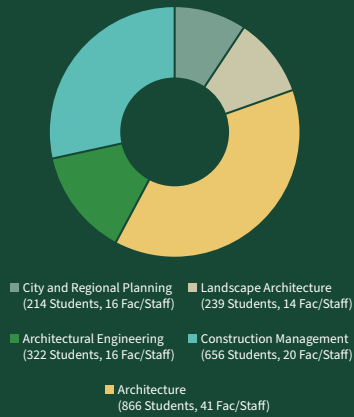
The College of Architecture and Environmental Design prepares leaders of the built environment to value social and environmental justice as our professional responsibility.

We will accomplish this by:

- Promoting disciplinary cultures that support an interdisciplinary focus on diversity, equity and inclusion.
- Creating an inclusive and equitable community for students, staff and faculty to succeed personally, academically and professionally.
- Developing an equitable curriculum that enables students and faculty to thrive in an active learning environment.
- Ensuring that faculty, staff and students continue to learn and develop the skills needed to serve underrepresented groups and communities.
- Connecting students from underrepresented groups with faculty advisors, alumni and industry mentors to help them succeed.



CAED Population by Department
(Students, Faculty and Staff)

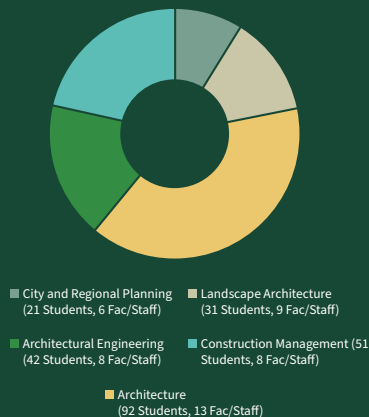


The graph above shows the total CAED population in fall 2020 including students, faculty and staff.

The graph below shows the number of students, faculty and staff by department who responded to the diversity survey.

The similarity of the graphs indicate a fairly equal distribution of responses across the college by department.

Survey Participation by Department
(Students, Faculty and Staff)



CAED DIVERSITY PLAN

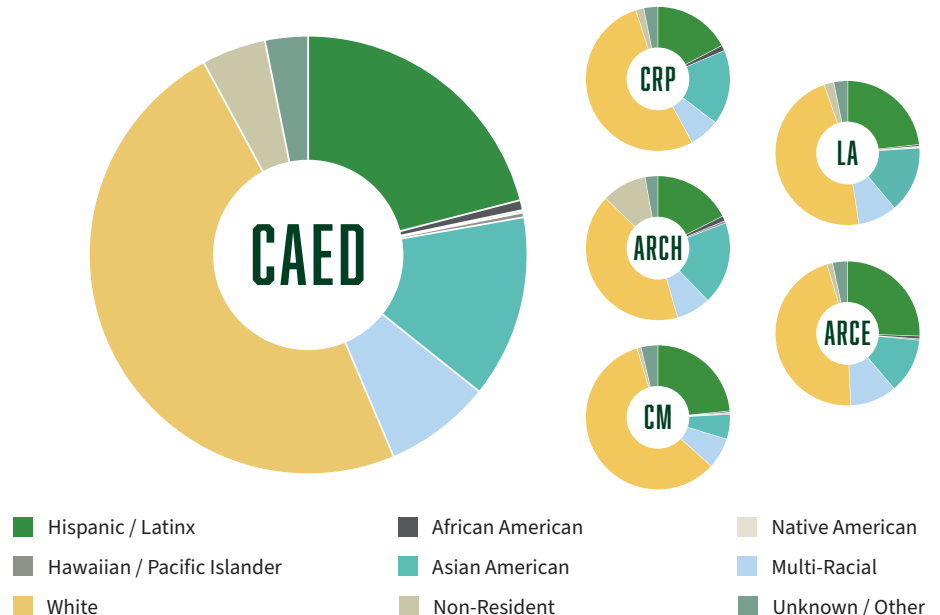
The CAED Diversity Plan will guide our action plan to support and foster an inclusive and equitable culture; will enable us to recruit and retain a diverse community of students, faculty and staff; and is aligned with our collective disciplines and engaged in our curricula. With the completion of the Cal Poly Experience (CPX) survey in fall 2019, Cal Poly's Office of University Diversity and Inclusion requested action plans from units across the university, including each college. In winter 2020, the initial draft CAED action plan was developed by the CAED Faculty Staff Diversity, Equity and Inclusion (FSDEI) committee with a close review of the Student Diversity Equity and Inclusion (SDEI) action lists from spring 2018 and 2019. Collective action planning workshops for spring were postponed to focus on the pivot to remote teaching and learning due to COVID-19.

In fall 2020, this draft action plan was opened for review by the CAED community and included a survey and seven listening sessions. Those sessions included an introductory breakout session during Fall Conference; two listening sessions open to all CAED faculty, staff and students; two student-focused listening sessions led by the SDEI committee; a focused listening session with staff; and a session with the Dean's Leadership Council. The survey received 285 responses with quantitative data that helped to identify priorities and open-ended qualitative responses with each response coded and reviewed by the FSDEI. With large influence from the listening sessions and open-ended survey responses, the FSDEI met weekly during fall 2020 to develop the draft action plan to a more comprehensive Diversity Plan for the CAED, beginning with a CAED Diversity Mission Statement, and is organized around three primary goals:

- **Developing an inclusive and equitable culture.**
- **Recruiting and retaining a diverse community of faculty, staff and students.**
- **Engaging diversity, equity and inclusion across each department and curricula.**

Following each goal, the action plan is structured with specific objectives to fulfill these goals, with specific actions outlined to achieve these objectives.

CAED UNDERGRADUATE STUDENT POPULATION FALL 2020



The graphs above represent the total undergraduate student population in fall 2020. These will be used as our baseline to assess our efforts to increase the diversity of our student population guided by the recruit and retain goal in this action plan.

Source: Cal Poly Institutional Research



“ I know that our college can do better, and that we should be at the forefront of these issues on campus.

STUDENT

“ Alignment among DEI goals at different levels is extremely important — we need to make it clear that the university is committed at all levels.

FACULTY

“ Advertising the current state of DEI on each of these levels and keeping staff/faculty/students updated on programs/initiatives. Keeping students in the loop will assist in seeing what aspects of these initiatives need more attention — we are SO willing to help, but we need to know how and where to help.

STUDENT

INCLUSIVE CULTURE

Foster an inclusive and equitable learning environment that values diversity, equity and inclusion in each department and through the intersections of our collective disciplines.

Promote Discourse: establish safe spaces for panels, debates and organized discussion to bring together a range of individual perspectives by:

- Providing funding and support to host speakers on the built environment.
- Developing training and workshops to help staff and faculty better integrate DEI into the curriculum, classroom and everyday interactions.
- Creating a conduit for anonymous climate feedback to monitor and respond to student, staff and faculty concerns.

Share Knowledge: create programs and infrastructure for knowledge sharing, mentorship and resources for success by:

- Compiling and distributing resources for student academic success across university and campus organizations and co-curricular activities, and providing financial, health and well-being support.
- Supporting student agency by mentoring student leaders and through the active participation from faculty, staff and administration in their activities.
- Reporting annually on the diversity action plan including demographic updates of the student body, and the impact of these initiatives on first-generation students, students from underrepresented groups and students with financial need.

Support and Recognize Scholarship and Service: encourage students, faculty and staff to engage in service and scholarship that develops diversity, equity and inclusion in the CAED by:

- Funding scholarship in DEI through annual teacher-scholar grants.
- Recognizing service and scholarship by students and faculty.
- Creating venues for faculty, staff and students to share their experience.

Reinforce Mutual Respect: emphasize the role of allyship and advocacy from all faculty, staff and students by engaging all members of the CAED in:

- Making visible a culture of respect by attendance at DEI events and activities.
- Respecting the value of all faculty, including non-tenured faculty, and staff in developing an inclusive learning environment by including them in decision making.
- Acknowledging the contributions of diverse planners, designers, engineers and builders to underscore that all students are valued and their histories celebrated.
- Making an explicit commitment to implement accessibility and inclusive design practices in teaching and learning projects we undertake, and in projects to improve our college facilities.





“ Bringing in more diversity to the college, both faculty and students, will lead to more momentum on other DEI initiatives, so it should be our first and most important step.

FACULTY

“ Strategies that address graduation rate gaps will help all struggling students. Additionally these strategies will guide future programs to support disadvantaged students.

FACULTY

“ I think a good deal of effort can consequentially be made in having a more diverse teaching faculty. It isn't always the case that an environment is unwelcoming, just that it can be difficult time to feel a part of the environment. Having a more diverse staff I'd say would be crucial in this area.

STUDENT

RECRUIT AND RETAIN

Build a diverse community of students, faculty and staff while providing support for their success.

Increase Role Models and Thought Leaders: approach each hire as an opportunity to develop the diversity of faculty and staff by:

- Highlighting as preferred qualifications in position descriptions and advertisements how every new position can advance DEI in the department and college levels.
- Requiring a DEI statement in each application package and including a significant DEI component in the interview process.
- Encouraging faculty undergoing evaluation to address DEI in the Retention, Promotion and Tenure (RPT) review process.
- Encouraging staff to report on their diversity, equity and inclusion contributions in their annual reviews.
- Conducting a demographic study of current faculty and staff as a baseline to measure our success in developing a diverse community of faculty and staff.
- Team up with other colleges to join in with DEI-focused cluster hire efforts as is feasible.

Make the CAED Visible and Accessible to Aspiring Students: focus recruitment on students from underserved populations by:

- Partnering with organizations such as the ACE Mentor Program of America (ACE) and the National Organization of Minority Architecture Students (NOMAS) that have K-12 outreach programs focused in LA metro, Bay Area and Central Valley.
- Collaborating with Cal Poly admissions to identify recruitment strategies with partner high schools.
- Advancing scholarship opportunities, such as Cal Poly Scholars, to provide financial support and a sense of belonging to students in need.
- Communicating scholarship opportunities clearly to prospective students.

Create Transfer Pathways: strengthen and reinforce relationships with community colleges with greater demographic diversity to further support transfer pathways for underrepresented students into the CAED by:

- Developing partnerships with community colleges in LA metro, Bay Area and Central Valley to clarify transfer pathways through curriculum alignment.
- Reviewing and refining articulation agreements.
- Creating and communicating transfer flowcharts for each major.
- Developing financial support strategies for incoming transfer students.





“ Transfer students are demographically diverse but yet recruitment is not happening in Los Angeles Community College District, which include nine colleges that don't have any type of course articulation. It is a great flaw in recruitment when inner city students don't have a chance to transfer in.

STUDENT

“ I think that relationships with the K-12 community would be significant, although seeing the results of this work could take many years. It's worth the wait though if it improves the diversity of our applicant pool and shows young students that CAED professions are available to them.

FACULTY



RECRUIT AND RETAIN

Build a diverse community of students, faculty and staff while providing support for their success.

Support Underrepresented Populations: create a Multicultural Advising Program to support unique challenges of our underrepresented student population by:

- Providing quarterly events and programming to create a sense of belonging and support network for underserved populations in CAED.
- Developing strategies for advising, mentoring and tutoring first-generation college students, students from low-income families and students from underrepresented groups.
- Supporting recruitment by inviting all accepted CAED students to participate in the CAED Multicultural Advising Program.
- Developing and supporting a peer-to-peer advising network including paid student leadership positions.
- Collaborating with Career Services to develop mentoring with early and advanced career practitioners from a diversity of backgrounds.
- Make progress toward decreasing the graduation gap every year.





“ It would be helpful to have a DEI course required for all majors that is interdisciplinary and mostly includes discussions and activities that might be uncomfortable but are necessary.

STUDENT

“ The curriculum will impact the students and the staff the most, so I believe it should be the main focus.

STUDENT

“ We need to address DEI throughout the curriculum, in as many subjects and at as many levels as we can.

FACULTY

“ It would be great to see at least one DEI class required for each major before graduation. In contrast to the general USPC class, this should be focused on diversity in terms of the built environment.

STUDENT

CURRICULUM

Develop an integrated curriculum that values diversity, equity and inclusion with respect to each discipline in the CAED and how the intersection of these disciplines impact the built environment.

Broaden Disciplinary Perspectives: introduce diversity, equity and inclusion in every discipline while providing pathways for students to develop further knowledge on the impact of DEI on the built environment by:

- Ensuring that every student is introduced to the impact of diversity, equity and inclusion through the curriculum of every major and minor program the CAED offers.
- Developing flexible curricular pathways to broaden students' perspectives of the built environment through a new, multi-disciplinary major.
- Expanding the disciplinary perspectives of CAED students and students across Cal Poly by collaborating with the College of Liberal Arts (CLA) on a new society, technology and the built environment minor.
- Identifying existing courses across the university including General Education (GE) courses to encourage students to broaden their knowledge of diversity, equity and inclusion.

Advance the DEI Teacher-Scholar: provide support for faculty to develop DEI scholarship and inclusive teaching practices by:

- Facilitating workshops with the Center for Teaching, Learning and Technology (CTLT) to support inclusive teaching practices and connect faculty with diversity experts to incorporate DEI into existing curricula.
- Providing funding in annual teacher-scholar grants to support scholarship in diversity, equity and inclusion.
- Recognizing and rewarding faculty that advance DEI in their teaching, scholarship and service.

Embrace Inclusive Teaching: faculty can support inclusive teaching practices across curricula by:

- Cultivating an early sense of belonging by introducing DEI topics as well as university and affinity groups during first-year courses.
- Developing assignments that encourage students to share precedents from their communities and reflect on their personal experiences.
- Expanding representation of global cultures in precedents and case studies including the socio-cultural aspects of the built environment.
- Increasing service-learning opportunities where students can consider real-world design problems and interact with diverse stakeholders.
- Inviting guest speakers and reviewers from a range of backgrounds to provide guidance on both technical and social aspects of student projects.
- Mitigating cost to students in the development of course activities that can create a financial barrier for students' success.





NEXT STEPS: ACTIVATING THE PLAN

The CAED Diversity Plan has been written with great care to reflect the comments, insights and perspectives from students, faculty and staff across the CAED. It is our Diversity Plan. Based on feedback we received from the diversity action plan draft we shared with the CAED in fall 2020, the Faculty Staff Diversity, Equity and Inclusion Committee shifted the language to be more inclusive and accessible to everyone in the CAED, while broadening the scope to more fully represent all that we heard. As an action plan, the CAED Diversity Plan will guide our collective efforts to focus on developing diversity, equity and inclusion over several years. By having a shared and focused vision, we can all take part in activating this vision.

Action plans include the specific action, who is responsible, a timeline and a metric or outcome to assess the impact of this action. Some actions can be implemented quickly, some will take several years, but one thing we know: We all must take part in activation of this vision to create a more diverse, equitable and inclusive CAED. We hope that committees and organizations across the CAED, from faculty and staff committees to all student clubs and organizations, would review this action plan together, to see how they might continue to put it into action. This is already underway in the dean's office and in each department.

The dean's office is focusing on Recruit and Retain, working closely with Cal Poly Admissions to develop a recruitment plan including communication and outreach to programs such as ACE and NOMAS. In addition to our outreach efforts to encourage a diverse student body to apply to Cal Poly, we are working with departments and Admissions on outreach strategies so these admitted students may feel welcome at Cal Poly and choose to accept their offers of admissions.

In fall 2020, each department began focus on Curriculum, developing diversity action plans that engage their curriculum such that diversity, equity and inclusion becomes a recurring experience for all students that is connected to their professional identity. This curricular integration ensures that issues of social and environmental justice are introduced, developed and reinforced at multiple points in the curriculum. As this curricular change is an ongoing effort, departments finalized their diversity action plans in spring 2021, including plans for how these courses will be assessed as part of our annual cycle of program assessment and review. The plan was updated in 2023 and will be revisited on a two-year cycle.

Finally, with focus on developing an Inclusive and Equitable Culture, the Faculty Staff Diversity, Equity and Inclusion Committee will participate with each department on their developing diversity action plans to help shape an interdisciplinary perspective within each of our collective disciplines, including ways in which the FSDEI can identify ways to support faculty and staff in developing an inclusive culture in the CAED.

FUTURE FOCUS

RECRUIT AND RETAIN

Develop recruitment action plan with Cal Poly admissions (dean's office with department heads).

CURRICULUM

Finalize department diversity action plans to ensure that diversity, equity and inclusion are introduced, developed and reinforced at multiple points in the curriculum (department faculty).

INCLUSIVE CULTURE

Work across departments on their diversity action plans to shape opportunities to bring interdisciplinary perspectives on developing diversity, equity and inclusion across departments (Faculty Staff Diversity, Equity and Inclusion Committee).



RECOGNITION

We wish to recognize the work of the Faculty Staff Diversity, Equity and Inclusion Committee who developed the CAED Diversity Plan in fall 2020.

Faculty Staff Diversity, Equity and Inclusion Committee

Anahid Behrouzi, Architectural Engineering (ARCE)

Mark Cabrinha (CAED)

Miran Day, Landscape Architecture (LA)

Thomas Fowler, Architecture (ARCH)

Stacey Kolegraff, Construction Management (CM), Chair

Kelly Main, City and Regional Planning (CRP)

Julie Zafiratos (Staff, CM)

We are grateful for our student leaders over the last four years since establishing the CAED Student Diversity, Equity and Inclusion Committee. Their workshops, reflected in many of the images herein, make visible how diversity, equity and inclusion in the built environment is shaped at the intersection of our disciplines. Their annual action plans have influenced this plan, and we are particularly grateful to this year's Student Diversity, Equity and Inclusion Committee, which led the student listening sessions, shared this feedback with FSDEI and advised on drafts of this plan.

2021 Student Diversity, Equity and Inclusion Committee

Regile Abbey Catig (LA)

Dolores Herrera (Co-Chair, ARCE)

Jasmine Lin (ARCH)

Lina Ogden (LA)

Soham Patel (Co-Chair, ARCH)

Chloe Wardrick (ARCH)

Anahid Behrouzi (faculty advisor, ARCE)

We also offer thanks for developing the graphic layout:

Ashley Pang (ARCH)

Grace Burnite (Business)

Jessica Otten (CAED)



APPENDIX

CAED DIVERSITY PLAN ASSESSMENT

Inclusive Culture

Foster an inclusive and equitable learning environment that values diversity, equity and inclusion in each department and through the intersections of our collective disciplines. Assessments will include:

- Use of a climate survey on a regular basis (in partnership with university).
- Cataloging and valuing DEI work in personnel reviews (via faculty and staff evaluations; e.g., diversity statement, DEI contributions in Working Personnel Action Files (WPAF), etc.).

Recruit and Retain

Build a diverse community of students, faculty and staff while providing support for their success, with assessment tied to the following metrics:

- Application and confirmation rates for Underrepresented Minority (URM) students over time.
- Any yield gaps between URM and non-URM students.
- Any selection rate gaps between URM and non-URM students.
- Retention of URM students compared to retention in non-URM students.
- Any gaps between URM and non-URM students across gender in both four-year and six-year graduation rates.
- Track changes of underrepresented groups among students, faculty and staff.
- Diversity and DEI expertise on search and recruitment committees.
- Tenure rates in URM v. non-URM faculty over time.
- Number of years in service for URM staff in collaboration with other units at Cal Poly.

Curriculum

Develop an integrated curriculum that values diversity, equity and inclusion with respect to each discipline in the CAED and how the intersection of these disciplines impact the built environment. Assessment will include:

- Evaluating DEI activities in all CAED program reviews.
- Evaluating the presence and impacts of Diversity Learning Objectives (DLOs) in all CAED courses.
- Evaluating the content and effectiveness of CAED courses focusing on DEI subjects, and how all students enrolled in CAED programs complete coursework that develops their knowledge of DEI.
- Identification of faculty who bring or are developing DEI expertise, and analysis of the reach of their DEI contributions.



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