DIVERSITY STRATEGIC PLAN

PUBLISHED FEBRUARY 2021
# Table of Contents

Diversity Mission Statement  

CAED Diversity Strategic Plan  

Inclusive Culture  
Promote Discourse  
Share Knowledge  
Support and Recognize Scholarship and Service  
Reinforce Mutual Respect

Recruit and Retain  
Increase Role Models and Thought Leaders  
Make the CAED Visible and Accessible to Aspiring Students  
Create Transfer Pathways  
Support Unique Challenges

Curriculum  
Broaden Disciplinary Perspectives  
Advance the DEI Teacher-Scholar  
Embrace Inclusive Teaching

Next Steps

Recognition
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 an interdisciplinary focus on diversity, equity and inclusion through our disciplinary cultures;

• creating an inclusive community for students, staff, and faculty to succeed personally, academically and professionally;

• developing an equitable and inclusive 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 diverse populations and communities; and,

• connecting students from underrepresented groups with faculty advisors, alumni, and industry mentors to help them succeed.
The CAED Diversity Strategic Plan will guide our strategies to support and foster an inclusive 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.

In Fall 2020, this draft action plan was opened for review by the CAED community including a survey and 7 listening sessions in total which 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 Strategic Plan for the CAED, beginning with a CAED Diversity Mission Statement, and is organized around three primary goals:

- developing an inclusive culture;
- recruiting and retaining a diverse community of faculty, staff, and students; and
- engaging diversity, equity, and inclusion across each department and curricula.

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

The graphs above show 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 an fairly equal distribution of responses across the college by department.

The similarity of the graphs indicate an fairly equal distribution of responses across the college by department.
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, co-curricular activities as well as financial and health and wellbeing 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 1st 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.
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.

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

- Partnering with organizations such as ACE and 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 to further support transfer pathways 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.
Support Unique Challenges: create a Multicultural Advising Program to support the unique challenges of our diverse 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 diverse backgrounds.
**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.

**Broden 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.

---

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**
The CAED Diversity Strategic 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 Strategic Plan. Based on feedback we received from the diversity action plan draft we shared with the CAED in Fall, 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 was heard. As a strategic plan, the CAED Diversity Strategic 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 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 strategic plan together, to see what they might put 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 offer of admissions.

In Fall, 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 will finalize their diversity action plans in spring, including plans for how these courses will be assessed as part of our annual cycle of program assessment and review.

Finally, with focus on developing an Inclusive Culture, the Faculty Staff Diversity and Equity 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.
We wish to recognize the work of the Faculty Staff Diversity, Equity, and Inclusion Committee who developed the CAED Diversity Strategic Plan in Fall 2020.

**Faculty Staff Diversity, Equity, and Inclusion Committee**
- Anahid Behrouzi (ARCE)
- Mark Cabrinha (CAED)
- Miran Day (LA)
- Thomas Fowler (ARCH)
- Stacey Kolegraff (Chair, CM)
- Kelly Main (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 this year’s Student Diversity, Equity, and Inclusion Committee, who led the student listening sessions, shared this feedback with FSDEI, and advised on drafts of this plan.

**Student Diversity, Equity, and Inclusion Committee**
- Regile Abbey Catig (LARCH)
- Dolores Herrera (co-Chair, ARCE)
- Jasmine Lin (ARCH)
- Lina Ogden (LARCH)
- Soham Patel (co-Chair, ARCH)
- Chloe Wardrick (ARCH)
- Anahid Behrouzi (faculty advisor, ARCE)

We also wish thanks for the support in developing the graphic layout:
- Ashley Pang (ARCH)
- Grace Burnite (BUS)
- Jessica Otten (CAED)
I know that our college can do better, and that we should be at the forefront of these issues on campus.

STUDENT

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

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

FACULTY

### CAED DIVERSITY STRATEGIC PLAN

#### Inclusive Culture

Foster an inclusive 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.
- **Share Knowledge**: create programs and infrastructure for knowledge sharing, mentorship, and resources for success.
- **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.
- **Reinforce Mutual Respect**: emphasize allyship and advocacy from all faculty, staff, and students by engaging all members of the CAED.

#### 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.
- **Make the CAED Visible and Accessible to Aspiring Students**: focus recruitment on students from underserved populations.
- **Create Transfer Pathways**: strengthen and reinforce relationships with community colleges to further support transfer pathways into the CAED.
- **Support Unique Challenges**: create a Multicultural Advising Program to support the unique challenges of our diverse student population.

#### 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.
- **Advance the DEI Teacher-Scholar**: provide support for faculty to develop DEI scholarship and inclusive teaching practices.
- **Embrace Inclusive Teaching**: support inclusive teaching practices across curricula.