Center for Teaching, Learning and Technology

Diversity Action Plan 1.0

Spring 2023

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Introduction: Purpose

This plan articulates the Center for Teaching, Learning, and Technology's (CTLT) goals in support of diversity, equity, and inclusion and the intended actions designed to achieve them. The CTLT's role as a unit dedicated to supporting campus educators means that our DAP goals encompass two areas:

1. Programming and services goals that will support campus educators to become more equity-minded and inclusive in their teaching. This includes assisting individuals, departments, and colleges to infuse equity and inclusion into instruction as well as collaborating with departments and colleges to contribute to achieving their instruction-related diversity action plan goals.

2. Staff development goals intended to contribute to continuing education for all CTLT staff on issues related to DEI in higher education and operational goals that are designed to infuse equity and inclusion into the CTLT 's internal policies and practices.

This approach reflects the commitment of all CTLT staff members to contribute in each of their roles, in their responsibilities as employees of the university, and in our work as professional development staff dedicated to supporting campus educators. This plan reflects our shared values and collective contributions across our work and throughout our professional development programming, not just by individuals whose job title includes terms such as "diversity," "equity," or "inclusion."

Process Description

Composing this plan was a collaborative effort of the CTLT staff. The plan reflects our individual and collective commitment to contributing to a more diverse, equitable, and inclusive culture for all campus community members.

Collaborating to articulate the center's operational goals prompted reflection among team members about ways to continue our professional development in pursuit of becoming better informed about DEI perspectives. Those efforts are enhancing our effectiveness as colleagues and professionals as we work to contribute to a more equitable and inclusive campus culture. These experiences also enrich us as individuals and community members.

The CTLT director drafted an initial outline and offered language for the goals section. The intent was to present a starting set of proposed goals and possible action items that capture ideas that have emerged over the last several years in conversations on DEI topics among CTLT staff members. The draft was posted for shared access and to collect questions, comments, suggestions, and edits from staff.

A second round of reviews and comments from staff members, as well as from campus colleagues, were then incorporated into this version of the plan.

Goals Overview

As a support unit within Academic Affairs (as differentiated from academic departments), the CTLT's contributions to campus DEI goals encompass two interdependent facets: One with a focus on supporting academic units to achieve their DEI goals and the other with a focus on goals and strategies for CTLT staff members' own development. They reinforce each other through our continuous interactions and consultations with educators across all academic units.

Goal 1: **Align the CTLT's programming with academic units' Diversity Action Plan goals, particularly in the areas of equitable and inclusive teaching and learning.**

Goal 2: **Expand the number of campus educators with the knowledge, skills, and commitment to (1) create inclusive and equitable classrooms that support student success, and (2) infuse curriculum with DEI learning relevant to specific disciplines and in alignment with Cal Poly's Diversity Learning Objectives (DLOs).**

Goal 3: **Broaden and deepen CTLT staff's capabilities to contribute to equity and inclusion in teaching and learning through ongoing professional development.**

Goal 4: **Infuse equitable and inclusive principles and practices throughout the CTLT's operations.**

Goal 5: **Enhance diversity within the CTLT unit through formal staff position recruitments, when engaging faculty associates, and hiring student employees.**

DEI Goals for Educator Development

The university's academic support units are most effective when planning, programs, and resources align with support and deepen each unit's DEI goals. The CTLT serves campus educators, which we define broadly to include all faculty (tenured and tenure-line and all lecturers including full- and part-time) as well as staff in an educational role[1]. This Diversity Action Plan is designed to promote campus educators' progress toward achieving the instruction-related DEI goals of colleges, departments, and the university more broadly. This plan also represents how the CTLT will encourage progress among educators to expand their knowledge of DEI and social justice and strengthen their skills putting that knowledge into educational practices for the benefit of all students.

Goal 1: **Align the CTLT's programming with academic units' Diversity Action Plan goals for equitable and inclusive teaching and learning.**

Action: Review colleges' and academic-related support units' Diversity Action Plans to identify opportunities for the CTLT to contribute expertise and experience regarding inclusive and equitable instruction.

Action: Generate for each college a matrix identifying existing CTLT programming and resources that can contribute to college goals as the basis for consultations and collaborations with each college in support of their goal achievement.

Action: Identify academic unit's Diversity Action Plan goals for which CTLT's current programs and resources are insufficient or absent. Findings will be the basis for revisions in the CTLT's priorities and resource allocations to better serve educator needs and to better support academic units' DAP goals.

Action: Collaborate with other academic support units for mutual reviews of our Diversity Action Plans to identify potential alignments and to enhance efficiencies and effectiveness.

Goal 1 Metrics:

- Generation of a matrix for each college identifying where CTLT resources and programming can contribute to colleges' DAP goals.

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[1] This refers to members of the Cal Poly community without formal teaching assignments but who directly educate or indirectly support student learning. Examples include lab assistants, academic advisors, staff with teaching assignments, graduate teaching assistants, etc.).

- Compilation of colleges' DEI-related support needs that are not currently served by CTLT programming and services for incorporation into future CTLT plans and requests to administration for resources.
- Generation of a matrix in collaboration with other academic support units that identifies existing complementary areas to enhance alignment and coordination and to identify gaps to include in future CTLT plans and requests to administration for resources.

Action: Compile current foundational DEI-related programs and develop advanced programs to establish a professional development curriculum with pathways and recognition for achievements.

Action: Expand center's ability to scale DEI-related programs and so increase educators' opportunities to participate (e.g., greater capacity in the Building Toward Equity program).

Action: Connect with key campus offices and communities to partner, review, create, and collaborate on programming for Cal Poly faculty that is relevant to the specific needs and experiences of historically minoritized students (or otherwise marginalized groups) on our campus.

Action: Infuse existing CTLT programming with best practices and topically relevant information related to equity-mindedness and inclusive teaching, with mindfulness toward faculty identities and positionality.

Action: Generate and distribute documentation to participants of their engagement with and their accomplishments in the CTLT's DEI programming for inclusion in performance evaluations.

Action: Prepare reports for departments and colleges (annual, and on request) summarizing educators' accomplishments in CTLT programs to document departments' and colleges' progress on their DAP goals.

Action: Support educators' abilities to utilize various data sources (e.g., CSU's Student Success Dashboard) to track student outcome metrics (e.g., equity gaps, DFW rates) for individual courses and compiled at the departmental and college levels. Useful for informing intervention strategies and for documenting the effects of educators' investment in DEI-supportive professional development on student success.

Action: Support development of educators' skills assessing their DEI efforts and collaborate by request with educators on modest-scale inquiry projects as well

as larger, more complex research projects that can be recognized as scholarship of teaching and learning ("SoTL").

Goal 2:   **Expand the number of campus educators with the knowledge, skills, and commitment to (1) create inclusive and equitable classrooms that support student success, and (2) infuse curriculum with DEI learning relevant to specific disciplines and in alignment with Cal Poly's Diversity Learning Objectives (DLOs).**

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as larger, more complex research projects that can be recognized as scholarship of teaching and learning ("SoTL").

Goal 2 Metrics:

- Expansion of CTLT's DEI-related curriculum that includes foundational and advanced opportunities—including continued support and growth of the Building Toward Equity professional development program.
- Continued expansion of resources that allow scaling of DEI-related programs and services for increasing numbers of educators.
- Continued partnership with the Office for University Diversity and Inclusion to develop relevant and rigorous programming around DEI-related issues for campus educators.
- Continued and expanded partnerships with offices and organizations on campus that support marginalized and/or historically minoritized students on our campus—for example, Student Diversity and Belonging, Transfer Center, Disability Resource Center, etc.
- Review existing CTLT programming, especially programming not obviously tied to DEI-related topics, to identify areas for improvement and possible additions of DEI and inclusive teaching-related topics, best practices, and information. Review existing CTLT programming to consider the role of faculty identities and positionality in their relationship to inclusive teaching.
- Documentation of campus educators' achievements completing CTLT's DEI-related programs (numbers, college affiliations, curricular roles such as teaching GE and equity gap courses, etc.) that reports engagement over time.
- Procedures for providing faculty, departments, and colleges documentation (annual and by request) of achievements suitable for WPAFs as well as for DAP metrics.
- Development and implementation of resources that support faculty skills navigating various student success data sources for insights into appropriate instructional changes that contribute to progress on GI 2025 goals for student success.
- Development and implementation of an assessment plan that compiles findings on the impacts of educators' professional development on student success metrics over time.
- Development of programs and services that guide faculty through designing and implementing rigorous assessments regarding student success in their courses and then through scholarly documentation (i.e., scholarship of teaching and learning).

Diversity Goals for CTLT Staff Development

The CTLT commits to pursuing continuous growth, both in our professional knowledge and skills as well as our personal capacities as educators and community members. That growth is essential for keeping us informed and effective in our mission to support campus educators toward more exemplary teaching practices that increase student success. We apply the same professional commitment to strengthening our knowledge of, and ability to enact, diversity, equity, and inclusion principles and practices so that we

remain well-informed and better prepared to provide updated DEI professional development opportunities to campus educators.

Goal 3: **Broaden and deepen CTLT staff's capabilities to contribute to equity and inclusion in teaching and learning through ongoing professional development.**

Action: Staff members develop knowledge and skills related to supporting faculty of color and faculty from other minoritized groups.

Action: All staff members routinely develop their knowledge about diversity and equity issues, perspectives, models, and topics by participating regularly in professional development opportunities. These can include CTLT's programming as well as opportunities from external sources.

Action: All staff members routinely strengthen their knowledge and skills for accessibility in instruction by participating regularly in professional development opportunities. These can include CTLT's programming as well as opportunities from external sources.

Action: All staff members routinely identify further actions to enhance their knowledge and skills in diversity, equity, and inclusion in support of their professional and personal growth and reflect these actions in their annual goals.

Action: Led by the DEI specialist in our office, staff members collaborate to produce a diversity, equity, and inclusion statement for the CTLT.

Action: Each staff member prepares their own internal diversity, equity, and inclusion statement that is informed by their ongoing professional development and relevant to their CTLT responsibilities and as a member of the Cal Poly community, for regular reference that guides implementation and assessments of their assignments and responsibilities.

Goal 3 Metrics:

- CTLT staff engage in collaborative learning about the experiences and support needs of faculty of color and faculty from other minoritized groups. Led by the unit's DEI specialist, this learning experience includes key concepts related to the experiences of minoritized faculty in higher education.
- Incorporating engagement in professional development for equity and inclusion in all staff members' annual goals.

- Recording of staff's engagement in a broad variety of professional development opportunities appropriate for their areas of responsibility and for their general professional growth as a member of the Cal Poly community.
- Recording of staff's regular engagement in a variety of DEI-related events and opportunities in the CTLT, elsewhere on campus, and outside campus.
- CTLT DEI statement is shared on the CTLT website.
- CTLT staff reference their personal DEI statements in their annual self-assessments. CTLT staff share portions of their DEI statements in their workshops or other programming, as appropriate.

Goal 4: Infuse equitable and inclusive principles and practices throughout the CTLT's operations.

Action: All staff members participate in regular reviews of progress on the CTLT's Diversity Action Plan and contribute to plan updates as appropriate to their areas of expertise.

Action: All staff members conduct a guided annual equity and inclusion review process on their areas of responsibilities and seek to propose ways to make the content and faculty experiences more equitable and inclusive.

Action: All staff members contribute to regular guided equity reviews of the CTLT's operational policies, practices, programming, and materials to contribute to making them more inclusive, equitable, and supportive of campus DEI goals.

Goal 4 Metrics:

- Establish and implement a protocol (e.g., delineating the format, the review process, and team-level collaborations) to guide staff members as they conduct periodic equity and inclusion reviews of the internal operations affecting their areas of responsibilities.
- Establish and implement a protocol (e.g., delineating the format, the review process, and team-level collaborations) for periodic unit-level equity and inclusion reviews of professional development programs and services.
- Tracked revisions to principles and practices of CTLT operations and programming that demonstrate progress toward greater equity and inclusion.

Goal 5:   Enhance diversity within the CTLT unit through formal staff position recruitments as well as when engaging faculty associates and hiring student employees.

Action: Recruit and retain a diverse staff (including student employees and faculty associates) using recommended practices for conducting recruitments and for effective onboarding.

Action: Require all staff involved in formal and informal recruitments to complete workshops that address implicit bias and provide instruction for specific steps to reduce biases in recruitment procedures and hiring decisions.

Action: Periodically review the unit's progress on staffing diversity goals to identify successes and shortcomings, and to identify future steps designed to maintain successes and improve shortcomings.

Action: Identify and implement best (equitable and inclusive) practices for new hire onboarding and for ongoing, extended professional development support designed to provide new hires with pathways for success.

Goal 5 Metrics:

- Compilations of changes in the diversity of staff, faculty associate and student over time.
- Number of staff members who participate in professional development that builds skills for recognizing, minimizing, and mitigating biases in recruitment and hiring processes.
- Staff participation in developing and implementing best practices for new hire onboarding that leads to rapid professional growth, job satisfaction and retention.

Conclusion | Next Steps

As the CTLT's initial Diversity Action Plan, this document provides a roadmap for the evolution of the CTLT's professional development programming for campus educators as well as for making improvements in internal operations.

Progress on these goals will follow a concurrent two-track trajectory: one focused on professional development for campus educators and the other on the CTLT's operations. An initial step is to map the goals and action items on a calendar that reflects prioritizations and appropriate sequencing. That map will also facilitate allocating responsibilities and timelines for specific action items to ensure demonstrable progress in the coming year.

This plan's first goal is the most comprehensive and the highest priority: Aligning the CTLT's programs and services with academic units' teaching and learning goals in their DAPs. Progress on that high-priority set of tasks is expected to generate directions for further expansion of DEI-related professional development opportunities that support progress on academic units' DAP goals.

Extensive collaborations with leaders in the academic units will help refine alignments and strengthen partnerships with the CTLT toward progress on their DEI goals. This project could also prompt revisions in some of the other professional development goals for the next iteration of this plan.

Concurrently, we will allocate time to examine the unit's internal operations and prioritize action items for those goals.

Another important early step is to identify the time slot on an annual cycle to revisit this plan to track achievements on action steps and clarify priorities, staff assignments, and expectations for progress in each coming year.

About the CTLT

The Center for Teaching, Learning and Technology is Cal Poly's professional development support team serving educators across the entire campus. Our purpose is to provide all Cal Poly educators with the information and support they need to develop the skills and knowledge that support and accelerate their journey toward teaching excellence.

The CTLT is committed to helping faculty create equitable and inclusive learning environments for our students at Cal Poly. We provide guidance in course design, learning activities, teaching strategies and outcome assessments that incorporate best practices in accessibility, equity and inclusion.

We provide a broad range of programming and services in support of Cal Poly's "Learn By Doing" philosophy that addresses the complexities and challenges of a rapidly-changing world. Our support opportunities are informed by scholarship, designed to model effective instruction practices, tailored to the realities of educators' priorities, focused on well-defined curricular outcomes, and integrated with academic technologies that support teaching and learning success.

CTLT Team Members

Team members share a deep interest in scholarly teaching and a passion for sharing what we have learned with our colleagues. The center's faculty development staff all have advanced degrees and our combined experience working in higher education totals more than 100 years.

Director

Patrick O'Sullivan
Position Classification: MPP III
Education: PhD, Communication
Primary Assignment: Managerial and supervisorial; program development

Assistant Directors

Sarah Macdonald
Position Classification: MPP II
Education: PhD, Sociology
Primary Assignment: Diversity, Equity and Inclusion in Instruction

Dianna Winslow
Position Classification: MPP II
Education: PhD, Composition and Rhetoric
Primary Assignment: Writing Instruction

Instructional Designers

Catherine Hillman
Position Classification: Instructional Technology Consultant
Education: MS, Education
Primary Assignment: Online Instruction

Tonia Malone
Position Classification: Instructional Technology Consultant
Education: MS, Education
Primary Assignment: LMS administrator

Pam Dougherty
Position Classification: Instructional Technology Consultant
Education: MS, Education
Primary Assignment: Accessibility and Online Instruction

Administrative Support

Stacey Aragon
Position Classification: Administrative Support Coordinator II
Education: BS, Business Administration
Primary Assignment: Operations, administrative

Appendix: Goals Matrix

The matrix below includes a subset of 15 goals from the Cal Poly Strategic Plan, culled from six of the seven Strategic Priorities, that are relevant to teaching and learning. The CTLT'S Diversity Action Plan Goals 1-6 are referenced in the columns; the specific language of those goals are included below the matrix for ease of reference.

STRATEGIC PRIORITY 1: Enhance the Success of All Cal Poly Students

	CTLT Goal 1	CTLT Goal 2	CTLT Goal 3	CTLT Goal 4	CTLT Goal 5
Goal 1A: Maintain and enhance Cal Poly's signature pedagogy of Learn by Doing.	�	▮	▮		
Goal 1B: Assure that all students attain the knowledge, skills and understanding to thrive in a diverse, evolving and competitive environment.	▮	▮	▮		
Goal 1D: Improve first-year and transfer student graduation rates and eliminate achievement gaps for all students to meet the goals of the CSU's Graduation Initiative 2025	▮	▮	▮		

STRATEGIC PRIORITY 2: Cultivate the Excellence of All Employees

	CTLT Goal 1	CTLT Goal 2	CTLT Goal 3	CTLT Goal 4	CTLT Goal 5
Goal 2A: Recruit and retain the best employees.	▮	▮	▮	▮	▮
Goal 2B: Foster inclusive and excellent teaching practices through continued faculty development.	▮	▮	▮	▮	
Goal 2C: Encourage innovative scholarship in all its forms — discovery, application, integration and engagement, as well as teaching and learning.	▮	▮			
Goal 2D: Promote professional development opportunities for all employees	▮	▮	▮	▮	▮

	CTLT Goal 1	CTLT Goal 2	CTLT Goal 3	CTLT Goal 4	CTLT Goal 5
Goal 2E: Communicate and share more broadly the significant achievements of all employees.					

STRATEGIC PRIORITY 3: Enrich the Campus Culture of Diversity, Equity and Inclusion

	CTLT Goal 1	CTLT Goal 2	CTLT Goal 3	CTLT Goal 4	CTLT Goal 5
Goal 3A: Create an aligned and cohesive focus on diversity and inclusion across the university.					
Goal 3B: Create and sustain a more diverse, equitable and inclusive university community that reflects and serves the diverse people of California.					
Goal 3C: Prepare all students for their future through an education that includes diversity learning and reflects the principles of Inclusive Excellence.					
Goal 3D: Further develop a campus climate that reflects the values of diversity, equity and inclusion as well as free inquiry and mutual respect.					

STRATEGIC PRIORITY 4: Strengthen our Portfolio of Academic Programs

	CTLT Goal 1	CTLT Goal 2	CTLT Goal 3	CTLT Goal 4	CTLT Goal 5
Goal 4A: Make the General Education program a distinctive, mission-driven experience that prepares students for their personal and professional lives					

STRATEGIC PRIORITY 5: Create an Engaged, Vibrant and Healthy Community for Students

	CTLT Goal 1	CTLT Goal 2	CTLT Goal 3	CTLT Goal 4	CTLT Goal 5
Goal 5D: Cultivate a campus environment that emphasizes all aspects of personal and community wellbeing.	▨	▨	▨		

STRATEGIC PRIORITY 6: Leverage Data and Technology To Support The Institution's Mission

	CTLT Goal 1	CTLT Goal 2	CTLT Goal 3	CTLT Goal 4	CTLT Goal 5
Goal 6C: Enable student success by creating an accessible digital environment that empowers learning, teaching and living at Cal Poly, while supporting the engagement of alumni and prospective students.	▨	▨			

CTLT's Diversity Action Plan Goals

Goal 1:   Align the CTLT's programming with academic units' Diversity Action Plan goals, particularly in the areas of equitable and inclusive teaching and learning.

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