



Student Diversity and Belonging Learning Session Report

Fall 2021 – Winter 2022

Table of Contents

Section 1 – Introduction	3
Purpose	3
Student Demographics	3
Cultural Resource Centers Background.....	4
Section 2: Learning Sessions	5
Approach	5
Guiding Questions	6
Section 3: Recommendations	6
Student Diversity & Belonging Collective.....	6
Asian Pacific Islander Desi American Initiatives	7
Black Student Initiatives	7
Undocumented Student Initiatives	8
Latinx Student Initiatives.....	9
MultiCultural Student Initiatives	9
Native American and Indigenous Student Initiatives	10
Sexual Orientation Gender Identity (SOGI) Student Initiatives	10
Section 4: Closing.....	12
Emerging Center Expansion	12
Conclusion	12
Next steps	12
Section 5: Appendices	13
Program One Sheets.....	13
Organization Charts.....	13

Section 1 – Introduction

Purpose

At the request of the Vice President for Student Affairs, the Assistant Vice President for Student Affairs for Diversity and Inclusion and the Director of Student Diversity and Belonging (SDAB) conducted a series of learning sessions throughout the Fall 2021 quarter to affirm our understanding of current student needs and programmatic services that support historically underserved students utilizing university cultural resource centers. The goal of this process was to develop a report to guide Student Affairs leadership about growth opportunities and potential structural changes for SDAB in the coming years and projections for the future.

We envision our student engagement spaces continuously growing and evolving to be a collective of campus community centers that play an active role in creating equity and holistic support that all students can thrive. The purpose and heartbeat of these centers is to support and empower students experiencing marginalization through intersectional advocacy and cultural connections to that contribute a more just and equitable Cal Poly community. SDAB collectively values diversity, promotes equity and belonging, and actively works toward racial and social justice.

It is also important to acknowledge that these learning sessions were made with the intent to enhance support and not contribute to the burden of the retelling of community stories and lived experiences. Our community members provided critical expertise and play a vital role in providing perspectives that fuel systemic change in diversity, equity, and inclusion at Cal Poly. As anticipated and confirmed through the learning sessions, student diversity at Cal Poly is poised to radically shift.

Student Demographics

From 2010 to 2020, Cal Poly's undergraduate enrollment profile became more diverse. In 2010, white students accounted for 64.6% of enrollment, compared to 53.3% in 2020. The non-white student population shifted from 35.4% to 46.3% during that same span.

Of note, our Hispanic/Latino population grew from 2,101 (+12.1%) to 3,944 (18.4%), while our other underrepresented minority (URM) populations grew from 376 (2.2%) to 543 (2.5%). In addition, our Asian population grew from 1,781 (10.3%) to 2,881 (13.4%), while our multi-racial population grew from 628 (3.6%) to 1,665 (7.8%).

However, not all our URM student groups saw large growth during these 10+ years, as noted by the enrollment figures of our African American/Black student population, which grew marginally from 128 (0.7%) to 164 (0.8%).

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
African American	128	137	123	143	136	161	147	161	165	171	164
Hispanic/Latino	2,101	2,305	2,443	2,803	2,921	3,135	3,278	3,577	3,586	3,591	3,944
Other URM*	376	423	471	522	536	547	551	593	563	545	543
URM	2,605	2,865	3,037	3,468	3,593	3,843	3,976	4,331	4,314	4,307	4,651

Asian	1,781	1,915	1,942	2,130	2,279	2,444	2,565	2,740	2,787	2,783	2,881
White	11,198	11,130	10,919	11,138	11,272	11,491	11,517	11,656	11,413	10,984	11,523
Non-Resident [REDACTED]	191	226	263	293	334	418	450	463	475	469	447
Other/Unknown	1,165	1,038	860	895	889	955	953	1,027	924	804	748
Multi-Racial**	628	857	1,035	1,253	1,350	1,387	1,458	1,610	1,618	1,579	1,665
Non-URM*	14,727	14,860	14,643	15,271	15,653	16,206	16,450	16,966	16,273	16,147	16,796
Total UG	17,332	17,725	17,680	18,739	19,246	20,049	20,426	21,297	21,037	20,454	21,447
Proportion out of Total											
African American	0.7%	0.8%	0.7%	0.8%	0.7%	0.8%	0.7%	0.8%	0.8%	0.8%	0.8%
Hispanic/Latino	12.1%	13.0%	13.8%	15.0%	15.2%	15.6%	16.0%	16.8%	17.0%	17.6%	18.4%
Other URM	2.2%	2.4%	2.7%	2.8%	2.8%	2.7%	2.7%	2.8%	2.7%	2.7%	2.5%
URM	15.0%	16.2%	17.2%	18.5%	18.7%	19.2%	19.5%	20.3%	20.5%	21.1%	21.7%
Asian	10.3%	10.8%	11.0%	11.4%	11.8%	12.2%	12.6%	12.9%	13.2%	13.6%	13.4%
White	64.6%	62.8%	61.8%	59.4%	58.6%	57.3%	56.4%	54.7%	54.3%	53.7%	53.7%

Cultural Resource Centers Background

The Cross-Cultural Centers began in 1981, and has since evolved into eight centers and programs that are categorized by two areas: Gender & Sexuality and Race & Culture. In 2020, these centers reorganized into SDAB, and in 2021 added Native American and Indigenous Cultural Center (NAICC). Today, SDAB includes the Black Academic Excellence Center (BAEC), Dream Center, Gender Equity Center (GEC), Latinx Initiatives, Men & Masculinities Program (M&M), MultiCultural Center (MCC), Native and Indigenous Cultural Center (NAICC), and Pride Center. In addition to drawing on the expertise of SDAB staff to advance the vision and mission, we will continue to engage in the learning sessions. Furthermore, as student affairs practitioners, we remain committed to a range of processes that allow us to consistently incorporate strategies shared by students, faculty and campus partners. In light of the vast cause and opportunity for holistic DEI, our work will be informed by the articulated needs not only for physical space, but in terms of the programs and services offered. It is our vision and plan to continue growing the footprint of Student Diversity and Belonging at Cal Poly by engaging in learning sessions with students and campus partners to glean strategies for holistic advancement of our physical spaces, programs, and services.

Center	Year Established
MultiCultural Center	1981
Gender Equity Center (formerly known as the Women's Center)	1994
Black Academic Excellence Center (formerly known as CAS)	1998
Pride Center	2012
Men and Masculinities Program	2016

Dream Center	2017
Native American and Indigenous Cultural Center	2021
Latinx Initiatives	2022

Additional programs and services within Student Affairs that support aspects of student identity are Cal Poly Scholars, the Disability Resource Center, the Center for Military-Connected Students, TRIO Achievers, and the Educational Opportunity Program. Campus-wide changes that must also be considered include becoming a Hispanic-servicing Institution, housing requirements, and our campus' shifting demographics to better reflect the identities of California residents.

Section 2: Learning Sessions

Approach

The Assistant Vice President of Student Affairs for Diversity and Inclusion and the Director of Student Diversity and Belonging conducted a series of learning sessions with key stakeholders, namely faculty, staff, and students. Learning sessions averaged 50 minutes to an hour in length and participants assisted in determining target areas and priorities for advancing the holistic services of our centers. Learning session topic areas were:

Community/Center	Virtual Meeting Dates
Asian, Pacific Islander, Desi American Initiatives (APIDA)	Staff/Faculty: 10/20/21 @4pm
	Students: 10/21/21 @11am
Black Academic Excellence Center (BAEC)	Staff/Faculty: 11/17/21 @4pm
	Students: 11/18/21 @11am
Dream Center (Undocumented Student Initiatives)	Staff/Faculty: 11/3/21 @4pm
	Students: 11/4/21 @11am
Latine/x Student Initiatives	Staff/Faculty: 10/27/21 @4pm
	Students: 10/28/21 @11am
MultiCultural Center (MCC)	Staff/Faculty: 11/10/21 @4pm
	Students: 11/15/21 @11am
Native American & Indigenous Cultural Center (NAICC)	Staff/Faculty: 12/2/21 @11am
	Students: 12/3/21* @12pm
Pride Center, Gender Equity Center and Men & Masculinities Programs (SOGI Group)	Staff/Faculty: 10/13/21 @4pm
	Students: 10/14/21 @4pm

*This session was held in-person as per students' preference.

Guiding Questions

The following guiding questions were asked in each session.

1.	What are the current strengths of the Center and/or Initiatives and how do we build on them?
2.	Where has there been progress made, that you're encouraged by?
3.	What are the greatest needs and what's most pressing?
4.	How can Cal Poly enhance the services currently offered to more holistically serve students and why?
5.	How can Student Affairs and SDAB better improve communication with students, staff and faculty?

Section 3: Recommendations

This section includes critical recommendations for all functional areas within Student Diversity and Belonging. The recommendations listed are not reflective of the expansive opportunities for growth and advancement that were gleaned from the learning sessions. However, those listed below represent a synthesized consideration of the most critical advancements that need to be considered to meet the needs of students and expand the elevating complexity and functions of our centers. Following the recommendations, this section also outlines potential staffing structures and resources required to achieve recommendations.

Across all learning sessions these themes emerged:

1. Increased staffing and functionality to assist in recruitment and retention of underrepresented minority students. (yield events, one-on-one mentorship).
2. Multipurpose spaces that maximize usage throughout the day.
3. Holistic attention to student wellbeing and intersectional identities.
4. Liaisons and partnerships with departments across campus (Financial Aid, Campus Health and Wellbeing departments, Equity and Transition departments, Transfer Center).
5. Increased programming and initiatives rooted in cultural food and cultural food ways.
6. Increased pathways for students and supporters who are multilingual.
7. Sustainable model for social and racial Justice education/empowerment.

Student Diversity & Belonging Collective

Student Diversity and Belonging – as the umbrella entity for the above cultural centers and initiatives – serves to provide additional resources and opportunities for intersectional advancements that touch multiple functional areas. In an effort to maximize growth and support across all areas, the following recommendations should be considered:

1. Develop an all-encompassing staffing plan for the collective that includes programs of responsibility and professional development plans.

- a. As appropriate, create additional staff, of various levels, within each center.
 - b. This should also include staffing to assist in recruitment, orientation, and retention of underrepresented minority students. (yield events, one-on-one mentorship).
 - c. Creation of a position that is responsible for marketing and communication planning.
2. Establish an SDAB Kitchen/food pantry.

While the essential missions of each SDAB center are similar and therefore stand on similar foundations, the strategic initiatives reflect dynamic differences in historical, cultural and systemic specificity. As DEI work elevates nationally in a wide range of sectors, so too does the range of core competencies relative to student affairs practitioners, and these directives allow the progression of Cal Poly students to be prepared for industries and sectors in which they will ultimately move into. Simultaneously, the longstanding call for a holistic understanding and treatment of student needs in higher education now includes developing effective strategies for mitigating systemic challenges that run counter to equitable opportunities and experiences for all students. The initiatives named during our learning sessions give rise to changes in keeping pace with DEI best practices, and furthermore, honor student, staff and faculty expectations.

Asian Pacific Islander Desi American Initiatives

Asian Pacific Islander Desi American Initiatives within Student Diversity and Belonging seeks to center the experiences and needs of the diverse and expansive APIDA student experience. DEI work for this community begins with disrupting monolithic notions of the APIDA student experience at Cal Poly, while simultaneously reaffirming our commitment to success and retention of all APIDA students. While the State of California does not consider APIDA for student engagement, Cal Poly and Student Affairs does. As this effort continues to grow, the following recommendations should be considered:

1. Increase visibility of APIDA resource guide in Welcome Center for prospective students.
2. Create access to a community kitchen, which is critical for cultural food programs and connection.
3. Advance initiatives that target cultural food, both in campus dining and programming.
4. Identify opportunities for curricular and co-curricular learning about APIDA experiences.
5. Shared APIDA space for organizations to meet and engage in collective programming rooted in inclusion and belonging.
6. Create a full-time staff position specific for APIDA Initiatives and student engagement.
 - a. Add a student staff team for APIDA Initiatives.
7. Mental Health Counselor with specific expertise in serving APIDA populations.
8. Create Faculty Fellow position that can offer curricular and co-curricular learning.

Black Student Initiatives

The Black Academic Excellence Center (BAEC) is committed to supporting the advancement and excellence of Black students within the Cal Poly community. BAEC is intended to be at the center of the Black student experience. Critical to the thriving of Black students at Cal Poly rests a recognized mandate for a concerted and collaborative effort to elevate BAEC's vision and programs, in keeping with a first-rate, state-of-the-art Black Cultural Center that catalyzes broad and evidence-based best practices. Said practices need be complemented by increased admissions and expand beyond retention efforts, and thereby must also be in keeping with students' matriculation to graduate school and professional trajectories. Progressive and

particular equity efforts must be made across all aspects of Black student experience in order to mitigate broad-based systemic challenges. For instance, general wellness requires amplification as well as the inclusion of social justice models and training for trauma-informed delivery of services. To improve the holistic services rooted in wellness offered through the center, the following recommendations should be considered:

1. Develop workshops in partnership with Campus Health and Wellbeing that are rooted in racially and trauma informed healing.
2. Introduce a Black Summit to engage in workshops and sessions related to critical issues impacting the Black community.
3. Identify a private office for BAEC Coordinator.
4. Identify additional community space to support club meetings for BSU or NSBE members.
5. Enhance Black Art in the space and for curricular and co-curricular initiatives and resources.
6. Improve appliances for storing and heating food.**
7. Access to a Black market where students can purchase Black hair and beauty products.
8. Expand staffing model.
 - a. Add a Coordinator for programming, outreach, and mentoring.
9. Work with Mustang Success Center to have intentional opportunities through BAEC.
10. Hire a mental health counselor with specific expertise serving Black communities.
11. Increase the engagement of alumni and volunteers through the Americorp VIP program.
12. Create Faculty Fellow position that can offer curricular and co-curricular learning.

Undocumented Student Initiatives

The Dream Center is committed to offering a safe, inclusive space for all undocumented students, members of mixed-status families, and allies. To improve and expand the services offered through the Dream Center and maintain standards aligned with best practices (namely support – taxes, aid, funding, etc.) across the state for undocumented students, the following recommendation should be considered:

1. Create an Undocu Mentoring program.
2. Develop process for intentional and culturally informed liaisons/programs with career services, financial aid, and Campus Health and Wellbeing.
3. Expand workshops related to tactical skills in navigating higher education.
4. Enhance career and entrepreneurship resources are big needs in terms of program development-staffing adjustments would be critical in launching this effort.
5. Increase outreach initiatives to strengthen pipelines of undocumented students to Cal Poly.
6. Private office space for Coordinator.
7. Private space that is separate from the center for legal services and other university consultations.
8. Expand space and partnership with CHW for food pantry options for undocumented students through the Dream Center.
9. Access to a sink and kitchen space to enhance programming on community through food and basic needs initiatives.
10. Develop staffing/support structure for Dream populations.
 - a. Someone with Undocu policy experience.

11. Prioritize expertise in serving the undocumented population in the hiring a specific career counselor position to serve as liaison to Dream Center or develop that competency withing the current career counseling staff.
12. Explore contracting services to hire translators to increase multi-lingual materials within the Dream Center.
13. Develop partnership with the Orfalea College of Business Tax program to create a specialty with working with undocumented students.
14. Create Faculty Fellow position that can offer curricular and co-curricular learning.

Latinx Student Initiatives

Latinx Initiatives and the future Latinx center will be perpetually aligned with the university effort to become/be an HSI. In so doing, we will further delivery of holistic support for Latinx students by cultivating community, fostering belonging, and creating culturally informed environments for success. As these initiatives and the center launch, the following recommendation should be considered:

1. Advance initiatives that target cultural food, both in campus dining and programming.
2. Increase opportunities for student's families and supporters in programs and multilingual resources.
3. Elevated programming on and for expansive Latinx identities; for example, Afro-Latinx people, Peruvian, El Salvadorean, Queer Latine/x communities, Indigeneity in Latin America etc.
4. Expand programming that engages the community in critical issues, community building, and educational learning opportunities across all terms.
5. Create a Latine/x Center.
 - a. Private Coordinator Office.
 - b. Computer Lab with printer.
 - c. Access or close access to a full kitchen.
 - d. Cubicles for consultation (I.e. meetings with faculty, Financial Aid, and student services drop-ins).
 - e. Cultural art and library.
6. Develop staffing structure for Latine/x populations.
 - a. Latine/x Coordinator for retention and graduation initiatives.
 - b. Add a student staff team for Latine/x Initiatives.
7. Mental Health Counselor with specific expertise serving Latine/x communities.
8. Create Faculty Fellow position that can offer curricular and co-curricular learning.

MultiCultural Student Initiatives

Rooted in values of equity and justice, the MultiCultural Center (MCC) is dedicated to the retention and success of historically underrepresented groups. As an educational space, the MCC provides programs and services that 1) engage students in their identity exploration and development through critical self-reflection and dialogue; 2) celebrate the voices and experiences of underrepresented students; and 3) cultivates a sense of belonging through community building, mentorship, and intersectional learning. As the focus of the services provided by the MCC continues to expand and evolve, the following recommendations should be considered:

1. Redefine the focus of the Multicultural Center.
2. Expand programs that center our SWANA student population.

3. Expand programs that center our mixed-race student population.
4. Expand transfer tracks in signature programs like PCW, CORE, and CCE.
5. Expand educational offerings for broader campus community about various cultural competencies and racial justice.
6. Strengthen partnership with admissions for key campus visits for partner schools and URM populations.
7. Develop a structure for Alumni engagement via the MCC.
8. Increase access to storage and meeting space for cultural clubs and organizations outside of the main community space.
9. Develop updated staffing structure for the Multicultural Center to support the broader student population.
 - a. Create a professional for racial and social justice education.
 - b. Create a professional coordinator position for programming.
10. Pilot a peer educator program to increase access to cultural competency training for clubs and organizations.
11. Create Faculty Fellow position that can offer curricular and co-curricular learning.

Native American and Indigenous Student Initiatives

The Native American and Indigenous Cultural Center (NAICC) is an intertribal space that seeks to embrace and encourage students to (re)connect to the traditions and cultures of Native American and Indigenous peoples. The center aims to ensure student success by holistically supporting them and providing services rooted in de-colonial practices, community engagement, restorative healing, and native knowledge. As the center continues to enhance its efforts to support Native students, the following recommendations should be considered:

1. Access to nature informed healing practices.
2. Partner with academic affairs to bring educational classes/workshops to the center.
3. Increased outreach programming for prospective students.
4. Partner with admissions to engage in Native and Indigenous outreach initiatives (college fairs, campus visits etc.).
5. Develop of key programs that traditionally exist in Native communities (Pow Wows, Basketball tournaments, Native Markets).
6. Develop educational series on California Indians and Native Foodways.
7. Establish an official tribal liaison or elder position for the center.
 - a. Identify office space for a Tribal Elder.
8. Identify Indigenous Garden space to enhance programing on indigenous plants, food, and foraging/ medicine practices.
9. Access to community kitchen space would be critical in providing programs and opportunities to offer traditional food practices and community building via the act of preparing food.
10. Increase Indigenous art in space in addition to mural to showcase breadth of Indigeneity.
11. Develop updated support structure for the Native American and Indigenous Cultural Center.
12. Create Faculty Fellow position that can offer curricular and co-curricular learning.

Sexual Orientation Gender Identity (SOGI) Student Initiatives

The SOGI community (sexual orientation gender identity) is supported by the Pride Center, the Gender Equity Center (GEC), and the Men & Masculinities (M&M) program. Together, their

collective mission is to support and empower people of all sexual orientations, gender identities, and expressions to strengthen and unite the Cal Poly community. The following recommendations should be considered:

1. Build stronger partnerships with Campus Health and Wellbeing to provide services that focus on the needs and experiences of SOGI students.
2. Drop-in counseling in a private space near Pride Center.
3. Prioritize SOGI expertise in the hiring of new counselors.
4. Increase in safety workshops (i.e. self-defense classes, sexual health education for LGBTQ+ communities, free HIV testing, etc.).
5. Center-specific resources to address basic needs (Ex: the development of an SDAB/ CHW food pantry that is located near other cultural centers.
6. Develop initiatives/staffing that centers the needs of QTBIPOC students.
7. Relocate the Pride Center to a space that meets the diverse needs of our LGBTQ+ community.
 - a. Center needs to be highly visible with multiple entrances.
 - b. Must include space within the center for privacy.
8. Close to universal, single, or gender inclusive restrooms.
9. Access to private space for closed dialogues, PRISM, mentorship programs, etc. In addition to an open community space.
10. Create spaces in which the Gender Equity Center, Pride Center, and Men & Masculinities can function with additional intersectionality.
11. Increase staffing structure for SOGI populations.
 - a. Create a SOGI Leadership role to bridge intersectionality of all centers.
 - b. Create a professional coordinator for community/outreach initiatives.
 - c. Create a professional coordinator for wellness and belonging initiatives.
 - d. Build in professional growth/promotion opportunities as a strategy for retention.
12. Create Faculty fellow position that can offer curricular and co-curricular learning.

Section 4: Closing

Emerging Center Expansion

Just as the efforts to produce greater equity for all students increase, the resistance by some to change persists. In addition, the increasing awareness and development of new social and racial justice models continues to grow. As students encounter experiences that resonate with these movements, their expectation to learn more and do more elevates. Creating a center that puts "Learn by Doing" at the heart of social and racial justice work will allow SDAB's efforts to develop greater impact, as defined and determined by these areas of transformation for Cal Poly students, staff, and faculty.

Students Affairs considers and contributes significantly to student identity formation, and that formation includes making meaning of spirituality and life itself. SDAB recognizes the considerable connection between many of the communities we serve and their historical and cultural ties to such experiences. Creating spaces that reflect and honor the range of life affirming, spirit-focused traditions of various student populations will also keep us accountable to the goal of meeting students' holistic needs.

Conclusion

The facilitation of these learning sessions is our first step in preparing to advance SDAB, considering Cal Poly's increasing diversity, as well as the opportunity to bolster the continued commitment to equity and inclusion. To that end, contemporary definitions and exploration regarding belonging further our demand to accelerate and expand our unit. Student Diversity & Belonging's (SDAB) commitment to the underrepresented and minoritized student community exemplifies the level of passion that exists for cultivating inclusive centers that are steadfast in improving its practices and structures to increase advocacy, facilitate intersectional education, and promote the well-being and empowerment of all its students. Through adoption of the recommendations offered, SDAB can implement the expertise and experiences of the student, staff and faculty groups who represent a wide range of the marginalized populations within Cal Poly. If these recommendations are embraced – and systemically and strategically funded – Cal Poly will send a message that there is an ongoing commitment to improving DEI, as well as letting marginalized community members know that they are heard and valued. These recommendations represent a step in a strong and socially just direction. We aim to continue this path as we implement the recommendations made and reach our goal to be a campus community where students do not second guess their place here. While most of these recommendations are possible, some may not be, and some things change. It is imperative that the Student Diversity and Belonging Collective begin to share out annually about the progress and challenges that arise.

Next steps

Campus-wide Learning Session Share-out – Thursday, April 12, 9:10 – 10 a.m.
<https://calpoly.zoom.us/j/83676165370?pwd=aVlQdEdiRkJ1THVTK0pEaXpyWFZ0QT09>

APIDA Student Working Group – April 18 - May 14
BAEC Working Group – April 18 - May 14
Latinx Center Student Working Group – April 18 - May 14
SOGI Student Working Group – April 18 - May 14
Create 1-Year Strategic Plan – Summer 2022

Section 5: Appendices

Organization Charts

Program One Sheets



STUDENT AFFAIRS DIVERSITY STATEMENT

Student Affairs believes that every student should feel welcomed and respected at Cal Poly.

We provide a safe, supportive environment that values the identities, beliefs, and abilities of all people, while also acknowledging the harm and complexity of our United States history. Our staff work to actively advance diversity, equity, and inclusion in all areas across the division.

Email: japatton@calpoly.edu
studentaffairs.calpoly.edu/diversity

“

Transformation change with diversity, equity, and inclusion is happening at Cal Poly. I'm excited to see and be a part of this journey we on to make this a place where everyone is welcomed and accepted for who they are!

— Dr. Jamie S. Patton,
Assistant Vice President of Student Affairs

”



CAL POLY





STUDENT DIVERSITY AND BELONGING

Student Diversity and Belonging (SDAB) is a collective of campus resource centers that support and empower students experiencing marginalization, through intersectional advocacy and cultural connections to build a more just and equitable Cal Poly community.

Our vision is to be a collective of campus community centers that play an active role in creating a Cal Poly experience rooted in equity and holistic support, where all students thrive. We are organized into two cluster areas:

GENDER & SEXUALITY

- Gender Equity Center
- LGBTQ Campus Life (PRIDE)
- Men & Masculinities

RACE & ETHNICITY

- Black Academic Excellence Center
- Dream Center
- Multicultural Center
- Native American & Indigenous Cultural Center

Culture.calpoly.edu

“

Always remember you are here with purpose. On purpose. We can't wait to see all the wonderful things you will do!

*- Beya Makekau, Director
Student Diversity & Belonging*

”



CAL POLY
Student Diversity
& Belonging



MULTICULTURAL CENTER

ROOTED IN EQUITY AND JUSTICE

RACE & ETHNICITY

Rooted in values of equity and justice, the MultiCultural Center is dedicated to the recruitment, retention, and success of historically underrepresented groups.

The MultiCultural Center strives to equip and empower students with the knowledge, tools, and capacity to become agents of social change.

TRANSFORMATIVE EDUCATION

We affirm the power of education to change lives and change the world—not just classroom curriculum, but the learning that comes from lived experience, lessons passed down from elder generations, and knowledge constructed in community.

EMPOWERMENT

We see the unique beauty and power in each student striving to live, thrive, and succeed. We aim to nurture their capacity to overcome challenges and break through barriers.

COMMUNITY

We uphold the genuine, authentic relationships built in community, both through sharing joy and facing difficulties. We believe in the potential of these connections to create a Cal Poly where every student feels they have truly found their place.

“

**THE MCC IS MY HOME
AWAY FROM HOME. IT IS
A PLACE I KNOW I CAN
ALWAYS FIND COMMUNITY
AND FEEL EMPOWERED
TO BE AUTHENTICALLY
MYSELF.**

— 3rd year Mechanical Engineering major

”



CAL POLY
MultiCultural Center

Signature Programs

CULTUREFEST

A celebration of diversity through culture, food, and community, where Cal Poly's cultural organizations sell traditional foods and perform throughout the day.

DÍA DE LOS MUERTOS (DAY OF THE DEAD)

A Latinx multi-day holiday that remembers, honors, and celebrates ancestors and friends who have passed by setting up and decorating altars.

LUNAR NEW YEAR

A family-oriented event that celebrates the Lunar New Year holiday for many Asian cultures and families through education, activities, and workshops.

POLYCULTURAL WEEKEND

PCW helps prospective students establish a sense of community, cultivate a feeling of belonging, and build the confidence to succeed at Cal Poly.

STUDENTS OF COLOR SUMMIT

An annual conference catered to underrepresented students to offer social justice knowledge development and engagement opportunities.

Celebration, Education, and Advocacy

"STATE OF" PANELS

Candid, vital conversations representing students, staff, and faculty speaking to their experiences at Cal Poly. Look out for State of SWANA and State of APIDA in the spring!

TRAININGS & WORKSHOPS

Educational workshops available for student, staff, and faculty groups, covering broad contexts, microaggressions, and practices of allyship.

HERITAGE MONTHS

Monthlong celebrations featuring various social and educational events, commemorating the history and cultures of different racial and ethnic groups.

MEET THE STUDENT STAFF

Andru O'Hara (he/him)

Student Assistant

Camille Porciuncula (she/her)

Student Assistant

Natalie Estilo (she/her)

Student Assistant

Alan Martinez (he/him)

PCW Coordinator

Amanda Chang (she/her)

PCW Coordinator

Brian Luu (he/him)

PCW Coordinator

Michelle Lee (she/her)

PCW Coordinator



OF ALL PCW STUDENTS

81%

feel a greater sense of
belonging in the Cal Poly
community

THE MCC OPENED IN

1982

which makes it the oldest
cultural center on Cal Poly's
campus!

THE MCC REACHES OVER

1600

students annually via
programs, dialogues, &
cocurricular education.



GENDER EQUITY CENTER

WHO YOU ARE BEYOND THE BINARY

GENDER & SEXUALITY

The Gender Equity Center envisions a world liberated from the oppressive constraints of cis-hetero-patriarchy and the gender binary, where all genders are honored, validated, and celebrated.

The Gender Equity Center welcomes people of all genders and experiences to cultivate a brave space where we can learn and grow together. Through social justice-based education, programming, and community-building, our work centers students who experience gendered marginalization, including those who are womxn, feminine-of-center, trans, and/or nonbinary.

CRITICAL EDUCATION

For the general campus population who is interested in taking their first steps in exploring their gender identity and learning more about diverse experiences.

COMMUNITY BUILDING

Creating space and fostering genuine connections for womxn, feminine-of-center, trans and/or nonbinary and gender-nonconforming students, and their allies.

“

I’VE NEVER FELT MORE SUPPORT, OR A FEELING OF BEING UNDERSTOOD SO MUCH.

I HAVE THE POWER TO MAKE CHANGE BY BEING AN EXAMPLE FOR OTHERS.

I SIMPLY FEEL EMPOWERED—FOR ME AND ALL OTHER WOMXN!

— Student Testimonials

”



CAL POLY
Gender Equity Center

Signature Programs

ORIGINAL WOMXN'S NARRATIVES (OWN)

At the intersection of art and activism, OWN is an annual student-led theatrical production which uplifts the stories of Cal Poly community members who have experiences of womxnhood in body, mind, and/or spirit, be that in past, present, future, and/or fluid.

GALENTINES DAY

An evening full of art, activities, and workshops; a celebration of love in its not-necessarily-romantic forms as a deconstruction of societal narratives of romance.

WOMXN'S HISTORY MONTH

With the intent of educating and empowering, Womxn's History Month demonstrates the strong impact womxn have had in every aspect of history.

AFFINITY SPACES & COMMUNITY MIXERS

We host a number of affinity spaces and identity-specific mixers throughout the year to bring together students, staff, and faculty over shared experiences.

Education

GENDER EQUITY MOVEMENT (GEM) TRAINING

An interactive 5-week long training offered every quarter, covering topics of gender, feminism, positive masculinity, and intersectionality.

NON-BINARY 101

A 2-session introductory training about nonbinary gender identities covering the gender spectrum, trans and/or nonbinary experiences, and allyship.

DREAMS, LOVE, & FEMINIST FUTURITIES

A workshop series centering dreams, love, and what implications those have for how we (re)imagine and enact different kinds of education and different kinds of (kinder) futures.

MEET THE TEAM

Olivia Tran (she/her)

Coordinator for Womxn and Gender Equity Initiatives

Anusha Sowda (any pronouns)

Student Assistant

Elena Scarr (she/her)

Student Assistant

Jasmine Lin (she/her)

Student Assistant

Sakina Nuruddin (she/her)

Student Assistant



GET INVOLVED!

WE PARTNER WITH WOMEN'S, GENDER, & QUEER STUDIES

to give students extra credit
for attending Gender Equity
Movement Training.

OWN WAS FOUNDED IN

2015

and GEC students have
continued a legacy of activism
and theater every year since.

ALL OUR PROGRAMS ARE

STUDENT-CREATED & STUDENT-RUN

so if there's something you
want to see happen on
campus, let us help!



BLACK ACADEMIC EXCELLENCE CENTER

STRIVING FOR BLACK EXCELLENCE

RACE & ETHNICITY

The Black Academic Excellence Center program is committed to supporting the advancement and excellence of Black students and Black student groups within the Cal Poly community.

Through fostering an inclusive environment, providing academic support, and promoting a positive self-image, our goal is to empower Black students to take full advantage of opportunities while actively engaging with Black history and culture. A holistic college experience is important to us, so we encourage students to contact us with any questions or concerns.

MISSION AND VISION

- Increase the retention and graduation rates of Black students on campus.
- Provide Black students with the skills and opportunities to be able to engage at Cal Poly academically and socially

GOALS

- Make Black students aware of resources available on campus.
- Provide Black students with supplies so assignments are completed on time.
- Retain and graduate as many Black students as possible.

“

IF I DIDN'T DEFINE MYSELF FOR MYSELF, I WOULD BE CRUNCHED INTO OTHER PEOPLE'S FANTASIES FOR ME AND EATEN ALIVE.

— Audre Lorde

”



CAL POLY
Black Academic
Excellence Center

Signature Programs

BLACK FALL WELCOME

The Black Academic Excellence Center hosts the annual Black Fall Welcome for new first-year and transfer students. This is an opportunity for new Cal Poly students to be welcomed by faculty, staff, and current students and come together in community!

DR. MARTIN LUTHER KING JR. CELEBRATION

An annual celebration of the legacy of Dr. Martin Luther King Jr. The Black Academic Excellence Center awards a community member who upholds the legacy of Martin Luther King Jr. by leading with love and hope to create a better campus for all.

BLACK HISTORY MONTH

February is Black History Month, and we are honored to celebrate the history and countless achievements of the African Diaspora. In celebration of this month, we invite you to join in several opportunities to engage in meaningful and transformative programs organized by BAEC and the campus community.

BLACK COMMENCEMENT

Black Commencement, in collaboration with the Black Faculty & Staff Association, is an annual celebration recognizing the culture and accomplishments of the Cal Poly African American graduating class.

Education

STATE OF BLACKNESS

State of Blackness is an annual panel event that brings the experiences of Black/African American identified individuals to light. The panel discussion is a call to action to enhance and support initiatives.

TRAININGS AND OTHER PROGRAMS

BAEC offers a variety of educational programs throughout the year; many of these programs are created and run by students.

MEET THE TEAM

Anya Booker (she/her)

Senior Coordinator, Black Academic Excellence Center

Audre Smikle (they/she)

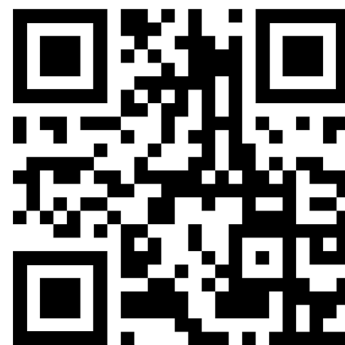
AmeriCops VIP Fellow

Raja Adil (he/him)

Student Assistant

Kianah Corey (she/her)

Student Assistant



SCAN TO GET INVOLVED!

BAEC SERVES BLACK IDENTIFYING STUDENTS

who need support and seek community. Stop by and we can help you out!

THERE IS NO MONOLITHIC BLACK EXPERIENCE

so don't be afraid to utilize our resources and opportunities for Black students.

ALL OUR PROGRAMS ARE STUDENT-CREATED & STUDENT-RUN

so if there's something you want to see happen on campus, let us help!



LGBTQ CAMPUS LIFE

BE BOLD. BE YOU.

GENDER & SEXUALITY

LGBTQ Campus Life (PRIDE) supports and empowers people of all sexual orientations, gender identities, and expressions to strengthen and unite our central coast community.

We envision a stronger and braver Cal Poly that is radically inclusive of all sexualities, gender identities, and expressions.

AUTHENTIC BOLDNESS

We are unique, brave, innovative, creative, courageous, and beautiful with a strong sense of purpose, array of talents, and passion for creating a better world. We are resilient people unafraid to boldly and rightfully exist. Be Bold. Be You.

COMMUNITY EMPOWERMENT

We value the socially transformative impact of our collective efforts and talents. We work together to further understanding, communication, and to build caring and supportive environments for our community through an ethic of radical love.

INTERSECTIONAL JUSTICE

We value our diversity but recognize deep disparities exist and cannot fight one form of oppression without fighting all forms of oppression. We are committed to expanding access, equity, and inclusion at Cal Poly in sustainable ways.

“

WE ARE A COALITION OF LEADERS, PARTNERS, AND ORGANIZATIONS AIMED AT ENHANCING CAL POLY FOR ALL LGBTQ PEOPLE. GET INVOLVED TODAY!

— Samuel Neil Byrd, Lead Coordinator for LGBTQ Campus Life

”



CAL POLY
LGBTQ Campus Life

Programs and Services

LGBTQ Campus Life provides the following programs and services:

AFFINITY & SUPPORT GROUPS

We curate or refer students to a variety of affinity and support groups on campus or within the community.

GENDER AFFIRMING CARE

We coordinate with Campus Health & Wellbeing to ensure students receive the highest quality of care including medical, counseling, and wellbeing services.

RESIDENTIAL LEARNING COMMUNITIES

We coordinate with University Housing to provide learning communities and living arrangements featuring gender inclusive assignments and programmatic offerings.

SIGNATURE EVENTS

We host a number of signature events throughout the year to increase visibility, awareness, celebration, and connection within the LGBTQ community.

Education and Advocacy

LGBTQ Campus Life provides the following in addition to direct consultation and advocacy on campus and in the San Luis Obispo:

COMING OUT & IDENTITY SUPPORT

We help students navigate the Coming Out process and other issues pertaining to their SOGIE identities.

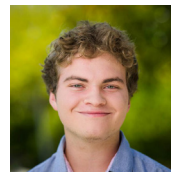
TRAINING & WORKSHOPS

We provide quarterly Foundations of Gender & Sexuality trainings as well as various workshops pertaining to LGBTQ student experiences and movement building.

EDUCATIONAL RESOURCES

We host a gender and sexuality library, educational materials, organizational assessments, and a network of local and national resources for referral.

TESTIMONIALS



Declan Galli (he/him)
Music / City &
Regional Planning

As a queer student, I was nervous about attending Cal Poly. The PRIDE Residential Learning community gave me my core group of friends, including my new BFFs in college. LGBTQ Campus Life educated me on the community and provided me an excellent space to learn and grow as a student.



WE HAVE A QUEER AND TRANS LEADERSHIP COUNCIL

with representatives from
all colleges and affiliated
organizations.

DID YOU KNOW THAT 2535

active students have disclosed
an underrepresented SOGIE
identity? (Fall 2020)

WE HELP COORDINATE CENTRAL COAST PRIDE

annually in partnership with
community members from the
Gala Pride & Diversity Center.



MEN & MASCULINITIES

EXPANDING THE CONVERSATION

GENDER & SEXUALITY

The Men and Masculinities Program (M&M) creates spaces and experiences for the Cal Poly community to process and develop our collective understanding and expression of masculinities.

M&M engages the Cal Poly community by creating spaces to learn about and critically evaluate expressions of masculinity and its intersections with other identities, with the purpose of establishing healthy, holistic and inclusive representations of masculinities at Cal Poly.

CRITICAL CONVERSATIONS

We create environments where our campus community can discuss and evaluate a wide-spectrum of ideas, events, impacts, and expressions connected to masculinities.

AUTHENTIC COMMUNITIES

We foster supportive connections between students, faculty, and staff towards the development of healthy, holistic, and inclusive masculinities.

UNIQUE PERSPECTIVES

We raise community consciousness about the unique realities and experiences of men and masculine-identifying folk.

“

“This event was so awesome and the questions for our breakout rooms were really thought-provoking and important! I really appreciated what they shared in our space about masculinity and their own personal experience! This was awesome!”

“This was an amazing dialogue and I’d strongly encourage anyone to join who wants to learn more about masculinity how it’s intersectional and how it effects us and all members of our society and other societies.”

— Cal Poly Students

”



CAL POLY
Men & Masculinities
Program

Programs and Services

Signature Programs:

MOVEMBER

Movember is a month-long campaign focused on men's wholistic health, featuring workshops, awareness campaigns, dialogues, and community building events.

FSL HEALTHY MASCULINITIES WEEK

Movember is a month-long campaign focused on men's wholistic health, featuring workshops, awareness campaigns, dialogues, and community building events.

MANIFEST

Manifest is gender art gallery installation illustrating different aspects of masculinities through art. Students, faculty, staff, and community members contribute original pieces of art create to support each year's Manifest theme.

MEN'S STORY PROJECT

Men's Story Project is a storytelling and dialogue project that brings critical dialogue on social ideas about masculinity into public forums around the world via men's own stories.

Men of Color Success Initiative (MOCSI)

MOCSI supports and advances the potential of undergraduate and graduate men of color at Cal Poly by empowering them with integral skills, community, and knowledge to foster success.

MOCSI MENTORSHIP PROGRAM

Connecting undergraduate and graduate men of color at Cal Poly with a dynamic community of peer and faculty/staff mentors who create a network of social, professional and academic support for mentees.

YOUNG MEN OF COLOR SPRING SUMMIT

A day-long conference event for local and regional high school men of color focused on preparing students for their first year in a higher education institution.

PROGRAM STAFF

Nick Bilich (he/him)
Coordinator

Bee Porta (they/them)
AmeriCorps VIP

Micah Wilkins (they/them)
M&M Programming Lead

Emiliano Olague (he/him)
MOCSI Programming Lead

Aaron Cooper (he/him)
Intern



**CHECK OUT OUR
WEBSITE!**

**M&M RECEIVED THE
OUTSTANDING
MEN'S PROGRAM
AWARD**

by the 2021 ACPA Coalition on
Men & Masculinities.

DID YOU KNOW THAT
2016

was the year that M&M was
founded? It started as an
auxillary program to Safer.

**M&M'S MOCSI
IS PART OF A
CSU-WIDE NETWORK
OF PROGRAMS**

called the Young Men of Color
Consortium.



DREAM CENTER

EMPOWERING DREAMS WITHOUT BORDERS

Cal Poly's Dream Center is committed to offering a safe, inclusive space for all undocumented students, members of mixed-status families, and allies. Our mission is to support, empower, and advocate for the academic, professional, and personal development and success of all undocumented students at Cal Poly.

Our Values

ACTIVISM. We value and recognize activism as a foundation and catalyst to social change. We recognize true inclusion cannot exist without addressing all forms of interpersonal and systematic oppression.

COMMUNITY. We believe community transcends nationality and citizenship. Our community is a space where students are affirmed, defended, and supported.

EMPOWERMENT. We encourage growth, reflection, and curiosity. We promote student success by ensuring our programming allows students to gain confidence in navigating the campus, knowledge of resources, and opportunities to engage in dialogue.

EDUCATION. We recognize the importance of facilitating interpersonal dialogue and building bridges for communication across campus. We are committed to expanding conversations, trainings, and educational resources to increase awareness and understanding of immigration issues.



**THE DREAM CENTER IS
LIKE A SECOND
HOME TO ME SINCE I AM
ABLE TO MEET
AND CONNECT WITH
OTHER STUDENTS THAT
HAVE THE SAME GOALS AS
ME.**

— Student Testimonial



CAL POLY
Dream Center

Programs and Services

We offer a range of programs, services, and dialogues that support undocumented students' holistic success. Signature events are listed below:

DROP IN SERVICES

The Dream Center offers a variety of drop-in services and all drop-in advisors are allies trained in supporting undocumented students. Our drop-ins include the following: financial aid, mental health counselors, academic and career counselors.

UNDOCU-WEEK

A week-long series of events, workshops, and dialogues that centers undocumented student voices and creates learning spaces for the Cal Poly community. Undocu-week blends activism, learning, and community engagement.

IMMIGRATION ATTORNEY SERVICES

In collaboration with Immigrant Legal Defense (ILD), we offer free and confidential legal services for undocumented students, staff, faculty, recent alumni, and families. This collaboration is part of a larger CSU-wide initiative to bring legal resources for the CSU community.

UNDOCU-ISSUES DIALOGUES

A dialogue series that highlights timely issues affecting the undocumented community. The goal of the series is to create a learning space and active discussion among Cal Poly students, staff, and faculty.

Get to Know Undocumented Other Students

RIISING IMMIGRANT STUDENTS THROUGH EDUCATION (RISE)

Undocumented student club on campus that provides support, leadership training and promotes collective empowerment for undocumented students at Cal Poly.

DREAM CIRCLES

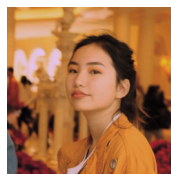
An informal way for students to meet other undocumented students and connect over food.

DREAM CENTER TEAM



Vania Agama Ramirez
(she/her)
Dream Center
Coordinator

"We are a community of staff, students, and supporters aspiring towards constructing an equitable space on campus that continuously uplifts, empowers, and defends the undocumented student voices at Cal Poly. We welcome you as you come with open arms."



Jennie Le (she/her)
Student Lead



Juan Angel Martinez
(he/him)
Student Lead



Hannah Survilas (she/her)
Student Lead

WE OFFER
UNDOCUALLY TRAININGS
FOR ALLIES

Email our Dream Center
coordinator for more
information.

CAL POLY HAS A
DREAMERS
SCHOLARSHIP

available for undocumented
students.

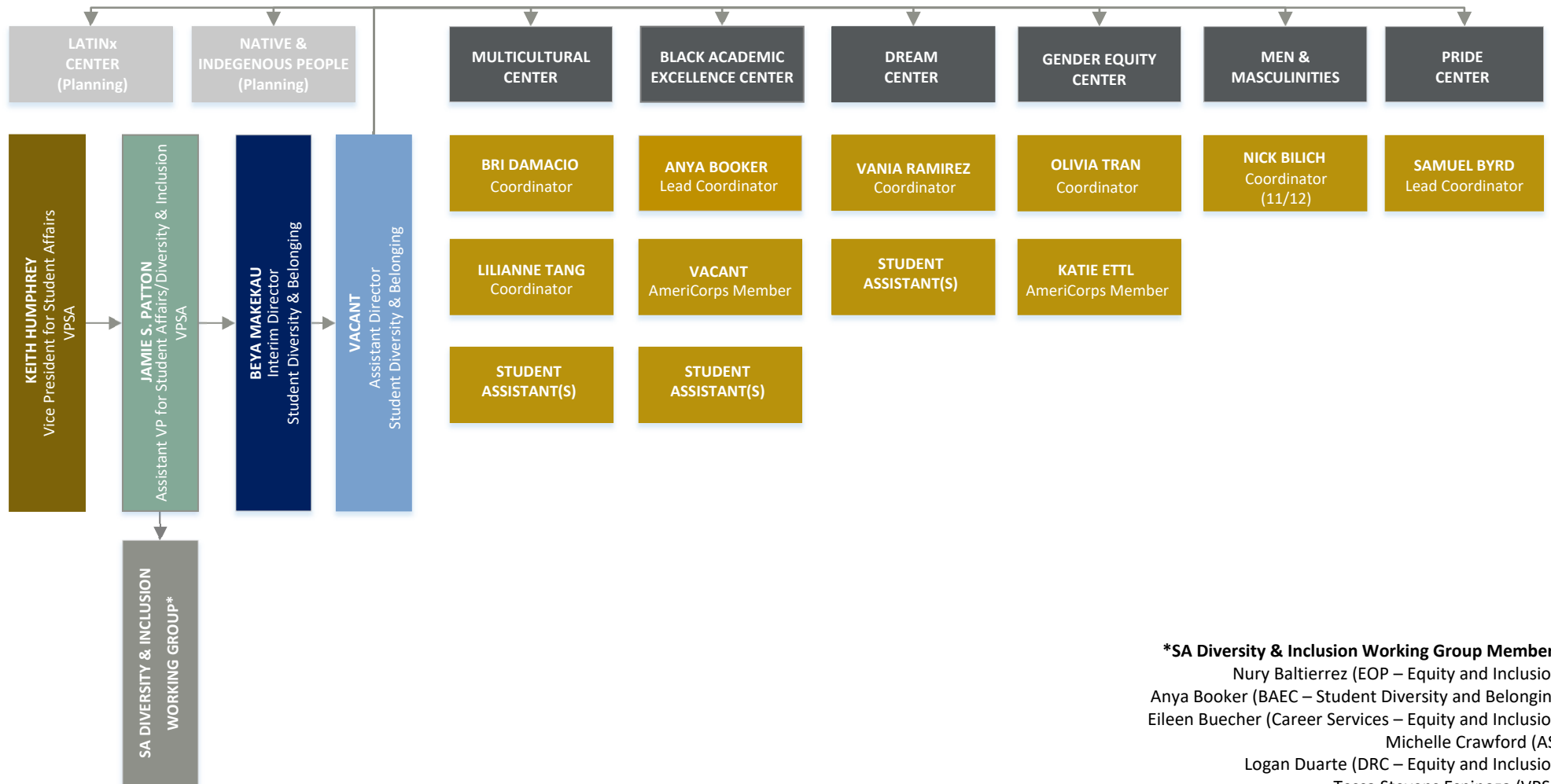




CAL POLY

Office of the Vice President
for Student Affairs

STUDENT AFFAIRS DIVERSITY & INCLUSION ORG CHART



*SA Diversity & Inclusion Working Group Members:

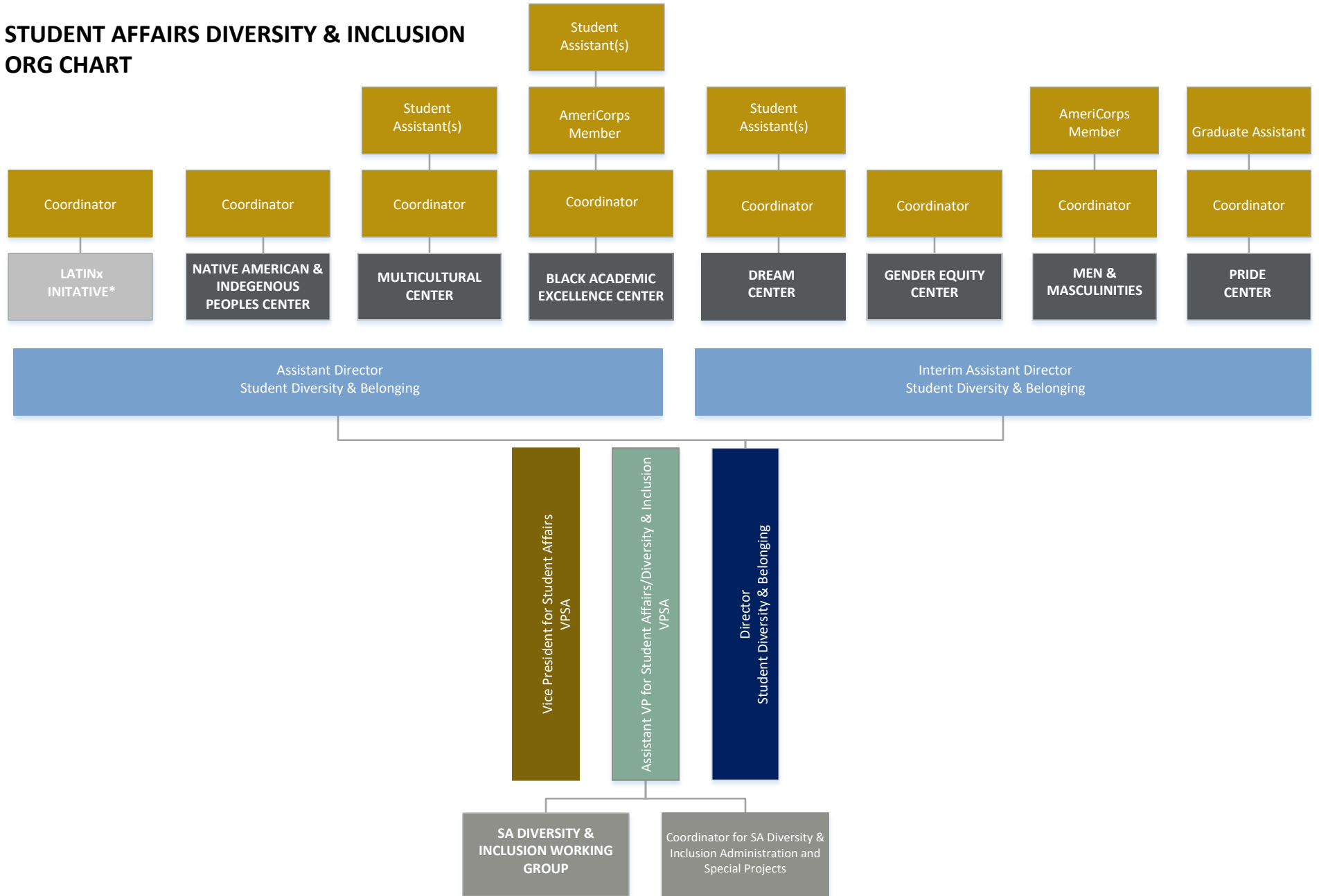
Nury Baltierrez (EOP – Equity and Inclusion)
Anya Booker (BAEC – Student Diversity and Belonging)
Eileen Buecher (Career Services – Equity and Inclusion)
Michelle Crawford (ASI)
Logan Duarte (DRC – Equity and Inclusion)
Tessa Stevens Espinoza (VPSA)
Kari Mansager (University Housing)
Keri Mendoza (Athletics)
Blanca Martinez-Navarro (Dean of Students)
Kirsten Vinther- (CHWB)



CAL POLY

Office of the Vice President
for Student Affairs

STUDENT AFFAIRS DIVERSITY & INCLUSION ORG CHART



*Opening Fall 2022