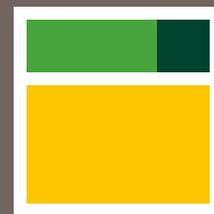


Cal Poly Diversity Strategic Framework



Office of University
Diversity & Inclusion



Fostering Diversity,
Inclusivity, and
a Welcoming
Campus Climate

2015 - 2022

CAL POLY
SAN LUIS OBISPO

President's Commitment to Diversity and Inclusivity



As first generation college students, Sharon and I know firsthand the transformative power of higher education. My education wasn't just about progressing from degree to degree, and it certainly didn't end with my PhD.

Every person I met who is different than anyone I knew in my small eastern Kentucky home town made me better. Every person I continue to meet throughout my life's journey makes me better. We are all richer for the diversity of people in our lives.

And from a very practical standpoint, greater diversity at Cal Poly makes us better teachers, administrators and advisors to the students counting on us. Greater diversity means our students will be better prepared for the world they will enter.

I am honored to lead an institution where faculty, staff and students have shown commitment to diversifying the campus community and fostering a welcoming campus climate.

Under the leadership of Executive Director, Annie Holmes, the Inclusive Excellence Council developed a *Diversity Strategic Framework* that serves as the foundation and road map for Cal Poly's ability to create transformational change. The *Framework* provides the infrastructure for advocacy and action necessary for Cal Poly to foster diversity, inclusivity and a welcoming campus climate for all community members.

Our motto is Learn by Doing. We've been studying and talking about diversity and campus climate for a long time. We've been doing the learning – now it's time for Doing.

I call on all members of the campus community to commit to carrying out the *Diversity Strategic Framework*. We all have a responsibility and a role, and our success is dependent upon our individual and collective dedication to increase diversity and foster a campus culture of respect.

Join us as we make Cal Poly even better.

A handwritten signature in blue ink that reads "Jeffrey D. Armstrong". The signature is fluid and cursive.

Jeffrey D. Armstrong
President

Executive Director's Statement



As the founding director of the Office of University Diversity and Inclusivity (OUD&I), my focus has been on laying the groundwork and providing a vision for Cal Poly to truly engage in institutional and transformational change to ensure all faculty, staff, and students are successful in their learning and workplace environments. The *Diversity Strategic Framework* provides guidance to accomplish goals and objectives in alignment with Vision 2022. The Framework provides transparency and accountability for the entire campus community in order to effectively measure and assess progress. The *Framework* should also help to guide policy changes, enhancements to practices and procedures and intentionality in assuring processes are accessible and supportive to the campus community.

Thank you to the campus community members who recognize the need to engage in organizational change and are committed to providing voice and leadership to ensure Cal Poly is well positioned to enhance diverse representation of the campus community, to be an inclusive workplace and learning environment and to be a welcoming campus climate to all faculty, staff, students, and campus partners.

To that end, OUD&I has developed several initiatives. To highlight a few, OUD&I has developed opportunities for new students to engage with diverse faculty and staff during the annual Welcome Reception at the beginning of each academic year. Another initiative involves an opportunity for the entire campus community to engage with the work of a scholar who is committed to social justice. That scholar is brought to campus for the “In Conversation” speaker series for the campus to dialogue about issues that push the community to examine ways in which they can take part in enhancing the campus climate.

Lastly, I am excited to announce that this year OUD&I will launch two new initiatives that will enhance faculty retention and student success: Faculty Consortium and Minority Male Initiative. The Cal Poly Faculty Consortium – Creating an Interdisciplinary Faculty Network is a collective of faculty across the university who are committed to promoting diversity and inclusion in higher education through collaboration in scholarship, mentoring, networking, and leveraging on the vast array of expertise within the university. The main objectives of the consortium are faculty retention and faculty development. The Faculty Consortium will host quarterly events to engage faculty in dialogues, writing sessions, and collaboration activities. The Minority Male Initiative is aimed at enhancing the retention and graduation rates of minority males based on literature grounded in the high achieving minority male model. Each initiative is done in collaboration with campus partners who are committed to these issues to ensure Cal Poly is a supportive environment for all to be successful.

I am looking forward to the opportunity to continue working with the campus community and external stakeholders to further equity, fairness, diversity, inclusivity, and collegiality at Cal Poly.

Sincerely,

A handwritten signature in black ink, appearing to read "Annie Holmes". The signature is fluid and cursive, with a large initial "A" and "H".

Annie Holmes
Executive Director,
University Diversity and Inclusivity

Cal Poly's Statement on Diversity

At Cal Poly we believe that academic freedom, a cornerstone value, is exercised best when there is understanding and respect for our diversity of experiences, identities, and worldviews. Consequently, we create learning environments that allow for meaningful development of self-awareness, knowledge, and skills alongside attention to others who may have experiences, worldviews, and values that are different from our own. In so doing, we encourage our students, faculty, and staff to seek out opportunities to engage with others who are both similar and different from them, thereby increasing their capacity for knowledge, empathy, and conscious participation in local and global communities.

The definition of

di·ver·si·ty

is specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability and sexual orientation.

In the spirit of educational equity, and in acknowledgment of the significant ways in which a university education can transform the lives of individuals and communities, we strive to increase the diversity at Cal Poly. As an institution that serves the state of California within a global context, we support the recruitment, retention, and success of talented

students, faculty, and staff from across all societies, including people who are from historically and societally marginalized and underrepresented groups.

Cal Poly is an inclusive community that embraces differences in people and thoughts. By being open to new ideas and showing respect for diverse points of view, we support a climate that allows all students, faculty, and staff to feel valued, which in turn facilitates the recruitment and retention of a diverse campus population. We are a culturally invested university whose members take personal responsibility for fostering excellence in our own and others' endeavors. To this end, we support an increased awareness and understanding of how one's own identity facets (such as race, ethnicity, gender, sexual orientation, religion, age, disability, social class, and nation of origin) and the combinations of these identities and experiences that may accompany them can affect our different worldviews.

Principles of Diversity, Inclusive Excellence and Campus Climate

Diversity = Recognize, Understand and Value Diversity

Inclusive Excellence = Ensuring access and equal opportunity through supportive policies and practices

Campus Climate = "Current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential"

- RANKIN, 2003

Introduction to the Diversity Strategic Framework

For Cal Poly to truly engage in institutional change toward enhancing diversity, inclusivity, and campus climate, it is critical to have goals and objectives that are aligned with the university's growth and development. The *Diversity Strategic Framework* goals were identified based on the Cal Poly Mission Statement and are in alignment with President Armstrong's Vision 2022. All faculty, staff, and students will be encouraged to examine their role in fulfilling the *Framework* goals. The *Framework* goals are:

GOAL 1: Diversify the Campus Community

GOAL 2: Support and Retain a Diverse Campus Community

GOAL 3: Enhance Campus Climate

GOAL 4: Exemplify Inclusive Excellence in Learn by Doing, Scholarship, Teaching and Learning

Each goal is accompanied by imperatives that further detail specific ways to accomplish the goals set forth. Cal Poly values the differences that make up our diverse campus community. For the purposes of planning and assessing growth of the demographic representation of Cal Poly, we will focus on data that is currently collected. We are currently able to measure growth by data that is collected when students and employees enter the institution. We are developing ways to collect data about other aspects of diversity. This data is available and will be updated on the Office of University Diversity and Inclusivity website at www.diversity.calpoly.edu.

Strategic Planning Process

The *Diversity Strategic Framework* is a comprehensive seven-year *Framework* that provides a roadmap to aid in the development of the Diversity Strategic Plan with measurable goals and imperatives developed by the Inclusive Excellence Council. The development of the *Framework* included:

- Affirmation of Vision 2022 and President Armstrong's goals for diversity by aligning the Framework with the university strategic plan
- Setting specific goals, timelines, strategies, assessments, and accountability

- Benchmarking and identifying best practices of peer institutions that have found success in strengthening diversity and inclusivity initiatives on their campuses
- Discussion of the research on diversity and campus climate issues in higher education
- Creating an instrument to track progress of diversity initiatives
- Identifying current campus best practices and diversity efforts that can be highlighted to enhance diversity and inclusivity goals with current resources
- Feedback from campus committees and entities to ensure inclusive participation
- Work with campus leadership to prepare for 2015-2016 Academic Year implementation

Implementation and Evaluation

Our strategy for achieving the goals set forth in the *Framework* is to engage all colleges, divisions and units to develop diversity plans set on the foundation of this *Framework*. The strategic planning process provides an opportunity to build capacity for diversity and inclusivity to truly be embedded in the fabric of the institution. We will be able to show growth within each college or unit area through evaluating growth in demographic representation, future campus climate studies, and other existing survey and assessment methods.

Diversity Strategic Planning Process

The Office of University Diversity and Inclusivity will facilitate the development of action items and outcomes with each college and unit during the 2015-2016 academic year. Following these developmental meetings, each college and unit will be responsible for uploading the action items and projected outcomes to the Diversity Strategic Plan repository.

Below are sample action items and projected outcomes detailing the planning process.

College Example				
University Goals	Action Items	Projected Outcomes	Planned Completion Date	Notes
GOAL 1: Diversify the Campus Community	Ex: Work with IT and OUDI to ensure departmental website is accessible and communicates our commitment to diversity	Increase in website usage through Google Analytics, Increase in diverse faculty, staff and students	Spring 2017	
GOAL 2: Support and Retain a Diverse Campus Community	Ex: Develop a college faculty mentoring program	Retaining faculty beyond tenure and promotion	Fall 2016	Will pay close attention to campus climate data about mentoring
GOAL 3: Enhance Campus Climate	Ex: Participate in IE month annually by attending at least one event and offering a departmental brown bag to discuss what was learned	Cultural competence toward being welcoming	Spring 2019	
GOAL 4: Exemplify Inclusive Excellence in Learn By Doing, Scholarship, Teaching and Learning	Ex: Identify where and how diversity is present in a programs curriculum (work with CTLT)	Information can be used for future program review	Spring 2019	

Student Services Example				
University Goals	Action Items	Projected Outcomes	Planned Completion Date	Notes
GOAL 1: Diversify the Campus Community	Ex: Develop relationships with diverse professional associations in your field, attend the conferences, share job opportunities on their websites/journals/magazines/listservs	Increase in diverse candidates and staff representation	Spring 2017	
GOAL 2: Support and Retain a Diverse Campus Community	Ex: Develop relationships with diverse groups external to the university and co-sponsor events/training opportunity (e.g. LGBT organizations, local Mosque or synagogue)	Retaining a diverse and committed staff.	Fall 2016	Conduct evaluations to enhance the mentoring program.
GOAL 3: Enhance Campus Climate	Ex: Review and update office space, reception areas, and gathering spaces to be accessible and more inclusive. This includes offering hours that are more student centered.	Cultural investment toward being welcoming	Spring 2019	
GOAL 4: Exemplify Inclusive Excellence in Learn By Doing, Scholarship, Teaching and Learning	Ex: Provide training opportunities for faculty and staff across the university to aid in their support of curricula delivery	An increase in faculty and staff involvement with student services on campus. Collaboration toward improving the curriculum.	Spring 2019	

Operations Example				
University Goals	Action Items	Projected Outcomes	Planned Completion Date	Notes
GOAL 1: Diversify the Campus Community	Ex: Identify places to promote and recruit diverse candidates beyond current resources	Increase in diverse staff representation	Spring 2017	
GOAL 2: Support and Retain a Diverse Campus Community	Ex: Pair new staff with a mentor. Provide monthly gatherings (e.g. brown bag lunches) for mentors and mentees to connect	Retaining diverse staff through an actionable commitment to diversity	Fall 2016	
GOAL 3: Enhance Campus Climate	Ex: Highlight vendors and suppliers that champion diversity and communicate the alignment with unit goals, mission and vision	Attract more diverse suppliers and vendors who will be present on campus, communicating a commitment to diversity	Spring 2019	
GOAL 4: Exemplify Inclusive Excellence in Learn By Doing, Scholarship, Teaching and Learning	Ex: Ensuring services offered are accessible to others from diverse backgrounds (e.g. ESL, people with disabilities etc)	Overall accessibility to campus opportunities in the learning environment	Spring 2019	Data will be collected during the next campus climate survey about accessibility

Goals and Imperatives

GOAL 1 - Diversify the Campus Community Recruit diverse faculty, staff, and students.

Imperative 1: Recruit and Enroll a Diverse Student Body

- As a California State University, Cal Poly's student population should more directly reflect that of the state in which we serve. Cal Poly will focus on the continued growth of diverse representation among our student population.

Imperative 2: Recruit and Hire a Diverse Workforce

- Diversity represented in the faculty and staff allows students to connect to a supportive campus community. We will intentionally recruit a diverse workforce so that faculty, staff, and students can better engage in a campus environment in which they feel challenged and supported.

GOAL 2 - Support and Retain a Diverse Campus Community Retain diverse faculty, staff, and students to enhance academic, personal, and professional success.

Imperative 3: Retain a Diverse Student Body

- All faculty, staff, and students make an impact on the curricular and co-curricular learning environment which shapes the student experience. In order to retain a diverse student body, Cal Poly needs to identify strategies and services in the university and community to support student success.

Campus Climate Survey Results

25% of undergraduate students seriously considered leaving Cal Poly

Reasons included lack of a sense of belonging, didn't like or couldn't change major, campus climate is unwelcoming, homesick and personal reasons.

Imperative 4: Retain a Diverse Workforce

- Faculty and staff are successful in an environment where they can grow personally and professionally. Cal Poly embraces equitable opportunity and fair treatment for all employees. We will address the gaps and barriers that hinder growth and retention at Cal Poly.

Campus Climate Survey Results

35% of faculty and 31% of staff personally experienced exclusionary, intimidating, offensive or hostile conduct due to position status

56% of Faculty/Librarian respondents seriously considered leaving Cal Poly

53% of Staff respondents seriously considered leaving Cal Poly

Faculty and Staff considered leaving due to lack of salary raises, limited opportunities for advancement, financial reasons, tension in department/work unit, tension in department/work unit with supervisor/manager, increased workload, and a hostile work environment.

Imperative 5: Foster Cultural Competence and Become Culturally Engaged

- Cultural investment moves the university in a direction of social justice where issues of inequality are addressed to create transformational change. The Cal Poly community will foster a greater respect for differences in order to enhance retention and success.

GOAL 3 - Enhance Campus Climate Foster a campus climate that is welcoming and respectful of all.

Imperative 6: Remove Barriers to a Welcoming Campus Climate for students, faculty, staff, and visitors

- All members of the Cal Poly community should be able to thrive and be accepted as their authentic selves. Cal Poly must address the institutional and cultural barriers that interfere with creating an inclusive community.

Campus Climate Survey Results

29% overall campus response rate	Overall campus climate is "Comfortable/Very Comfortable" (80%) Department/Work Unit Climate (68%) Undergraduate Classroom Climate (85%) Graduate Classroom Climate (84%) Faculty Classroom Climate (78%)	
22% of respondents indicated that they had personally experienced exclusionary, intimidating, offensive and/or hostile conduct at Cal Poly	Major Field of Study (32%) Gender Identity (23%) Ethnicity (23%)	Physical Characteristics (23%) Philosophical Views (20%) Political Views (20%)

Imperative 7: Collaborate to Attain Diversity Goals

- Collaboration fosters community, encourages dialogue, leverages resources, and builds cohesion. Cal Poly will explore avenues of collaboration across campus entities to effectively meet the goal of creating a more welcoming and respectful climate for all.

GOAL 4 - Exemplify Inclusive Excellence in Learn by Doing, Scholarship, Teaching and Learning Cal Poly will emphasize inclusive excellence in learn by doing.

Imperative 8: Enhance exposure to a learning environment that encourages diverse perspectives, learning, and scholarship

- Student learning is influenced and supported by the entire campus community. In order to graduate more competent global citizens, faculty and staff must provide opportunities for all students to increase their understanding of diversity.
- It is essential to achieving inclusive excellence that diverse perspectives be considered when developing curricular and co-curricular experiences. Cal Poly will support and encourage faculty and staff in gaining greater competency in diversity scholarship and service.

Current Status of Diversity at Cal Poly

Cal Poly has made great strides in supporting diversity and inclusivity. Below, please find examples of current programs, policies and initiatives at Cal Poly and those that will launch the 2015-2016 academic year in accordance with each *Framework* goal. A full inventory of academic support programs for students and campus resources for faculty, staff and students are available on the Office of University Diversity and Inclusivity website at diversity.calpoly.edu.

GOAL 1 - Diversify the Campus Community

• Student Recruitment and Outreach

- o **Partner Schools** – Our focus is to provide California with outreach and access efforts for schools serving communities with substantive numbers of first generation or economically disadvantaged students and families. Through statewide school partnerships, Cal Poly will increase the number of qualified students from these communities admitted to the University. This will be done by establishing a strong supportive relationship between Cal Poly and Partner School constituents.

Partner Schools meet one or more of the following criteria:

- 1) The school or program is part of the College Preparation Partnership Program introduced by Senator Hayden (SB 1697, Hayden).
 - 2) The school or program supports first generation student's efforts to attend college (i.e. GEAR-UP, Upward Bound, and TRIO).
 - 3) The school or program primarily serves students eligible to receive free or reduced school lunch.
- o **Pre-Collegiate Symposium** – The Pre-Collegiate Symposium is an event sponsored each year to give high school juniors from a select group of Partner high schools an opportunity to visit Cal Poly for an overnight stay. Visiting students are hosted overnight by a current student who lives on campus. In addition to staying overnight in one of the residence halls, the program offers a variety of activities including tours of the campus, workshops presented by the academic colleges and games in the University Union. The event generally takes place during the month of February. <http://sas.calpoly.edu/cas/symposium.html>.

- o **PolyCultural Weekend** – PolyCultural Weekend is designed to acquaint prospective students to the Cal Poly University by exploring academic, cultural, and social resources of the institution. PolyCultural Weekend aims to establish a sense of community, a sense of belonging, and provides students with the skills to succeed at Cal Poly, even though it is a different environment.



<http://www.deanofstudents.calpoly.edu/content/multicultural/pcw/index>

- o **Hometown Heroes** – The Outreach and Recruitment department coordinates high school and community college visits by Cal Poly student volunteers throughout the year. Hometown Heroes are trained to share their experiences about Cal Poly and answer questions about university life with prospective students.
- o **College/Department Ambassadors** – Each College at Cal Poly has college ambassadors. The ambassadors are students who represent the college to prospective students through tours and presentations. This effort allows Cal Poly students to engage in leadership opportunities that impact attracting prospective students to Cal Poly.

• Faculty

- o **Guidelines for Recruiting Tenure-Track Faculty** – Academic Personnel and the Office of University Diversity and Inclusivity have partnered to enhance the tenure-track faculty recruitment guidelines. This new effort provides unconscious bias training to search committees during the fall quarter to ensure intentionality in casting a broad net to attract a diverse pool of candidates.

http://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/INTERIM_Cal_Poly_Guidelines_for_Recruiting_Tenure-Track_Faculty_12.19.13.pdf

• Faculty and Staff

- o **Position Description Diversity Statement** – During the 2014-2015 academic year, the diversity statement included in all position descriptions was updated and vetted across the campus community. There are now two diversity recruitment statements: one for long ads and one for short ads where space is limited. (see examples on next page)

Diversity Statement for use in Advertising and Job Requisitions

At California Polytechnic State University, San Luis Obispo, we believe that cultivating an environment that embraces and promotes diversity is fundamental to the success of our students, our employees and our community. Bringing people together from different backgrounds, experiences and value systems fosters the innovative and creative thinking that exemplifies Cal Poly's values of free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility. Cal Poly's commitment to diversity informs our efforts in recruitment, hiring and retention. California Polytechnic State University is an affirmative action/equal opportunity employer.

Diversity Statement for use in Shortened Ads

Cal Poly's commitment to diversity informs our efforts in recruitment, hiring and retention. California Polytechnic State University is an affirmative action/equal opportunity employer.

Diversity Statement for use in Abbreviated Print Ads

EEO (may be inserted into very abbreviated print ads that charge by the word. Typically these include minimal position information and serve only to point potential applicants to Cal Poly's jobsite. The entire diversity statement must be included in the job requisition.)

- o **Search Resources** – All faculty and staff position descriptions are posted on Higherjobs.com and Diversejobs.net. Furthermore, there is a growing list of recruitment resources listed on the Office of University Diversity and Inclusivity website that search committees can use to broaden the candidacy pool.
<http://diversity.calpoly.edu/content/recruitment-resources>

GOAL 2 - Support and Retain a Diverse Campus Community

• Students

- o **Welcome Reception** – At the beginning of each academic year, the Office of University Diversity and Inclusivity sponsors a welcome reception for all new students to meet diverse faculty and staff.
- o **BEACoN Mentors** – BEACoN mentors are faculty mentors who have been identified to work with students of color to ensure they have direct access to faculty of color and faculty who are attuned to their needs. The mentors provide one-on-one mentoring, programs and workshops that develop social and cultural capital for student success.
- o **CP Scholars** – The Cal Poly Scholars program is aimed at recruiting and retaining high achieving students from California Partner High Schools. The scholarship program provides an iPad, a renewable \$3,000 annual housing grant, and programmatic support to see these promising students through to graduation. As a university-wide program, the Cal Poly Scholars program is a unique rallying point, bringing together Admissions, Housing, the Office of Financial Aid, Student Academic Services, the Mustang Success Center, the College of Engineering, and the Orfalea College of Business, with more academic colleges to join the program in the coming years.
- o **Connections** – Connections is a new program offered by the Disability Resource Center (DRC) to address academic, social, life skills, and career planning needs of students on the Autism Spectrum (Asperger Syndrome/High Functioning Autism) who attend Cal Poly. Our mission is to provide a quality level of support to college students on the Autism Spectrum through services that equally emphasize academic and social competency. Connections facilitates a commitment to the program through leadership opportunities and established peer relationships. Connections partners with Career Services, Health and Counseling Services, Housing and Residence Life, the Recreational Center, the Community Center and various other departments on campus to provide support in the following areas: Social and Community Involvement, Transition and Life Skills, Academic Support, and Career Preparation.



- o ***Veteran Success Center*** – The Veterans Success Center provides assistance to prospective and enrolled student veterans and dependents of veterans. The center assists students in accessing their GI benefits. The center also helps students access campus resources, get involved in leadership activities, and transition into the civilian work world.
- o ***First Generation Discussion Class*** – A course offered through the Psychology and Child Development Department and facilitated via the collaboration of Counseling Services and Student Academic Services faculty and staff. The class targets underrepresented students that identify as people of color and first generation students. The process of learning is through dialogue and discussion. The course explores the intersectionality of different identities such as race, ethnicity, gender, socioeconomic status and how these identities affect their college experience as first generation students. Students are encouraged to discover new strengths and potentials that help them thrive at Cal Poly. Students also learn about resources on campus necessary for their academic success.

- **Faculty and Staff**

- o ***Faculty Staff Associations*** – The Cal Poly Faculty Staff Associations are affinity groups that provide support, personal development and professional development for diverse communities at Cal Poly. The Associations work diligently to ensure that faculty, staff and students find a home at Cal Poly through community engagement.
- o ***CENG Onboarding for New Faculty*** – The College of Engineering is an example of onboarding opportunities for new faculty. This process includes a meeting with the Dean and Associate Dean for Research, Graduate Programs and Personnel. Follow up is made from the Dean’s office to ensure new faculty are acclimating well to the university. The College of Engineering also offers opportunities for grant funding to establish the research agenda and a reduction in course units.
- o ***Cal Poly Faculty Consortium: Creating an Interdisciplinary Faculty Network*** – The Cal Poly Faculty Consortium is a collective of faculty across the university who are committed to promoting diversity and inclusion in higher education through collaboration in scholarship, mentoring, networking and leveraging on the vast array of expertise within the university. The main objectives of the consortium are faculty retention and faculty development. The Faculty Consortium will host quarterly events to engage faculty in dialogues, writing sessions and collaboration activities. The Faculty Consortium is an initiative out of the Office of University Diversity and Inclusivity



GOAL 3 - Enhance Campus Climate

- **Student**

- o ***Student Ombuds Services*** – The Office of Student Ombuds Services is a campus resource for all Cal Poly students. The Ombuds staff are committed to hearing about students’ experiences. The office offers a safe place to go for assistance in resolving any university related issue, concern, conflict, or complaint. All communications with the office are strictly confidential, informal, impartial, and independent. (The only exception is when there appears to be imminent risk of serious harm to self or others or issues about sexual misconduct.)
- o ***Cross Cultural Centers*** – The Cross Cultural Centers contribute to the University’s commitment to diversity for a more inclusive and welcoming campus. Our Gender Equity, MultiCultural, and Pride Centers present services and programs to support our students under the shared values of family, diversity, learning, growth, and advocacy. The MultiCultural Center has doubled in staff in the past year to provide more support to the individual multicultural identities on our campus.
- o ***CASS Initiative*** – The Collaborative Advising for Student Success (CASS) Initiative provided a framework for the campus community to actively discuss and propose new university advising strategies focused on student retention and graduation rates. The Initiative was launched in February 2015 by offering faculty, staff, and students an opportunity to participate in the first in a series of workshops and workgroups. In Workshop I, the participants developed “Shared Hopes” for the outcomes of the CASS Initiative. Through meetings with the smaller workgroup and two addition larger sessions, three major outcomes emerged. Those outcomes include policy development and implementation, consistent advising structure, and role of the Mustang Success Center. Ongoing communication on progress towards addressing these three outcomes will be shared with the campus community.

- **Faculty, Staff and Student**

- o **Inclusive Excellence Month** – Annually in May, the Office of University Diversity and Inclusivity collaborates with offices across campus to provide a plethora of programs, events and workshops about diversity and inclusion. Faculty, staff, students and community members are able to attend events in order to learn and become more culturally invested in the community. Interested parties can contact the Office of University Diversity and Inclusivity to be recognized and sponsor an event during the month.
- o **“In Conversation” Speaker Series** – As a part of Inclusive Excellence Month, a dynamic scholar will be brought to campus to engage in dialogue with the campus community about an aspect of diversity, inclusion and equality. Faculty, staff and students will be given the opportunity to participate in literature circles and programs focused on published work of the invited scholar.
- o **Robert E. Kennedy Library** – Kennedy Library is committed to an inclusive culture that fosters respect and understanding for faculty, students and staff. Our programs advance cultural competence at Cal Poly through exhibits and displays created in partnership with faculty and students. As one example, the inaugural “I Am Cal Poly” exhibit (2015) offers a visual and first-hand account of student perspectives on cultural identity, and the importance of the campus coming together to embrace the evolving diversity on campus. Kennedy Library collects and shares resources in all media — some of which are unique and of historic value — to reflect our local and global communities. In addition, the library’s open and affordable learning resources are developed to support all students, along with services and resources to build community among Summer Institute and EOP students.



GOAL 4 - Exemplify Inclusive Excellence in Learn by Doing, Scholarship, Teaching and Learning

- **Diversity Learning Objectives** – The Diversity Learning Objectives (DLOs) was an assessment project conducted from 2008-2011. The committee was charged with providing a direct assessment of student learning, measure diversity learning, measure the value-added of a Cal Poly education to student attainment of diversity learning objectives and identify clear recommendations for improvement. The recommendations from this assessment project will be used to inform the improvement of the United States and Cultural Pluralism courses.



- **Center for Teaching and Learning – Teaching Resources**

With expertise in pedagogy, learning theories, instructional design and technologies, and inclusive practices, the Center for Teaching, Learning & Technology (CTLT) supports Cal Poly’s mission of fostering a Learn by Doing environment. We welcome opportunities to work with Cal Poly instructors and staff on the development, implementation and assessment of meaningful educational experiences that enhance excellence in learning. For more information, please visit ctlt.calpoly.edu

- o **New Faculty Orientation** – This event is hosted by the Center for Teaching, Learning & Technology on behalf of the Provost’s Office. It is an opportunity for new faculty of all ranks to connect to Cal Poly traditions as well as to campus colleagues, including your fellow new faculty members. The day features a panel of recent new faculty to share their advice and answer your questions, a meet-and-greet with key campus administrators, a resource fair, and a variety of concurrent sessions to choose from designed to address your interests and concerns.
- o **Learning Communities** - The CTLT facilitates Learning Communities (LC) throughout the year. LCs enable a diverse cohort of faculty and staff from across the university to dive deeply into an issue, challenge, or set of topics related to their professional careers. By supplying faculty and staff with time, space and resources, LCs encourage ongoing reflection, the learning of new ideas and strategies, and the sharing of insights with the broader university community. In addition to the LCs, we offer book circles and brown bags on topics of interest throughout the year.
- o **Inclusive Excellence Specialist** – Dr. Robin Parent guides faculty and staff in workshops, learning communities, and book circles on topics related to diversity, inclusivity, and social justice. Robin is available for consultations on curriculum development, course design, assignment/ activity/ assessment design, qualitative research practices, and

just chatting about your experiences and questions about diversity and inclusivity in education.

- o **Teaching Resources** – The CTLT’s teaching resources are grounded in proven learning theories and include high-impact practices that can be adapted to fit diverse disciplines, class sizes, and educational environments. We have web resources on writing, diversity, PolyLearn, course design, and instructional technologies. We are happy to consult one-on-one, or offer workshops by request for larger groups.
- **United States Cultural Pluralism Review** – During the 2015-2016 Academic Year, a taskforce represented by Academic Senate and the Office of University Diversity and Inclusivity will review the United States Cultural Pluralism (USCP) criteria to ensure they are aligned with the updated Diversity Learning Objectives. Recommendations will be presented to the Academic Senate to ensure all USCP courses align with the updated criteria.
- **Intergroup Dialogues** – Intergroup Dialogues are general education courses offered through two academic departments: Psychology and Child Development and City and Regional Planning. Students who register for these courses engage in in-depth learning and dialogues that aid in cultural competence and identity development. The Office of University Diversity and Inclusivity financially supports the program, which allows the inclusion of student facilitators.

Timeline

September 2015 - April 2015:

- Each unit/college leadership will meet with the Executive Director of University Diversity and Inclusivity to decide on the best way to engage their area in the strategic planning process.
- The Executive Director will then meet with each unit/college and share example plans to help shape the conversation. This conversation will include developing action items, projected outcomes and timelines through 2022.

March 2015 - April 2016:

- Each unit/college will upload their plans to the Diversity Strategic Plan repository.
- Training will be offered by the Office of University Diversity and Inclusivity and Information Technology Services to unit/college delegates who will utilize the system.

May 2016:

- The Office of University Diversity and Inclusivity will share the Diversity Strategic Plan with the campus on the Diversity Strategic Framework webpage.
- Updates will be announced via the Portal and the Cal Poly Report.

Academic Year 2016 - 2017:

- Each unit/college will begin to enact their plan.

Academic Year 2017 - 2018

- Each unit/college will continue with their plan.

Academic Year 2018 - 2019

- Each unit/college will assess and evaluate action items and outcomes.
- Update plan at unit/college level.
- The Office of University Diversity and Inclusivity will conduct a campus climate survey.

Academic Year 2019 - 2020

- Campus Climate results will be report to the campus community. Report out will include improvements from previous campus climate survey.

Academic Year 2020 - 2021

- Each unit/college will continue with plan.

Academic Year 2021 - 2022

- Campus Diversity Strategic Plan will be assessed, evaluated, and updated.
- New Diversity Strategic Plan will be developed.

Milestones

Academic Year
2021 - 2022

Each college/unit will provide final report of *Achieved Outcomes*. The Office of University Diversity and Inclusivity will assess University improvement. The Inclusive Excellence Council will update the Diversity Strategic Framework for the development of the next Diversity Strategic Plan.

Academic Year
2018 - 2019

Mid-plan report of college/unit level *Achieved Outcomes*. Update Action Items and *Projected Outcomes*.

Fall
2015

Planning Process begins – Develop Diversity Strategic Plan by identifying *Action Items* and *Projected Outcomes* by college/unit for each goal

Inclusive Excellence Council Members and Guests

Name	Title	Department	Position
Annie Holmes	Executive Director, Chair	University Diversity and Inclusivity	IEC Council
Tim Archie	Director	Student Affairs Assessment and Research	IEC Guest
Phil Bailey	Dean	College of Science and Math	IEC Council
Penny Bennett	Associate Dean for Student Success	College of Liberal Arts	IEC Guest
Samson Blackwell	Director of Talent Acquisition and Recruitment	Human Resources	IEC Guest
Ana Cabezas	Psychologist	Counseling Services	IEC Council
Grace Calhoun	Student Assistant	University Diversity and Inclusivity	OU&I
Carolina Castro	Student Assistant	University Diversity and Inclusivity	OU&I
Martha Cody	Director	Office of Equal Opportunity	IEC Council
Jean DeCosta	Dean of Students and Deputy Title IX Coordinator	Dean of Students	IEC Guest
Vanessa Dominguez	Accommodations/Access Specialist	Disability Resource Center	IEC Council
Robin Dungan	Graduate Assistant	University Diversity and Inclusivity	OU&I
Rachel Fernflores	Associate Professor	Philosophy, College of Liberal Arts	IEC Guest
Melissa Furlong	Director	Outreach and Recruitment	IEC Guest
Anna Gold	University Librarian	Library	IEC Council
Terrance Harris	Director	Admissions and Operations	IEC Guest
George Hughes	Police Chief	University Police	IEC Council
Keith Humphrey	Vice President	Student Affairs	IEC Council
Al Liddicot	Associate Vice Provost	Academic Personnel	IEC Guest
Jim Maraviglia	Associate Vice President	Marketing and Enrollment Development	IEC Council
Cari Moore	Director	International Center	IEC Council
Rajeev Nagaraju	Research Associate	Institutional Research	IEC Council
Don Oberhelman	Athletics Director	Athletics	IEC Council
Robin Parent	Inclusive Excellence Specialist	Center for Teaching and Learning	IEC Council
Jennifer Teramoto Pedrotti	Professor	Psychology & Child Development	IEC Council
Patricia Ponce	University Ombuds	Office of Student Ombuds Services	IEC Council
Chrystal Pope	Human Resources Generalist	Human Resources	IEC Council
Mauricio Saavedra	Executive Director	Institutional Research	IEC Council
Sepha Schiffman	Manager of Employee and Organization Development	Human Resources	IEC Guest
Unique Shaw-Smith	Assistant Professor	Social Science	IEC Guest
Staci Shoals	Office Analyst	University Diversity and Inclusivity	OU&I
Cem Sunata	Registrar	Office of the Registrar	IEC Guest

Definitions and Explanations

Cal Poly values the differences that make up our diverse campus community. For the purposes of being able to measure the growth of demographic representation of Cal Poly, we will focus on data that is currently collected. We are currently able to measure growth by data that is collected when students and employees enter the institution. We are developing ways to collect data about other aspects of diversity.

Minority – smaller populations of groups that are fewer than larger populations, often discussed in terms of groups who are underrepresented in higher education, such as race, gender, religion, socioeconomic status etc.

Race – Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. Individuals are asked to first designate ethnicity as:

- Hispanic or Latino or
- Not Hispanic or Latino

Second, individuals are asked to indicate one or more races that apply among the following:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White (<https://nces.ed.gov/ipeds/reic/definitions.asp>)

International students – Any student that is Full-Time and Degree Seeking (Matriculated) that has a Federal Visa Permit code excluding the following codes: AR1, IAD, IAT, IEA, IED, IOF, ION, ITR, K1, K2, K3, K4, U, V1, V2 or V3.

First-generation student – Cal Poly Office of Institutional Research (IR) has not developed a first-generation variable because multiple definitions of “first generation student” exist. Instead, IR provides breakdowns of self-reported data on the highest parental education level achieved

by either parent, with the following categories: No high school, some high school, high school graduate, some college, two-year college graduate, four-year college graduate, post-graduate, and no response.

Pell Eligible – Pell eligibility is calculated based on the Expected Family Contribution (EFC) for any given academic year. Every year Federal Government calculates the number or the range within which a particular student’s EFC should fall to be PELL eligible. For 2015-16 the EFC for Pell eligible is within 0 to 5198 dollars per year. Further the final amount of grant awarded is determined by the EFC range of a particular student and also the by the number of units enrolled by the students. PELL grant is available only for undergraduate and credential students.

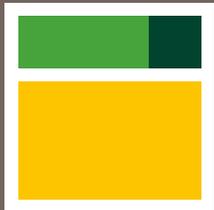
Gender – People who have identified themselves as either male or female. *We recognize the fluidity of gender identity and gender expression. However, current data only includes male and female as response choices. The CSU Mentor application is currently being updated to include the following categories: Female, Female to male transgender, Intersex, Male, Male to female transgender, Not sure, Other and Decline to State.

Global Citizen – “A global citizen is someone who identifies with being a part of an emerging world community, and whose actions contribute to building this community’s values and practices.” (*Global Citizenship: A Path to Building Identity and Community in a Globalized World*, Ron Israel, 2011)

Cultural Investment – investing time and resources in developing the skills and abilities to support cross-cultural engagement.

Cultural Competence – Cultural competence is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations. (*Cross, Bazron, Dennis & Isaacs, 1989*)

Curricular/Co-curricular/Extra-curricular – The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or program. Generally speaking, **co-curricular** activities are an extension of the formal learning experiences in a course or academic program, while **extra-curricular** activities may be offered or coordinated by a school, but may not be explicitly connected to academic learning. This distinction is extremely fuzzy in practice, however, and the terms are often used interchangeably. Athletics, for example, are typically considered to be extracurricular activities, while a science fair would more likely be considered a co-curricular activity, given that students are learning science, participation may be required by the school, students may be graded on their entries, or a science teacher may coordinate the fair. Still, in some schools certain athletics activities might be considered “co-curricular,” while in other schools a science fair may be labeled “extracurricular.” *Hidden curriculum* (2014, August 26). In S. Abbott (Ed.), *The glossary of education reform*. Retrieved from <http://edglossary.org/hidden-curriculum>



Office of University
Diversity & Inclusivity

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