Appendix A. Addressing the University Theme: Diversity and Inclusivity

The aim of this section is to encourage each department to respond to Cal Poly's [Diversity Strategic Framework](). This section is organized according to the framework's imperatives.

The Experience Industry Management department is committed to the university's strategic initiative of diversity and inclusivity and values diversity and inclusivity as part of our duty as educators, to our field, and to society.

Although Academic Programs allows for departments to let their self-study documentation through accrediting bodies stand in addressing these imperatives, we have provided a helpful guide (and additional information) below to aid the internal reviewer.

Imperative 1: Recruit and Enroll a Diverse Student Body. Consider the program's undergraduate enrollment profile disaggregated by gender and underrepresented minority (URM) status (Appendix P). Compare the program's disaggregated profile to that of the college and university. How diverse is the student body of the program in relation to that of the college and university? Is the program becoming more or less diverse over time? What has the department done to recruit and enroll a more diverse student body?

Imperative 1 Departmental Response: See Self-Study Section 5.02 (specifically Table 5.5)

Imperative 2: Recruit and Hire a Diverse Workforce. Describe the department's efforts to recruit and hire a diverse faculty and staff. If the department has conducted a faculty or staff search over the last six years, what steps did the department take to ensure a diverse pool of candidates? How successful were these efforts?

Note: Because of privacy concerns, the department is not being asked to track faculty and staff demographics.

Imperative 2 Departmental Response: See Self-Study Section 4.03

Imperative 3: Retain a Diverse Student Body. Consider the program's FTF graduation rates for years 4 and 6, disaggregated by gender and URM status (Appendix Q). Compare the disaggregated graduation rates of men to women and URM to non-URM students. Is there an achievement gap between groups of students? What has the department done to improve graduation rates for all groups of students?

Note: The student numbers in a small program may not permit a meaningful disaggregation of graduation rates. In this case, a consideration of anecdotal evidence, i.e., the faculty's experience of individual students, may be more revealing.

Imperative 3 Departmental Response: See Self Study Section 5.02 (specifically tables 5.6-5.7 and figures 5.1-5.4)

In reviewing achievement gaps in the RPTA major, the relatively few men and underrepresented minorities warrant proceeding with some caution. It is apparent that a gap in 4- and 6-year graduation rates is prevalent when comparing men to women, particularly for the 4-year graduation rates from 2005-2010. The 2005-2010 average men compared to women 6-year graduation rate is -11.53% and the 2007-2012 average for 4-year graduation is -27.32%. The only year that men had a positive gap compared to women was for the 2008 6-year graduation rate cohort.

In analyzing the underrepresented minorities (URM) and non-underrepresented minorities (Non-URM) comparisons are more favorable. In fact, in 2008 and 2009 100% of URM students graduated in six years. The gap of -29.7% in 2005 and -54.4% in 2006 was based on two and six students respectively, thus overall six-year aggregate data does not make sense.

To improve graduation rates, the department academic advisor collaborates with programs and services in Student Affairs which are focused on supporting students from diverse backgrounds. This includes low-income, first generation, disabled, and historically disadvantaged students. She communicates with advising colleagues across campus to ensure RPTA students, affiliated with an individual program, are receiving the assistance and support they need to progress in their degree completion.

Expected Academic Progress is reviewed on a quarterly basis to track students who are not making satisfactory progress. If students are greatly deficient in their degree status, a hold may be placed for future registration until they meet with the academic advisor to discuss their academic plan.

Academic Probation intervention is offered on a university-wide and department basis. The CAFES Advising Center enrolls students in a PolyLearn course, as a first step, and requires individual appointments to students who are on academic probation for multiple quarters, or in jeopardy of being dismissed from the university.

RPTA students who are enrolled in RPTA 463, Pre-Internship Seminar, are required to meet with the academic advisor for a final graduation check two quarters prior to graduation.

As a means to support the CSU Graduation Initiative 2025, students are being contacted their junior year and encouraged to meet with their academic advisor to review their outstanding degree requirements and create a comprehensive plan a year in advance.

The quarterly list of graduates is reviewed one quarter in advance and, again, during the final quarter of enrollment. Students are contacted if their graduation date needs to be changed or course requirements are remaining.

In addition, the program's senior project requirement was changed from a 2-quarter to 1-quarter system.

We are actively considering ways to engage men in the major more, and we know that our diversity with URM students should be enhanced.

The department is taking steps to revitalize its relationship with the two local community colleges by meeting in fall 2017 with the coordinators of these two programs and by faculty initiating guest speaking opportunities on these campuses. In addition, the department head is now serving on the Speaker's Bureau for the California Restaurant Association, as an outreach to potential students, and one faculty member has been a participant at the annual California Community College/CSU Hospitality workshop. The university and college both recognize that quality community college transfer students are an avenue to increase diversity. The department head has discussed to desire to increase community college transfer numbers with the Provost, CAFES Dean, and CAFES Associate Deans.

Our aim is to make all of RPTA students feel like they are part of the department "family" and that program value is manifested in our communication with them prior to students even enrolling (through Open House and then again during Fall Conference). Our students also take RPTA 101 and RPTA 110 in Year 1 as part of their flowchart, which connects them further to the major and helps them to see their collegiate and professional careers taking shape.

Imperative 4: Retain a Diverse Workforce. *Describe the department's efforts to recruit and retain a diverse faculty. How successful have these efforts been? Does the department face any special challenges in this area?*

Imperative 4 Departmental Response: See Self-Study Section 4.03

Imperative 5: Foster Cultural Competence and Become Culturally Engaged. *Consider the level of cultural competence and engagement that exists among department staff and faculty. Do these stakeholders treat each other with respect, based on an acceptance and appreciation of their different positions and perspectives? What has the department done to develop their cultural competence and engagement?*

Imperative 5 Departmental Response:

The faculty are committed to cultural competence and cultural engagement, and must do so in order to effectively teach courses in the major.

Most RPTA courses address cultural competence in some manner, and therefore the faculty must be directly versed and committed to maintaining currency. For example, in RPTA 101: *Introduction to Recreation, Parks, and Tourism*, Brian Greenwood has utilized a case study on the Boy Scouts and that organization's history of discriminatory practices towards gay boys and men. In RPTA 424: *Financing Recreation, Parks, & Tourism Services*, Kevin Lin uses his experience as a senior consultant for trade shows in China to provide students with examples that enhance their cultural competence. And, in RPTA 313: *Sustainability in Recreation, Parks, & Tourism*, Jerusha Greenwood utilizes case studies of international locations to enhance student understanding both of the three pillars of sustainability and issues associated with global destinations.

In addition, several RPTA courses address cultural competence and engagement directly and

require EIM faculty to develop an advanced understanding and maintain an enhanced level of currency.

For example: A major core course, RPTA 257: *Leadership and Diverse Groups,* is taught predominantly by Marni Goldenberg and part-time faculty member Rene' Van Hoorn, and RPTA 201: *Sociocultural Dimensions of Work & Leisure* (a general education course) is taught by Keri Schwab and Brian Greenwood.

In terms of department culture and interaction between staff and faculty, Kathy Daniels (administrative coordinator) and Dianne Korth (academic advisor) are the only staff members employed by the EIM department. EIM faculty and the department head take great strides to make sure Korth and Daniels feel not only a part of the department's family culture but also have a say in important department issues (including discussions related to curriculum and strategic planning). Department social gatherings of only the staff and faculty occur at least once annually and are in addition to the many student-centered gatherings during the academic year.

Imperative 6: Remove Barriers to a Welcoming Campus Climate for Students, Faculty, Staff, and Visitors. *Use the results of the* [Campus Climate Survey](#) *as a guide for discussing the experiences of students, staff, and faculty within the department. How does the department climate compare to that of the campus? What has the department done to work toward the President's Vision 2022 ambition of "an enriching, inclusive environment where every student, faculty and staff member is valued?"*

Imperative 6 Departmental Response: See Strategic Implementation Plan Strategy

Imperative 7: Collaborate to Attain Diversity Goals. *Consider the climate for collaboration among students, staff, and faculty within the department. Do students have well-structured opportunities to "work productively as individuals and in groups" (University Learning Objective 4)? Do they have adequate opportunities to participate in faculty research, scholarship, and creative activity? Do faculty and staff members collaborate in areas of common concern, e.g., the curriculum and co-curriculum, student advising, and advancement? Do these efforts extend beyond the boundaries of the department to leverage resources and create a culture of collaboration in the college and university?*

Imperative 7 Departmental Response: See Self-Study Section 4.07 and Section 7.0

Imperative 8: Enhance Exposure to a Learning Environment that Encourages Diverse Perspectives, Learning, and Scholarship. *Consider the PLOs and program curriculum in relation to ULO 6, "Make reasoned decisions based on ... a respect for diversity," as well as the* [Diversity Learning Objectives](#) *(DLOs), which expand on ULO 6. How are the DLOs currently addressed in the program? What opportunities exist within required major and support courses for students to increase their understanding of diversity? Do all students have equitable access to educational opportunities in the curriculum and co-curriculum?*

Imperative 8 Departmental Response: See Strategic Implementation Plan Strategy, Imperative 5 above, and Section 7.0