

Cal Poly Thematic Pathway for Reaffirmation 2019-22
Working Group Charge:
“Developing a Campus Culture that is Diverse, Equitable, and Inclusive”

Relevant WSCUC Standards: 1, 2, 3

Relevant Criteria for Review (CFR): 1.2, 1.4, 2.10, 2.14, 3.1

Co-Chairs:

- Julie Garcia, Professor and Associate Chair, Psychology and Child Development Department
- Jamie Patton, Assistant Vice President for Student Affairs, Diversity and Inclusion

Abstract / Topical Outline:

This essay will address issues of campus and community climate that can encourage students to apply to Cal Poly, accept an admission offer, and then persist to degree completion. We will examine how campus also affects staff and faculty with respect to length of employment and promotion rates.

Important Topics to be Studied and Addressed:

1. A short history of climate improvement efforts at Cal Poly, including the results of previous climate surveys. Climate will be examined for students, staff, and faculty.
2. The Collective Impact work, associated recommendations, and subsequent actions.
3. The Inclusive Excellence effort led by Dr. Damon Williams, including the development of a campus experience study informed by listening sessions; based on this study, a campus experience survey to be administered in spring 2019; an action plan and progress report based on the results of the survey; and leadership institutes to promote the development of the skills necessary to implement this plan.
4. We will be examining programs designed to attract under-served students to the campus and promoting high rates of degree completion, such as the Cal Poly Scholars program. The new Opportunity Fee charged to out-of-state students will support a dramatic expansion of this program by providing significant scholarships to students from families with low expected contributions; the success of this program will also be a major focus of the institutional report.
5. Variety and participation in learning opportunities around diversity, equity and inclusion by faculty and staff employees.
6. Participation of faculty and staff employees in Faculty-Staff Associations (FSA's), and associated activities and initiatives.

Guiding Questions to be Researched:

1. How do students, staff, and faculty of various social identities experience the campus climate? Have these experiences remained consistent or changed over time according to our campus climate data in 2014 and 2019? Do some groups significantly experience less feelings of belonging than others, and does that affect persistence/retention and graduation rates?
 - Do the expressed experiences of faculty and staff employees correlate with the expressed experiences of students?
 - Do participation rates in DEI activities correlate (positively or negatively) with satisfaction ratings?

2. In what ways have we attempted to address campus climate issues highlighted in our campus climate survey data? What impact have university-wide initiatives (e.g., CP Scholars, expansion and revision of our cultural centers, the development of our Transfer Center) had on improving campus climate?
3. Are there additional campus climate issues that still require additional attention? What resources are needed to address them?

Main Forms of Evidence to be Consulted:

1. CPX and listening sessions from 2019, and climate survey of 2014
2. Admissions data (especially why students choose or decline CP)
3. Bias Incident Response Data, Cleary Reports
4. Exit Right and HR 191 data
5. NSSE (and faculty and beginning student versions)
6. Dean of Students – Department of Justice Grant
7. WithUs Data
8. Title IX
9. AHEAD Survey
10. Collaboration with OCOB and CCCs—Looking at masculinity and femininities
11. Participation rates for students in relevant campus events, including CCC events, athletics, Cal Poly Arts, etc.
12. Participation rate for employees in Faculty-Staff Associations
13. Participation rates for employees in learning opportunities focused on diversity, equity and inclusion—workshops, book and learning circles, courses, etc.
14. Collective impact recommendations
15. COVID experiences data collection

Specific Outcomes to be Achieved:

By Site Visit (Winter/Spring 2022):

1. Quantify changes in campus climate (as measured in 2014 and 2019 campus climate surveys and other metrics) and identify programs and policies that have led to positive changes, as well as provide recommendations to address areas of improvement.
2. Campus climate will be quantified using a wide array of metrics, including sense of belonging (e.g., respected, valued, equitable, included), experiences of discrimination and campus safety.

By 2025:

1. Show improvements in campus climate as indicated by campus climate surveys, bias incident reports, and other data.

By ~2030:

1. Near parity in campus climate experiences by URM status (e.g., ethnic and racial identities, gender and gender expression, sexual orientation, first-generation college student, Pell-eligible, etc.).

Members:

1. Eileen Buecher (Executive Director, Career Services)
2. Lydia Dasari (Student, Business Administration)
3. Lanaya Gaberel (Director, Employee and Organization Development, Human Resources)
4. Adrienne Garcia-Specht (Counselor, Financial Aid)
5. Adrienne Greve (Professor, City and Regional Planning)
6. Terrance Harris (Assistant Vice Provost, Admissions)
7. Genie Kim (Director of Wellbeing and Health Education, Campus Health and Wellbeing)
8. Ryan Lau (Student Affairs Analyst, Student Services, CSM)
9. Beya Makekau (Interim Assistant Director, Student Diversity and Belonging)
10. Kari Mansager (Interim Director of Wellbeing and Health Education, Campus Health and Wellbeing)
11. Alexis Melville (Assistant Director, CP Scholars)
12. Brian Self (Professor, Mechanical Engineering; Academic Senate Curriculum Committee Representative)
13. Louise Torgerson (Student Athlete Advisor, Mustang Success Center)
14. Marilyn Tseng (Assistant Professor, Kinesiology & Public Health; Academic Senate Diversity Committee Chair)
15. Debra Valencia-Laver (Associate Dean for Administration, CLA)

Deliverable:

A 10-to-15-page essay plus appendices, due August 2021 (three months before the probable deadline for submitting the entire institutional report to WSCUC).