

Cal Poly Thematic Pathway for Reaffirmation 2019-22

Working Group Charge:

“Recruiting and Retaining a More Diverse Community of Students, Staff, and Faculty”

Relevant WSCUC Standards: 1, 2, 3, 4

Relevant Criteria for Review (CFR): 1.4, 1.6, 1.7, 2.8, 3.1, 3.2, 3.3, 4.1, 4.3

Co-Chairs:

- Beth Merritt Miller, Assistant Vice Provost, University Advising, Academic Affairs
- Debi Hill, Associate Vice President, Student Affairs
- Samson Blackwell, Director of Talent Acquisition, Human Resources

Abstract / Topical Outline:

This essay will address the issues of recruitment and retention of students, faculty, and staff from historically underserved backgrounds at Cal Poly.

Important Topics to be Studied and Addressed:

1. Examine the recruitment and retention of historically underserved students (HUS) at Cal Poly, with attention to increasing our yield of those who are admitted but do not attend Cal Poly, during the period under review.
2. Describe and evaluate a broad spectrum of efforts being made in response to Cal Poly’s stated GI 2025 goals, including developing integrative models for both student advising and academic support, removing or reducing barriers to graduation, building a more supportive campus community that promotes a sense of belonging, developing specific measures to eliminate the achievement gaps, and cultivating data-driven decision-making.
3. Recognize that recruiting and retaining HUS students at Cal Poly depends greatly on the university’s ability to recruit and retain a diverse community of staff and faculty who can help create a welcoming and supportive environment for a diverse community of students. As such, consider the success of recent and planned initiatives including cluster hires, diversity statements in applications, and various efforts to promote inclusive teaching practices through the Center for Teaching, Learning, and Technology. Furthermore, examine the challenges of retaining more diverse staff and faculty which may include limited professional options, cost of living, partner relocation work opportunities, and others.
4. Also, include the efforts being made by the San Luis Obispo county to create a more inclusive community for diverse students, staff, and faculty.

Guiding Questions to be Researched:

1. What sustainable steps has Cal Poly taken to ensure that more students from various social identities are recruited and retained at Cal Poly?
 - a. Over the period of review, how have our recruitment efforts improved?
 - b. What admissions processes, practices, and criteria have contributed to effective recruitment of students from various social identities?
 - c. Over the period of review, how has our record improved regarding the effective retention and graduation of students from various social identities?

- d. What processes, practices, and efforts – including partnerships from the surrounding community – have contributed to effective retention and graduation of students from various social identities?
2. What sustainable steps has Cal Poly taken to ensure that more faculty and staff from various social identities are recruited and retained at Cal Poly?
 - a. Over the period of review, how has our record improved?
 - b. What processes, practices, and criteria have contributed to effective recruitment of faculty and staff from various social identities?
 - c. What processes, practices, and efforts have contributed to effective retention of faculty and staff from various social identities?
 - d. How have partnerships with the surrounding community increased sense of belonging for faculty and staff from various social identities?

Main Forms of Evidence to be Consulted:

1. Trend data on staff recruitment and retention
 - a. Staff onboarding process
 - b. HR exit surveys
 - c. Applicant pool demographics
 - d. Collection of current demographics of staff
2. Trend data on faculty recruitment and retention
 - a. Affiliated Faculty & Staff Associations
 - b. Applicant pool demographics
 - c. Collection of current demographics of faculty
 - d. Current data on cluster hires (applicants and those hired)
 - e. Academic Personnel exit surveys
 - f. Faculty in Residence program data
3. Student recruitment and retention data (Institutional Research data, Retention Reports, University Advising, Academic Probations data, Dean of Students, Disability Resource Center, CORE program, and others)
4. Active but Not Enrolled Student Report
5. Cal Poly Experience (CPX) survey results
6. Possible data on why students, faculty, staff do **not** choose Cal Poly, especially those for whom finances are not the reason
7. Peer institution data: CSU, polytechnics
8. Effectiveness of DEI faculty/staff training
9. Student data: Housing, mental health

Specific Outcomes to be Achieved:

By Site Visit (Winter/Spring 2022):

1. Review quantitative and qualitative data and identify barriers and begin to work on removing those barriers.
2. Through student feedback and retention data, measure the effect of removing barriers.

By 2025:

1. Meet the goals of Graduation Initiative 2025 and the strategic priorities in the University Strategic Plan to address recruitment and retention of students, staff and faculty; with a focus on closing the graduation gap for historically underserved students.

By ~2030:

1. Reflect on campus efforts for a diverse student, staff and faculty population that more closely mirrors the demographics of the state.
2. The increased diversity of the population will be utilized as a recruitment and retention tool for students, staff and faculty.
3. A strong sense of belonging and community will be present for all, including those who are not in the majority.
4. Equity will exist in access to a Cal Poly education for those accepted to our institution.

Members:

1. Farah Al-Nakib (Assistant Professor, History)
2. Logan Duarte (Access Specialist, Disability Resource Center)
3. Allison Elliott (Assistant Director, University Housing)
4. Melissa Furlong (Director, Outreach & Recruitment)
5. Jerusha Greenwood (Associate Professor, RPTA)
6. Jane Lehr (Professor, ES & WGS; Faculty Fellow for CENG and CSM STEM initiatives)
7. Al Liddicoat (Vice Provost for Academic Affairs and Personnel, Interim Dean, OCOB)
8. Angela Marino (Administrative Support Coordinator, Student Academic Services)
9. Eric Mehiel (Interim Associate Dean for Diversity and Student Success, CENG)
10. Stern Neill (Professor, Marketing)
11. Jennifer Teramoto Pedrotti (Associate Dean for Diversity and Curriculum, CLA)
12. Stamatis Vokos (Professor, Physics)
13. Amber Williams (Assistant Professor, Psychology & Child Development)

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).