

**Cal Poly Thematic Pathway for Reaffirmation 2019-22**  
**Working Group Charge:**  
**“Teaching and Learning How to Live and Work in a Diverse World”**

**Relevant WSCUC Standards:** 1, 2, 3, 4

**Relevant Criteria for Review (CFR):** 1.1, 1.2, 1.4, 2.1, 2.2, 2.2.a, 2.3, 2.11, 3.1, 3.10, 4.3, 4.4

**Co-Chairs:**

- Jo Campbell, Associate Vice President for Student Affairs & Executive Director of University Housing
- Kelly Bennion, Assistant Professor, Psychology & Child Development, College of Liberal Arts

**Abstract / Topical Outline:**

This essay concerns learning experiences in the curriculum and co-curriculum that will help students thrive in their personal and professional lives while successfully navigating the increasingly diverse world of the campus and beyond.

**Important Topics to be Studied and Addressed:**

1. A background account of diversity-related learning at Cal Poly, including the development and execution of GE requirements, the Diversity Learning Objectives (DLOs), and the US Cultural Pluralism (USCP) requirement, as well as more local efforts in the departments and colleges.
2. The proposal to treat learning about diversity and sustainability as core competencies in the university’s assessment plan including the review of USCP courses.
3. Identify existing and outline potential collaborations between diversity, equity, and inclusion (DEI) work across the curriculum and co-curriculum (e.g., new student orientation for FTFY and NTR).
4. Identify opportunities to scaffold curricular and co-curricular development (both within and across the curriculum and co-curriculum) of DEI knowledge and skills during students’ time at Cal Poly that prepare them to navigate an increasingly diverse workforce and world.
5. Progress toward meeting the DLOs and five DEI-related priorities of Student Affairs and their campus partners: improving campus climate; expanding programming, services, gender-inclusive policies, and education; enhancing leadership training around DEI topics; increasing professional development opportunities around DEI; and implementing the CP Opportunity Fee.
6. Direct and indirect evidence of student learning about DEI in the curriculum and co-curriculum.

**Guiding Questions to be Researched:**

1. To what extent do GE, USCP, and major courses develop DLO-based skills, knowledge, and values? Are these skills, knowledge, and values offered and assessed in the curriculum across different departments and colleges? And how are they met?
2. What are the existing co-curricular programs and to what extent are they effective with respect to the DLOs and five DEI-related priorities of Student Affairs?
3. What are the existing collaborations between curricular and co-curricular learning on DEI knowledge? What trainings and resources (e.g., via the CTLT, Student Affairs) are designed to support faculty and staff at different levels of DEI-related expertise? How do we best ensure that

students are engaging with the appropriate level of DEI programming such that it is scaffolded across their university career?

**Main Forms of Evidence to be Consulted:**

1. 2019 CPX Survey and listening sessions
2. NSSE, BCSSE, and FSSE data since the last review
3. Collective Impact data
4. Graduation Initiative 2025 data and reports
5. Academic Senate committee and College reports (e.g., USCP Review committee, Curriculum committee, Diversity Committee, General Education Governance Board)
6. CTLT data [e.g., from Teaching Inclusion and Diversity Everywhere (TIDE), DEI-related book circles and workshops]
7. Feedback and assessments related to participation in and efficacy of Student Affairs trainings and programs (e.g., bystander intervention, UndocuAlly, Black Academic Excellence Center, Dream Center)
8. Focus group (Heard) data
9. Student, staff, and faculty exit interviews

**Specific Outcomes to be Achieved:**

By Site Visit (Winter/Spring 2022):

1. Ensure that preferred name, pronouns, and gender identity is documented across all forms of official university records.
2. Include DEI engagement (e.g., diversity statements, service related to DEI) as part of the RPT process and staff evaluations across all Colleges and University Divisions.
3. Improve faculty resources (and awareness of these resources) both on inclusive teaching practices and infusing DEI content across the curriculum (e.g., TIDE, diversity modules across the university like in the CLA).
4. Enhance staff resources (and awareness of these resources) regarding DEI topics and competency.
5. Strongly encourage all students, staff, and faculty to participate in trainings that promote DEI.
6. Involve representatives from unions in DEI planning.
7. Implement new USCP policy, beginning with the review of existing USCP courses.

By 2025:

1. Incentivize students, staff, and faculty to attend workshops and trainings that enhance their cultural competence.
2. Investigate establishment of a co-curricular transcript for students that highlights engagement in DEI activities.
3. Continue to improve resources on DEI content, not only for GE and USCP courses, but in major courses as well; every program addresses DEI issues in an appropriate way.
4. Add a faculty/staff ombudsperson.

By ~2030:

1. Reflect on and improve campus efforts on how to live and work in a diverse world.

**Members:**

1. Elizabeth Adan (Department Chair, Women's and Gender Studies)
2. Julia Bluff (Marketing Coordinator, University Housing)
3. Greg Bohr (Associate Professor, Social Sciences; Academic Senate Curriculum Committee Representative)
4. Jacob Campbell (Data and Budget Analyst, CP Scholars)
5. Daisy Castañeda (Assistant Director, University Housing)
6. Heather Domonoske (Coordinator, Transfer Center)
7. Pam Dougherty (Instructional Designer & Accessibility Specialist, CTLT)
8. Alan Faz (Vice Chair of the Board of Directors, ASI Student Government)
9. Amy Gode (Assistant Director, Disability Resource Center)
10. Amie Hammond (Associate Director of Career Counseling and Education, Career Services)
11. Dawn Janke (Executive Director, Writing and Learning Initiatives)
12. Sarah Macdonald (Assistant Director, Diversity, Equity, and Inclusion in Teaching, CTLT)
13. José Navarro (Associate Professor, Ethnic Studies)
14. Camille O'Bryant (Associate Dean for Student Success, CSM)
15. Megan Rivoire (Coordinator, Center for Service in Action)
16. Lilianne Tang (Coordinator for Multicultural Initiatives, Cross Cultural Centers)
17. Eileen Vavra (Communications and Design Specialist, University Development and Alumni Engagement)
18. Grace Yeh (Interim Department Chair, Communication Studies)

**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).