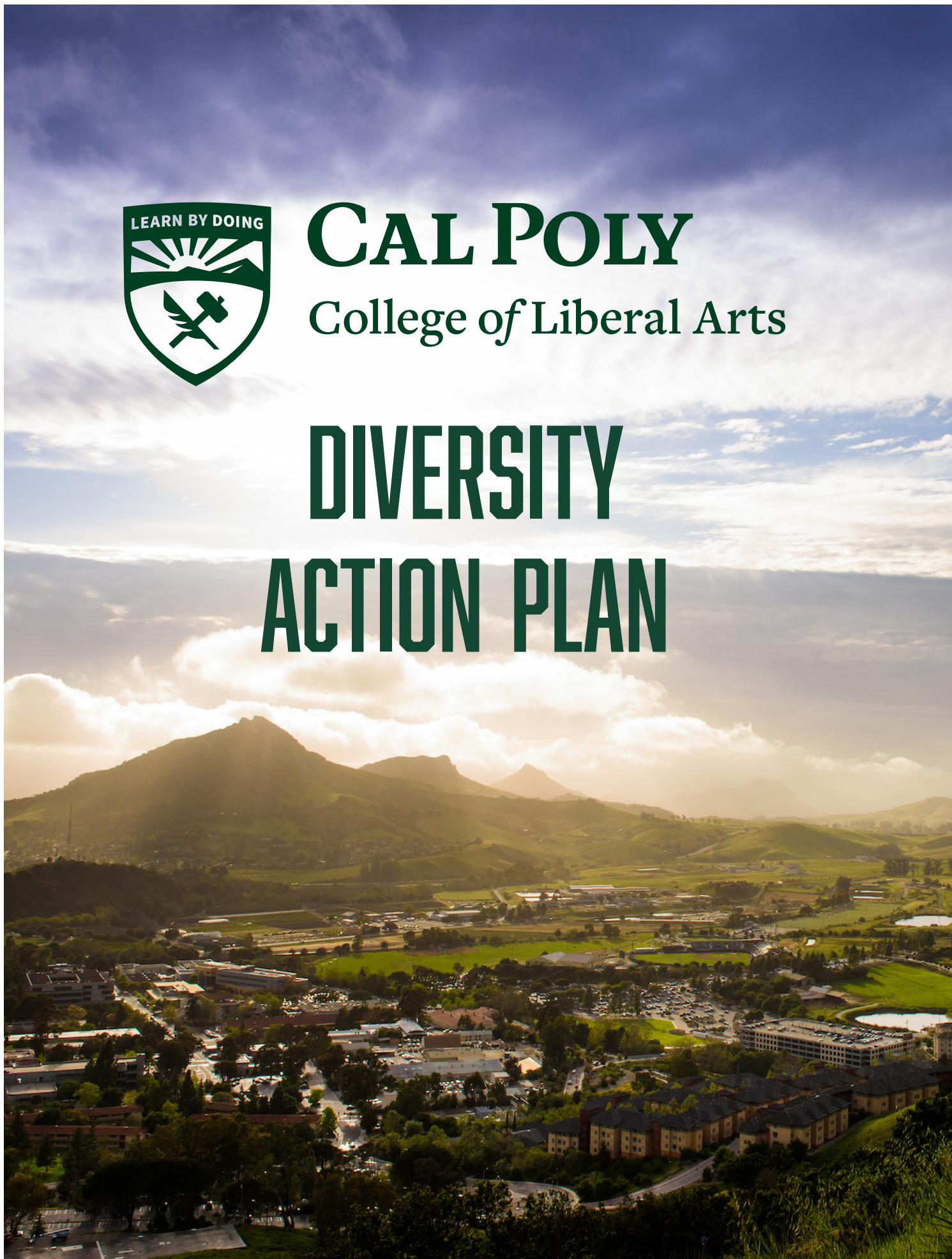




**CAL POLY**

*College of Liberal Arts*

**DIVERSITY  
ACTION PLAN**



## TABLE OF CONTENTS

<b>College Diversity Statement.....</b>	<b>3</b>
<b>Introduction .....</b>	<b>3</b>
<b>Process .....</b>	<b>4</b>
<b>Diversity Action Plan .....</b>	<b>5</b>
Data Analysis .....	5
Goal 1: Recruit a diverse group of faculty, students, and staff who value and are invested in cultural competence .....	8
Goal 2: Retain a diverse group of faculty, students, and staff who value and are invested in cultural competence .....	9
Goal 3: Provide explicit college support and value for training and education related to DEI issues.....	9
Goal 4: Develop institutionalized practices and policies that increase equity across the college and university .....	10
Goal 5: Eliminate graduation rate gaps between underrepresented students and non-underrepresented students .....	10
<b>Conclusion .....</b>	<b>11</b>
<b>Appendix A: Alignment of CLA DEI Goals with the University Strategic Plan .....</b>	<b>12</b>
<b>Credits .....</b>	<b>13</b>



## COLLEGE DIVERSITY STATEMENT

**The College of Liberal Arts (CLA) sees diversity as central to its mission and is committed to fostering an equitable and inclusive environment within the college and university. The CLA, home to the foundational disciplines forming the scholarly bases for cultural awareness, knowledge, and skills, is a logical leader in the university with regard to diversity, equity, and inclusion.**

**We expect our classrooms and our work environments to be places of respectful engagement and informed debate that maintain human dignity.**

**We value our diversity of complex and intersecting identities, while striving to maintain an environment that is socially just, equitable, respectful and inclusive.**

**We acknowledge that differing perspectives, which arise from our own individual and group experiences and our social positioning, are central to the development of thoughtful and critical thinkers, scholars, and change agents.**

## INTRODUCTION

As noted above, diversity, equity, and inclusion (DEI) are cornerstones of the mission and vision within the College of Liberal Arts and have been for some time. With the creation of our first college-wide Faculty Diversity Committee and Student Diversity Committee in 2016, and the development of the position of Associate Dean for Diversity and Curriculum following in 2017, efforts in these areas have been increased and spread in broader ways across the departments and throughout the college. We are now at the point where looking forward in a strategic way is both desired and necessary and as such have created the first College of Liberal Arts Diversity Action Plan. Both data-driven, and vetted by members of our diversity community, this action plan will guide us for the next five years as we work toward creating a more diverse, equitable, and inclusive college across several fronts.



## PROCESS

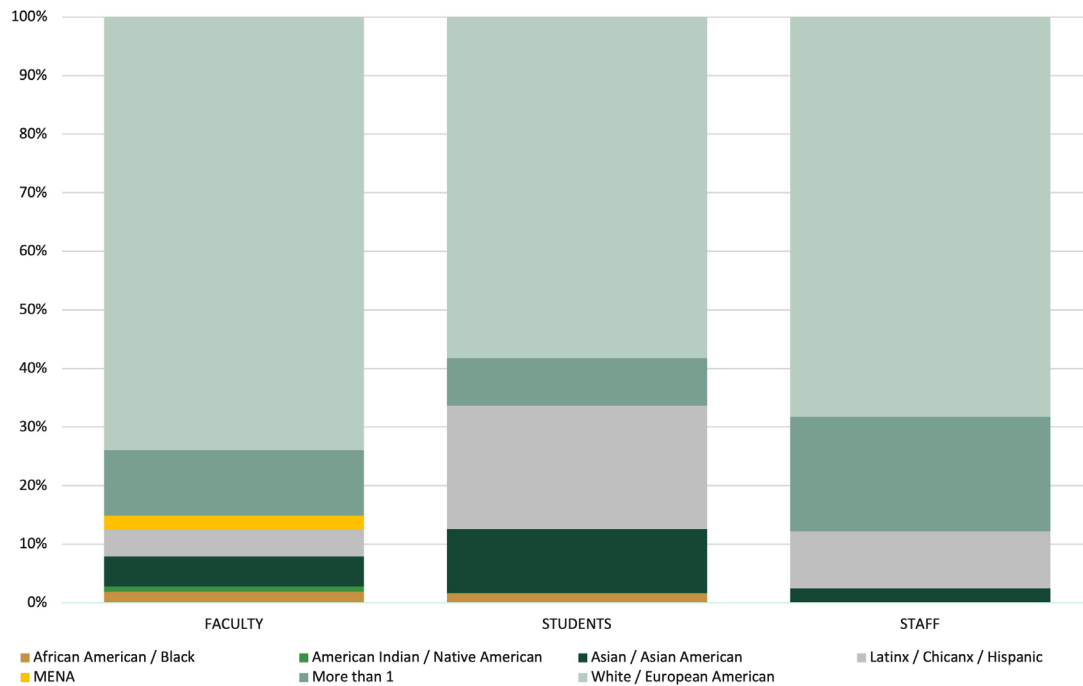
In 2017, three goals were identified for the College that arose from discussions between the Associate Dean for Diversity and Curriculum and the Faculty Diversity Committee: (1) Work to attract, retain, cultivate, and nurture individuals who are invested in cultural competence across disciplines; (2) Provide more explicit institutionalized value for a variety of diversity-related efforts and knowledge; and (3) Offer more college-supported opportunities for diversity-related education, training, experiences, and recognition. Later in 2018, a fourth university-based goal was discussed regarding the closing of the gap in graduation rates found between underrepresented and non-underrepresented students. In 2018-2019, following the completion of the university directed CPX survey, our college gathered together an Action Planning Team lead by the Associate Dean for Diversity and Curriculum and made up of members of the CLA Faculty Diversity Committee, to begin work on developing a comprehensive action plan. This work resulted in the expansion of the former 3 goals into 5: (1) Recruit a diverse group of faculty, students, and staff who value and are invested in cultural competence; (2) Retain a diverse group of faculty, students, and staff who value and are invested in cultural competence; (3) Provide explicit college support and value for training and education related to DEI issues; (4) Develop institutionalized practices and policies that increase equity across the college and university; and (5) Eliminate graduation rate gaps between underrepresented and non-underrepresented students. These goals align nicely with the University Strategic Plan as well (See Appendix A).

The Action Planning Team worked to flesh out specific areas underneath each of these five overarching goals, and in turn identified metrics to be used to address progress in these areas. As a part of identifying these metrics, the team consulted with the Academic Affairs Director of Assessment and made adjustments based on this feedback. Next, the Action Plan was presented to the full Faculty Diversity Committee and feedback was again solicited and incorporated. Finally, the Action Plan was presented to the College Council, and accepted by the Dean of the College.

***We are pleased to share the inaugural College of Liberal Arts Diversity Action Plan.***



## DIVERSITY ACTION PLAN



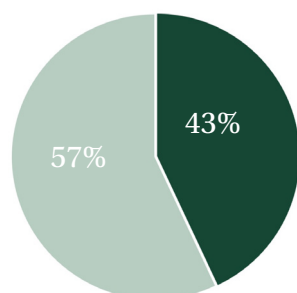
Though university data is collected for students with regard to race and ethnicity every year, data of this nature for faculty and staff is often incomplete and inaccurate as it is taken at the time of hiring and has taken many different forms over the years. In Spring of 2020, the Dean's Office initiated a data collection process to determine more accurate current numbers of different racial and ethnic demographic identifications from within faculty and staff. Out of 362 faculty (both tenure-track/tenured and lecturers), a total of 244 faculty (67.4% response rate), and 41 staff out of a total of 60 (69% response rate) completed the survey.

The graphs above show that students are our most racially diverse group in our college sample with approximately 43% identifying as non-White, and 57% as White. Second is staff with 68% identifying as White. Faculty in the college are the least diverse with 72% reporting as White. In addition, 10 % identified as International Faculty and 2% identified as International Staff, with Europe being the most common continent of origin for these faculty. This data provides us with a good baseline from which to work toward developing a more racially diverse workforce and student population that is more representative of the State of California.

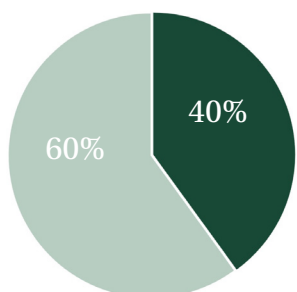


White  
People of Color

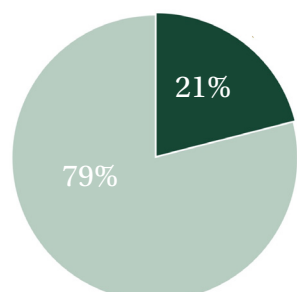
## Assistant Professors



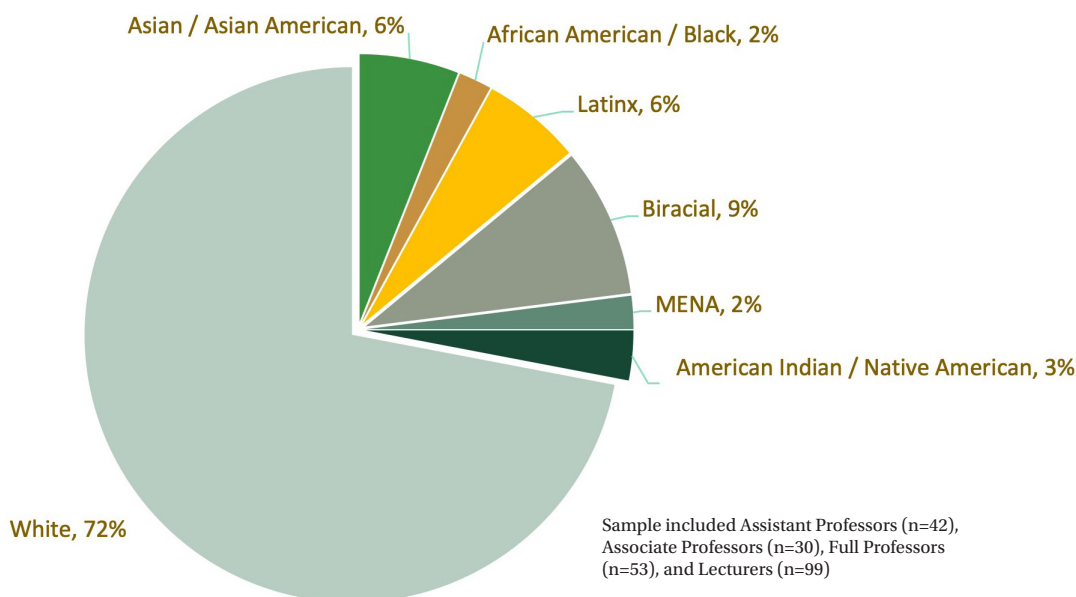
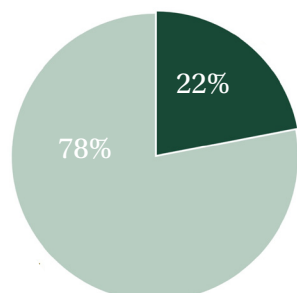
## Associate Professors



## Full Professors



## Lecturers



In looking at our faculty data, we found it beneficial to look deeper within the different ranks of appointment to better understand progressions that are currently occurring in the CLA. In breaking the faculty into rank, we found that both Assistant (57% White) and Associate (60% White) Professor respondents were quite a bit more racially diverse than respondents in the college who are at the rank of Full Professor (79% White), and more clearly match our current student body. As most tenure-line professors are hired as Assistant Professors when they arrive at Cal Poly, it is important to note that the data show progress has been made in diversifying our faculty in the past few years of hiring. Though some may credit an ever diversifying population across the country at large, an even closer look (see p. 7) shows that the majority of this racial diversity has increased in the last 3-4 years at the same time as our college diversity efforts were intensified. In line with our college-wide 2017 DEI cluster hire, and our participation in the university-wide DEI cluster hire in 2019, recent gains in racial diversity are apparent.

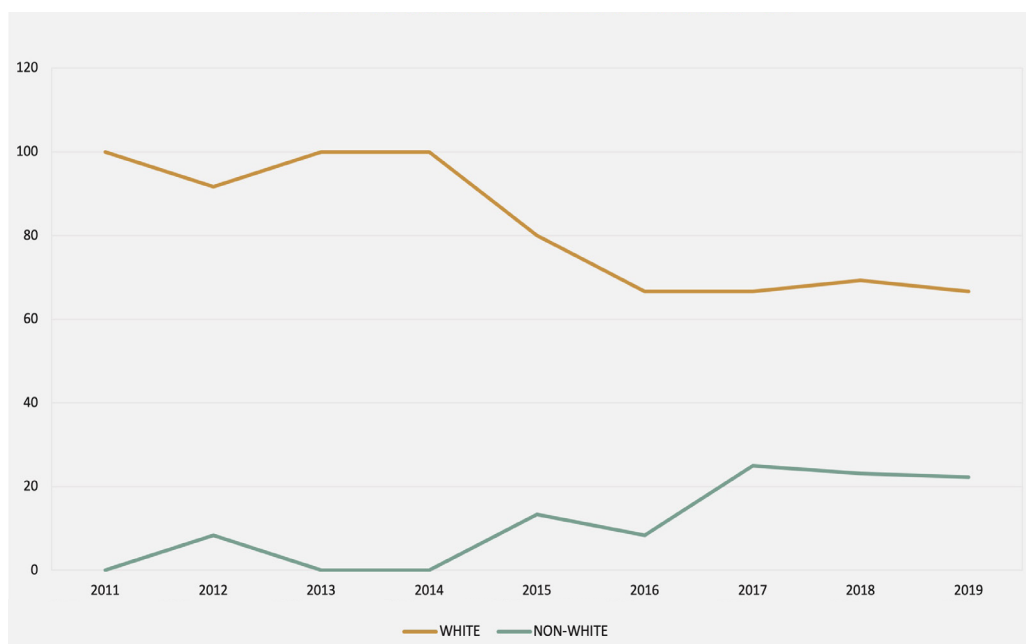
It is important to note that there is room for improvement here, particularly in terms of our population of lecturers. Though this data is more transient, as different lecturers may be on campus in different quarters and years, it seems clear from the data here that our lecturer population more closely aligns with our Full Professor population. This is an area for improvement, because unlike the progression from Assistant



to Associate to Full Professor, lecturers may come in at many different stages of life and career, and so this lack of diversity cannot be explained via a generational shift in the more recent calculations of population. Some differences exist in the ways tenure-line and lecturer faculty are hired, and so shifting policies in hiring lecturers to have more similarity in tenure-line hiring will be pursued in coming years.

In addition to the graphs showing greater racial diversity in Assistant Professors, overall data for tenure-line hires shows that the increase in diversity correlates strongly with the time frame in which we began to focus our efforts in increasing diversity, equity, and inclusion in the college. The graph below shows percentages of tenure-track hires who identified as White and non-White each year since 2011. As is notable, a trend toward equity in hiring between these groups begins in 2015/2016, which corresponds to the development of our diversity committees, and the creation of the position for Associate Dean for Diversity and Curriculum. In 2017-18 we brought our first college-wide DEI cluster hires (a group of hires whose scholarship reflects knowledge and experience with DEI topics) to campus. The trend continues to rise with our more recent participation in the university-wide DEI cluster hire, an idea based on the success of our college DEI clusters. These data show that the sustained efforts in which the College of Liberal Arts has been engaged for the past 4-5 years are leading to solid progress in these areas. The College of Liberal Arts houses many scholarly disciplines that contribute frequently to research in DEI topics, and the expertise of these scholars is critical to the success of the university at large in these efforts as well.

**CLA Faculty New Hires TT**





**The following pages delineate our five goals and contain more detail in terms of the types of specific steps we plan to take in continuing to grow toward our overarching goal of a more diverse, equitable, and inclusive college.**

**Below these steps, are metrics we will use to chart our progress. This will allow us to continue to make data-driven decisions to achieve our pursuits.**

## **Goal 1: RECRUIT**

**a diverse group of faculty, students, and staff who value and are invested in cultural competence**

Prioritize knowledge of DEI and specialized skills related to cultural competence in hiring decisions for faculty and staff (e.g., experience working with underrepresented groups; bilingualism)

Implement search committee training and practices that avoid bias and encourage broad representation on search committees for faculty and staff

Build relationships and pipelines with outside organizations and the greater university that increase diversity in applicant pools for faculty, staff, and students

Include college value for diversity, equity, and inclusion in all marketing and outreach materials

Continue to expand and support college and university cluster hiring initiatives (e.g., thematic and field-specific)



## **Metrics**

- Increased representation of DEI curricular knowledge and specialized skills related to DEI across departments
- Increased diversity in applicant pools and hires / yield
- Increased proximity to reflection of the population of the state of California within our student body
- Increased diversity and DEI expertise in search and recruitment committees
- Increased referrals for staff and faculty from organizations with diverse populations
- Expanded visibility of a diverse population and visible value of DEI within marketing materials





## Goal 2: RETAIN

a diverse group of faculty, students, and staff who value and are invested in cultural competence

Offer mentoring opportunities for faculty and students via formal and informal programs

Enhance opportunities for communities to engage in collaborative work related to efforts in diversity, equity, and inclusion

Increase equity in faculty-to-student ratios regarding social identity groups

Offer and support culturally-responsive care on campus (childcare, counseling, advising, equitable HR practices, etc.)

Expand outreach and public engagement efforts to strengthen partnerships with communities of color in our local area, while working to cultivate more positive experiences for underrepresented groups off campus

### Metrics

- Increased retention rates for faculty and staff in underrepresented groups
- Increased success of underrepresented faculty in the transition from Assistant to Associate to Full Professor
- Increased professional development opportunities related to DEI provided to staff
- Increased retention of underrepresented people in community services connected to the college (e.g., counseling, childcare, and advising)
- Increased satisfaction of college and local climate and sense of belonging for faculty, staff, and students of color
- Increased support and resources for culturally taxed faculty (via service commitments)

## Goal 3: PROVIDE

explicit college support and value for training and education related to DEI issues

College support and encouragement for engagement in on-campus opportunities aimed at development and maintenance of inclusive teaching skills (e.g., CTLT, orientations) and/or general cultural competence (e.g., implicit bias trainings, accessible professional development opportunities)

Offer college support for engagement in off-campus professional development opportunities aimed at development and maintenance of inclusive teaching and cultural competence (e.g., conferences, resources)

Provide and encourage broad offerings in DEI-focused curriculum and training opportunities for all students across majors

Make international and global experiences more accessible to all students

Demonstrate explicit value for DEI knowledge, awareness, and skills for all officially representing the college (e.g., CLA ambassadors, advancement staff, alumni outreach, academic staff, those working with community organizations)

### Metrics

- Increased self-efficacy in inclusive teaching
- Increased percentage of college representatives with demonstrated training in DEI
- Increased percentages of diversity in student groups involved in study abroad and other global activities
- Increased faculty and staff evaluation and recognition for inclusive teaching, mentorship, or advising
- Demand for staff diversity training outpaces its current capacity
- Improved measurement of DEI orientation to assess gaps within programs and design targeted and differentiated opportunities for DEI growth and development

## Goal 4: DEVELOP

institutionalized practices and policies that increase equity across the college and university

Integrate college value for diversity, equity, and inclusion more visibly in the Retention, Promotion, and Tenure process

Development of best practices for RPT committees regarding recognition of culturally inclusive teaching, including identification of bias in student evaluation and assessment

Provide regular opportunities for assigned time related to DEI-relevant extra service load

Retain standing status of Faculty, Staff, and Student Diversity Committees and advisory role to the Dean

Involve evaluation of Diversity Learning Objectives in the curricular process

## Goal 5: ELIMINATE

graduation rate gaps between underrepresented students and non-underrepresented students

Provide explicit support for first generation college students and transfer students to ensure success

Continue to enhance and fund programs such as the Multicultural Scholars Program and Underrepresented Students Network

Provide accessibility to high impact opportunities for all students (e.g., research with faculty, mentoring from faculty, internships)

Provide explicit college advising outreach to students in other campus programs (CP Scholars, EOP, TRiO, athletics) upon entering junior year

Expand datasets, research methods, and types of analyses related to academic achievement and graduation rate gaps

### Metrics

- Increased visibility of assessment of the extent to which DEI is addressed in the RPT process
- Increased awareness of the impact of bias in evaluations and assessments
- Increased equity in assigned time vs. service load with regard to demographics
- Increased value of awareness, knowledge, and skills in DEI in selection of leadership positions in the college
- Increased use of rubric assessment of the Diversity Learning Objectives in curricular process
- Accountability of departments and units for end of year reports' inclusion of achievements and goals for DEI

### Metrics

- Annual decrease of gap between URM and non-URM students in both 4-year and 6-year graduation rates
- Increased visibility of support for first generation college students and transfer students on website and marketing
- Increased number of students and faculty in CLA affiliated with BEACoN
- Increased college and department resources dedicated to funding student research and ability to take unpaid internships
- Increased numbers of all students in utilization of advising and orientation classes



## CONCLUSION

In conclusion, the College of Liberal Arts is proud of what has been accomplished in the last few years, but is also aware of the fact that this is only a start to what can be achieved. We are committed to progress in this area as one of our core values is to provide a diverse, equitable, and inclusive college education to our students, and workplace for our faculty and staff.

## NEXT STEPS

- **Departments will report on achievements under these five goals on an annual basis as a part of their report to the college**
- **Departments will create goals related to DEI on an annual basis devoted to progress in all five areas**
- **Regular data will be collected on demographics of faculty, staff, and students (including broader social identity characteristics in future years)**
- **Data on graduation gaps and retention will also be monitored and analyzed on an annual basis**
- **The College of Liberal Arts Diversity Action Plan will be revised in 2025**



## APPENDIX A:

### Alignment of CLA Diversity Action Plan Goals with the University Strategic Plan

	CLA Goal 1	CLA Goal 2	CLA Goal 3	CLA Goal 4	CLA Goal 5
<b>Strategic Priority 1: Enhance the Success of all Cal Poly Students</b>	X	X	X		X
<b>Strategic Priority 2: Cultivate the Excellence of All Employees</b>	X	X	X		
<b>Strategic Priority 3: Enrich the Campus Culture of Diversity, Equity, and Inclusion</b>					
<b>Goal 3A:</b> Create an aligned and cohesive focus on diversity and inclusion across the university.	X	X	X	X	
<b>Goal 3B:</b> Create and sustain a more diverse, equitable, and inclusive community that reflects and serves the diverse people of California.	X	X	X		
<b>Goal 3C:</b> Prepare all students for their future through an education that includes diversity learning and reflects the principles of Inclusive Excellence.	X	X	X		X
<b>Goal 3D:</b> Further develop a campus climate that reflects the values of diversity, equity, and inclusion as well as free inquiry and mutual respect.	X	X	X	X	X
<b>Strategic Priority 4: Strengthen our Portfolio of Academic Programs</b>	X	X	X		
<b>Strategic Priority 5: Create an Engaged, Vibrant and Healthy community for Students</b>	X	X	X		X
<b>Strategic Priority 6: Leverage Data and Technology to Support the Institution's Mission</b>			X		X
<b>Strategic Priority 7: Secure our Future by Improving Finances, Facilities, and Systems.</b>					



## CREDITS

### **Lead on Action Plan, Author of Report**

Jennifer Teramoto Pedrotti, Associate Dean for Diversity and Curriculum

### **Diversity Action Plan Team Members**

Denise A. Isom, Professor and Chair, Ethnic Studies Department

Grace Yeh, Professor, Ethnic Studies Department; Chair, Communication Studies Department

Amber Williams, Assistant Professor, Psychology and Child Development Department

Megan Lambertz-Berndt, Assistant Professor, Communication Studies Department

### **CLA Faculty Diversity Committee Members**

Ryan Alaniz, Associate Professor, Social Sciences Department

Elizabeth Folk, Assistant Professor, Art and Design Department

Julie Garcia, Professor, Psychology and Child Development Department

Denise Isom, Professor, Ethnic Studies Department

Megan Lambertz-Berndt, Assistant Professor, Communication Studies Department

Carrie Langner, Professor, Psychology and Child Development Department

Silvia Marijuan, Assistant Professor, World Languages and Cultures Department

Jenell Navarro, Associate Professor, Ethnic Studies Department

Dawn Neil, Associate Professor, Interdisciplinary Studies in Liberal Arts Department

Tom Trice, Associate Professor, History Department

Amber Williams, Assistant Professor, Psychology and Child Development Department

Grace Yeh, Professor, Ethnic Studies Department

### **Leadership in the College of Liberal Arts**

Philip J. Williams, Dean

Penny K. Bennett, Associate Dean for Student Success

Jennifer Teramoto Pedrotti, Associate Dean for Diversity and Curriculum

Debra Valencia-Laver, Associate Dean for Administration

### **Special Thanks**

Michael V. Nguyen, Director of Academic Assessment, Academic Programs and Planning

Rachel Schultz, Communication Specialist

Krista Smith, Online Communication Specialist





**CAL POLY**  
College of Liberal Arts