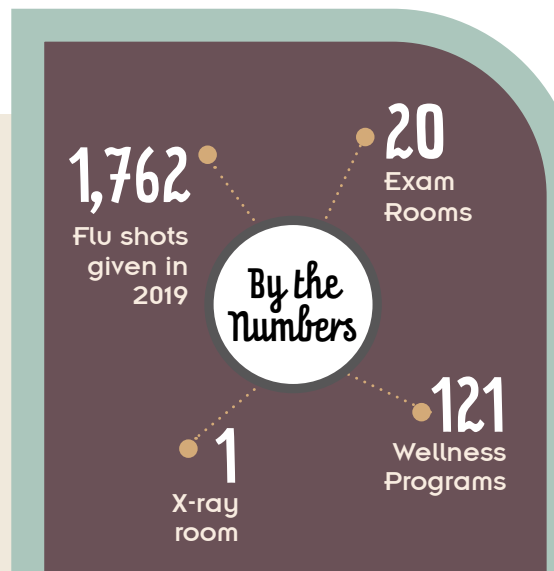


That's SOCAL POLY



Student Health Services

The Student Health Services Building (SHS) serves to promote healthy lifestyles and academic success by providing students with quality medical, psychological and wellness services at little to no additional costs. Built nearly six decades ago, SHS provides a variety of programs and resources dedicated to topics like nutrition, sexual health, mental health and stress management.



A Brief History WOMEN IN ENGINEERING

Cal Poly Pomona is dedicated to recruiting, retaining and graduating female engineering students, supporting them with mentoring, networking and leadership development opportunities. Supporting these activities are three separate units: the **Women in Engineering** program, **Femineers** (K-12 outreach program), and the collegiate chapter of the **Society of Women Engineers** (SWE). From 2007 to 2019, the proportion of female engineering students grew from 13 to 21 percent.



2002

Cal Poly Pomona's Society of Women Engineers is awarded Most Outstanding Diversity Program for the Region at SWE Nationals.

2014

Edison International donates \$100,000 to Women in Engineering. The program is renamed the Edison International Women in Engineering Program.

2015

The Femineer program is recognized by the White House Initiative on Educational Excellence for Hispanics.

2015

The "Engineering Girls-It Takes a Village" program invites girls and their mothers to live on campus for a week and engage in STEM activities. The summer program recruited families who experience housing insecurity and received funding from the California Space Grant Consortium and Southern California Edison.

2020

The outreach program "Introduce a Girl to Engineering" receives an Inspiring Programs in STEM Award from INSIGHT Into Diversity.



OUTDOOR EDUCATION IN THE TIME OF COVID-19

Assistant Professor **Claire Latané** ('06, master's in landscape architecture) is the founder and leader of the Emergency Schoolyard Design Volunteers, part of the COVID-19 Outdoor Learning Initiative.

What are some of the universal challenges in redesigning outdoor spaces as outdoor classrooms?

Most schools, especially schools closer to cities, have very few trees and little to no garden space. What trees or living grass there might be is probably at the front of the school along the street, not where the students spend their time. Our bodies and minds need the complex and restful sensory experience that trees and gardens provide. Other research shows that students of all ages are more physically active, cooperative and creative when their school settings are full of trees and gardens, compared to asphalt or open grass fields.

Even more challenging on these asphalt campuses is creating outdoor learning spaces that support hands-on, sensory-rich activities. This is where we lean on nature-based design and experiential learning, which is challenging within the tight spaces of many schoolyards and the strict policies surrounding school design to ensure safety.

In light of the national conversation about racial justice, it won't come as a surprise to many that our schools can reflect inequities and inequalities. How can design address this?

We see communities that are still impacted by racist lending practices like redlining have schools with fewer trees, less green space and less outdoor space. And across the country, there are many students without access to the technology and resources needed for remote learning, such as a computer or tablet and a stable internet connection, let alone food security or a place to learn. The National COVID-19 Outdoor Learning Initiative launched in response to this inequity.

Read more: See the National COVID-19 Outdoor Learning Initiative's equity statement at www.greenschoolyards.org/equity.

