

Diversity Plan

2011-2015

California State Polytechnic
University, Pomona



Office of Diversity & Compliance
California State Polytechnic University, Pomona
(Cal Poly Pomona)
2011-2015



Diversity Plan

Diversity Plan Framework

Diversity at Cal Poly Pomona means inclusion and is celebrated through the pursuit of excellence in its students, faculty and staff. Diversity permeates our 21st century society both globally and nationally with the population growth represented by racial and ethnic minorities. California is equally rich and strong in diversity, evidenced by the increasing growth in multicultural populations. Through its efforts to mirror these communities, Cal Poly Pomona acknowledges the complexity of intentionally transforming the university to meet the compelling need for greater inclusion of diversity that is always before us. Recognizing diversity creates an environment where differences are valued. Cal Poly Pomona continues to shape its fluid climate for diversity, moving from mere acceptance to achieving appreciation by positively viewing and affirming differences as the norm.

Background

Diversity has been an integral part of the history at Cal Poly Pomona, evolving over the last decade to reflect the world around us. A University Diversity Committee was established in 1993 and concluded after the committee developed a Diversity Plan in 2002. The 2002 Diversity Plan was based on three climate studies, the first conducted in 2001, reflecting student perceptions, and two subsequent studies conducted in 2002, reflecting faculty perceptions and the perceptions of Staff and Administrators. The resulting 2002 Diversity Plan cited four dimensions as components of the plan: *Access and Success, Campus Climate and Intergroup Relations, Education and Scholarship, and Institutional Transformation.*

Access and Success involved recruiting and retaining a diverse student body, faculty and staff through broad advertising, multicultural centers, mentoring programs, and student outreach, recruitment, retention and achievement. *Campus Climate and Intergroup Relations* entailed fostering institutional environments to enhance a respect for diversity, complying with federal and state laws related to equal employment opportunity, discrimination, harassment and disability, and establishing recognition and reward structures. Education and Scholarship included the development of diversity-related curriculum, interdisciplinary programs, and increasing awareness of the importance of accessibility to the success of students with disabilities among faculty, staff and students. Institutional Transformation encompassed continuation of university support for internationalization of the diversity curriculum, faculty and student research, public/private

partnerships, and continuation of endeavors by the Office of Diversity and Compliance to ensure compliance and building and retaining a diverse faculty. Ultimately, it was agreed that institutional transformation may be a natural outcome of achieving diversity in persons and groups.

In 2005 Cal Poly Pomona qualified as a Hispanic Serving Institution. In 2008, with the support of the Senate, the President shared Cal Poly Pomona's vision and unveiled the University Core values, which included the Diversity and Identity Initiative. The initiative was designed to ensure the University manifested the state and region it serves, and reaffirmed the university's commitment to diversity. Cross cultural retreats were an annual event through 2009. In 2010 Cal Poly Pomona's mission to prepare students for lifelong learning, leadership, and careers in a changing, multicultural world led to the Celebration of Diversity and its incorporation into a vision for students, faculty and staff. Today Cal Poly Pomona is a highly diverse campus within the CSU system and in the nation. Ethnic minority groups now make up 68% of the student body, 58% of staff personnel and 37% of faculty.

The objectives of the 2002 diversity plan were accomplished over the years in many instances. The plan opted for the creation of multicultural centers. The centers are now an integral part of the Student Affairs Division. From 2002 to 2009, appointments of women and minority administrators increased. Faculty appointments of minorities increased from 2005 to 2009. Faculty appointments of women also increased during the period from 2009 to 2012. In addition, two important committees related to accessibility for individuals with disabilities were established: The Accessible Technology Initiative (ATI) Steering Committee and the Access and Compliance Team (ACT).

Diversity Recruitment Trends: Current Composition & Progress

During the period of fall 2003 to fall 2012, there has been a net increase in minority tenured and tenure track faculty from 144 or 26% to 175 or 37%. The largest increase occurred among Asian, Pacific Islanders and Asian American tenured and tenure track faculty, rising from 16% to 26% over the 10 year period. The Hispanic/Latino(a) tenured and tenure track faculty number remained the same, representing 8% of total faculty. The African American tenured and tenure track faculty remained at 3% representation. The American Indian tenured and tenure track faculty increased from .18% to .43%. Over the same time period, there has been a decrease in white tenure and tenure track faculty from 74% to 62%.

Cumulatively, in the last 8 years, managers of color have increased from 40 or 34% to 53 or 39% in 2012. The highest increase being Latinos(as), who increased from 12 to 21, or 10% to 15%. Over the last 8 years, permanent Cal Poly Pomona staff of color has increased from 418 or 50% to 489 or 58%, while the total number of staff modestly increased from 835 to 845 due to the economy and hiring freezes.

Relation of Faculty/Staff Diversity and Student Success

Faculty and staff composition are key to student academic excellence. Cal Poly Pomona is 16% above the national average for total faculty minorities in public universities (source: fall 2009 National Center for Education Statistics). Latino faculty at Cal Poly Pomona is 3% above the national average and Asian faculty are 20% above the national average.

As one of the more diverse of the California State (CSU) schools, Cal Poly Pomona features a multicultural student body with many international students. The University's graduation rates have been improving since 1996 and successes are apparent among minority students.

- Cal Poly Pomona ranks as number 8 in top public universities in the West Region in the 2012-2013 Academic Year.
- As of December 2012, the graduation rate is 57%. (Source CSU Mentor: http://www.csumentor.edu/campustour/undergraduate/1/cal_poly_pomona/cal_poly_pomona3.html)
- From 2002 to 2012, Cal Poly Pomona's overall six-year freshman graduation rate more than doubled to 51%. The African American graduation rate tripled to 54%. The Latino graduation rate tripled to 43%, while the Asian rate more than doubled to 55%. Rates for American Indian decreased to .25% and rates for White students doubled to 55%. Female graduation rate more than doubled to 58%.
- Cal Poly Pomona graduation rate is 20% above the CSU system average for African American students, 3% above average for Asians, and 4% above average for females.

Diversity remains a core value of the university and a fundamental goal of higher education. The aspiration in Cal Poly Pomona's student body and cultural centers, compels Cal Poly Pomona's continual improvement to increase the diversity of its campus constituents and to persist in its focus on diversity in the next 5 years. The benefit of a diverse environment to students in preparing for a vital role in a global society and workforce is amply supported by research. Cal Poly Pomona will continue to address diversity in future hiring of faculty and staff and recruitment of students.

2011-2015 Diversity Plan

Cal Poly Pomona's present Diversity Plan is aligned with university goals expressed in the 2011-2015 strategic plan and provides the structure for enacting the university's larger mission and values. The University's Diversity Plan is developed around Goal 6 of the strategic plan to implement the University's commitment of attaining a population that replicates the diversity of California and a curriculum that prepares students for success in diverse global communities. The University acknowledges that academic distinction is achieved with an emphasis on and as a derivation from the diversity of California and the nation.

Action Areas

The objectives of CPP's 2011-2015 Diversity Plan are:

- **Provide global learning and scholarship opportunities for students and faculty.**
- **Increase diversity among faculty, students, and staff while enhancing academic programs.**
- **Develop self-determination and self-advocacy for students with disabilities.**

Cal Poly Pomona's assessment of progress toward outcomes of the 2011-2015 Diversity Plan and of further action needed is an ongoing process.

1. Global Learning and Scholarship Opportunities.

- Increase the number of collaborations, exchange programs, and study abroad programs with domestic and international partners to enhance understanding of global citizenship.

The College of Extended University (CEU) and the International Center have hosted a number of foreign visitors and foreign delegations. Global awareness, diversity, and cultural competencies are the focus of International Education Week each year at the University. Activities led by students during International Education Week include a campus international food festival, study abroad expo, and an international cultural night event. Faculty, who have been involved with study abroad programs, lead talks with faculty and students on global competencies as part of the Global Citizenship Panel discussions.



The International Center is partnering with Student Affairs to offer the East West Leadership Institute that is open to all students. The six-week program will be offered at the beginning of each quarter.

Currently, 254 English language learners are studying at the Cal Poly English Language Institute, and 691 foreign students are studying at Cal Poly Pomona. During 2011-2012, 33 exchange students from foreign countries studied at Cal Poly Pomona. From 2010 to 2012-- students, who participated in study abroad, numbered 387, and from 2010 to 2013 approximately 37 Cal Poly Pomona students will have participated in an exchange program overseas.

- *Invite National and International scholars to engage with faculty, students, and staff to encourage exchange of ideas.*

International scholars regularly visit Cal Poly Pomona. From 2011 to 2013, Cal Poly will have hosted 34 foreign scholars.

2. Increase faculty, students and staff diversity and enhance academic programs.

- *Strengthen the academic profile of entering students while maintaining student access and diversity.*

In addition to supporting California State University initiatives such as Super Saturday, Super Sunday, and the Asian/Pacific Islander initiative, Cal Poly Pomona actively seeks partnerships with organizations that have goals of increasing academic success and college attendance rates of disadvantaged students. Cal Poly Pomona currently partners with Young Black Scholars, College Bound, The Council of African American Parents, The Black College Expo, Mujeres Unidas, New Futuro, The Puente Program, San Manuel Mission Band, Sherman Indian High School and several others to provide workshops on the college admission process to both students and parents and distribute information during their college fairs and college information programs.

- *Actively recruit and retain faculty, students, and staff from diverse domestic and international communities.*

Students:

In addition to serving our highly diverse local community through regular high school and community college visits, Cal Poly Pomona actively recruits in areas outside our local community such as Northern California, Central Valley, and San Diego County.

Cal Poly Pomona has also embarked on a robust international student recruitment campaign and visits high schools and community colleges with high numbers of international students, along with recruitment trips outside California and recruitment trips to Asia.

Cal Poly Pomona will continue to realize its commitment to diversify the university's student body. Progress made at recruiting a more diverse student body is demonstrated in the statistics of enrolled students. In 2010 represented minorities were 65% of undergraduate students enrolled -- 26% representing Asians, 3% Blacks, 33% Hispanics, .003% American Indian, .003% Pacific Islander, and 2% two or more races. In 2011 represented minorities were 66% of undergraduate students enrolled -- 25% representing Asians, 3% Blacks, 34% Hispanics, .003% American Indian, .003% Pacific Islander, and 3% two or more races. In 2012 represented minorities were 68% of undergraduate students enrolled-- 25% Asian, 35% Hispanic, .002 % American Indian, .003% Pacific Islander and 4% two or more races.

Staff and Administrators:

Diversity and Compliance will continue to maintain data of websites and links to professional organizations designated to women and people of color. The data will be updated regularly and provided to hiring managers.

Departments will be encouraged to include candidates, who would enhance the diversity of the department when they conduct national searches for staff and administrators.

Diversity and Compliance will continue to provide the vice presidents with data from the annual Affirmative Action Report, indicating underutilization on the basis of race or gender in their respective divisions.

Diversity and Compliance will continue to provide search committees in Management Personnel Plan (MPP) searches with data on the applicant pools to help enhance diversity for consideration by the search committees. The Appointing Officers for MPP III and IV level searches and hiring managers are encouraged to convene diverse search committees.

MPP III and IV level search committees will continue to advertise in a wide array of media in addition to the usual listservs, publications, and professional organizations marketed to underrepresented populations. Search committees should contact ethnic, gender caucus representatives within professional associations and utilize professional email lists among colleagues in an effort to contact the broadest range of potential candidates.

Tenure-Track:

Diversity and Compliance will continue to work with each academic dean to discuss recruitment issues and challenges in faculty searches, and to ensure searches include strong evaluations of candidates' commitment to diversity and a diverse student population.

Diversity and Compliance will continue to provide the deans with data on the applicant pools that will help meet the objective of enhancing faculty diversity for consideration by the search committees.

Faculty committees are encouraged to convene diverse search committees. Departments should assemble search committees that include expertise in evaluating both a commitment to and expertise in educating a diverse student population.

Faculty search committees will continue to advertise faculty positions across a wide array of media, in addition to the usual listservs, publications, journals and professional organizations marketed to underrepresented populations. Search committees should contact ethnic, gender caucus representatives within professional associations and utilize professional email lists among colleagues in an effort to contact the broadest range of potential candidates. Faculty search committees will utilize the Chancellor's Doctoral Incentive Program Directory of Recipients, and the website lists provided by Diversity and Compliance.

The Associate Vice President for the Office of Academic Planning, Policy, and Faculty Affairs and the Director of Diversity and Compliance will meet with each faculty search committee to discuss recruitment issues and challenges related to the discipline and further develop the Recruitment and Advertising Plan and discuss additional ways to enrich the diversity of the applicant pool.

Where appropriate, departments of the colleges will be encouraged to design tenure-track position descriptions that define area(s) of teaching and scholarly emphasis in broad terms, potentially attracting a more diverse applicant pool.

Departments will be encouraged to include doctoral candidates, who would enhance the diversity of the faculty or the department's offerings, when they conduct national searches for tenure tract faculty.

The Office of Academic Planning, Policy, and Faculty Affairs has a New Faculty Mentoring Program and a New Department Chair Mentoring Program that includes support and guidance for the reappointment, tenure and promotion process (RTP) and one-on-one mentoring.

- *Develop guidelines and tutorials to assist search panels to achieve diverse applicant pools.*

The Office of Academic Planning, Policy, and Faculty Affairs developed a new website page that provides guidelines for faculty searches and the recruitment of diverse applicants. The Office of Academic Planning, Policy, and Faculty Affairs also provides training to search committee members for attaining diverse applicants.

Diversity and Compliance will update its website to provide online materials to assist search committees for MPP and faculty searches in their work to increase diversity in applicant pools.

Diversity and Compliance will develop guidelines for MPP search committees on human resource practices and to increase diversity in the applicant pools.

Diversity and Compliance and Employment will meet with MPP search committees to discuss recruitment issues and challenges and provide guidance to further develop the recruitment and advertising plan to attract a diverse applicant pool and to apply best practices in recruitment.

- *Support instruction focused on involving students in community-based learning and scholarship extending from our neighborhood to the world.*

The university will continue to promote community engagement to enrich the educational experience and lead to personal growth in neighboring communities. For example, Cal Poly Pomona recognizes individuals who make a substantial impact in community service. In 2011 recognition went to a faculty member whose course included 60 students volunteering 600 hours of service to low-income residents at four Pomona community sites. The Student Organization Award for Civic Engagement was awarded to the Cal Poly Pomona Bronco Athletic Association members for engaging in athletic activities with children from the Boys & Girls Club of Pomona, and providing essential clothing and blankets for families in need as a part of Pomona Head Start's Hand. The Partnership Award of Excellence was presented to a faculty member who arranged the creative service-learning project for students who revitalized historical sites throughout Pomona. During 2011-2012, 377 students, staff & community members volunteered 2,050 hours in volunteer services.



3. Develop self-determination and self-advocacy for students with disabilities.

- *Continue to reduce barriers to programs and activities for disabled students.*

The Disability Resource Center (DRC) developed a 6-hour program for freshmen and transfer students to receive training on topics identified as essential to effective self-advocacy among college students with disabilities. The program includes workshops developed by DRC to address specific knowledge and skill areas, including: disability rights in post secondary education; the roles and responsibilities of students, faculty and the DRC in the accommodation process; self-disclosure and communicating with course instructors; academic resources and personal management skills; and an introduction to assistive technology. A seminar was designed for parents to discuss their role in supporting development of self-advocacy skills of their adult children with disabilities. DRC will next examine ways to increase participation in the DRC New Student Orientation.

The Access and Compliance Team (ACT) will continue to monitor and evaluate campus-specific issues relating to access, accommodations and support services for individuals with disabilities and applicable federal and state laws and regulations.

The Accessible Technology Initiative (ATI) Steering Committee will continue to ensure access to information resources and technologies for persons with disabilities. The areas of focus are web accessibility, instructional material accessibility, and procurement of accessible electronic and technology *products*.

- *Continually increase campus-wide education on disability and awareness of the needs for disabled students.*

Ability Allies are a network of faculty, staff, and students formed to take a visible role in promoting disability awareness. Ability Ally Training, designed to shape perspectives of student, faculty, staff and administrators, will be offered periodically to the campus following its recent launching. The training covers topics, such as focusing on ability versus disability; demonstrating similarities rather than differences; identifying personal stereotypes, myths, and beliefs that shape personal perceptions, and offering an authentic view through a student panel into the lives of students with disabilities.

Access & disAbility Alliance (AdA) organization, comprised of students, staff and faculty, will continue to promote access and equity for individuals with disabilities throughout the university community. AdA annually plans programs for Disability Awareness week, which include individuals with disabilities, who will speak of their successes and various topics, such as the impact of Disability Social Justice and experiences in concealing their disabilities.

Conclusion

Cal Poly Pomona has worked on diversity before it became the subject of prominence diversity currently holds. Now diversity is integrated into Cal Poly Pomona's core values and will continue to be a focal plan of the university's actions in the future. The 2011-2015 Cal Poly Pomona Diversity Plan will be reviewed annually and updated as the University improves and accomplishes its objectives.



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