



Institutional Anti-Racism Action Plan 2021-2026

Submitted in Fulfillment of the Integrated Assessment and Planning Requirements

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Office of Diversity, Equity & Inclusion

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Introduction

Cal Poly Humboldt was designated a Hispanic Serving Institution (HSI) in October of 2013. Hence, the University strives to foster an inclusive and equitable community to support the wellbeing, belonging, and success of students and employees who hail from diverse socio-cultural backgrounds. A HSI is a federal designation given to higher education institutions that have at least 25% of undergraduate full-time equivalent students identifying as Hispanic/Latinx. In support of multicultural and multiracial students, faculty, staff, and the greater community at large, Cal Poly Humboldt is committed to adequately reflect the diversity of the state and address the needs and aspirations of the BIPOC community. Cal Poly Humboldt's Strategic Plan 2021-2026, *Future Forward* is a strong road-map to these ends in its commitment to social justice, diversity, equity, and inclusion. With the support of the University Senate and Executive Administration, the Institutional Anti-Racism Action Plan will emphasize a campus-wide practice of anti-racism through which our community is "actively identifying, challenging, and confronting racism," reshaping the system from within with qualitative and quantitative impact-oriented outcomes which assert Cal Poly Humboldt's Core Values and the Six Pillars of Inclusive Excellence.

Background and History

Cal Poly Humboldt is located in a rural coastal region of California, five hours north of San Francisco. Despite increasing diversity, a rich and thriving Native population, and a growing Latinx community, this part of California does not reflect the diversity that exists in the rest of the state due to its seclusion and complex history. Consequently, recruitment of students and faculty who identify in whole or in part as Black, Indigenous, and/or a Person of Color (BIPOC) to a secluded, rural region, of which the population is predominantly White, has come with significant challenges. Efforts are currently in motion within the Cal Poly Humboldt community and the wider, off-campus community to better support historically underserved BIPOC students and community members so they may thrive with a sense of belonging, safety, and success. Current data show critical areas of improvement and action items to address equity gaps in retention and success of BIPOC students and employees.

While progress is being made, we must acknowledge the historical context in which Cal Poly Humboldt exists. The genocide and unsuccessful attempt to exterminate all Native people, a culture of hostility and violence against people of color, and destruction of the environment in the 19th Century shape our present. Cal Poly Humboldt and Arcata sit on

aboriginal, unceded territory of the Wiyot peoples and is neighbored by three of the largest tribes of California: the Hupa, Karuk, and Yurok who now make up 7% of the community. Currently, explicit and systemic racism continues to affect the experience of BIPOC students and staff who have expressed their dissatisfaction with their experience within the campus and local community. Students report “being invisible” due to a lack of diversity in administrator, staff, and faculty demographics, and lack of representation of people of color in the broader community. To counterbalance and progress beyond the region’s violent and destructive history and ongoing effects, there is an urgent need to build safe and welcoming communities in Humboldt County and the broader region.

Cal Poly Humboldt, in partnership with local organizations, institutions, and businesses, is working towards building community safety and a sense of belonging, especially for BIPOC students, faculty, staff, administrators, community members, and their families. We are hopeful that this Institutional Anti-Racism Action Plan 2021-2026 will guide us in fostering a better learning, working, and living environment for BIPOC people in this community.

Cal Poly Humboldt’s Timeline of Recent Equity-Related University Efforts

In order to understand Cal Poly Humboldt's efforts related to racial equity, we must have a common understanding of the definitions of racism, and anti-racism. The National Association of Diversity Officers in Higher Education (NADOHE) defines *racism* as “the system of structuring opportunity and assigning value based on the social interpretation of how an individual looks based on skin color.” NADOHE explains that “this process unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and may be intentional or unintentional.” Hence, *Anti-Racism* “is the active process of identifying, challenging, and confronting racism. This active process requires confronting systems, organizational structures, policies, practices, behaviors, and attitudes” (<https://www.nadohe.org/>). Cal Poly Humboldt is responding to the call by bringing anti-racism to the fore, enabling anti-racism to be a part of the institutional culture, crucial to the success of the University’s Strategic Plan 2021-2026, *Future Forward*.

Over the past three years, Cal Poly Humboldt has made progress towards creating an anti-racist campus and community culture. Efforts that have supported this goal have included policy changes, expansion of DEI professional development, and the collection and synthesis of data to understand the needs and experiences of BIPOC students, faculty, staff, administrators, and community members. The Office of Diversity, Equity and Inclusion has been tasked with a campus-wide mandate to affect diversity and representation within the student, faculty, and staff community so people of color and

people of all socio-cultural backgrounds feel welcome, seen, heard, and safe; to respond to the need for equity by providing resources and opportunities to its underrepresented populations and strategically anticipating and responding to sources of inequity; and to practice inclusion by celebrating cultural traditions, contributions, and expanding perspectives through a wide-angle lens.

In fall 2019, updates were approved by the University Senate to the retention, tenure, and promotion process through the Faculty Handbook better known as [Appendix J](#). The changes have new faculty needing to demonstrate efforts toward equity in their portfolios to advance and secure tenure at Cal Poly Humboldt. Also in fall 2019, the University Senate approved two [Institutional Learning Outcomes](#) that support racial equity, social justice, and sustainability. Since Summer 2017, members of the College of Natural Resources and Sciences (CNRS) have been involved in ESCALA, a program that supports faculty in Hispanic-Serving Institutions to examine equity gaps in their classes and engage principles of culturally responsive teaching to close those gaps. Cohorts have continued to get involved in ESCALA and more Latinx staff and faculty have participated in the most recent cohort.

With the use of Graduate Initiative 2025 (GI2025) funds, Academic Affairs and ODEI created the Faculty Diversity, Equity, and Inclusion Fellows program (Equity Fellows) in which one faculty from each college learns about and supports their colleagues' intercultural competency and cultural humility development. In doing so, they support all departments to examine equity gaps in their classes with the goal of incorporating culturally responsive strategies to close them. ODEI and CNRS faculty working with the Howard Hughes Medical Institute grant supported the diversity mapping of all on-campus DEI efforts with Consultant Dr. Rona Halualani. In August 2020, the university began its strategic planning process under the leadership of President Tom Jackson, Jr. culminating in Strategic Plan 2021-2026, *Future Forward*, which centers diversity, equity, and inclusion in all aspects of University's operations. In fall 2020, Cal Poly Humboldt joined the University of California-California State University Initiative to offer professional development about implicit bias for all members of both university systems, including customized DEI training and Moving Beyond Bias training and workshops regularly.

In January 2021, Dr. Elavie Ndura joined Cal Poly Humboldt to lead ODEI as the Associate Vice President and Campus Diversity Officer. The same semester, President Jackson, Jr. led his Presidential Speaker Series that included cutting-edge racial equity experts including Dr. Shaun Harper from the University of Southern California's Race and Equity Center.

With the support of the Race and Equity Center's National Assessment of Collegiate Campus Climates (NACCC), Cal Poly Humboldt conducted a Racial Campus Climate Survey to learn about our undergraduate students' campus experience. The NACCC Survey evaluated six content areas which include, 1) Mattering and Affirmation, 2) Cross-Racial Engagement, 3) Racial Learning and Literacy, 4) Encounters with Racial Stress, 5) Appraisals of Institutional Commitment, and 6) Impact of External Environments. Each content area provides action items for recommendation based on the results of the survey.

ODEI, along with the Diversity, Equity & Inclusion Council (DEIC), released its six pillar framework of Inclusive Excellence that was featured in the recent Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) visit's recommendations for how to make the campus more inclusive and equitable. Finally, in April 2021, the University Senate passed its Anti-Racist Strategic Action Plan that aligns with priorities of Cal Poly Humboldt's Strategic Plan 2021-2026, *Future Forward*.

Vision

We use the framing of Cal Poly Humboldt's Strategic Plan 2021-2026, *Future Forward*, [the recent Polytechnic Prospectus](#), the [University Senate's Statement of Support of Black Lives in the United States](#) along with their Anti-Racist Strategic Action Plan 2021-2026 (USARAP) , and ODEI's Six Pillars of Inclusive Excellence as context for the Institutional Anti-Racism Action Plan 2021-2026 (see Appendices A-C). The goal is to review the objectives and measures at the end of each academic year and modify the plan as necessary. This is a living document that will evolve as Cal Poly Humboldt continues to cultivate a university and community culture that upholds anti-racist policies, practices, and values at all levels.

What We Know

In an article titled "What are students demanding?" published in Higher Education Today, Chessman, H. & Wayt, L. (2016) analyzed student demands across 76 higher education institutions and categorized the findings in six themes in priority order: (1) Acknowledge history of racism;(2) more campus diversity programming; (3) increased faculty diversity;(4) increased diversity training for faculty and staff;(5) curriculum revisions to include diverse perspectives and inclusive pedagogies; and (6) increased support services for marginalized students, particularly mental health support.

At Cal Poly Humboldt, we know that over 71% of faculty identify as White while the population of BIPOC students continues to increase, which often creates a cultural mismatch that students must navigate as they pursue their academic and professional dreams. We also know that BIPOC students' graduation rate trails that of White students by 10.4%. Moreover, anecdotal, yet meaningful feedback tells stories of BIPOC faculty and staff who need Cal Poly Humboldt to do more so that they can feel welcomed, valued, and supported both on campus and in the community.

This Institutional Anti-Racism Action Plan, therefore, animates Cal Poly Humboldt's commitment to racial justice and equity in vision and practice.

Partners

We look to create a team to collaborate on this university-wide initiative that includes students, faculty, staff, and administrators, including members of student services and institutional research. We seek colleagues with knowledge about academic governance, administrative structures, and Cal Poly Humboldt's institutional history and evolving culture. We also seek colleagues with decision-making expertise, reflective capacity, and data savviness. This plan is developed in partnership with university colleagues and community partners invested in the creation of a more equitable and welcoming university and community. (See Appendix D for the list of prospective collaborators and reviewers.)

Desired Outcomes

1. Diversity of administration, faculty, and staff mirrors undergraduate student demographics.
2. All administrators, faculty, staff, and students engage in ongoing anti-racism professional development.
3. Resource allocation and institutionalization of support for the well-being and success of BIPOC students, faculty, and staff.
4. Institutional policies and practices are aligned with racial equity goals.
5. Academic programs, course syllabi, and pedagogy reflect strong racial equity competencies.
6. The campus community is safe and welcoming for all students and employees across racial and ethnic backgrounds.

Outcomes: What do we need to achieve?	Alignment with Strategic Plan (SP), University Senate Anti-Racist Strategic Action Plan (USARSP), Pillars of Inclusive Excellence (PIE)	Activities: How do we achieve the outcome?	Implementation: Who?	Implementation: When?	Measurements What measure will we use to know we have achieved or are achieving the objectives?
1. Racial and ethnic diversity of administration, faculty, and staff mirrors undergraduate student demographics.	SP 1c, 3a, 4d, 6b; USARSP objective 1; PIE 2, 4, 5	1.1 Establish support systems to hire BIPOC faculty and staff with cluster hiring models 1.2 Build pathway for BIPOC mentoring and leadership development 1.3 Audit/review hiring practices with racial equity lens 1.4 Design exit interview process to learn why people leave and barriers for retention 1.5 Increase retention of BIPOC staff, faculty, and administration	1.1 APS, HR, ODEI, CTL, Deans, Council of Chairs 1.2 Senate, Provost, Deans of Colleges, ODEI, HR 1.3 HR, APS, ODEI 1.4 HR, APS, ODEI 1.5 HR,	1.1 Hiring 2021-2022 for faculty joining Cal Poly Humboldt in Fall 2022 and Fall 2023 1.2 2021-2022 1.3 Fall 2022 1.4 Fall 2022 1.5. 2022-2026	1.1 The ratio of BIPOC faculty is increased by 5% by 2026 1.2 40% of faculty register an account with National Center Faculty Development and Diversity by 2026 and at least 30% participate and engage in at least three opportunities. 1.3.1 All job announcements are racial equity-minded 1.3.2 100% of search committees utilize an equity advocate 1.6 Six year graduation rates for BIPOC students will

		1.6 Increase retention and graduation of BIPOC students	Chairs, Deans, APS, ODEI, IRAR 1.6 Inclusive Student Success/ GI 2025 Working Group	1.6.2022-2025	increase from 43.2% to 70% by 2026.
2. All administrators, faculty, staff, and students are engaged in ongoing anti-racism professional development.	SP 1b 2a, 3a, 3b, 4b, 5a, 6a, 6b; USARSAP objective 2; PIE 1, 2, 4-6	2.1 Align professional development offerings already in progress on campus and in the community (Cal Poly Humboldt: CTL, DEIC, Trans Task force, ESCALA, etc.) 2.2 Scaffold PD and create program pathways for anti-racism for administrators, faculty, staff, and student leaders/employees 2.3 Create culture of assessment to measure, synthesize, and report out on learning for all DEI related PD including CDOR (Campus Community Dialogue on Race)	2.1 CTL, ODEI, DEIC, SDRG, Trans Task Force, CDOR 2.2 DEIC, ODEI, CTL 2.3 ODEI, Assessment, IRAR 2.4 ODEI, CTL, APS, HR, Academic Affairs 2.5 ODEI,	2.1 Spring 2022 2.2 Fall 2022 2.3 Fall 2022 2.4 Fall 2022 for NEO and Spring 2023 for New Faculty Orientation 2.5 2021-2022 2.6 2021-2022	2.1.1 80% of administrators, faculty, staff, and students engaged in sustained anti-racism professional development by 2026 by attending at least one workshop per year. 2.1.2 100% of faculty and staff on search committees have completed Avoiding Unconscious Bias Training 2.5 100% of new faculty and staff are introduced to anti-racism resources at orientations. 2.6 50% of administrators,

		<p>2.4 Create plan to incentivize and motivate all Cal Poly Humboldt employees and students to engage in DEI professional development</p> <p>2.5 Introduce opportunities to participate in equity programming earlier in time at Cal Poly Humboldt including at New Employee Orientation (NEO) and New Faculty Orientation (Faculty Handbook: Appendix J, Appendix K, and RTP Process)</p> <p>2.5 Normalize conversations about race and racism with courageous conversations</p> <p>2.6 Roll out Moving Beyond Bias (MBB) across campus</p> <p>2.7 Design white allyship program to support white-identifying campus members to act for anti-racism</p>	<p>DEIC, CTL,HR,Cal Poly Humboldt Senate</p> <p>2.6 ODEI, HR, DEIC, CTL</p> <p>2.7 ODEI, equity arcata, Academic Affairs, Dean of Students</p>	2.7 Spring 2023	faculty, and staff participate in Moving Beyond Bias by 2026.
3. Resource allocation and institutionalization	SP 2a, 5a,6b, 6b;	3.1 Physical Safety: Working with UPD and local law enforcement from Trinidad to	3.1 ODEI, UPD, APD, CHP, HC	3.1 2022-2026	3.1 100% of University Police Officers participate in professional development on

<p>n of support for the well-being and success of BIPOC students, faculty, and staff.</p>	<p>USARSAP Objective 2; PIE 1,6</p>	<p>Fortuna to enhance anti-racism commitments and actions, first responders</p> <p>3.2 Mental/Emotional Safety: Develop bias reporting tool and corresponding protocols to address acts of harm and be accountable to BIPOC students</p> <p>3.3 Mental/Emotional Safety: Incorporation of Restorative Practices to Support Interpersonal Conflict Management in the Classroom and on Campus</p> <p>3.4 Mental/Emotional Safety: Increase # of BIPOC staff in CAPS with goal of counselors mirroring diversity of student population with staff cluster hire</p> <p>3.5 Mental/Emotional Safety: Ongoing learning for anti-racism for community members through Equity Arcata and other community organization, the TK-12 schools, and places of worship</p> <p>3.6 Mental/Emotional Safety:</p>	<p>Sheriff's Office, other nearby towns' law enforcement, B-Black, Social Work, equity arcata, academic centers, CHECK IT</p> <p>3.2 ODEI, HR, Title IX, DEIC, Student Affairs</p> <p>3.3 ODEI, Ombudspeople, Title IX, HR, Dean of Students, SAPC, Students, ASDEIC</p> <p>3.4 CAPS, Dean of Students, CARE services, HR</p>	<p>3.2 2022-2026</p> <p>3.3 2023-2023</p> <p>3.4 2022-2026</p> <p>3.5 2022-2026</p> <p>3.6 Fall 2022</p> <p>3.7 Spring 2022</p> <p>3.8. Fall 2023</p>	<p>courageous conversations, de-escalation, and decrease use of force in interactions with campus community members by 2026</p> <p>3.1.2 80% BIPOC students, faculty, staff, and administrators report feeling safe interacting with campus law enforcement and other first responders by 2026</p> <p>3.2 80% BIPOC students feel supported by bias reporting tool process by 2026</p> <p>3.3 Introduce restorative justice framework for conflict management to the campus community by 2026.</p> <p>3.4.1 BIPOC students return to CAPS for follow up appointments at equivalent rates to their non-BIPOC peers</p> <p>3.4.2 BIPOC students recommend CAPS to their peers at equivalent rates to their non-BIPOC peers</p> <p>3.5 BIPOC faculty, staff, and students report increased</p>
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		<p>Affinity spaces including whiteness accountability space for authentic white allies</p> <p>3.7 Mental/Emotional Safety: Courageous Conversations within the BIPOC community about race, racism, anti-Blackness, colorism, proximity to whiteness</p> <p>3.8 Creation of Asian/Asian American students, South Asian students, and Pacific Islander center</p> <p>3.9 Creation of thriving, adequately resourced Eric Rofes Multicultural Queer Resource Center</p>	<p>3.5 ODEI, CAPS, equity arcata, McKinleyville Alliance for Racial Equity (MARE), Equity Alliance</p> <p>3.6 CAPS, Peer Health, ASDEIC, Dean of Students</p> <p>3.7 ODEI, CAPS, Academic Centers, Dean of Students, Title IX, ASDEIC, CTL</p> <p>3.8. Dean of Student Affairs; ODEI</p> <p>3.9 ODEI,</p>		<p>sense of belonging in TK-12 schools and neighboring communities</p> <p>3.6 80% of White students report understanding how to act for anti-racism and can offer examples of when they have intervened by 2026</p> <p>3.7 BIPOC community members report increased trust within and amongst BIPOC groups by 2026</p> <p>3.9.1 Queer BIPOC students report awareness of the Eric Rofes Multicultural Queer Resource Center.</p> <p>3.9.2 80% of LGBTQIA+ BIPOC students will report engagement with at least one event, resource, or activity sponsored by the Eric Rofes Multicultural Queer Resource Center per year.</p>
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			Transgender, Gender Non-conforming, and Gender Non-binary Taskforce, Peer Health, CAPS, Eric Rofes Multicultural Queer Resource Center		
4. Institutional policies and practices are aligned with racial equity goals.	SP; 1e?, 2a, 2c, 2d, 3b, 3c, 4b, 5d, 6a, 6b, 6e; USARSAP Objective 3; PIE 1, 2, 4, 6,	4.1 Increase DEI presence in communications and messaging (including Equity Fellows) 4.2 Increase art on campus supporting BIPOC history, present, and future 4.3 Offer communications and messaging in English and Spanish 4.4 All units have diversity plans with program outcomes that measure their progress towards anti-racism on a regular basis	4.1 Provost, Deans, CTL, ODEI and Fellows, Senate, Assessment 4.2 Learning Center, Admissions, Graduate Program Leaders, BIPOC Graduate Advisors, Current Graduate Students,	4.1 2021-2022 planning; Fall 2022 opening 4.2 Design Fall 2022; Implement Spring 2023 4.3 Plan Fall 2022; Implement Spring 2023 4.4 Fall 2022 with Spring 2023 graduates	4.1.1 All job announcements are racial equity-minded 4.1.2 Search committees utilize an equity advocate 4.1.3 Admission policies center racial equity 4.1.4 Promotion and tenure policies and practices affirm the experiences and contributions of BIPOC faculty 4.3 The majority of Spanish-speaking parents and families engage meaningfully and effectively with Cal Poly Humboldt

		<p>4.5 Create communication plan about ARAP as part of ODEI regular campus and community communications</p> <p>4.6 Create quarterly and annual reports of ARAP as part of ODEI reporting and a plan for outward-facing dissemination to the community</p> <p>4.7 Relationships intentionally built with broader reach of BIPOC community organizations to build trust and collaboration</p>	<p>ACAC</p> <p>4.3 EOP, Learning Center, Academic Centers, RAMP</p> <p>4.4 Admissions, ODEI, Assessment, Alumni Relations</p> <p>4.5 Admissions, Chairs, Deans, Provost</p>	<p>4.5 Spring 2022</p>	<p>4.4 All campus units strategic plans embed DEI outcomes and assessments</p>
<p>5. Academic programs, course syllabi, and pedagogy reflect strong racial equity competencies</p>	<p>SP 1b, 1e, 2.d, 4a, 4b, 4c, 5a, 5b, 5d, 6a, 6b, 6c, 6e;</p> <p>USARSAP Objective 2;</p> <p>PIE 1,2,4,5,6</p>	<p>5.1 Creation of BIPOC Graduate Center and Transfer Students Center whose goal is to offer targeted support</p> <p>5.2 Create co-curriculum that supports first generation and/or BIPOC students to navigate the system of higher education including invisible barriers</p>	<p>5.1 HSI Steering Committee, DEIC-HSI, Art Department, Academic Centers</p> <p>5.2 President's Office,</p>	<p>5.1 Planning and Design Fall 2022; Implementation on Fall 2023</p> <p>5.2 Planning Fall 2022; Implementation on Fall 2023</p> <p>5.3 Fall 2023</p>	<p>5.2.1 80% BIPOC students report seeing themselves represented in instructional materials</p> <p>5.2.2 BIPOC students report increases in feeling welcome, safe, and affirmed in classrooms.</p> <p>5.3.1 Syllabi includes statements around racial equity</p>

		<p>5.3 Incorporation of anti-racist pedagogy in all colleges and departments with use of ILO 1</p> <p>5.4 Infuse anti-racist pedagogy into career and advising services</p> <p>5.5 Establish a tracking system to monitor and evaluate student job placement success post-graduation (old language: Follow up with graduates 6 months after graduation to measure work and graduate school placement)</p> <p>5.6 Revisit graduate school requirements with an equity lens</p>	<p>MarCom, ODEI</p> <p>5.3 MarCom, ODEI</p> <p>5.4 ODEI, Provost, Deans, Chairs, Assessment, CTL</p> <p>5.5 ODEI, MarCom</p> <p>5.6 ODEI, MarCom</p> <p>5.7 PAT, ODEI, Dean of Students,</p>	<p>5.4 Planning Fall 2022; Completed Fall 2023</p> <p>5.5 Fall 2023</p> <p>5.6 2022-2024</p>	<p>(e.g., diversity statement, inclusivity statement, microaggressions statement)</p> <p>5.3.2 Students report opportunities to learn about individuals of various cultural and diverse backgrounds.</p> <p>5.3.2 Students report opportunities to foster cultural awareness (e.g., being observant and conscious of similarities and differences among and between cultural groups).</p>
<p>6. The campus community is safe and welcoming for all students and employees across racial and ethnic backgrounds.</p>	<p>SP 1, 2, 3, 4, 5, 6</p> <p>PIE 1, 3, 5</p>	<p>6.1 Engage campus community in sustained professional development around healthy communication and conflict resolution</p> <p>6.2 Partner with cultural centers for academic excellence to develop and implement culturally relevant programming</p>	<p>ODEI with Equity Fellows; Cultural Centers;</p>	<p>PIE</p>	<p>6.1 80% of white students and employees report increased willingness to collaborate with their BIPOC counterparts</p> <p>6.1.2 80% BIPOC students, faculty, staff, and administrators report feeling safe interacting with campus law enforcement and other first responders by 2026</p>

					6.2 80% of BIPOC students and employees report they can bring their authentic selves to the campus
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Appendix A: Strategic Plan *Future Forward* 2021-2026

President Jackson’s charge for Cal Poly Humboldt’s Strategic Plan, *Future Forward* is the following:

In order to provide a positive and meaningful educational experience for all Cal Poly Humboldt students, the steering committee and working groups should seek to establish a model global community and to integrate diversity, equity, and inclusion within its planning. The committee should envision Cal Poly Humboldt as a bold, innovative institution that embraces and celebrates being a Hispanic-Serving Institution and Minority- Serving Institution.

The following themes have been identified as areas of focus:

1. Academic Roadmap
 - a. Leveraging Unique Strengths Rooted in Place
 - b. Advance Academic Success and Inclusive Student Success
 - c. Retain Faculty and Staff
 - d. Align Academics with Greater Needs
 - e. Engage More Globally
2. Community Collaboration and Shared Success
 - a. Create a Safe and Supportive Community for Students
 - b. Strengthen Relationships with Tribes

- c. Broaden Community Collaboration
 - d. Promote Community Inclusion
- 3. Employee Engagement and Success
 - a. Foster Inclusive Employee Community
 - b. Build a Growth Culture
 - c. Promote Ongoing Organizational Development
- 4. Future Proofing Cal Poly Humboldt
 - a. Support Adaptive and Transformative Teaching and Learning
 - b. Build a Culture of Continuous Improvement
 - c. Nurture a Culture of Innovation
 - d. Include Diverse Employees and Students
- 5. Resource Stewardship and Sustainability
 - a. Prioritize Student Needs
 - b. Steward University Resources
 - c. Invest in Future Opportunities
 - d. Create a Sustainable Institution
- 6. Student Experience and Success
 - a. Build a Culture of Shared Responsibility for Student Success
 - b. Center Student Diversity and Intersectionality
 - c. Maintain and Grow Consistent and Accessible Student Services
 - d. Integrate Curricular and Co-Curricular Activities
 - e. Build a Strong Shared Sense of Cal Poly Humboldt Identity and Community

Appendix B: Cal Poly Humboldt University Senate's Anti-Racist Strategic Action Plan 2021-2026

On 4.13.2021, Cal Poly Humboldt University Senate Approved its Anti-Racist Strategic Action Plan focusing on three of the goals from Cal Poly Humboldt's 2021-2026 Strategic Plan Future Forward:

1. Academic Roadmap Goal Three: Retain Faculty and Staff
2. Employee Engagement Goal One: Foster Inclusive Employee Community
3. Resource Stewardship and Sustainability Goal One: Prioritize Student Needs

With these goals in mind, Cal Poly Humboldt Senate will focus on the following objectives:

1. Objective 1: Leadership Diversity
2. Objective 2: BIPOC Student-Centered Actions
3. Objective 3: Welcoming & Inclusive Shared Governance

Appendix C: ODEI's Pillars of Inclusive Excellence

The Office of Diversity, Equity, and Inclusion leads the visioning and implementation of Cal Poly Humboldt's quest for inclusive excellence in alignment with the institution's 2021-2026 Strategic Plan, *Future Forward*. Through compassionate listening and intentional cross-campus and community collaboration, we strive to transform relationships and policies to shape the Cal Poly Humboldt of the future. We will achieve purpose by implementing our six-pillar framework of inclusive excellence:

1. A Safe and Welcoming Community
2. Equitable Opportunities and Outcomes
3. Strategic Partnerships
4. Intercultural Competency and Cultural Humility Development
5. Organizational Resources
6. Collaborative Leadership and Shared Accountability

Appendix D: Partners

Core Team: ODEI and Equity Fellows

Leadership Team Members to Consider:

1. BIPOC and white ally undergrad, grad, and transfer students
2. BIPOC and white ally faculty, staff, and administrators from the following units:
 - a. Cultural centers
 - b. Center for Teaching and Learning

- c. Student Disability Resource Center
 - d. DEIC
 - e. Human Resources
 - f. 3 colleges
 - g. Associated Students
 - h. Staff Council
 - i. University Senate
3. We seek input from these institutions / organizations in the community:
- a. College of the Redwoods
 - b. TK-12 schools and districts
 - c. Equity Alliance of the North Coast
 - d. Black Humboldt
 - e. Centro del Pueblo
 - f. equity arcata
 - g. Eureka NAACP
 - h. Humboldt Asian and Pacific Islanders in Solidarity (HAPI)
 - i. Queer Humboldt
 - j. Two Feathers

Reviewers of Anti-Racism Action Plan Draft 9.2021-2022

- 1. ODEI and Equity Fellows
 - 2. Dr. Lisa Bond-Maupin
 - 3. President's Administrative Team
 - 4. Council of Chairs
 - 5. President's Cabinet
 - 6. Diversity, Equity, and Inclusion Council (DEIC)
 - 7. Academic Affairs Administrative Team
 - 8. Institutional Research, Analytics, and Reporting (IRAR)
- 9. Kumi Watanabe-Schock, Cal Poly Humboldt Library, equity arcata, Humboldt Asians and Pacific Islanders in Solidarity (HAPI)
 - 10. Tim Miller, Cal Poly Humboldt Library, University Senate, equity arcata

- 11. Nancy Olson, HR
- 12. Ethnic Studies Council, CRGS and NAS Faculty
- 13. Ron White, Equity Alliance of the North Coast, equity arcata
- 14. Sharrone Blanck, HCOE, President of Eureka NAACP
- 15. Alia Dunphy, College of the Redwoods
- 16. Coordinators of Academic Cultural Centers
- 17. Senate Chair, Monty Mola

Appendix E: Pre-Work: What Other Institutions are Doing

- 1. Sacramento State's [Antiracist and Inclusive Campus Plan](#) May 2021

The plan was a result of 80 students, faculty, and staff from across campus engaging in impactful dialogue. Plan has seven targeted areas of focus led by seven corresponding action planning groups. They are: Mattering and affirmation; cross-racial and inclusive engagement; antiracism learning and literacy; antiracism curriculum, pedagogy, and assessment; encounters with racial stress and bias, institutional commitment; and impact of and on the Sacramento Region. Each area of focus has goals, objective, and actions to support it. Sacramento State created an Antiracism and Inclusive Campus Council to support the planning and execution of the antiracism plan. People are compensated for their time on the council if they do not work in the equivalent of Cal Poly Humboldt's ODEI. Sacramento State has support of its highest level administrators for this plan. Five Planning Fellows were designated to work on the plan in addition to the DEI office and folks from Extended Education. Quotes from qualitative data are included in plan surrounding 7 identified needs. 16 final recommendations made by group with some secondary recommendations. Plan to hire ombudsperson in ODEI to support people experiencing racism and bias on campus

Helpful Charts - Variability from Group to Group in Appendices following Consistently Articulated Goals in the Narrative

Goals: What do we need to achieve?	Objectives: How do we achieve it?	Implementation : Who?	Implementation : When? (short/medium/long-term)	Accountability: What metrics do we use to know we have achieved or are achieving the objectives?	Notes:
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2. San Diego State's 10-Point Plan to Support Black Students

[Dr. Luke Wood's 10-Point Plan](#) is a one-page plan to show SDSU's support for Black students. It includes a cluster hire of 5 tenure track faculty with success in research, teaching or service with Black populations; 3 placemaking projects so art addresses histories and contributions of Black Peoples and communities; college diversity plans; review of existing coursework and development of new curricula in each college; expansion of the Knowledge Exchange Empowerment Program; the creation of a Presidential DEI and access Task Force; faculty learning communities for anti-racism in the classroom; professional learning on anti-Blackness, including whiteness, racism in education, racial battle fatigue; an annual Symposium on Black Lives and Minds; and town halls at least two times/semester to communicate updates to the public about these efforts and support conversations around institutional and structural racism with a focus on transparency and accountability.

3. Amherst College

This college has an enumerated list on their website with regular updates to each component of the plan. Plan includes the following: input from BIPOC students, community, and alumni; hiring of students to support with research of historical context; the creation of a DEI committee by the board of trustees to oversee the anti-racism plan; the creation of a bias reporting tool and protocol as well as a center for restorative practices; the hiring of racial trauma specialists to the counseling center; the creation of a Senior Fellows program to set funding aside to support visits by leaders of anti-racist scholarship; ongoing learning.

4. EAB

EAB is a consulting firm that supports educational institutions. They suggest a 7-point anti-racist plan that includes: 1) Academic and Career Preparation; 2) Strategy and Operations; 3) Enrollment Strategy; 4) Campus Climate; 5) Faculty and Staff; 6) Institutional Care; and 7) Community Partnerships.

5. Arcata Strategic Arts Plan

The Arcata Strategic Arts Plan is in narrative form. It has 6 outcomes and an approach to equity that applies an explicit equity lens to each. It names the problem of one-time funding and grants or awards to fund equity work instead of systematic investments. It speaks to spatial, cultural, and aesthetic inequities. Its organization is clear. The plan is largely informed by

listening sessions and community input at various stages of the development process. It is still in draft form. It offers a lovely layout of text and visuals that is easy to follow, understand, and navigate.

Appendix F: Feedback from Summer Retreat 7.22.2021 Incorporated in Desired Outcomes

- Center for Restorative Practices-conversations starting
- Work with UPD and local law enforcement from Trinidad to Fortuna to enhance anti-racism commitments and actions
- HSI advisory assisting with new murals
- Focus on undergrad, grad, and transfer students
- MBB start for PAT/President's Staff
- Mentoring to Lead for Chairs, Senate?
- How to solicit input from folks about what they want to see in plan? Google form?
- Board engagement in racial equity
- ARWP annual report-part of ODEI or separate?
- External board to review anti-racist plan. What's the timeline?
- How will we recreate a bias reporting tool?
- Murals more culturally diverse and inclusive
- Language translation of websites
- Retain and advance diverse groups to mirror student demographics
- Transparent stats on website-fun facts page
- Hiring of Latinx counselor-measure is increase in BIPOC students' utilization
- All units have diversity statement tailored
- Addressing hidden curriculum for first gen BIPOC
- Transfer student support center
- Look to graduates 6 months out to see about work/grad school
- Mentorship model/role model
- Align Moving Beyond Bias
- HR exit process-gather info about why they leave
- Any religious orgs that support equity?
- Collaborate across CSU system for anti-racist plan to build capacity
- More online DEI presence including Equity Fellows

- Middle Leadership Academy and Senate Build BIPOC pathway