




Cal Poly
Humboldt.

Institutional Anti-Racism Action Plan (IARAP)

 University Senate Engagement
December 12, 2023

H. Cal Poly Humboldt
Center for Teaching
& Learning

H. Cal Poly Humboldt
Office of Diversity,
Equity & Inclusion

H. Cal Poly Humboldt
University
Senate



H.

IARAP Charge

Cal Poly Humboldt is committed to being the institution of choice for students and employees who seek to improve the human condition and our relationship with the environment. The University is committed to positively elevate the experiences of all students and employees, and to be a community where BIPOC students and employees thrive. The Institutional Anti-Racism Action Plan animates this commitment.

➤ IRAP Task Force Members

- **Adrienne Colegrove-Raymond**, Special Assistant to the President for Tribal Relations and Community Engagement
- **Andrea Delgado**, Assistant Professor, Department of English, CFA Executive Board Member
- **Enoch Hale**, Director of the Center for Teaching and Learning
- **Fernando Paz**, Campus and Community Development Coordinator, ODEI
- **Frank Herrera**, Coordinator for the Social Justice, Equity, and Inclusion Center, DMSI Mentor
- **Joseph Diémé**, Professor of World Languages and Cultures
- **Mary Virnoche**, Professor of Sociology, University Senator, Academic Senator, Academic Senate of the CSU
- **Michele Miyamoto**, Tutoring and Academic Coaching Coordinator, University Senator
- **Nancy Perez**, Assistant Professor of Critical Race, Gender and Sexuality Studies, Chair of Ethnic Studies Council
- **Pearl Podgorniak**, Confidential Administrative Support, ODEI
- **Ramona Bell**, Professor and Chair of Critical Race, Gender and Sexuality Studies, University Senator
- **Rosamel Benavides-Garb**, AVP of Diversity, Equity, and Inclusion and Campus Diversity Officer, University Senator
- **Sarah Peters**, Academic Advisor, Academic Advising Center
- **Sasheen Raymond**, Coordinator of the Indian Tribal & Educational Personnel Program & ELITE Scholars
- **Stephanie Souter**, Research Analyst, IRAR, Faculty Lecturer, Department of Psychology

➤ A Few Historical Markers of Humboldt Diversity, Equity, & Inclusion Work

- 1969 ITEPP (Indian Tribal & Educational Personnel Program) est.
- 1972 INRSEP (Indian Nat. Resources, Science and Engineering Program) est.
- 1993 Multicultural Center (MCC) est.
- 1994 1st Annual *Social Justice Summit* (spring)
- 1998 1st Annual *Dialogue on Race* (fall)
- 2002 1st “Diversity Action Plan” Team Established & Start Working
- 2007? ODI - Office of Diversity & Inclusion Established
- 2008 1st (annual) Professional Development Day on Diversity
- 2009-14 “Annual Diversity Reports” - ODI focus group processes +
- 2013 “Hispanic Serving Institution” Designation
- 2014 Centers for Academic Excellence (Cultural Centers) est.
- 2016 “Equity Arcata” - HSU joins this Humboldt Area Foundation Initiative
- 2021 ODEI Posts 2021-26 Institutional Anti Racism Action Plan
- 2021 University Senate Passes 2021-26 Anti-Racist Action Plan

➤ IARAP Task Force Broad Calendar

- 2023 Spring: Task force formed to research and write 2024-2029 IARAP
- 2023-24 AY: Outreach and bi-weekly meetings of task force, consultation analysis group, lexicon group
- 2024 Spring: Draft IARAP
- 2024 Fall: IARAP Comment Period - University Senate and Community Forums

Outreach and Consultation Calendar

- 8/18/23** Professional Development Day - 200 participants
- 9/28/23** Admin & Finance Leadership Team
- 10/25/23** CDOR Community Open Forum - 60+ participants
- 11/14/23** OAA Leadership
- 12/8/23** CRGS Faculty
- 12/12/23** University Senate
- 2/2/24** Student-Centered - Community Open Forum
- 3/5/24** Social Justice Summit - Community Open Forum

Analysis Processes are Iterative

Academic Equity and Student Success Focus Group Notes

More relationship between the university and the community for this to become a more supportive community and space for students - need to be welcome/home

See students for the strengths and assets they bring, rather than students we need to academically fix.

Create welcoming spaces and affinity, but have a strong connection between to harness action together, dialogue, and avoid isolation...

Examples of institutional policies that create equity barriers - student scholars needing to front money to attend conferences/etc... and be reimbursed later...

Synergistic learning spaces - spaces of learning but also interaction, connection, allyship - not individualistic competencies but community

How to focus on replacing and changing courses rather than adding to them in order to increase equity.

Institutional structures can block the work that needs to be done in the classroom to create inclusion.

When people successfully re-do a class - making sure it happens again rather than dropping the good work away.

Student Success does not mean lack of rigor!!! Redefine this as an institution.

To advance equity in academics and student success, representation among faculty, administrators and staff across the university is critical. Especially in teaching.

Address the strong feeling of whiteness within the classroom, equipping and training faculty to dismantle that in their classroom spaces.

Pathways for undergraduates to advance to staff and faculty roles - can increase diversity among faculty and staff.

Visible pathways to find support and training for dismantling whiteness in the classroom and academic support

Shift to a community success focus as opposed to the dominant, white focus on individual success.

Need to do ongoing review of entry courses for the culture of the classroom and student success - this needs to be an ongoing cycle to review for inclusion

Actively address equity gaps on both macro and micro (course-by-course) through all the tools we have at hand.

Classes designed to be equity/inclusive spaces - championing curriculum that emphasizes non-western and diverse art, thought, experience.

Section	Original Note	Theme 1	Theme 2	Action Suggested?
Takeaways	How are we centering and representing faculty staff and students who are doing the work? Need for moving away from cultural taxation toward recognition and reward.	Division of Labor	Cultural Taxation	Compensate faculty of color fairly.
Takeaways	Need to make the information and how to do the work accessible to faculty, staff and students.	Access to Culturally Relevant Training		
Takeaways	Need for honest recruitment and retention efforts of faculty, staff and students.	Intentional and genuine recruitment/retention strategy for BIPOC faculty and staff		
Takeaways	Administration needs to be present and active in these conversations.	Visibility of Administration		
Action Items	Create opportunities like today's event specifically for students to create and build agency.	Access to participate and contribute	Inclusion of student voice	
Action Items	Make mandatory training for supervisors and admin for them to reflect on themselves and their privilege. Also experiential training to help admin understand students.	Access to culturally relevant training		
Action Items	Bring accountability into policies, practices and procedures.	Accountability		
Notes	Tokenism is not on the list - an issue in programs because labor is being placed on a lot of staff and faculty of color without compensation. This is an institution-wide issue.	Division of Labor	Cultural Taxation	
Notes	Administration support is perceived as poorly represented. Need for the admin to be present and be recognized.	Visibility of Administration		
Notes	Compassion exploitation - why are the people who care keep doing it without compensation? Consciously choosing to not do the work can lead to being called out.	Cultural Taxation	Compensation for care	
Notes	The diversity of our student body is more diverse than the faculty - an ongoing recruitment onboarding and retention challenge - retaining BIPOC faculty. How are we centering the faculty and staff who do the work?			Intentional and genuine recruitment/retention strategy for BIPOC faculty and staff
Notes	Also challenged by our rural area and lack of community diversity. It can be discouraging and easier to choose to leave the area.			
Notes	More outreach for students to enable students to understand the policy - policy written in more layman's terms to help them understand. There is space and necessity for student engagement, but if they do not know or understand - issue of accessibility and representation. Need for mentorship of our underserved students.	Access for students to understand policy	Inclusion of student voice	Provide mentorship for students
Notes	How do we center our university in a Care context to be cared for by the institution as complete human beings in the entire context of their time with us? How do we see our students not as having deficiency but as	University wide care framework for the	Access to cultural	



Analysis Processes are Iterative

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Name	Document...	Codes	Comment
<input type="checkbox"/> Built cultural centers, etc. but the budget doesn't match those imperatives.	Resource Allocation	building on cultural ce... 37	58 Making visible pathways and participation in anti-racist inclusive teaching and learning PD
<input type="checkbox"/> The directors of the Cultural Directors are not getting paid enough. The university does not recognize by not paying them their worth. If the university does not work to keep the staff and faculty here, you won't keep your students here.	Post Break All Room Conversation - CDOR - Sarah Notes	paying all employees e... 7 building on cultural ce... 37 retaining diverse empl... 7	37 building on cultural centers resourcing student holistic needs 22 26 rewarding & elevating staff/faculty DEI work
<input type="checkbox"/> The Cultural Centers are doing all the work. The level of work puts stress and strain on the staff and students who work those centers.	Post Break All Room Conversation - CDOR - Sarah Notes	rewarding & elevating... 26 building on cultural ce... 37	24 holding people accountable harm and providing support 23 building "home" and belonging (with broader community)
<input type="checkbox"/> The cultural Centers need to be sustainable and have a future. When Fernando left El Centro, everything hit the fan. It looked really scary. No one knew what was going on. Fernando was the spine of the program. It didn't reflect that the school cared about their students at the moment. More money to hold culturally relevant events but President has two planes.	Post Break All Room Conversation - CDOR - Sarah Notes	building on cultural ce... 37	17 experiencing "sweep" of BIPOC funds 17 retaining diverse employees at all levels 9 diversifying faculty, staff, and administration
<input type="checkbox"/> Not just the harm done to the particular center but also the message sent to the entire community. Manifest tangible desire and intention to keep people here. Fight for the value of those people who are the pillars of the community. It sends a devastating message. People will leave. The sense is that if we all walked out, they would not care. Since 1997, all the actions taken feel like they go into the ether and we don't have any leverage. This is a feeling for both faculty and staff of being undervalued. The moral document of the budget - the Centers didn't even know their budget. They had money	Post Break All Room Conversation - CDOR - Sarah Notes	building on cultural ce... 37	7 adopting asset-based orientations to students 7 paying all employees equitably 6 experiencing admin as invisible/absent/out of touch

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➤ **Community Conversations Prominent Themes to Date**

- Student Experience & Success (non-academic)
- Academic Journey (classroom and pedagogy)
- Administrative & Institutional Policy
- Resources and Finances
- Labor, Career, and Well-Being
- Social and Cultural Climate (equity and inclusion)

Prominent Themes and Subtopics for Breakouts - [PDF](#)

➤ Break Out Conversations Directions

[Google Form](#) (click into link in chat before you go to breakout)

- **Introductions:** Introduce yourself to each other (name, role/affiliation)
- **Note Taker:** Identify one group member to be the note taker. The note taker will be the only one to record in this Google form the notes on each question from your related group conversation. Please try to capture detailed notes.
- **Timekeeper/Facilitator:** Set a stopwatch so you have time to engage across questions. Remind group of x minutes left & invite folx to step back/step up so everyone who wants to contribute has time/space to do so. Please self monitor, too.
- **Reporter:** Identify one group member to report out on a single highlight you want to share when we come back together as a large group. The last question on this form prompts your group to decide on that highlight. 1 minute
- **Group Name:** Decide on a group name and enter it in the first question. Reporters will be called on using their group name. 1 minute or less report out please.

➤ **Basic Agreements**

1. Confidentiality
2. Amnesty
3. Put-Ups, Not Put-Downs
4. Right to Pass but Step Back/Step Up
so we can create space for all if wanted
5. No Cross-Talk
6. No Piggybacking
7. Feelings
8. Respect/Listening
9. I-Statements
10. Try On The Process



➤ Reporting Out - Group Highlights





Thank you!!

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Community Conversation Themes to Date

1. **Student Experience & Success (non-academic)**
 1. **Community Building**
 2. **Microaggressions/Discrimination**
 3. **Student voice Inclusion**
 4. **Holistic Student Success**
 5. **Recruitment of Diverse Staff & Faculty**
2. **Academic Journey (Classroom and pedagogy)**
 1. **Academic Equity**
 2. **Access to Culturally Relevant Training**
 3. **Anti-Racism Curriculum/Training**
 4. **Centering Students in our Work**
 5. **Course Reform**
 6. **Critical Thinking in Courses**
 7. **Grading/Alternative Grading**
 8. **Graduation Rates**
 9. **Program assessment and evaluation**
 10. **Retention Rates**
3. **Admin & Institutional Policy**
 1. **Admin Buy-in**
 2. **Admin Visibility**
 3. **Institutional Policy Reform**
 4. **Leadership Turnover**
 5. **Navigation of Institutional Structures**
4. **Resources and Finances**
 1. **Accountability**
 2. **Historical/Institutional memory**
 3. **Housing Concerns**
 4. **Policy Barriers to student success**
 5. **Prioritization of Space**
5. **Labor, Career, and well-being**
 1. **Division of Labor**
 2. **Equitable Representation**
 3. **Livable Wage/Pay Equity**
 4. **Student, Staff, and Faculty Well-being**
 5. **Student Work Experience/Career Preparation**
6. **Social and Cultural Climate (Equity and Inclusion)**
 1. **Celebrate Diversity**
 2. **Cultural Wealth**
 3. **Cultural Taxation**
 4. **Inclusive Campus Cultural Practices**
 5. **Silos and Communication Barriers**