

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-826-17**

**RESOLUTION TO ESTABLISH EXIT INTERVIEW PROTOCOL AND A  
REQUEST FOR OUTSIDE REVIEW**

- 1 WHEREAS, Attracting a diverse student body, diverse faculty, and diverse staff has been challenging for Cal  
2 Poly; and  
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- 4 WHEREAS, Cal Poly has a compelling interest in attracting a diverse student body, diverse faculty, and diverse  
5 staff to fulfill its educational mission; and  
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- 7 WHEREAS, Cal Poly has established Diversity Learning Objectives; and  
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- 9 WHEREAS, The lack of diversity affects the Cal Poly community; and  
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- 11 WHEREAS, Attracting a diverse student body may be inhibited by the lack of diversity among faculty and staff;  
12 and  
13
- 14 WHEREAS, Increasing diversity and improving the climate\_at Cal Poly is the responsibility of the entire Cal  
15 Poly community; and  
16
- 17 WHEREAS, By partnering the Cal Poly community can work together to create strategies to improve diversity;  
18 and  
19
- 20 WHEREAS, Increasing diversity and\_improving the climate depends not only on recruitment, but retention as  
21 well; and  
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- 23 WHEREAS, During the eighteen month period ending June 30, 2016, 8 Black staff members, 25% of Cal Poly's  
24 Black staff, left Cal Poly; and  
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- 26 WHEREAS, During the two-year period ending June 30, 2016, 5 Black faculty, 28% of the 2015 population of  
27 Cal Poly's Black faculty, left Cal Poly; and  
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- 29 WHEREAS, During the two-year period ending June 30, 2016, 4 Black MPP members, 36% of the 2015  
30 population of Cal Poly's Black MPP members, left Cal Poly; and  
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- 32 WHEREAS, There are serious concerns regarding resignations of other underrepresented groups; and  
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- 34 WHEREAS, There are independent entities with personnel who are experts at dealing with workplace issues;  
35 therefore be it  
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- 37 RESOLVED: That the Cal Poly administration develops a protocol for conducting exit interviews for all  
38 permanent Cal Poly employees; and be it further  
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- 40 RESOLVED: That the Cal Poly administration shall develop a protocol for exit interviews from a sample of  
41 nonpermanent employees as appropriate; and be it further  
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- 43 RESOLVED: That the Cal Poly administration strongly consider oversampling nonpermanent employees for  
44 underrepresented groups (Blacks, Hispanics, and Native Americans), long-term employees, etc., as  
45 appropriate; and be it further

- 46 RESOLVED: That the Academic Senate requests that President Armstrong invite an outside entity to conduct a  
47 review of the departures in Cal Poly's Black staff, Black faculty, and Black MPP members, as well  
48 as departures in other underrepresented groups (Hispanics and Native Americans) during the two-  
49 year period ending June 30, 2016; and be it further  
50
- 51 RESOLVED: For comparative purposes, the administration is strongly urged to conduct a review of a sample of  
52 the departures in Cal Poly's White faculty, White staff, and White MPP members, during the two-  
53 year period ending June 30, 2016; and be it further  
54
- 55 RESOLVED: That the Academic Senate, the CFA, and the unions representing staff be consulted prior to the  
56 invitation to the outside entity; and be it further  
57
- 58 RESOLVED: That the results of the review shall be shared with the Academic Senate, the CFA, and the unions  
59 representing staff; be it further  
60
- 61 RESOLVED: That the Academic Senate, the CFA, and the unions representing staff shall be consulted with  
62 regard to recruitment and retention strategies that are developed in response to this review.

Proposed by: Paul Choboter, Senator  
Camille O'Bryant, Associate Dean CSM  
Harvey Greenwald, Emeritus  
Rose Duran, Academic Professionals of  
California Statewide Secretary

Date: December 12, 2016

Revised: February 9, 2017

Revised: March 9, 2017

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# Academic Programs and Planning

Home : Diversity Learning Objectives

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## *Diversity Learning Objectives*

All Students who complete an undergraduate or graduate program at Cal Poly should be able to make reasoned decisions based on a respect and appreciation for diversity as defined in the [Cal Poly Statement on Diversity](#), which is included in the catalog. They should be able to:

1. Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities
3. Consider perspectives of diverse groups when making decisions
4. Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

-[Academic Senate Resolution 663-08 \(PDF\)](#), approved by President Baker  
March 24, 2008

For more information, visit the [University Learning Objectives website](#).

## DLO Summary Report

### The Cal Poly Statement on Diversity

The Cal Poly statement on diversity begins with the following affirmation of the fundamental importance of diversity learning in the education of all Cal Poly students.

“At the heart of a university is the responsibility for providing its students with a well-rounded education, an education that fosters their intellectual, personal and social growth. For students preparing to embark upon work and life in the 21st century, a critical element of a well-rounded education is the ability to understand and to function effectively in a diverse and increasingly interdependent global society. As noted in a recent statement from the American Association of University Professors (AAUP), ‘the argument for the necessity of diversity is perhaps stronger in higher education than in any other context... The ultimate product of universities is education in the broadest sense, including preparation for life in the working world.’ In this regard, it is in the compelling interest of Cal Poly, the state, and the nation to provide our students with an education that is rich with a diversity of ideas, perspectives, and experiences.”<sup>1</sup>

This conclusion about the critical role of diversity learning in the education of all Cal Poly students is supported by similar conclusions brought forward by the Academy, by the California State University system, and by the business community.

### The DLO Assessment Committee

The Academic Programs office together with the GE Program charged the DLO Assessment Committee with the task of developing a plan for assessing student learning with respect to the four Cal Poly diversity learning objectives. The committee’s charge included the following guidelines:

- Provide a direct assessment of student learning, as opposed to a campus climate survey
- Measure the totality of diversity learning at Cal Poly, as opposed to the learning that takes place in one course
- Pay specific attention to measuring the “value-added” of a Cal Poly education to student attainment of the diversity learning objectives
- Identify clear recommendations for improvement in areas where students are falling short of expectations

The DLO Assessment Committee commenced its work in the fall quarter of 2008. In the 2008-09 academic year, an assessment plan was developed, field tested, and revised. This process was based largely on the feedback received from Cal Poly faculty and staff. Three different versions of a questionnaire were developed: distinct versions for DLO 1, DLO 2 and DLO 3. Each of the three DLO-specific questionnaires included four short essay questions dealing with one of the diversity learning objectives. The committee decided to assess the fourth learning objective through a focus group protocol. Baseline data was collected from

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<sup>1</sup> “The Cal Poly Statement on Diversity,” 6 June 2010, 17 Feb. 2011  
<<http://www.academicprograms.calpoly.edu/academicpolicies/Diversity-statement.html>>.

freshman and juniors/seniors in the 2009-10 academic year. Simultaneously, rubrics for scoring student essays were finalized by the committee to prepare for scoring in Spring 2010.

At the start of the fall quarter of 2009 responses to the DLO questionnaire were collected from 320 freshmen students enrolled in ECON 303, ENGL 134 and ENGL 145. Some students responded to the questionnaires during class time; other students responded to online questionnaires. Responses from juniors and seniors were obtained during the fall and winter quarters from students enrolled in GE D.5 courses and from students enrolled in ECON 303, IME 482, KINE 411, MATE 481 and ME 430. Altogether approximately 380 in-class and online responses were received from juniors and seniors combined.

Employing the rubrics developed by the Diversity Learning Objectives Assessment Committee, members of the faculty and staff evaluated the student essays based on a 0 to 4 scale: 0 = No Response; 1 = Incomplete; 2 = Basic; 3 = Moderate; and 4 = Complex. The rubrics were designed based on the expectations for diversity learning by Cal Poly graduates that were established in Academic Senate Resolution 663-08. As indicated in the resolution, Cal Poly graduates are expected to demonstrate the ability to fulfill the diversity learning objectives. In keeping with Cal Poly's aspirations for excellence, it is reasonable to expect that Cal Poly graduates would attain a high level of achievement in their chosen fields of study and also with respect to the university's learning objectives. Consistent with these high aspirations, the committee expects that Cal Poly graduates should attain a "3 = moderate" or "4 = complex" level of diversity learning.

Focus group sessions based on a protocol designed to assess DLO 4 were conducted among the approximately 80 freshmen students enrolled in the Honors 100 course during the fall quarter of 2009. Focus group sessions were also conducted among the approximately 90 seniors enrolled in ECON 303 during the winter quarter of 2010. Based on transcripts of the focus group sessions, committee members identified key themes and sub-themes discussed by students. The list of student generated discussion themes has served as the context for the committee's conclusions about student knowledge, perceptions and beliefs about working together with people from diverse backgrounds.

#### Summary of the DLO Assessment Results from the Statistical Analysis of the DLO 1-3 Questionnaire Data

##### 1. The value-added from the freshmen to the junior and senior cohorts

The findings based on comparisons of average scores and the percentage distribution of scores indicate that in general the level of diversity learning by Cal Poly juniors and seniors exceeds the level exhibited by incoming freshmen. The average scores of juniors, seniors, and juniors and seniors combined are higher than the average scores of freshmen, and these differences are – with the exception of the data from the in-class questionnaires – statistically significant. Moreover, 28.0% of the junior essays and 37.1% of the senior essays scored in the "3 = moderate" or "4 = complex" level, whereas only 11.5% of the freshmen essays met this expectation for student diversity learning.

On the other hand, the diversity learning exhibited in the majority of the junior essays and senior essays do not meet the expectations consistent with a high level of academic achievement. Altogether 72.1% of the junior essays and 62.9% of the senior essays scored

in the "2 = Basic" or "1 = Incomplete" or "0 = No Response" levels of attainment. Given the standards established by the university which are mirrored in the scoring rubrics, the evidence derived from the student essays does not support the conclusion that the majority of Cal Poly juniors or seniors are able to fulfill the diversity learning objectives with a high level of competence.

## 2. The overall contribution of the USCP program

The overall average score for juniors and seniors who had "not completed" a USCP course (2.02), is lower than the average score for juniors and seniors who had "completed" a USCP course (2.18), but this difference in average scores is not statistically significant. The percentage of student essays that meet expectations, with scores in the "3 = moderate" or "4 = complex" levels, is equal to 31.8% for juniors and seniors who had "not completed" a USCP course, and 38.1% for juniors and seniors who had "completed" a USCP course. Although the average score and percentage of essays that meet expectations are somewhat higher for students who had "completed" a USCP course, these overall assessment results are not indicative of a large positive contribution to diversity learning from the USCP program. However, it is important to note that this analysis provides a very general assessment of the USCP program, and is not a reflection of the quality of diversity learning that takes place in individual USCP courses.

## 3. The overall contribution of service-learning

The overall average score for juniors and seniors who had "not completed" a service-learning course (2.08), is lower than the average score for juniors and seniors who had "completed" a service-learning course (2.19), but this difference in average scores is not statistically significant. The percentage of student essays that meet expectations, with scores in the "3 = moderate" or "4 = complex" levels, is equal to 32.2% for juniors and seniors who had "not completed" a service-learning course, and 40.1% for juniors and seniors who had "completed" a USCP course. Similar to the USCP results, these overall assessment results are not indicative of a large positive contribution to diversity learning from the service-learning courses in general. However, the contribution to diversity learning of individual service-learning courses cannot be evaluated from this very general assessment of student participation in service-learning courses.

## 4. Other results derived from the statistical analysis of the DLO 1-3 questionnaire data

- a) The percentage of student essays that meet the expectations for student performance (a score in the 3=moderate or 4=complex categories) is 19.2% for CAFES student essays, 14.3% for CAED student essays, 44.8% for OCOB student essays, 27.9% for CENG student essays, 26.9% for CLA student essays, and 38.9% for COSAM student essays.
- b) The average score of the essays written by female students (2.13) exceeds the average score of essays written by males (1.88), and this difference is statistically significant at a p-value of 1%. 36.8% of the junior and senior essays written by females meet the expectations for student performance; whereas only 26.8% of the junior and senior essays written by males meet expectations.

- c) The Analysis of Variance (ANOVA) results indicated that the explanatory power of ethnicity/race was marginally significant for the combined in-class and online data, but not significant when limiting the analysis to online data for juniors and seniors.

### Summary of the Results from the DLO 4 Focus Group Data

The focus group responses reveal a negative student bias against diversity learning before students even enter Cal Poly. This is probably to be expected, since most individuals have a defined world-view that they do not like threatened. Once exposed to classroom content, results were mixed, with at least some students positive about their experiences, while others viewed them as being force-fed dogma. Virtually all students who spoke were positive about WOW week and other cultural events outside the classroom, and wished there were more such opportunities as well as more diversity on-campus in general.

### A Gap between Aspiration and Reality

After examining the status of diversity learning on university campuses from across the nation, the AAC&U concluded that: "There is a troubling gap on campuses between aspiration and reality."<sup>2</sup> Despite the diligent efforts of many Cal Poly administrators, faculty, staff and students, it appears that Cal Poly is not exempt from this gap identified by the AAC&U. The evidence presented in this report suggests that there is still work to be done in closing a gap between Cal Poly's aspiration for the diversity learning of students and the reality about student attainment of the diversity learning objectives.

The DLO assessment results presented in this report do not support the conclusion that the majority of Cal Poly juniors or seniors are able to fulfill the diversity learning objectives with a high level of competence (as represented by a 3=moderate or 4=complex score).

This conclusion is also supported by findings from the 2008 National Survey of Student Engagement (NSSE) and from the 2008 Faculty Survey of Student Engagement (FSSE). These two reports present data concerning perceptions about the personal growth of Cal Poly students in understanding people of other backgrounds and in developing a personal code of values and ethics. The NSSE and FSSE findings indicate that:

- less than one-third of Cal Poly seniors agreed that their experience at Cal Poly had contributed "quite a bit" or "very much" to their personal growth in understanding people of other backgrounds;
- less than 20% of faculty members agreed that students' experiences at Cal Poly had contributed "quite a bit" or "very much" to their personal growth in understanding people of other backgrounds;
- less than one-half of Cal Poly seniors indicated that their Cal Poly experience had contributed "quite a bit" or "very much" to their "developing a personal code of values and ethics;"
- only one-third of faculty members agreed that students' experiences at Cal Poly had contributed "quite a bit" or "very much" to their "developing a personal code of values and ethics."

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<sup>2</sup> Dey vii.

## List of Recommendations

Clearly further progress is required if the diversity learning aspirations and expectations of the Cal Poly community are to be met. Changes are required to improve student attainment of the Cal Poly diversity learning objectives. The committee believes that the initiatives of the Association of American Colleges and Universities (AAC&U) point the way for making progress, and the committee endorses a set of general recommendations from the AAC&U.<sup>3</sup> The committee also endorses long-standing recommendations presented in two reports: the report from the Cal Poly "Diversity in the Curriculum Task Force" (DCTF), and the report based on a review of the Cal Poly GE program, authored by Mary J. Allen of CSU Bakersfield, Trudy W. Banta of Purdue University, Indianapolis, and Harvey Greenwald, a former professor of mathematics at Cal Poly (RGEP).<sup>4</sup> In addition, we present our own specific recommendations. We have divided these four sets of recommendations into four categories: A) Leadership supporting diversity learning; B) Preparing faculty and staff to engage in diversity learning; C) Expanding student opportunities for diversity learning; and D) Assessment of diversity learning.

### A. Leadership supporting diversity learning

- Diversity learning at Cal Poly should be supported by high-profile advocacy from the president, deans, and associate deans. (AAC&U)
- "The National Leadership Council recommends that broad-based leadership be developed in order to create campus cultures marked by an unwavering focus on the quality of student learning, by an ethic of continuous improvement, and by structures and rewards that support faculty and staff leadership on these issues." (AAC&U)
- "If assessment [of the GE program learning objectives] are to move forward at Cal Poly, the provost and his staff, as well as deans, chairs, and faculty governance leaders, must make a public commitment to GE and to assessment, and back up that verbal commitment with resources and recognition for those willing to assume leadership roles." (RGEP)
- Cal Poly should become a partner in the AAC&U's "Core Commitments" initiative. (DLO committee)

### B. Preparing faculty and staff to engage in diversity learning

- Opportunities should be created for knowledgeable instructors, scholars and staff members to share their knowledge about successful curricular and co-curricular practices.<sup>5</sup> (AAC&U)

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<sup>3</sup> College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education & America's Promise (Washington D.C., Association of America's Colleges and Universities, 2007).

<sup>4</sup> "Diversity in the Curriculum Task Force Report," 9 Aug. 2010, 17 Feb. 2011  
<[http://diversity.calpoly.edu/reports/curr\\_task\\_force\\_report.html](http://diversity.calpoly.edu/reports/curr_task_force_report.html). Also Mary J. Allen, Trudy W. Banta and Harvey Greenwald, "Review of the California Polytechnic State University, San Luis Obispo, General Education Program" (Cal Poly, 2006).

<sup>5</sup> College Learning 48.



- The Center for Teaching and Learning (CTL) should continue to provide opportunities for faculty and staff to develop their ability to incorporate diversity in the curriculum. (DCTF)
- Cal Poly should initiate a visiting scholar program that brings to campus teachers from the liberal arts, professional, and technical fields who would provide models for incorporating diversity into the curriculum. (DCTF)
- “Closing the [assessment] loop generally requires collaboration with faculty, as well as their cooperation and flexibility. We suggest that, as much as possible, assessment leaders engage faculty whose courses may be affected by assessment results in the assessment of student work. After taking an honest look at students’ work, these faculty are likely to have ideas to share, insights about effective solutions, and a willingness to revise their courses, if needed.” (RGEP)
- Cal Poly working together with the entire California State University system should sponsor an award that each year recognizes an outstanding diversity learning college teacher, similar to the “Cherry Teaching Award” sponsored by Baylor University. (DLO committee)
- There should be greater alignment and integration of GE courses with courses in the academic majors that could potentially include a diversity learning component. (DLO committee)

C. Expanding student opportunities for diversity learning

- “The National Leadership Council recommends that every student engage in some form of field-based learning and that faculty and staff create opportunities for students to learn collaboratively and systematically from their field-based experiences.” (AAC&U)
- “The National Leadership Council recommends that students be provided with recurring opportunities to explore issues of civic, intercultural, and ethical responsibility in the context of their broad studies of science, cultures, and society and, further, that these topics be connected to democracy and global interdependence.” (AAC&U)
- “The National Leadership Council recommends that students be provided with guided opportunities to explore civic, ethical, and intercultural issues in the context of their chosen fields.” (AAC&U)
- Diversity should be infused throughout the student’s curriculum, including the GE program, the USCP program and major courses. (DCTF)
- “The GE committee [and the USCP committee] should find ways to encourage faculty from all colleges to develop or revise courses that can be added to the GE [and USCP] curriculum. This will increase faculty engagement in the program[s], give students more flexibility, help reduce bottlenecks, and take advantage of the polytechnic nature of the university.” (RGEP)
- Cal Poly should adopt “high-impact educational practices” to promote diversity learning. (DLO committee)

#### D. Assessment of diversity learning

- “The National Leadership Council recommends that assessments be linked to the essential learning outcomes identified in this report, that assessments be embedded at milestone points in the curriculum – including within students’ major fields – and that assessments be made part of the overall graduation requirement.” (AAC&U)
- “The National Leadership Council recommends that each campus analyze its assessment findings to ensure that all groups of students are progressing successfully toward the expected learning goals.” (AAC&U)
- The diversity learning objectives should be included in a review of the Cal Poly general education program. (DCTF)
- A program review of the U.S. Cultural Pluralism (USCP) program should be conducted “to discern if courses are meeting the USCP criteria and objectives, as well as reflect the intent of the diversity learning objectives.” (DCTF)
- The various Cal Poly assessment groups should work together to coordinate the assessment of student attainment of the DLOs. (DCTF)
- The review of the GE program (RGEP) presents the following recommendations about the assessment of Cal Poly learning objectives:
  - “establish a multi-year assessment plan that specifies who is responsible for each year’s assessments;”
  - “leaders should develop a plan that focuses on collecting valid, reliable assessment data; that makes efficient use of faculty time and campus resources; and that is sustainable;”
  - “direct assessment is essential to determine *what* students know and can do in relation to specified outcomes;”
  - “sources of indirect evidence gathered from questionnaires, interviews, and focus groups are essential to determine *why* students may not be learning all you had hoped they would in connection with the specified outcomes;”
  - “create a process to ensure that the integrity of GE [and USCP] courses are maintained after courses have been approved;”
  - “close the loop on each assessment study.”
- The effectiveness of diversity learning practices should be examined through pre- and post-assessments of student diversity learning in the courses where those practices are newly implemented. (DLO committee)
- If Cal Poly moves forward with the acquisition of an electronic portfolio system, then this system should include student work that documents the growth in diversity learning by individual students. (DLO committee)
- Data from employer surveys should be used to evaluate how much importance employers place on diversity learning and to report the employer’s perspective on how well Cal Poly graduates are dealing with diverse work places. (DLO committee)
- Cal Poly should conduct periodic assessment of the DLOs. (DLO committee)

The “Final Report” of the DLO Assessment Committee provides a detailed explanation for each one of these recommendations.

FALL 2016 FACT BOOK DATA  
 Chapter 6 - Employees  
 Total Employee Profile

12:01 Thursday, December 8, 2016

	Fall 2014		Fall 2015		Fall 2016	
	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:
<b>Total Employees</b>	2,811	2,264.9	3,015	2,387.5	3,058	2,448.4
<b>By Employee Type:</b>						
<b>Faculty</b>	1,303	999.8	1,361	1,054.9	1,387	1,079.0
<b>Management</b>	225	221.6	246	241.4	266	261.0
<b>Staff</b>	1,283	1,043.5	1,408	1,091.2	1,405	1,108.4
<b>By Division:</b>						
<b>President</b>	12	10.8	21	17.8	8	7.0
<b>Academic Affairs</b>	1,957	1,601.7	2,061	1,699.6	2,017	1,674.8
<b>Administration and Finance</b>	461	350.5	495	374.9	498	380.2
<b>Student Affairs</b>	326	253.7	408	268.8	489	344.7
<b>University Advancement</b>	55	48.3	30	26.5	33	31.0
<b>University Support</b>					13	10.8
<b>By Gender:</b>						
<b>Men</b>	1,489	1,205.0	1,596	1,256.9	1,609	1,295.3
<b>Women</b>	1,322	1,059.9	1,418	1,129.6	1,449	1,153.1
<b>By Ethnic Origin:</b>						
<b>Ethnic Origin: Hispanic/Latino</b>	332	276.3	372	284.9	370	280.1
<b>Ethnic Origin: African American</b>	60	55.0	59	53.2	60	52.5
<b>Ethnic Origin: Native American</b>	21	16.9	19	16.2	18	15.8
<b>Ethnic Origin: Asian American</b>	164	144.2	176	142.9	172	143.8
<b>Ethnic Origin: Multi-Racial</b>	34	26.2	47	32.4	47	36.2
<b>Ethnic Origin: White</b>	2,035	1,629.9	2,154	1,724.7	2,191	1,767.2
<b>Ethnic Origin: Non-Resident Alien</b>	37	25.7	46	35.9	62	48.9
<b>Ethnic Origin: Other/Unknown</b>	121	84.7	135	92.3	130	99.7
<b>By Time Base</b>						
<b>Full-Time</b>	2,022	2,028.6	2,094	2,097.1	2,149	2,150.8
<b>Part-Time</b>	789	236.3	921	290.4	909	297.6
<b>By Age Range:</b>						
<b>Unknown</b>	5	0.0	4	0.0	2	0.0
<b>Less Than 30</b>	332	173.4	405	188.4	393	204.6
<b>30 thru 39</b>	588	498.5	688	574.9	704	596.7
<b>40 thru 49</b>	687	596.3	693	613.8	713	639.9
<b>50 thru 59</b>	779	670.5	804	682.7	785	662.6
<b>60 and Above</b>	420	326.3	421	327.7	461	344.6

(Continued)

FALL 2016 FACT BOOK DATA  
 Chapter 6 - Employees  
 Total Faculty Profile

12:01 Thursday, December 8, 2016

	Fall 2014			Fall 2015			Fall 2016		
	Headcount:	Instructional FTE:	Total Paid FTE:	Headcount:	Instructional FTE:	Total Paid FTE:	Headcount:	Instructional FTE:	Total Paid FTE:
<b>Total Faculty</b>	1,345	922.8	999.8	1,411	966.0	1,054.9	1,439	983.8	1,079.0
<b>Faculty</b>	1,303	904.9	981.0	1,361	943.4	1,034.2	1,387	965.7	1,063.8
<b>Other Instructors</b>	42	17.9	18.7	50	22.5	20.8	52	18.0	15.2
<b>By College:</b>									
<b>Agriculture, Food, and Environmental Science</b>	170	113.2	123.9	172	118.1	126.6	176	117.6	126.1
<b>Architecture and Environmental Design</b>	97	81.6	81.6	100	83.4	87.6	107	87.8	91.9
<b>Engineering</b>	220	160.0	167.4	246	168.1	177.5	241	168.1	176.9
<b>Liberal Arts</b>	321	242.8	251.0	347	258.4	266.5	345	266.6	274.1
<b>Orfalea College of Business</b>	100	71.3	74.0	105	76.9	79.6	112	79.8	84.7
<b>Science and Mathematics</b>	360	232.8	240.5	366	244.6	254.4	380	249.6	260.4
<b>Other</b>	77	21.1	61.4	75	16.5	62.8	78	14.3	65.0
<b>By Tenure Status:</b>									
<b>Tenured</b>	440	397.6	428.5	443	395.8	432.3	436	384.8	423.9
<b>Tenure-Track</b>	163	161.0	163.0	185	181.2	185.0	203	197.6	202.0
<b>Non-Tenure</b>	528	314.9	317.5	562	342.0	346.3	597	359.3	363.7
<b>Others</b>	214	49.2	90.8	221	46.9	91.3	203	42.2	89.4
<b>By Gender:</b>									
<b>Men</b>	824	583.8	633.0	835	591.0	644.8	853	602.7	661.2
<b>Women</b>	521	339.0	366.8	576	374.9	410.1	586	381.1	417.8
<b>By Ethnic Origin:</b>									
<b>Ethnic Origin: Hispanic/Latino</b>	86	51.2	56.5	85	48.1	55.5	84	47.5	52.1
<b>Ethnic Origin: African American</b>	20	10.6	15.0	18	11.1	15.5	21	13.5	17.9
<b>Ethnic Origin: Asian American</b>	82	64.6	69.4	87	63.8	70.4	89	65.2	70.1
<b>Ethnic Origin: Multi-Racial</b>	15	10.0	10.2	21	10.9	11.4	18	11.7	12.2
<b>Ethnic Origin: White</b>	1,032	714.9	771.2	1,077	745.3	812.4	1,098	745.8	822.5
<b>Ethnic Origin: Non-Resident Alien</b>	32	20.7	21.7	37	28.4	28.9	49	41.8	42.3

(Continued)

**FALL 2016 FACT BOOK DATA**  
**Chapter 6 - Employees**  
**Total Staff Profile**

	Fall 2014		Fall 2015		Fall 2016	
	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:
<b>By Employee Class:</b>						
Intermittant	228	0.0	305	4.1	283	0.0
<b>By Years of Service:</b>						
Unknown	197	2.1	276	8.3	264	1.1
Less than 5	389	356.0	465	433.4	510	490.4
5 thru 9	320	314.7	276	267.3	223	218.4
10 thru 14	135	133.5	139	138.0	159	153.5
15 thru 19	97	94.7	111	107.8	109	107.0
20 and Above	146	142.6	143	136.5	144	138.0
<b>By Collective Bargaining Unit:</b>						
C99	19	17.0	22	18.5	24	21.5
E99	8	1.9	9	3.9	10	3.9
R01	5	3.6	5	3.6	5	2.6
R02	43	27.9	46	32.9	46	31.1
R04	116	112.6	115	111.3	119	114.1
R05	273	177.0	350	189.4	341	192.5
R06	64	64.0	70	70.0	76	71.0
R07	281	247.2	273	241.0	267	239.8
R08	15	15.0	16	16.0	17	17.0
R09	460	377.5	504	404.7	504	415.0

FALL 2016 FACT BOOK DATA  
 Chapter 6 - Employees  
 Total Management Profile

	Fall 2014		Fall 2015		Fall 2016	
	Headcount	Total Paid FTE:	Headcount	Total Paid FTE:	Headcount	Total Paid FTE:
<b>Total Employees</b>	226	221.6	246	241.4	267	261.0
<b>By Division:</b>						
<b>President</b>	4	4.0	8	8.0	3	3.0
<b>Academic Affairs</b>	106	103.9	124	120.9	126	123.3
<b>Administration and Finance</b>	59	58.0	63	62.0	68	67.0
<b>Student Affairs</b>	33	32.0	38	38.0	50	48.3
<b>University Advancement</b>	24	23.8	13	12.5	14	14.0
<b>University Support</b>					6	5.5
<b>By Gender:</b>						
<b>Men</b>	120	116.9	127	125.0	136	134.5
<b>Women</b>	106	104.8	119	116.4	131	126.5
<b>By Ethnic Origin:</b>						
<b>Ethnic Origin: Hispanic/Latino</b>	24	24.0	22	22.0	23	23.0
<b>Ethnic Origin: African American</b>	9	9.0	11	10.8	11	10.6
<b>Ethnic Origin: Asian American</b>	12	11.8	13	12.0	12	11.5
<b>Ethnic Origin: White</b>	170	166.0	187	183.6	204	199.0
<b>Ethnic Origin: Other/Unknown</b>	7	6.8	7	7.0	8	8.0
<b>By Time Base:</b>						
<b>Full-Time</b>	219	218.1	212	212.0	229	229.0
<b>Part-Time</b>	7	3.5	34	29.4	38	32.0
<b>By Age Range:</b>						
<b>Less Than 30</b>	2	2.0	3	3.0	6	6.0
<b>30 thru 39</b>	39	38.6	46	45.3	58	56.6
<b>40 thru 49</b>	60	60.0	71	70.3	72	72.0
<b>50 thru 59</b>	86	84.8	81	79.8	91	88.2
<b>60 and Above</b>	39	36.3	45	42.9	40	38.3
<b>By Employee Class:</b>						
<b>Regular</b>	216	214.1	236	232.9	253	250.8
<b>Temporary</b>	6	6.0	7	7.0	8	8.0

(Continued)

FALL 2016 FACT BOOK DATA  
Chapter 6 - Employees  
Total Staff Profile

	Fall 2014		Fall 2015		Fall 2016	
	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:
<b>Total Employees</b>	1,284	1,043.5	1,410	1,091.2	1,409	1,108.4
<b>By Division:</b>						
<b>President</b>	8	6.8	13	9.8	5	4.0
<b>Academic Affairs</b>	559	507.6	589	533.8	571	526.5
<b>Administration and Finance</b>	402	292.5	433	312.9	431	313.2
<b>Student Affairs</b>	283	212.2	358	220.8	376	242.5
<b>University Advancement</b>	32	24.5	17	14.0	19	17.0
<b>University Support</b>					7	5.3
<b>By Gender:</b>						
<b>Men</b>	575	455.1	666	487.0	656	499.6
<b>Women</b>	709	588.4	743	603.2	753	608.8
<b>By Ethnic Origin:</b>						
<b>Ethnic Origin: Hispanic/Latino</b>	223	195.8	267	207.4	266	205.0
<b>Ethnic Origin: African American</b>	32	31.0	32	27.0	29	24.0
<b>Ethnic Origin: Native American</b>	13	11.0	11	10.0	10	8.8
<b>Ethnic Origin: Asian American</b>	74	63.0	80	60.5	76	62.2
<b>Ethnic Origin: Multi-Racial</b>	18	15.0	24	19.0	26	20.0
<b>Ethnic Origin: White</b>	868	692.6	931	728.7	934	745.8
<b>Ethnic Origin: Other/Unknown</b>	48	30.1	53	31.6	52	36.1
<b>By Time Base:</b>						
<b>Full-Time</b>	1,023	1,022.6	1,043	1,041.0	1,064	1,064.0
<b>Part-Time</b>	261	20.9	367	50.2	345	44.4
<b>By Age Range:</b>						
<b>Less Than 30</b>	174	105.0	250	125.8	245	136.2
<b>30 thru 39</b>	268	227.3	303	248.8	302	252.8
<b>40 thru 49</b>	276	231.3	277	235.2	285	246.2
<b>50 thru 59</b>	407	350.1	412	351.0	389	328.8
<b>60 and Above</b>	159	129.9	168	130.5	188	144.5
<b>By Employee Class:</b>						
<b>Regular</b>	1,014	1,003.5	1,054	1,042.0	1,081	1,069.6
<b>Temporary</b>	42	40.1	51	45.0	45	38.8

(Continued)

**FALL 2016 FACT BOOK DATA**  
**Chapter 6 - Employees**  
**Total Staff Profile**

	Fall 2014		Fall 2015		Fall 2016	
	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:
<b>By Employee Class:</b>						
<b>Intermittant</b>	228	0.0	305	4.1	283	0.0
<b>By Years of Service:</b>						
<b>Unknown</b>	197	2.1	276	8.3	264	1.1
<b>Less than 5</b>	389	356.0	465	433.4	510	490.4
<b>5 thru 9</b>	320	314.7	276	267.3	223	218.4
<b>10 thru 14</b>	135	133.5	139	138.0	159	153.5
<b>15 thru 19</b>	97	94.7	111	107.8	109	107.0
<b>20 and Above</b>	146	142.6	143	136.5	144	138.0
<b>By Collective Bargaining Unit:</b>						
<b>C99</b>	19	17.0	22	18.5	24	21.5
<b>E99</b>	8	1.9	9	3.9	10	3.9
<b>R01</b>	5	3.6	5	3.6	5	2.6
<b>R02</b>	43	27.9	46	32.9	46	31.1
<b>R04</b>	116	112.6	115	111.3	119	114.1
<b>R05</b>	273	177.0	350	189.4	341	192.5
<b>R06</b>	64	64.0	70	70.0	76	71.0
<b>R07</b>	281	247.2	273	241.0	267	239.8
<b>R08</b>	15	15.0	16	16.0	17	17.0
<b>R09</b>	460	377.5	504	404.7	504	415.0



Resignations		Fiscal Year					Total
Count by Employee Type	11-12	12-13	13-14	14-15	15-16		
<b>Faculty</b>	American Indian	1		1			2
	Black	1	1	1	2	2	7
	Hispanic	1		2	1	2	6
	Asian	3	1	2	2	1	9
	White	17	19	22	24	29	111
	Unknown		3		3	1	7
	<b>Total</b>	23	24	28	32	35	142
<b>Staff</b>	American Indian			2	4	1	7
	Black		1		2	4	7
	Hispanic	3	7	9	9	11	39
	Native Hawaiian/Other Pacific Islander			1	1	1	3
	Asian	1	1		4	5	11
	White	42	33	31	54	63	223
	Two or More		1	1	2	1	5
	Unknown		4	1	3	2	10
	<b>Total</b>	46	47	45	79	88	305
<b>MPP</b>	American Indian	1					1
	Black				1	1	2
	Hispanic			1	1	2	4
	Asian					1	1
	White	2	8	6	5	7	28
	Unknown		1				1
	<b>Total</b>	3	9	7	7	11	37
<b>All</b>	American Indian	2		3	4	1	10
	Black	1	2	1	5	7	16
	Hispanic	4	7	12	11	15	49
	Native Hawaiian/Other Pacific Islander			1	1	1	3
	Asian	4	2	2	6	7	21
	White	61	60	59	83	99	362
	Two or More		1	1	2	1	5
	Unknown		8	1	6	3	18
	<b>Grand Total</b>	72	80	80	118	134	484

Reasons for Resignation		Fiscal Year					Total
Count of Emplid	11-12	12-13	13-14	14-15	15-16		
Resign - Professional Advncmnt	6	13	11	15	19	64	
Resignation	36	25	26	45	45	177	
Resignation - Better Job	2	10	9	6	3	30	
Resignation - Better Pay	5	10	5	11	21	52	
Resignation - Dissatisfied	2	2	2	6	7	19	
Resignation - Personal Reasons	21	20	27	36	38	142	
<b>Grand Total</b>	72	80	80	119	133	484	

Retirements		Fiscal Year					Total
Count by Employee Type	11-12	12-13	13-14	14-15	15-16		
<b>Faculty</b>	American Indian					1	1
	Black				1		1
	Hispanic		1	1		1	3
	Asian	1	1		1		5
	White	6	15	19	22	12	74
	<b>Total</b>	7	17	20	24	16	84
<b>Staff</b>	American Indian	2		1	1		4
	Black	1	1	2		2	6
	Hispanic	4	10	8	5	4	31
	Asian	4	4	1	3	1	13
	White	25	49	33	29	23	159
	Unknown	1	1				2
	<b>Total</b>	37	65	45	38	30	215
<b>MPP</b>	Black					2	2
	Hispanic		1	1	1	3	6
	Asian	1		1		1	3
	White	4	6	11	7	11	39
	Unknown	1	1	1	1		4
	<b>Total</b>	6	8	14	9	17	54
<b>All</b>	American Indian	2		1	1	1	5
	Black	1	1	2	1	4	9
	Hispanic	4	12	11	6	8	41
	Asian	6	5	2	4	4	21
	White	35	70	63	59	46	273
	Unknown	2	2	1	1		6
	<b>Grand Total</b>	50	90	80	72	63	355

Summary of Counts		Fiscal Year					Total
Type of Separation	11-12	12-13	13-14	14-15	15-16		
Resignation	72	80	80	119	133	484	
Retirement	50	90	80	72	63	355	
<b>Grand Total</b>	122	170	160	191	196	839	

## Overview of Headcount from Cal Poly 2015 Factbook

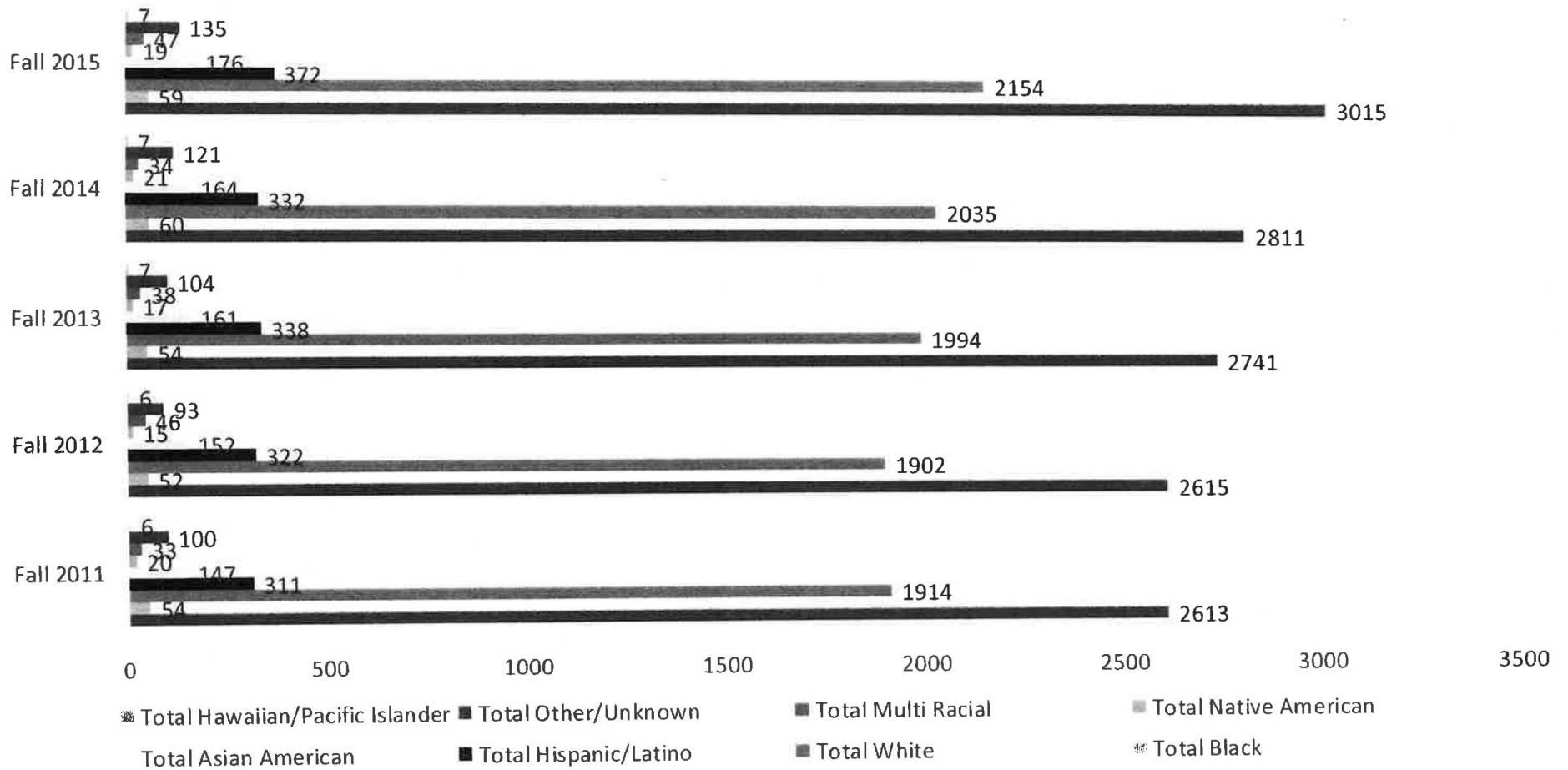
(\* data from 2016 Factbook not currently available)

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Employees	2613	2615	2741	2811	3015
Total Black	54	52	54	60	59
Total White	1914	1902	1994	2035	2154
Total Hispanic/Latino	311	322	338	332	372
Total Asian American	147	152	161	164	176
Total Native American	20	15	17	21	19
Total Multi Racial	33	46	38	34	47
Total Other/Unknown	100	93	104	121	135
Total Hawaiian/Pacific Islander	6	6	7	7	7
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Staff	1240	1230	1293	1283	1408
Black Staff	27	26	27	32	32
Hispanic/Latino Staff	225	237	246	223	267
Asian American Staff	66	64	72	74	80
Multi Racial Staff	17	24	21	18	24
Native American Staff	13	11	11	13	11
White Staff	843	823	870	868	931
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Faculty	1244	1259	1307	1345	1411
Black Faculty	19	19	19	20	18
Hispanic/Latino Faculty	75	72	77	86	85
Asian American Faculty	75	82	83	82	87
Multi Racial Faculty	16	21	17	15	21
Native American Faculty	6	4	5	7	7
White Faculty	970	983	1019	1032	1077
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Management	168	169	185	226	246
Black Management	8	7	8	9	11
Hispanic/Latino Management	14	17	17	24	22
Asian American Management	6	7	7	12	13
Multi Racial Management	1	1	1	1	2
Native American Management	1	0	1	1	1
White Management	132	131	142	170	187

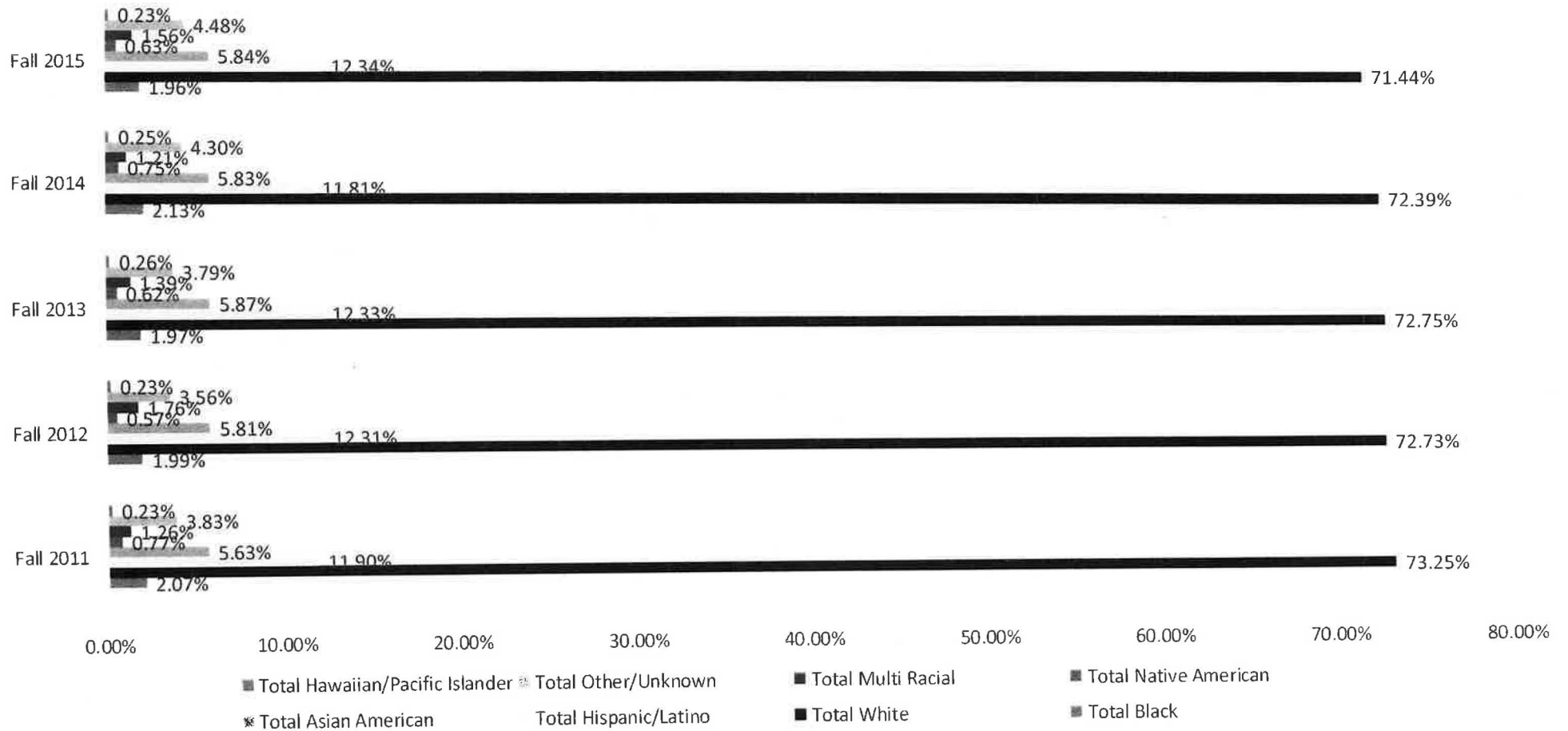
## Overview of Headcount from Cal Poly 2015 Fact Book

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Black Faculty	19	19	19	20	18
Hispanic/Latino Faculty	75	72	77	86	85
Asian American Faculty	75	82	83	82	87
Multi Racial Faculty	16	21	17	15	21
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White Faculty	970	983	1019	1032	1077
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Management	168	169	185	226	246
Black Management	8	7	8	9	11
Hispanic/Latino Management	14	17	17	24	22
Asian American Management	6	7	7	12	13
Multi Racial Management	1	1	1	1	2
Native American Management	1	0	1	1	1
White Management	132	131	142	170	187

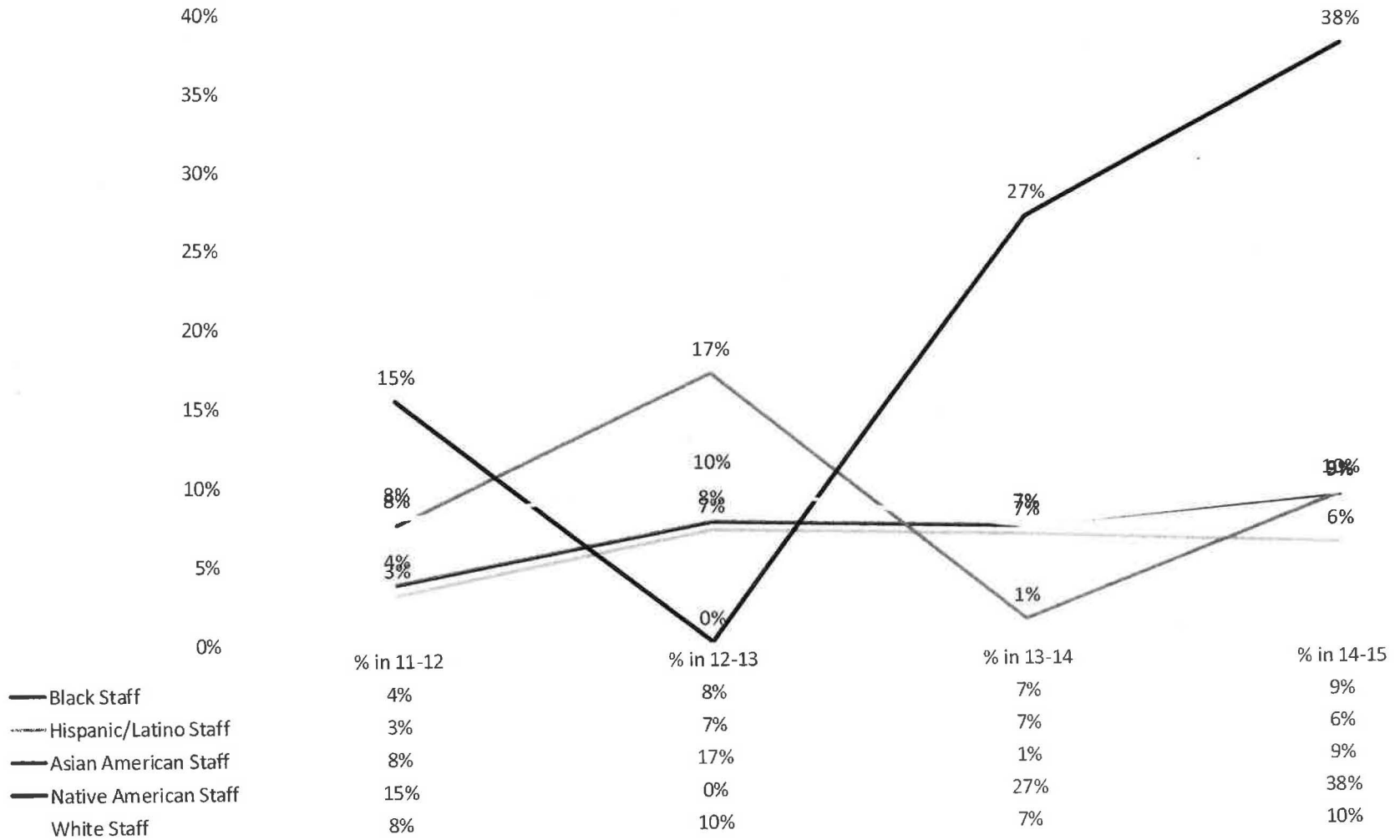
## Total Employees – Head Count Cal Poly Fact Book 2015



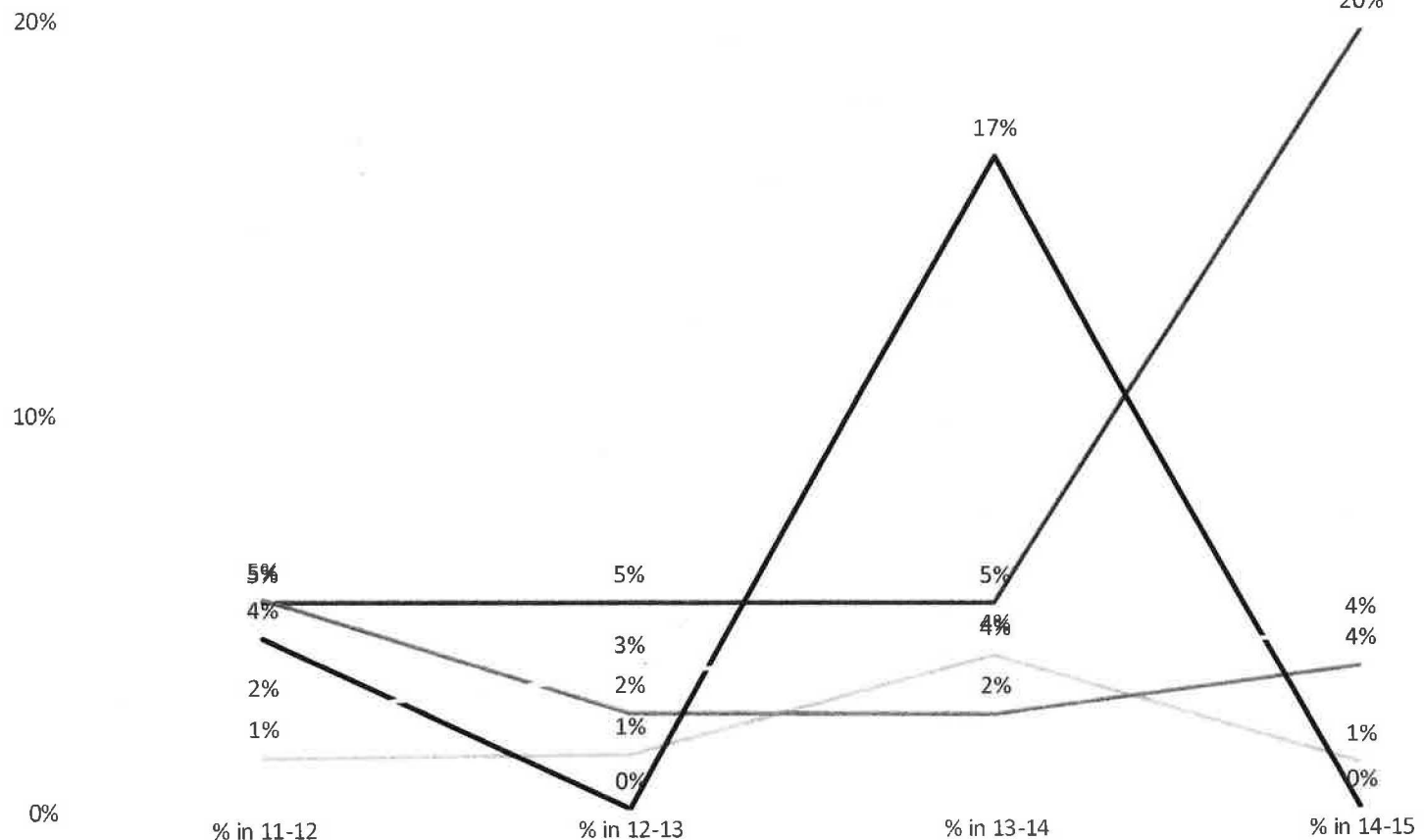
## Total Employees – Percent Cal Poly Fact Book 2015



## Percent of Staff Resigned and Retired



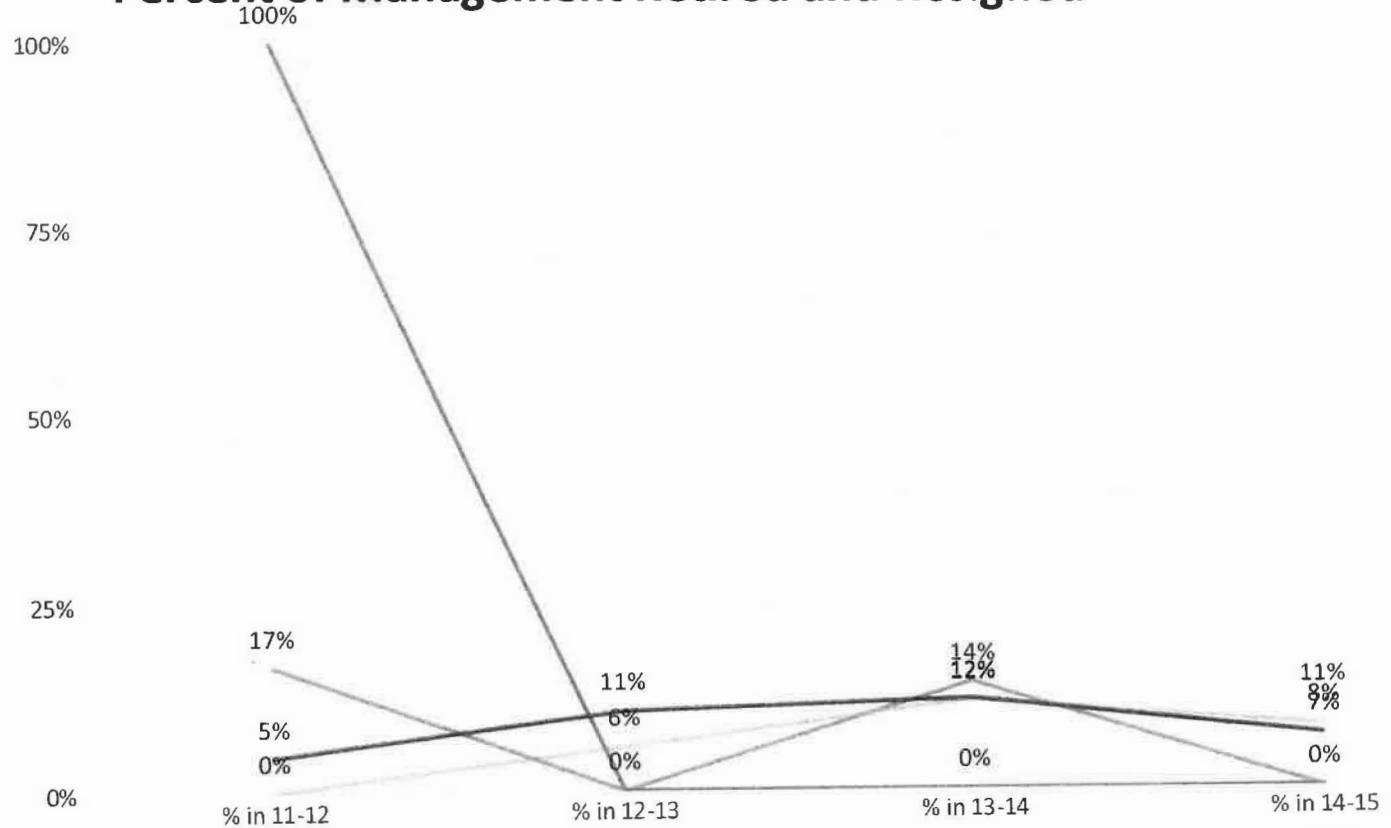
### Percent of Faculty Resigned and Retired



- Black Faculty
- Hispanic/Latino Faculty
- Asian American Faculty
- Native American Faculty
- White Faculty

	% in 11-12	% in 12-13	% in 13-14	% in 14-15
Black Faculty	5%	5%	5%	20%
Hispanic/Latino Faculty	1%	1%	4%	1%
Asian American Faculty	5%	2%	2%	4%
Native American Faculty	4%	0%	17%	0%
White Faculty	2%	3%	4%	4%

## Percent of Management Retired and Resigned



Black Management	0%	0%	0%	11%
Hispanic/Latino Management	0%	6%	12%	8%
Asian American Management	17%	0%	14%	0%
Native American Management	100%	0%	0%	0%
White Management	5%	11%	12%	7%



# MEMORANDUM

Cal Poly | Office of the President

RECEIVED

MAY 15 2017



## ACADEMIC SENATE

**To:** Gary Laver  
Chair, Academic Senate

**Date:** May 12, 2017

**From:** Jeffrey D. Armstrong  
President

**Copies:** K. Enz Finken  
C. Villa  
K. Humphrey  
A. Liddicoat  
B. Gallagher  
Office of University Diversity &  
Inclusivity

**Subject:** Response to Academic Senate Resolution AS-826-17  
Resolution to Establish Exit Interview Protocol and a Request for Outside Review

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This memo acknowledges receipt of the above-entitled Academic Senate resolution. I agree with the recommendation to develop a more robust exit interview process for all faculty, staff, and MPPs and reiterate that the executive leadership team remains committed to the continuous improvement of our university. Among other responsibilities related to diversity and inclusion, the revision and implementation of the exit interview process will be led by our new Chief Diversity Officer (CDO), who will join our campus community this summer. The CDO has prior experience establishing exit interview processes. Using the existing data collected from our previous climate surveys, exit interviews, focus groups, and other climate-related activities as a starting point, the CDO will assess and determine appropriate initiatives.

The CDO will take the remaining recommendations listed in this resolution into consideration. However, no decisions or actions will occur prior to the arrival of the CDO.