# A Study on the Diversity of Cal Poly's Faculty

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# Senior Project Proposal

The goal of this senior project is to observe the diversity of faculty in the Nation, the California State University system, and specifically Cal Poly, and how it has changed over time. The University's statement on diversity is as follows, "The definition of diversity is specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability and sexual orientation." This study will explore the diversity of faculty according to the University's definition, professional status and how long the faculty members have been with the University. Diversity among the faculty and students will also be taken into consideration when looking at the various colleges on campus. I believe that there will be a strong correlation between faculty and college or department, where as the correlation between student diversity and department may be weaker.

This study will be based on conducting a survey questionnaire to students. The objective of this survey is to gather first hand information about student's inputs of faculty diversity.

Gathering opinions of the student body on the importance, as well as the frequency, of having diverse faculty in the classroom, will give a better understanding of the necessity of diversity on Cal Poly's campus.

Data collection from the University's specific departments regarding quantitative data will also be of importance to this study. Using the statistics Cal Poly produces each year of the student population will be helpful in the comparison of the faculty and students. Once the data has been collected, and entered into SPSS, and research has been done, a cross-tabulation of the various characteristics for all groups can be made. This will determine whether there is a correlation between faculty and students relating to diversity.

# Annotated Bibliography

Academic Affairs. (2010, June 6). Cal Poly Statement on Diversity.

Programs and Planning: Academic Affairs. Retrieved from http://www.academicprograms.calpoly.edu/academicpolicies/Diversity-statement.html

Cal Poly Academic Affairs provides the University's definition and statement on diversity in this. This is important for this paper because it provides the university's standing on diversity which is one of the main topics for the paper.

Academic policies: Statement on Diversity. (2009, Nov 16). Retrieved from

http://academicprograms.calpoly.edu/academicpolicies/Diversity-statement.htm

This webpage is from Calpoly's Academic Programs. It has the universities official statement on diversity. It incorporates the universities motto "learn by doing" into its focus o diversity, as well as a statement on diversity within curriculum.

Baker, W. (2009, October 30). A Letter from President Baker to the Campus Community.

*University News and Information*. Retrieved from <a href="http://www.calpolynews.calpoly.edu/news\_releases/2008/October/Response.html">http://www.calpolynews.calpoly.edu/news\_releases/2008/October/Response.html</a>

President Baker sent this letter to the members of the campus community concerning the crops house incident. This letter is important to this paper because it supports the university's diversity statement.

Baker, W. (2009, November 4). Cal Poly President Issues Second Letter to

Campus Supporting Diversity, Announcing University Meetings. *University News and Information*. Retrieved from <a href="http://www.calpolynews.calpoly.edu/news\_releases/2008/November/Baker-message.html">http://www.calpolynews.calpoly.edu/news\_releases/2008/November/Baker-message.html</a>

President Baker wrote this letter and sent it to the Cal Poly community to follow up with the first letter he sent regarding the crops house incident. This letter is needed for my paper because it highlights the need and respect for diversity on campus.

Bennett, A. and Ellison, J. (2010, April 20). Tracking the Wage Gap.

*Newsweek*. Retrieved from <a href="http://www.newsweek.com/2010/04/19/tracking-the-wage-gap.html">http://www.newsweek.com/2010/04/19/tracking-the-wage-gap.html</a>

Bennett and Ellison reflect on the wage gap between men and women today. Though the wage gap has decreased by a couple of cents to the dollar, it is still present. This is relevant to my paper because it supports my argument of the difference of male and female faculty. By showing there is a difference in the hiring and wages of males and females, it allows for the argument that males and females are not treated the same in the work place.

Brooks, G. (2010, April). Cover Letter. Profile of CSU Employees, Fall 2009. Retrieved from http://www.calstate.edu/hr/dataanalysis/

In the cover letter for the CSU Faculty Profile Brooks encourages feedback and questions. She introduces the profile, and the purpose of the data analysis, and publishing of it. This cover letter supports my project because asking questions was a key part of the research portion. Upon receiving no answer to the questions, I am left with only the information provided.

Cal Poly Public Affairs. (2009, August 12). Cal poly moves up on Forbes

list of best colleges. *University News and Information*. Retrieved from <a href="http://www.calpolynews.calpoly.edu/news\_releases/2010">http://www.calpolynews.calpoly.edu/news\_releases/2010</a>

Cal Poly Public affairs released a report on the universities standing on the Forbes list of the best colleges in America. Out of 600 schools the university placed 177<sup>th</sup>, moving up several spots from the previous year. It also was ranked no.1 out of California schools. This is relevant to my project because it supports my statement of the university being one of the best educations a student can receive.

Cal Poly Public Affairs. (2010). 'Quick Facts'. University News and

Information. Retrieved from <a href="http://www.calpolynews.calpoly.edu/quickfacts.html">http://www.calpolynews.calpoly.edu/quickfacts.html</a>

Cal Poly Public Affairs posts 'quick facts' about the university on it's website. This list includes student population, location of the school, tuition costs etc. The 'quick facts' page is relevant to my paper because it shows several of the demographics of the student body, as well as the faculty.

Cal Poly. (2001). Cal Poly: The First One Hundred Years. San Rafael, Ca: Bolton Associates.

This book documents the history, growth and development of California Polytechnic State University at San Luis Obispo. It is thorough in documenting events that happened throughout the universities history. It documents several aspects of Cal Poly, from Presidents, to clubs forming and guest speakers.

CSU Human Resources. (2010). Profile of CSU Employees, Fall 2009. The California State

*University*. Retrieved from http://www.calstate.edu/hr/dataanalysis/

The CSU Human Resources publication of the Profile of CSU employees is crucial to my project because it gives figures of the faculty. It also breaks down the number of faculty and staff into gender, race, and rank. This is important for my project because my project is about the diversity of faculty on college campuses, specifically in the California State System, and specifically Cal Poly.

Curran, D. & Renzetti, C. (2003). Women, Men and Society. Boston, MA: Allyn and Bacon

Curran and Renzetti focus this book on men and women's roles in society, from the classroom, to work, to social environments. they look at sexism and other inequalities, like race, and age, and how that affects gender inequality. This is important to my paper because it sheds light on gender inequalities, in the classroom and the workplace.

Employment equity: a division of academic personnel. (2008, Nov 25). Retrieved from <a href="http://employequity.calpoly.edu/">http://employequity.calpoly.edu/</a>

This webpage focuses on Employment Equity for Cal Poly's faculty. The mission of employment equity is as follows, "Our mission is to expand, strengthen, and support institutional excellence, respect for differences, multiculturalism, and collaboration within Cal Poly's work and educational communities." There is also a list of links that help to accomplish this mission.

Gurin, P. (2009). Diversity and higher education: theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 330-367.

In this article Gurin explores the connection between diversity of the students, and faculty in higher education. She uses data from several different universities and applies sociological theories to the circumstances.

Hernandez, A. (2010, June 10). Scholar says research universalities not

serious about faculty diversity. *Diverse: Issues in higher education*. Retrieved from <a href="http://www.diverseeducation.com/article/13868">http://www.diverseeducation.com/article/13868</a>

Hernandez writes about Dr. Newsom's lecture and study on the faculty diversity in the United States. This is important to my paper because it offers a point of view about the lack of faculty diversity. Newsom criticizes universities for this lack of diversity.

Hurley, E. (2010, October 8). Diversity statistics missing from Cal Poly

'Quick Facts'. Mustang Daily. Retrieved from <a href="http://mustangdaily.net">http://mustangdaily.net</a>

Hurley discusses the missing diversity statistics of the student body, which were once present on the Universities website. She compares the presence of these statistics on websites with other colleges. This is relevant to my paper because it provides the demographics of the student body, which is important in the analysis and comparison of faculty demographics.

Hurtado, Sylvia and Milem, Jeffery and Clayton-Pedersen, Alma and Allen, Walter (1999) Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education. *ASHE-ERIC Higher Education Report* 26(8).

This document was written for the purpose of helping to create diversity among faculty in higher education. It uses many studies to support its argument as well as provides many suggestions on how diversity can become increased.

Inclusive excellence at Cal Poly: history. (2008, Feb 26). Retrieved from <a href="http://diversity.calpoly.edu/history/index.html">http://diversity.calpoly.edu/history/index.html</a>

This webpage is a timeline of Cal Poly's history relating to Inclusive Excellence. The timeline starts in the year 1901 and goes through the year 2000. There is a small amount of information related to faculty diversity, as it mainly focuses on the student population.

Inclusive Excellence. (2010, February). Inventory of Efforts of Promote

Inclusive Excellence. *Inclusive Excellence Actions at Cal Poly*. Retrieved from http://www.inclusiveexcellence.calpoly.edu/pdfs/ie\_inventory.pdf

Inclusive Excellence released the report which followed the check up with colleges on campus regarding the Diversity Learning Objectives. This summarizes the

steps taken by each college, as well as a summary of the meeting. This is relevant to my paper because it shows how the colleges have adapted to the Diversity Learning Objectives.

Kohl, H. (1991). I Won't Learn from you: and other thoughts on creative maladjustment. Minneapolis, MN: Milkweed Editions.

Kohl focuses on the classroom, and the negative effect outside stereotypes, prejudices has on students. This text is important to my paper because it argues for a more positive learning environment. It emphasizes the impact a teacher can have on a student.

Lewis, W. (2010). Inclusive Excellence and the Role of Faculty. *Diverse: Issues in Higher Education*, 27(5), 20.

This article focuses on the importance of faculty on college campuses. Lewis emphasizes the belief that faculty is one of the key elements is changing the climate of a university. He believes this can be done simple by method of teaching, not actually teaching diversity and the acceptance of it. By being aware of and empathetic of how others learn, and how everyone has a different background, this can facilitate a diverse climate on campus.

Milem, Jeffrey. (2003). The Educational benefits of diversity: evidence from multiple sectors. CA: Standford.

This book focuses on the benefits of diversity in higher education. Milem makes a point to say that most universities want to prepare their students to become productive members of society, but in a growing, diverse society institutions also have to prepare their students for exactly that. Many universities have changed their mission statement to include diversity, however it is not always achieved.

Student Ombuds Services (2010, September 8). Our Centennial History Timeline. Cal Poly

Inclusive Excellence. Retrieved from <a href="http://www.inclusiveexcellence.calpoly.edu/history/index.html">http://www.inclusiveexcellence.calpoly.edu/history/index.html</a>

The Student Ombuds Services has posted a timeline on its webpage highlighting times in Cal Poly's history where inclusive excellence was taking place. This timeline helps my paper because it shows moments throughout the history of the university where diversity, acceptance, and respect were emphasized.

Tatum, B. (2007). Can we Talk about race?. Boston, MA: Beacon Press.

In this book Tatum talks about the importance of the conversation of race. She emphasizes that cross-racial contact and the discussion of it is important in our schools, but also for our society. The effect on education is discussed in depth.

U.S. Census Bureau. (2008). Table 221: School Enrollment by Sex and

Level: 1970 to 2007. U.S. Census Bureau, current Population Reports. Retrieved from

http://www.census.gov/compendia/statab/2010/tables/10s0221.pdf

The U.S. Census focuses on the enrollment of students based on sex and school year in this table. It represents students from across the nation, over a period of 37 years. This table is important for my paper because it shows the trends in education among males and females.

U.S. Census Bureau. (2008). Table 269: Higher Education-Institutions

and Enrollment 1980 to 2007. U.S. National Center for Education Statistics. Retrieved from

http://www.census.gov/compendia/statab/2010/tables/10s0269.pdf

In this table the U.S. census shows enrollment of males and females in higher education. It shows the different types of universities, 2-year, 4-year, graduate, etc. for the nation. This is important to my paper because it shows the types of higher education students are attending in the country, but also breaks it down by gender. It shows the national trend for the past 27 years.

U.S. Census Bureau. (2008). Table 285: Employees in Higher Education

by Sex and Occupation: 1995 to 2007. U.S. National Center for Education Statistics. Retrieved from http://www.census.gov/compendia/statab/2010/tables/10s0285.pdf

This table, put out by the U.S census Bureau shows the higher education employees in the country, according to sex and occupation. This is important to my paper because it displays how faculty in higher education has changed in a 12 year period. It shows the changes according to gender and occupation of our countries faculty.

Williams, D. (2006). Inclusive excellence. *Connection: The Journal of the New England Board of Higher Education*, 21(1), 17-19.

This article focuses on Inclusive Excellence in higher education. Using the University of Connecticut as an example, Williams shows that inclusive excellence needs to be a priority of the university. He makes the point that unless diversity is important to the highest level of governance, policy and leadership a the university, that no change can or will occur. He also emphasizes that many institutions focus on the identifying the victim of a lack of diversity, rather than fixing it. Williams continues saying, "An empowered, formal infrastructure is essential."

#### Outline

- I. Introduction
  - a. Forbes ranking
    - i. 177 out of 620 schools
    - ii. 21 out of 50 CA schools, & #1 in CSU
  - b. Stats on School 6 colleges (College of Agriculture and Environmental Sciences, Engineering, Liberal Arts, Business, Architecture and Environmental design, Science and Mathematics)
    - i. 70 undergrad programs, 26 grad programs, and 6 teaching credentials
    - ii. Student Diversity
      - 1. Statistics:
        - a. Gender: Male = 56%, Female = 44%
        - b. Ethnicity: Mustang Daily→article on 'quick facts'
  - c. Student teacher ratio of 19:1
  - d. Cal Poly's Statement on Diversity
    - i. "Specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability or sexual orientation."
  - e. Gender Diversity
    - i. Wage gap → what it is now, how it may change
- II. Objective
  - a. Look at Faculty diversity specifically Gender in the CSU system and specifically at Cal Poly
- III. Review of Literature
  - a. Nationwide faculty diversity
    - i. Census Data
  - b. CSU- Faculty Profile
    - i. Numbers, Stats and charts from Profile
    - ii. CSU HR department wouldn't answer any questions
    - iii. Analysis of numbers, charts comparing faculty in 2004 and 2009
    - iv. Profiles look at Cal Poly SLO
      - 1. Numbers which were given
      - 2. Analysis of stats → and lack of stats
  - c. Literature on the importance of Faculty diversity in higher education
    - i. Lewis, Newsom, Khol
      - 1. Ouote and refer to their work
    - ii. U.S. Census
      - 1. Employees and students enrolled in Education
        - a. Numbers, stats → compare years, analyze

# IV. Conducted Field Research

- a. Survey of students= input on faculty diversity on campus
  - i. Results: demographics of students who participated
  - ii. Graphs
  - iii. Analyze answers to questions
  - iv. Quote students on answer to questions
- b. Faculty Gender in Departments
  - i. College of Liberal Arts
    - 1. Faculty: Male= 136; Female=179
    - 2. Staff: Male=13; Female=24
  - ii. College of Engineering
    - 1. Faculty: Male=179; Female=37
    - 2. Staff: Male=14; Female=17
  - iii. College of Architecture
    - 1. Faculty: Male=89; Female= 24
    - 2. Staff: Male= 5; Female= 12
  - iv. College of Agriculture
    - 1. Faculty: Male= 65; Female=17
    - 2. Staff: Male=4; Female=9
- c. Diversity Learning objective
  - i. Inclusive excellence= status updates for college on Diversity learning objectives

# V. Data analysis

- a. Historical Changes- Cal Poly was male based
  - i. Up until the 1970's not much had been done in terms of diversity among faculty
    - 1. **1903** first women faculty
    - 2. Between June 30, **1930 and 1956** women we not permitted to attend Cal Poly \*\*What about women faculty? By legislative act
    - 3. **1917** 1921 Cal Poly provides vocational education to hundreds of disabled war veterans of all races and nationalities. (Cal Poly Timeline –Library)
    - 4. **1924** Margaret chase, vice president of the school, is appointed acting president for the remainder of the academic year after the resignation of Nicholas Ricciardi.
    - 5. **1937** -The legislation barring women students is repealed, but women are not admitted as students until 1956
    - 6. **1940-**1943 -- Cal Poly implements war-preparedness training programs in industrial arts for men and women
  - ii. Up to the 1970's not much, then nothing documented until '90's

# iii. 1990's

- 1. Cal Poly's Ethnic Studies Program started
- 2. President Baker establishes first annual President's Diversity Award (1997- first award given in '98)
- 3. Early 1990's Cal Poly forced to let go of faculty due to California economic recession

# iv. 2000's

- 1. October 2008- "crops house incident" (department of ag)
- 2. Inclusive Excellence Started in March **2009** after Crops house incident
  - a. Model for Inclusive Excellence, "to help colleges and universities fully integrate their diversity and educational quality efforts and embed them into the core of academic mission and institutional functioning."
- 3. iRespect Campaign
  - a. intro in WOW, year-long campaign
- 4. President Bakers Letters

# VI. Research outcome

- a. CSU Lack of Diversity
  - i. Touch on some improvement
- b. Cal Poly Diversity
  - i. Academic Programs statement of importance of diversity (includes faculty)
    - 1. Relate to lack of faculty diversity

# VII. Conclusion

- a. U.S. Census
  - i. More women being educated at the collegiate level than ever
    - 1. Has been increasing since 1980's
- b. Summary and wrap up

#### Abstract

California Polytechnic State University at San Luis Obispo is known for being a nationally ranked educational institution. In 2010, Forbes magazine ranked Cal Poly No. 177 of 610 best schools in the nation, moving the university up 24 spaces from 2009. The magazine also ranked the University 21<sup>st</sup> out of 50 California schools, making it the number one California State University for the second year in a row (Cal Poly Public Affairs, 2009). With Cal Poly's guiding philosophy, "*Learn by Doing*," Cal Poly offers a hands-on experience unlike any other four year university. The university is comprised of 6 colleges with 70 undergraduate programs, 26 graduate programs and 6 teaching credential programs.

Although Cal Poly has a wide variety of programs, it also has reputation for having a homogeneous student body, with a majority of the student body being Caucasian, and members of the middle class. In Fall 2009 the ethnic makeup of the student body consisted of 64.9% white (12,536 students), 11.7% Hispanic (2,266 students), 10.6% Asian American (2,040 students), 2.2% Multiracial (429 students), 1.1% Non-Resident alien (213 students), 0.9% African American (177 students), 0.6% Native American (116 students), 0.1% Hawaiian/Pacific Islander (14 students), and 7.9% unknown (1,534 students) (Hurley, 2010). Over the years the University has made an effort to overcome the racially unbalanced student body, and the stereotype that comes with it in several ways, and the demographics of the student body has been ever changing since. The student population is comprised of approximately 56% male and 44% female, with individuals from all over California, the United States, and even international students. With approximately 19,300 undergraduate students, there is a student to teacher ratio of 19 to1 (Cal Poly Quick Facts, 2010).

# Background

# Diversity

The University defines diversity as, "specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability and sexual orientation" (Academic Affairs, 2010). Cal Poly's Statement on Diversity includes this definition, as well as another statement, "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" (Academic Affairs, 2010). Not only do these statements apply to students, but faculty as well. Cal Poly's faculty diversity is imperative to the education that is provided in the classroom, whether it is specific to the university's definition, or simply refers to the individual's life experiences. It is important for the subject and content of the courses being taught, but it is also crucial in preparing students for the world outside of Cal Poly and San Luis Obispo. The diversity of the faculty has changed since the university first opened its doors in 1903. The campus has seen an array of faculty, all bringing something valuable to the table.

# Gender

Gender diversity has had a dramatic change in higher education since the beginning of the 20<sup>th</sup> century. There is an obvious increase of women becoming educated, as well as those teaching. Though there is this increase, women continue to be paid at a lower wage, \$0.77 for every dollar of what men make (Bennett & Ellison, 2010). Looking specifically at universities nationwide, women made an average of 88.3% of what men made, being full-time professors (American Association of University Professors, 2001, p.39). This is higher than the average wage women receive nationally, for their work however it is still not comparable to the salary

men receive. With more females enrolled in higher education today than men, many wonder if that gap in wages will decrease even more. Also, will the increase in female faculty on college campuses shape the ideas of what women should be paid, when doing the same work as their male counterparts in the future? Though there is no telling what the future will bring, it is important to realize the effect diversity has in the work force, especially the classroom, along with its role in education, regardless of monetary compensation.

# Objective

Diversity should be of the utmost importance, in terms of learning objectives and experiences, in the United States when it comes to higher education. Recent statistics are encouraging, and this study is an attempt to review the issue of gender diversity in the United States higher education. In specific, California State Universities (CSU), with one in particular, California Polytechnic State University at San Luis Obispo (Cal Poly). Though all 23 campuses in California have a statement on diversity, the CSU system does not have its own, or even a definition of diversity anywhere on its webpage.

#### Literature review

With more women and minorities receiving post-baccalaureate degrees there has been an increase in faculty diversity in the United States. Women represent only 35.6% of full-time university faculty across the nation (AAUP, 2001). In fact, the more prestigious the university or department of the university is, the presence of woman faculty decreases. Women are more likely to teach at a 2-year college, than at a doctoral granting institution. At 2 year colleges women represent 47.6% of the faculty, while they only make up 30.7% at doctoral granting

universities (Renzetti & Curran, 2003, p.124). There is also a correlation between the number of women faculty and their academic rank, the higher the rank, the fewer women.

"College and university faculties are dominated by male full professors, but just 7.3 percent of college and university faculty are female full professors. One might expect the percentage of women in higher ranks to increase as more women enter academic employment and, to some extent this has occurred" (Renzetti & Curran, 2003, p.124).

Not only do male faculty members exceed the number of female faculty, they outnumber the women presidents at colleges and universities. Though the number of female presidents has increased by almost three-times of what it was in 1975, in 1995 there were 453 women presidents at universities across the nation. This was only 16% of the 2,900 colleges in the United States. Women presidents of color accounted for only 72 of the 453 female presidents, representing 16% of the women presidents, but only 2.5 % of total presidents (Renzetti & Curran, 2003, p.124).

The difference in representation of men versus women faculty is apparent; however the gap in minority versus white faculty exceeds it. Faculty who identified themselves as a minority make up less than 15% of the full-time faculty in universities in the United States. There are approximately 2.4% Black, 1.3% Asian/Pacific Islander and less than 1% for other women faculty of color in the U.S. (Renzetti &Curran, 2003, p.125). Women of color are the most underrepresented of all faculty. These national trends are also present in the California State University System, including California Polytechnic State University.

There is limited literature both on the diversity of Cal Poly's faculty, and the California State University System. However, there is far more literature on the importance of faculty

diversity in education. The CSU systems Human Resources department puts out a faculty profile every few years to show the faculty demographics for the 23 campuses in California. The purpose of doing this is found in one of the opening statements, "One of the goals of the strategic vision for human resources is to enhance decision making and planning supported by appropriate data" (Brooks, 2009, p. 1). Following this statement is another which expresses an openness to questions and comments about the faculty profile, as well as where to direct those questions. Upon making phone calls in addition to sending an email, no questions were answered, or even acknowledged, which leaves only the information found in the profile to analyze and study.

In evaluating the profile, one will find that the CSU system employed over 44,000 employees in 2009, with approximately 21,000 of those employees being faculty, a number which has decreased by almost 2,000 people since 2008 (CSU, 2010, p.1). According to the California State University System Faculty Profile, when measured in Fall 2009, 27% of full-time faculty identified as minority, and 45% were female (CSU, 2010, p.14). A full-time employee is defined as, "individuals employed '100% time'; includes full-time employees on leave with pay," according to the Faculty Profile, while a faculty members is defined as, "all regular instructional faculty, including department chairs and lecturers. Excludes librarians, counselors and coaches" (CSU, 2010, p.23). The CSU system gathered information on the rank, gender and ethnicity of its employees in 2009, including information from five years prior in 2004. When comparing the data from both years, it is easy to see that with the overall increase of full-time employees, more women, as well as more minorities, of both genders were added to the CSU faculty in 2009. According to the Faculty profile a minority, "includes individuals who

reported an ethnic/racial background other than 'White.' Individuals who do not report an ethnic/racial background are counted in an 'ethnicity unknown' category' (CSU, 2010, p.24).

Of these full-time faculty members 38.0% were white males, 15.4% minority males, 30.7% white females, 12.6% minority females and 3.4% of unknown ethnicity (CSU, 2010, p.6). The profile also has a table which breaks down the full-time CSU faculty members by their occupation and ethnicity for the years of 2009 and 2004, to show the changes that have been made in that five year period.

Full-Time Faculty by Rank, Gender, and Ethnicity (Headcount), Fall 2009 and Five Years Earlier

Fall 2009

E K D I	<b>TT</b> 71 • 4	Minorities		**71 •4	T41 : 4		Percent
Faculty Rank	White Male	Male	Female	White Female	Ethnicity Unknown	Total	of Total
Professor	2,108	785	399	1,216	66	4,574	39.1
Associate Professor	999	428	390	831	91	2,739	23.4
Assistant Professor	788	441	503	811	195	2,738	23.4
Instructor	3	1	0	2	0	6	0.1
Tenure-Track Subtotal	3,898	1,655	1,292	2,860	352	10,057	85.9
Lecturer	547	145	183	731	49	1,655	14.1
All Full-Time	4,445	1,800	1,475	3,591	401	11,712	100

**Fall 2004** 

Faculty Rank	White Male	Minorities					Percent
		Male	Female	White Female	Ethnicity Unknown	Total	of Total
Professor	2,486	771	310	1,220	34	4,821	43.6
Associate Professor	757	352	264	658	30	2,061	18.6
Assistant Professor	940	410	411	859	86	2,706	24.4
Instructor	6	2	0	3	0	11	0.1
Tenure-Track Subtotal	4,189	1,535	985	2,740	150	9,599	86.7
Lecturer	538	146	142	620	24	1,470	13.3
All Full-Time	4,727	1,681	1,127	3,360	174	11,069	100

(CSU, 2010, p.14)

These tables clearly show there is an overall increase of full-time faculty members of minority races for both males and females. In those 5 years, there was an increase of minority male and female professors, associate professors and assistant professors. There was also an increase in minority male and female faculty members on the tenure-track. In 2009 males, along with females, both minority and white increased their numbers in terms of overall full-time faculty members. White female faculty members increased their numbers for those on the tenure track, and associate professors. Unfortunately for them, though their numbers increased overall, there was a decrease in their employment in fields other than associate professor. There was also an overall decrease in those 5 years in the number of white male faculty members. Though it was not a drastic change, the number of minority faculty members was somewhat closer to the number of white faculty members in 2009 than in 2004.

The CSU system had a total of 9,672 part-time faculty members, with 296 of those a part of the Cal Poly campus in 2009. Part-time employees is defined as "employees whose

assignments at a given campus are less that '100% time" according to the state university system (CSU, 2010, p.24). The next table shows the breakdown of part-time faculty members by gender and race. Unfortunately the CSU system did not provide the information table for full-time employees in its faculty profile.

Headcount of Part-Time Faculty by Gender and Ethnicity, Fall 2009

Gender	Total	African American	American Indian	Asian American		White	Ethnicity Unknown
Female	5,109	185	46	465	390	3,730	293
Male	4,563	157	28	465	407	3,285	221
Total	9,672	342	74	930	797	7,015	514
						(CCII	2010 16

(CSU, 2010, p.16)

This information table makes it very easy to see that white male and female faculty members outnumber minority male and female faculty members. The difference between male and female part-time faculty members is not that extreme, but when considering the breakdown by race, if all races other than white were combined, that number is still less than half the amount of white faculty members, with only 2,164. When comparing that to the 7,015 part-time white employees the difference is noticeable. Asian American and Latino/Hispanic had the highest representation among part-time minority faculty members with 930 and 797 employees. African American with 342 and American Indian with 74 employees, were represented by far with the lowest amount of faculty members. Part-time faculty members, who identified as white, made up over 76.6% of the part-time faculty who identified with an ethnicity (CSU, 2010, p.16).

In the CSU Faculty Profile, a table indicating full-time faculty by tenure status, gender and ethnicity showed an overall increase in tenured employees for all races.

# Full-Time Faculty by Tenure Status, Gender, and Ethnicity (Headcount), Fall 2009 and Five Years Earlier

Fall 2009

Tenure Status	White Male	Minorities		***	<b>7</b>		Percent
		Male	Female		Ethnicity Unknown	Total	of Total
Tenured	3,018	1,176	778	1,990	145	7,107	60.7
Probationary	880	479	514	870	207	2,950	25.2
Tenure-Track Subtotal	3,898	1,655	1,292	2,860	352	10,057	85.9
Temporary	547	145	183	731	49	1,655	14.1
Total	4,445	1,800	1,475	3,591	401	11,712	100

Fall 2004

Tenure Status	White Male	Minorities		****			Percent
		Male	Female		Ethnicity Unknown	Total	of Total
Tenured	3,109	1,068	540	1,781	59	6,557	59.2
Probationary	1,080	467	445	959	91	3,042	27.5
Tenure-Track Subtotal	4,189	1,535	985	2,740	150	9,599	86.7
Temporary	538	146	142	620	24	1,470	13.3
Total	4,727	1,681	1,127	3,360	174	11,069	100

(CSU, 2010, p.15)

The tables above which compare tenure status for full-time faculty for 2004 and 2009 show the increase and decrease of employee status over this time period. Full-time faculty who identified as minority had an increase in tenure status from 2004 to 2009 in all categories, excluding temporary male faculty, which decreased by only one employee. Minority males increased the amount of tenured faculty by 10.1% in five years. White males had a decrease in tenured faculty of 3%; however they did increase in the number of probationary faculty, which are faculty who

are "tenure-track faculty employees who have not been awarded tenure" (CSU, 2010, p.24). Females, those who identified as both minority and white, increased the number of employees in every category. The number of white female full-time faculty increased in 5 years by 11.7%. Female faculty whom identified as minority increased their numbers with tenured status by 44.1%. This increase in female faculty with tenure status is encouraging when looking at gender diversity for the school system (CSU, 2010, p.15).

# Cal Poly

According to the same faculty profile, as of Fall 2009, Cal Poly had 767 full-time faculty, and 1,232 full-time staff. The university also had 296 part-time faculty and 59 part-time staff (CSU, 2010, p.3). When the full-time faculty was broken down by rank the results concluded there were 288 professors, 163 associate professors, 189 assistant professors, and 0 instructors. 640 of these 767 full-time faculty members are on the tenure-track, while 127 are lecturers. These numbers add up to be 40 fewer employees than in the year previous. State budget cuts in education are a likely explanation for this decrease (CSU, 2010, p.22).

In the text <u>Women, Men and Society</u>, Claire Renzetti and Daniel Curran dedicated an entire section to the importance of women and minority faculty in higher education. They make the point of the benefits to students through mentoring and academics. Thought male teachers are mentors to students, having women and minority faculty offers students more mentoring opportunities, especially for female and students of color. Mentors are likely to choose protégés whom are most like themselves, making it crucial for more female and colored faculty to be present in the classroom. Mentors are able to be role models, give advice and make connections with other members of the field. Not only are these mentors important for students, but for junior

faculty as well. While men can be mentors and role models, to females as well, they tend to interact with male and female students differently, relating to female students more paternalistically then professionally when advising them (Renzetti & Curran, 2003, p.126). Women faculty members are also more involved on campus than men, participating in "quality of life" groups and programs such as the Women's Center, or SARP Center (Sexual Assault Recovery and Prevention Center). In being involved in groups on campus, female faculty members interact with students more outside of the classroom than their male associates.

Female faculty members are important as mentors, to show that women can be just as successful and productive as men, but additionally, they are just as vital to the classroom.

Women offer a unique learning experience which is different from that of male faculty. Renzetti and Curran offer several arguments for the benefits for both male and female students in having female faculty.

"The teaching emphases of male and female faculty differ; female faculty focus more on the student as the locus of learning, whereas male faculty focus more on themselves.

Female faculty also tend to use a more interactive style in the classroom, making greater efforts than male faculty to get students to participate in class" (Renzetti & Curran, 2003, p.126).

Having women at the head of the classroom offers an educational experience which is conducive to learning. They utilize an instructional style that benefits all students. "Female faculty report that their teaching satisfaction derives from 'students relating to each other, developing their own ideas, and coming prepared to participate in class discussions,' while male faculty tended to see students class participation as either a requirement or a waste of class time" (Renzetti &

Curran, 2003, p.126). Women faculty has a tendency to interact with students about the course subject matter, while male faculty interacts with students concerning grades. With more studies offering support for this argument, it is necessary for administrators to take teaching style and ability into consideration when interviewing and hiring. Diversity of employees factors in as well, as a diverse employee population makes for diverse teaching approaches. Every teacher has a different way of approaching teaching a subject matter, all of which appeal to the different ways people learn.

William Lewis (2010), the Director of the Office of Institutional Diversity at Bridgewater State College, and author of Inclusive Excellence and the Role of Faculty, believes diversity is essential to education, it is "crucial to helping students understand their responsibility in a global economy and central to sustaining long-term change." Diversity in the classroom, especially faculty diversity, helps to prepare students for the world beyond what they already know. Besides an academic education, this is one of the main reasons people attend college, to grow as a person and prepare to enter the real world. Not only does faculty diversity affect the classroom, but faculty members' values and beliefs of diversity are important as well. If a faculty member, regardless of gender or race, refuses to incorporate diversity into the curriculum they are directly hindering the content of the course. Not only does it handicap the content of the course, but also the student who has the potential to learn from it. By not incorporating diversity in the class students will not have the opportunity to learn from their peers, peers who may have something to contribute. For a student to attend college and subsequently receive a degree, one must sit in countless classrooms, in which the professor in addition to the content of the course have the potential to shape that student for the rest of their time in college, and subsequently their life. An educator's attitude toward diversity has a large effect on his or her pupils; educators

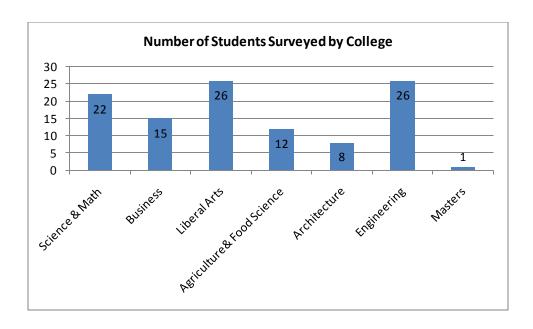
must set a tone in which diversity is respected, and where prejudice and hatred is not tolerated in the classroom, or on the university's campus. Herbert Kohl states (1991), "To agree to learn from a stranger who does not respect your integrity causes a major loss of self. The alternative is to not-learn and reject their world." Educators do not have to be experts on diversity. If they take some time to reflect on where they personally are in terms of social location, and take that into consideration when they stand in front of the classroom, or simply walk across campus, they can change the overall climate. It is the small difference between empathy, and sympathy that can make the largest difference.

Dr. M. Cookie Newsom believes that while faculty diversity is important, many universities fail at making the change to diversify their employee populations. "The dismal truth is academe doesn't really want a racially-diverse faculty," said Newsom (2010), "It's a total myth" (Hernandez, 2010, p.1). Through research and statistical analysis, she has found that many institutions have made plans to retain minority faculty members; however the retention tends not to be the case, they simply just make plans. According to Newsom (2010), "Overall, faculty of color consist of only 16 percent of all full-time professors in the U.S." She argues that even with the increase of Asian Americans being hired to work at predominately white institutions, they are limited to the field in which they teach. These fields typically being science and health, disciplines in which the entire student body does not encounter, limiting the student population in which they come into contact with. Newsom has found several excuses from decision-makers when she questioned the underrepresentation of minorities, even years after plans have been made for the hire and retention of faculty. Three common excuses were, "1) there are not enough qualified candidates of color; 2) There is no need to interview them because they are in high demand from other institutions; and 3) They are too expensive" (Hernandez, 2010, p. 2).

The United States Census Bureau has recently released information on higher education faculty in the nation (2008). In Table 285, labeled "Employees in Higher Education Institutions by Sex and Occupation" is data from 1995 to 2007 for full-time and part-time faculty in the United States. In 1995 there were 360,200 full-time male faculty members, and 190,700 full-time females. Ten years later those numbers increased to 401,500 males and 274,100 females. That is a 43.7% increase in full-time female faculty, and an 11.5% increase in full-time male faculty. By 2007 the number of faculty members increased again, with a larger increase that time with more females than males. There was an increase of 20,200 females, bringing the total number of full-time female faculty members to 294,300, while males increased by only 7,600, making the total number of full-time male faculty 409,100. While there is still a large gap between the number of male and female faculty members in higher education in the nation, that distance is slowly, but surely decreasing. Not only does this account for full-time faculty, but part-time as well. Part-time faculty is experiencing the same trend as full-time faculty. Their numbers are increasing, with the gap between males and females narrowing over time.

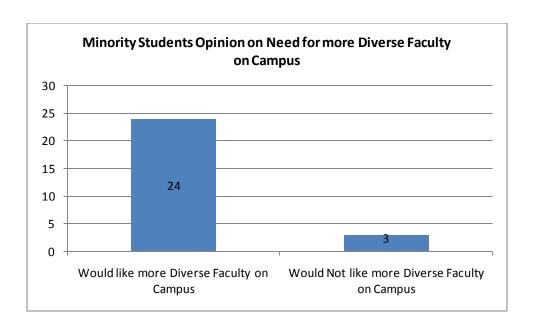
# Conducted research

There is much literary evidence which leads us to the conclusion that faculty diversity in crucial in higher education. However, a student opinion about the education they receive is just as important. When 110 current Cal Poly students were unanimously surveyed about the faculty diversity and its importance on university's campus, the students had plenty to say. Students, Freshman through graduate students, were surveyed and out of the 110 students, 41 were male, 65 were female, and 4 gave no indication of their gender. 83 of the 110 did not identify as a minority, while the remaining 27 did (Student Survey, 2010). The students surveyed represented all 6 of the colleges on campus, including one student who was enrolled in the master's program.



It is easy to see in the graph above how each college is represented. Excluding the graduate program, most of the colleges had similar numbers of students respond to the survey, with the College of Liberal Arts and the College of Engineering each having 26, the highest amount of students who answered, and the College of Architecture having the lowest representation of 8 students.

Of these students, 90 out of the 110 surveyed believe faculty diversity is important to their education. Students were also asked if they thought there was enough diversity on campus, and if they would like to have more. In regards to the opinion poll if Cal Poly had enough faculty diversity, 56.2% said no. 86.2% of the females surveyed would like to see more faculty diversity on campus, compared to 68% of males surveyed. The following table shows the opinion of minority student on their preference for more faculty diversity on campus.



As seen in the table above 88.88% or 24 of the 27 minority students surveyed, would like to see more faculty diversity on campus. Also, when surveyed, of these 27 students, 22 or 81.5% of them believe that Cal Poly does not have enough faculty diversity on campus. Of the non-minority students who answered 79.7% would like to have more faculty diversity on campus also. While overall 82% of the students surveyed would like to see more faculty diversity on campus.

When asked to specify why diversity is important for higher education many students responded with the opinion of it offering a different perspective to the subject matter. Others were more specific as to why it was important, including, "to promote respect among students," "to show no matter your background you can excel," and "to offer a unique perspective which is often ignored at schools like Cal Poly that are mostly white" (unanimous, 2010). Another student offered this explanation "so we [as students] can learn by example. Someone has to set an example in order for us to 'learn by doing' and to continue setting examples for others.

[Embracing diversity] is a cycle" (unanimous, 2010). With the importance of diversity a priority for Cal Poly's students, more faculty diversity is one of the main things students are asking for.

While focusing on the diversity of faculty on campus, 4 of the 7 colleges were looked at, including the College of Liberal Arts, College of Engineering, College of Agriculture, Food and Environmental Sciences, and the College of Architecture and Environmental Design. Each department of these selected colleges was examined for faculty diversity in terms of gender and status. Of these four colleges the College of Liberal Arts was the only which had more female faculty than male, with 179 females and 136 males. The course content of liberal arts does have a reputation of appealing to females more than males, especially compared to the other colleges on campus. However, there is a large amount of male faculty members within this college, contradicting the stereotype of appealing primarily to females. The three other colleges had more male faculty than female. The College of Engineering had the biggest gap, with 179 males and 37 females. 82.9% of engineering faculty members is male. The College of Agriculture had a male to female faculty ratio of 65 to 17. Along with Engineering and Agriculture, the College of Architecture had more men than women faculty. There are 89 men, and 24 women in architecture. Women consist of less than half the faculty in these 3 colleges. In fact women make up less than 1/3 of the faculty in their respective colleges. In spite of the lack of female faculty, when looking at the number of male and female staff members for all four of these colleges on campus, females outnumber the males 62 to 36 (Cal Poly, 2010).

The University set "Diversity Learning Objectives" in March of 2008 in the Academic Senate Resolution. These objectives were produced as an extension of the "University Learning Objectives," and consist of

"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, 2008).

When the university asked the six colleges to show how they have adopted the Diversity

Learning Objectives in February of 2010 there was a variety of explanations. The College of

Liberal Arts was proud to announce that in 2009, 42% of its tenured/tenure track faculty were

women, as well as 56% of its lecturers and 69% of its staff members (Inclusive Excellence,

2010, p.4). The College of Science and Math reported 1/3 of its tenured faculty to be women, as

well as ½ of its full-time lecturers being woman. College of Science and Math also noted 10% of

tenure track faculty within the college identified as Hispanic, Asian or Black (Inclusive

Excellence, 2010, p.5). When it came time to show how they had adopted the Diversity Learning

Objectives, several of the colleges had a lack-luster report card. Many reported past awards they

received, having minority faculty members, or programs which were previously put in place to

be a support for minority students (Inclusive Excellence, 2010, p.2, 3). One college that shined

compared to others was the College of Agriculture, Food and Environmental Sciences. The

college held workshops for the faculty and staff on diversity issues and the overall climate on

campus. They also had members attend Lesbian, Gay, Bisexual, and Transgender (LGBT) Ally training held by the Pride Center on campus. The Anti-defamation League came to campus and presented to the members of the college. Also, the Dean has asked members of the faculty to address the appropriate behavior and respect expected in the classroom at the beginning of each quarter. The College of Agriculture has been proactive in the adoption of the Diversity Learning Objectives set forth by the University's administration (Inclusive Excellence, 2010, p.2).

# Historical Changes at Cal Poly

Up until the 1970's not much happened in terms of diversity around the Cal Poly campus and among faculty. The first woman faculty member was hired in 1903, the same year the institution opened its doors. In 1924 Margaret Chase, Vice President of the school at the time, was appointed acting president for the remainder of the academic year, after the President, Nicholas Ricciardi resigned. This was a huge step toward diversity equality on the campus. However a few years later legislation was passed that forbid women to attend school, starting June 30, 1930. Sadly, even though the legislation was barred in 1937, women were still not permitted to attend Cal Poly until 1956, almost 20 years later (Student Ombuds Services, 2010).

There is no evidence of documentation recording any diversity advancement on the campus in the 1970's or 1980's. In the 1990's the university added the Ethnic Studies Program to its curriculum. Shortly after, Warren Baker, University President at the time, established the first annual President's Diversity Award (Inclusive Excellence, 2010). The award is given on the following basis,

"this award is given to campus units that have exhibited commitment to the value of cultural diversity in one or more of the following ways: recruitment or retention efforts;

improvement of student or employee understanding of the value of a culturally diverse climate; university or community service in support of diversity or multiculturalism; scholarly contributions in the area of multiculturalism or diversity; and advocacy of diversity. Irrespective of its nature, the commitment must support and be consistent with the mission of Cal Poly as an institution of higher education" (Inclusive excellence, 2010).

Since the first annual award was presented several units around the university's campus are pleased recipients and display this award proudly for the others to see.

At the turn of the century there was a massive push for diversity equality on campus, and an urge to change the campus climate. The department of Inclusive Excellence was officially established on campus in March of 2009, following the "crops house incident" which took place on campus in October of 2008. Inclusive Excellence was adopted from the Association of American Colleges and Universities (AAC&U), and stands for, "The Making Excellence Inclusive initiative is designed to help colleges and universities fully integrate their diversity and educational quality efforts and embed them into the core of academic mission and institutional functioning" (Inclusive Excellence, 2010). Students posted a confederate flag, noose, homophobic slurs and racial epithets outside an on-campus housing unit. In a letter to faculty and staff following the incident, President Baker said (2008), "Such hurtful and indeed hateful expressions have no place in a university that prides itself on an ethic of openness and mutual respect among all peoples and a commitment to rational and civil discourse." He continued with,

"With the increasingly global scope of life and work, the extraordinary diversity of California's population and the growing diversity of our own student body, it is important

for us to provide a learning environment that engages our students in ways that will prepare them for success in a multicultural world. This means that students will need to learn with people of different backgrounds, to think globally and to understand the value of different perspectives and ideas, as well as appreciate and embrace cultures beyond their own" (Baker, 2008).

President Baker emphasized that the members of the university's community focus on working together in order to create an environment that is inclusive of all, enabling all to receive the best learning experience available. A learning experience where students can "expect that Cal Poly's learning environment will help and support them in their personal growth and intellectual development" (Baker, 2008).

In addition to the formation of Inclusive Excellence, the Cal Poly iRespect Campaign was created. It is "A coalition of students seeks to promote Respect, Acceptance, and Tolerance." This group works alongside the College of Agriculture and aims to promote these three values throughout the entire campus community. The campaign is introduced during the Respect and Diversity portion of Cal Poly's Welcome Week orientation program, and continues to be present on campus for the rest of the academic year. Though current students are still active with the campaign, the goal of introducing it prior to the start of classes is to ensure incoming students are aware of the opportunity for them to respect others and receive the same in return.

With so many measures taken to improve the campus climate and its attitude toward diversity, one would think the university would encourage this among its faculty. Departments across campus have formed clubs and organizations which focus on the admission and retention of minority students. These programs are aimed at high school students, in hopes of gaining a

more diverse student body with in their respective departments. Groups like this can be commended for their efforts; however with a lack of focus on the current campus climate, several of these students feel unwelcome once they reach the classroom. Cal Poly has taken steps to further the diversity of its faculty and students on campus since it opened its doors in 1903. The changes have been essential to the university's success as an institution of higher learning, but these changes aren't enough. These changes need to continue in order for the university to truly become an exceptional place of learning. Cal Poly's Academic Programs states (2010), "diversity serves a fundamental means to enhance both the equity and value of education."

#### Research Outcome

Throughout the research process many obstacles were placed in the way. It is very hard to come across demographics on faculty diversity. After an unsuccessful attempt to gain additional information from the CSU system, talking to members of the University seemed like the next logical place to start. That turned out to be unproductive as well. Up to that point, the only information accessible was that of which was posted online, in a public domain. That is exactly where the numbers of female and male faculty and staff members came from, their own department profiles. Though it took time to add together every department's employees, it was the most successful aspect of the research process.

After looking at the facts, analyzing the numbers and surveying students, it is safe to say that universities across the nation, the CSU system and Cal Poly, all have a lack of diversity among faculty. Women represent only 35.6% of college faculty across America, and with 29.2% of those women faculty being white; there is a small percentage of faculty of color being

represented. Faculty members who identify as a minority make up 15% of university members in the nation.

Within the California State University system the number of full-time minority faculty is less than half of that of the full-time white faculty members. Full-time female faculty members, regardless of race, are underrepresented in the CSU system as well, making up only 45% of employed faculty, compared to the 55% of full-time male faculty members. Though the CSU system has made obvious efforts to increase female and minority faculty members, Caucasian males dominate the employee roster when it comes down to sheer numbers.

In terms of faculty diversity, Cal Poly is lacking also. Cal Poly is primarily a man's world, from the student body to the faculty, with far more males than females. Out of the four colleges that were analyzed, only one had more female faculty members than male, the College of Liberal Arts. It is blatantly obvious there is a shortage of women faculty throughout the university's campus. Three out of the four colleges examined have less than 1/3 women as a part of the faculty. The College of Agriculture has 26.2%, Architecture with 21.2%, and Engineering with the lowest amount of 17.2% women on their faculty roster (Cal Poly, 2010). The university has not made faculty equality a priority.

It is sad that it takes a horrible incident like the one in the crops house to happen in order to see some change. So much has come out of this event, including programs such as Inclusive Excellence, and the iRespect campaign. Though not intended to do so, this incident shed light on a matter which will be important for years to come. One college in particular, the College of Agriculture took a look at what it stood for. Since that day they have been proactive in

movement toward respect for diversity. A movement in which many feel the rest of the campus has forgotten about.

Cal Poly's Academic Programs lists the Academic Policies on its web page. Within that page the department made the statement, "diversity serves as a fundamental means to enhance both the quality and value of education. It cannot be a mere adjunct to such an education but must be an integral element of the educational experience, infused throughout the community (faculty, students, and staff), the curriculum, and the co-curricular programs of the University" (Academic Programs, 2010). The school points out that diversity, even among its faculty and staff, are a huge part of an educational experience. With the importance of diversity in mind the department continued, saying,

"Diversity in the curriculum is a fundamental component of a well-rounded and beneficial education. The perspectives provided by the University are contingent upon the content and purpose of its courses. Since the curriculum is the principal expression of our educational goals and values, it must signal the importance of diversity to the Cal Poly mission, to the institutional culture, and to our teaching and learning environment in clear and unambiguous terms" (Academic Programs, 2010).

By reading these statements it is obvious that faculty diversity is just as crucial as the student diversity to the learning environment of the Cal Poly campus. Not only diversity of the course content is a part of academics, but the teacher is too. An increase in the amount of minority and women faculty would be in the best interest of the university, and its students. Outside of the classroom they would be in a position to be role models and mentors for their pupils, including

younger faculty members. Not only do they both bring a variety of life experiences to the classroom, but with a unique teaching style they will benefit all students.

#### Conclusion

When it comes to diversifying faculty, most universities will likely have a bright future. According to the United States Census (2008), there are more females enrolled in colleges than ever. Women have been out numbering their male counterparts on college campuses across the nation since the 1980's. Though that may not be the case on each individual campus, the overall number of female college students has been higher than males for the past 30 years. In 1980, the total number of female students enrolled in a 4-year university was approximately 3.8 million, narrowly outnumbering male students, who totaked around 3.7 million. These numbers have only increased since then, and although there were no figures after 2006, that year the United States had approximately 6.3 million female, and 4.8 million male college students at four-year universities (U.S. Census, 2008, table 269). When looking at 2-year universities and graduate schools, one will find that females out number males as well. This trend will have a direct impact on faculty demographics in the future. With more females in college, and receiving degrees than males, it would only make sense that one day there will be more females qualified to teach at the higher education level.

Since the "crops house incident" on Cal Poly's campus there has been a movement to change the overall climate in the community. Students have been encouraged to learn from, and accept, one another. Organizations have been formed, meetings have been held, and presentations have been made, all to encourage a mutual respect for one another and an acceptance and appreciation for diversity. While all of this is a big step in the right direction for

the university, there are still many steps to be taken, one of which is a change within the faculty. While some faculty has made a step toward diversity, several have not. Faculty and staff have just as much, if not more of an impact on the campus than the students. Faculty members remain on campus for a longer period of time than their pupils, molding the way the campus community thinks, and behaves. Faculty members are essentially the role model for the university, and in turn the students. By being the ones students look up to, and go to for advice, they end up shaping those students for the rest of their lives. Students will not come to, or remain at a university where they feel outnumbered, or disrespected by faculty because of their gender, skin color, or even economic status. It is near impossible for an individual to willingly stay at an institution they chose to attend if they are disrespected by the people they are supposed to look up to and learn from.

By continuing to diversify its faculty, Cal Poly will benefit students, academic programs and even its own employee population. Cal Poly and schools across the nation should continue to create environments where all students and faculty are accepted and valued, in order to broaden student and faculty perspectives and build a more enriched learning environment.

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