

**CAL POLY HUMBOLDT**  
**University Senate**

**Sense of the Senate Resolution on**  
**Institutional Anti-Racism Call to Action**

##-24/25-Senate Executive Committee — April 1, 2025

**WHEREAS:** The Cal Poly Humboldt Institutional Anti-Racism Call to Action is a product of more than two years of iterative consulting, thinking, and creating; and

**WHEREAS:** The 16-member Call to Action team of faculty, staff, administrators, and student interns engaged with more than 500 campus community members across the process; and

**WHEREAS:** The Call represents landscapes of experiences, as well as direction for forging pathways to navigate an anti-racism collective campus journey; and

**WHEREAS:** Individual vantage points change the experience of interactions and structures that informed this social and organizational mapping; and

**WHEREAS:** Our collective charge, and the particular challenge for campus leaders across units, is to leverage this Call to Action to engage in purposeful dialogue that facilitates these differences in the process of identifying specific anti-racism actions; and

**WHEREAS:** The Call to Action provides seven recommendations, including suggested pathways for individuals, units, and organizations to address the recommendations; now, therefore, be it


**RESOLVED,** That the Call to Action is a living document broadly guiding each consecutive year evaluation of and commitment to new or continued strategies and tactics for the 5-year planning period; and be it further

**RESOLVED,** That the University Senate of Cal Poly Humboldt supports the Office of Diversity, Equity, and Inclusion in their charge to support leaders as they facilitate, coordinate, and commit to this Call to Action; and be it further

**RESOLVED,** ODEI's facilitation must generate strategic actions that shore up or change landscapes in the Cal Poly Humboldt collective journey toward a caring and inclusive community; and be it further

**RESOLVED,** The university Senate supports the seven recommendations and pathways to address the recommendations as leadership opportunities for all members of our community.

For purposes of Senate reading, link to the full report:

 [Institutional Anti-Racism Call to Action \[FINAL\] 3\\_7\\_25.pdf](#)



## **Institutional Anti-Racism Call to Action**

**March 7, 2025**

## Message from Cal Poly Humboldt Leadership

[To be crafted and inserted here]

### Executive Summary

The Cal Poly Humboldt Institutional Anti-Racism Call to Action is a product of more than two years of iterative consulting, thinking, and creating. The 16-member Call to Action task force of students, faculty, staff, administrators, and student interns engaged with more than 500 campus community members across the process. This effort is in alignment with the institution's vision to be a campus "for those who seek above all else to improve the global human condition and our relationship with the environment."

The Call to Action represents landscapes of experiences, as well as direction for forging pathways to navigate an anti-racism collective campus journey. Individual vantage points change the experience of interactions and structures that informed this social and organizational mapping. Our collective charge, and the particular challenge for campus leaders across units, is to leverage this Call to Action to engage in purposeful dialogue that engages these differences in the process of identifying specific anti-racism actions.

Seven Findings and Recommendations are outlined based on campus community sentiments, including: #1 Institutional Accountability in Racial Matters, #2 Representation and Retention of Community Members of Color, #3 Professional Development Needs of Faculty, Staff, and Administrators to Support an Inclusive Campus Culture, #4 A Community of Safety, Belonging, and Care, #5 Funding of Programs and Initiatives that Serve Underrepresented Groups, #6 Inclusive Curriculum and Pedagogy, and #7 Evaluation of Campus Success.

Each finding has three distinct sections: Summary of sentiment, recommendations, and possible pathways to achieve the recommendations. The pathways are not all-encompassing and are intentionally non-prescriptive—and they do not name offices or programs. Instead, the pathways are meant to inspire recognition of one's office or program for self-identified responsive action. The Office of Diversity, Equity, and Inclusion will support leaders as they facilitate, coordinate, and commit to this Call to Action. Those conversations must generate strategic actions that shore up or change landscapes in the Cal Poly Humboldt collective journey toward a caring and inclusive community.

## Cal Poly Humboldt's Vision

Cal Poly Humboldt's vision, as outlined in its strategic plan, [Future Forward 2021-2026](#), states: "Cal Poly Humboldt will be a campus for those who seek above all else to improve the global human condition and our relationship with the environment. Toward this:

- We will be the premier center for the interdisciplinary study of the environment, climate crisis and resilience to climate change, and the conservation of ecological systems and natural resources. Our focus will continue to be on sustainability through environmental, economic, and socially responsible action.
- We will be a center for the interdisciplinary study of just global societies. We will approach our work with an equity mindset and continue to emphasize inclusion across multiple dimensions of our university, modeling what we want to see in the world.
- We will serve as a regional center for the arts inclusive of diverse arts traditions and contributions, and will fully engage with community arts partners and employers on behalf of our students.
- As a designated Hispanic-Serving Institution (HSI) and as a Minority-Serving Institution (MSI), we will be an institution in which Black, Indigenous, and Persons of Color (BIPOC) students thrive.
- We will partner with Indigenous communities to address the legacy of colonialism, and create space nurturing of traditional ecological knowledge (TEK), pedagogies, and curricula responsive to their identified needs.
- We will be exemplary partners across our region and state by integrating community engagement and contributing to workforce development in our academic enterprise and beyond."

## Purpose of the Call to Action

Cal Poly Humboldt stands at a pivotal moment in our collective journey towards fostering a more inclusive and equitable campus culture.

The Institutional Anti-Racism Call to Action is more than a document—it is a statement of our unwavering commitment to fostering a community where every member is welcome, valued, heard, respected, and empowered. Building on long-standing community and institutional efforts, the plan demonstrates our collective intentionality to promote the well-being of all community members and the integrity of our university as a public institution striving for

social justice. It embodies hope, accountability, and the reimagining of new policies and practices to continue to support our community. This document seeks to cultivate an environment where justice and equity are not just aspirations but lived realities for all members of our community.

## **Authors' Statement of Intent**

Members of the task force wrote an Institutional Anti-Racism Call to Action to address persistent racism within our institution.

The task force that led this effort was composed of students, faculty, staff, administrators, and student interns, leveraging the diverse experiences, expertise, and perspectives of our 16-member team. The task force is a partnership with the University Senate, the Center for Teaching and Learning, and the Office of Diversity, Equity, and Inclusion. Their charge was to understand how best to cultivate an environment where all campus members thrive regardless of their diverse identities.

The task force recognized the need for a nuanced understanding of racism and its impact on our campus constituents, as well as recognized the intersectionality of cultures and identities. By creating a shared framework of recommendations, which take into consideration the current federal and state of California legal frames, and CSU policies and regulations, the task force seeks to empower marginalized voices, foster an inclusive environment, and ensure accountability in our actions. The Call to Action serves as a strategic approach to facilitate meaningful dialogue, promote effective solutions, and drive lasting change, ultimately advancing our commitment to diversity, equity, and inclusion within the institution.

We developed the Institutional Anti-Racism Call to Action as part of a continuum of institutional improvement efforts and as a tool for organizational and personal self-reflection. By offering this Call to Action, we encourage individuals across all units and programs to engage in ongoing self-assessment and growth.

This document is intended for all members of our campus community: students, faculty, staff, and administrators.

## Call to Action

Every Cal Poly Humboldt community member is invited to help shape a more inclusive and equitable future for all.

This work requires all of us. Your input, actions, and commitment are essential to the Call to Action's success. By engaging in this effort, we create an environment where every member of our community is empowered to thrive—where diversity is celebrated and equity and inclusion are foundational values. This journey is a testament to our shared belief in the power of community, the transformative potential of education, and the strength found in working together.

The path ahead is long, and the work before us is greater than what we have accomplished so far. The success of those who come after us—those who dream of a better future—depends on our willingness to collaborate, innovate, and build together. We not only recognize the work that has brought us here but also honor the work still to come.

## Introduction

Rooted in Humboldt's purpose of nurturing a just and sustainable world, the Call to Action emphasizes a relational approach by moving beyond transactional mandatory policies to an ethics of care framework in which we practice humble inquiry, inclusive connection, and responsive action. This approach acknowledges the institution's historical development, including legacies of settler colonialism and systemic inequities, while honoring the historical past and ongoing anti-racism efforts within the campus and surrounding community. By embracing trust, open dialogue, and equitable practices, we aim to establish Humboldt as a model institution of higher education committed to anti-racism.

## Historical Legacy and Development

Cal Poly Humboldt is located on Goudi'ni, the unceded land of the Wiyot people, who have lived here since time immemorial.

Our University's founding in 1913 occurred within a historical landscape marked by settler colonialism, destructive timber industry, ongoing labor disputes, Indigenous boarding schools, the massacre on Tuluwat Island, and the Eureka Chinese Expulsion

Act of 1885. Like many institutions of higher education at the time, it was built within an imperial, white supremacist, capitalist patriarchy in which barriers to access existed for women, people of color, those without wealth or citizenship, and people with disabilities. It was not until after World War II that access to higher education began to expand—although expanded access did not equate to equitable education. Since the Civil Rights Movement of the 1960s, Humboldt students, faculty, and staff of color have advocated for their right to succeed equally to their white peers.

The work of anti-racism in higher education requires ongoing interrogation of policies, practices, assumptions, and critical lenses to ensure true inclusion. Today, Cal Poly Humboldt has evolved into a diverse institution due to significant demographic changes in California, which is reflected in the diversity of its students, faculty, and staff, who come from across the state, the nation, and many international countries from across the globe. The diversification of Humboldt has happened by inevitable demographic shifts, and at the same time, the right to an equitable learning environment has been championed by generations of cultural advocates. Without their efforts, the campus would not be the institution it strives to be today. The Call to Action honors these past and ongoing contributions, continuing the legacy of struggle through innovation and improvement.

In 2025, Cal Poly Humboldt has more than a century of institutional history and has evolved from a rural and isolated Normal School for primarily white teachers to a Hispanic-Serving Institution (HSI) and Minority-Serving Institution (MSI) of which 43% of the student body identify as people of color. Additionally, in 2024, 32% of our student body self-identified as gender diverse and/or genderqueer. Our student body is a reflection of California's diverse demographic.

## **Grounding Our Institution in Anti-Racism and Intersectionality**

Anti-racism involves intentional actions, policies, and behaviors aimed at identifying, challenging, and dismantling racism and its systemic and structural manifestations.

Unlike Diversity, Equity, and Inclusion (DEI) efforts, which often focus on representation and equitable access, anti-racism is specifically about confronting and eliminating racism at its roots, and includes awareness of intersectional identities. Anti-racism is an exercise of hope, a practice of undoing oppression, and an act of love. It requires us to actively identify and

address the racist frameworks and power dynamics that persist in our institution. This requires the participation of all members of our community, regardless of racial or ethnic identity.

Our institution has a history of anti-racism initiatives through curriculum, conversations, and community engagement. We acknowledge the complexity of the term and the importance of recognizing our past to move forward. This document aims to continue this legacy, grounding our actions in a historical context and amplifying the changes that uphold anti-racism. We seek to humanize our relationships, fostering compassion, generosity, and kindness for all community members, even when there are disagreements.

## **The Document**

The Call to Action is a dynamic, collaborative guide designed to foster an inclusive and equitable environment at our unique institution of higher education.

It serves as a living document that outlines actionable steps and emphasizes accountability. The plan grew out of the National Association of Diversity Officers in Higher Education's (NADOHE) "A Framework for Advancing Anti-Racism Strategy on Campus" (Appendix A) into a document rooted in the lived legacy of our campus community. The Call to Action is not a one-time initiative or a prescriptive solution; instead, it is an ongoing commitment to anti-racism that requires continuous engagement from the entire community. The Call to Action is flexible, evolving with the institution's growing understanding of diversity, equity, and inclusion for all members of our institution, including international students, faculty, and staff, and immigrant populations.

## **Key Elements of the Document**

1. Collaborative Development: Formed by a task force of diverse campus representatives, the Call to Action incorporates input from 14 consultative groups, ensuring broad representation and a shared vision for equity and inclusion.
2. Creating Space for Dialogue: This Call to Action provides a structure for meaningful interaction at every level of the institution. It invites all leaders and community members to participate in ongoing anti-racism conversations and practices.

3. **Comprehensive Framework:** The Call to Action outlines actionable recommendations addressing systemic racism, academic equity, culturally relevant training, and institutional reforms. It also provides tools such as a glossary, appendices, and professional development recommendations to support community engagement.
4. **Empowerment:** This Call to Action empowers individuals and organizations within the institution by providing the necessary tools to develop anti-racism practices and initiatives. Empowerment means providing the resources, support, and autonomy necessary for every member of our community to actively engage in this work. We recognize that each of us has a role to play in building a more inclusive campus.
5. **Ongoing Commitment:** The Call to Action is not a one-time initiative but a dynamic, evolving framework requiring continuous learning, adaptation, and engagement from the entire campus community. We are dedicated to continually assessing and refining our strategies, ensuring that our efforts are thoughtful and impactful for generations to come.

## Methods

Moving beyond traditional quantitative data methods, the task force adopted a co-generative qualitative approach, emphasizing collective creation of knowledge.

This approach centers on capturing insights from participants' situated knowledge, highlighting how their contexts influence interpretations and shape anti-racism efforts. Our goal was not merely an academic exercise, but rather a practical approach to gathering campus sentiment informed by qualitative research methodology. The Coding Subcommittee identified themes unique to Cal Poly Humboldt because they reflect the specific experiences, challenges, and priorities of the campus community. The themes are shaped by the institution's distinctive demographic makeup, historical context, and existing policies. They address localized issues such as campus climate, academic equity, and administrative structures. By focusing on these particular areas, the themes ensure that the Call to Action is relevant and responsive to the needs and experiences of the university's diverse population.

## Data Collection

Over a nine-month period from Fall 2023 to Spring 2024, we conducted a series of 14 consultations using in-person and synchronous online formats. Approximately 500 campus constituents, including students, faculty, staff, and administrators, contributed their sentiments about racism and anti-racism across all consultations. Each session included at least two members of the Call to Action task force—a facilitator and a note-taker.

The facilitators began each session with a brief introduction to the NADOHE framework for understanding anti-racism work, establishing a shared foundation and fostering trust within the group. Recognizing the particular institutional realities of each office and group, we intentionally customized the questions posed at each consultation to reflect their specific contexts and challenges. This deliberate tailoring encouraged specific, relevant feedback, allowing participants to share insights directly applicable to their circumstances. The facilitators posed non-intrusive clarifying questions to deepen understanding of participants' contributions. This approach elicited organic feedback that could help shape more relevant and impactful strategies aligned with each group's needs, ultimately informing the Call to Action recommendations.

The note-taker was present at each consultation, capturing participants' thoughts, reflections, and recommendations anonymously. Notes were taken as written summaries of oral contributions, while some forums allowed participants to contribute written reflections via sticky notes or whiteboards. The note-taker transcribed these inputs to ensure all voices were documented accurately and thoroughly. In total, approximately 38 pages of written notes were collected and submitted to the Coding Subcommittee for analysis.

## Analysis

Data in the form of consultation notes were analyzed by a subcommittee of task force members using consensus coding. This collaborative approach emphasized shared interpretation, with team members reviewing and discussing codes to ensure they reflected a collective understanding of the participants' perspectives and experiences.

Through this process, a total of 30 themes emerged, representing the breadth and depth of sentiments, challenges, and insights shared across consultations. The

thematic coding captured the intersectional issues raised by participants, providing an understanding of both individual and collective experiences of racism and other forms of oppression in our institution. The subsequent writing teams summarized the community sentiments as defined in the next section's Findings and Recommendations.

## **Call to Action Findings and Recommendations**

Each of the following seven itemized findings and recommendations is written in three sections. The first section is a reflection of campus sentiment, followed by a responsive recommendation. We then offer several suggested pathways for addressing the recommendations. These pathways are examples of action, and are not to be read as prescriptive, but are concepts offered to be discussed and implemented respective to particular contexts across the university. All members of the community have equal opportunity to participate in the implementation and practice of these recommendations. Inclusive partnerships across organizations and between individuals is highly recommended. We acknowledge that some of these recommendations are already in progress and can be amplified by institutional level implementation.

### **#1: Institutional Accountability in Racial Matters**

#### **Campus Community Sentiments**

The campus community consistently expressed concern about issues of accountability in multiple dimensions of the institution, including but not limited to some administrators' lack of cultural and historical awareness of our region and administration's recognition of and response to structurally inequitable policies, practices, and acute moments of racial harm. The community perceives a lack of administrative transparency and accountability, and calls on administrators to critically reflect and take responsibility when dealing with issues of race and injustice at the individual, organizational, and institutional levels. This sentiment is particularly relevant in the area of transparency in institutional communications in response to matters of race relations. The campus community would like to be informed of critical issues in a timely and transparent manner, understanding that communication may be implemented without disclosing confidential and private aspects of a given matter.

## **Recommendations**

Accountability in engaging with anti-racism and diversity, equity, and inclusion must be deeply embedded in the fabric of our institution, ensuring that it is both compassionate and comprehensive. Institutional accountability involves structure and mechanisms for coordination across programs, initiatives, and resource decisions, as well as clear channels for addressing concerns and harm at program and institutional level and transparent communication, timely response to moments of harm, and adherence to established CSU policy and legal procedures that protect individuals and groups from discrimination. In order to foster organizational and individual accountability, it is recommended that administrators at all levels of the institution become knowledgeable about the historical and cultural contexts of the region, race relations, anti-racism actions, power, and privilege, and demonstrate cultural humility in their leadership and decision-making processes.

## **Pathways to Address the Recommendations**

1. Administration establishes clear organizational and institutional capacity to respond to issues of racial and discriminatory conflict.
2. All campus communications addressing racial matters are signed by the appropriate administrative leader of a respective situation.
3. All faculty, staff, and administrators engage in ongoing training cycles regarding the dynamics of cultural humility, power, and privilege in a racialized context, including our region's historical and cultural contexts. Institutional onboarding of new administrators includes the historical and cultural context of our region.
4. All faculty, staff, and administrators practice cultural humility and an ethics of care through humble inquiry and listening, inclusive connection, and responsive action, acknowledging mistakes when they are made.
5. Administrators uphold self and institutional accountability by issuing amendments, apologies, and corrections.

## **#2: Representation and Retention of Community Members of Color**

### **Campus Community Sentiments**

The campus community has emphasized the importance of ensuring that faculty, staff, and administrators reflect the diversity of the student body. Our community has observed that faculty, staff, and administrators of color bring invaluable expertise and lived experiences that are often underrecognized and undervalued. Beyond their official roles, there is a perception that faculty and staff of color, including international faculty and staff, are frequently expected to perform culturally specific labor to support the university community, often without formal acknowledgment or compensation. Our campus community understands this as a form of cultural taxation, which creates a context of racial inequities.

### **Recommendations**

Representation matters and is imperative. Our students of color succeed more significantly when their teachers and mentors look like them, have similar lived experiences, and can relate to them. The time, energy, and emotion extended by representative faculty and staff are crucial to making many of our programs prosper. Intentional recruitment and retention of faculty and staff of color is necessary for increasing representation and reducing cultural taxation. The current institutional Equal Employment Opportunity Plan allows for expansion in the recruitment of underrepresented minorities. It is recommended that all supervisors take steps to understand and mitigate cultural taxation, recognize cultural contributions, and provide incentives to support cultural work.

### **Pathways to Address the Recommendations**

1. All supervisors and hiring authorities are aware of and support the policies and practices outlined by the institutional Affirmative Action Plan and best practices in the hiring process.
2. All supervisors and leaders implement and participate in implicit and explicit bias and anti-racism training.
3. Leaders who participate in developing Faculty Professional Development Plans and committee members of Retention, Tenure, and Promotion (RTP) processes participate in implicit and explicit bias and anti-racism training and

acknowledge cultural contributions as part of the retention and promotion process.

4. Supervisors regularly assess workload distribution, explicitly recognizing cultural contributions and incorporate them into performance evaluations, promotion, and salary considerations.
5. Administration provides permanent resources to those engaged in culturally specific or diversity-related work, such as administrative assistance, compensation, and/or professional development opportunities.
6. Administration creates the capacity to provide incentives, such as formal certifications and recognition of faculty and staff who demonstrate evidence of equity and cultural practices above and beyond the expected duties outlined by position descriptions.
7. Pertinent administration implements and analyzes faculty and staff exit interviews to identify patterns of cause for leaving the institution to inform strategies to improve retention and inclusivity.

### **#3: Professional Development Needs of Faculty, Staff, and Administrators to Support an Inclusive Campus Culture**

#### **Campus Community Sentiments**

The campus community expressed the need for accessible and required training for faculty, staff, and administrators regarding various equity topics including, but not limited to, implicit and explicit bias, power and privilege, representation, interruption of racism, and consideration of historically excluded narratives in our institution. Our campus community has stressed the value of creating equitable learning environments through institutional support, consistent accountability, and recognition of intersectional identities, particularly in student-faculty interactions. The campus community calls for interdisciplinary collaboration and spaces for meaningful dialogue that prioritizes lived experiences and more culturally-inclusive narratives.

#### **Recommendations**

Institutional support for professional development will increase faculty, staff, and administrator capacity to build an inclusive campus culture that values anti-racism and equity culture. This professional development encourages dialogue, drives systemic change, and embeds inclusivity as a core institutional value to create a just

and equitable learning and working environment. Addressing systemic issues requires integrating training on implicit bias, anti-racism, and conflict resolution into job descriptions, onboarding, and supervision processes. Broadening participation beyond a small group of committed individuals is essential to foster campus-wide accountability and engagement. It is recommended that the administration and all leaders provide accessible opportunities and incentives for professional development to ensure that anti-racism education reaches all campus community members.

### **Pathways to Address the Recommendations**

1. Administration engages in responsive equity and inclusion and anti-racism professional development that includes equity analysis and logic in program and policy structure with achievable outcomes along with structures for follow-up to support learning.
2. Pertinent offices develop and promote anti-racism and diversity, equity, and inclusion certificates across a range of constituent needs, including, but not limited to, Ethics of Care, Avoiding and Responding to Microaggressions, and Difficult Dialogue Facilitation.
3. Pertinent offices develop multi-level tailored onboarding and professional development plans to expand knowledge and practices of bias disruption and anti-racism that are relevant to their organizational context to be used by supervisors across units.
4. Leadership develops and utilizes compassionate structures of support that allow managers at all levels to proactively address the day-to-day microaggressions that students, faculty, and staff experience.

## **#4: A Community of Safety, Belonging, and Care**

### **Campus Community Sentiments**

The campus community expresses a need for a more inclusive and supportive environment, particularly for students of color, who often face feelings of isolation due to the rural and remote location and perceived lack of diversity of Humboldt. Experiences of racism and inequities in various campus and community spaces and institutional practices contribute to frustrations, with students calling for more welcoming safe spaces where they can feel seen and affirmed. Retention of students, faculty, and staff of color depends on building genuine community spaces and

providing holistic support beyond symbolic actions. The campus community has expressed that the presence of faculty and staff of color (and coalition-building across the university), is crucial to a sense of well-being, as is the need for stronger connections between the university and the local community to create a continuous sense of belonging and safety.

### **Recommendations**

Our institutional, organizational, and individual commitment to centering care and safety as guiding principles cultivates an environment where every individual thrives as part of a connected and inclusive community. To enhance the student, faculty, and staff experience of belonging, the institution should intentionally coordinate and facilitate a comprehensive approach rooted in a community of care. This includes fostering inclusive spaces that affirm diverse identities and cultural wealth, creating opportunities for meaningful engagement, and addressing basic needs holistically. Expanding mentorship programs, particularly for underserved populations, and providing culturally specific mental health resources are critical for building trust and supporting emotional well-being. Policies and practices should prioritize equity and accessibility, ensuring all members of the campus community, particularly People of Color valued, and supported.

### **Pathways to Address the Recommendations**

1. Administrators and leaders integrate Title IX and Other Conduct of Concern (OCC) training, including reporting and response tailored into organizations.
2. Administrators and leaders create ongoing processes and spaces for complex dialogues regarding relationships at multiple levels of the organization.
3. Administration creates and maintains an publicly available ongoing archive of diversity, equity, and inclusion efforts at the institutional level.
4. Administration continues to prioritize and bolster basic needs funds and resources to support the needs of students, faculty, and staff, including providing clear communication avenues for access.
5. Administration continues to make progress on existing efforts for updating inclusive and accessible facilities.
6. Pertinent offices develop affinity spaces and networks for students, faculty, and staff, which are properly resources.

## **#5: Funding of Programs and Initiatives that Serve Underrepresented Groups**

### **Campus Community Sentiments**

The campus community has expressed frustration regarding observed inequities and a lack of transparency in institutional budget allocation and resource distribution related to supporting our diverse communities. Many view our institutional budget as a principled document that should reflect the institution's values of diversity, equity, and inclusion. The campus community desires clear communication about how funds are allocated, particularly for diversity, equity, and inclusion-focused work and initiatives. There is a call for robust, sustainable funding for cultural centers, affinity spaces, and programs that serve underrepresented groups. The campus community emphasizes a need for ongoing structural and intentional long-planning consultation with affected communities in the design of the institutional budget allocations that serve our community members.

### **Recommendations**

Our university has a limited budget to serve all the needs of our community at large and our communities of color in particular. It is within this context that our community asks for transparency, communication, and participation in the budget allocation process. It is recommended to the administration that institutional budget decisions are made in intentional consultation with campus constituents, leaders, and representatives who represent people of color and cultural organizations. Leadership should invest time and consultative effort to bolster and sustain long-range support for culturally-serving organizations through strategic planning. The budget process should be aligned with institutional planning and be understood as a partnership—a mutual process of participation, collaboration, and communication.

### **Pathways to Address the Recommendations**

1. Administration creates the conditions for long-range planning regarding campus culturally-serving organizations, such as the Cultural Centers for Academic Excellence, the Social Justice, Equity, and Inclusion Center, cultural clubs, and academic programs designed to serve diverse students.
2. Budget planning leaders regularly create and report on a diversity budget in the annual budget process. This budget should make transparent resources (and

resources changes) across a range of programs, initiatives, and research that target equity and inclusion.

3. Administration integrates campus community members who lead equity and inclusion programs and initiatives into all aspects of the institutional budget planning process.
4. Administration allocates adequate resources to promote the participation of diverse students, faculty, and staff in research and research dissemination opportunities.
5. Administration provides consistent financial support for culturally rich academic and co-curricular campus endeavors.

## **#6: Inclusive Curriculum and Pedagogy**

### **Campus Community Sentiments**

The campus community has expressed a concern that some major-specific subject matter lack culturally diverse representation in content, delivery, and agency. For some, this gap has ramifications that negatively impacts students' success. Students have communicated a need for diverse course curricula that also includes non-western representation of subject matter. Students have also expressed the need to see themselves in the creation of knowledge and the historical and significant contributions made by racial and ethnic members of respective communities in multiple fields of knowledge. In addition, students have asked for inclusive, non-authoritarian, and heuristic pedagogy that takes into consideration cultural wealth, lived experience, and cultural agency.

### **Recommendations**

Education is a process of mutuality that must include the voices and agency of all members of the community. By acknowledging the agency of diverse community members in the contribution to knowledge creation—understanding who created knowledge is as important as the knowledge itself. In regard to inclusive content, bodies governing curriculum should develop metrics for evaluating the inclusiveness of content and pedagogy in new course proposals. In regard to delivery, faculty should receive adequate professional development regarding equity in the classroom. In regard to agency, faculty should make efforts to acknowledge and integrate students' lived experiences and cultural agency in the acquisition and sharing of knowledge.

## **Pathways to Address the Recommendations**

1. Faculty create a diverse curriculum to equitably serve the representational needs of our students of color by establishing historical connections between subject matter and diverse creators of knowledge.
2. Faculty receive intentional training regarding decentering power in the teacher/student equation in order for the classroom to become a student-centered environment (versus a faculty-centered environment).
3. Faculty reflect on content-delivery as a professional development activity as pertinent to success for all students, including students of color.
4. Faculty ensure course design promotes student exploration and discovery.
5. Faculty collaborate with administration to incentivize and reward the development of inclusive curriculum and pedagogies, including through RTP and other structures.
6. Curriculum governing bodies use a standardized review process for course design and review to ensure they include diverse perspectives. This can involve adding readings, case studies, and materials that reflect non-western and marginalized voices.
7. Institutional structures support all students' pre- and post- baccalaureate professional development pathways in all fields of study, including but not limited to, pre-law, pre-medical, pre-teaching, and other applied sciences and professional programs for all students, and in particular, students of color.
8. College administrators approve tenure-track faculty positions for departments making a concerted effort at increasing diversity and improving inclusion through their academic programs.

## **#7: Evaluation of Campus Success**

### **Campus and Community Sentiments**

Members of our community have expressed concern of the Call to Action as one more document that is generated to "check the box," meaning it is performative rather than substantive. Many members have clearly expressed their reluctance to participate in the consultative sessions unless this Call to Action becomes "real," meaning that the sentiments they have provided through their own lived experiences are both

meaningfully articulated and responded to in an authentic, actionable manner. Additionally, there have been suspicions about the capacity of this Call to Action to deal with the most pressing issues of our institution, particularly issues of accountability and communication.

## **Recommendations**

Assessing and evaluating diversity, equity, and inclusion requires recognizing its complexity and nuance, as it encompasses both tangible and intangible outcomes. Assessment should not only evaluate progress but also serve as a tool for continuous improvement, ensuring that diversity, equity, and inclusion, and anti-racism practices evolve over time, leading to institutional inclusive excellence. Since this assessment is an ongoing process, the institution must use tools to generate evaluative findings to refine strategies and foster meaningful, lasting change. This is a collective enterprise, historical and progressive, hinging on an intentional desire to understand the multiple dimensions of success and challenges. Collectively, we all understand the successes we celebrate and the challenges we face. This understanding informs our process moving forward.

## **Pathways to Address the Recommendations**

1. Administration conducts periodic campus climate surveys to assess perceptions of inclusivity, experiences of discrimination, and overall campus climate related to diversity, equity, and inclusion, as well as employee and student satisfaction.
2. Administration supports the publication of a periodic Diversity Report, utilizing demographic data analysis to examine enrollment, retention, and graduation rates by race, ethnicity, gender, and other demographic factors, identifying success, disparities, and areas for improvement.
3. Administration conducts annual reviews of data to assess institutional hiring, retention, and promotion trends to ensure equitable practices, identifying, success, challenges and potential biases in institutional processes.
4. Administration supports academic and non-academic departments in using self-assessment tools aligned to the Institutional Pillars of Inclusive Excellence to evaluate their diversity, equity, and inclusion practices and identify areas of success, as well as areas for growth and improvement.

5. Administration facilitates accountability meetings, in which regular opportunities are provided to campus constituents to review progress in diversity, equity, and inclusion matters, address success, challenges, and adjust strategies as needed.
6. Administration supports and facilitates the periodic review of the Call to Action to ensure alignment with campus climate and constituent needs.

## **Conclusion: A Call to Action**

The Call to Action is both a reflection of shared learning and a catalyst for forward movement. Developed through a deeply collaborative process, it outlines the complexities of our university's history and structural inequities that persist. It is not a static prescription but a living framework, designed to ignite critical inquiry and meaningful change at the individual, departmental, and institutional levels.

## **Lessons Learned and Challenges Ahead**

This work is complex and ongoing. The history of systemic inequities that shape our institution requires us to acknowledge past and present practices while committing to sustained transformation. As we implement the Call to Action across campus through strategic communication, we recognize that change will not come easily. Resistance, fatigue, and skepticism are inevitable. Yet, progress requires ongoing learning, adaptability, and collective courage.

Resistance to anti-racism action can take many forms, from dismissal ("this doesn't apply to my work"), to deflection ("what about other issues?"), to overwhelm ("the problem is too big"), or even denial ("I treat everyone equally"). These reactions reflect real concerns, and it is critical that we engage rather than dismiss them, offering support, education, and resources to help individuals and departments move forward with a shared understanding of structural racism and institutional responsibility.

## **Next Steps: Collective and Individual Commitment**

The success of this Call to Action depends on all of us. We invite every member of the Cal Poly Humboldt community to self-reflect, engage in critical conversations, and take actionable steps toward anti-racism within their spheres of influence. This Call to Action is for immediate implementation. Consider the following:

- How does structural racism manifest in your work, department, or classroom?
- What policies, practices, and assumptions can be, or need to be re-examined?
- What training, resources, or collaborations could support your anti-racism efforts?
- What barriers exist, and how can they be addressed collectively?

Real change is not about superficial commitments—it is about transforming our institution so that all members of our community achieve success. The Call to Action invites us to build something better—an institution where all individuals, especially those historically marginalized, are valued, supported, and empowered to thrive. This is our collective work. Let us move forward together, with courage, humility, and an unwavering commitment to individual, mutual, and collective success.

## **Task Force Membership**

The task force members who have dedicated their time, energy, and inspiration to gather and synthesize the sentiments of the Cal Poly Humboldt community include:

### **Co-Chairs**

- Ramona Bell, Professor and Chair of Critical Race, Gender and Sexuality Studies, University Senator
- Rosamel Benavides-Garb, AVP of Diversity, Equity, and Inclusion and Campus Diversity Officer, University Senator

### **Members**

- Anna Martinez, Associated Students, Social Justice, Equity, and Inclusion Officer
- Andrea Delgado, Assistant Professor, Department of English, CFA Executive Board Member
- Angelina Ramirez Peirano, Administrative Support Coordinator, ODEI
- Enoch Hale, Director of the Center for Teaching and Learning
- Fernando Paz, Campus and Community Development Coordinator, ODEI
- Frank Herrera, Coordinator for the Social Justice, Equity, and Inclusion Center, DMSI Mentor
- Joseph Diémé, Professor of World Languages and Cultures
- Kayla Begay, Associate Professor of Native American Studies
- Mary Virnoche, Professor of Sociology, University Senator, Academic Senator, Academic Senate of the CSU

- Michele Miyamoto, Tutoring and Academic Coaching Coordinator, University Senator, Associate Director, ODEI
- Pearl Podgorniak, Strategic Initiatives Coordinator, ODEI
- Sarah Peters Gonzalez, Academic Advisor, Academic Advising Center, Faculty Lecturer, Individualized Degree Program & Theatre Arts
- Sasheen Raymond, Coordinator of the Indian Tribal & Educational Personnel Program & ELITE Scholars
- Stephanie Souter, Research Analyst, IRAR, Faculty Lecturer, Department of Psychology

### **Student Interns**

- Carmen Benavides-Garb, Critical Race, Gender, and Sexuality Studies and Political Science Double Major
- Jade Croopnick, Critical Race, Gender, and Sexuality Studies Major
- Jade Khalid, Critical Race, Gender, and Sexuality Studies Major
- Nat Kindane, Sociology Major
- Priscilla Cuellar, Critical Race, Gender, and Sexuality Studies Major