

Anika Cornelia Leithner

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Academic Leadership

Chair	July 2020-present	Department of Political Science California Polytechnic State University
Interim Chair	July 2019-2020	Department of Political Science California Polytechnic State University
Fairness Board Chair	September 2015-present	California Polytechnic State University

Positions

Professor	2016-	California Polytechnic State University
Associate Professor	2011-2016	California Polytechnic State University
Assistant Professor	2006-2011	California Polytechnic State University

Education

Ph.D. 2006 University of Colorado, Boulder
Political Science

Dissertation: Rhetoric of Responsibility: German War Rhetoric in the 21st Century

Areas of Expertise: Foreign Policy, European Politics, Political Communications, Political Psychology, Cybersecurity

M.A. 2002 University of Colorado, Boulder
Political Science

B.A. 1999 Friedrich-Alexander-Universität, Erlangen-Nürnberg, Germany
Political Science, Literature and Linguistics

Selected Administrative Accomplishments and Responsibilities

Providing programmatic and academic leadership and vision

Program and committee leadership experience; experience facilitating student, faculty, staff and alumni success

- As chair, engaged in strategic planning efforts for managing program growth and improving graduation rates
- As chair, collaborated with the MPP Director to increase graduate student applications, including the development of new marketing nation-wide materials designed to attract historically minoritized groups
- As chair, oversaw the implementation of the new Blended Program in Political Science as well as recruitment and admissions for the Blended Program and the MPP program
- As department chair and assessment committee chair, led assessment efforts, including the measurement and reporting of program learning objectives and the annual Action Plan Updates; oversaw a systematic assessment of senior project completion rates and potential barriers to graduation
- As chair, led effort to expand curriculum to meet the diverse needs of political science majors and public policy students
- As chair, helped implement the first-generation working committee and mentorship program
- As chair, began developing social media strategy and branding for the department
- As Fairness Board chair, led efforts to revise bylaws and align Cal Poly's cheating and plagiarism policy with CSU standards
- As Fairness Board chair, worked with relevant stakeholders in OSRR, the Academic Senate, and the Dean of Student's Office to interpret and adjust organizational approaches and policy interpretations to better serve students and faculty

Managing financial and human resources

Experience with managing existing resources and fundraising; managing and mentoring of students, faculty and staff

- As chair, managed department operating budget and discretionary account
- As chair, worked with the department's Alumni Advisory Board, donors, and with university advancement to fundraise, resulting the largest discretionary budget in ten years

- As chair, successfully recruited new members to the Alumni Advisory Board; oversaw hiring of four new adjunct faculty and one new staff member
- As chair, engaged in community outreach to expand high-impact internship offerings for graduate and undergraduate students
- As chair, worked to grow on-campus collaborations resulting in innovative partnerships with other departments and colleges
- As chair, mentored faculty and staff through evaluation processes and encouraged and supported professional development
- As chair, oversaw the digitization of all department forms to better serve students, faculty, and staff
- As department chair and Fairness Board chair, established and maintained professional and cooperative working relationships with administrators, faculty, and staff

Additional Educational Experiences

Cal Poly Data Strategic Research Initiative: Computational Thinking and Ethic in Data Science	2021
CSU Department Chairs Forum	2021
Distance Education Certification, Cuesta College	2020
Cal Poly EEF Training	2019, 2016, 2014, 2009
Unconscious Bias Training, Cal Poly	2018
Cal Poly Summer Diversity Institute for Education and Advocacy	2016
Cal Poly Threshold Concepts CTLT Learning Community	2014
CSU Open Education Workshop, CSU Chancellor's Office	2014
Cal Poly CTLT OER/Affordable Learning Solutions programs	2014
Cal Poly "Flipping Your Course" CTLT workshop	2013
Cal Poly SUSTAIN Workshop	2013
Cal Poly Summer Diversity Workshop	2009
Cal Poly CTLT "New and Newer Faculty Learning Community"	2007

Grants, Academic Awards and Honors

Co-PI, Transforming Cybersecurity Access in California (\$150,000) Cal Poly Strategic Research Initiative	2020
Faculty PI, Hewlett Foundation Grant (\$150,000) Cybersecurity Challenges	2019
Cal Poly College of Liberal Arts Career Award for Outstanding Teaching	2019
Cal Poly College of Liberal Arts Early Career Award for Outstanding Teaching	2008
Cal Poly State Faculty Support Grant (\$8,500)	2007

University of Colorado GPTI Teaching Excellence Award	2005
Fellowship for Best Comprehensive Exams (\$9,000)	2003
Robert Vernon Stover Scholarship for Academic Achievement (\$1,100)	2003
Grant for Summer Institute in Political Psychology, Ohio State University (\$900)	2003

University Service

Fall 2020-present	Department Chair, Political Science
Summer 2019-2020	Interim Department Chair, Political Science
Fall 2015-present	Chair of the University Fairness Board
Winter 2015	Member of the Science and Technology Studies (STS) Advisory Committee
Fall 2014-Winter 2015	Member of the University Search Committee for the Interdisciplinary Hire in Science and Risk Communication
Spring-Fall 2014	External Reviewer for <i>The International Journal of Interdisciplinary Educational Studies</i>
Fall 2013-present	Member of the University Fairness Board Faculty Adviser for "Paideia" (Undergraduate Political Science Journal)
Fall 2013-Winter 2014	Member of the Departmental Screening Committee for Interdisciplinary University Hire ("Security, Risk, and Communication") Member of the Departmental Awards Committee
Fall 2011-Spring 2015	Member of the "Instructional Advisory Committee on Computing (IACC)" (Academic Senate Standing Committee), later renamed to the "Faculty Advisory Committee on Technology (FACT)"
Fall 2011-Spring 2013	Departmental Social Activities Committee, Chair (The committee plans and organizes events for students and faculty designed to facilitate the growth of a political science community)
Fall 2010	Organized weekly study sessions and a bi-weekly political science book club for incoming POLS Freshmen
Spring 2010-2011	Member of the University Assessment Committee
Fall 2009	Modern Languages and Literatures Search Committee
Winter 2009	Modern Languages and Literatures Search Committee Held a <i>Status Quo</i> workshop with students from <i>Cal Poly Paws</i>
Fall 2008-present	Faculty Mentor Program at Poly Canyon (Sophomore Success) Faculty Advisor to Pi Sigma Alpha
Fall 2008-Spring 2014	Departmental Assessment Committee, Chair
Spring 2008-present	CLA Technology Committee
Winter 2008	CSU International Programs, Member of the Interview Panel for Study Abroad in Germany and the United Kingdom (5 Interviews)
Fall 2007	Trinity Hall "Study Lounge Program," weekly in-hall office hours
Summer 2007	SOAR advising
Fall 2006-2009	Faculty Advisor to the Political Science Club
Fall 2006-present	Advisor for Global Politics Concentration and Minor

Winter 2007

International Relations/Comparative Job Search Committee
Co-Organizer Lecture Series: "Perspectives on the Israeli-
Palestinian Conflict"

Teaching Experience

Political Inquiry, Introduction to International Relations, Politics of the European Union, Comparative Foreign Policy, U.S. Foreign Policy, Political Violence and Conflict Resolution, Politics and Popular Culture, Political Communication, International Relations Theory, Global Political Issues, Critical Issues in American Government, Authoritarian and Democratic Rule, Religion and Politics in the Israeli-Palestinian Conflict, Issues and Topics in Comparative Politics/International Relations, Senior Project

Publications

Ebrahimi, Alexandra, Anika Leithner, Elizabeth A. Lowham, and Samantha Tiscareño (2020). "National Guard Cyber Protection Teams as a Response to Cybersecurity Threats" (White Paper). California Cybersecurity Institute.

Weatherby, Joseph N., Craig Arceneaux, Anika Leithner, Ira Reed, Benjamin F. Timms, and Shanruo Ning Zhang (2018). *The Other World: Issues and Politics in the Developing World*. New York, NY: Routledge.

Arceneaux, Craig, and Anika Leithner (2017). "International Monitors," in Pippa Norris and Alessandro Nai (eds.), *Election Watchdogs: Transparency, Accountability and Integrity*. New York, NY: Oxford University Press.

Arceneaux, Craig, and Anika Leithner (2014). "Discrepant Monitoring Practices in International Electoral Observation," *The International Journal of Civic and Political Studies*, Vol. 9, Issue 1, pp. 9-24.

Leithner, Anika (2011). "Do Student Learning Styles Translate to Different 'Testing Styles'?" *Journal of Political Science Education*, Volume 7, Issue 4, pp. 416-433.

Leithner, Anika (2009). *Test Bank: Understanding American Politics and Government* (to accompany Coleman et al.). New York, NY: Pearson/Longman.

Leithner, Anika (2008). *Shaping German Foreign Policy: History, Memory, and National Interest*. Boulder, CO: First Forum Press (Lynne Rienner Publishers).

Hail Michael W., Anika Leithner, Paul Mullen, and William R. Wilkerson (2008). "Program Assessment Track Summary," *PS: Political Science and Politics*, Vol. 41, Issue 3, pp. 613-614.

Conference Presentations

"Framing Fracking: Language and Environmental Policy in International Comparison," paper to be presented at the American Association of Geographers' annual meeting, March 29-April 2, 2016, San Francisco, CA (co-authored with Dr. Elizabeth Lowham)

"Professionalization or politicization? Explaining the divergent conclusions of electoral observers" paper presented at the *Electoral Integrity Project Pre-APSA Workshop*, September 2, 2015, San Francisco, CA (co-authored with Craig Arceneaux, Cal Poly)*

"Same Election, Different Conclusions: A Comparative Study of Why and How Electoral Observation Missions Draw Inconsistent Conclusions," paper presented at the *Midwestern Political Science Association's* annual meeting, April 16-19, 2015, Chicago, IL (co-authored with Craig Arceneaux, Cal Poly)*

"Framing Fracking: Language and Environmental Policy," paper presented at the *Western Political Science Association's* annual meeting, April 2-4, 2015, Las Vegas, NV (co-authored with Elizabeth Lowham, Cal Poly)

"Discrepant Monitoring Practices in International Electoral Observation," paper presented at the *9th Interdisciplinary Social Sciences Conference*, June 11-13, 2014, Vancouver, British Columbia, Canada (co-authored with Craig Arceneaux, Cal Poly)

"Observing the Observers: Describing Variance in Electoral Observation Missions," paper prepared for the meeting of the *Western Political Science Association*, March 28-30, 2013, Los Angeles, CA (co-authored with Craig Arceneaux, Cal Poly)*

"Intercultural Communication in Global Crisis Management," paper presented at the annual meeting of the *National Social Science Association*, April 1-3, 2012, Las Vegas, NV

"The Rhetoric of the Global Recession in Comparative Perspective," paper presented at the *Western Political Science Association's* annual meeting, March 22-24, 2011, Portland, OR

"Citizenship and civic duty in the global economic crisis," paper presented at the *International Political Science Association's RC 21-29 Conference*, September 15-17, 2010, Aalborg, Denmark

"The Rhetoric of the Global Economic Crisis," paper presented at the *Western Political Science Association's* annual meeting, April 1-3, 2009, San Francisco, CA

"Interdisciplinary Assessment," paper presented at the *CSU Symposium on Teaching*, May 2nd, 2009, San Luis Obispo, CA (co-authored with Adrienne Greve, Marc Neveu, and Shikha Rahman)

* Paper presented by my colleague.

“Negative Consequences of Extreme In-Group/Out-Group Rhetoric: An Experimental Design,” paper presented at the *Western Political Science Association’s* annual meeting, March 19-21, 2009, Vancouver, B.C., Canada

“Turning Methods Around.” Paper presented at the *American Political Science Association Teaching and Learning Conference*, February 5-8, 2009, Baltimore, MD (co-authored with Elizabeth Lowham, Cal Poly)

“Express Yourself: The Utility of Individual Assessment in Undergraduate Education.” Paper presented at the *APSA Teaching and Learning Conference*, February 22-24, 2008, San Jose, CA

“Germany’s New Lessons of History: The Political Manipulation of Historical Memory in Modern Germany.” Paper presented at the *International Political Science Association’s RC 21-29 Conference*, September 13-14, 2007, Antwerp, Belgium.

“Turning Friend to Foe? Squandering America’s Soft Power in Europe.” Paper presented at the *International Society of Political Psychology’s Annual Meeting*, July 4-7, 2007, Portland, OR.

“The Dispossessed? Foreign Graduate Students at American Universities.” Paper presented at the *American Political Science Association Teaching and Learning Conference*, February 9-11, 2007, Charlotte, NC (co-authored with Delia Alexandru, University of Colorado at Boulder)

Anika Leithner

Statement of Interest

Monday, March 29, 2021
Dean Philip Williams
California Polytechnic State University, San Luis Obispo
San Luis Obispo, CA 93407

Re: Associate Dean for Student Success, CLA

Dear Dean Williams,

I would like to be considered for the open position of Associate Dean for Student Success in the College of Liberal Arts. I believe that my administrative experience at the departmental and university level, my experience in student advising, my work in assessment and DEI, and my leadership style and personality are uniquely suited to this position. Additionally, my interdisciplinary background positions me to effectively work across departments and majors. This Associate Dean role plays to my strengths and I believe that I can be a valuable member of your leadership team to develop and implement the vision and goals of the college.

In my fifteen years at Cal Poly, I have “touched” all aspects of student success. As a teacher, I have committed myself to educating and mentoring our students and have been honored with early and career teaching awards from the College. Interacting with students is what drew me to Cal Poly and a decade and a half and many responsibilities later, that has not changed. One of my favorite aspects of my job is advising students and helping them accomplish their academic and professional goals, which is one of the areas of responsibility listed for the Associate Dean of Student Success. I have served as a concentration and minor advisor in the Political Science department since I came to Cal Poly, have advised numerous clubs, have helped students establish and run our undergraduate journal Paideia as faculty advisor, and have mentored students formally and informally, including as SOAR advisor and as Trinity Hall and Poly Canyon faculty mentor.

Becoming chair of the Political Science department increased my advising responsibilities significantly. I interact with dozens of students every week and help them navigate through small and big crises, ranging from missing paperwork to life-altering experiences that have impacted their mental and physical health. I help students find what they love most about political science, advise them on marketable skills, approve course substitutions and study abroad programs, guide them through changes of major, and regularly have difficult conversations about academic probation/disqualification and academic integrity. I am very familiar with the tools required to help students map out – and if necessary, adjust – their

academic path, including the Degree Progress Report and the policies of the Evaluations and Registrar's Offices. Furthermore, I have established a good professional network consisting of virtually all stakeholders involved in student success at Cal Poly, both on the academic and non-academic side, including but not limited to CLA Advising, Evaluations, the Registrar's Office, OSRR, the Dean of Students Office and Graduate Education.

Serving as Chair has further impressed on me the many moving parts in our university that contribute to student success. Overseeing the hiring and evaluation of faculty and staff has taught me the importance of identifying and supporting talent in others so they can do what they excel at. Creating annual and quarterly schedules has shown me the intricacies of scheduling the right classes at the right time to maximize faculty and student success all while considering enrollment and course demand data, flow charts, block scheduling, and college-based fees. When staffing or timing issues have meant that students would have been unable to graduate on time due to lack of course offerings, I have worked with our would-be graduates to find the perfect substitutions that fit their interests, their schedules, and our learning objectives. As POLS chair, I have also managed our Master of Public Policy program and helped implement our newly created Blended Program, both of which have given me relevant experience with graduate education. Overseeing admissions and recruitment strategies and events – in coordination with the CLA and the Admissions Office – has prepared me for that responsibility of the Associate Dean position, which requires the ability to understand individual departments' capacities and their plans for strategic and supported growth in order to create flourishing programs with meaningful high-impact learning and co-curricular practices.

Assessment represents another important aspect of student success because it highlights best practices in our programs as well as potential barriers to graduation. I served as the chair of the Political Science department's assessment committee for almost six years. As such, I helped identify and manage departmental assessment goals, develop plans to meet and evaluate those goals, draft reports, and identify lessons learned to "close the loop." I have continued this work in my capacity as department chair, most recently overseeing a large-scale assessment of 10-year graduation rates in our department and the role senior projects and other "bottleneck" courses play in delaying graduation for some of our students, building on efforts begun by our previous chair. My experiences in assessment position me well to contribute to the ongoing work in the CLA of identifying successful strategies that will help improve overall graduation and retention rates as well as reduce the graduation rate gap between URM and non-URM students.

I envision fundraising and creating/maintaining strategic partnerships as crucial to the role of Associate Dean for Student Success. As department chair, I have effectively worked with alumni and donors, which has enabled us to raise the second-highest annual amount in the past ten years during the 2019-2020 Academic Year, despite the impact of Covid-19. I have successfully recruited new members to our Alumni Advisory Board and worked with the Board's President to redesign the Board's vision and approach, focusing on fundraising, alumni connections, and student connections. In the Associate Dean position these skills are particularly applicable to planning meaningful events and experiences, such as Open House, SLO Transfer Days, Week of

Welcome, and others. I hope my ability to work with existing stakeholders and to identify new partners in student success would contribute to my effectiveness as Associate Dean for Student Success.

In addition to my positions as faculty advisor and department chair, I have served as the chair of the University's Fairness Board for the past six years. The Board is one of the main entities on campus concerned with "due process" of academically related matters for students and instructors at Cal Poly. As Fairness Board chair I have overseen many difficult cases involving students and instructors in emotional and high-stakes situations that involved potentially serious repercussions to their private and professional lives. The skills required for navigating these cases are very applicable to the position of Associate Dean of Student Success: working across programs; negotiating complex, interdependent grievances; liaising with other stakeholders such as the Office of Student Rights and Responsibilities, the Dean of Students, and the Academic Senate; leading a team of faculty, students and staff; and resolving stressful situations for students and faculty. I am also currently overseeing a revision of Fairness Board bylaws as well as the alignment of Cal Poly's policy on cheating and academic integrity with CSU mandates.

I am confident my previous experience has not only prepared me for the Associate Dean role by equipping me with the mindset and skills required to be effective, but that it has also shaped my vision for what this position could do moving forward. Working with struggling students is an important element of this role, but I also see this office as uniquely positioned to help create an inclusive and welcoming environment that supports students **before** they experience the kinds of difficulties that typically bring them to the attention of the Associate Dean for Student Success. I want to work collaboratively with faculty, staff and leadership to maintain, create and implement programs that allow students opportunities to proactively and effectively shape their educational experiences.

The call for nominations referenced the Associate Dean leading new strategic initiatives designed to improve overall graduation and retention rates. While I anticipate that my work in these areas would continue to refine our successful approaches at the department and college levels, my vision for some of the strategic initiatives that could enhance our success include:

1. Developing programs, attractive to donors and grant authorities, that support work to decrease barriers to student success, including but not limited to student financial support
2. Grant writing and fundraising to experiment with different types of models or programs for student success that address systemic challenges, while supporting faculty and staff to engage further in this work
3. Supporting and potentially expanding departments' existing work in faculty- and peer-to-peer advising and mentoring, career coaching, and in offering personal growth opportunities for students, being mindful of workload issues
4. Enlisting appropriate stakeholders to find creative ways to identify struggling students early on

5. Contributing to existing and new college-wide community-building events that promote inclusion and make a positive impact on our institutional culture
6. Continuing to develop strategic partnerships with important stakeholders in student success, such as the Office of Student Research, Writing and Learning Center, Career Services, and others.
7. Strengthening CLA Advising, ensuring the team has the resources required to serve our students.

I look forward to discussing these and other ideas as well as my qualifications in more detail in person. I want to conclude by saying that I would be incredibly honored to be appointed to the position of Associate Dean for Student Success! Thank you for considering me.

Respectfully,

A handwritten signature in black ink, appearing to read 'Anika C. Leithner', with a long horizontal flourish extending to the right.

Anika C. Leithner, PhD
Pronouns: She/her/hers
Chair, Political Science Department
California Polytechnic State University, San Luis Obispo

Anika Leithner

Diversity Statement

My commitment to diversity, equity, and inclusion at Cal Poly and beyond is grounded in my personal experience, my years of teaching and leadership, and my desire to promote success for every single one of our students, faculty and staff. To me, diversity represents all the ways in which people and their experiences differ, including race, ethnicity, gender, sexual orientation, age, national origin, religion, ability, language, and socioeconomic status. One goal of our diversity efforts has to be the increase of the visibility and representation of historically minoritized and marginalized groups at Cal Poly as outlined by the goals in the CLA's Diversity Action Plan to recruit and retain "a diverse group of faculty, students, and staff who value and are invested in cultural competence."

Equity refers to how our structures and policies impact access and support for marginalized groups. Equity requires that everyone – regardless of their identity – is equally able to participate, advance, and grow in our communities. A commitment to equity includes being aware of and eliminating procedural, cultural, systemic and economic barriers that cause disparities. Understanding power and privilege is essential.

Inclusion relates to the climate at Cal Poly and in the community and whether or not people feel as though they belong, are welcomed, respected and supported. Promoting an inclusive environment involves "training and education related to DEI issues" (CLA Diversity Action Plan) and a shared commitment to value diversity and to **act** on that commitment. This also requires recognizing and addressing biases in all their forms as barriers to inclusion.

In short, "diversity is a fact, equity is a choice, inclusion is an action, and belonging is an outcome" (Arthur Chan).

The position of Associate Dean for Student Success is multi-faceted with a large number of varied responsibilities. However, at the heart of student success are ... students! I have been advising students in many capacities for the past 15 years: as academic advisor, student club advisor, chair of Cal Poly's Fairness Board, and department chair of one of the larger departments in the CLA. In my experience, it is exceedingly rare that students fail because they just do not want to or cannot do the work. Instead, most of our students struggle academically and/or personally because of our incomplete centering of inclusiveness and equity as core values. Struggling could be the result of financial stress, mental health, trauma, gender and ethnic or racial inequality and discrimination, disability, language or cultural barriers, and/or other issues beyond our students' control. An effective Associate Dean of Student Success understands how a students' intersectional identities, backgrounds and experiences as well as Cal Poly's structures and culture affect their academic success. This requires compassion, excellent listening skills, problem-solving, and the ability to connect students with available resources that support them without judgment. In this, the role of Associate Dean of Student

Success inevitably overlaps with that of the Associate Dean for Diversity and Curriculum, and I see tremendous benefit in collaboration between the two positions.

While getting struggling students back on track toward graduation is a large and important aspect of the job, I see the role of Associate Dean of Student Success as bigger than that. Student success is not only determined by grades and graduation rates, though these are the most easily quantifiable. Successful students also need to feel a sense of community, need to feel heard and respected, and need equal access to resources. The Associate Dean can help identify structural and systemic barriers to success and advocate for change and more equitable distribution of resources when- and wherever necessary. I highlight some of my visions in my letter of interest, but generally speaking, I feel strongly that students are most likely to succeed when they have the support they need **before** they struggle so badly that they become “visible” by appearing on lists for academic probation or disqualification; or worse, before they become “invisible” by dropping out of their courses or programs. Strengthening the important work our departments and the CLA are doing to support DEI is inextricably linked to this goal.

While much of my understanding of the role of DEI in student success is informed by my experiences in teaching and leadership roles at Cal Poly, at least some of it is the result of my personal experiences as a first-generation college student and as an international graduate student and immigrant. I recognize that growing up in Germany, my first-generation profile and experience differ in very important ways from most first-generation students at Cal Poly. While I had to work through college to afford room and board, I had the privilege of growing up in a country in which higher education is largely free. Nonetheless, I can empathize with the stress and anxiety many first-gen students feel in college, being overwhelmed by a system that was not part of the vocabulary during their upbringing and fearing that they do not belong. At times, my own fear was so immense and the “imposter syndrome” so devastating that not turning in an assignment felt safer than completing my work and being “found out” as someone who has no place in an academic environment. During my first year in graduate school in the United States, my perceived lack of belonging was compounded by living in a foreign country 6,000 miles away from home and now a very real financial stress that had been added to my life. As a result, my performance during my first semester was poor and dropping out of the program was a very real possibility. It was only due to the diligence and caring of my faculty advisor that I not only continued my PhD, but excelled at it. Looking back, it is shocking to me how easily I could have been written off – and written myself off – as a failing student. This experience above all has motivated me throughout my career to look beyond the seemingly obvious and to extend particular care toward those of my students who seem to struggle the most. This is what appeals to me the most about the position of Associate Dean for Student Success.

My approach to and experience with DEI has been an exercise in lifelong learning. As a teacher, I applied and was selected for the inaugural cohort of what is now TIDE (Cal Poly’s Summer Institute for Diversity in Education and Advocacy, a 60-hour workshop). I have also completed Cal Poly’s SUSTAIN workshop, Cal Poly’s CTLT Threshold Concepts Learning Community, implicit bias trainings, Employment Equity Facilitator trainings, Open Education Resource workshops, a

60-hour Distance Education Course through Cuesta College with a special emphasis on DEI and accessibility, and others. I have consistently sought opportunities to learn more not only about my own power and privilege but also to understand how I can put this knowledge into action. I strive to create an inclusive and accessible environment across the breadth of my work. I highlight only a few of these examples below, but would be happy to speak about my efforts in greater detail.

Teaching:

- Understanding that first generation students and historically minoritized groups often hold back in class discussions, I offer a variety of participation mechanisms (in-class, online, by e-mail or during office hours) to avoid penalizing students who are less comfortable in front of the class.
- In support of financially stressed students, I have converted all my course materials to Open Education Resources. Students from a low socioeconomic background are an underserved group in Higher Education and my efforts in that regard have been extremely well received in my courses.

Research:

- I have been interested in research on written assessment methods that minimize well-known gender and race/ethnicity-based biases. I published my own research on the relationship between students' learning styles and "testing styles," finding a connection between the way students learn (with a statistically significant relationship between gender and learning style) and the way they reproduce that knowledge. I design my assignments to minimize or eliminate such biases.

Service:

- As Fairness Board chair I have frequently dealt with cases that have a DEI component, and while the Board itself cannot hear cases involving allegations of discrimination, I have gained invaluable knowledge regarding the nuances of DEI-related factors in student grievances, including how to identify them, how to initially respond to them, and which campus resources to connect students with.

Administration and Leadership:

- As department chair, I have supported the ongoing work of our departmental diversity committee and the development of a first-generation committee and mentorship program, as well as helped plan and fund events and speakers focused on social justice and diversity.
- I oversaw a systematic assessment of senior project completion rates as an obstacle to graduation and initiated a year-long review of our curriculum to identify potential opportunities for enhancing our DEI-related course offerings in the future. Early efforts have led to new courses on Race and Policing as well as LGBTQ+ Politics.
- In the context of our Master of Public Policy program, I have worked with the interim Director and our staff to produce a national recruitment ad specifically designed to attract underrepresented groups to our program.

- Current projects include department-wide efforts to adopt OER resources for courses and monthly “diversity discussions” for faculty and staff to share and discuss concrete approaches to DEI in the classroom and at the departmental level.

Diversity, equity and inclusion must be supported at all levels to effect change. This requires emotional, intellectual, behavioral, administrative and financial commitments and our students, faculty, staff, and the larger community deserve nothing less than our best work. I believe I could be a valuable member of the CLA leadership team in the pursuit of DEI solutions that support student success.