

Kathleen S. Murphy

Professor and Chair
History Department
California Polytechnic State University
San Luis Obispo, CA 93407
ksmurphy@calpoly.edu

EDUCATION

Ph.D. in History, Johns Hopkins University

M.A. in History, Johns Hopkins University

B.A. in History, University of Virginia

Minor: Religious Studies

Study Abroad: National University of Ireland, Galway

ADMINISTRATIVE EXPERIENCE

Department Chair, History Department, 2017 – present

- Leads academic department comprised of approximately 22 faculty (3 tenure-track, 11 tenured, and 8 lecturer faculty), 2 staff members, 280 undergraduate History majors, 37 minors, and 18 graduate students
- Serves as primary faculty advisor for all 280 History majors, as well as students interested in changing into the History major and former students wishing to return to Cal Poly
- Mediates and resolves student and faculty concerns including regarding grade complaints, plagiarism, diversity-related concerns, communication issues, and other student-faculty issues
- Grew undergraduate enrollments and improved admissions yield rates by overhauling department's recruitment materials and developing new approaches to department's recruitment and orientation events including Open House, PolyCultural Weekend and Academic Day
- Oversees department scheduling for approximately 180 courses per academic year, of which nearly three-quarters are for the General Education program and which include cross-listed courses with WGQS and the Honors Program
- Collaborates with the Registrar's Office and Admissions regarding block scheduling and transfer criteria for the History major
- Conducts between 7 and 14 faculty reviews, as well as 2 staff performance reviews, each year
- Serves as faculty advisor to Phi Alpha Theta, the History honors society that also functions as the History Department's student club
- Provides targeted advising for History transfer students, including through a transfer-designated section of introductory major course (HIST 100)
- Manages departmental operating and discretionary budgets
- Collaborates with Career Services to develop career-focused events for History majors
- Stewards departmental donor relations and advancement efforts, including securing a new endowed student scholarship for a History major exhibiting commitment to social justice
- Organizes, in collaboration with departmental staff, department events including Department Retreat, Commencement Celebration, Spring Banquet, Senior Symposium, Open House, and New Student Orientation

- Supports faculty research and scholarly activities, and extended professional development funds to department staff
- Developed new “Donors’ Grants,” discretionary funds earmarked to support students’ extraordinary learning opportunities such as archival research and conference presentations
- Created departmental Diversity Committee and initiated conversation about first-year History major curriculum and experience from DEI perspective
- Facilitated departmental discussion of graduation and retention rates during annual retreats
- Oversaw two tenure-line faculty searches in addition to annual recruitments of part-time lecturers
- Led successful recruitment for new Administrative Support Coordinator and onboarded new staff member during fully remote working conditions
- Facilitated departmental discussions about and implementation of new policies regarding the participation of lecturer faculty in departmental governance
- Led department through transition to emergency remote operations and developed virtual programming for History students in consultation with student advisory group
- Supported faculty and staff through unusual working conditions created by COVID-19, reducing work load and creating flexibility where possible

College of Liberal Arts Administrative Fellow, CLA Dean’s Office, Cal Poly, 2014 – 2017

- Led CLA’s Academic Enrollment Planning (AEP) efforts (strategic planning process associated with Cal Poly Master Plan 2035) including representing the college at university-level meetings, chairing college’s AEP committee, facilitating visioning discussions at College Council, and authoring the college’s “Envisioning the Future” document
- Spearheaded development of new Interdisciplinary Studies (IS) major, including facilitating visioning and planning process with stakeholders, authoring the IS proposal, shepherding proposal through curricular approval, and serving as liaison with provost’s office and Academic Senate Curriculum Committee
- Developed initial curriculum for IS major in consultation with CLA faculty, dean’s office, CLA advising staff, Career Services, and Academic Programs and Planning
- Reviewed materials and authored initial drafts for college-level RTP process (in same manner associate deans participate in the RTP process)
- Served on CLA college curriculum committee representing interdisciplinary programs and departments
- Led ad-hoc strategic initiatives including chairing university-level committee to consider proposal for on-campus cultural center or museum, reviewing proposals for CLA research funding, and supporting initial planning efforts for the CLA’s Expressive Technologies Studio

Graduate Coordinator, Masters of Arts Program, History Department, 2015 – 2017

- Served as faculty advisor for all History graduate students to ensure timely progress to degree
- Coordinated admissions process, including chairing department’s Graduate Admissions Committee, liaising with Graduate Education office, and advising and recruiting applicants
- Oversaw administration of the History M.A. program, including assisting students in navigating required processes and paperwork, and coordinating comprehensive exams or thesis defense for each graduate
- Represented History M.A. Program at University’s Graduate Studies Committee, to college leadership, and other stakeholders

Co-Internship Coordinator, History Department, 2008 – 2014

- Developed policies and procedures to revive and administer dormant internship program

- Built and maintained relationships with community partners to develop internship placement opportunities for students
- Developed curricular guidelines and academic expectations for internship placements
- Supervised approximately 20 student interns per year
- Served as one of two primary points of contact for internship program for students, staff, faculty, community partners, and other stakeholders

TEACHING EXPERIENCE

Professor, History Department, Cal Poly, 2018 – present

Associate Professor, History Department, Cal Poly, 2013 – 2018

Assistant Professor, History Department, Cal Poly, 2007 – 2013

CLASSES TAUGHT: Introduction to the Study of History; U.S. History to 1865; Freedom and Equality in America; Colonial and Revolutionary America; The Scientific Revolution, c.1500-1800; Early America; American Revolution and the New Nation; African American History to 1865; Senior Project I; Senior Project II; History Internship; Grad Seminar in U.S. History: Science & Nature in Early America; Grad Seminar in U.S. History: Historical Memory & Early America; Grad Seminar in Comparative History: Science in the Atlantic World, 1500-1800; Supervised Readings for Comprehensive Exams; Thesis;

Instructor, Cal Poly in London Program, 2013

CLASS TAUGHT: Technology in London: Taxonomy, Classification & Science Museums

Instructor, Expository Writing Program, Johns Hopkins University, 2006

CLASS TAUGHT: Making Sense of Natural Disasters

Instructor, History Department, Johns Hopkins University, 2005

CLASS TAUGHT: Nature and Empire: Representations of the Natural World in the British Atlantic

AWARDS AND HONORS

Early Career Award for Professional/Institutional Service, College of Liberal Arts, 2015

John M. Murrin Prize, for best article published each year in *Early American Studies*, 2013

President's Community Service Award, California Polytechnic State University, 2011

Nominee, Living and Learning Program Faculty of the Year, Cal Poly, 2008 and 2010

History Department Teacher of the Year Award, 2008

GRANTS AND FELLOWSHIPS

National Science Foundation, Scholars Award, Award #1455679 (\$152,787), 2015 – 2018

Summer Research Stipend, College of Liberal Arts, Cal Poly, 2017

Dibner History of Science Short-Term Research Fellow, Huntington Library, 2017

American Philosophical Society, Franklin Research Grant, 2015

Circle of Giving Grant, College of Liberal Arts, Cal Poly, 2015)

American Council of Learned Societies Fellowship (\$35,000), 2013-2014

Dibner History of Science Long-Term Research Fellow, Huntington Library (\$60,000), 2013 – 2014
Extramural Funding Initiative, Cal Poly (\$12,640), 2012 – 2013
State Faculty Support Grant, 2013
State Faculty Support Grant, 2012
State Faculty Support Grant, 2009
Charles H. Watts Memorial Fellowship, John Carter Brown Library, 2005
Johns Hopkins University Dean's Teaching Fellowship, 2004 – 2005
Rockefeller Library Fellow, Colonial Williamsburg Foundation, 2004
David Library of the American Revolution Resident Fellow, 2004
Francois Andre Michaux Fund Library Resident Fellow, American Philosophical Society, 2004
Virginia Historical Society Mellon Research Fellowship, 2003
National Society of Colonial Dames of America, American History Graduate Student Scholarship, 2003
Johns Hopkins University Graduate Student Fellowship, 2001 – 2006
Thomas Ball Scholarship from the Society of the Cincinnati for an Outstanding Student in Early American History, 2001

PUBLICATIONS

BOOK

Collecting Slave Traders: Natural History and the Eighteenth-Century British Slave Trade (Manuscript under review at University of North Carolina Press)

REFEREED ARTICLES

“James Petiver’s ‘Kind Friends’ and ‘Curious Persons’ in the Atlantic World: Commerce, Colonialism, and Collecting,” *Notes and Records: The Royal Society Journal of the History of Science* (Oct. 2019). <https://doi.org/10.1098/rsnr.2019.0011>

“The Slave Trade and Natural Science,” in *Oxford Bibliographies in Atlantic History*, ed. Trevor Burnard (New York: Oxford University Press, 2016). DOI: 10.1093/obo/9780199730414-0266

“Virginia’s Great Fresh of 1771 and the Politics of Disaster Relief,” *Virginia Magazine of History and Biography*, vol. 123, no. 4 (Dec. 2015): 298-323.

“To Make Florida Answer to Its Name: John Ellis, Bernard Romans, and the Atlantic Science of British West Florida,” *British Journal for the History of Science*, vol. 47, no. 1 (Mar. 2014): 43-65.

“Collecting Slave Traders: James Petiver, Natural History, and the British Slave Trade,” *William and Mary Quarterly*, 3rd ser., vol. 70, no. 4 (Oct. 2013): 637-670.

“Ecosystems under Sail: Specimen Transport in the Eighteenth-Century French and British Atlantics,” *Early American Studies*, vol. 10, no. 3 (Fall 2012): 503-539. With Christopher Parsons.

“Translating the vernacular: Indigenous and African knowledge in the eighteenth-century British Atlantic,” *Atlantic Studies*, vol. 8, no. 1 (Mar. 2011): 29-48.

Marcelo Aranda, et al., “The history of Atlantic Science: Collective reflections from the 2009 Harvard seminar on Atlantic history,” *Atlantic Studies*, vol. 7, no. 4 (Dec. 2010):493-509.

“Prodigies and Portents: Providentialism in the Eighteenth-Century Chesapeake,” *Maryland Historical Magazine*, 97, no. 4 (Winter 2002): 397-421.

“Judge, Jury, Magistrate & Soldier: Rethinking Law and Authority in late Eighteenth-Century Ireland,” *American Journal of Legal History*, 44, no. 3 (July 2000): 231-256.

BOOK CHAPTERS

“Edward Bartar,” in *The Collectors: The Sloane Herbarium* (London: The Trustees of the Natural History Museum, London, 2020).

“A Slaving Surgeon’s Collection: The Pursuit of Natural History through the British Slave Trade to Spanish America,” in *Curious Encounters: Voyaging, Collecting, and Making Knowledge in the Long Eighteenth Century*, ed. Adriana Craciun and Mary Terrall (Toronto: University of Toronto Press, 2019), 138-158.

BOOK REVIEWS

Review of *Collecting the World: Hans Sloane and the Origins of the British Museum* by James Delbourgo (Harvard University Press, 2017), *William and Mary Quarterly*, 3rd. ser., vol. 75, no. 2 (April 2018): 343-348.

Review of Kathryn E. Holland Braund and Charlotte M. Porter, eds., *Fields of Vision: Essays on the Travels of William Bartram* (Tuscaloosa: University of Alabama Press, c.2010), *Journal of Southern History*, vol. 77, no. 4 (Nov. 2011).

“In Steele’s Footsteps: Review of Rhoden, Nancy L., ed. *English Atlantics Revisited: Essays Honouring Ian K. Steele*,” H-Atlantic, H-Net Reviews. October 2008. URL: <http://www.h-net.org/reviews/showrev.php?id=22806>

MEDIA COVERAGE

Sam Kean, “Science’s Debt to the Slave Trade: Historians confront the tainted origins of key plant and animal collections,” *Science*, vol. 364, no. 6435 (5 April 2019). <https://doi:10.1126/science.aax5704>

INVITED LECTURES

“Natural History & the British Slave Trade,” R.W. Moriarty Science Seminars, Carnegie Natural History Museum, Pittsburgh, Pennsylvania, January 11, 2021(virtual).

“Searching for Goliath: Insect Collecting Through the Eighteenth-Century British Slave Trade,” Program in the History of Science and Medicine Colloquium, Yale University, October 29, 2018.

“Beetles in a Haystack: Collecting Insects via the Eighteenth-Century British Slave Trade,” Department of History and Philosophy of Science, Cambridge University, Cambridge, UK, April 30, 2018.

“Kind Friends” and “Curious Persons” in the Atlantic World: Commerce, Colonialism, and Collecting,” invited talk for the Remembering James Petiver Conference, Linnean Society of London, London, UK, April 26, 2018.

“Searching for Goliath,” Centre for Eighteenth-Century Studies Seminar, Queen Mary’s, University of London, London, UK, April 24, 2018.

“Writing Across Cultures” Symposium, University of California, Santa Cruz, October 6, 2017.

“Botany and Biopiracy,” Department of History, University of California, Los Angeles, April 25, 2016.

“A Slaver’s Collection: Medical Knowledge, Natural History, and the British Slave Trade,” invited talk at Slavery at the Crossroads of Medical Knowledge and Science: New Perspectives, University of California, Irvine, Feb. 4, 2016.

“Collecting Specimens, Collecting Slaves: The Production of Natural Knowledge through the British Slave Trade,” invited talk at “Commerce, Culture, and Natural Knowledge,” Session 3 of “Explorations, Encounters, and Circulation of Knowledge, 1600-1830,” held at the Clark Library, Los Angeles on May 15 – 16, 2015.

“Asiento Science: Natural History and the British Slave Trade to Spanish America, 1713-1739,” Early Modern Studies Institute sponsored by USC & the Huntington Library, April 12, 2014.

“To Make Florida Answer to Its Name: John Ellis, the Royal Society, and the Cultivation of Empire,” invited speaker at The Royal Society of London’s 350th anniversary conference, “The Royal Society and the British Atlantic,” September 30, 2010.

“Cultivating Patronage: Networks of Naturalists in the Eighteenth-Century British Atlantic,” John Carter Brown Library, Providence, Rhode Island, September 7, 2005.

“‘From the Meanest Things, Useful Hints May Be Gathered’: Vernacular Knowledge in Eighteenth-Century British Natural History,” Folger Institute Colloquium, “Vernacular Health and Healing,” March 9, 2007.

REFEREED CONFERENCE PRESENTATIONS

“Collecting Specimens, Collecting Slaves: Henry Smeathman, Natural History, and the Sierra Leone Slave Trade,” Eighteenth-Century Science(s) conference organized by the Western Society for Eighteenth-Century Studies, UC-Santa Barbara, Feb. 18, 2017.

“Producing Medical Knowledge through the Circuits of the British Slave Trade, 1715-1730,” Joint meeting of the Omohundro Institute for Early American History & Culture and the Society of Early Americanists, Chicago, June 21, 2015.

“Sailors, Slaving, and Science: Collecting Specimens Along the Routes of the Eighteenth-Century British Slave Trade,” American Society for Eighteenth-Century Studies Annual Conference, Los Angeles, March 20, 2015.

“A Different Sort of Biological Warfare: Botany, British Biopiracy, and the Asiento Trade to Spanish America, 1713-1739,” Omohundro Institute for Early American History and Culture Twentieth Annual Conference, Halifax, June 14, 2014.

“How to be a Biopirate: A British Naturalist ‘Bioprospecting’ in Spanish America,” History of Science Society Meeting, San Diego, November 16, 2012.

“Collecting Slave Traders: James Petiver, Natural History, and Slavery in the British Atlantic World,” 3-Societies Meeting (joint meeting of the British, Canadian, and American Societies for the History of Science), Philadelphia, July 14, 2012.

“Useful Hints and Vulgar Errors: Vernacular Knowledge and Natural History in Eighteenth-Century British Plantation Societies,” The Atlantic History Seminar, Harvard University, “The Americas in the Advancement of European Science and Medicine, 1500-1830,” August 6, 2009.

“Slaving and Collecting: Slave Ship Surgeons and the Pursuit of Natural History,” Omohundro Institute for Early American History and Culture Fifteenth Annual Conference, Salt Lake City, June 14, 2009.

“Anonymous Collectors: Slaves, Native Americans, and the Pursuit of Natural History in the Eighteenth-Century British Atlantic,” Society of Early Americanists Sixth Biennial Conference, Bermuda, March 5, 2009.

“Science, Prosperity, and National Advantage: John Ellis and Networks of Natural History in the British Atlantic, 1755-1776,” History of Science Society, Washington, D.C., November 5, 2007.

“‘Inundations...which changed the face of Nature’: Virginia’s Great Flood of 1771 and the Politics of Disaster Relief,” American Society for Environmental History, March 31, 2006.

SERVICE

UNIVERSITY

Member, CLA Dean Consultative Search Committee, October 2017 – March 2019

Member, Graduate Studies Committee, September 2015 – June 2017

Chair, Cultural Center/Museum Working Group, March 2015 – June 2015

Panelist, Center for Teaching, Learning & Technology, Newer Faculty Community Breakfast, December 2014

Member, Peer Review Panel, April 2013

Chair, Academic Senate Task Force on the Honors Program, Cal Poly, December 2011 – June 2012

COLLEGE

Co-Facilitator, CLA Chairs Group, January 2021 – present

Member, Ad-hoc Committee on Interdisciplinary Studies in the Liberal Arts Department Formation, December 2018 – May 2019

College of Liberal Arts Administrative Fellow, CLA Dean's Office, Cal Poly, September 2014 – June 2017

Primary Author/Proposer, Interdisciplinary Studies B.A. Program, February 2015 – December 2017

Member, College Curriculum Committee, College of Liberal Arts, September 2015 – June 2017

Member, Working Group on CSU Research Competition, College of Liberal Arts, October 2016 – April 2017

Faculty Speaker, Academic Day, College of Liberal Arts, Fall Conference 2016

Member & EEF, Susan Currier Visiting Professorship Search Committee, January 2015 – March 2015

Chair, College Academic Enrollment Planning Committee, College of Liberal Arts, September 2014 – March 2015

Lead Author, "College of Liberal Arts: Envisioning the Future," Tiers 1, 2 & 3 Narrative, Fall 2014 – Winter 2015

Member, College of Liberal Arts Pedagogical Innovations Task Force, October 2012 – June 2013

Faculty Speaker, CLA Week of Welcome Academic Day, September 13, 2012

Participant, Living and Learning Program at CLA Designated First Year Residence, 2008 – 2012

Faculty Speaker, CLA Open House, April 16, 2010

HISTORY DEPARTMENT

Department Chair, History Department, September 2017 – present

Faculty Advisor, College Based Fee Committee, September 2017 – present

Faculty Advisor, Phi Alpha Theta (history honors society), September 2018 – present

Chair, Administrative Support Coordinator Search Committee, December 2019 – March 2020

Graduate Coordinator, History Department, August 2015 – September 2017

Chair, Graduate Admissions Committee, History Department August 2015 – June 2017

Chair, U.S. History/Borderlands Search Committee, September 2014 – March 2015

Member, Department Awards and Scholarship Committee, September 2012 – 2017

Member, Administrative Support Coordinator Search Committee, February – March 2017

Co-Director, History Department Internship Program, September 2008 – December 2014

Faculty Advisor, College Based Fee Committee, September 2009 – June 2013

Equal Employment Facilitator, 2011 – present

Member, Department Assessment Committee, September 2010 – June 2012

Member, 20th century American History Search Committee, September 2010 – February 2011

Member, Department Advancement Committee/Friends of History Board, June 2008 – June 2010

Member, 19th century American History Search Committee, September 2008 – March 2009

SCIENCE, TECHNOLOGY & SOCIETY MINORS PROGRAM

Member, Science, Technology & Society Executive Committee, April 2016 – present

Member, Science, Technology & Society/Interdisciplinary Studies in the Liberal Arts Search Committees (two positions), September 2017 – March 2019

Chair, Interdisciplinary Studies in Liberal Arts/Science, Technology & Society Curriculum Committee, September 2015 – June 2017

Member, Science, Technology, and Society Program Advisory Council, September 2013 – March 2016

SERVICE TO THE PROFESSION

Ad-Hoc Grant Reviewer, Directorate for Social, Behavioral, and Economic Sciences, National Science Foundation, 2016 – present

Ad-Hoc Manuscript Reviewer for *Atlantic Studies*; *Journal of Early Modern History*; and *William and Mary Quarterly*, 2014 – present

Co-Organizer, Western Society for Eighteenth-Century Studies Annual Meeting, held at Cal Poly, San Luis Obispo, CA, Feb. 13-14, 2015.

Vice-President, Western Society for Eighteenth-Century Studies, 2014 – 2015

TRAININGS

Equal Employment Facilitator (EEF)
UndocAlly



3/29/21

Dean Philip J. Williams
College of Liberal Arts
California Polytechnic State University
San Luis Obispo, CA 93407

Dear Dean Williams,

I am writing to confirm my interest in the position of Associate Dean for Student Success of the College of Liberal Arts. I am excited by the opportunity to build upon Associate Dean Penny Bennett's legacy of a sincere and effective commitment to helping students achieve their personal and professional goals. I would enthusiastically welcome the chance to collaborate with the college's leadership team and the CLA Advisors. And as we look towards campus reopening and the post-pandemic era, I am drawn to the position for the opportunity it offers to help students at a moment when I think that help may be especially needed. I believe that my wide-ranging administrative and leadership experience – including four years as chair of the History Department, three years as Administrative Fellow in the CLA Dean's office, and two years as Graduate Coordinator of the History M.A. program – will enable me to effectively lead the college's efforts relating to student success at a critical juncture.

Student success is a phrase used so frequently and, at times, so reflexively that I think it is worth first explaining how I understand it. Over the course of my career, I have worked to remove barriers to graduation, to retain students, to help them make timely progress to degree, and to close graduation rate gaps. In and of themselves, however, these things do not define student success for me. I am committed to promoting the success of the whole student and am interested in doing so in ways that will sustain students beyond their time at Cal Poly. I am a passionate advocate for the value of a liberal arts degree and the unique value of earning one at a comprehensive polytechnic university. Primarily as a consequence of my tenure as chair, I also understand student success as being inextricably linked to faculty success and so I would look forward to supporting faculty in their work transforming students' lives.

As chair of the History Department, I oversee an academic department comprised of twenty-two faculty, two staff members, and over three hundred students. In this capacity, I have sought to cultivate a climate that is inclusive and respectful of the complex and intersecting identities of all students, staff, and faculty. This informs my approach to resolving the varied faculty-student concerns that are referred to me. Over the last four years, I have grown our undergraduate enrollments and improved admissions yield rates at a time when humanities enrollments nationally have declined. I serve as the faculty advisor for all History majors, as well as for students considering transferring into the major and former students hoping to return to Cal Poly. I regularly work with students struggling with personal, academic, and/or medical challenges and with faculty seeking to find the best means of supporting these students. I collaborate with CLA Advising, Block Scheduling, Evaluations, and the Dean of Students in the course of this work. I am particularly passionate about supporting and advocating for transfer students based on the relationships I've built over the years with students in my transfer-specific sections of HIST 100, our required introductory course.

During the three years I served as the Administrative Fellow in the CLA Dean's office, I led a variety of strategic initiatives. Most notably, I led the college's Academic Enrollment Planning, a strategic planning process tied to Cal Poly Master Plan 2035. My role required working collaboratively with faculty and department chairs from every CLA department and thinking broadly about the liberal arts, its value, and its likely future. That perspective would usefully inform my approach as associate dean, especially to recruitment and admissions. I spearheaded the development of the new Interdisciplinary Studies major, including facilitating the planning process, shepherding the proposal through curricular approval, and developing the initial curriculum. I also participated in the college's RTP process in the same manner as an associate dean would do. These experiences, combined with my service on the college curriculum committee, mean that I bring to the position some familiarity with each of the college's degree programs.

The relatively recent addition of graduate education to the Associate Dean for Student Success's portfolio would enable me to draw upon my extensive experience with one of the four graduate programs in the CLA. As graduate coordinator and a member of the teaching faculty for the History M.A. program, I have worked closely with our graduate students throughout my fourteen years at Cal Poly. I have served as their mentor and advisor, assisting them with everything from applying to Ph.D. programs and completing their M.A. thesis to withdrawing for personal reasons and petitioning for readmission. I also oversaw the program's administration and admissions processes during my tenure as graduate coordinator.

As a result of my varied administrative and leadership roles, I have experience with each of the primary areas of responsibility of the Associate Dean for Student Success: academic advising, admissions and recruitment, and graduate programs. I have taken an active role in promoting interdisciplinary programs at Cal Poly for more than a decade, especially those that build bridges between the liberal arts and science and technology. My commitment to inclusion, interdisciplinarity, and internationalization is reflected in my scholarship, teaching, and leadership. I would bring a breadth and depth of experience to the role of associate dean, combining the broad, college-level perspective gained as CLA Administrative Fellow with the more high-touch experience of a department chair and graduate coordinator.

This particular historical moment strikes me as both promising and precarious. The pandemic has amplified structural inequities, especially for students from underrepresented groups and from low-income families. But it has also created new opportunities to think expansively and creatively about the work that we do and the reasons that we do it. I believe I have the skills and experiences to help the college navigate our post-pandemic future. At its simplest, this is why I agreed to stand as a candidate for the CLA's Associate Dean for Student Success.

Sincerely,



Kate Murphy
Professor & Chair
History Department
Cal Poly, San Luis Obispo

I view diversity, equity, and inclusion (DEI) as a central component of the work of the College of Liberal Arts' Associate Dean for Student Success. The college has intentionally and explicitly placed DEI at the heart of its mission and values; it should be at the center of all that we do as a college regardless of our particular role. But more fundamentally, I see DEI as central to this position because of the ways in which I understand student success, the challenges facing students at this particular historical moment, and my own commitment to nurturing a more diverse and inclusive campus climate.

As a faculty member and as a department chair, I seek to cultivate an environment that is inclusive and respectful of the complex and intersecting identities of the students, staff, and faculty with whom I have the privilege to work. This includes creating a climate that values and respects all backgrounds, identities, and abilities. It also means cultivating a culture that values staff as key partners in the work and life of the department, and trying where possible to mitigate exclusions based on rank and type of faculty contract. I seek to create a departmental culture and a classroom that are equitable, but I do not believe that equity necessarily means treating every single person exactly the same. There are some students, for example, who arrive at Cal Poly equally capable but more in need of mentorship and guidance to navigate the bureaucracies and cultures of higher education. As a historian, I am also very cognizant that there are sociohistorical contexts that mediate the opportunities afforded to individuals.

As the Associate Dean for Student Success, I would see my role as an advocate and ally for all students, focusing on promoting students' wellbeing and their academic success, and helping them to achieve their academic and professional goals. I am particularly drawn to the opportunity to work to remove barriers and improve access for students at a critical juncture. We know that the pandemic has magnified pre-existing inequities. What remains to be determined is whether Cal Poly's recovery will perpetuate those inequities or will we instead find ways to create a post-pandemic future that offers greater opportunities and fewer barriers for the students who historically have been underserved by higher education. I also see the Associate Dean for Student Success supporting the college's already well-established efforts to recruit and retain students, especially those from historically underrepresented groups, who are first generation, or are from low-income families. I would enthusiastically support efforts such as the new ACE program to give more of our students access to transformative, high-impact learning practices such as internships, research assistantships, and international experiences.

My experiences with DEI work come from my roles as a department chair, the CLA Administrative Fellow, a graduate program coordinator, and a faculty member. The History Department has made significant strides during my tenure as chair towards achieving our goals relating to DEI, but like most departmental achievements many of these were collective efforts. Among the most significant of these accomplishments are the creation of a departmental Diversity Committee, a fundamental revision to our Program Learning Objectives that made DEI a central focus, and a reassessment to how the department employs student evaluation data in the RTP process (given research on biases in student evals). As chair, I also worked to support untenured faculty members from underrepresented group, initiated on-going conversations about our curriculum from a diversity perspective, and enhanced our recruitment efforts for admitted first generation and URM students. I have championed the inclusion of experts from other departments such as Ethnic Studies to serve on our search committees when appropriate and mutually beneficial. During my tenure as chair, we successfully hired a new colleague as part of the university's Diversity Cluster Hire and welcomed another faculty member who had been hired as part of the CLA's original Diversity Cluster. Further, I have improved our outreach efforts to target a more diverse pool of

applicants for searches and I have facilitated changes to departmental policies, documents, and websites to remove non-inclusive language.

In both my current role as chair and previous role as Administrative Fellow in the CLA Dean's Office, I gave particular attention to documenting and supporting through the RTP process faculty's efforts to develop inclusive pedagogies. As the Administrative Fellow responsible for developing the new Interdisciplinary Studies major, I collaborated with Associate Dean Jennifer Teramoto Pedrotti to structure the new major's curriculum with attention to courses and emphasis areas that include diversity-related content. DEI was also a significant focus of the strategic planning and visioning work included in the college's Academic Enrollment Planning effort that I led as CLA Administrative Fellow. As director of the History M.A. program, I served as the faculty advisor and mentor for all of the History graduate students but worked particularly closely with three students from underrepresented groups to mentor them through the process of publishing and presenting their work, applying to Ph.D. programs, and securing funding for their doctoral studies.

When it comes to my own teaching, I take a multipronged approach to DEI. It begins with the structure of the syllabus, where I seek to include course materials that reflect a diversity of identities and experiences with particular attention to authors from historically marginalized groups. I seek to do so not only in classes like the U.S. History survey, where students may expect it more, but also in classes like my Scientific Revolution course. My classes emphasize the value of informed, respectful debate focused on critical engagement with often difficult materials. I strive to create an inclusive learning environment for students of all backgrounds, beliefs, ethnicities, social classes, gender identities, and abilities. I increasingly employ assessments and assignments that are project-based and typically structured to encourage students to pursue topics or projects that are meaningful to their own experiences and identities. For example, my students in HIST 100: Introduction to the Study of History are tasked with researching an aspect of student activism at Cal Poly using (digital) materials from Special Collections. They have wide latitude in selecting the type of activism they will study and the form their final project will take.

My scholarship is motivated by a commitment to understanding the deep and pervasive structural legacies of slavery and colonialism. Science and slavery have typically been seen as having nothing to do with one another. My work has been to demonstrate the ways in which early modern science was built upon the exploitations of the British slave trade. It shows that the socio-economic system that resulted in the brutal enslavement of millions of Africans also enabled the collection of thousands of plants, animals, shells, fossils, and other specimens. These objects were the material underpinning of early modern science and in some cases continue to be displayed in scientific museums and consulted by scientific researchers. Thus, my work offers a more expansive way to think about the structural legacies of slavery and a slightly different entry point into modern conversations about reparations.

The value the CLA has placed on diversity, equity, and inclusion – and the role the college has played as a campus leader in this area – has been both a source of pride and an inspiration for me. My scholarship, teaching, and leadership has evolved in large part through the influence of my CLA colleagues and students. I feel fortunate to have spent the last fourteen years surrounded by members of the CLA community whose expertise, experience, and passion in these areas have pushed me to learn, to listen, to recognize my own privilege, to seek alternative perspectives, and to become a better teacher, scholar, and administrator as a result.