

Xiaoying Rong Ph.D.

Professor

Graphic Communication Department

I. BACKGROUND

a. Education

- Ph.D. (Apr. 2007) – Paper and Printing Science and Engineering
 - Western Michigan University, Kalamazoo, MI
- Master of Science (Dec. 2003) – Paper and Printing Science and Engineering
 - Western Michigan University, Kalamazoo, MI
- MBA (Sept. 1999)
 - Beijing Institute of Technology, Beijing, China
- Bachelor of Engineering (Aug. 1992) – Graphic Arts Technology
 - Beijing Institute of Graphic Communication, Beijing, China

b. Academic Experience

- Teaching Assistant – Department of Paper Engineering, Chemical Engineering and Imaging, Western Michigan University
 - Jan. 2002 – Apr. 2005
- Assistant Professor – Graphic Communication Department, California Polytechnic State University
 - Sept. 2005 – Sept. 2011
- Associate Professor – Graphic Communication Department, California Polytechnic State University
 - Sept. 2011 – Sept. 2016
- Professor – Graphic Communication Department, California Polytechnic State University
 - Sept. 2016 - present

c. Related Professional Experience

- Internship – Flint Ink Corp., Ann Arbor, MI
 - May 2005-Aug. 2005
- Graduate Student, Research Assistant, Teaching Assistant – Western Michigan University, Kalamazoo, MI
 - Aug. 2001-Sept. 2005
- Engineer and Assistant Engineer in Production – China Printing Corporation, Beijing, China
 - Aug. 1992- Feb. 2000
- Deputy Director of Human Resource Department – China Printing Corporation, Beijing, China

- Apr. 1996-Feb. 2000

II. TEACHING AND ADVISING

a. Courses and Laboratories Taught

- Prior to Cal Poly
 - IMAG 150 Lab – Fundamentals of Graphic Arts (Western Michigan University)
 - IMAG 157 Lab – Imaging Systems (Western Michigan University)
 - IMAG 250 Lab – Lithographic Technology (Western Michigan University)
 - PAPR 305 Lab – Paper Physics Fundamentals (Western Michigan University)
- Cal Poly – Fall 2005 to present (in numerical order)
 - GRC 101 Introduction to Graphic Communication
 - GRC 201 Lecture/Lab – Digital Publishing Systems
 - GRC 211/212 Lecture/Lab – Substrates, Inks and Toners
 - GRC 328 Lecture/Lab – Sheetfed Printing Technology
 - GRC 329 Lecture/Lab – Web Offset and Gravure Printing (old curriculum)
 - GRC 329 Lecture/Lab – Printed Electronics and Product Development (new curriculum)
 - GRC 331 Lecture/Lab – Color Management
 - GRC 337 Lecture/Lab – Consumer Packaging
 - GRC 357 Lecture/Lab – Specialty Printing Technology
 - GRC 377 Lecture/Lab – Web and Printing Publishing
 - GRC 451 – Management Topics in Graphic Communication, Printed Electronics
 - GRC 452 – Advanced Topics in High Fidelity Color Reproduction for Packaging Markets
 - GRC 451 Management Topics in Graphic Communication – Innovative Product Development and Agile Project Management
 - GRC 461 – Senior Project
 - GRC 470 – Historical and Contemporary Printing in China (Extended Field Trip to China)
 - GRC S510 – Materials for Printed Electronics (online)
 - GRC S512 – Printing Technologies for Printed Electronics (online)
 - GRC S551 Lecture/Lab – Current Trends in Printed Electronic

b. Student Advising

- Faculty advisor to GRC majors
- GRC minor advisor
- ICMA coordinator in Winter and Spring 2020
- Faculty mentor to international visiting professors and students

III. PROFESSIONAL GROWTH AND DEVELOPMENT ACTIVITIES

a. Grants

- 2009 Honors Program – A Study of Remanufactured Cartridges – Sustainability vs. Print Quality, PI (funded as student salary)
- 2010 Gwent Group – Characterize Screen Printing Parameters for Electroluminescent Inks, PI (funded in value of materials - **\$1,500**)
- 2011 CLA Circle of Giving Grant – Electroluminescent Devices for Point-of-Purchase Display and Lighting, PI (**\$6,000**)
- 2012 FlexTech Alliance – Characterization of Screen Printing Low Viscosity Ink, Thin Ink Film, and Small Features for Printed Electronics Applications, PI (**\$33,761** from FlexTech and **\$34,261** from Cal Poly)
- 2013 NSF EAGER – RUI: Vertically Aligned Bulk Heterojunctions by Combining Screen Printing and Lyotropic Liquid Crystal Processing, Co-PI with COSAM (**\$99,603**)
- 2013 WRPI (Water Resources and Policy Initiatives) Faculty Research Incentive Award – New Paradigms of Reverse Osmosis Membranes for Seawater Desalination and Purification, Co-PI with COSAM (Cash Posting Order (CPO) **\$6,756**)
- 2014 CLA Circle of Giving – Printing Electronic Components on Three-Dimensional Objects for Building Sensors and Smart Objects, PI (**\$9,500**)
- 2015 NSF - RUI: Wet Printing of Carbon Nanotube-Enhanced Osmosis Membranes for Water Desalination, Co-PI with COSAM (**\$300,000**)
- 2016 NextFlex - Process Development & Reliability Evaluation of Assembling Ultra-Thin Silicon Integrated Circuits onto Textiles for Human Monitoring Systems, Co-PI with CENF (\$235,442 from NextFlex, \$297,490 as cost share, a total of **\$532,932**)
- 2017 FlexTech – Printed Electronics – A Benchmark Study, Co-PI with CENG (**\$165,000**)

b. Sabbatical Leaves

- AY 2011-2012
 - Visiting professor at UC Berkeley, Electrical Engineering Department
 - Visiting scientist at Kovio (a startup in RFID technology)
- AY 2018-2019
 - Visiting professor at Munich University of Science and Technology
 - Visiting professor at Beijing Institute of Graphic Communication

c. Participation in Professional Associations and Organizations

- Member of Technical Association of the Graphic Arts (TAGA)
- Member of the Society for Imaging Science and Technology (IS&T)
- Member of Graphic Arts Technology Foundation (GATF)
- Representor of Cal Poly in Print United (formerly Specialty Graphics and Imaging Association–SGIA)
- Representor of Cal Poly in IDEAlliance

d. Publications

- **Xiaoying Rong**, Paul D. Fleming, and Abhay Sharma (2004), *Quantitative analysis of ICC profile quality for scanners*, TAGA's 56th Annual Technical Conference Proceedings, 2004
- **Xiaoying Rong**, (2004) *Gravure printability comparison of laser and electromechanically engraved cylinders*, Gravure, April, 2004
- **Xiaoying Rong**, Jan Pekarovic, and Alexandra Pekarovicova (2004), *Printability from laser and electromechanically engraved cylinders*, International Printing and Graphic Arts Conference Proceedings, 2004
- **Xiaoying Rong**, Dewei Qi (2004), *Lattice Boltzmann simulation of flow through three-dimensional random fiber network with considering of quadratic velocity term*, AIChE Annual Conference Proceedings, 2004
- **Xiaoying Rong**, Dewei Qi, Junyong Zhu, and Tim Scott (2005), *Single curved fiber sedimentation in Newtonian flow*, Tappi Practical Papermaking Conference Proceedings, 2005
- **Xiaoying Rong**, Dewei Qi, Said Abubakr and John Chateaneuf (2005), *Study of co-solvent effects on stickies removal in supercritical Carbon Dioxide extraction*, Tappi Practical Papermaking Conference Proceedings, 2005
- **Xiaoying Rong**, Dewei Qi, Jun Yong Zhu, and Tim Scott (2005), *Single Curved Fiber Sedimentation Under Gravity*, ICMMS-2005 Proceedings (International Conference for Mesoscopic Methods in Engineering and Science), and CMA (Computers and Mathematics with Applications), Elsevier, 2005
- **Xiaoying Rong**, Malcolm Keif, *A Study of PLA Printability with Flexography*, TAGA's 59th International Annual Technical Conference Proceedings, 2007
- **Xiaoying Rong**, Alexandra Pekarovicova, *The Study of Missing Dots of Electromechanical and Laser Engraved Cylinders*, TAGA's 59th International Annual Technical Conference Proceedings, 2007
- Michael Bayard, **Xiaoying Rong**, Malcolm Keif, *G7 Method for Flexography Printing and Calibration*, TAGA's 60th International Annual Technical Conference Proceedings, 2008
- **Xiaoying Rong**, *G7 Method for Indigo Press Calibration and Proofing*, NIP24 – International Conference on Digital Printing Technology Proceedings, 2008
- **Xiaoying Rong**, *A Case Study of Remanufactured Inkjet Cartridges – Sustainability and Print Quality*, TAGA 61st International Annual Technical Conference Proceedings, 2009
- Jessica Jacobson, Malcolm Keif, **Xiaoying Rong**, Jay Singh, Keith Vorst, *Flexography Printing Performance of PLA film*, Journal of Applied Packaging Research, 91-104, Vol. 2, No. 2, April 2009
- **Xiaoying Rong**, *Quality Comparison of HP Indigo to Offset Lithography*, NIP25 –

- International Conference on Digital Printing Technology Proceedings, 2009
- Manabu Yamakoshi, **Xiaoying Rong**, Tsutomu Matsumoto, *An Artifact-Metric Which Utilizes Laser Speckle Patterns for Plastic ID Card Surface*, SPIE OPTO 2010 Conference Proceedings, 2010
 - **Xiaoying Rong**, *Quality Comparison of Kodak Prosper to Offset Lithography*, NIP26 – International Conference on Digital Printing Technology Proceedings, 2010
 - **Xiaoying Rong**, *Quality of Digitally Printed Paperboard for Folding Cartons*, NIP26 – International Conference on Digital Printing Technology Proceedings, 2010
 - Zhou Ping, **Xiaoying Rong**, *Applications of 2D Barcodes for Mobile Tagging*, Advanced Materials Research Vol. 174 2011
 - Manabu Yamakoshi, **Xiaoying Rong**, *Determine the Ink Drying Time by Laser Speckle Method*, TAGA 64th International Annual Technical Conference Proceedings, 2012
 - **Xiaoying Rong**, C. Michael Shedd, Nathan Ostrout, *An Investigation of Characterizing Printing Conditions for Producing Electroluminescent Halftone Display*, TAGA 64th International Annual Technical Conference Proceedings, 2012
 - **Xiaoying Rong**, *Quality of Digitally Printed Paperboard for Folding Cartons*, TAGA 64th International Annual Technical Conference Proceedings, 2012
 - Rungrot Kitsomboonloha, S. J. S. Morris, **Xiaoying Rong**, Vivek Subramanian, *Femtoliter-Scale Patterning by High-Speed, Highly Scaled Inverse Gravure Printing*, Langmuir, Vol. 28 2012
 - Yingmei Zhou, **Xiaoying Rong**, Zhongmin Jiang, *Experimental Study of Digital Printing Methods for Producing Personalized Packaging*, Applied Mechanics and Materials Vol. 262 2013
 - **Xiaoying Rong**, Malcolm Keif, *Screen Printing Imaging Technologies for Fine Features in Printed Electronics Applications*, TAGA 66th International Annual Technical Conference Proceedings, 2014
 - **Xiaoying Rong**, Malcolm Keif, *Screen Printing Fine Features and Thin Film for Printed Electronics Applications*, SGIA Journal, July/August 2014
 - Zuoqian Wang, Rich Winslow, Deepa Madan, Paul K. Wright, James, E. Evans, Malcolm Keif, **Xiaoying Rong**, *Development of MnO₂ Cathode Inks for Flexographically Printed Rechargeable Zinc-Based Battery*, Journal of Power Sources, Vol. 268, 2014
 - Abhay Sharma, **Xiaoying Rong**, *Establishing Standards for Color and Print Quality in Large Format Inkjet Printing*, Journal of Imaging Science and Technology, Vol 58(3), May/June, 2014
 - Colleen Twomey, **Xiaoying Rong**, Liam O’Hara, Charles Tonkin, Malcolm Keif, *Printing Transparent Grid Patterns with Conductive Silver Ink with Flexography*, TAGA 67th International Annual Technical Conference Proceedings, 2015
 - Shanju Zhang, Raymond Fernando, Corine Lehr, **Xiaoying Rong**, *RUI: Wet Printing*

- of Carbon Nanotube-Enhanced Osmosis Membranes for Water Desalination; NSF Grant # CBET-15102, NSF-Nano Grantee Conference, Poster Session, 2016*
- Bilge Nazli Altay, Margaret Joyce, Paul D. Fleming, Alexandra Pekarovicova, **Xiaoying Rong**, *Towards Formulating Conductive Nickel Ink for Flexography Printing*, TAGA 2017 Proceedings, 2017
 - Jianbiao Pan, Malcolm Keif, Josh Ledgerwood, **Xiaoying Rong**, Xuan Wang, *Screen Printing Fine Pitch Stretchable Silver Inks onto a Flexible Substrates for Wearable Applications*, Journal of Microelectronics and Electronic Packaging, 15(4), 179-186, 2018
 - Jianbiao Pan, Wesley Powell, Kyle Batman, Xuan Wang, Malcolm Keif, **Xiaoying Rong**, *Characterization of Printed Stretchable Silver Ink on TPU Substrate under Fatigue Tensile Loads*, IMAPS 2018 – Symposium on Microelectronics, Conference Proceedings, 2018
 - Jianpiao Pan, Mike Chason, Malcolm Keif, **Xiaoying Rong**, *Printed Electronics: A Benchmark Study*, NextFlex Technical White Paper, 2018

IV. SERVICES

a. Department

- Curriculum Committee
- Scheduling Committee
- Equipment Committee Chair
- PRC Committee
- TAGA Committee Chair – Student Chapter Advisor
- Minor advisor
- ICMA Coordinator
- Recruitment Committee Chair (AY 19-20)
- Graduate Program Committee
- Admission Committee (Concentrations, Minors)
- Curriculum Substitution Committee
- Facility and Space Utilization Committee
- Strategic Planning Committee
- Visiting Professor Mentorship and Planning

b. College

- Technology Committee
- Professional Leave Committee
- PRC Committee

c. University

- Academic Senate (2008 – 2011)
- Students with Disabilities Advisory Committee – Academic Senate Executive Committee (2006-2008)

- Advisory Committee on Workplace Violence – Academic Senate Executive Committee (2006-2008)
- Sustainability Committee – Academic Senate Executive Committee (2008-2010)
- International Education Committee – Academic Senate Executive Committee (2008-2009)
- Instructional Advisory Committee on Computing (2008-2009)

d. Service to the community

- Interview Panel of Academic Council for International Programs, 2006, 2007, 2008, 2015
- NPTA newspaper quality judge, 2007, 2009
- Panel for College of Business about International Business in China, 2007
- Search Committee member for Modern Language and Literature Department – Mandarin Lecture, 2008
- Master Thesis Committee of Electrical Engineering Department, Cal Poly, 2015
- Ph.D. Dissertation Committee of Chemical and Paper Engineering, Western Michigan University, 2015
- Faculty mentor for international visitor from China, Japan, and India, 2011, 2012, 2013, 2015
- Board member on Women in Print Alliance (SGIA), 2016
- PIASC (Printing Industry of America in Southern California) Print Excellence Award judge, 2016-2019

Statement of Interest

Xiaoying Rong, Ph.D.
Graphic Communication Department

My interest in applying for the position of the Associate Dean of Student Success is twofold.

- Serve students and community furthermore through positive leadership practices.
- Advance my career and leadership skills in the areas that I am passionate about.

I present my qualifications and perceptions of this position through the following content:

- Personal core values
- Personal leadership philosophy
- Experience
 - Leadership
 - Academic advising
 - Recruitment
 - Strategic initiatives
- Perspectives

Personal Core Values

Honesty, integrity, respect, and responsibility are the core values that I live by. These values guide me throughout my career and my personal life.

Personal Leadership Philosophy

"Leadership is a matter of intelligence, trustworthiness, humaneness, courage, and discipline."—Sun Tzu. The ancient wisdom on leadership traits at wartime applies to any arena, including being an educator and a devoted leader in serving the organization. My philosophy is rooted in the culture I grew up with and adapted over time while infused by the different cultures I live in.

Experience

I joined Cal Poly in 2005. As a Professor in Graphic Communication Department, I devoted my career to promoting student success. I am an active researcher who initiated and participated in various projects on and outside of Cal Poly campus. Along with continued connections and constant updates with the industry, I equipped students with up-to-date knowledge meaningful for their future careers. I advised students to closely examine their career goals and explore career-ready skills through co-curricular, minor, study abroad, and student clubs. I provided additional assistance to the students who fell behind in their graduation plans on multiple registration options and concentration choices while keeping their career goals in mind.

My understanding of student success is not only on completing the degree on time but also on students' well-being, building confidence in their college experience, and being prepared with necessary career advancement skills. As the pandemic impacted every aspect of our lives and our

organization, it is critical to engage and support students further, focus on student-centric services, demonstrate agility and flexibility in serving students with diverse needs.

Below are the highlights of my experiences related to this position.

Leadership

After my graduation with a Bachelor of Engineering degree in 1992, I started as a Production Engineer in China Printing Corporation (CPC), the largest printing company in Mainland China at that time. Four years after my graduation, I was appointed as the Deputy Director of the Human Resource Department of CPC to assess, evaluate, and support the subdivision management teams. The subdivisions included three manufacturing plants with employees ranged from 800 to 1,500 each.

My duty as the Deputy Director of HR required me to

- Develop assessment metrics.
- Evaluate subdivision management teams' performance against the metrics.
- Work with the subdivision management teams to develop training plans for managers.
- Supervise subdivision HR staff.

While managing the HR team at CPC, I maintained the title of Production Engineer. I continued on parts of the assignments since I started in the corporation, which included

- developing standard procedures following ISO 9001 for print production, from pre-press to printing targeting for repeatable and controllable quality;
- optimizing workflow to reduce production waste;
- investigating new technologies to expand product lines.

My earlier career exposed me to many operational and organizational leadership skills that prepared me for challenges in scholarship, collaboration, and decision-making later on.

My career path changed after I moved to the US to focus on research and engineering.

After joined Cal Poly, I participated in Academic Senate, university and college-level committees, department committees and chaired the department equipment committee and faculty recruitment committee. My leadership experience helped me navigate through some challenging decision-making moments.

Academic Advising

GRC department has a long history of actively advising students throughout their career at Cal Poly. I was involved in student advising from the first quarter of my career at Cal Poly. Over the years, my advising role expanded and included:

- Minor advisor.
- ICMA coordinator.
- Concentration coordinator.
- Student club advisor.

- Study abroad and exchange advising.
- Graduate student advising.

I act as the department minor advisor since 2009 and as the ICMA coordinator in the Winter, Spring, and Summer quarters of 2020 (cover for the faculty on leave). While advising minors and the ICMA's, I focused on learning their career goals and helping the students align GRC program to their career plans. In some cases, with such in-depth discussion, students found out that GRC may not align the best with their career goals. The conversation and the career-oriented advising helped the students exploring other majors or minors at an earlier time. It ensures that the students can save time by not entering a less-matched program to avoid extending their graduation period. Many ICMA's were on probation with low interest in their current majors and had low confidence in their college experience. These students are more likely to fail or delay in graduation. I worked with them to identify their interests and goals, direct them to explore their current major's value, and connect them with co-curricular and extracurricular opportunities to provide new perspectives. With the students have a good match of their career goals with the GRC program, I helped them navigate through necessary classes and make sure they can catch up and graduate with minimum delay.

I am a concentration coordinator since 2009. Individualized Course of Study (ICS) is a complementary concentration to help students graduate on time and have an option to explore novel career paths beyond the four normal concentrations offered by the GRC program. The students who considered this concentration all have unique needs that require well-planned and yet flexible course choices. Keeping students' career goals in mind is critical to ensure ICS concentration students to be successful and graduate on time.

I am also involved in advising students on study abroad and exchange programs since 2006. I participated in the CSU study abroad program with the International Program to interview applicants and advise students on living and studying in a foreign country. I led students on an extended field trip to China in 2008. In the following years, I actively participated in the faculty exchange program with universities from China, Japan, and Germany. In the Winter quarter, I started exploring virtual exchange in one of my own classes to bring exchange experience to the classroom without traveling and extra expenses. While advising students for study abroad experiences, I always keep their graduation time in mind and advise them to choose programs and courses that can contribute to their degree progress.

I participated in GRC's development of the graduate program in 2013. From 2015, I started to advise graduate students on their research and collaboration with other colleges on campus until the program was suspended.

I was the faculty advisor to the student club TAGA (Technical Association of Graphic Arts) since 2006. Working with students on collaborations and applying what they learned in the classroom to real-life projects was a rewarding experience. The sense of belonging and social impact on students' college experience are additional aspects of student success through student clubs and other social groups.

My advising experience with students in GRC and students across the campus rendered a clear picture of what effective advising would look like with the active participation of the faculty member and the support from advising centers for more complex cases.

Recruitment

While I was a Ph.D. student at Western Michigan University (WMU), I actively participated in Paper Engineering Department student recruitments. To attract local high-schoolers to join the paper and printing program at WMU, I assisted the lead staff in running live demos to local high schools, including the high schools with URMs. The recruitment efforts included presentations of the program with highlights of the career opportunities and hands-on activities. This recruitment experience guided me in understanding the importance of aligning students' career goals to the academic program, which draws high schoolers to consider or reconsider their career path through the broad and focused college experiences.

After joining Cal Poly, I participated in many activities that connect middle school and high school students to experiences in our discipline, including many URM students. Such activities include tours and project demonstrations that encouraged students to discover their career goals.

Strategic Initiatives

My experience as a Deputy Director of HR in CPC also involved planning and executing the corporation's strategic initiatives. One of those initiatives was organizational reconstruction. This initiative was to streamline the operational processes, reduce decision-making time, improve productivity, and reorganize the product portfolio. At that time, my responsibility was to assist the HR Director in:

- Workforce assessment of employee inventory.
- Job design and writing new job descriptions.
- Reassessing HR workflow.
- Mapping out the new reporting structure.
- Developing new training programs for new positions.

The reconstruction initiative translated the corporation's goals and visions into practice. My participation in initiatives of such scale had a meaningful influence on my personal growth and professional development years after.

As a faculty member, I actively participated in the department's strategic planning exercises for the past five years. My approach to strategic initiatives is built on top of the shared vision - the department's mission statement, understanding the deficit between demands and supplies, targeting positive changes to meet stakeholders' goals. Such changes include updating the knowledge structure through curriculum development and adding new talent to support the curriculum.

During my last sabbatical leave, I studied the trends of job placements and career paths of GRC graduates, the required skillsets associated with these jobs, and the industry professional's insights. I mapped out the skills in three big categories (design, technology, and business) and

broke them down into detailed skills that could fit into relevant courses and new courses. It targets the goal of graduating students with both the breadth of learning and the depth of solid content knowledge. With their GE education, the students can gain cross-boundary competencies to fit into a wide variety of career opportunities. This exercise focused on the outcomes of preparing students to gain skills that are career-ready and future-focused. I presented this idea to the department chair as part of my sabbatical leave outcomes.

Strategic initiatives for student success start with well-assessed information to identify the issues and gather insights. Such information includes identifying demands (students' timely completion, post-graduation success, financial support, well-being, and civic engagement) and supplies (institution's curricular/co-curricular offers, career advising, academic advising, encouraging environment for the diverse student body, and support infrastructure). It requires a collaborative plan from a student-centric perspective and working with campus stakeholders to help students succeed.

Perspectives

We are in an era of rapid change. The changes include the diversifying needs of students with diverse backgrounds. Supporting student success is not limited to address the academic issues but also to look into the underlying causes of attrition, particularly for the population of disadvantaged and underrepresented students.

To promote student success, I envision a few components that are critical to this mission:

- Academic/career advisors, who can handle broad aspects and complex cases that students encountered.
- Faculty advisors, who can provide invaluable advice in discipline-specific aspects.
- Campus policies and offices that support students to have equitable access to supports and resources.
- Technologies that can track students' performance, identify needs, and provide additional support beyond in-person advising.

For the Associate Dean of Student Success, I envision the efforts to actualize the components mentioned above:

- Support academic advisors to improve the efficiency of advising, broaden the advising skills, provide holistic advice beyond scheduling.
- Engage faculty advisors to actively participate in student advising and mentoring in their disciplines, especially in career-readiness advising, suggest the toolkit to the faculty that can help them advise effectively and efficiently.
- Collaborate with campus administrations, provide recommendations on supporting students with integrated advising, develop appropriate policies, and work cross-functionally to remove barriers in supporting student's equitable success and sense of belonging.
- Improve data collection and analysis on challenges and outcomes, including monitoring students' progress, identifying early warning signs to provide forward-looking support to students in need, and classifying the need levels to offer targeted support with technology-enabled advising.

The perspectives to equitable student success are effectuated through transformative practices with both leadership and faculty participation. The leadership needs to focus on:

- Committing to student-centered missions.
- Decision making through the effective use of data.
- Embracing collaborative and empowered campus culture.
- Dedicating to continual improvement through cycles of learning, building, testing, and iterating.
- Setting clear goals and establish a culture of accountability.

My working experiences are interdisciplinary, with a solid foundation in engineering and humanity. My background has helped me become versatile, adapt rapidly to the changing world, learn fast, and find novel solutions to problems. My collaborative work ethic has proven records through departmental participation and research projects.

I believe that I can bring unique qualities and diverse viewpoints to the leadership team at CLA with my industry, academic, and advising experiences to support student success through my:

- Experience in systematic approach to problem-solving through root cause analysis that can apply to cause analysis of performance, retention, completion, and other student success metrics.
- Knowledge in user-centered product development that can apply to student-centric service design, especially targeting disadvantaged and underrepresented students.
- Experience in optimizing operational processes that can apply to optimizing advising workflow to better use advisors' time and improve efficiency.
- Knowledge in Agile management that can apply to practices for quick pivoting to fast-changing student needs and emerging situations.
- Experience in HR assessment and training that can further improve advising performance.
- Experience in leadership and as a collaborative partner of working with diverse teams by building shared vision through open communication.
- Experience in carrying out and managing corporate initiatives/research/team projects with measurable outcomes.
- Experience in advising/mentoring a wide variety of student population and international collaboration, including majors, minors, ICMAAs, student clubs, and international students, faculty.

I am confident that I have many of the qualities and skills necessary to successfully fulfill the job's responsibilities.

I know that Associate Dean's role will require a higher level of dedication, commitment, and new skills to learn. To lead is to serve. I reflect my interest and commitment to the position through this quote, "The best way to serve the world is to make the most of ourselves."

Student success is a journey and an experience. I have the desire to make a more significant impact on student success beyond classrooms. I am motivated and prepared to take on the challenge.

Diversity Statement

Xiaoying Rong, Ph.D.
Graphic Communication Department

The language of diversity, equity, and inclusivity represent how we see that value in the presence of all kinds of people in our society, including corporate, institution, and local communities. A phrase from Verna Myers simplified the concept, "Diversity is being invited to the party. Inclusion is being asked to dance."

The *diversity* of an educational institute is represented by many different groups of people, including the difference in race, ethnicity, gender, age, religion, sexual orientation, abilities, economic condition, cultural background, and more.

The *equity* of the diverse population is ensured by eliminating systemic bias and other forms of oppression associated with their unique identities and historical inequity. Equity for student success means achieving parity in student educational outcomes by providing equal access to opportunities to succeed academically and beyond.

Inclusion is achieved by creating an environment that removes the barriers that limited students' learning and participation, respects and supports diverse needs, abilities, characteristics, and eliminates discrimination.

As educators, our mission is to guide the diverse student body, promote diversity, equity, and inclusion through our teaching, research, and services, help students with diverse backgrounds to succeed both academically and socially. The Associate Dean of Student Success connects students with diverse needs through diversified services. The role of supporting student success is similar to a professor but with a broader approach beyond classrooms.

I grew up and received my undergraduate and graduate education in China. As an immigrant and woman of color, I am sensitive to the challenges that ethnic minorities face in academia. My experience of gender and ethnic stereotypes accompanied me throughout my career inside and outside of the campus. It made me determined to create an inviting and supportive environment for students like me.

Because I grew up, educated, and worked as part of two worlds, I naturally aware of and understand the dynamics and differences of two different cultures. The experiences helped me be more mindful, understand people from different backgrounds, how they may think and behave differently. The skills I built to work with diverse cultures and people with diverse backgrounds helped me empathize with others.

My understanding of diversity and inclusion is based on compassion and empathy for all people, respecting the diverse groups to keep their unique identities, and removing barriers to enable inclusivity. Diversity and inclusion also mean flexibility and openness to appreciate different ways of thinking and have intellectual humility.

Since my first quarter at Cal Poly, I actively advise students with diverse backgrounds, explore inclusive and effective instruction techniques, serve the community as a volunteer, and be actively involved in industry women forums to promote gender equity.

I am an active advisor to my students with diverse backgrounds. I worked with students in the marginalized groups to apply for industry scholarships, advise them to explore their career path through student clubs and extracurricular activities, connect them with the industry for internship and employment opportunities. I helped students build self-confidence by showing them how I overcame the obstacles of my career as an immigrant.

Most of my teaching assignments involved STEM topics. In a department with a major student population of women, I encourage students to challenge the gender stereotypes about women in technology. My experience as a woman in technology made it convincing for students to visualize a career in technology and sparked interests in career paths that combine creativity and technology.

While teaching a wide variety of topics, I acknowledge the differences among students, especially the differences in learning style and challenges associated with their personal needs. I practiced new teaching techniques and provided students with:

- Options to finish the course materials with clear expectations.
- Flexible timelines to accommodate students' schedules.
- Individualized instructions based on their progress.
- Guidance towards building problem-solving skills at different levels.

Recognizing and acknowledging the diversified student needs as a teacher is a starting point to practice differentiated instructions that set students on the path to success.

I am an active researcher who collaborated with diverse partners inside and outside of Cal Poly campus. My background and research interests mainly focused on STEM topics. I experienced the challenges of working with partners and PIs who are men. My contribution to the projects promoted a positive picture of women in STEM. To encourage more participation, I included women students in my research projects to help them build self-confidence and research capabilities to advance their careers in the future.

I am a long-term international collaborator through my mentorship to visiting faculty and students from China, Germany, Japan, and India. I actively participated in international education and exchange, which brought me different perspectives in teaching and learning. The international background and experience benefit my professional development and ultimately to students' learning experience.

I started to work with a group of women leaders in SGIA (Specialty Graphics and Imaging Association) in 2011. I served as a board member of Women in Print Alliance in 2016 when the group was first formed. I actively promote women role models in a predominately male industry. I was selected as the Women in Screen Printing in 2020 to recognize my mentorship to women

students in my department. This award recognized six women leaders and mentors who support gender equity in the male-dominated industry for the first time.

To help recognize the challenges women face and provide mentorship to women in the industry, I also participated and served on Women in Tech panel formed by FlexTech Alliance, an industry organization for printed and flexible electronics.

While serving as the department's recruitment committee chair, I actively promoted the opportunity to a broad group of candidates. I brought in a diverse group of applicants who not only can contribute to curriculum updates but also the diversity of the faculty body in experiences and perspectives.

As a native Chinese, I experienced stereotypes associated with Asians inside and outside of the workplace. I volunteered in a local Chinese association to promote Chinese heritage and culture. I served as the Vice President and PR Officer. I spent my spare time manage the association's website, newsletter, and social media to introduce Chinese culture and organize social events to connect with the local community. I volunteered in local elementary schools to share Chinese heritage and celebrate our culture. I believe in the power of communication and participation in understanding and respecting other cultures.

As an educator, woman of color, my DEI goal for Associate Dean for Student Success is to promote diversity with a more inclusive approach to equity, welcome and embrace different socioeconomic, ethnic, and gender groups of the student body. I want to include a quote from La'Wana Harris' book, *Diversity Beyond Lip Service*, "Increasing diversity without increasing inclusion is a recipe for failure." This quote reminds me that just improving the representation quota of diverse groups is not a solution to Diversity. We need to deliberately provide opportunities for the diverse student groups to develop their professional abilities, have them seen, heard, recognized, valued, and challenged. The diverse needs are required to be seen and heard first; even they do not come to us on their own. This requires the Associate Dean for Student Success to proactively identify the need and supply gaps between the students and the institute to narrow the equity gap actively.

Just as teachers deal with diversity in the classrooms, promoting diversity is achieved by providing diverse solutions to diverse populations. As a leader and mentor, Diversity and inclusion also mean appreciating the individuals' differences, fostering a sense of belonging to help individuals cohere, and enriching individuals' identities.

Bringing diversity to the workplace and student body will benefit the organization from different points of view, different ways of thinking and working, maximize individuals' potential, and foster more innovation to better the organization and the community.

As our student body has become more diverse, it is our duty as educators to promote diversity through inclusive mentorship and role modeling with a diverse faculty group and leadership styles. The change of the culture on campus in supporting diversity, equity, and inclusion will shape the students, who are the next generation of our community's leaders, to support diversity in our society.