

# Envisioning a Future for the College of Liberal Arts: Recommendations for an Equitable Strategic Planning Process



Report of the College of Liberal Arts Strategic Plan (CLASP) Committee  
Submitted to Dean David Wallace  
April 12, 2021

## CLASP Committee:

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## Executive Summary

On December 16, 2020, Dean David Wallace shared an initial draft of the next CLA Strategic Plan for the College of Liberal Arts (CLA) at California State University, Long Beach (CSULB) with the Faculty Council Executive Committee (FC Exec). In February 2021, Dean Wallace began assembling the College of Liberal Arts Strategic Planning (CLASP) Committee to assist with the development of the next strategic plan. In mid-March, Faculty Equity Advocates joined the CLASP Committee.

The CLASP Committee was charged with producing a report that (1) summarized documents from prior years containing input from different stakeholder groups, (2) synthesized recent feedback in 2021 pertaining to using ‘equity’ as a central element of CLA’s strategic plan, and (3) provided recommendations on how to proceed with CLA’s strategic planning process.

On March 29 and 30, 2021, the CLASP Committee reviewed and synthesized a wide range of past input and recent feedback and identified four general themes that capture the needs that a CLA strategic plan should address:

- The need for a sense of belonging and community in CLA, quality education, and student success, by addressing isolation and specific obstacles that faculty (in particular members of shared identity groups), staff and student groups experience and that inhibit or constrain their abilities to succeed.
- The need for consistent communication and information between the administration and all constituencies involved, including all faculty, shared identity groups, students, and staff, supported by the right infrastructure of staff, data, and resources.
- The need for more transparent governance (i.e., decision-making and resource allocation) and effective administrative structures (especially Chairs and Dean’s Office), especially to better serve students.
- The need to address a range of additional faculty concerns, mostly around the inequities in recruitment, hiring, retention, promotion, salary, and workload.

The CLASP Committee’s analysis of ‘equity’ across the various documents reveals a *definition of equity* with the following qualities:

- Equity is a principle and a practice that applies both to processes and outcomes that seek fairness, justice, and well-being.
- As a principle, equity involves recognizing historical barriers and current systemic challenges that undermine the well-being of specific groups.

- As a practice, equity entails:
  - a. providing opportunities for different groups to voice the historical barriers and current obstacles affecting them, and to suggest solutions;
  - b. preventing or removing these barriers and obstacles;
  - c. guarding against institutional interests and discourses that co-opt equity without advancing tangible institutional change that enhances the status of marginal groups; and
  - d. achieving outcomes that promote the well-being of individuals and groups and generate change in organizational culture and systems.

Based on the aforementioned four themes, the definition of equity, and an analysis of Liberal Arts strategic plans from other universities, the CLASP Committee recommends the following for the CLA strategic planning process:

1. Use ‘equity’ to shape the strategic planning process: the definition of equity provides a sound framework that calls for substantial inclusion and diversity in processes and outcomes and focuses on the prevention and removal of barriers impacting specific marginal groups.
2. Launch the formal strategic planning process at the beginning of the fall 2021 semester.
3. Use the remainder of the spring 2021 semester to begin building the planning infrastructure for CLA’s strategic planning roadmap, including:
  - a. identifying the stakeholder groups and diversity of perspectives and experiences to be included in a strategic planning process;
  - b. recruiting members of the Steering Group, whose roles, perspectives, and experiences are broadly representative of the diversity in CLA;
  - c. establishing a Planning Team whose collective knowledge, skills, and roles can support the strategic planning process. (To maintain continuity throughout the planning process, Faculty Equity Advocates Sabrina Alimahomed and Rigo Rodriguez should serve on both the Planning Team and the Steering Group. As the CLASP Committee Chair and member of the Faculty Council Executive Committee, Justin Gomer should also serve on the Planning Team.)
  - d. agreeing on key conditions for the strategic planning process, including a strategic plan template, values, calendar, norms, among other conditions;
  - e. providing updates to the CLA Faculty Council and all students, faculty, and staff on the current planning process underway to ensure faculty are apprised of the process going forward.

4. Provide resources to encourage diverse participation by those historically disadvantaged so that they do not suffer undue cultural taxation because of their labor during the strategic planning process.
5. Urge the 2021-2022 CLA Dean Search Committee to ask candidates to address the CLA strategic plan draft and process.

This report has four sections.

- Part I describes the overall process by which the documents were synthesized and by which the report was developed.
- Part II synthesizes information from past input and recent feedback.
- Part III presents a definition of 'equity' based on the CLASP Committee's review of past input and recent feedback.
- Part IV presents recommendations on how to move forward with CLA's strategic planning process.

## **Part I: Background on CLASP Committee Process**

On December 16, 2020, Dean David Wallace shared an initial draft of the next Strategic Plan for the College of Liberal Arts (CLA) at California State University, Long Beach (CSULB) with the Faculty Council Executive Committee (FC Exec). On January 27, 2021 Dean Wallace and the FC Exec discussed an expanded draft of the dean's plan.

In February 2021, Dean Wallace began assembling the College of Liberal Arts Strategic Planning (CLASP) Committee to assist with the development of the next strategic plan. The assembly process consisted of the FC Exec Chair sending out an email, on behalf of the Dean Wallace, soliciting volunteers/applicants to fill eight roles on the CLASP Committee. The Dean Wallace asked members of the FC Exec to fill two of those roles.

The FC Exec, in coordination with Dean Wallace, scheduled a strategic plan kickoff event on March 5, 2021. Those who attended the kickoff event provided feedback on both the proposed process and goals outlined in Dean Wallace's draft strategic plan documents. In mid-March, Faculty Equity Advocates Sabrina Alimahomed and Rigo Rodriguez joined the CLASP Committee. This group recommended adjusting the tasks and goals of the CLASP committee. Dean Wallace's initial proposal tasked the CLASP Committee with developing the next strategic plan. The CLASP committee proposed that it should focus on (1) synthesizing all prior feedback on the next strategic plan and (2) detailing a longer inclusive and equitable process to produce the next strategic plan. Dean Wallace agreed to these changes.

On March 22, the CLASP Committee Chair and the Faculty Equity Advocates met to clarify the committee's core task and deliverable and to co-design the agenda for the committee's March 29 and 30 session. The committee's core task was ultimately defined as (1) synthesizing the input from prior academic years and the more recent feedback solicited in 2021 and (2) providing recommendations for a CLA strategic planning process.

On March 24, the Faculty Equity Advocates met with the CLA Chairs to solicit feedback on their conceptualization of equity and how the strategic planning process can incorporate equity in both its process and goals going forward.

On March 26, the CLASP Committee met to review the proposed agenda and provide feedback. The committee approved the proposed agenda and process for each day. The following process was used to produce this report.

### Day One (March 29)

The committee split into three teams in the morning. Each team was given a set of documents to review and synthesize.

- Team 1: Prior Input from Shared Identity Groups that was solicited during Beach 2030
- Team 2: College of Liberal Arts Strategic Plans from other Colleges and Universities
- Team 3: Recent Feedback from Shared Identity Groups and Other Stakeholders

Committee members individually reviewed their documents, coded data into themes, and noted relevant issues. They shared their themes with their team members and co-crafted themes. This method of ‘shifting gears’ from individual to group discussion helps mitigate against group-think, while simultaneously adding a degree of validity to the selected categories.

Prior to reconvening in the afternoon, each team populated four Google Jamboards with the following questions pertaining to ‘equity.’

- How do these documents conceptualize equity?
- How do they envision equity in the planning process?
- How do they define equity goals?
- What steps to equity do they imagine?

In the afternoon, each team shared their themes and findings and discussed connections and overlaps across their work. The session ended with a review of a draft strategic planning roadmap. Committee members were invited to think about the following questions for the following day’s activities:

- What concept of equity appears in the documents you reviewed?
- What does equity mean to you?
- What stakeholder groups should be included in the strategic planning process?

### Day Two (March 30)

The committee drafted a definition of equity using an affinity diagramming technique that enables participants to brainstorm ideas and cluster them under themes based on similarities and to articulate relationships among the themes.

After the affinity diagramming process, the committee provided feedback on the proposed strategic planning process and brainstormed a list of potential stakeholder groups for the process.

### Final Edits (April 1-11)

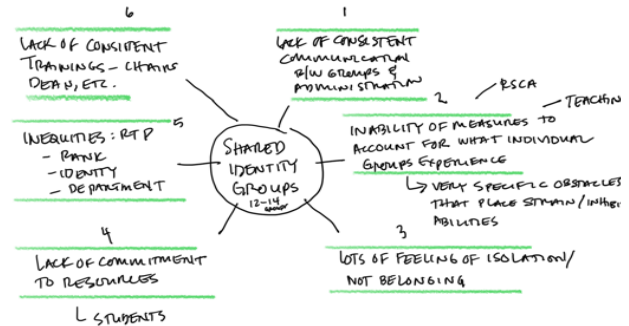
The CLASP Committee Chair and the Faculty Equity Advocates developed a draft report and obtained feedback from the CLASP Committee members to ensure it captured their collective ideas.

## Part II: Stakeholder Voices: Synthesizing Prior Input and Recent Feedback

This section synthesizes a wide range of relative feedback on the future of CLA. It starts with a summary of prior input mostly coming from Shared Identity Groups (spring 2019). This is followed by a synthesis of feedback mostly provided in 2021 (The feedback of Team 3 is addressed in Part 4). The last part presents four overarching themes that capture the needs that stakeholders have articulated since 2019.

### Team 1: Prior Input - Shared Identity Groups (2019)

A carefully selected two-member team reviewed the Self-Identified Shared Identity Group input from spring 2019, and was mindful not to disclose the specific group that generated the input. Six themes crystallized:



Theme	Description
1. Lack of consistent communication between shared identity groups and administration.	<ul style="list-style-type: none"> <li>● Create inclusive decision making.</li> <li>● Need regular conversations directly with constituent groups historically excluded from planning and decision-making processes</li> </ul>
2. Inability of measures to account for the obstacles that specific groups experience and inhibit or constrain their abilities or wellness.	<ul style="list-style-type: none"> <li>● Increase infrastructural support in the built environment across campus, i.e. all gender multi-stall bathrooms, ramps, nursing rooms, etc.</li> <li>● Establish stronger pathways for lecturers to become tenure-track faculty members</li> <li>● Strengthen CLA's commitment to and understanding of academic freedom, political dissent, etc.</li> </ul>
3. Lack of understanding of identity and the relative culture/cultural norms, which leads to significant feelings of isolation and not belonging.	<ul style="list-style-type: none"> <li>● Create support centers with paid positions where faculty and staff can gather/create community</li> <li>● Create a more diverse faculty that reflects the diversity of the student population.</li> </ul>
4. Lack of commitment to resources, especially for students.	<ul style="list-style-type: none"> <li>● Ensure that historically minoritized and/or marginalized students (e.g., first generation students) have one-on-one contact with faculty.</li> <li>● Support the expansion of curriculum to become a more inclusive and equitable college.</li> </ul>

<p>5. Inequities in the RTP process, by rank, identity, department.</p>	<ul style="list-style-type: none"> <li>• Clarify and publicize policies that ensure various groups are protected from discriminatory bias in evaluations from students, RTP processes, and other retaliatory practices from senior faculty</li> <li>• Inequitable expectations, assessments, and evaluations of teaching, RSCA and service across identity groups, rank, etc.</li> </ul>
<p>6. Lack of consistent trainings, particularly chairs, Dean's office, etc.</p>	<ul style="list-style-type: none"> <li>• Lack of diversity in administration leading to inadequate or under-publicized policies that protect groups, concerns about how university collects information, transparency/accountability issues, and lack of expertise in trainings offered</li> <li>• Regular trainings for department chairs and administrators to ensure they are up to date on policies and aware of the unique challenges various marginal groups face.</li> </ul>

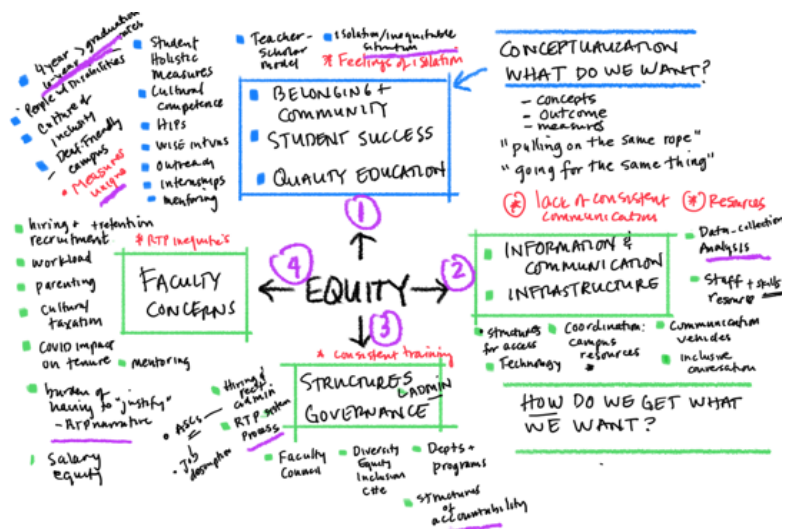
Team 2: Recent Feedback – Multiple Groups Focused on Equity

This team examined recent feedback from the following sources:

- Notes from Strategic Plan kickoff meeting (March 5, 2021)
- Faculty Council Feedback (April 2020 & May 2020)
- CLA Staff Feedback (March 2021)
- CLA Chairs & Program Directors (2021)
- Ethnic Studies Chairs (2019)
- General Call to Shared Identity Groups and All CLA Faculty for Feedback on Dean Wallace's Strategic Plan Draft (March 2021)
- "Preliminary Focus Group Findings" from CLA Data Team regarding timely graduation by Gwen Shaffer & Varisa Patraporn (2017)
- CLA Chairs & Program Directors' Input on Equity (2021)

The Dean and FC Exec also agreed to solicit feedback on the Dean's strategic plan draft from the chairs of the Ethnic Studies departments (i.e. Africana Studies, American Indian Studies, Asian and Asian American Studies, Chicano and Latino Studies). This does not appear to have happened. If it did happen, notes were not submitted to the CLASP Committee.

Unlike the first team's focus on prior input, the second team's analysis focused on the concept of 'equity'





because stakeholders were explicitly prompted to consider this concept in their responses.

A broad framework of equity emerged with two components: as an ‘outcome’ (i.e., a condition of well-being that we strive to achieve); and as structure and process to achieve this outcome (i.e., ‘how’ we can achieve equity). More will be presented on equity in the following sections.

Four major themes emerged from the stakeholders’ feedback pertaining to needs or concerns that should be addressed through the CLA strategic plan if equity were used as a key value. The first theme is best conceptualized as an ‘outcome’ (i.e., what we want), while the second and third themes refer to the capacities (i.e., structures, processes, and other resources) necessary to achieve this outcome. The fourth theme highlights an area involving a lot of faculty concerns and issues.

Theme	Description
1. Belonging and Community; Quality Education; and Student Success	<ul style="list-style-type: none"> <li>● People want a sense of belonging and community in CLA, including a commitment to a quality education and student success.</li> <li>● Feelings of isolation were prominently mentioned.</li> <li>● Student success was broadly defined, beyond narrow academic definitions, and included well-being, inclusion, and other more holistic measures.</li> </ul>
2. Communication, Information, and Infrastructure	<ul style="list-style-type: none"> <li>● Need for ongoing, consistent communication and information.</li> <li>● Need for infrastructure, such as data, staff, and others who provide this information.</li> </ul>
3. Governance and Structures	<ul style="list-style-type: none"> <li>● Need for more transparent decision-making.</li> <li>● Need more capacity in departments, programs, and other administrative units.</li> </ul>
4. Faculty Concerns	<ul style="list-style-type: none"> <li>● Inequities in recruiting and hiring, and retention, tenure, and promotion.</li> <li>● Other inequities pertaining to workload, parenting, cultural taxation, etc.</li> </ul>

## Integration and Implications

Analysis of prior input and recent feedback reveals a lot of resonance and alignment, as seen in the table below. The first column presents the themes from recent feedback, the second column includes themes from prior input, and the third column describes the needs that these themes allude to.

<b>Recent Feedback</b>	<b>Prior Input</b>	<b>Synthesis: What Is The Need?</b>
1. Belonging and Community; Quality Education; and Student Success	<ul style="list-style-type: none"> <li>● Significant feelings of isolation and not belonging.</li> <li>● Inability of measures to account for the obstacles that specific groups experience and inhibit or constrain their abilities or wellness.</li> </ul>	<ul style="list-style-type: none"> <li>● A need for a sense of belonging and community in CLA, quality education, and student success, by addressing isolation and specific obstacles that faculty (in particular members of shared identity groups), staff and student groups experience and that inhibit or constrain their abilities to succeed.</li> </ul>
2. Communication, Information, and Infrastructure	<ul style="list-style-type: none"> <li>● Lack of consistent communication between shared identity groups and administration.</li> </ul>	<ul style="list-style-type: none"> <li>● A need for consistent communication and information between the administration and all constituencies involved, including all faculty, shared identity groups, students, and staff, supported by the right infrastructure of staff, data, and resources.</li> </ul>
3. Governance and Structures	<ul style="list-style-type: none"> <li>● Lack of commitment to resources, especially for students.</li> <li>● Lack of consistent trainings, particularly chairs, Dean's office, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● A need for more transparent governance (i.e., decision-making and resource allocation) and effective administrative structures (especially Chairs and Dean's Office), especially to better serve students.</li> </ul>
4. Faculty Concerns	<ul style="list-style-type: none"> <li>● Inequities in the RTP process, by rank, identity, department.</li> </ul>	<ul style="list-style-type: none"> <li>● A need to address a range of additional faculty concerns, mostly around the inequities in recruitment, hiring, retention, promotion, salary, and workload.</li> </ul>

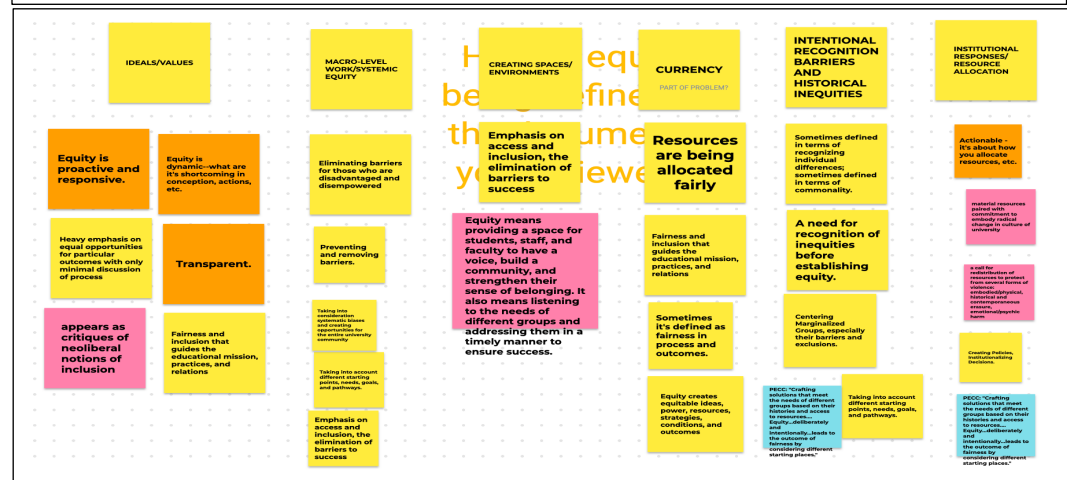
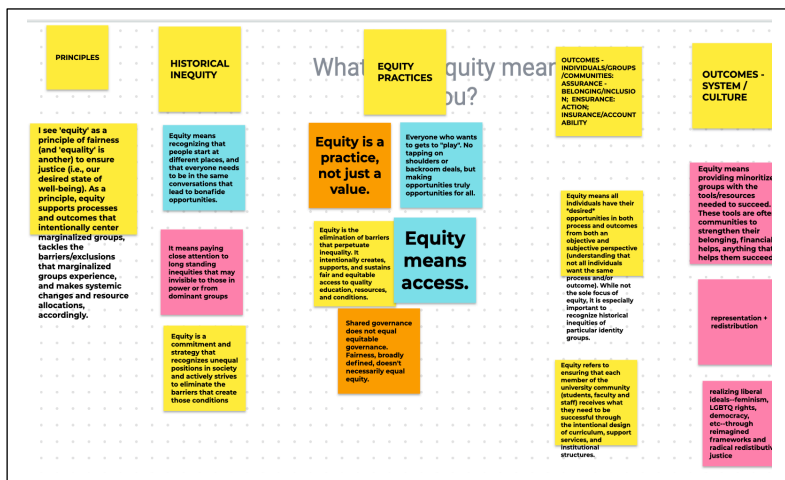
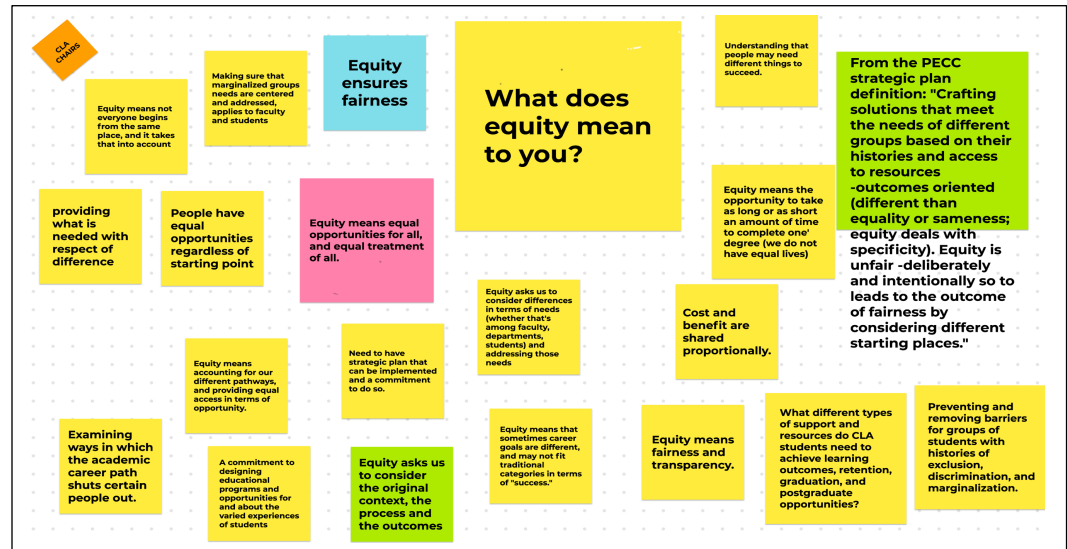
The strong overlap of the themes in both sets of documents suggests that the four major thematic categories listed in the table's first column capture the vast majority of issues and needs important to the stakeholder groups that submitted their views and articulated their interest. (It is important to note that these categories might not necessarily include the needs of stakeholder groups that did not send in their perspectives.) Moreover, an initial definition for 'equity' emerged, viewing it as a principle and practice, as a process and outcome, and requiring requires commitments, resources, and capacities. The next section builds on this initial definition.

## Part III: Defining the Concept of Equity

This section further defines the concept of equity based on an analysis of the prior input and recent feedback of CLA stakeholders and the CLASP Committee. The first part of this section defines equity based on documents containing prior input and recent feedback, including ideas about equity recently collected at a recent CLA Chairs meeting (3/24/21). The second part develops a definition of equity based on the assumptions and views of the CLASP Committee members themselves. The third segment integrates both views and defines key qualities associated with equity.

### Equity from CLA Stakeholders' Prior Input and Recent Feedback

Building on the input generated via the Google Jamboards from Day 1, committee members individually articulated key points they gleaned from all the documents they reviewed and that spoke to the concept of equity. Afterwards, through affinity diagramming, committee members created broader thematic categories and articulated initial definitions for each theme. Below are the themes, initial definitions, and the statements on the Google Jamboards linked to those themes and definitions.



Theme	Definition	Google Jamboard Statements (Transcribed Verbatim)
Ideals/Values	Equity is a set of ideals and values.	<ul style="list-style-type: none"> <li>a. <i>Transparent.</i></li> <li>b. <i>Fairness and inclusion that guides the educational mission, practices, and relations.</i></li> <li>c. <i>Sometimes it's defined as fairness in process and outcomes.</i></li> <li>d. <i>Equity is proactive and responsive.</i></li> <li>e. <i>Equity is dynamic: what are its shortcomings in conception, action, etc.</i></li> <li>f. <i>Heavy emphasis on equal opportunities for particular outcomes with only minimal discussion of process.</i></li> <li>g. <i>Appears as critiques of neoliberal notions of inclusion.</i></li> </ul>
Intentional Recognition of Barriers and Historical Inequities	Equity involves intentionally recognizing historical and contemporary barriers and inequities of groups.	<ul style="list-style-type: none"> <li>a. <i>A need for recognition of inequities before establishing equity.</i></li> <li>b. <i>Sometimes defined in terms of recognizing individual differences; sometimes defined in terms of commonality.</i></li> <li>c. <i>Centering marginalized groups, especially naming the barriers and exclusions.</i></li> <li>d. <i>Taking into account different starting points, needs, goals, and pathway.</i></li> </ul>
Macro-Level/System Equity	Equity entails preventing and removing barriers and obstacles that marginalize groups.	<ul style="list-style-type: none"> <li>a. <i>Eliminating barriers for those who are disadvantaged and disempowered.</i></li> <li>b. <i>Preventing and removing barriers.</i></li> <li>c. <i>Taking into consideration systemic biases and creating opportunities for the entire university community.</i></li> <li>d. <i>Emphasis on access and inclusion, the elimination of barriers and success.</i></li> <li>e. <i>Taking into account different starting point, needs, and goals, and pathways.</i></li> </ul>
Creating Spaces/Environments	Equity creates spaces to voice concerns and be heard and provides access, inclusion, and sense of belonging to a community.	<ul style="list-style-type: none"> <li>a. <i>Emphasis on access and inclusion, the elimination of barriers and success.</i></li> <li>b. <i>Equity means providing a space for students, staff, and faculty to have a voice, build a community, and strengthen their sense of belonging</i></li> <li>c. <i>It also means listening to the needs of different groups and addressing them in a timely manner to ensure success.</i></li> </ul>
Institutional Responses/Resource Allocations	Equity involves making concrete institutional decisions that provide resources	<ul style="list-style-type: none"> <li>a. <i>Creating policies, institutionalizing decisions.</i></li> <li>b. <i>Actionable: It's about how you allocate resources.</i></li> <li>c. <i>Material resources paired with commitment to embody radical change in the culture of the university.</i></li> </ul>

	that change a toxic culture.	<p>d. <i>A call for redistribution of resources to protect from several forms of violence: embodied/physical; historical and contemporaneous erasure; emotional/psychic harm.</i></p> <p>e. <i>PECC: Crafting solutions that meet the needs of different groups based on their histories and access to resources...Equity...deliberately and intentionally leads to the outcome of fairness by considering different starting points.</i></p>
Currency	<p>The manner in which the allocation of resources exemplifies values and commitments.</p> <p>They way in which universities appropriate the language of equity can be highly problematic.</p>	<p>a. <i>Resources are being allocated fairly.</i></p> <p>b. <i>Fairness and inclusion guide the educational mission, practices, and relations.</i></p> <p>c. <i>Sometimes it's defined in process and outcomes.</i></p> <p>d. <i>Equity creates equitable ideas, power, resources, strategies, conditions, and outcomes.</i></p>

Equity from the Perspective of CLASP Committee

<b>Theme</b>	<b>Definition</b>	<b>Google Jamboard Statements (Transcribed Verbatim)</b>
Principles	Equity is a set of principles.	<p>a. <i>I see equity as a principle of fairness (and equality is another one) to ensure justice (i.e., our desired state of well-being).</i></p> <p>b. <i>As a principle, equity supports processes and outcomes that intentionally center marginalized groups, tackles the barriers/exclusions that marginalized groups experience, and makes systemic changes and resource allocations, accordingly.</i></p>
Practices	Equity involves actual practices (i.e., 'modeling' equity) not just stating it.	<p>a. <i>Equity is a practice, not just a value.</i></p> <p>b. <i>Equity means access.</i></p> <p>c. <i>Equity is the elimination of barriers that perpetuate inequality. It intentionally creates support and sustains fair and equitable access to quality education, resources, and conditions.</i></p> <p>d. <i>Shared governance does not equal equitable governance. Fairness, broadly defined, doesn't necessarily equal equity.</i></p>

		e. <i>Everyone who wants to, get to ‘play.’ No tapping shoulders or background deals, but making opportunities truly opportunities for all.</i>
Historical inequity	Equity entails recognizing historical inequities.	<p>a. <i>Equity means recognizing that people start at different places, and that everyone needs to be in the same conversations that lead to bonafide opportunities.</i></p> <p>b. <i>It means paying close attention to long standing inequities that may be invisible to those in power from dominant groups.</i></p> <p>c. <i>Equity is a commitment and strategy that recognizes unequal positions in society and actively strives to eliminate the barriers that create those conditions.</i></p>
Outcomes	Equity produces outcomes for individuals, groups, and communities: (a) assurance: belonging and inclusion; (b) ensurance: action; and (c) insurance: accountability.	<p>a. <i>Equity means all individuals have their desired opportunities in both process and outcomes from both an objective and subjective perspective (understanding that not all individuals want the same process and/or outcome). While not the sole focus of equity, it is especially important to recognize historical inequities of particular identity groups</i></p> <p>b. <i>Equity refers to ensuring that each member of the university community (students, faculty and staff) receives what they need to be successful through the intentional design of curriculum, support services, and institutional structures.</i></p>
	Equity produces outcomes or changes in organizational culture and systems (i.e., policies, resource allocations, etc.).	<p>a. <i>Equity means providing minoritized groups with the tools, resources needed to succeed. These tools are often needed by communities to strengthen their belonging, financial helps, anything that helps them succeed.</i></p> <p>b. <i>Representation and redistribution.</i></p> <p>c. <i>Realizing liberal ideals: Feminism, LGBTQ rights, democracy, etc. through reimagined frameworks and radical redistributive justice.</i></p>

## Integration and Implications

The first column integrates the themes that emerged from stakeholder input and feedback (labeled as A) and the CLASP Committee (labeled as B). The second column provides a rough definition for the themes in the first column. The third column draws out implications for the strategic planning process.

Shared Themes	Concept	Implications for the Strategic Planning Process
A. Ideals, Values B. Principles	Equity refers to <u>principles</u> to guide practice to achieve intended outcomes.	The process has to have clear principles, values, and the practice needs to be congruent with these principles and values.
A. Intentional Recognition of Barriers and Historical Inequities; and Macro-Level/ System Equity B. Practices, Historical Inequity	Equity is a <u>practice</u> that entails recognizing historical barriers and current obstacles.	The process should allow people to name historical and current forms of barriers and marginalization.
A. Creating Spaces/Environments	Equity involves <u>providing opportunities</u> for people to voice their concerns and solutions and to build community.	The process should involve different groups and provide opportunities for people to voice their needs, propose solutions, and build community.
A. Institutional Responses/ Resource Allocations B. Outcomes	Equity generates <u>outcomes</u> for individuals and groups, and changes in organizational culture and systems.	The process should help articulate outcomes at both levels: (a) individuals, groups, and communities; and (b) organizational culture and systems.
A. Currency	Equity involves recognizing that institutional interests and discourses can co-opt equity efforts, without advancing tangible institutional change that enhances the status of marginal groups.	The process should guard against institutional interests and discourses that co-opt equity without advancing tangible institutional change that enhances the status of marginal groups.

## A Definition of Equity

The following definition of ‘equity’ comes from an analysis of all the documents reviewed and discussions that transpired on March 29 and 30.

Equity is a principle and a practice that applies both to processes and outcomes that seek fairness, justice, and well-being.

As a principle, equity involves recognizing historical barriers and current systemic challenges that undermine the well-being of specific groups.

As a practice, equity entails:

- a. providing opportunities for different groups to voice the historical barriers and current obstacles affecting them, and to suggest solutions;
- b. preventing or removing these barriers and obstacles;
- c. guarding against institutional interests and discourses that co-opt equity without advancing tangible institutional change that enhances the status of marginal groups; and
- d. achieving outcomes that promote the well-being of individuals and groups and generate change in organizational culture and systems.



## Part IV: Strategic Plan Recommendations

This section presents recommendations for CLA's strategic planning process. It begins with an analysis of key elements in strategic plans from other Liberal Arts colleges. This is followed by a description of a proposed strategic planning roadmap that uses equity as a driver and an initial list of potential stakeholder groups to include in the planning process. The final part recommends key next steps for CLA's strategic planning process.

### Analysis of Liberal Arts Strategic Plans

The team reviewed the following strategic plans for Liberal Arts colleges at CSULB and other universities.

- CLA's 2016 Strategic Plan (CSULB)
- Recent strategic plans from Colleges of Liberal Arts (or similar divisions) at similar universities
  - CSU San Bernardino
  - San Francisco State University
  - University of Illinois at Urbana-Champaign
  - University of Nevada, Reno
  - Wayne State University

This group identified not only common elements in these strategic plans, but also highlighted what they believe would be helpful to include in CLA's strategic plan.

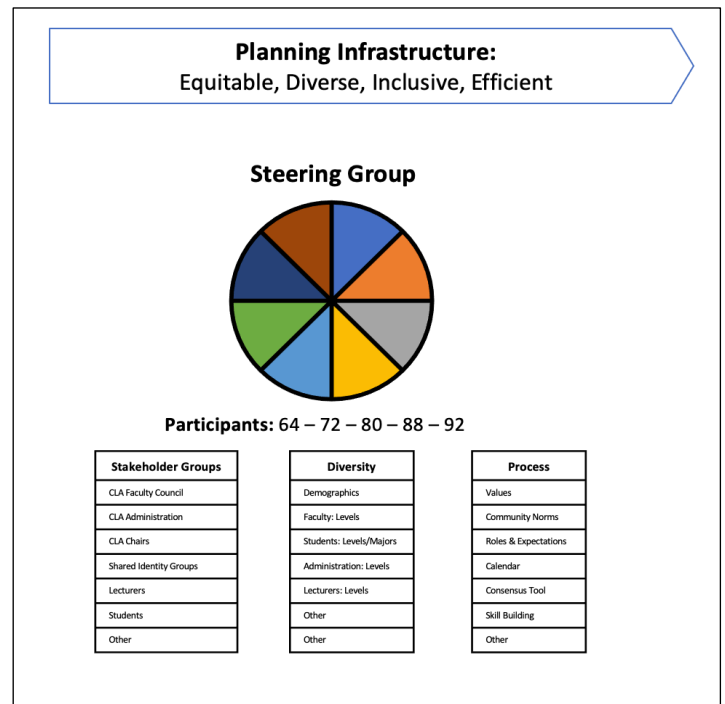
Elements	Description
1. Mission, Vision, Goals, Values	The strategic plans present a mission, vision, goals, and values.
2. Liberal Arts' Unique Identity and Role	Some strategic plans identify the unique roles that Liberal Arts play in the university, and the contributions it makes to the university. This part brands Liberal Arts as an asset.
3. Process Transparency/Community Engagement	Some strategic plans aptly describe who was involved in the strategic planning process and the process used to engage the participants. There was a significant effort to have a deep breadth of engagement.
4. Terms	Well-conceived strategic plans provided definitions of key terms used throughout the document.
5. Goals	The goals in these strategic plans ranged from specific, tangible goals with metrics to broader, loftier ones that were difficult to measure
6. Accountability	Some strategic plans included implementation timelines with concrete benchmarks (e.g., % students, % budget, etc.).
7. Data	Some strategic plans provided comparative data on key items, such as resources, faculty diversity, research funding, representation of constituencies, etc. at baseline and projected future goals.

## Proposed Strategic Planning Roadmap

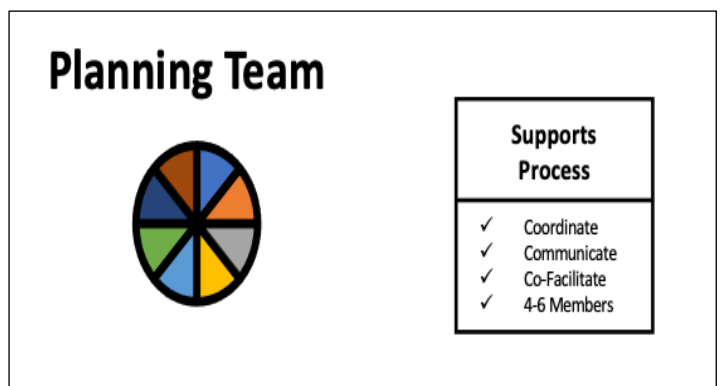
The committee reviewed a proposed strategic planning roadmap comprising four sequential parts that altogether responded to the definition of equity that the committee developed.

The first part is the establishment of a planning infrastructure that sets a strong foundation for an equitable, diverse, inclusive, and efficient planning process. The planning infrastructure includes a Steering Group and a Planning Team.

- The **Steering Group** is a set of individuals whose diversity mirrors the diversity of CLA. This group guides the strategic planning process through a set of values, community norms, roles and expectations, calendar, a decision-making method, and other process conditions. Establishing the Steering Group involves mapping out the stakeholder groups in CLA, the desired demographic and other forms of diversity, and actively recruiting (e.g. reaching out to shared identity groups, consulting with department chairs, working with Faculty Council, circulating a call for nominations) at least 64 participants (but can increase until the requisite diversity is achieved).



- The **Planning Team** is responsible for supporting the Steering Group with communication, information, coordination, and facilitation. Communication includes ensuring that everyone is clear about tasks and decisions and has access to meeting notes and other important information and data. Importantly, the Planning Team leads the process to establish the Steering Group.



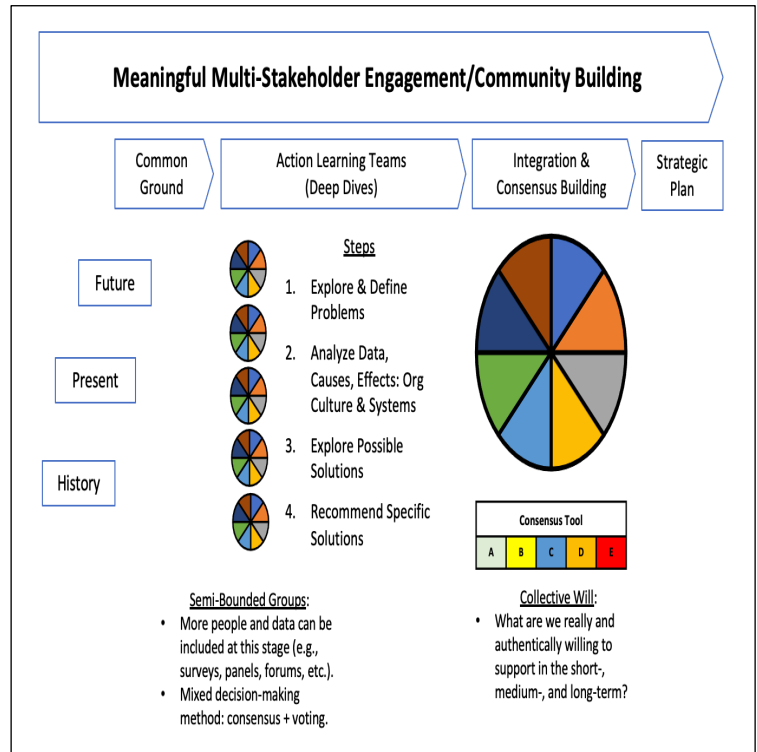
The second part is the discovery of common grounds. Steering Group participants construct their collective histories, identify obstacles and opportunities in the current context, and imagine an ideal future for CLA. Based on the past, present, and desired future, participants identify their common grounds—the grounds that are essential to building that ideal future together.

The third part is the development of specific recommendations. Action Learning Teams, which can include more than Steering Group members, conduct an in-depth analysis of the issues in each common ground area, including causes and effects of specific problems, discussing possible solutions, and then recommending specific ones for the Steering Group.

The final part is the integration and consensus building among Steering Group members. Steering Group members review all the recommendations and, using consensus, agree on which recommendations to support. Action plans with short-, medium-, and long-term objectives are developed for each recommendation. The key outcome of this last part is strong collective will to implement the recommendations.

Potential Stakeholders

Committee members brainstormed the following list, presented in alphabetical order, of potential stakeholder groups to include in the strategic planning process. There is some degree of repetition because two or more people may have mentioned the same group(s).



**Potential Stakeholders**

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| <ol style="list-style-type: none"> <li>1. Academic Advisors</li> <li>2. Administrative Services Coordinators</li> <li>3. Alternatives to Campus Police</li> <li>4. Alumni</li> <li>5. Arab and Palestinian Faculty/Students</li> <li>6. ASI</li> <li>7. Asian, Pacific Islander, Desi American (APIDA)</li> <li>8. ASL English Interpreters</li> <li>9. BIPOC ASL-English Interpreters</li> <li>10. Black, Latinx, Native American Students</li> <li>11. Black/African American Members of Campus</li> <li>12. BMAC Representative</li> <li>13. Both Undergraduate and Graduate Students</li> <li>14. Campus Climate Committee</li> <li>15. Chairs Representatives</li> <li>16. Chicax/Latinx Faculty</li> <li>17. City of Long Beach Officials</li> <li>18. College Dean or Designee</li> <li>19. Community Members</li> <li>20. Commuter Students</li> <li>21. Coordinator of Interpreter Services</li> <li>22. CSU Networks</li> <li>23. Deaf BIPOC Faculty</li> <li>24. Deaf BIPOC Students</li> <li>25. Deaf Faculty</li> <li>26. Departments—Small, Medium, Large</li> <li>27. Disabled Students, Representatives</li> <li>28. Dream Center, EOP, and Other Student Support Programs</li> <li>29. Ethnic and Gender Studies Faculty Staff and Students</li> <li>30. Faculty Council Chair</li> <li>31. Faculty of Different Rank and Length of Time at the University</li> <li>32. Faculty Who Identify As Having Had Inequitable RTP Experiences (At Any Level)</li> <li>33. First Generation College Students</li> <li>34. First Generation Students</li> </ol> | <ol style="list-style-type: none"> <li>35. Future Shared Identity Groups</li> <li>36. International Faculty</li> <li>37. International Students</li> <li>38. Intersectionality Identifying Stakeholders</li> <li>39. Jewish Students</li> <li>40. Lecturer Faculty</li> <li>41. Lecturers</li> <li>42. LGBTIQ Community on and off Campus</li> <li>43. LGBTQ+</li> <li>44. Long Beach Community Members</li> <li>45. Low-Income, First Generation Students</li> <li>46. Muslim Faculty</li> <li>47. Muslim Students</li> <li>48. Non-Transfer Students</li> <li>49. Pregnant Faculty, Staff, Students</li> <li>50. Probationary Faculty</li> <li>51. Program Directors, Representatives</li> <li>52. Programs</li> <li>53. Retired/Departed Faculty</li> <li>54. Shared Id Group (But with Thoughtful Outreach)</li> <li>55. Small Programs and Independent</li> <li>56. Staff and Faculty Who Are Parents</li> <li>57. Staff, ASC, ASA, Advisors</li> <li>58. Student Athletes</li> <li>59. Student Organizations</li> <li>60. Students</li> <li>61. Students Who Don't Have Necessary Technology to Participate Fully in Academic Life</li> <li>62. Students Without Homes</li> <li>63. Trans, Non-Binary, Gender Non-Conforming</li> <li>64. Transfer Students</li> <li>65. Undocumented Groups</li> <li>66. Undocumented Students</li> <li>67. University Student Support Programs</li> <li>68. Women of Color, Faculty, and Staff</li> <li>69. Working Students and Non-Traditional Aged Students</li> </ol> |
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## Integration and Implications

Based on the aforementioned four themes, the definition of equity, and an analysis of Liberal Arts strategic plans from other universities, the CLASP Committee issues five recommendations for the CLA strategic planning process:

1. Use 'equity' to shape the strategic planning process: the definition of equity provides a sound framework that calls for substantial inclusion and diversity in processes and outcomes and focuses on the prevention and removal of barriers impacting specific marginal groups.
2. Launch the formal strategic planning process at the beginning of the fall 2021 semester.
3. Use the remainder of the spring 2021 semester to begin building the planning infrastructure for CLA's strategic planning roadmap, including:
  - a. identifying the stakeholder groups and diversity of perspectives and experiences to be included in a strategic planning process;
  - b. recruiting members of the Steering Group, whose roles, perspectives, and experiences are broadly representative of the diversity in CLA;
  - c. establishing a Planning Team whose collective knowledge, skills, and roles can support the strategic planning process. (To maintain continuity throughout the planning process, Faculty Equity Advocates Sabrina Alimahomed and Rigo Rodriguez should serve on both the Planning Team and the Steering Group. As the CLASP Committee Chair and member of the Faculty Council Executive Committee, Justin Gomer should also serve on the Planning Team.)
  - d. agreeing on key conditions for the strategic planning process, including a strategic plan template, values, calendar, norms, among other conditions;
  - e. providing updates to the CLA Faculty Council and all students, faculty, and staff on the current planning process underway to ensure faculty are apprised of the process going forward.
4. Provide resources to encourage diverse participation by those historically disadvantaged so that they do not suffer undue cultural taxation because of their labor during the strategic planning process.
5. Urge the 2021-2022 CLA Dean Search Committee to ask candidates to address the CLA strategic plan draft and process.