

California State University, Long Beach

COLLEGE OF LIBERAL ARTS

Strategic Plan to Achieve Greater Equity:
2022-23 to 2024-25

**CLA FACULTY COUNCIL'S
SECOND READING AND STRATEGIC PLAN
APPROVAL – MAY 11, 2022**

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SUMMARY

The CLASP Planning Support Team (PST) prepared this document for the CLA Faculty Council's meeting on Wednesday, May 11, 2022, in support of an action item that calls for the following:

- Approve the *CLA Strategic Plan to Achieve Greater Equity: 2022-2025*.
- Authorize an Implementation Leadership Team to craft 12-month action plans for Academic Year 2022-23 to implement the core solutions and preliminary key actions.

This document is organized into two sections:

- **CLA STRATEGIC PLAN:** The CLA strategic plan consists of one goal, four strategies, and fifteen core solutions, as described on pages 2 and 3. This is the plan the CLA Faculty Council will be asked to approve on May 11, 2022.
- **APPENDIX:** This section contains the following:
 - a. Responses to the comments, questions, and suggestions from the CLA Faculty Council's First Reading on April 13, 2022;
 - b. Names of 150 people who participated substantially in various stages of this CLA strategic planning process;
 - c. Description of the CLA strategic planning process;
 - d. Collaborative Agreements used throughout this planning process to ensure all perspectives and experiences were included;
 - e. Description of the Implementation Leadership Team's task and expectations, along with the problem descriptions, core solutions, root causes, and preliminary key actions that that will be used as the starting points for the action plans; and
 - f. Appreciation and recognitions.

The CLASP PST members want to thank the more than 150 diverse faculty, students, staff, and administrators who, since March 2021, have dedicated a substantial time developing ideas and crafting strategies to achieve greater equity across the College of Liberal Arts (CLA) at California State University, Long Beach. We look forward to embarking on a journey over the next three years to co-create a community where all of us can find support, be creative, and feel a full sense of belonging.

Please visit the CLA Strategic Plan (CLASP) website at <https://cla.csulb.edu/clasp/> to access this strategic plan. If you have any questions about this document, please email the CLASP PST members at CLASP@csulb.edu.

Sincerely,

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CLA STRATEGIC PLAN

GOAL Achieve greater equity across the College of Liberal Arts.

STRATEGY 1 *Position the Liberal Arts as central to a quality education.*

CORE SOLUTIONS

- 1.1. Develop and implement ongoing communications featuring the Liberal Arts as central to quality education.
- 1.2. Create a system that makes it easy for students to become Liberal Arts majors and to access resources to experience the full impact of a Liberal Arts education.
- 1.3. Align CLA curricula with CLA-wide student learning outcomes and support high-impact pedagogical and assessment practices.
- 1.4. Establish and/or align CLA structures and processes to promote a shift towards an equity-based, student-centered culture linked to CLA's vision of quality education.

STRATEGY 2 *Create an inclusive campus climate that values differences and well-being.*

CORE SOLUTIONS

- 2.1. Undertake an assessment of CLA's climate for all groups (students, staff, faculty, administrators), across all institutional levels (programs, centers, departments, institutes, advising, administration) to support activities that promote a sense of belonging.
- 2.2. Establish comprehensive trainings and workshops within CLA and in collaboration with divisions/programs/offices across the university that support ongoing development and maintenance of inclusive curriculum and teaching pedagogy.
- 2.3. Institute policies that (1) articulate who at the college and university levels are responsible for assessing inclusion and well-being, (2) make diversifying faculty and staff positions based on marginalized and minoritized identities, and (3) require supportive resources and reporting structures to assist faculty and staff in reflexive and restorative processes for improving work relations and relations with students.
- 2.4. Increase recognition, collaboration, and communication across offices, departments, and programs within the college and across the university campus to ensure continued engagement between campus community members.

CLA STRATEGIC PLAN (Continued)

STRATEGY 3 *Build and develop an institutional structure that equitably compensates, promotes, invests in, supports, and centers diverse staff's and faculty's labor, service, and expertise.*

CORE SOLUTIONS

- 3.1. Develop an institutional culture and policies that holistically encourage work-life balance and recognize the intersectional ways that faculty and staff workloads impact their well-being both on and off campus.
- 3.2. Create evaluation processes that circumvent bias (race, gender, sexuality, linguistic, disability, citizenship, etc.) in teaching and employee evaluations and that promote equitable compensation and work-life balance.
- 3.3. Draw on the expertise of CLA faculty and staff to develop policies that reflect a deep and critical understanding of equity, diversity, and inclusion.
- 3.4. Build an institutional culture that supports, mentors, and adequately compensates lecturer faculty.

STRATEGY 4 *Establish an equitable, sustainable, transparent, and highly functional resource infrastructure that encourages alternative forms of organizing.*

CORE SOLUTIONS

- 4.1. Create a transparent and inclusive system of shared governance, administration, and accountability that advances CLA's equity goals.
- 4.2. Compensate faculty for the additional labor required to lead the equity-based transformational strategies and to maintain a transparent and inclusive governance system.
- 4.3. Develop a transparent communication system and streamline administrative procedures within CLA to advance CLA's equity goals.

APPENDIX

- 1. RESPONSES TO CLA FACULTY COUNCIL'S FIRST READING – APRIL 13, 2022**
- 2. CLA STRATEGIC PLANNING PROCESS – BACKGROUND**
- 3. CLA STRATEGIC PLANNING PROCESS – PARTICIPANTS**
- 4. COLLABORATIVE AGREEMENTS**
- 5. TOWARDS AN IMPLEMENTATION PLAN: IMPLEMENTATION LEADERSHIP TEAM; STRATEGIES, PROBLEM DESCRIPTION, CORE SOLUTIONS, ROOT CAUSES, AND KEY PRELIMINARY ACTIONS**
- 6. APPRECIATION AND RECOGNITION**

RESPONSES – CLA FACULTY COUNCIL’S FIRST READING

This section provides responses to the comments, questions, and suggestions from the CLA Faculty Council’s First Reading session on Wednesday, April 13, 2022.

As a result of the CLA Faculty Council’s feedback, the PST revised three core solutions: 2.1, 3.2, and 3.3. These changes are highlighted in the sections below and have been incorporated in the final version. However, the vast majority of the feedback focused on how to implement the core solutions and preliminary key actions. The CLA Faculty Council’s implementation-related feedback will be given to the Implementation Leadership Team (ILT). As described on more fully on pages 24-26, the ILT will be meeting from May 23 to June 8, 2022 to develop 12-month action plans to pivot into action for the AY 2022-23.

In this section, the PST documented the written feedback from the CLA Faculty Council’s April 13 session and provided a response to specific comments, questions, or suggestions. In some cases, the PST provided a direct response; in other cases, the PST referred the issue to the ILT. The PST attempted to keep the original version of the feedback with minor editing, i.e., capitalizing a word or adding a period at the end of a sentence, etc.

STRATEGY 1: Position the Liberal Arts as central to a quality education.

CORE SOLUTIONS

- 1.1. Develop and implement ongoing communications featuring the Liberal Arts as central to quality education.
- 1.2. Create a system that makes it easy for students to become Liberal Arts majors and to access resources to experience the full impact of a Liberal Arts education.
- 1.3. Align CLA curricula with CLA-wide student learning outcomes and support high-impact pedagogical and assessment practices.
- 1.4. Establish and/or align CLA structures and processes to promote a shift towards an equity-based, student-centered culture linked to CLA’s vision of quality education.

Feedback and Responses
What do you like about this strategy and core solutions?
Action Learning Team 1 tried to keep these core solutions as student-centered as possible. Hopefully, the development of college-wide SLOs will help faculty and departments align their curriculum around these core values and outcomes. This strategy also seeks to address AB 928 and other external pressures aimed at diluting the Liberal Arts. <ol style="list-style-type: none">1. This is vitally important related to AB 928 and the Liberal Arts.2. Student-centered!3. I like the proposal of aligning CLA curricula with CLA-wide student learning outcomes.

4. I appreciate the centralizing of CLA in relation to quality education and aligning our structure with our values as a college.

What questions do you have?

1. Seems more like PR? 1.2 Is that under the purview of ATLAS? Yes, Strategy 1 and core solution 1.1. involves very intentional communication, whether we call it 'PR' or use another term. In the Action Learning Team discussions, we noted that communication is quite fragmented, with faculty and departments sometimes saying one thing, and other university and college offices saying another thing, ultimately confusing students. Additionally, your point about 1.2. being under the purview of ATLAS resonates with us, and this is why ATLAS staff were invited into these discussions with the Action Learning Team. Their input was incredibly valuable and we see ATLAS as a key partner in the work of the Implementation Leadership Team work, so that faculty, departments, and programs collaborate with ATLAS to create a more integrated system.
2. Where would those "ongoing communications" go? Or between whom would they take place? This is a very important question. We need to assess how communications are already transpiring (i.e., between whom and how this takes place) and then figure out how to enhance communications—or how to create new forms of communications. This initial thinking will occur in the summer with the Implementation Leadership Team.
3. 1.1: Does "ongoing communications" refer to promotional-types of materials (such as online/social media content?); General: How can we address politically motivated assaults on the liberal arts? "Ongoing communications" will likely include both promotional types of materials, such as the ones you mention, and content that addresses the political assault on the Liberal Arts. As you can imagine, how we 'frame' these materials will be a very critical and strategic task that will be part of the implementation stage.

What suggestions do you have?

1. The "system" in 1.2 is not something that we can create independently. We will depend upon what the university allows us to do in terms of requirements, GE, advising, etc. The university's role pertaining to requirements, GEs, advising, and other areas (e.g., resources, protocols, policies, etc.) certainly sets initial parameters for our work in the short term. Our short-term task is to figure what "more" we can do within existing parameters. However, our longer-term task could focus on changing these parameters over the course of the next three years. These change strategies will be part of the Implementation Leadership Team's discussions this summer.

STRATEGY 2: Create an inclusive campus climate that values differences and well-being

CORE SOLUTIONS

- 2.1 Undertake an assessment of CLA's climate for all groups (students, staff, faculty, administrators), across all institutional levels (programs, centers, departments, institutes, advising, administration) to support activities that promote a sense of belonging.
- 2.2 Establish comprehensive trainings and workshops within CLA and in collaboration with divisions/programs/offices across the university that support ongoing development and maintenance of inclusive curriculum and teaching pedagogy.
- 2.3 Institute policies that (1) articulate who at the college and university levels are responsible for assessing inclusion and well-being, (2) make diversifying faculty and staff positions based on marginalized and minoritized identities, and (3) require supportive resources and reporting structures to assist faculty and staff in reflexive and restorative processes for improving work relations and relations with students.
- 2.4 Increase recognition, collaboration, and communication across offices, departments, and programs within the college and across the university campus to ensure continued engagement between campus community members.

Feedback and Responses

What do you like about this strategy and core solutions?

The PST appreciates the CLA Faculty Council's thoughtful feedback, reflections, and overall support for Strategy #2. We addressed questions concerning the implied meaning for parts of Core Solution #2.1 by revising the language in order to relay the intention more explicitly and to remedy the confusion. Several representatives posted questions and suggestions surrounding methods of assessment, design and management of the proposed comprehensive trainings, and collaborations with other divisions/programs/offices across the university. The notes for Strategy #2 will be shared with the Implementation Learning Team.

1. 2.2.I like the idea of comprehensive trainings and workshops within CLA.
2. 2.2 is a big must for academic culture to change!
3. The collaborative focus and emphasis on practice and the inclusion of need for university support
4. The strategies/solutions show a clear path to increasing CLA cohesion at a time when AB928 looms over the college.
5. Re: 2.1 & 2.2--I appreciate the spirit of these solutions. I wonder what we can do to ensure that this assessment will lead to actionable solutions and to ensure that these trainings don't become just another mandatory thing for folks to click through. This question falls under the implementation rubric and will be addressed by the Implementation Leadership Team. We are committed to ensuring that the assessment leads to actionable solutions to the best of our ability.

What questions do you have?

1. 2.2.: Who would design and provide those workshops? This question falls under the implementation rubric and will be addressed by the Implementation Leadership Team.
2. For 2.1, how will this assessment be done? If it's "non-intrusive" of student groups, does that mean that they won't be asked? The first part of this question falls under the implementation rubric and will be addressed by the implementation team. For the second part of the question, we revised Core Solution #2.1 to reduce confusion generated by the phrase "that is non-intrusive of affinity-based spaces" into "to support activities that promote a sense of belonging."
3. Would this require the establishment of a program to run the workshops? This question falls under the implementation rubric and will be addressed by the Implementation Leadership Team.
4. 2.3 proposes instituting policies that will require support at the university level. It isn't likely that we can do all that at the college level independently. We recognize and agree that Core Solution #2.3 would entail participation and cooperation across other university offices and divisions. The extent to which this would occur falls under the implementation rubric and will be addressed by the Implementation Leadership Team. However, the Implementation Leadership Team will be engaging university-wide officials in this effort. For example, the President's Commission on Equity and Change recently completed its strategic plan, which calls for many of the reforms proposed in the CLA's strategic. Aligning our work to theirs will be an important step in the implementation phase.
5. What does it mean that assessments be "non-intrusive" of affinity-based spaces? We revised Core Solution #2.1 to reduce confusion generated by the phrase "that is non-intrusive of affinity-based spaces" into "to support activities that promote a sense of belonging."

What suggestions do you have?

1. Would the trainings and workshops be mandatory or optional? If they're optional, only faculty who are already aware of the need of inclusivity and working towards it will attend. This question falls under the implementation rubric and will be addressed by the Implementation Leadership Team. We will add this feedback (mandatory or optional) to the notes we have for Strategy #2.
2. Leadership training is needed! We wholeheartedly agree and will add this feedback to our notes for Strategy #2. We will also share it with the Implementation Learning Team.
3. 2.2. My suggestion is related to the consideration of technology as an element of oppression. Technological choices can (and should) be assessed with a focus on ethics and social justice: at the college level, this might be approached through an enhanced visibility of the implications of technological choices, and a plan to gradually adopt ethical, free, open-source software (FOSS) as a replacement for all needs. We welcome

this suggestion and will add this feedback to our notes for Strategy #2. We will also share it with the Implementation Learning Team.

4. Regarding 2.2, we also need trainings and workshops for people in leadership positions, especially chairs. We wholeheartedly agree and will add this feedback to our notes for Strategy #2. We will also share it with the Implementation Learning Team.
5. How will trainings/workshops be supported? And how (if at all) will people be incentivized to participate? This question falls under the implementation rubric and will be addressed by the Implementation Leadership Team. During our discussions with Steering Committee members and Action Learning Teams, participants strongly advocated for compensated trainings or workshops.
6. Find ways to announce trainings/workshops/etc. beyond listserv emails that are likely to be missed. We welcome this suggestion and will add this feedback to our notes for Strategy #2. We will also share it with the Implementation Learning Team.

STRATEGY 3: Build and develop an institutional structure that equitably compensates, promotes, invests in, supports, and centers diverse staff's and faculty's labor, service, and expertise.

CORE SOLUTIONS

- 3.1. Develop an institutional culture and policies that holistically encourage work-life balance and recognize the intersectional ways that faculty and staff workloads impact their well-being both on- and off-campus.
- 3.2. Create evaluation processes that circumvent bias (race, gender, sexuality, linguistic, disability, citizenship, etc.) in teaching and employee evaluations and that promote equitable compensation and work-life balance.
- 3.3. Draw on the expertise of CLA faculty and staff to develop policies that reflect a deep and critical understanding of equity, diversity, and inclusion.
- 3.4. Build an institutional culture that supports, mentors, and adequately compensates lecturer faculty.

Feedback and Responses

What do you like about this strategy and core solutions?

The Planning Support Team thanks the Faculty Council representatives for their support and thoughtful feedback on the strategic plan and CGA #3. Several representatives commented on the importance of work-life balance, addressing inequities in evaluation processes, and the ways committee scheduling fails to consider caregiving responsibilities.

1. I personally commend that diversification of evaluation is being established in accordance to staff/faculty diversity

2. Yes! Need this!
3. 3.4 This is a very important issue! Thank you.
4. Excellent emphasis on balance and valuing the expertise of our CLA community as well as addressing inequities in the evaluation process
5. Work-life balance is definitely important.
6. Work-life balance is most important! In terms of the work-life balance: the issue of important college committees seeming to be scheduled without consideration of those with caregiving responsibilities. EPCC, CEPC, GEGC, and faculty council are all weekday afternoons limiting flex time. [We will add this feedback to the notes we have for CGA 3.](#)

What questions do you have?

1. In the discussion of Core Strategy 3.3, it says that DEI has been co-opted by the college and university. Can you elaborate on this? [During our discussions with Steering Committee members and Action Learning Teams, participants commented on the university saying it supports diversity, equity, and inclusion without providing tangible material support to those experiencing systemic barriers and a sense of non-belonging.](#)
2. Points 3.3 and 3.4 sound a little vague (these may be done on purpose), but my questions are: (1) what is the plan to build this culture? who will be the agents? and how they will be implemented? [These are great implementation questions. We hope the CLA Faculty Council establishes the proposed Implementation Leadership Team so that we can start developing approaches and identifying committees that can revise college policies with equity in mind. Implementation will be a 2-to-3-year process that will involve the participation of students, staff, faculty, and administrators.](#)
3. Who will oversee these structural changes and be accountable for these desired outcomes? [In the end, it is up to us as workers and members of CLA to make the changes that are envisioned in the strategic plan. Administrators will be responsible for allocating resources and funding. And, importantly, one of the key tasks of the Implementation Leadership Team is to recommend an overall structure and process to ensure we have the right leadership and support to implement these changes.](#)

What suggestions do you have?

1. Does this type of initiative exist for students as well? [CGA #3 focuses on the labor conditions of faculty and staff. Strategies 1 and 2 have a more explicit focus on students. Strategy 4 also addresses the issue of including students in these institutional change efforts.](#)
2. I'm not sure where it would go but I have been on a lot of committees as both chair and member (sabbatical, RSCA, mini grants and summer stipends) where I think it would be better to make applications blind (not know the rank and whether someone is a lecturer or not, and possibly gender/ethnicity/name); I feel this could influence equity in allocating resources to CLA faculty. [This is a very important topic that needs to be addressed during the implementation phase of this work. There are some key issues that need to be critically discussed and addressed. For example, blind review also has the](#)

potential of creating inequities because it does not account for context; and in order to achieve equitable outcomes, lived experience and context must be acknowledged. Further, since faculty often review other faculty and know each other's work, blind review might only create the mirage of anonymity. Again, this is an important matter and we need to create the space and process for us to work through these issues.

3. 3.2 has includes two different proposals. Thank you for this comment. We have revised 3.2 to make it more focused.
4. I think that staff (and student) expertise should also be included in this framing. Thank you for pointing out this oversight. Staff have been added to the language of 3.3.
5. RE 3.1 and 3.4: how can we develop or build an "institutional culture" exclusively at the college level? The cultural shift the strategic plan proposes must happen throughout the university. Those who have participated in writing the strategic plan envision that CLA will become a model for wider institutional change. Many who have participated in this process are active in equity-focused institutional efforts across the university.
6. The RTP policies should reflect the idea of work-life balance. 3.2 was revised with this comment in mind. Thank you.
7. The issue of important college committees seeming to be scheduled without consideration of those with caregiving responsibilities. EPCC, CEPC, GEGC, and faculty council are all weekday afternoons limiting flex time. We will add this feedback to the notes we have for Strategy 3.

STRATEGY 4: Establish an equitable, sustainable, transparent, and highly functional resource infrastructure that encourages alternative forms of organizing.

CORE SOLUTIONS

- 4.1. Create a transparent and inclusive system of shared governance, administration, and accountability that advances CLA’s equity goals.
- 4.2. Compensate faculty for the additional labor required to lead the equity-based transformational strategies and to maintain a transparent and inclusive governance system.
- 4.3. Develop a transparent communication system and streamline administrative procedures within CLA to advance CLA’s equity goals.

Feedback and Responses
What do you like about this strategy and core solutions?
<p>The PST appreciates CLA Faculty Council’s overall support for strategy #4. Transparency is a core theme that has been brought up in the discussion on this strategy, and we will share this emphasis with the Implementation Leadership Team and hope this will be incorporated into various implementation actions.</p> <ul style="list-style-type: none">1. I am here for all of this!2. I appreciate the emphasis on transparency.3. The emphasis on transparency
What questions do you have?
<ul style="list-style-type: none">1. 4.1 for shared governance: the policy discusses program directors, but that term is not actually defined, either by the document or by college or university documents or the CBA. We appreciate this Faculty Council member’s point and agree this is an important one. We do not have an answer to this question yet, but we will share this point with the Implementation Leadership Team and encourage them to work on the definition that involves responsibilities and resources that can be operationalized at different administrative levels of the university. We also highly encourage the Faculty Council member who raised this question and those who have in-depth insights and direct experience of this position to either join the Implementation Leadership Team and/or be a resource this team. This will be extremely helpful for the Implementation Leadership Team to come up with a definition that addresses all issues involved.2. What is "alternative forms of organizing?" This is a tentative term adopted by the Steering Committee members and Action Learning Team members strategy #4. ‘Alternative forms of organizing’ refer to all new ways of organizing that are outside of and/or different from the existing administrative systems and organizational structures. Those new ways of organizing would be centered on achieving the goal of diversity, equity, and inclusion. An example is all the ‘bottom-up’ processes that were used to craft

this strategic plan, which enabled people who are outside of the traditional decision-making positions to have a voice in shaping college-wide priorities.

What suggestions do you have?

1. This is a major problem for program directors who have no defined rights. For that reason, I encourage the team to create a definition of the term for purposes of this document. [We concur. Please see our response to 4.1.](#)
2. These are wonderful core solutions, but I actually see them more as desired outcomes. How can we detail these solutions to achieve the outcome we want? [Articulating outcomes and measures for each of these core solutions will be one of the main tasks of the Implementation Leadership Team, as will be creating a coherent and consistent set of terms \(e.g., goal, strategy, outcome, measures, etc.\) that can help all of track progress, make adjustments, and hold each other and institutional leaders accountable.](#)
3. re: action 4.1.C - I recommend adding 'train and utilize' dept chairs... etc. There is very little in the way of training/professional development for CLA chairs and this is a gap that needs to be addressed. [The PST appreciates this suggestion. We will pass this suggestion to the Implementation Leadership Team.](#)
4. "Shared governance" is a euphemism for free work for the university. We need to start talking more about compensated service. [This point was raised numerous times during the strategic planning process: the term "shared governance" can have a negative connotation in a particular context. However, in the context of the Action Learning Team's discussion pertaining to Strategy #4, the term emphasizes governance that involves all parties \(e.g., faculty, staff, and students\) in meaningful and non-exploitative ways. Strategy 4 places a strong emphasis on allocating resources to fairly compensate for such services.](#)
5. What would transparency look like/require in practice? There seem to be a lot of different ideas of what that looks like. [We agree that transparency and that it needs to be clearly defined. In other words, the details are important. This is going to be a task of the Implementation Leadership Team, so we will pass this on to them.](#)
6. We definitely need to set up an 'alternative organization' from Office of Equity/Diversity as OED generally represents the university's interests (e.g. prevent lawsuits) not the interests of faculty, students and/or staff. [The PST appreciates this suggestion and will pass it to the implementation team.](#)

CLA STRATEGIC PLANNING PROCESS - BACKGROUND

This section answers key questions about the CLA strategic plan and the CLA strategic planning process focused on achieving greater equity.

WHY are we producing a strategic plan for CLA?

A strategic plan helps organizations fulfill their mission, vision, and values by providing a formal framework to make collective decisions, to allocate resources with transparency, to coordinate efforts effectively, to adapt under changing circumstances, and to hold each other accountable for agreements.

As the largest college at CSULB, with over 9,300 undergraduate students, 575 graduate students, 685 faculty, 74 staff members, and 99 unique majors and minors, a strategic plan is crucial tool to guide CLA's governance and administrative decisions, to align with and shape the implementation of CSULB's new *Beach 2030* strategic plan, and to provide a bridge of continuity for the upcoming leadership transition pertaining to the selection of a new CLA Dean.

A strategic plan also helps to ensure that CLA's formal leadership (CLA Dean's Office, CLA Faculty Council, CLA Chairs) and University officials and entities address the key equity issues raised by various individuals and groups during this planning process.

WHY is the CLA strategic plan focusing on achieving greater equity?

Since 2019, input from multiple groups across different forums has consistently highlighted the lack of an equity-based framework in the college to address the historical barriers and current obstacles that continue to adversely impact individuals and specific groups. For example:

- The CLA Dean's Office collected feedback from various Shared Identity Groups in 2019, 2020, and 2021, as part of the strategic planning activities associated with CSULB's *Beach 2030*.
- In spring 2020, the CLA Faculty Council initiated conversations for a new CLA strategic plan and 'equity' stood out as a prominent concern.
- In early spring 2021, CLA Dean and CLA Faculty Council jointly formed the CLA Strategic Planning (CLASP) Committee to review all past input, summarize it, and provide recommendations on how to move forward. On March 29 and 30, 2021, the CLASP Committee held a two-day retreat to review all prior input documents and to synthesize this input into a report with recommendations. Equity emerged as a central concern.
- As a result, the CLASP Committee's key recommendation was to develop a strategic plan to address the equity issues that were consistently raised by different groups and across different forums but had yet to be addressed directly and formally.

WHAT does ‘equity’ mean for the CLA strategic planning process?

In the March 2021 retreat, the CLASP Committee developed a definition of the term ‘equity’ grounded in its analysis of all the documents it reviewed and discussed. Later, in June and August, 2021, the CLASP Summer Planning Team (a larger, more diverse team of 33 CLA members) reviewed the initial definition and expanded the concept of equity for this strategic planning process. The definition is as follows:

Equity is both a principle and a practice of fairness and justice that seeks to achieve well-being for individuals and groups that have experienced historical barriers and continue to face systemic obstacles today.

As a principle of fairness and justice, equity applies to:

1. Outcomes: Achieving tangible results for marginalized individuals and groups.
2. Process: Including different groups in the process, especially those who have been marginalized; centering the issues of marginalized individuals and groups throughout the process; recognizing the historical barriers and current systemic challenges that undermine their well-being; providing safe conditions for creative dialogue; and ensuring transparency with information and decision-making; among other conditions.

As a practice of fairness and justice, equity entails *concrete actions* that:

1. Provide material support that enable marginalized individuals and groups to participate in a process to name historical barriers and current obstacles affecting them and to recommend solutions;
2. Prevent and/or remove these barriers and obstacles;
3. Commit resources for programmatic initiatives that generate changes in organizational culture and systems to improve outcomes for marginalized individuals and groups; and,
4. Guard against institutional interests and discourses that co-opt equity without advancing tangible institutional change that enhances the status and well-being of marginalized individuals and groups.

WHAT is the objective of the CLA strategic planning process?

Rooted in the aforementioned concept of equity, the objective of the CLA strategic planning is four-fold:

1. Produce a plan with clear direction on how to achieve greater equity across CLA through transformative strategies, solutions, and actions to guide CLA’s collective efforts over the next three years;

2. Engage a critical mass of diverse CLA community members and center the voices of individuals and groups marginalized by historical barriers and current systemic obstacles in the articulation of key problems, strategies, and solutions;
3. Generate strong political will among a critical mass of CLA members from diverse backgrounds to implement the plan's strategies, solutions, and actions to achieve greater equity; and
4. Build capacity (i.e., teams, skills, resources, and systems) to support the development and implementation of the CLA's equity-focused strategic plan.

HOW has the CLA strategic planning process been structured? **WHO** has been involved?

In late spring, CLA Dean David Wallace and CLA Faculty Executive Committee agreed to move forward with a strategic planning process focused on equity. CLA Dean Wallace subsequently allocated funds for a year-long planning process that deliberately and systematically engaged a diverse set of individuals and groups and appointed a Planning Support Team to structure an inclusive process. The following groups have been involved in this planning process and have been instrumental in the development of this draft strategic plan. (Their names are included in the following section.)

<p>Planning Support Team</p>	<p><i>Seven CLA faculty members from different CLA departments and programs and one graduate student provided support for the planning process.</i> This group was responsible for communicating, connecting, designing agendas, facilitating sessions, and managing technical and administrative matters associated with the process (e.g., budgets, Zoom sessions, website, etc.).</p>
<p>Summer Planning Team (2021)</p>	<p><i>Thirty-three CLA lecturer and tenure/tenure-track faculty, staff, and administrators from diverse backgrounds met during the summer to lay a foundation for an inclusive and capacity-building planning process.</i> On June 30 and August 4, 2021, this group completed the following planning tasks: (1) reviewed and expanded the CLASP Committee's concept of equity; (2) brainstormed over 80 issues that CLA's equity-focused process should address; (3) generated a list of groups that should be invited and centered in the process; and (4) created and approved Collaborative Agreements consisting of specific behavioral expectations to ensure a creative, safe, and inclusive planning process.</p>
<p>Steering Group (Fall 2021)</p>	<p><i>Seventy-five CLA lecturer and tenure/tenure-track faculty, students, staff, and administrators from diverse groups and backgrounds met in Fall 2021 to identify the central problems across different groups that need to be addressed and craft the overall strategies (or common grounds for action).</i> On October 29 and November 5 and 19, this group met to (1) build connections with each other; (2) explore how the recent past (mainly since the 1990s) has shaped today's conditions pertaining to equity at the level of CSULB and CLA; (3) identify current obstacles experienced by individuals and specific groups; (4) identify potential 'common grounds for action' (i.e.,</p>

	<p>key problems that need to be addressed); and (4) build consensus on overarching strategies to achieve greater equity in CLA. The group achieved consensus on four overarching strategies that form the basis for the draft CLA strategic plan:</p> <ol style="list-style-type: none"> 1. Position the Liberal Arts as central to a quality education. 2. Create an inclusive campus climate that values differences and well-being. 3. Build and develop an institutional structure that equitably compensates, promotes, invests in, supports, and centers diverse staff's and faculty's labor, service, and expertise. 4. Establish an equitable, sustainable, transparent, and highly functional resource infrastructure that encourages alternative forms of organizing.
<p>Action Learning Teams (ALT) (Spring 2022)</p>	<p><i>Four teams met on February 4 and 11, 2022, to develop core solutions and propose key preliminary actions for each of the four strategies.</i> ALT members consisted of Steering Group members and other campus staff members, who articulated the specific root causes for each problem statement and developed more specific solutions to fuel the implementation of the overarching strategy. Each ALT also developed key actions, which represent more actionable steps to implement the core solutions.</p>
<p>CLA Faculty Council Annual Forum (March 9, 2022)</p>	<p><i>On Wednesday, March 9, 2022, the CLA Faculty Council and CLA Dean's Office sponsored the Annual Community Forum to inform the CLA community about the strategic plan and obtain their input.</i> Close to 100 people participated in this session.</p>
<p>Steering Group (March 25, 2021)</p>	<p>The Steering Group was convened again on 25 March 2022 to review changes to the draft CLA strategic plan based on the feedback received at the CLA Faculty Council's Annual Community Forum. The Steering Group endorsed the recommended changes.</p>
<p>CLA Faculty Council First Reading (April 13, 2022)</p>	<p><i>On Wednesday, April 11, 2022, the CLA Faculty Council held a first reading of the strategic plan in order to receive feedback.</i> Comments, questions, and suggestions were documented and the PST provided responses in preparation for the CLA Faculty Council's second reading and approval of the <i>CLA Strategic Plan to Achieve Greater Equity: 2022-23 to 2024-25</i>.</p>

CLA STRATEGIC PLANNING – PARTICIPANTS

Over 150 people, representing a cross-section of CLA stakeholders, participated substantially in the CLA strategic planning process described in the last section. However, the CLASP Steering Group—with 75 participants—was particularly representative of a cross-section of the CLA community including students, staff, administrators, and faculty.

Staff and Administrators from eleven college programs and university offices:

1. Academic Technology Services	7. New Student and Family Programs
2. Bob Murphy Access Center	8. Office of Multicultural Affairs and Inclusion
3. Dream Center	9. Office of Undergraduate Studies
4. Early Outreach Program (EOP)	10. Student Support Services
5. Faculty Center	11. University Honors Program
6. Graduate Center	

Faculty (i.e., Lecturers, Assistant Professors, Associate Professors, and Professors) from the twenty-one departments and programs:

1. Asian & Asian American Studies (AAAS)	12. History (HIST)
2. Africana Studies (AFRS)	13. International Studies (I/ST)
3. American Indian Studies (AIS)	14. Journalism (JOUR)
4. American Studies (AMST)	15. Latin American Studies (LAS)
5. American Sign Language, Linguistics, & Deaf Culture (ASLD)	16. Linguistics (LING)
6. Chicano & Latino Studies (CHLS)	17. Psychology (PSY)
7. Classics (CLSC)	18. Religious Studies (R/ST)
8. Communication Studies (COMM)	19. Romance, German, Russian Languages (RGRLL)
9. English (ENGL)	20. Sociology (SOC)
10. Geography (GEOG)	21. Women’s Gender & Sexuality Studies (WGSS)
11. Human Development (HDEV)	

The following tables provide the names of the people who participated in different aspects of this process. We tried to include everyone who were registered in the Zoom sessions. (Our apologies in advance for omissions and misspellings.)

College of Liberal Arts Strategic Plan (CLASP) Committee		
Spring 2021 (March 29 and 30, 2021—12 hours)		
1. Justin Gomer, Chair (AMST)	4. Gwen Shaffer (JOUR)	7. Norbert Shurer (ENG)
2. Adam Kahn (COMM)	5. Jolene McCall (I/ST)	8. Stacy Macías (WGSS)
3. Barbara LeMaster (LING)	6. Liz Bañuelos-Castro (Staff)	
CLA Faculty Equity Advocates		
Sabrina Alimahomed (SOC)	Rigo Rodriguez (CHLS)	

CLASP Planning Team		
Summer 2021 (June 30 and August 4, 2021—8 hours)		
1. Nicholas Alt (PSY)	11. Theresa Gregor (AIS)	21. CJ Murphy (SOC)
2. Sandra Arevalo (HDEV)	12. Elizabeth Guzik (ENG)	22. Steven Osuna (SOC)
3. Yousef Baker (I/ST)	13. Adam Kahn (COMM)	23. Ulices Piña (HIST)
4. Hyowon Ban (GEOG)	14. Maulana Karenga (AFRS)	24. Maythee Rojas (CHLS)
5. Lori Baralt (WGSS)	15. Barbara Kim (AAAS)	25. Dmitii Sidorov (GEOG)
6. Azza Basarudin (WGSS)	16. Linna Li (GEOG)	26. Craig Stone (AIS)
7. Emily Berquist (HIST)	17. Stacy Macias (WGSS)	27. Esa Syeed (SOC)
8. Araceli Esparza (ENG)	18. Yuping Mao (COMM)	28. Kimberly Walters (I/ST)
9. Gabriel Estrada (R/ST)	19. Richard Marcus (I/ST)	29. Amy Wax (PSY)
10. Matt Estrella (ATLAS)	20. Lynda McCroskey (COMM)	30. Kris Zentgraf (SOC)
CLASP Planning Support Team (PST)		
Sabrina Alimahomed (SOC)	Justin Gomer (AMST)	Rigo Rodriguez (CHLS)

CLASP Steering Group			
Fall 2021			
(October 29 and November 5 and 19, 2021—15 hours)			
Students	Staff		Administrators
<ol style="list-style-type: none"> 1. Imelda de la Cruz 2. Katrina Sawhney 3. Kelliana Lim 4. Mailea Ang 5. Max Frausto 	<ol style="list-style-type: none"> 1. Art Neri 2. Bryan Rodriguez 3. Carmen Arreola 4. Charity Bowles 5. Elyzza Aparicio 6. Jennifer Lares 7. Jessica Wood 8. Mary Nguyen 9. Matt Estrella 10. Lina Lopez 		<ol style="list-style-type: none"> 1. Bongjoo Hwang 2. Eduardo Leyva 3. Michael Barraza 4. Pamela Lewis 5. Sandra Perez 6. Malcolm Finney
Lecturer Faculty Semester (5); 1-Year (4); 3-Year (6)	Assistant Professors		Associate Professors & Professors
<ol style="list-style-type: none"> 1. Anila Bhagavatula 2. Barton Saunders 3. Chelsea Jones David Sheridan 4. Debby Sneed 5. Elizabeth Guzik 6. Kathiva Koshy 7. Kelly Sharron 8. Kiki Shaver 9. Nancy Meyer 10. Raven Pfister 11. Rosalena Ruiz 12. Rusty Rust 13. Timothy Gough 14. Tyler Dilts 	<ol style="list-style-type: none"> 1. Abraham Weil 2. Esa Syeed 3. Jeanette Acevedo Rivera 4. Jolene McCall 5. Kimberly Robertson 6. Loretta Ramirez 7. Rajbir Judge 8. Rezenet Moges-Riedel 9. Samiha Rahman 10. Sarvenaz Hatami 11. Shae Miller 12. Sophea Seng 13. Teresa Puente 14. Theresa Gregor 15. Wenjie Ji 16. Adam Kahn 		<ol style="list-style-type: none"> 1. Barbara Kim 2. Carmen Alicia del Campo 3. Christopher Karadjov 4. Craig Stone 5. Dennis Lopez 6. Dmitrii Sidorov 7. Emily Berquist 8. Emily Schryer 9. Gabriel Estrada 10. Hyowon Ban 11. Jose Moreno 12. Kimberly Walters 13. Lori Baralt 14. Lynda McCroskey 15. Maulana Karenga 16. Neil Hultgren 17. Paul Scotton 18. Richard Marcus 19. Yousef Baker
CLASP Planning Support Team (PST)			
Araceli Esparza Azza Basarudin	CJ Murphy Justin Gomer	Muhammad Rafi Rigo Rodriguez	Sabrina Alimahomed Yuping Mao

College of Liberal Arts – Faculty Council

Annual Forum

(March 9, 2021 – 1.5 hours)

Participants

1. Adria Martin-Mor	26. Gabriel Estrada	51. Mailea Ang
2. Alessandro Russo	27. Guotong Li	52. Mary Nguyen
3. Alice Nichols	28. Gwen Shaffer	53. Matt Lesenyie
4. Amy Cabrera Rasmussen	29. Isacar Bolanos	54. May Ling Halim
5. Amy Wax	30. Itxaso Rodriguez	55. Michael Chan
6. Ann Kim	31. Jacqueline Lyon	56. Michael Eisenstadt
7. Ann Kinsey	32. Jeannette Acevedo Rivera	57. Moyang Li
8. Anna Ortiz	33. Jennifer Fleming	58. Nana Suzumura
9. Araceli Gonzales	34. Jessica Brooks	59. Nancy Martin
10. Arturo Zavala	35. Jessica Russell	60. Nielan Barnes
11. Barbara LeMaster	36. Kara Miller	61. Preeti Sharma
12. Christine El Ouardani	37. Karla Reyes	62. Rajbir Judge
13. Christopher Knight	38. Katalin Szeker	63. Raven Pfister
14. Christopher Warren	39. Kavitha Koshy	64. Roberto Ortiz
15. Claudia Lopez	40. Kelly Sharron	65. Rusty Rust
16. Crystal Lie	41. Kerry Woodward	66. Samiha Rahman
17. Deb Thien	42. Kiki Shaver	67. Scott Wilson
18. Dennis Lopez	43. Kimberly Kelly	68. Seiji Steimetz
19. Dina Azzam	44. Kimberly Walters	69. Shira Tarrant
20. Dmitrii Sidorov	45. Kris Zentgraf	70. Sophea Seng
21. Ebony Utley	46. Lily House-Peters	71. Stephanie Hartzell
22. Eduardo Lara	47. Linna Li	72. Steven Rousso-Schindler
23. Elizabeth Guzik	48. Liza Ivezaj	73. Ulices Pina
24. Emma Daugherty	49. Loretta Ramirez	74. Wanette Reynolds
25. Esa Syeed	50. Maddie Liseblad	75. Yada Treesukosol

CLASP PST

Araceli Esparza	CJ Murphy	Muhammad Rafi	Sabrina Alimahomed
Azza Basarudin	Justin Gomer	Rigo Rodriguez	Yuping Mao

CLASP Strategic Planning

Total Participants (Including Action Learning Teams)

1. Abraham Weil	38. Dan O'Connor	76. Katrina Sawhney	115. Norbert Shurer
2. Adam Kahn	39. David Wallace	77. Kavitha Koshy	116. Pamela Lewis
3. Adria Martin-Mor	40. Deb Thien	78. Kelliana Lim	117. Paul Scotton
4. Alessandro Russo	41. Debby Sneed	79. Kelly Sharron	118. Preeti Sharma
5. Alice Nichols	42. Dennis Lopez	80. Kerry Woodward	119. Rajbir Judge
6. Amy Cabrera	43. Dina Azzam	81. Kiki Shaver	120. Raven Pfister
Rasmussen	44. Dmitrii Sidorov	82. Kimberly Kelly	121. Rezenet Moges-Riedel
7. Amy Wax	45. Ebony Utley	83. Kimberly Robertson	122. Richard Marcus
8. Anila Bhagavatula	46. Eduardo Lara	84. Kimberly Walters	123. Rigo Rodriguez
9. Ann Kim	47. Eduardo Leyva	85. Kris Zentgraf	124. Roberto Ortiz
10. Ann Kinsey	48. Elizabeth Guzik	86. Lily House-Peters	125. Rosalena Ruiz
11. Anna Ortiz	49. Elyzza Aparicio	87. Lina Lopez	126. Rusty Rust
12. Araceli Esparza	50. Emily Berquist	88. Linna Li	127. Sabrina Alimahomed
13. Araceli Gonzales	51. Emily Schryer	89. Liz Bañuelos-Castro	128. Samiha Rahman
14. Art Neri	52. Emma Daugherty	90. Liza Ivezaj	129. Sandra Arevalo
15. Arturo Zavala	53. Esa Syeed	91. Loretta Ramirez	130. Sandra Perez
16. Azza Basarudin	54. Gabriel Estrada	92. Lori Baralt	131. Sarvenaz Hatami
17. Barbara Kim	55. Guotong Li	93. Lynda McCroskey	132. Scott Wilson
18. Barbara LeMaster	56. Gwen Shaffer	94. Maddie Liseblad	133. Seiji Steimetz
19. Barton Saunder	57. Hyowon Ban	95. Mailea Ang	134. Shae Miller
20. Beka Langen	58. Imelda de la Cruz	96. Malcolm Finney	135. Shira Tarrant
21. Bongjoo Hwang	59. Isacar Bolanos	97. Mary Nguyen	136. Sophea Seng
22. Bron Pellissier	60. Itxaso Rodriguez	98. Matt Estrella	137. Stacy Macías
23. Bryan Rodriguez	61. Jacqueline Lyon	99. Matt Lesenyie	138. Stephanie Hartzell
24. Carmen Alicia del Campo	62. Jeanette Acevedo Rivera	100. Maulana Karenga	139. Steven Rousso-Schindler
25. Carmen Arreola	63. Jennifer Fleming	101. Max Frausto	140. Tanisha Peoples
26. Charity Bowles	64. Jennifer Lares	102. May Ling Halim	141. Teresa Puente
27. Chelsea Jones	65. Jessica Brooks	103. Maythee Rojas	142. Theresa Gregor
28. David Sheridan	66. Jessica Russell	104. Michael Barraza	143. Timothy Gough
29. Christie Waken	67. Jessica Wood	105. Michael Chan	144. Tyler Dilts
30. Christine El Ouardani	68. Jolene McCall	106. Michael Eisenstadt	145. Ulices Pina
31. Christopher Karadjov	69. Jose Moreno	107. Moyang Li	146. Wanette Reynolds
32. Christopher Knight	70. Julie Nguyen	108. Muhammad Rafi	147. Wenjie Ji
33. Christopher Warren	71. Justin Gomer	109. Nana Suzumura	148. Yada Treesukosol
34. CJ Murphy	72. Kara Miller	110. Nancy Martin	149. Yousef Baker
35. Claudia Lopez	73. Karla Reyes	111. Nancy Meyer	150. Yuping Mao
36. Craig Stone	74. Katalin Szeker	112. Neil Hultgren	
37. Crystal Lie	75. Kavitha Koshy	113. Nicholas Alt	
		114. Nielan Barnes	

COLLABORATIVE AGREEMENTS

These Collaborative Agreements, consisting of individual and group commitments, were developed to foster a safe, inclusive, and creative environment for the CLA strategic planning process.

Individual Commitments: As individuals, we commit to the following expectations around listening, speaking, and self-awareness:

<i>Listening</i>	<ol style="list-style-type: none"> 1. Listen actively to understand and learn from others. 2. Listen respectfully and in recognition of everyone’s dignity and humanity. 3. Listen without interrupting and contribute once invited.
<i>Speaking</i>	<ol style="list-style-type: none"> 4. Speak from my experiences instead of telling other people what they ought to do, feel, or think. 5. Be mindful of how much time I speak to give others a chance to share. 6. Speak relationally rather than at those present, especially those you may not know or seemingly do not share much in common with.
<i>Self-Awareness</i>	<ol style="list-style-type: none"> 7. Give thoughtful and non-defensive responses when colleagues question something I said or did. 8. Acknowledge my positionality and the power I may hold and represent in relation to the positionality and power of those present. For example, avoid taking up more than one’s equitable share of ‘air time’ because of their positionality. 9. Offer emotional support, respect, and kindness to others. 10. Engage group members’ ideas and questions by attempting to build on them in my own comments. 11. Amplify concerns that non-dominant group members express. 12. Be nonjudgmental, honest, compassionate, respectful, and kind. 13. Consider opinions that may differ from yours and validate that they may be constructive to the process. 14. Assume that everyone is being genuine and doing their best to promote the well-being of students, staff, and faculty.

Group Commitments: As members of this group, we commit to supporting a process that...

Safety	<ol style="list-style-type: none"> 1. Provides participants a means to name when they do not feel safe and to address the situation. 2. Includes clear guidelines and procedures for anonymity and confidentiality for participants to feel safe.
Learning Community Practices	<ol style="list-style-type: none"> 3. Is flexible, not so formal, fun and provides different ways for people to engage in the work. 4. Creates time and uses activities to connect with each other and build trust, e.g., learning the pronunciation of our names and pronouns. 5. Enables people to bring the complexity of their social identities, including those that are not always visible. 6. Includes as many voices as possible so that no one person is placed in a position of representing entire groups. 7. Gives participants sufficient opportunity to think, reflect, and respond meaningfully, through such practices as sending questions beforehand, enough breaks, and small group discussions. 8. Offers participants an opportunity to make mistakes, ask questions, and take questions as honest questions. 9. Compensates people for their time.
Liberatory Space	<ol style="list-style-type: none"> 10. Approaches our equity work from a liberatory perspective that is feminist, anti-racist, anti-capitalist, anti-homophobic, anti-transphobic, anti-ableist, and anti-imperialist.
Meaningful Outcomes	<ol style="list-style-type: none"> 11. Actively strives toward achieving tangible outcomes. 12. Recognizes the practical limits of our ideas (e.g., collective bargaining, governance systems, bureaucracy, etc.) and at the same time seeks to creatively work around these constraints.
Collaboration	<ol style="list-style-type: none"> 13. Reinforces collaboration with each other through authentic sharing of experiences, skills, and roles. 14. Promotes discussions and debates where we can disagree with respect and without hostility, accusation, pigeonholing, or negativity. 15. Follows ground rules and commits to consensus building as a decision-making process.
Leadership	<ol style="list-style-type: none"> 16. Provides effective internal leadership and guidance. 17. Builds the commitment of the administration and other power brokers for the process and the strategic plans' goals, strategies, and outcomes.

TOWARDS AN IMPLEMENTATION PLAN

The CLA strategic plan contains four overarching strategies and fifteen core solutions to guide college-wide collective efforts over the next three years to reach one goal: to achieve greater equity across CLA.

Let's use a travel metaphor to explain the relationship between these three elements: if we plug 'achieving greater equity in CLA' as the destination (i.e., goal) into our CLA GPS, we will see four optional paths to get there. Each path constitutes an overarching strategy and each of these strategies is comprised of an interconnected chain of streets and freeways (i.e., core solutions). With this information, we can embark on our trip to reach our destination.

However, the travel metaphor only takes us so far in understanding the journey we are about to embark upon to achieve our goal. This is because the core solutions themselves contain additional 'preliminary key actions' that seek to trigger important changes in CLA. CLA is itself a complex organization within an even more complex university structured by power relations, rules, and processes.

A different tool is needed to navigate this complex institutional landscape: specific action plans that enable us (1) to name the individuals, committees, councils, etc., that have authority and responsibility to make decisions for each key action; (2) to map out the processes and steps to prepare items for different actors in this system; and (3) to hold individuals and committees accountable. These action plans will answer a number of more granular questions:

Areas	Questions
Steps & Timelines	<ul style="list-style-type: none"> What concrete steps and timelines are needed to complete each key action?
Outcomes & Measures	<ul style="list-style-type: none"> What outcomes will each key action bring about and how will we measure them? What kind of change does each key action seek to achieve (e.g., add a new program, transform or modify an existing system?)
Institutional Alignment	<ul style="list-style-type: none"> What is CSULB and/or CLA doing already that supports each key action? (For instance, <i>Beach 2030</i> Action Teams, President's Equity and Change Commission's <i>Strategic Plan</i>, Academic Senate's Retention, Tenure, and Promotion Policy Revisions, and so forth.)
Cost and Trade Offs	<ul style="list-style-type: none"> How much does it cost to implement each key action, and is it a one-time or ongoing cost? What are the trade-offs, or unintended effects, of funding this key action?

Responsibility Authority &	<ul style="list-style-type: none"> • Who is responsible within CLA for leading the charge on each key action? • Who has the institutional authority to make decisions in terms of each key action? • What committees and/or councils need to be consulted (e.g., Academic Senate, CLA Faculty Council, other University Councils)?
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The following pages contain more detailed information for each strategy and core solutions so that the Implementation Leadership Team has sufficient context to begin crafting 12-month action plans for the preliminary key actions.

It is important to underscore that the key preliminary actions were developed by people who participated in the Action Learning Teams under very specific time constraints. As the ILT consults more people, the ILT will learn about other attempts (if any) to solve these root causes or discover other opportunities or possible actions. It is conceivable that some key preliminary actions might be combined with others, or new key actions might be added, or others eliminated.

The Implementation Leadership Team will convene over a two-week period, from Monday, May 23 to Wednesday, June 8, 2022, to create action plans to guide the efforts of the CLA Faculty Council and other key institutional actors for the 2022-23 Academic Year. ILT members will be expected to spend a total of 40 hours period (or about 20 hours per week) over the course of these two weeks working individually, in small teams, and a large group to complete specific action plans and to contribute to an overall implementation roadmap for 2022-23.

On Monday, May 23, all ILT members will spend time individually reviewing key documents:

1. CLA Strategic Plan and core documents from the CLA strategic planning process (e.g., the CLASP Community Guidelines and Steering Group input sessions from 2021, etc.);
2. University and CLA documents (e.g., Beach 2030 Strategic Plan, President’s Equity and Change Commission’s *Strategic Plan*, CLA Faculty Council Constitution, etc.).
3. Action Plan Template: A framework that includes key information for the action plans.

ILT members will meet as a full group on two occasions: Tuesday, May 24, from 9 AM to 3 PM, and Tuesday, June 7, from 9 AM to 3 PM. All ILT members must be available for these two sessions.

The purpose of the May 24th Session is to ensure all ILT members have a common understanding of four topics:

1. The CLA strategic plan’s strategies, core solutions, and preliminary key actions;

2. Institutional governance processes, structures, and actors within CLA and CSULB that are necessarily part of making decisions pertaining to the implementation of the core solutions and key actions within;
3. Contextual information that enables us to see the strengths, assets, and opportunities, but also the challenges and constraints in the current and future institutional landscape;
4. The action plan template and individual and team expectations for the following two weeks.

After the May 24 session, ILT members will participate in at least one team of 3-to-5 members focusing on a set of key actions. For these key actions, each team will fill out the action plan template by Wednesday, June 1, and uploading it to a shared folder. On June 2 and 3, all ILT members will provide feedback to the action plans uploaded by their peers.

On Tuesday, June 7, the full ILT will re-convene once again to focus on two objectives:

1. Find patterns and connections across the action plans that will enable the group to focus on a sub-set of high-impact key actions for the first year; and
2. Co-design a structure (e.g., a leadership team with sub-groups) that will move the action plans during the AY 2022-23.

On Wednesday, June 8, each team will refine and finalize its action plan based on the ILT's collective feedback.

These action plans will be used to guide the CLA Faculty Council's efforts during the AY 2022-23.

STRATEGY 1 Position the Liberal Arts as central to a quality education.

PROBLEM STATEMENT: This strategy seeks to counter the devaluing of the Liberal Arts within the university structure. In the context of a broader neoliberal cultural shift that equates quality education with financial success, teachers, advisors, and families tend to steer students away from the Liberal Arts into disciplines that promise higher incomes, such as business administration, computer and information technology, engineering, biological sciences, and related technical disciplines. The university administration in turn allocates a disproportionate share of resources towards these disciplines, in the form of higher salaries, facilities, and research support. Meanwhile, CLA not only has the most diverse faculty of any college, embodying the university's stated values of diversity, equity, and inclusion; CLA's diverse faculty also deliver most of the teaching that equips students with the knowledge and skills associated with a robust quality education: critical thinking, communication, collaboration, and creativity. Undervaluing the Liberal Arts and CLA undermines the university's stated core values of diversity, equity, and inclusion, and perpetuates a condition where CLA's most diverse faculty teach more and get paid less.

CORE SOLUTIONS, ROOT CAUSES, AND PRELIMINARY KEY ACTIONS

Core Solution 1.1. *Develop and implement ongoing communications featuring the Liberal Arts as central to quality education.*

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- The broader neoliberal cultural shift equates quality education with financial success;
- Students are actively steered away from Liberal Arts, into fields associated with high earning potential ('STEM is future');
- There is a lack of awareness regarding the Humanities;
- CLA has not developed consensus around a core concept of how the Liberal Arts is essential to a quality education;
- Stories from successful CLA alumni are not disseminated regularly and consistently;
- LBUSD and Long Beach Promise's 'guided pathways' steer students away from Liberal Arts.

Preliminary Key Actions

- A. Using a bottom-up process, build consensus among CLA stakeholders around a concept of quality education that highlights the central role of the Liberal Arts.
 - 1. Concept: We need to actively promote and defend the Liberal Arts on our campus, starting with the development of a core body of literature that articulates a holistic and person-centered definition of success with core competencies (e.g., critical thinking, communication, collaboration, creativity), values (e.g., diversity, inclusion, equity), and other strengths (e.g., interdisciplinarity, global/international knowledge, and community engagement resulting from engaging in campus life and co-curricular activities). Our definition should underscore that we're shaping students who produce social value, beyond income and wealth; and counter the university's 'graduating in four years' with 'graduating students prepared to make a difference.'
- B. Articulate concrete CLA-wide Student Learning Outcomes intrinsic to CLA's concept of quality education as a resource for ongoing communications.
 - 1. Concept: We need to translate our concept of a Liberal-Arts-centered quality education into specific CLA-wide Student Learning Outcomes (SLOs) so that all CLA stakeholders (faculty, staff, administrators) can clearly and cogently communicate these SLOs to students (across all CLA majors), their families, community members, and university stakeholders. Articulating concrete SLOs is instrumental in order to convey effective messages targeting specific audiences and for curriculum development, instruction, and assessment contained later in this plan for Core Solution 3.
- C. Develop and implement ongoing communications that build greater awareness of the centrality of the Liberal Arts to a quality education.
 - 1. Concept: We need to develop and launch ongoing awareness campaigns that debunk the prevailing myths about the Liberal Arts (e.g., 'Liberal Arts don't lead to well-paying jobs') and that show how our skills are linked to making a difference in 'real-world' contexts (e.g., People with divergent, creative thinking with strong collaborative skills are needed to creatively solve today's problems); (2) target specific audiences/communities at CSULB, e.g., first-year students; first-generation students; students from other colleges interested in a Liberal Arts major; transfer students; faculty; staff; and administrators

Core Solution 1.2. *Create a system that makes it easy for students to become Liberal Arts majors and to access resources to experience the full impact of a Liberal Arts education.*

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- Students struggle with understanding what a Humanities degree can do for them;
- Advising staff and faculty do not always know how to convey value of Liberal Arts;
- Students actively discouraged not to double major or major-minor;
- Difficult for students to connect with internships to deepen their Liberal Arts education;
- Weak links between curriculum and community partners;
- Multiple entry points into Liberal Arts—majors that start in CLA, majors outside of CLA, transfer students, first year
- Providing information early on is critical, because at a certain point it’s hard to double major.
- Students experience a disconnect between university-level initiatives, university advising, CLA ATLAS, and department visions (e.g., ‘more in four’ and ‘highly valued degree’, navigating portals
- Faculty don’t really disseminate information
- Sometimes it takes longer for students to complete their degrees due to financial constraints.
- Pedagogy is not entirely culturally responsive and equity based.

Preliminary Key Actions

- A.** Establish institutional agreements between CLA Departments, ATLAS, and the Deans Office to assist students with advising about specific Liberal Arts majors, access information about and linkage to internships, and connect with alumni working in their fields of interest. (Alternative: Establish a one-stop center where students can obtain advising about specific Liberal Arts majors, access information about and linkage to internships, and connect with alumni working in their fields of interest. The interest here is to streamline this work for students.)
 - 1. Preliminary ideas include: (1) increase staffing so that advisors have the ability to provide more support to students (e.g., first-year students, first-generation students, transfer students, students migrating to the Liberal Arts from other colleges, etc.)
- B.** Establish institutional agreements among CLA Departments to make it easier for students to develop more interdisciplinary breadth and depth through double-majors, major-minors, certificates, and other structures.

- C. Establish institutional agreements between CLA and community partners to provide high-quality service learning, community engagement, and internship opportunities linked to CLA's concept of quality education and student learning outcomes.

Core Solution 1.3. *Align CLA curriculum with CLA's Student Learning Outcomes and support high-impact pedagogical and assessment practices.*

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- Few incentives for collaborative curriculum development across departments and colleges
- Lack of sufficient support for improvement in pedagogical practices, including assessments
- Lack of integration of instructional technology
- Pedagogy is not entirely culturally responsive and equity based

Preliminary Key Actions

- A. Create holistic measures and assessment for each of CLA's SLOs to guide the development of courses and instruction.
- B. Increase, expand, and/or update courses that advance CLA's SLOs.
- C. Provide support to faculty to strengthen their culturally inclusive and equity-based pedagogical practices, including the use of assessments and instructional technology.
- D. Incentivize cross-departmental and cross-college curriculum development that promotes quality education.

Core Solution 1.4. *Establish and/or align CLA structures and processes to promote a shift towards an equity-based, student-centric culture linked to CLA's vision of quality education.*

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- Lack of positive, collaborative tone and efficient planning processes within CLA
- Staff positions and protocols do not necessarily support new work

- Staff and faculty need onboarding and training for new roles and systems.

Preliminary Key Actions

- A.** Provide incentives to encourage staff, faculty, and administration to align their practices with CLA’s vision of quality of education.
- B.** Provide incentives to stimulate collaborative research that supports training and mentoring students as researchers
- C.** Restructure staff roles and protocols to support the new practices and provide professional development and systems to implement new roles.
- D.** Use a collaborative approach among key CLA stakeholders in designing and implementing the strategies core solutions and key actions to center the Liberal Arts at CSULB.
 - 1. CLA stakeholders include, but not limited to: CLA students, faculty, staff, community partners; and CLA Dean’s Office, CLA Faculty Council, CLA department chairs and program directors, staff council, and other university committees and programs.

STRATEGY 2 Create an inclusive campus climate that values differences and well-being.

PROBLEM DESCRIPTION: This strategy addresses exclusion and marginalization stemming from a lack of inclusive practices that have harmful effects on the well-being of students, staff, and faculty. One key concern is the absence of accountability and transparency at the university, college, department, and program levels. It is unclear which administrators or divisions, if any, are responsible for defining, implementing, and evaluating inclusive practices. Furthermore, efforts to promote well-being and create an inclusive campus climate, including the development of inclusive curriculum, have been sporadic and uncompensated, as opposed to institutionalized. They have also proven ineffective at eradicating racism, sexism, ableism, micro-aggressions, and many other interpersonal and structural practices that exclude historically marginalized and minoritized populations.

CORE SOLUTIONS, ROOT CAUSES, AND PRELIMINARY KEY ACTIONS

Core Solution 2.1. *Undertake an assessment of CLA's climate for all groups (students, staff, faculty, administrators), across all institutional levels (programs, centers, departments, institutes, advising, administration) to support activities that promote a sense of belonging.*

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- There's no common or unified understanding in all segments of the university around what "inclusion" really means (*e.g., crises of caregiving and workload during the pandemic, institutional ignorance on realities of disability, disparities in parental leave for LGBTQ+ faculty, automatic assumptions of gender-conforming and straight identities, issues stemming from agism/age biases, threats to vulnerable student and faculty populations such as first-gen-, international, and undocumented, and many other groups/experiences*)
- An absence of comprehensive reports or studies that investigate the outcome of investing in the diversity and well-being of a campus community (*e.g., implementation of COVID-specific, RTP policies, and resource applications is questionable - how do we know evaluators will evaluate equitably?*)

Preliminary Key Actions

- A.** Build consensus among CLA stakeholders on the language and meaning for the concepts of “differences,” “inclusion”, “inclusive practices”, “well-being”, and “accountability”.
1. Preliminary aspects to include for *differences*: social identities, positionalities, roles, status, genders, sexual affiliations, racial/ethnic.
 2. Preliminary aspects to include for *inclusion*: access, dialogue, representation, and being seen/heard.
 3. Preliminary aspects to include for *inclusive practices*: community-formation (affinity groups), increasing visibility of minoritized or marginalized groups/experiences, creating pipelines for leadership opportunities/professional advancement (faculty, staff, and students)
 4. Preliminary aspects to include for *well-being*: holistic approach to safety & health between CLA and the campus via intersectional, collaborative, real-time sharing of information.
 5. Preliminary aspects to include for *accountability*: creating mechanisms for annual evaluation, assessment, and corrective actions to processes that threaten our well-being (ex., issues with SPOT evaluations).
- B.** Revise and refine diversity, equity, and inclusion narratives and policies to include and promote “access and accessibility” as integral and related to these processes (i.e., [Diversity, Equity, Access\(ibility\), and Inclusion \(DEAI\)](#)).
- C.** Establish a direct connection/partnership with the [Division of Student Affairs \(DSA\) Equity & Inclusion Task Force](#), [Diversity, Equity, and Inclusion for Academic Affairs](#) to identify areas of need using results from the CSULB Campus Climate Report, also with [DSA Programs and Services](#), [Academic Senate \(AS\) Task Force to Support Faculty and Staff Basic Needs and Health](#), and [AS Campus Climate Committee](#) each semester to account for their recommendations, all for the purpose of increasing CLA engagement, problem solving, information sharing, collaborations, developing effective implementation and outcome assessment plans, etc.

Core Solution 2.2. Establish comprehensive trainings and workshops within CLA and in collaboration with divisions/programs/offices across the university that support ongoing development and maintenance of inclusive curriculum and teaching pedagogy.

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- A lack of diverse pedagogy and assessment strategies with less emphasis on grades, tests, and standard evaluations that do not meet the needs of many diverse student populations (*e.g., first generation student navigating 'Imposter Syndrome,' language barriers for international student, flagged reading lists, accommodating classroom discussions surrounding potentially traumatizing concepts and topics, addressing ableism in classroom/departments*)
- Efforts to promote well-being and create an inclusive campus climate, including the development of inclusive curriculum, have been sporadic and uncompensated, as opposed to institutionalized (*e.g., Eurocentric institutional functions and evaluations, call to service/often invisible service/cultural taxation that stunts advancement of faculty of color, collaborative and community research are devalued*)
- An absence of routine self-assessments for determining whether, and to what degree, course syllabi and learning materials are inclusive (*e.g., instructors/students may not be aware of resources available to them such as Faculty Center workshops, CAPS, and BMAC*)

Preliminary Key Actions

- A.** Revise RTP documents to place higher emphasis on diverse, equitable, access(ible), and inclusive service that is often unrecognized and/or devalued.
- B.** Assess and revise SPOT evaluation process to account for its institutional reliance and potential for weaponization against inclusive practices. Identify what has been done at other campuses and work with academic affairs to revise through an equity lens.
- C.** Provide training on alternative equity-minded assessment strategies, and value those strategies at the college level – normalize multiple forms of learning and place less emphasis on grade distributions (*e.g., some faculty get approached about increasing their standards if “too many” students have high grades*). Moreover, trainings should ...
 1. include compensation for development and participation
 2. be done in consultation with faculty and faculty-led

3. take into consideration discipline-specific needs/variations
 4. include transparent accountability metrics/processes that help assess and improve efficacy
 5. abide by an overarching framework of equity
- D. Create a pedagogy mentorship program within CLA where people can engage in peer-to-peer advising – and compensate mentors for their time.
- E. Offer stipends for technology and educational training for faculty who are engaged in continuous learning to improve pedagogy.
- F. Continue providing current and related workshops such as, "Equitizing Your Course Syllabus to Facilitate Student Success."

Core Solution 2.3. *Institute policies that (1) articulate who at the college and university levels are responsible for assessing inclusion and well-being, (2) make diversifying faculty and staff positions based on marginalized and minoritized identities, and (3) require supportive resources and reporting structures to assist faculty and staff in reflexive and restorative processes for improving work relations and relations with students.*

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- An absence of accountability and transparency at the university, college, department, and program levels (*e.g., small departments and programs lack infrastructure for core functions, lack of adequate representation in critical areas of decision-making such as committees, exec positions, lack of mentorship and leadership opportunities for faculty of color and LGBTQ+ faculty*)
- A lack of clarity on which administrators or divisions, if any, are responsible for defining, implementing, and evaluating inclusive practices (*e.g., BMAC services are geared towards students and there is lack of clarity for faculty to seek/register disability accommodations, need for greater awareness of the intersectionality of undocumented students*).
- Failing to go beyond current implicit bias trainings to instead establish or adopt trainings that explicitly address institutionalized racism, sexism, and many other isms that are embedded within the hiring process (*e.g., invisible gendered and racialized work, performative diversity, evaluation by faculty who are actively hostile to issues of diversity, invitation for inclusion but invitation premised on racialized hierarchy of standards and parameters*)

Preliminary Key Actions

- A. Partner with the [Office of Equity and Diversity](#) (OED) to identify existing opportunities for advocacy and policy change and identify policies at other campuses where this work has been successful (this helps to frame as necessary and supports work with OED).
- B. Provide ongoing support and resources to marginalized faculty and staff—not just at the point of hire, but through investment in community development, spaces, and opportunities for collaboration, “diversity, equity, access(ibility), and inclusion (DEAI)” projects, and research that is often undermined in the academy.
- C. Create an office outside of the OED to serve as a confidential intermediary that addresses microaggressions and other forms of bias and discrimination that faculty, students and staff experience directly and indirectly and provides recourse to work through concerns and access support.
- D. Strengthen trainings pertaining to inclusion and well-being by:
 - 1. Requiring all training programs to undergo internal assessment every two years to ensure that they are up to date and in alignment with best practices.
 - 2. Providing compensation (either monetary and/or through assigned time) to lead “diversity, equity, access(ibility), and inclusion (DEAI)” trainers who are doing the development and assessment work.
 - 3. Identifying experts in specific training areas – especially when focused on specific groups, ensure that members are participating from the start in developing materials.

Core Solution 2.4. *Increase recognition, collaboration, and communication across offices, departments, and programs within the college and across the university campus to ensure continued engagement between campus community members.*

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- CLA students are not well connected to campus organizations and support services in purposeful and consistent manners (*e.g., maintain accessibility of alternative class formats for diverse students, managing the gap of expectations for students to navigate academic, financial, co-curricular engagement, personal life skills*)
- An absence of a network between community members for understanding the different needs within and across communities, to identify what resources have been successful for some communities compared to others, and to identify ways to share ideas and

approaches to sustaining those resources and connections (*e.g., need for collective conversation/education surrounding disability between students and instructors, lack of information about COVID leave programs for faculty and staff*)

Preliminary Key Actions

- A.** Provide resources (inclusive of assessment and revision, infographics, or other key communication indicators) for website development so that community groups in CLA and across campus with similar missions, activities, identities, and experiences are visible and can connect with one another easily and more effectively.

STRATEGY 3 Build and develop an institutional structure that equitably compensates, promotes, invests in, supports, and centers diverse staff's and faculty's labor, service, and expertise.

PROBLEM DESCRIPTION: This strategy addresses a set of disregarded yet interconnected working conditions that create problems with retention and promotion, and that have an adverse impact on morale, mental and physical health, housing security, and a sense of belonging, particularly for those from historically marginalized and minoritized populations. Key work-related issues include cultural and identity taxation, invisible labor, wage stagnation, inversion and compression, inequitable and inadequate compensation, burnout, high teaching loads and uncompensated service, lack of resources and support, workplace hostility, and inequity and bias in student teaching evaluations and in faculty evaluation processes. These work conditions are all linked to multiple systems of power that marginalize faculty and staff in routine and systemic ways.

CORE SOLUTIONS, ROOT CAUSES, AND PRELIMINARY KEY ACTIONS

Core Solution 3.1. *Develop an institutional culture and policies that holistically encourage work-life balance and recognize the intersectional ways that faculty and staff workloads impact their well-being both on- and off-campus.*

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- Neoliberal shift in funding for education.
- Lack of investment in tenure density.
- Widespread expectation that staff and faculty will perform unpaid labor.
- Lack of adequate compensation.
- Unsustainable workloads.
- Lack of understanding among administrators about the experiences of staff and faculty.
- Cultural taxation of historically excluded groups.
- Parenting and other care work is not valued or acknowledged.

- Living conditions of staff and faculty are not taken into consideration in salary or workload.
- Limited time for research; faculty have a difficult time balancing competing teaching, service, and research demands.
- Lack of support from the college for research and writing.
- CLA is one of the colleges with the most diverse faculty and they consistently experience less institutional support than prior generations of professors.

Preliminary Key Actions

- A. As one of the most diverse colleges, CLA faculty both carry a high teaching load and are undervalued in terms of pay in comparison to other colleges. In order to promote pay and workload equity with other colleges, we call for establishing a 3/3 load for tenure line faculty and a 4/4 load for fulltime lecturer faculty as a permanent budgetary item. During the strategic planning process addressing our current teaching load emerged as the top workload priority among faculty. A 3/3 tenure line and 4/4 lecturer teaching load will help address burnout and overwork among faculty, foster work-life balance, improve recruitment and retention, and support equitable workload and compensation. Adjusting our current teaching load will help support a teacher-scholar model and will ensure that lecturer faculty are compensated for their service work. Further, this action item will help faculty better serve a student population that is now more than 75% students of color. This is fundamentally a racial equity question because faculty are all teaching students who need significant support when it comes to fostering a sense of belonging and achieving academic success. As we move forward with this action, it is important to note that CSUs such as Fullerton, San Francisco, and San Diego have accomplished this either university-wide or within specific colleges
- B. Address workload, financial, emotional, childcare, and adult care needs of staff and faculty who are parents and caregivers, especially those facing multiple structural barriers (e.g., women of color, LGBTQ+ parents and caregivers, lecturer faculty, single income households, single parent households, parents with children with special needs, etc.). This may include shifting cultural expectations about responding to email outside of standard work hours, and flexibility in course scheduling and mode of instruction. It may also include shifts concerning where and when staff perform their work duties. Childcare options should be provided to new faculty as well as available in hiring processes, so faculty are made aware of parental leave and childcare options.
- C. Create a plan and allocate funding that will be used to compensate (e.g., assigned time or additional employment) faculty of color, LGBTQAI+, women, and other faculty experiencing cultural taxation for the invisible labor they are expected to perform. One recommendation is for the college to create assigned time that faculty performing exceptional levels of service can apply for.

- D. Create opportunities for culturally taxed staff members to get release time from their job duties so that they can participate in culturally relevant activities and for professional development opportunities.

Core Solution 3.2. *Create evaluation processes that circumvent bias (race, gender, sexuality, linguistic, disability, citizenship, etc.) in teaching and employee evaluations and that promote equitable compensation and work-life balance.*

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- Eurocentric, heteropatriarchal and other oppressive logics undergird evaluation policies.
- Historically excluded groups are often not part of decision-making processes.
- Potential negative outcomes for historically excluded groups are not considered in policy decisions, and when considered are silenced or overshadowed by other concerns.
- Biases that negatively impact historically excluded groups permeate evaluation processes.
- Evaluators are not trained to address bias and inequities in their evaluations.
- Community-based research is not valued in evaluation processes as substantive scholarship that is on par with peer reviewed publications.

Preliminary Key Actions

- A. Revise and create policies to address the inequitable outcomes faculty of color, LGBTQAI+ faculty, international faculty, neurodivergent faculty, faculty with disabilities, lecturer faculty, parents, women, faculty experiencing age-based discrimination, and other faculty experience as a result of course evaluations. Reconsider the significant role SPOT scores have in faculty evaluations. Revise College RTP policy so that college averages are not prioritized in how faculty instruction is evaluated since by definition half of faculty will be above or below the average. Revise College RTP document to address the reality that teaching mode and evaluation mode impact scores and can create low response rates.
- B. Revise the RTP evaluation process to counter Eurocentric assessment standards and the devaluing of ethnic studies scholarship, community engaged research, and the research of scholars of color. Rewrite the RTP policy to recognize the contributions of community-engaged scholars. Reach out to the Center for Community Engagement for support developing review processes for evaluating community engaged research.

- C. Rewrite college documents to address the inequitable outcomes faculty of color, LGBTQAI+ faculty, neurodivergent faculty, international faculty, faculty with disabilities, lecturer faculty, and other faculty experience as a result of course evaluations and RTP evaluations.

Core Solution 3.3. *Draw on the expertise of CLA faculty and staff to develop policies that reflect a deep and critical understanding of equity, diversity, and inclusion.*

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- DEI work has been co-opted by the college and university in ways that are not genuinely invested in producing and investing in equity.
- Lack of respect for expertise in ethnic studies and women’s and gender studies.
- Settler colonial logics undergird how the college and university thinks about Puvungna and other issues that directly impact Indigenous communities on and off campus. This often reinforces uneven power relationships between Indigenous communities and the university.
- Lack of tangible investment in developing a college and university that supports racial, social, and educational justice for all students, staff, and faculty.
- Historically marginalized people are not purposefully included in governance structure.

Preliminary Key Actions

- A. Allocate tangible resources (e.g., funding, administrative support, assigned time, etc.) to support the creation of an anti-racist, anti-patriarchal, anti-heterosexist, anti-transphobic, anti-ableist, anti-ageist, and anti-immigrant institutional culture that counters the hostile work environment that people of color, women, LGBTQIAAI+, immigrant, and disabled faculty and staff experience. Ensure that such efforts are led by the groups who are impacted by these conditions and that they are compensated for their work.
- B. Fund and support efforts to raise awareness about Puvungna (courses, orientations, a university policy, visibility on campus through naming practices).
- C. Include faculty of color, women, LGBTQIAAI+, immigrant, disabled faculty, and other minoritized faculty in critical decision-making processes and in governance structures.

- D. Create a plan to ensure that faculty and staff are aware of the services that are available at the University. For instance, identify and publicize resources for neurodivergent faculty easily access appropriate accommodations and address the bias in the University's ableist culture. Identify resources, support, and knowledge to help address the needs of undocumented people and system impacted people at the university.
- E. Create mentorship and leadership opportunities for minoritized faculty and staff.

Core Solution 3.4. *Build an institutional culture that supports, mentors, and adequately compensates lecturer faculty.*

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- Lecturers are not valued as an essential part of the faculty and are often treated as disposable and replaceable labor.
- Lack of transparency in evaluation processes.
- Lack of predictability in course scheduling. Lecturers often have many new preps, one-off courses, and course assignments that are given at the last minute.
- Lack of mentorship and collegiality.
- Lecturers are expected to routinely perform unpaid labor and contribute service to faculty governance committees where their representation is required by college and university policies.
- Lecturers are not included on faculty listservs, so are left out of the central communication structure.

Preliminary Key Actions

- A. Develop policies that address the lack of job security and scheduling predictability lecturers experience semester to semester. For example, address the lack of job security and scheduling predictability lecturer faculty experience semester to semester by assigning them classes ahead of time, and keep their working conditions in mind when reviewing student evaluations. Prep time for assigned classes for lecturers can be limited and can impact teaching evaluations negatively.
- B. Create mechanisms and restructure workload assignments so that lecturer faculty are compensated for their service and other forms of unpaid labor they perform for their departments, the college, and the university. For example, creating a 4/4 load for full-time lecturers would build paid service into their contract. Currently, lecturer representation is built into the University's faculty governance structure and sufficient resources must be allocated to compensate for this labor.

- C. Create an administrative structure that prioritizes communication with lecturers and creates mentorship opportunities.
- D. Create a compensated lecturer faculty liaison position to facilitate communication between lecturers and administration.
- E. Establish a faculty committee composed of tenure line and lecturer faculty that focuses on lecturer work conditions.

STRATEGY 4 Establish an equitable, sustainable, transparent, and highly functional resource infrastructure that encourages alternative forms of organizing.

PROBLEM DESCRIPTION: This strategy addresses the lack of an infrastructure that has, as its core function and daily practice, the capacity to encourage, support, and sustain inclusive and empowering efforts to dismantle systemic inequities across CLA. The absence of effective communication and transparent and flexible decision-making processes across all levels of the university and CLA administration and governance tends to dampen bottom-up organizing for transformative institutional change. Moreover, the burden of addressing inequities in CLA tends to fall most heavily on faculty, staff, students, and departments and programs most impacted by these inequities. Addressing inequities therefore usually turns into cultural and identity taxation, not only because this additional work delays career progress and is typically uncompensated. This work can also jeopardize job security and access to opportunities because it entails raising uncomfortable issues for people in positions of power. People addressing inequities are often labeled as agitators or troublemakers, excluded from decision-making processes, and passed over for leadership opportunities—exclusionary strategies that keep systemic inequities in place.

CORE SOLUTIONS, ROOT CAUSES, AND PRELIMINARY KEY ACTIONS

Core Solution 4.1. *Create a transparent and inclusive system of shared governance, administration, and accountability that advances CLA's equity goals.*

Concept: Instead of top-down and market-based approaches, we need more bottom-up decision-making processes that involve faculty, staff, department chairs and program directors, along with the CLA Dean's Office and the CLA Faculty Council to advance CLA's equity goals. These processes should provide more voice and say to lecturer faculty, who are severely marginalized by the current governance and administrative system. We also need more transparent communication and practices that hold the CLA administration accountable to the college's equity goals.

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- University driven by market demands, negatively impacting CLA department and programs.

- Top-down decision-making process, leaving out CLA stakeholders.
- A broken CLA governance system
- Inefficient, ineffective processes
- Current decision making is not inclusive or transparent.
- Current governance systems do not promote equity.
- administrative processes
- Lack of accountability, especially for equity goals.
- Lecturer faculty are left out of decision-making.
- Big administrative decisions (new hires, etc.) are made without transparency.
- Faculty are unclear how assigned time is allocated, and have no say in budget issues.
- Department Chairs/Program Directors receive inconsistent assigned time.
- There is a high staffing ratio between ATLAS advisors and CLA students.
- There is a chronic problem with overtime workload for advising staff.

Preliminary Key Actions

- A. Governance Assessment and Recommendations: Establish an Ad Hoc Task Force through the CLA Faculty Council (1) to identify dysfunctionalities in the current governance system pertaining to transparency, inclusion, sustainability, and accountability that affect CLA's capacity to advance the college's equity strategies and core solutions, (2) to recommend policies, practices, and incentives that (a) encourage college-wide collaboration, transparency and inclusive practices to engage all CLA stakeholders, (3) to develop specific strategies to strengthen the voice and say of lecturer faculty in shared governance, and (4) create physical space (e.g., a faculty and staff lounge) where faculty and staff can meet to encourage community building and to create opportunities for faculty to meet beyond faculty outside of their department.

- B. Participatory Budgeting: Empower the CLA Faculty Council's Budget Committee to institute a participatory budgeting process (1) to achieve equitable resource distribution across departments and programs (e.g., tenure-line hiring across the college; release time for department chairs and program directors; sufficient staff support for departments and programs), (2) to address cultural/identity taxation, (3) to address the high staffing ratio (# of ATLAS staff/#CLA students) and their overtime workload, and (4) to account for the financial support for staff to keep information on their websites and other materials up-to-date; (5) to build infrastructure for providing personalized support to those applying for external grants and funding (e.g., administrator with expertise outlining funding needs, assigned time to faculty with experience, etc.).

- C. Department Chairs and Program Directors: Utilize department chairs and program directors more effectively around the following areas: (a) scheduling and section allocations, enrollment targets, and enrollment management process, centering decisions, policies and practices on the mission and priorities of the college; (b) and innovation, growth, and the sustenance of small programs/departments that are essential to a Liberal Arts education.
- D. Formal Accountability System: Create a formal accountability system that includes: (1) measures that meaningfully gauge progress on key equity goal and regular updates to CLA stakeholders, (2) CLA Dean budget presentations at the beginning, middle, and end of the year; (3) timely and ongoing communications by the CLA Dean's Office regarding opportunities, criteria, and support (e.g., Assigned Time, RTP, etc.), and (4) an annual report listing the individuals and projects receiving support in the college.

Core Solution 4.2. *Compensate faculty for the additional labor required to lead the equity-based transformational strategies and to maintain a transparent and inclusive governance system.*

Concept: Leading equity-based transformational work often falls on individuals and groups who are most marginalized by a system. The work involved in maintaining a transparent and inclusive system is quite labor intensive (particularly all the communication-related tasks like social media accounts and departmental websites), exceeding the typical 'service' requirements for tenure/tenure-track faculty. This is even more poignant for lecturer faculty, because they are not compensated for their service work, yet they constitute a significant portion of the CLA faculty.

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- Addressing equity issues often involves cultural and identity taxation.
- Individuals from marginalized groups are particularly "taxed" with additional work that delays progress in career goals.
- Handling communication-related tasks like departmental websites, social media accounts is labor intensive.

Preliminary Key Actions

- A. Policy for Governance-Related Compensation and Support: Create an Ad Hoc Task Force within the CLA Faculty Council to develop a policy that supports and fairly compensates faculty (e.g., Assigned Time, Additional Employment, RTP file recognition, etc.), especially lecturer faculty, for their roles and responsibilities to create a transparent and inclusive governance system and to maintain it (i.e., all the communication-related tasks) to advance CLA's equity goals.

- B. Governance-Related Compensation: Use this policy to equitably compensate individuals, especially lecturer faculty, for their service responsibilities in creating and maintaining a transparent and inclusive system of shared governance.

Core Solution 4.3. Develop a transparent communication system and streamline administrative procedures within CLA to advance CLA's equity goals.

Root Causes: This core solution and preliminary key actions respond to the following root causes identified during the planning sessions:

- Students get incorrect or outdated advising advice.
- ATLAS doesn't receive updates on degree requirements.
- Departments and programs are not able to update information regularly.
- Department website content is not generally helpful for students, either no information or inaccurate.
- Producing and implementing effective communication requires resources and maintenance.

Concept: We need to develop communication processes and practices that connect departments, programs, advising resources, and students in a more transparent, efficient, and effective manner. Better communication can help make coordination and decisions between the college, departments, advising resources, and other units and/or programs more efficient and effective, providing CLA stakeholders with a sense of empowerment and belonging within CLA.

Preliminary Key Actions

- A. Work-Flow and Navigational Roadmap: Develop a road map for all CLA stakeholders that provides (a) clear work flows between the college, departments, programs, and ATLAS; and (b) clear instructions for students on how whom to contact or consult to address their needs.
- B. Diversified Communication System: Use this road map to develop and implement a diversified communication system that ensures that information is clear and updated (a) to provide students with information about advising resources and informs them about CLA's mixed model of advising; (b) to support more streamlined coordination between ATLAS and CLA on major degree changes and requirements; and (c) to enable departments and programs to keep information updated on a regular basis, which includes rewarding this labor (e.g., in the RTP process for tenure track faculty, etc.). This key action also includes: (a) working with [University Communication](#) units to see how students and employees are preferring communication modalities, especially with the increase in virtual and hybrid student participation; (b)

identifying and initiating key improvements to the campus website so that resources are readily accessible to employees and students; (c) working with communication areas to schedule highlighting campus resources within a calendar year

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