

CLA RETREAT THOUGHT EXCHANGE:

- Where are we succeeding in living and promoting inclusive excellence?
 - What concrete actions do we need to take to continue or expand on what we do well?
- What problems, shortfalls, challenges do we need to address?
 - What concrete actions can we take to address them?

SPECIAL POPULATIONS

1. We need all spoken information on our CSULB website (e.g., films, etc.) to be made accessible to our deaf faculty members and deaf students. CSULB deaf faculty and deaf Undocumented students or students with undocumented family members students are currently excluded from this kind of information. The need to support students and voice their challenges and accomplishments
2. A commitment to diversity that includes race/ethnicity, but that also reassesses the "old" ethnic studies model.
3. Remember that inclusion includes LGBTQI and Dis/ability Remind ourselves of the diversity of diversity
At both the academic and student service level there is too much talk, no action on inclusivity
4. Non-traditional students (older students, students with children, primary caretakers of elder family members, etc.)
Voice themes of the different challenges and accomplishments of non-traditional students.
5. Create infrastructure and/or support for international faculty members related to their immigration issues.
Because international faculty may need help.

HIRING

6. We need a commitment to hiring a diverse range of faculty. Is there a lack of will or genuine effort to faculty diversity?
7. To address diversity in leadership positions, develop practices and expectations that make recruiting and appointing transparent and democratic.
8. Inclusive excellence should apply to the makeup of the administration and faculty and not only focus on pedagogy and treatment of students. The makeup of our administration (upper, college level, chairs, etc.) is exceedingly white, and this inhibits our students' own success.
9. Lack of sufficient diversity in faculty, staff, admin Important both for equity and student success.
10. We need to move forward with inclusive excellence across the campus: there needs to be a commitment to increased resources. Can't ask faculty to continue to do more...without support.

CURRICULUM

11. Our inter-department support for each other's curriculum is one of our strengths
12. Reducing diversity courses down from 180+ classes to only 10 or so greatly diminishes the quality of what students can learn about diversity. Various professors have expertise and can best teach diversity within specific fields. Faculty should not be restricted from developing GE classes.

13. The link to GE is important to keep a breadth of courses. And GE allows for curricular diversity for students.

14. Appreciating the diversity of disciplinary perspectives E.g., the importance of disc perspectives in constructing a well-rounded GE curriculum

PEDAGOGY

15. New topics for workshops: economic democracy, environmental justice, and sustainability...

16. Our GE requirements in HD and GI We need to maintain our commitment to these areas

17. Online students are excluded from on-campus events -- events should be of online kind

18. Online teaching needs to be "included" Excellence of online teaching is "excluded" through evaluation forms created during/for offline stage in education

19. American Religious Diversity is a course that looks at religion through ethnic lenses Diverse disciplines may use diversity as a methodological and pedagogical lens

LEADERSHIP

20. Lack of leadership, commitment, and fear of bringing students together

21. We are not addressing the diverse needs and experiences of our students. We need to nurture inclusivity...not just say it.

22. We are the only college at CSULB without our mission or vision statement on our website. Why is it important....why is it not important?

23. Leadership from the Dean's Office? Who is leading the conversation at the Dean's level on inclusive excellence?

DEFINITIONS

24. Consider religious diversity from A-Z, Atheist to Zoroastrian It's a neglected form of diversity

25. Is the expression "inclusive excellence" deliberately vague? So we don't know if it's been satisfied?

26. We do not have consistent campus definition of what we mean by "inclusive excellence"

27. #no barriers - what does this even mean? Many of our students are working to overcome multiple barriers on a day to day basis. What would happen if we acknowledged that?

28. The need to consider Economic Democracy as a part of Inclusive Excellence This is an important aspect that impacts our students who are food and/or housing insecure.

29. Any articulation of "diversity" should acknowledge historical structures of power and aim at reparative justice. Without this orientation, "diversity" can be stretched to mean anything and robbed of the possibility of facilitating necessary changes.

30. a CSU "inclusive excellence" good search - reveals different definitions at individual CSU campuses what is ours?

31. We don't know what these words mean. Is "excellence" a live word? A goal? Are we excellent at inclusivity? Isn't excellence definitionally exclusive?

32. "excellence" is a dead term (Author: Readings. Book: The University in Ruins)

33. acknowledge the neoliberal nature of the language of "inclusive excellence" toward building a more just vision of diversity in the CLA
CLA resourced with the knowledge to lead this effort

SAFETY

34. providing safe venues for "vulnerable" groups, i.e. probationary faculty and staff not reinforce hierarchy;

such bodies of people should be guaranteed spaces to express their insight and input without the threats of retaliation

PRACTICE

35. Include non-hierarchical ways of interacting and decision making as part of how we define inclusive excellence as a practice

36. Pedagogies that promote student involvement Entails multiple measures of competency.

COMMUNICATION

37. There is an "inclusive excellence" campus committee. But who is on it? What are they doing? Important to have transparency so that campus body can respond and share ideas.

38. Our college website needs work. It will attract more attention.

39. We would like to use Drupal instead of Word Press for all of our websites. It has better visibility and functionality for things like captioning.

40. We need more pictures of students and people on our college website This will pull in more youth who like to look at pictures

NEXT STEPS/MODELS

41. We like the idea of surveying departments and curricula to document diversity/ in courses across colleges, e.g., Latinx lang/lit/cultures
To know what is happening on campus

42. We like the possible actions suggested by Jaffe and Sandoval, especially creating a website devoted to inclusive excellence

43. Digital storytelling featuring diverse students, faculty members & staff profiling people/research/perspectives To give people a voice, and for all of our edification

44. Service opportunities should be more of online kind to promote inclusive excellence for all faculty

45. The John Paul Jones Puvungna land model integrates land, indigenous people, CSULB faculty, staff, and admin
and models inclusive excellence. Jones' model of diverse input in planning will allow for better multi-use of the

46. 22-acre Puvungna area for CA Indians and CSULB students and needs

47. The burden of IE does not lie solely with the faculty. We need to teach students how to be their own advocates and to speak up for their needs