

CLA FACULTY RETREAT

APRIL 26, 2019

CLA Faculty Council Executive Committee 2018-2019

Rene H.Treviño, Chair

Teri Yamada, Vice-Chair

Jeannette Acevedo Rivera, Secretary

Chris Karadjov, Member at Large

Barbara LeMaster, Member at Large

AGENDA

- 2-2:15 Arrive, Refreshments
- 2:15-2:30 Welcome and Introduction (Rene H.Treviño)
- 2:30-3:45 Shared-Identity Groups: College Climate and Diversity Hiring
- 3:45-5 GE/GR: Curriculum Mapping and Action Plans
- 5-5:15 (Break) Wine and Food Served
- 5:15-6 Proposed Constitutional Amendments: Introduction, Q&A

WELCOME AND INTRODUCTION

LAND ACKNOWLEDGEMENT

“We begin today by acknowledging that we are holding our meeting on the sacred site of Puvungna (Poo-VUUN-Gah). We acknowledge that we are on the land of the Tongva/Gabrieleño (TONG-Vah/Gab-BREE-Lane-Oh) and the Acjachemen/Juaneño (Ah-HAH-Chee-Men / Wah-NAIN-Yo) Nations who have lived and continue to live here. We recognize the Tongva (TONG-Vah) and Acjachemen (Ah-HAH-Chee-Men) Nations and their spiritual connection as the first stewards and the traditional caretakers of this land. We thank them for their strength, perseverance and resistance.”

DEAN'S REMARKS AND QUESTIONS

GOOD NEWS: TENURE-TRACK HIRES

- CLA received 18 of the 60 tenure-track searches for 2019-20
- 30% of the total (25% of majors and 35+% of FTES)
- Diversity record and diversity plan helped (+6 searches)
- All searches must add to curricular diversity
- Priority to proposals that have the potential to increase faculty heterogeneity
- Cooperative hires between units to ensure workload

GOOD NEWS (ALMOST): 2019-20 BUDGET

- After a two-year period of deficits and uncertain funding, Academic Affairs has correctly modeled CLAs instructional budget
- Breaking even this year with \$250K additional funds
- CLA has demonstrated that we can track and control instructional costs and respond to planned enrollment changes and unexpected changes in enrollment
- Finishing the budget negotiations, but CLA will have a small carryforward this year
- Not rich in 2019-20, but very likely that we can fund the remainder of the worthy RSCA proposals

BEACH 2030 UPDATE

- Continue to press back against the lack of substance in the 2-day Twitter-like event
- The substance of our Fall discussions has made an impression
- Interdisciplinary MA/MS faculty meeting next week
- White paper on expanding our understandings of student success (and celebrating our successes)
- White paper on taking next steps in Inclusive Excellence

SHARED-IDENTITY GROUPS

- Look at our own culture in the college: in what ways are we supportive and in what ways could we do better?
- Intersection of identity axes
- Varied groups: parents, immigrants, mothers, lesbians, bisexuals, immigrants, people with differing abilities, women of color, and many others
- President Conoley is excited to see what we learn

CURRICULAR REVIEW: STRONG HISTORY

- More than 50% of the human diversity courses in the university
- Ethnic Studies
- Womens, Gender, and Sexuality Studies
- Religious Studies
- American Sign Language and Disability Studies
- 17 different languages
- Departments/majors that feature axes of identity and historical and current problems of inequity

GOAL: BASIS FOR TAKING THE NEXT STEPS

- Are we at a curricular plateau?
- Does our curriculum explore some aspects of identity well but not others?
- To what extent does our curriculum account for the intersections of multiple aspects of identity?
- Are we diverse in pockets and do students in different majors have differing access to learning about diversity?
- What experiences do we offer all CSULB student in our GE courses?

Thanks to Misty Jaffe

ADVICE/FEEDBACK ABOUT GOALS & METHODS:

- First try: search course titles for direct references to axes of difference/marginalization

Race	Sexual Identity
Ethnicity	Abilities
Gender	Veteran Status
Class	Age
Religion	Immigration/Citizenship Status

EXAMPLE #1: AFRICANA STUDIES

- 32/37 course titles directly identify a diversity issue
- 32 course titles refer to race/ethnicity
- 5 course titles refer to gender
- 1 course title refers to religion
- 1 course title refers to economic class
- 5 course titles refer to more than difference issue

EXAMPLE #2: ANTHROPOLOGY

- 15/76 course titles refer to a diversity issue directly
- 0/76 course titles refer to more than one diversity issue
- Race/Ethnicity: North American Indians, California Indians, Chinese Culture, Peoples of Mexico and Central America, Ancient Civilizations of Mexico and Central America, Prehistoric cultures of North America
- Other issues: Sex roles, transnational migrants, culture and aging, language and gender, Anthropology of gender
- BUT diversity is certainly addressed in courses about culture and language (not always the same examples)

EXAMPLE #3: SEARCHING TITLES AND DESCRIPTIONS BY TERMS

- Lesbian: 1 course (WGSS 356: Lesbian Histories and Cultures)
- Homosexual: 0 courses
- Chicana: 12 courses (CHLS, English, and WGSS)
- European: 59 courses
- Deaf: 8 courses (all in ASLD)
- Muslim: 5 courses (History and Religious Studies)
- Veteran: 0 courses

EXAMPLE #4: RACE IN TITLES AND DESCRIPTIONS

- 10 course titles (9 in CLA and 1 in a grad course in public policy)
- 52 course descriptions (42 in CLA, 2 grad in Education, 8 in CHHS—6 undergrad and 2 grad)
- Methods issues: (1) Other terms may be used (e.g. African American) and (2) race may be a significant feature in some courses or some sections of some courses without being named in the title or description
- Pointing out these observations may not make us any friends or more importantly may not be perceived as a gesture intending collaboration

WHAT'S NEXT: DO WE GO THERE?

- I need to bring some kind of analysis to bear by the beginning of the fall term: (1) to provide CLA with a basis for further study and then action and (2) to try to move the university's inclusive excellence agenda forward
- What would be helpful to you to get substantive discussions started in your departments/programs?
- Are we willing to take a hard look at the extent to which diverse perspectives and experiences need to change the fields and curriculum that we love?

SHARED-IDENTITY GROUPS

ORGANIZING PRINCIPLES

- Groups may form along any identity axis seen as relevant by a group as a central beginning point for discussion
- Groups are encouraged to explore the intersections of other identity axes with the primary focus of the shared-identity group
- Groups (or members of groups) can be public or anonymous
- Groups will meet, have a discussion, and prepare a report by May 15th

ORGANIZING PRINCIPLES(CONT.)

- Groups may discuss and report on any topics/aspects they like but are encouraged to discuss both aspects of college and university culture that are supportive as well as those that create challenges or barriers
- Groups are primarily intended for faculty and staff but may include students at their discretion
- Each group will have a \$100 budget for refreshments, and Lynne Bowman in the dean's office will provide help with finding meeting places should that be necessary

PRINCIPLE ORGANIZERS

- Barbara LeMaster, ASL Linguistics and Deaf Cultures
- Stacy Macías, Women's, Gender, and Sexuality Studies
- Steven Osuna, Sociology

GROUPS FORMED THUS FAR

- **Disability**, Chris Karadjoy and Barbara LeMaster
- **Immigrants**, Daniel Herrera Cepero
- **Lesbians**, Jennifer Reed
- **Jewish Experience**, Shira Tarrant

GROUPS FORMED THUS FAR (CONT.)

- **Mothers**, Lori Baralt and Daniela Suarez
- **Bisexual**, Emily Quinn
- **Probationary Faculty**, Jeannette Acevedo Rivera
- **Women of Color**, CJ Murphy, Jeannette Acevedo Rivera, and Sabrina Alimohamed-Wilson

OUTCOMES?

- Defining Inclusive Excellence?*
- Boosting Diversity Hiring?
- Language on Identity for CLA Syllabus Template?
- Curriculum Assessment

*University definition of Inclusive Excellence: “It means building high-quality learning opportunities by ensuring equitable access to both effective educational practices and a welcoming and enabling campus climate for all students, faculty, staff and alumni.”
<https://www.csulb.edu/office-of-the-president/article/president's-commission-inclusive-excellence>

INCLUSIVE EXCELLENCE

“It means building high-quality learning opportunities by ensuring equitable access to both effective educational practices and a welcoming and enabling campus climate for all students, faculty, staff and alumni.”

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GRADUATION REQUIREMENTS

CURRICULUM MAPPING



**California State University, Long Beach
College of Education**

Curriculum Mapping Template

XXXX Program

Initial Credential - Advanced Degree – Advanced Credential

I = Introduced

D = Developed & Practiced with Feedback

M = Demonstrated at the Mastery Level Appropriate for Graduation

^a = Denotes where the signature assignment is given

* = Outcome is introduced in a prerequisite course

CURRICULUM MAPPING

<https://www.csulb.edu/assessment-office/creating-a-curriculum-map>

(BREAK) WINE AND FOOD!

PROPOSED CONSTITUTIONAL AMENDMENTS

PROCEDURE

- Following the general Faculty meeting, proponents and opponents may, within ten working days, submit to the Office of the Dean a written "Argument In Favor Of" or "Argument Against" any proposed amendment, to be distributed to the faculty along with the ballot, provided that these "For" or "Against" arguments are signed by five or more faculty members.

PROCEDURE (CONT.)

- Arguments must not exceed 1,000 words in length. The Office of the Dean shall prepare and distribute to the faculty a ballot containing the proposed amendment, along with any arguments For or Against.
- An amendment to the Constitution shall become effective when it has been ratified by a majority of the valid ballots cast by the full-time faculty of the College in a secret mail ballot.

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