

White Paper #1: Inclusive Excellence in the College's Curriculum and in College Life

Background: CLA has a long history of examining diversity issues in its curriculum including the most courses that met the university's human diversity requirement of any college at CSULB. In addition, the CLA Faculty Council has taken up inclusive excellence pedagogy as a workshop topic for the last two years. In addition, the college has taken steps to increase the diversity of our faculty in our tenure-track hiring practices in the last 7 years. This white paper will assess the current state of the college's curriculum and culture in regard to inclusive excellence with an eye toward identifying current successes and next steps.

1. Review of the college's curriculum to examine:
 - the percentage of the college's courses that in their title or catalogue descriptions directly address diversity issues
 - the percentage of coursework in each major that allows students to learn about a single diversity issue in detail (as a major focus of the course)
 - the percentage of coursework in each that allow students to learn about the intersections of multiple diversity issues in detail (as a major focus of the course)
2. Focus groups of faculty in affinity groups that explore what is good about college culture in terms of issue defining the identity group as well as challenges faced by the affinity group
 - affinity groups may be organized by a faculty or staff member along any diversity issue
 - the intersection of other identity issues with the primary issue defining the identity group should be explored
 - the group may report in any way it sees fit, but participants should always have the option of participating anonymously

Self-Identified, Shared-Identity Groups

As part of the preparation for the college's Beach 2030 white paper about inclusive excellence, I would like to invite self-identified, shared-identity groups to meet to provide input about the climate of the college and university.

The goal is to better understand ways in which groups that share identity experiences (particularly groups that are structurally marginalized in U.S. culture) feel supported as well as to identify the challenges they face. Reports from these groups will serve as the basis for actions that can be taken to make excellence truly inclusive in our college.

Parameters for the shared-interest group meetings are as follows, but groups are also free to discuss and report as they best see fit.

- groups may form along any identity axis (e.g., race/ethnicity, gender, class, ability, sexual identity and gender expression, religious affiliation, age, language, immigration status, occupation, etc.) seen as relevant by a group as a central beginning point for discussion
- groups are also encouraged to explore the intersections of other identity axes with the primary focus of the affinity group
- groups (or members of groups) can be public or anonymous

- groups need to meet, have a discussion and prepare a report of the discussion by May 15th
- 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 Group Organizers:

Stacy Macias from WGSS
Barbara LeMaster from ASLD
Steven Osuna from Sociology

Dean Wallace, Spring 2019