

Timelines and Workplans for the “Centering the Margins” Work of the CAS Strategic Plan

Introductory Notes:

- The Co-Directors for Centering the Margins (DCMs) and the Centering the Margins Committee (CMC) will be charged with implementing the initiatives below. We offer these workplans and timelines as strong recommendations. We understand that circumstances might arise that will make it necessary for the DCMs and CMC to make adjustments in order to implement the 18 initiatives.
- As we outline below, the DCM and CMC roles are compensated positions. Establishing these compensated positions is essential for the successful implementation of the centering the margins work of the Strategic Plan. However, there is additional work in this workplan that depends upon labor that currently will be uncompensated. Students, staff, and faculty in our College already do significant amounts of unpaid labor in service to the College and University. We advise that the CAS compensate students, staff, and faculty for this labor across the College. This is particularly important for the students, staff, and NTT faculty for whom such service is not a part of their job descriptions.
- Relatedly, though we recommend the allocation of specific resources for the purposes of implementing the CAS Strategic Plan, our recommendations here are not intended to be exhaustive. The DCMs should receive additional resources to support the work outlined below if they discover it necessary to implement the initiatives.
- This workplan is designed to implement 18 of 38 total initiatives in the Strategic Plan. We believe the implementation of these 18 initiatives is an essential next step toward centering the margins in our College, but we take seriously the importance of all of the initiatives in the Strategic Plan as a document representing the views of College as a whole. There is more work to be done than is outlined here.

Leadership

**Working During
2022 – 2026**

Academic Years

*(in addition, prior to that,
there will be a “Soft Start”
during 2021–2022)*

Two full-time Co-Directors of Centering the Margins (DCMs)

- one staff (with full-time release from their normal work) with expertise and experience in centering the margins.
- one faculty (with full-time release from their normal work) with expertise and experience in centering the margins.

Centering the Margins Committee (CMC) of nine people:

- three faculty (three course releases each) – one from the arts, one from the humanities, one from the social sciences. At least one of these three should be a senior faculty with a strong research background.
- three staff (40% work buy-out or stipend for each)
- three students (one graduate student and two undergraduate students, one of whom should be a transfer student) getting paid as work-study to serve as CMC Student Diversity Ambassadors

Half-time Administrative Support

Area / Topic	APR and Rank & Tenure	Curriculum	Social Justice Trainings	Recruitment and Retention	Research
<p align="center">Initiatives from the CAS Strategic Plan that are implemented by these plans:</p>	<ul style="list-style-type: none"> Review APRs to incentivize emphasis on, equity, inclusivity, and justice and clarify what “counts” Support research, scholarship, and creative work in alignment with SUAdvance Grant (e.g., more grants and fellowships, making faculty work more visible within our College and outside it); 	<ul style="list-style-type: none"> Invest in curriculum development in all departments and programs as well as the College Core to center those historically marginalized and their concerns, histories, and voices Review curricula to center historically marginalized communities Revisit the College Core to align with the Strategic Vision 2020-25 	<ul style="list-style-type: none"> Offer ongoing College-wide pedagogical conversations, workshops, and trainings on teaching with a focus on equity and justice Train faculty and staff, particularly those from non-marginalized communities, to work with historically marginalized students Articulating and fostering a shared understanding of inclusive academic excellence Promote culture of constructive dialogue among faculty, staff, and students 	<ul style="list-style-type: none"> Create and fund supportive structures for students, faculty, and staff from historically marginalized communities Conduct and utilize input from regular climate surveys in the College In alignment with the Office of Diversity & Inclusion and Human Resources, we will prioritize recruitment, support and retention of underrepresented groups Review our advising practices to ensure inclusion of all students and develop more equitable and proactive advising for historically marginalized students Reduce barriers for low-income students by creating more on-campus work opportunities and advocating for affordable on-campus housing Prioritize recruitment, support and retention of underrepresented groups among faculty Ensure stability of curriculum, quality of teaching and scholarship, and care of students by increasing tenure-track lines and prioritizing full-time NTT lines versus part-time NTT lines Prioritize recruitment, support and retention of underrepresented groups among staff 	<ul style="list-style-type: none"> Give incentives to support research, scholarship, creative work, community work that centers marginalized communities. Support research, scholarship, and creative work in alignment with SU Advance Grant (e.g., more grants and fellowships, making faculty work more visible within our College and outside it).

<p style="text-align: center;">Overarching Goals / Recommendations of this Workplan and Timeline</p>	<p>Implementing this initiative will be part of a larger APR revision that has multiple stakeholders, including EC and FSS. It will include a review and revision of CAS rank and tenure guidelines, incorporating the existing and ongoing work being done by governing bodies, Faculty Handbook revisions by Academic Assembly, and the Advance Grant. The review of the Rank & Tenure guidelines must take into account disciplinary diversity, our strategic plan for centering the margins, and the different kinds of teaching, scholarship, and creative work that faculty produce.</p> <p>After the CAS Rank and Tenure guidelines have been revised, FSS and EC should form a joint subcommittee charged with the larger planned revision of the APR. The DCMs (and/or members of the CMC) will also serve on this subcommittee to focus on (and advocate for) this specific initiative as part of the APR revision. These designated members will</p>	<p>The DCMs will convene the Centering the Margins Curricular Review Committee (CMCRC).</p> <p>Membership of this committee should include the faculty DCM, the CMC faculty members, and at least three other faculty who represent the disciplinary diversity in the college and who have <i>expertise</i> in curriculum development and centering the margins who can develop appropriate assessment measures that are mindful of accreditation requirements. Relevant expertise might include experience in curricular revisions that center the margins and/or scholarship on teaching and learning to reach diverse student populations. The committee should have representation from NTT faculty and faculty teaching in the College Core. The committee should also include a representative from the CAS Curriculum Committees and from LCIJ. In addition, the committee should include undergraduate, graduate,</p>	<p>The DCMs and the CMC will research national leaders/forums/institutes that provide trainings and strategies for addressing equity and justice.</p> <p>The committee will create a formal social justice training, with modules.</p> <p>Training modules will be shared with programs and departments, who will then be charged with implementing within their respective programs and departments.</p> <p>The CAS will promote college-wide representation and participation in this endeavor, with no option for faculty and staff to opt out.</p> <p>There will be collaboration <i>between</i> programs and departments to develop strategies for implementation and engagement with faculty and staff. The CAS can create interdisciplinary workgroups consisting of faculty and staff from different programs and departments to implement trainings broadly.</p>	<p>The Strategic Plan initiatives listed above are all focused on various elements of recruitment and retention of faculty, staff, and students of color and other marginalized groups.</p> <p>The following work-plan and timeline (below) has been developed to accomplish each of these recruitment and retention goals.</p>	<p>This work will involve the creation of an endowed fund for research and an Associate Dean of Research, as well as the development of strategies to enhance the time individual faculty devote to their scholarship, and the development of a web page that emphasizes faculty research. We describe each of these below:</p> <p>Creation of an endowed fund for research, expanding funding possibilities beyond endowed chairs, summer research stipends, student assistantships, and the \$1500 max for research allotted per faculty. Possible uses for the funding will include: travel money; publishing costs and presentation/exhibition costs; expanding opportunities for student research; cost of finishing post-production and marketing of creative work; increasing professional development support for</p>
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	<p>engage in (and can provide models for) a research/teaching/service agenda that foregrounds centering the margins. This committee would be charged with determining the metrics for how the APR will measure equity, inclusion, and justice in teaching, scholarship and service.</p> <p>It will also determine concrete ways that the APR will incentivize that work.</p> <p>The committee should work to allow trainings to be part of the APR review process for faculty and staff being considered for tenure or promotion. It should also consider incorporating forms of labor that are not counted in or valued by the current APR process (e.g. independent studies).</p> <p>The process will conclude with a completed APR revision that incentivizes emphasis on equity, inclusivity, and justice, and clarifies what “counts.” The designated members will report out at quarterly all-</p>	<p>and transfer student representation. The committee should include an academic advisor from the CAS Academic Advising Center. It is critical that the perspectives of faculty and students of color be well-represented on the committee. We encourage the Dean to consider some way of recognizing the work of this committee.</p> <p>The work of this committee will focus on three goals:</p> <ol style="list-style-type: none"> 1) Establish college-wide learning outcomes that center the margins. 2) Create a curricular review rubric, which would present a clear definition of centering the margins and would establish clear criteria for success in centering the margins. This rubric will be used by the departments and programs in their curricular revision efforts and by the Graduate and Undergraduate College Curriculum Committees to review new course proposals. 3) Review and revise the College Core (in consultation with the Dean 			<p>NTT faculty; and supplementing income during sabbaticals for T/TT faculty.</p> <p>Development of strategies to enhance the time individual faculty devote to their scholarship.</p> <p>Such strategies could include: re-structuring faculty’s weekly workload at departmental or at college level in a way that faculty have at least one day a week to focus exclusively on research; booking the faculty lounge in the library and providing refreshments for CAS faculty who want to use that space and time to work on their scholarship; and incentivizing community building around scholarship through writing groups and collegiums.</p> <p>Development of a web page that emphasizes faculty research and highlights scholarship and creative work that includes students. This would make faculty work visible to colleagues, current and</p>
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	<p>college meetings and periodically to EC and FSS.</p>	<p>and academic departments, including those departments teaching in the College Core) to align with the College's Strategic Vision 2020-2025.</p>			<p>prospective students, and job candidates.</p> <p>Consolidate research support under one of the current Associate Deans and rename the position the Associate Dean of Research.</p> <p>The tasks of the Associate Dean of Research will revolve around the organization and supervision of initiatives such as: Liaise with OSP and Office of Student Research; Writing groups built around disciplines and/or research interests; Restructuring of Collegium Programs focused on research for newly hired TT faculty (such collegiums should center the margins, focusing on dismantling the structures that make it harder for faculty of color to succeed with their research agendas; contribute to the retention of new, research-oriented faculty and faculty of color, and help faculty to stay on the research track after tenure); Workshops on finding and applying for grants organized in</p>
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					cooperation with the OSP; Facilitating teams to apply for grants; Peer Review Committees to support grant proposal development and writing and offer internal review; Workshops on research development focused on social justice and marginalized communities; Workshops to train faculty in research methods that dismantle the traditional power structure between the researcher and the “object” of study; Advising faculty on international research that can potentially center marginalized communities outside the US and expand students’ horizons.
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<p>Additional Committees / Bodies Created</p>	<p>unpaid Joint EC-FSS subcommittee on the APR, convened by the DCMs</p>	<p>unpaid Centering the Margins Curricular Review Committee (CMCRC) – see above</p>			<p>CAS Endowed Research Fund with Associate Dean of Research</p>
<p>Existing Bodies That Will Take Leadership</p>	<p>EC & FSS CAS Dean's office</p>		<p>In Year Two, during our “Soft Start”, LCIJ and the Dean's Office will provide leadership.</p>	<p>CAS Dean</p>	<p>CAS Dean</p>
<p>Existing Bodies That Will Be Consulted/Involved</p>	<p>Advance Grant committee Faculty working on Faculty Handbook revisions</p>	<p>Center for Faculty Development The Undergraduate and Graduate Curriculum Committees College Assessment Coordinator EC LCIJ</p>	<p>LCIJ Center for Community Engagement Office of Diversity and Inclusion Office of Institutional Equity Social Work and English Depts. (faculty & staff) Dean's office (Bullón-Fernandez, Jha, McKinley) New Faculty Institute EC-FSS subcommittee on APR</p>	<p>SU Human Resources SU Student Financial Services SU Admissions OMA Office of Diversity & Inclusion Center for Community Engagement EC FSS CAS Staff Committee LCIJ</p>	<p>Office of Sponsored Projects Center for Faculty Development</p>
<p>This Year (2020 – 2021)</p>	<p>Dean develops job description for two DCMs so that in the fall of 2021 he can start to identify who will serve in those positions beginning in 2022-2023 academic year. Dean develops job description for the CMC committee so that in the fall of 2021 he can start to identify who will serve in those positions also beginning in 2022-2023.</p>				

<p style="text-align: center;">2nd Year Activities (2021 – 2022) Our “Soft Start”</p>	<p>Dean’s office begins work with by governing bodies, Faculty Handbook revisions by Academic Assembly, and the Advance Grant to begin revisions to CAS Rank and Tenure guidelines.</p> <p>No decisions about guideline revisions should be made without the participation of the DCM and the CMC (in 2022-2023) to consider the implications of such decisions for our strategic goal of centering the margins.</p>	<p style="text-align: center;">Centering the Margins Curricular Review Committee is created, and other committee positions are filled at the discretion of the leadership.</p>	<p>The Dean's Office works with LCIJ to convene CAS-wide forums among students, staff, faculty, and administrators to engage in conversations about social justice.</p> <p>Specifically, these forums can invite the College community to reflect on what we are doing well and what we need to do to improve our aims toward creating a more socially-just educational environment for all.</p> <p>Reports will be generated by the Dean’s Office or LCIJ based upon these college-wide conversations. These reports can inform our process and accelerate Social Justice Training work when the leadership is in place in 2022-2023.</p>	<p>LCIJ conducts inventory of existing funds and resources designated for students, faculty, and staff from historically marginalized communities and underrepresented groups within the college and the university levels and distributes resource lists (inventory) to EC and FSS.</p> <p>LCIJ talks with the Center for Community Engagement and discusses how CAS can better be in partnership with marginalized communities.</p> <p>Faculty</p> <p>Dean prioritizes raising funds for more tenure-track lines.</p> <p>Dean conducts a Needs Assessment of each CAS Department, tracking which departments have NTT lines and adjunct positions that they want to and can convert or replace with TT positions. Dean will develop action plan including clear and transparent guidelines for these conversions to prioritize centering the margins.</p> <p>Dean raises money for, and hires, Student Diversity Ambassadors, who will get paid to work with DCMs on recruitment activities.</p> <p>EC Subcommittee inventories the hiring process for faculty with a focus on equity and diversity.</p>	<p>The Dean works on fundraising to establish an endowed fund for research, and begins planning how to restructure work of the Associate Deans.</p> <p>Marketing, in partnership with OSP, develops a webpage centered on research and faculty add relevant information.</p>
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<p style="text-align: center;">3rd Year Activities (2022 – 2023)</p>	<p>The new DCMs and CMC join the Dean’s ongoing work to revise and review the CAS Rank and Tenure guidelines, making sure that centering the margins is prioritized throughout the process.</p> <p>CAS Rank and tenure guidelines are revised and officially approved, and then circulated to academic departments and relevant administrative bodies.</p>	<p>The Center for Faculty Development, the DCMs and the CMCRC work collaboratively to establish the new College Learning Outcomes that focus on Centering the Margins.</p> <p>The Center for Faculty Development, DCMs, the CMC, and the CMCRC work together to establish a Centering the Margins rubric through a consultative process with faculty.</p> <p>Once the rubric is finalized, it is shared with departments and programs who use the new rubric to inventory gaps in their curricula, their personnel and expertise, and review the states of their disciplines.</p> <p>Dean provides resources to departments to support this review.</p>	<p>DCMs and CMC begin researching national leaders/forums/institutes that provide trainings and strategies for addressing equity and justice.</p> <p>During this research process, they identify gaps that need to be addressed when compiling a report about their findings.</p> <p>DCMs and CMC develop a report to explain findings from the national data searches.</p> <p>DCMs and CMC convene another round of CAS-wide forums among students, staff, faculty, and administrators to engage in conversations about social justice.</p> <p>Reports from the year two forums will be updated to reflect this year’s forums.</p>	<p>Faculty</p> <p>Dean continues to prioritize raising funds for more tenure-track lines.</p> <p>Based on needs-assessment survey (conducted in Year Two) Dean identifies a plan for which departments will convert or replace NTT and adjunct positions with tenure-track lines.</p> <p>Dean works with recent proposal from NTT committee that was put forward to AcA. CAS needs to have clear and transparent guidelines for recruitment, review, and advancement of NTT faculty to prioritize centering the margins.</p> <p>DCMs and CMC review, revise, and make transparent the faculty hiring processes that already exist to ensure that processes are enforced and that all faculty are trained before participating on search committees.</p> <p>Staff</p> <p>DCMs and CMC research equitable staff hiring practices and create a rubric/inventory process of what to look for in equitable recruitment and retention practices. This will be a living document, to help identify gaps when taking inventory. Relevant results from the Climate Survey should be incorporated. Information gained from the FSS/CAS Staff Committee Subcommittee should also be incorporated.</p>	<p>The Dean works on fundraising to establish an endowed fund for research.</p> <p>The Dean restructures the portfolio of the Associate Deans in a way that is equitable. Following the model of other institutions and in collaboration with the Co-directors and the Centering the Margins (DCMs) and with the Center the Margins Committee (CMC), the Dean creates the position of Associate Dean for Research and formulates a specific job description.</p>
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				<p>Students</p> <p>DCMs and CMC work with OMA / Office of Diversity & Inclusion / Dr. Natasha Martin to develop action plan based upon the results of the Year 2 Needs Assessment of students of color.</p> <p>DCMs work with Admissions Office to develop additional plans to be implemented over the next three years for recruitment efforts with students from historically marginalized communities.</p> <p>DCMs organize conversations with Student Financial Services to understand how aid is disbursed for students from marginalized backgrounds, and distributes resource lists to EC and FSS.</p> <p>DCMs and CMC investigate how to change university policies about departments having access to Financial Aid records, so that departments in CAS can move from merit-based to need-based scholarships for students and develop other ways to develop more equitable scholarship/financial aid distribution.</p> <p>DCMs work with Student Financial Services to identify ways for targeting students of color for scholarships.</p> <p>DCMs organize trainings for university Student Financial Services so that the university moves from merit-based to need-based</p>	
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				<p>scholarships for students and develops other ways to build a more equitable scholarship/financial aid distribution.</p> <p>DCMs supervise the Student Diversity Ambassadors, who work on recruitment activities.</p> <p>CMC and DCMs identify ways to help students with professional development opportunities (e.g., working with the Dean to create summer housing and stipends that support low-income and POC students who choose to take unpaid internships at businesses, etc.).</p>	
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<p>4th Year Activities (2023 – 2024)</p>	<p>FQ2023– A subcommittee for the APR guideline revision, comprised of members of EC, FSS, and DCMs (and/or members of the CMC), is formed and begins work.</p> <p>WQ2024 - A draft of revised APR guidelines is completed by the end of WQ2024.</p> <p>SQ2024 – The draft of revised APR guidelines is then sent on to appropriate shared governance bodies for review and approval.</p>	<p>Departmental Assessment Coordinators review current curricular offerings and write a brief report on both the ways they are already meeting the Centering the Margins learning outcomes and their plans for improving their work on centering the margins going forward. These reports are submitted to the College Curriculum Committee.</p> <p>Departments begin the curricular revision process and submit new course proposals to the Curriculum Committee.</p> <p>The CMCRC hands over the work of using the new rubric to review new courses in all departments and programs, including any new College Core courses, to the Undergraduate and Graduate Curriculum Committees.</p> <p>The Undergraduate and Graduate Curriculum Committees, whose membership should be expanded to handle the volume of curricular review, begin reviewing courses on a revised review calendar that facilitates piloting new courses.</p>	<p>DCMs, CMC, and SJTC create the training modules.</p> <p>They share training modules with students, faculty, and staff. This may be achieved by holding a series of “feedback sessions” with constituents.</p> <p>Programs and Departments will be charged with developing interdisciplinary workgroups by selecting their members for participation on designated workgroups.</p> <p>Workgroups will be tasked with establishing a timeline for presenting trainings, determine who should participate, and identify ways to evaluate learning outcomes within programs and departments after trainings are completed.</p>	<p>DCMs revise the criteria by which existing funds (designated for students, faculty, and staff from historically marginalized communities and underrepresented groups) are disbursed by the Dean to align with strategic plan. DCMs work with the Dean to increase transparency around the criteria by which they are disbursed.</p> <p>Dean engages in consistent outreach (to students, faculty, and staff from historically marginalized communities and underrepresented groups) to make sure that the funds and resources designated for them are actually utilized.</p> <p>Faculty</p> <p>Dean begins process of converting or replacing adjunct and NTT positions with tenure-track lines.</p> <p>DCMs examine how our Collegium works for retention of POC faculty and rethinks this structure to address ongoing retention issues with POC faculty.</p> <p>Staff</p> <p>DCMs and CMC review, revise, and makes transparent existing staff hiring and onboarding processes, and work with the Dean’s Office and HR on ensuring professional development for staff beyond tuition remission.</p> <p>DCMs work with HR on developing staff career pathways and</p>	<p>The Dean continues fundraising to establish an endowed fund for research.</p> <p>The Dean begins identifying possible candidates, and by the end of the year has hired an Associate Dean for Research, who will begin in fall 2024.</p>
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				<p>advancement/promotion opportunities within CAS and across SU.</p> <p>DCMs work with HR to revise annual review of staff and take into account LIFT SU and CAS strategic plan.</p> <p>Students</p> <p>DCMs and CMC work with OMA / Office of Diversity & Inclusion / Dr. Natasha Martin to begin to implement action plan (developed in Year 3) based upon the results of the Year 2 Needs Assessment of students of color.</p> <p>DCMs work with Admissions Office to implement additional plans for recruitment efforts with students of color.</p> <p>DCMs meet with Advising and with EC to review our advising practices to ensure inclusion of all students and develop more equitable and proactive advising for historically marginalized students.</p> <p>DCMs supervise the Student Diversity Ambassadors, who work on recruitment activities</p> <p>DCMs advocate with SU upper administration to create more on-campus work opportunities and advocate for affordable on-campus housing.</p>	
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**5th Year Activities
(2024 – 2025)**

Fall 2024 - New APR guidelines are distributed to faculty so they can begin incorporating new guidelines into their work.

First year of implementing/piloting new and/or revised departmental-level courses that center the margins.

The DCMs and the CMCRC will conduct a review of the College Core (in consultation with the Dean and academic departments, including those departments teaching in the College Core) to determine if/how it might need to be revised to align the CAS Strategic Vision and Plan

The DCMs and the CMRC will make recommendations about what curricular revisions are necessary in specific Core classes or in the overall Core requirements.

The College Assessment Coordinator should provide guidelines on how assessment data is collected and reported. Furthermore, the College Assessment Coordinator should develop guidelines on how the revised College Core will be assessed.

Programs and Departments will hold trainings with faculty and staff and collect survey data.

DCMs and CMC convene another round of CAS-wide forums among students, staff, faculty, and administrators to engage in conversations about social justice.

Reports from the year three forums will be updated to reflect this year's forums.

Faculty

Dean continues raising funds for more tenure-track lines.

Dean continues process of converting adjunct and NTT positions or replacing them with tenure-track lines.

Staff

DCMs and CMC inventory current recognition and compensation practices of staff engaged in service, and create a clear process for implementation, with regular review of the process.

Students

DCMs work with Admissions Office to continue to implement additional plans for recruitment efforts with students of color.

DCMs supervise the Student Diversity Ambassadors, who work on recruitment activities.

DCMs develop revised advising practices (for Advising and for academic departments) to ensure inclusion of all students and to develop more equitable and proactive advising for historically marginalized students.

DCMs advocate with SU upper administration for the creation of more on-campus work opportunities and advocate for affordable on-campus housing.

The Associate Dean of Research develops initiatives (e.g. writing groups; Collegiums focused on research; Peer Review Committee for Grant Support Proposal; Workshops on socially just research; Advising faculty on international research; consulting with faculty of color to understand how structures have made it harder for them to achieve their research goals, etc.) and begins to pilot them.

<p>6th Year Activities (2025 – 2026)</p>	<p>January 2026 - New guidelines are implemented in the APR process.</p>	<p>Second year of implementing/piloting new and/or revised College Core courses.</p> <p>Following the College Assessment Coordinator’s guidelines, departments should use departmental assessment processes to gather data on the success of the implementation of curricular revisions that center the margins.</p> <p>Using data compiled by the departments, the College begins a round of assessments, guided by the College Assessment Coordinator, to provide feedback to all departments and programs, including those teaching in the College Core, on what they are doing well with regards to the rubric’s guidelines about centering the margins, and identifies areas for improvement.</p>	<p>Programs and departments will be required to submit an annual report of trainings and participants to the DMs, CMC, and the Dean’s Office</p> <p>Departments will embed content of training materials in their orientations for new adjunct faculty and staff.</p> <p>DCMs and CMC share training materials with university stakeholder groups serving students, faculty, and staff (i.e. Office of Diversity and Inclusion, HR, student groups listed above, OMA).</p>	<p>Faculty</p> <p>Dean continues process of converting or replacing adjunct and NTT positions with tenure-track lines.</p> <p>Dean works with Admissions Office to continue to assess effectiveness of Year 4 and 5 plans for recruitment efforts with students of color.</p> <p>DCMs assess progress made, and work remaining to be done, with recruitment and retention of faculty from historically marginalized communities and underrepresented groups.</p> <p>Staff</p> <p>DCMs and CMC assess progress made, and work remaining to be done, with recruitment and retention of staff from historically marginalized communities and underrepresented groups.</p> <p>Students</p> <p>DCMs and CMC assess progress made, and work remaining to be done, with recruitment and retention of students from historically marginalized communities and underrepresented groups.</p>	<p>The Associate Dean of Research continues implementing new initiatives to support research.</p> <p>Dean reports to the faculty quarterly about how research money is being raised and distributed.</p> <p>Dean reports to the faculty on how research is supported by the Associate Dean for Research.</p> <p>Vibrancy of the research website reflects the College effort in supporting scholarship and creative work.</p>
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