



College of Liberal Arts

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# Department Questions & Recommendations

Strategic Planning Process

**July 1, 2021**



COLLEGE OF LIBERAL ARTS  
COLORADO STATE UNIVERSITY



## Department Level Questions & Recommendations

July 1, 2021

Please read the [final report of the strategic planning process](#), which contains the executive summary, charge to departments, and the college-level recommendations. You can also read the [full reports of the task forces](#).

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### Questions for Departments to Consider

These questions point to longer-term efforts toward change. Use them to think broadly and boldly about how your area wants to affect change.

Reflective questions for your department to engage with:

- What do we want to carry forward from our department/unit's previous work (strategic plan, program review, action items)?
- What do we want to leave behind from our previous work?
- What assumptions do we need to question?
- What capacities and resources does our department/unit have to contribute?

Specific questions from the task forces for departments to consider:

#### Interweave Equity and Access

- As we strive to become leaders on campus for supervising hybrid teams, how might we foster autonomy while also prioritizing team-oriented interdependence using the [Principles of Community](#) and centering equity in staff schedule-building conversations?
- Has the department considered supporting Open Access Resources for textbooks and best practices of universal design?

#### Innovate for Impact and Leadership

- How might your department explore creating CSU online degrees, certificates, or badges to better serve student needs regarding access?
- How can current structures and practices be reimaged to facilitate and reward collaborative efforts within and across departments, as well as with the University and the larger community?
- Does your department have goals for collaboration for research/creative artistry and how do they connect to the University's CST? How might your department better align resources and effort to further this connection and your distinctive contributions?
- How can departments encourage faculty to leverage interest and expertise to think about courses collaboratively? This could be developing resources, models, and peer exchange, mentorship, and review networks to help faculty borrow and adapt each other's approaches.





### Align Aspirations and Practices

- Does your department have collaborative goals for teaching—at undergrad and graduate levels—and how do they connect to the University’s CST? How might your department better align resources and effort to further this connection and your distinctive contributions?
- Do your multi-section courses drive enough enrollment to consider offering sections to accommodate a variety of students (e.g., a section at night, online, and/or hyflex)?
- Does the department offer courses that might be well-suited for options in non-traditional modes or times of day/week?
- How do our assessments of student performance in our courses acknowledge diversity, inclusion, and the science of learning?

### Structure Administrative Support to Match Mission

- When organizing meetings, how might we make that time together intentional? This could be articulating the purpose, providing a clear agenda, respecting time allotments, setting the appropriate modality, and ensuring participants can be prepared (given advance notice with the agenda and appropriate readings and/or context).
- How can we best structure the support work of the College, including human resources, finance, communications, and recruitment?
- How well have newly established hubs for HR and Finance support functioned, how can we best implement them fully across all units, and how can we make use of lessons learned to improve other support capacities?
- How do we create, promote, and foster a culture of value-added faculty service in the departments and college that is distributed equitably according to appointment type and rank, and assessed fairly?
- How can we harness the considerable scholarly capacity around issues of diversity, equity, inclusion, and justice (DEIJ) to lead CSU not just intellectually but also through our culture and our practices?
- What can academic units do to intentionally advance and support significant DEIJ best practices and progress in their specific contexts?

### Expand Pathways for Professional Growth

- What sort of faculty professional development might be needed to best support both graduate and undergraduate students?
- How might we create structures that facilitate consistent goal setting and career pathway development toward satisfying longer-term careers for all CLA faculty and staff?





## Recommendations for Departments to Consider

As you consider these recommendations, keep in mind issues of equity and access for faculty, staff, students, and community members.

### Interweave Equity and Access

- Update a share a list of department activities, workshops, and training related to DEIJ.
- Support DEIJ efforts that derive from faculty and staff expertise.
- Recognize DEIJ work through evaluation and promotion processes.

### Innovate for Impact and Leadership

- Envision new academic opportunities, e.g., degree programs and courses that complement traditional disciplines and address skills, provide credentials.
- Incentivize capstone redesigns to incorporate a community partnership element.
- Support collaborative, interdisciplinary/engaged scholarship through department funding, evaluations, and codes.
- For multi-section courses: Review the course design every three years to ensure research-based practices in curriculum and instruction as well as data-driven practices from measuring and evaluating student success generally and disaggregated by demographic groups.
- Expand experiential learning through investments and greater outreach to community partners (e.g., Extension internships, study away opportunities).
- Enhance study abroad opportunities that are built on student interest, curricular innovation, and access for underrepresented students.
- Expand internship opportunities and access that are built on student interest, curricular innovation, and access for underrepresented students.
- Assess the expectations of faculty regarding inclusive teaching practices as well as take a serious look at department curriculum and co-curricular offerings to learn, through a data-informed process, how *all* students experience, navigate, and thrive in the program of study.
- Consider how departments and units may best support CSU in being the university of choice for Latinx learners at the curricular and co-curricular level.
- Have 100% use of Canvas for grading and as the primary course management platform.
- Reflecting on the last year, create a best practices document to capture how you've innovated how you've engaged with external audiences.

### Align Aspirations and Practices

- Undertake a deliberate process (if academic units have not done so recently) to review and define service for their faculty, addressing both assignments and evaluation, considering several key equity factors, and develop the appropriate rubrics, faculty code language, and other policies and procedures.
- Examine and assess the frequently hidden and disproportionately burdened work by faculty and staff of fostering inclusive climates for under-represented, minoritized faculty, staff, and students.





- Align department codes (and thus T&P and annual evaluation processes) with the campus and college goals, principles, and practices.
- Acknowledge collaboration and engagement in teaching evaluations.

### Structure Administrative Support to Match Mission

- Investigate innovation opportunities in course-loads; consider “credit-load” system for banking credits over semesters/academic years to promote collaborative teaching.
- Adjust department practices to take advantage of HR/Finance hub structures where they have already been implemented and devise timelines for departments not yet participating.
- Align department recruitment and communication to enhance personalized recruitment activities for students, especially those with diverse identities and backgrounds.

### Expand Pathways for Professional Growth

- Incorporate CCA faculty in department service and governance and develop peer-mentoring practices.
- Create flexibility for staff to take full advantage of professional development opportunities toward longer and more satisfying career paths in CLA and at CSU.
- Encourage and incentivize faculty to engage in professional development in inclusive pedagogy (through TILT and VPD); Encourage evaluation committees reward effective, inclusive pedagogy in annual reviews.
- Arrange a “no-meeting day” across your unit to support balancing collaboration with focused work.

