

**ADVANCING RACIAL EQUITY (ARE)
STRATEGIC PLANNING TEMPLATE**

Introduction & Purpose

The summer of 2020 brought with it a national reckoning with racial injustice. The violent murders of George Floyd, Breonna Taylor, and numerous other Black people at the hands of police were devastating and illuminated, yet again, the reality that racism is not a thing of the past, but a very real part of the everyday lived experience for people of color in our country. These realities play out in our local contexts as well, including at UIC. While UIC's commitment to equity and inclusion has been a strategic priority for over ten years, we are aware that there is much more to be done in order to create a truly equitable, inclusive, and just campus. Our UIC community of students, faculty, and staff relied on petitions, meetings, and town halls to express the urgent need to work against systemic racism in our own campus spaces, review and change existing policies and practices, and invest the resources required to make us more inclusive and equitable.

In response to these realities, Chancellor Michael Amiridis affirmed UIC's commitment to addressing systemic racism, improving our campus climate, and advancing racial equity on campus. To pursue this goal, he created a Racial Equity Taskforce, led by Vice Chancellor Rex Tolliver and Associate Chancellor and Vice Provost for Diversity Amalia Pallares, to review the state of our campus and prioritize key action items. This task force consisted of three working groups and one board: Student Life and Support; Community Engagement; Staff Recruitment and Retention; and the Public Safety Board. Additionally, a group of external experts—Nancy Cantor, Claude Steele, and Earl Lewis—were invited to review and make recommendations related to the recruitment and retention of Black faculty and students.

Out of this work emerged UIC's Advancing Racial Equity initiative, which is founded upon the following five goals:

1. Center Student Equity & Inclusion
2. Advancing Faculty & Staff Inclusive Excellence
3. Collaborating with Community
4. Reimagining Public Safety
5. Ensuring Accountability

More information about each of these goals, along with progress tracking, can be found on the Office of Diversity's [Advancing Racial Equity website](#).

We acknowledge that in addition to these campus-wide efforts, UIC colleges and departments have been engaged in their own anti-racist initiatives and continue to work towards their context-specific goals for creating more equitable and inclusive spaces for students, faculty, and staff. In an effort to support these initiatives and to facilitate a mechanism for transparency and accountability, we have created an Advancing Racial Equity Strategic Planning template. Each department is required to complete this template and submit it for review by their college's Dean and campus administration.

Diversity, Equity, & Inclusion

While not exhaustive, the descriptions of diversity, equity, and inclusion provided below may be helpful in guiding your brainstorming and planning:

Diversity refers to the variety of identities represented by students, faculty, and staff within your department/college. These identities include, but are not limited to race, ethnicity, gender identity,

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sexual orientation, socioeconomic status, disability status, national origin, language, religion, veteran status, and others.

Equity refers to a focus on fairness and justice. Actions that are oriented toward equity go beyond considerations of equal access to resources and opportunities to understanding that different levels of resources and opportunities may be necessary to achieve equity among students, faculty, and staff. This vision of equity includes identifying and eliminating barriers that have prevented the full inclusion of historically excluded and marginalized groups within your department/college.

Inclusion refers to actions that ensure broad participation among all students, faculty, and staff in all aspects of academic and community life in your department/college including creating environments in which all feel welcomed, respected, supported, and valued. Cultivating inclusion likely entails changes in policies, procedures, and everyday interactions to ensure the inclusion of marginalized and minoritized people who may otherwise be excluded.

Template Basics

Estimated time for completion = approximately 3 months

Part I: Purpose

Developing a clear vision related to advancing racial equity in your unit will enable you to do three things: (1) Articulate your department's aspirations; (2) Improve your department's ability to reach your goals; (3) Set benchmarks that will allow you to track progress towards your goals and make necessary changes along the way.

This template is designed to assist each department in developing their vision for racial equity within their unit and thinking critically about the goals and metrics associated with that vision. The template is an opportunity for you to build a strong case for what you can achieve, to identify specific actions you will take to meet your goals, and to highlight methods for measuring progress and providing oversight of future work. If your unit already has a diversity, equity, and inclusion strategic plan, this process will allow you to refine that plan to specifically address racial equity. This could include updating, revising, or making additions to already existing plans.

The focus on race and racial equity in this template is intentional. While we value the breadth of identities and lived experiences inherent in our definition of diversity, we also recognize that our challenges and opportunities related to racial equity are unique and deserving of specific attention. We acknowledge that such a focus necessarily intersects with deepening efforts to address inequities related to other identity categories (e.g. gender identity, sexual orientation, socioeconomic status, disability) and therefore some overlap is expected. You will have an opportunity to speak to this overlap in the strategic planning process. See more on this below in Process, Step 8.

Part II: Process

The ARE strategic planning template consists of five individual parts, one for each of the Advancing Racial Equity goals. Each of the ARE goals has been converted into a priority, which you will use to guide your strategic planning. To assist you in filling out the template, below is an explanation of the specific parts of the template as well as suggestions on how to approach each part.

Step 1: Priority

First, begin by expanding upon the general priority that is listed in each template. For example, in part one of the template, the priority is "Centering Student Equity & Inclusion." In this section, you will add information related to the specific opportunity, challenge, need, or the new direction you would like to pursue as it relates to centering student equity and inclusion. You might, for example, write that you would like to "increase underrepresented students' sense of belonging within the department." How you expand on this priority should reflect your department's unique context, needs, and challenges.

Step 2: Relevant Factors & Assumptions

Second, take a moment to list any relevant factors and assumptions you think exist in relation to the particular priority. For example, how might you leverage existing resources (financial and otherwise) to do the work you envision related to this priority? What resources do you need and how are you going to rearrange your other activities to secure such resources? Is there more information that you need in order to launch a given activity related to this priority? Are there important factors not within your department's control which will affect whether you can achieve goals related to this priority? What partnerships, new or existing, could be engaged to accomplish this work? Do you need specific support

from leadership to achieve your goals? Finally, what assumptions do you have about this priority (i.e. “If we do X, it will result in Y”)?

You will want to address these relevant factors and assumptions when you develop the other parts of your template in order to make it more likely to achieve your goals.

Step 3: Long-Term Goals (2-5 years)

Next, look ahead 2 to 5 years and envision your department’s long term hopes and ideals in relation to racial equity. Long-term goals should be pitched at a fairly general level. Starting with long-term goals will shape the structure of your short-term goals. Questions to consider that may be useful include:

- **If we are successful in advancing racial equity in our department, what would that look like 5 years from now—in research, teaching, and public service, in expanding pathways to access and success, in fostering an engaging and healthy campus climate?**
- **What are the changes we hope to achieve for our students, faculty, staff, and department as whole?**

Develop at least one long-term goal related to racial equity for each priority.

Step 4: Short-Term Goals (6-12 months)

Once your long-term goal is established, consider what short-term goals you will need to achieve in order to reach your long-term vision. Short-term goals can be more specific as they are targeted for achieving in the first 6-12 months of implementation of your plan.

When setting your goals, consider utilizing the SMART framework for goal-setting. In order for your goals to be clear and reachable, they should be:

- **Specific.** Your goal should be clear and specific. It should encompass (1) what you want to accomplish, (2) why it is important, (3) who is involved/for whom, (4) which resources or limits are involved.
- **Measurable.** Measurable goals are crucial to your ability to track your progress. Ask “How will I know when this is accomplished?” to be sure your goal can generate tangible evidence of success.
- **Achievable.** Your goals should be realistic and attainable. You want to be challenged but keep your goals within the realm of what’s possible given potential constraints.
- **Relevant.** Your goals should be tied to the mission and vision of your department, college, and UIC overall.
- **Time-bound.** Keep your goals connected to a timeline to be sure you are able to track progress accordingly. Asking “When do I want this to be done?” will help you identify the steps you need to take in order to reach your deadline.

Develop at least 2-3 short-term goals related to racial equity for each priority. Every short-term goal should directly support a long-term goal; long-term goals may have multiple short-term goals attached to them.

Step 5: Strategies, Deliverables, & Metrics

After setting your long- and short-term goals, you will complete the strategies, deliverables, and metrics associated with each goal.

- **Strategies.** List the general strategies you will engage in order to achieve your goals. These strategies may be in line with “best practices” in your field but we also encourage you to consider new and innovative ways of reaching your goals.
 - Strategies are higher-level categories (e.g., outreach and recruitment, mentoring, inclusive curriculum design) as compared to deliverables which are described below.
 - Strategies should relate to both long- and short-term goals. They can involve your entire department or just specific aspects or people.
 - Your strategies may represent a change in work responsibilities for all or part of your department. Accommodating any necessary changes should be built into your implementation plan.
- **Deliverables.** Deliverables are specific activities, events, practices, or resources your department will draw on to implement particular strategies, and to achieve short-term goals. Examples of deliverables include:
 - A new hiring guide that incorporates best practices for equity and inclusion to be used by all search committees within the department.
 - Attendance at campus workshops on inclusive teaching.
 - A climate survey for all students in the department on assessing equity and inclusion.
- **Metrics.** Your metrics are the way you will measure progress towards your goals, including the specific data sources you will use. For each long- and short-term goal, list the metric that defines success and the associated data source(s). For example:
 - Goal: cultivate greater sense of belonging among URM students in the department
 - Metric: reduce disparities in sense of belonging between students across race in the department
 - Data: departmental climate survey; question(s) on course evaluations

Step 6: Accountability

After completing your strategies, deliverables, and metrics, you want to consider how you will hold yourself and others in your department accountable for staying on track and achieving your goals. Some possible options for accountability include:

- Convene a departmental **ARE** strategic planning committee
 - If you do this, be sure it consists of students, faculty, and staff and that people of color are not overburdened in leading this work.
- Meet regularly with your executive committee to assess progress on your strategic plan
- Frequently check in and provide updates in faculty meetings about progress on your strategic plan

Step 7: Student Perspective

Finally, consider how you will incorporate students’ perspectives and concerns into your planning process for this priority. Have you incorporated their voices into this plan already? If so, in what ways? If not, how do you plan to do so moving forward? You might, for example, consider reviewing the list of student demands for your department/college (if applicable) or holding check-in sessions with students frequently. This space is an opportunity for you to share on how you’re already involving students or

how you plan to as well as how you envision incorporating student voice into your planning process in a sustainable way.

Step 8: Expanding Focus

As stated above, this template is designed for you to engage in strategic planning around racial equity, although we acknowledge that efforts to address racial equity will undoubtedly overlap with efforts to address inequities related to other identity categories. The final section of the template—expanding focus—provides space for you to speak to how you see your racial equity goals intersecting with goals related to gender identity, socioeconomic status, disability, and other identity categories. If you do not have such efforts planned already, use this space to comment on how you might consider doing so in the future (i.e. what ways you could see support for other groups of students emerging out of your racial equity work?).

Part III: Data & Support

You are not expected to complete any assessment before filling out this template. Please utilize the departmental data you have already available to you to support your planning in addition to the [Office of Institutional Research's Data Dashboards](#) and the [Office of Diversity's Equity Dashboard](#).

Should you need to acquire additional data to support your work, please email the team at areplan@uic.edu.

Part IV: Submission

After completing your ARE strategic planning template, please save your template as a PDF using the following naming convention: **Department Name_ARE Template** (e.g. Psychology_ARE Template) and upload it to this [UIC Box folder](#) in your department's specific folder (nested within your college's folder). Template submissions are due by **Monday, November 15, 2021**.

Following submissions, Deans will review their departments' templates and write a summary report, which will be shared with the Provost, Chancellor Amiridis, and Associate Chancellor and Vice Provost of Diversity, Amalia Pallares.

Frequently Asked Questions

Why am I being asked to do this?

UIC is committed to addressing systemic racism, improving our campus climate, and advancing racial equity on campus. Engaging every department on our campus is a significant part of these efforts. Additionally, we recognize that each department and college has unique needs when it comes to racial equity and therefore must develop their own, context-specific strategic plans to achieve their particular racial equity goals.

What is the timeline for completion?

The strategic planning process should take approximately 3 months (not including summer months), with submissions due on **Monday, November 15, 2021**.

What if I can't complete the template on time?

If you are going to be late in submitting your template, check in with your Dean to arrange a revised due date. Deans will need their departments' reports in order to prepare their summary report. Late submissions at the department level will impact your Dean's ability to prepare their report in time, which is due **Tuesday, February 1, 2022**.

What is expected of me as a Department Head? As a Dean?

Each program director will lead their unit's effort in completing their strategic plan. Deans will review all of the plans submitted from each of their college's departments and write a summary report, which will be sent to the Provost, Chancellor Amiridis, and Associate Chancellor and Vice Provost of Diversity, Amalia Pallares for review.

Should I work on this alone or with a team?

Department heads should lead this effort, but can certainly enlist the support of faculty and staff within their units. The best plans will be those that consider the perspectives of many members within a department, including students, faculty, and staff. It is imperative to share the work of thinking about and completing this template equitably, and not overburden those within the department who consistently engage in this type of work, particularly students, faculty, and staff of color.

What is a "good" plan?

While each strategic plan will be unique to a given department, the best plans will be those that are thoughtful, holistic, and innovative yet achievable. Additionally, plans that incorporate the perspectives of many members within a department—students, faculty, and staff—will be the most likely to succeed.

What if my Department already has a diversity strategic plan?

Many colleges and departments at UIC have been working diligently on developing strategic plans related to diversity, equity, and inclusion. If your department has such a plan, you should use that as a starting point in completing this template. As this template asks you to specifically focus on racial equity, there are likely parts that will overlap with already-existing plans and others that will need more specific attention.

Can Departments within the same College have the same plans?

If your College has a diversity, equity, and inclusion strategic plan, you can use that as a guide in completing your department-specific plan, as it is ideal for such efforts to align. In these instances, it is possible that departments within the same college will have aspects of their templates that will be

similar. That said, the purpose of this template is to support you in creating a customized plan unique to the specific needs and context of your department; thus, departments within a college should not submit identical plans. We do encourage collaboration between departments in brainstorming ideas for these plans.

What if I don't know what to write?

There are many examples provided throughout all five parts of the template to assist you in your planning. Importantly, they are *examples* and, as such, should be used to guide your thought-processes but not serve as final answers (although some overlap may be expected). There is no checklist for what you must include in your plan as racial equity work cannot be prescriptive. If you are stuck, consider getting the perspective of others in your department to assist in brainstorming. You can also find a number of resources—reports, case studies, research articles—on the Office of Diversity's website that you may find helpful in completing your plans.

Who should I contact if I have questions or want to know more?

The Office of Diversity will be holding information sessions for those who want to learn more. Session dates and times will be listed on the Office of Diversity's website. For specific questions about the template, requests for support, or other inquiries, email areplan@uic.edu.

STRATEGIC PLAN - GLOBAL ASIAN STUDIES PROGRAM (GLAS) - DECEMBER 2021

Priority 1: Centering Student Equity & Inclusion

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority?

(e.g., Increasing student perception of belonging and comfort in the department; increasing matriculation of students of color.)

Response: The Global Asian Studies Program (GLAS) prides itself on having a student-centered academic community where we have done well to create a space where students experience a sense of belonging and minimize their sense of isolation from one another or the world around them. We have committed to supporting students of color, first generation students, and English language learners by helping them feel engaged in their studies where their lived experiences are affirmed, and where they feel that they have a community. We have pursued this priority in a number of ways. Since 2011, we have an active **GLAS student advisory board (GSAB)** with a rotating membership of undergraduate students who are minoring in the program. They are nominated by GLAS faculty and selected by a faculty-led committee to serve on the board for a one year membership. This advisory board is composed of undergraduate students minoring in the program who meet bimonthly with the program director. The advisory board supports the program in generating ideas for program outreach to the campus community and ways of building community among the students minoring in the program. In the spirit of cultivating the leadership skills of board members, the Board is structured so that they elect their officers and they set and facilitate the meeting agenda in consultation with the program director. GSAB organizes various programs throughout the year. In addition, we also invite a GSAB member (usually the chair) to attend our faculty meetings to allow us to gather students' perspectives in various curricular and programmatic matters. In order to emphasize the student-centeredness of the program, job candidates meet with GSAB and we take their input about job candidates seriously in our search committee deliberations.

Often, GSAB members have also produced ways of communicating the mission and vision of GLAS through creative projects, a few of which can be seen here: <https://glas.uic.edu/about/featured-student-work/>. At the height of the recent wave of anti-Asian racism and in response to the need to hold space for students by students, they organized a documentary event featuring Eugene Lee Yang's film "We need to talk about anti-Asian Hate." Members of the advisory board are here: <https://glas.uic.edu/people/student-advisory-board/prior-board-members/>

In addition to GSAB, we have organized **student-centered programming** that celebrates student work and talents whether through holding a book launch of a student's publication (e.g., Michael Oliveros' *They Singular*) or the celebration of student projects in our classes which are showcased in our annual signature event - GLASapalooza <https://glas.uic.edu/about/glasapalooza-2021-student-project-exhibit/>.

GLAS has also instituted a **student artist-in-residence program** whose goal is to work with undergraduate or graduate student interns on creative projects that help communicate the mission, vision, and impact of GLAS. Some of these projects are here: <https://glas.uic.edu/initiatives-community/co-sponsored-projects/glas-visual-artist-in-residence-intern-projects/>

Students also routinely approach us for support in various **student-led initiatives** and we do so wholeheartedly. For example, at the height of the pandemic, one of our students minoring in GLAS, along with other students wanted to create a zine to document their experiences during the pandemic, and build community among each other. This led to the production of the *UIC Community Quarantine Zine*, which highlighted creative works by students and community members. You can view the zine here: <https://glas.uic.edu/initiatives-community/co-sponsored-projects/uic-community-quaran-zine/>.

We celebrate all of our graduating minors during our annual GLASapalooza - that provides us an opportunity to pay tribute to their accomplishments and the GLAS community of which they are part.

The Department Head holds weekly student hours called "Chai Guevarra" hours which is a space for students to forge some connection with the program. These sessions serve as a space where other students can meet faculty members, other students, and exchange and share resources with one another. Before the pandemic, this event was held in person, with the program director meeting weekly with the students over a cup of chai (tea). Since the pandemic began, it has pivoted online. Here are two examples of the types of activities that take place during these weekly sessions: <https://glas.uic.edu/chai-guevarra/>

In terms of graduate students, we have also created a space for students who want an opportunity to connect with other students focusing on Asia or Asian American as a research area to minimize the sense of isolation they feel in their respective departments. To help jumpstart this endeavor, we created a listserve where students could network with one another, workshop their research and share their work with an interdisciplinary audience. Prior to the pandemic, we have also provided some resources for physical gatherings and programming for and by graduate students. To date there are about 30 members of this listserve.

In short, we are already engaged in centering our student equity and inclusion in the program. The students play a central role in our Program, and most importantly, they feel like they do, creating an incredible sense of partnership, collaboration, and sense of belonging for the students. As the students themselves have noted to us, this has been instrumental in providing both a social space and an intellectual formation that students can truly engage with and learn from, leading in some cases to retaining students who otherwise felt alienated and disengaged with their education. Contrary to common perceptions, the students who Minor in GLAS and take our classes are not only Asian or Asian Americans but are in fact, racially and ethnically diverse.

The challenge for us in the coming years as we head to becoming a Major - starting in Fall 2022 - is scale. We will continue to grow and with that growth, we will need additional resources in the form of faculty hires and increased operational funds to continue the work that we are doing and to build capacity for all the faculty involved. We are already working towards exploring creative ways to fund student initiatives - whether through the AANAPISI grant and fundraising for the Global Asian Studies Prize (GASP), which will recognize student excellence starting in the fall when we launch our major. We would like to continue to be able to serve the diversity within our student population, which supports the importance of disaggregating data on the Asian American community to account for the economic and educational disparities across various ethnic communities. With the implementation of the new Major, we revised our curriculum to focus on thematic categories (e.g., empire, migration, and diaspora; culture and the arts; and society, politics, and the state) rather than a geographic focus of Asia or Asian America. Thus, a challenge we anticipate is making sure that these new frameworks continue to address the identity-politics that often drive students' interests in the program. We continue to address the challenge of the persistent presence

of the model minority myth, which continues to lead to Asian American students being under-served due to the mistaken perception that they do not need support. Centering student equity and inclusion also means removing the perception that GLAS is a course of study that is only for those who self identify as Asian or Asian American. In fact, we do have a number of students who do not self identify as Asian or Asian American and pursue our classes because of an interest in Asian and Asian American issues.

We are a **faculty body with demonstrated commitment to our students' pursuit of excellence and sense of belonging**. But we are also stretched **very thin** so we need assistance in growing our unit and building our capacity so that we can continue to do this work of centering student equity and inclusion.

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority?

(e.g., If we create a positive and supportive climate for students of color in the department, it will enrich and benefit multiple outcomes related to recruitment, retention, and quality of work coming from the department.)

Response: Our academic program was a product of a 19-year student-led movement on this campus. Our commitment to centering student equity and inclusion reflects this legacy. We also believe that if students feel a sense of belonging and are part of a community, they are more likely to remain invested in their studies. Students are motivated when they can connect to what they are learning. We also have a number of students whose majors are in the larger STEM fields where they feel incredibly isolated; they are taking GLAS classes or minoring in GLAS for community and interest in learning about histories that speak to their experiences. As students become motivated, their commitment to their education deepens and leads to positive outcomes with respect to the work they produce and ultimately their retention and graduation. In turn, programs like GLAS benefit from having a diverse student body whose varied experiences enrich the classroom environment and our program as a whole.

Long Term Goals (years 2-5)

What do you want to achieve or change in regard to the above priority in the **next 2-5 years?**

(e.g., We will increase graduation rates of students of color by at least 25%.)

Response: We will continue to grow the number of students minoring and majoring in the program. We will continue to have active involvement from a diverse student body representing racial, economic, ethnic, and educational diversity. We will be able to hire more faculty who can continue to build capacity in the program to carry out this work.

Short Term Goals (6-12 months)

What benchmarks must be met to ensure that the long-term goal will be achieved?

(e.g., We will create and disseminate a survey to students in the department assessing their perceptions of department climate and support. Review the results of the survey and solicit additional feedback from students on results.)

Response: We will continue to administer the senior surveys we already collect from every graduating minor in the program and revisit its content to add or revise additional questions on climate, as well as factor in changes for the Major. To account for the growth of the program and the major and be able to assess our work

	<p>earlier in the process, we will administer occasional surveys to the current Minors and Majors so as to address issues that may arise earlier in the process. The program director routinely conducts an evaluation directed at the GLAS Student Advisory Board during and at the end of each year, which includes questions regarding the department and ways that we can continue to support them.</p>
<p>Strategies</p> <p>What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this? (e.g., We will use results of the student climate survey to initiate listening sessions—town hall-like meetings in which faculty will present the results of the survey, highlighting themes and critical findings; students will be invited to share additional feedback at these meetings (both verbally and anonymous written feedback).)</p> <p>Response: The results of all the assessment instruments we currently use in the program (the midpoint and exit surveys as well as the feedback sessions with the student advisory board) will be shared with the GLAS community (core and affiliated faculty, GLAS Minors and Majors, and the student advisory board) at our existing meetings, which would encompass our department community (faculty meetings, Chai Guevarra sessions, one of the GSAB bimonthly meetings, one of the meetings with the Chancellor’s Committee on the Status of Asian Americans, and one of the AARCC lunchboxes). At each of these meetings, attendees will be asked to provide additional feedback.</p>	<p>Deliverables</p> <p>List one or more specific actions or resources you will use or develop to implement this priority. (e.g., Faculty across the department will be asked to contribute to efforts to identify existing or develop new survey instruments to assess student perceptions of climate and support. The Department Head will lead the analysis and write up of a report from survey findings, eliciting faculty assistance and feedback, and will incorporate feedback from listening sessions before finalizing the report, which will be shared with all faculty, staff, and students each year.)</p> <p>Response: The department’s campus/student outreach faculty subcommittee and the Director of Undergraduate Studies (DUS) will take the lead in revising the exit survey as needed and creating the midpoint surveys. The program director will write a report of the evaluations of GSAB at the end of each year and share that with the outreach committee and DUS. The DUS and the Department Head, will jointly analyze the results of the various surveys and feedback from the meetings where the surveys were presented and write a report. Core and affiliated faculty, staff, and the student advisory board in the program will review the report before it is finalized.</p>

Metrics

What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used?

(e.g., After year 1, we will solicit feedback from students about the process of obtaining information (e.g., survey and listening sessions; content of the survey) to refine the process and kind of information we will continue to obtain. In addition to this, we will monitor our retention using information that is already available to us about student dropouts and create a plan for identifying and responding to students who we believe are at risk for dropping out of the department.)

Response: We will consult with the GLAS Student Advisory Board and current Majors and Minors about our survey instruments. The DUS and the Department Head will continue to work with the GLAS academic advisor and ensure that our Majors and Minors are receiving the advising they need to continue to make progress in the program. In coordination with the student advisory board and the departmental advisor, we will continue to use the student-centered programming and outreach events we currently have (Chai Guevarra sessions and GSAB-led events) to gauge our Major and Minors' perception of the department.

Accountability Process

How will you hold yourself, and others, accountable?

(e.g., We will engage in transparent communication about each step of the process that will make information about the process (e.g., meeting minutes), findings of the survey (e.g., final report), our goals/milestones, and progress toward these goals/milestones available to students, staff and faculty in the department on our website. This website will be regularly updated and maintained by the Assistant to the Department Head, with assistance from the Department Head.)

Response: The entire process will be communicated to faculty, staff and students. All of the instruments we will use will be implemented only after soliciting faculty and student feedback. A report that highlights the findings from all the data assessment instruments (e.g. surveys) we used will be posted on our website and shared with all the faculty, students, and staff in the program.

Student Perspective

How have you incorporated students' perspectives into your planning? If you haven't, how will you do so in the future? How will you ensure you continue to do so throughout this process? How do you learn about students' needs?

(e.g., We will invite students to participate on the faculty committee that will oversee the creation, dissemination, and analysis of the survey. These students will be identified by connecting with existing student leadership groups already present in the department (e.g., Psi Chi) and through public postings in the department (e.g., email messages, flyers posted in the building, classroom announcements).)

Response: Students are already involved in every step of the process through our work with the GLAS Student Advisory Board (GSAB) who will have input on the content of the survey instruments. We will also seek the support of GSAB in the various listening sessions where the survey results will be presented.

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.)?

(e.g., We will intentionally include items in the survey that go beyond race to better understand the experiences of individuals who are part of other underrepresented or marginalized groups and ensure that this is reflected as well in the department goals and communications.)

Response: Relevant questions that point to this diversity will be included in all our survey instruments and assessment tools. The diversity of our GLAS community already reflects many intersectional identities beyond race and ethnicity.

Priority 2: Advancing Faculty & Staff Inclusive Excellence

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority?

(e.g., Increasing recruitment and retention of faculty and staff of color.)

Response: We will continue to work toward pursuing **faculty hires** either through the college hiring plan or initiatives like the Bridge to Faculty program. Our department already demonstrates racial and ethnic diversity in our unit. The faculty in the Program are all faculty of color. As faculty of color (a number of whom are women), all of us in the department face an undue burden of campus/institutional service. Additionally, the work and support we provide students encompass both formal and informal mentoring. For all these reasons, **our capacity is over stretched as a program**, which can be addressed by the recruitment of additional faculty - especially senior faculty. The challenge that we face is the metric being used for hiring, which is solely based on enrollment figures. There needs to be recognition of growth and the labor that faculty of color are called upon to do by the institution and as ethnic studies mentors to students. In addition to ensuring the promotion of untenured faculty (TT and NTT) in the program, we need to focus on the advancement of tenured faculty to Full. There is always a danger of losing faculty of such high caliber to other institutions so we need to focus on ensuring a climate where faculty will want to stay. Another challenge is staffing where we have one business manager/assistant director of administration and a 50% GA. This 50% GA is tied to the appointment of the current program director. Given the relatively small operations budget of the program, subsidizing the hiring of other student staff is challenging.

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority?

(e.g., Increasing the recruitment and retention of faculty and staff of color will help with student perceptions of climate and student success; students are more likely to feel welcomed and succeed when they see their identities reflected in the faculty and staff who teach and support them throughout their educational journey.)

Response: Growing the faculty body in the unit will allow us to address issues of capacity and enable us to mentor more students and continue to give them the attention they deserve. Continuing to recruit faculty

<p>and staff of color, who reflect the identities of our students is important as that has proven to increase students' likelihood of feeling some affinity with the department. Having sufficient staff capacity is important for allowing the faculty to participate in the various student-centered activities without the added stress of managing logistics.</p>	
<p>Long Term Goals (years 2-5)</p> <p>What do you want to achieve or change in regard to the above priority in the next 2-5 years?</p> <p>(e.g. We will hire at least 3 new tenure-track faculty of color, with at least one being senior-level. We will work with our college's advising office to offer support related to hiring and retaining advising staff of color.)</p> <p>Response: We will hire at least three new additional faculty in the program who represent diverse identities and expertise, which would allow us to further the mission and vision of GLAS and the university. At least one of those hires must be at the senior level.</p>	<p>Short Term Goals (6-12 months)</p> <p>What benchmarks must be met to ensure that the long-term goal will be achieved?</p> <p>(e.g., We will solicit anonymous feedback from faculty and staff, asking them to reflect on the recent departures of faculty and staff of color from the department to better understand perceptions of reasons/factors that contributed to the department failing to retain staff and faculty of color. This feedback will go to a committee of faculty who are interested in working on this issue; these faculty will present the findings in a department wide meeting and the committee will make specific recommendations for changes in light of findings.)</p> <p>Response: We will meet as a faculty and discuss the hiring priorities of the department, identify ways to continue to support the advancement of all faculty member at all ranks, and engage collectively in a curricular mapping project to think through our courses in the future as we implement the new major and identify our curricular strengths and gaps. We will invite a member of the GLAS student advisory board to these discussions.</p>
<p>Strategies</p> <p>What general strategies or approaches will you use to accomplish your goals?</p> <p>How will you leverage existing resources and/or increase internal capacity to do this?</p> <p>(e.g., The Department Head will seek out and participate in learning opportunities related to diversity and inclusion, particularly as it pertains to evidence-based strategies to recruit and retain</p>	<p>Deliverables</p> <p>List one or more specific actions or resources you will use or develop to implement this priority.</p> <p>(e.g., Findings from the anonymous staff and faculty feedback about reasons/factors that contributed to the department failing to retain staff and faculty of color, as well as specific goals/recommendations for changes, will be compiled into a report by the end of year one and shared with all faculty and staff.)</p>

<p>faculty and staff of color; these opportunities will be extended to all faculty and staff in the department as well.)</p> <p>Response: The department has had a long history of participating in diversity cluster initiatives with the program director serving as a Co-PI of the Social Justice and Human Rights cluster and also serving as a member of the Diaspora Cluster; two faculty members are members of the Diaspora Cluster; and another is a Co-PI of the Middle East and Muslim Societies Cluster. In short, four of the six faculty in GLAS are actively involved in the Chancellor’s Cluster Program, including serving in leadership positions. We hope to be able to participate in the Bridge to Faculty program when it is offered again. Lastly, we work with the Chancellors’ Committee on the Status of Asian Americans which has helped advocate for hires in GLAS.</p>	<p>Response: The Department head will write up the outcome of the faculty discussions regarding hiring priorities and curricular mapping and share this report with the entire faculty, staff, and student advisory board for their feedback.</p>
<p>Metrics</p> <p>What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used?</p> <p>(e.g., We will track hiring and retention rates of faculty and staff of color each year. We will also solicit feedback about this process and progress toward our goal of increased recruitment and retention on an annual basis.)</p> <p>Response: The program director will engage in a yearly discussion with the faculty about the progress on meeting the hiring priorities.</p>	
<p>Accountability Process</p> <p>How will you ensure progress is being made? How will you hold yourself, and others, accountable?</p> <p>(e.g., We will engage in transparent communication—posting our summary of feedback, committee goals/recommendations for changes, and progress toward goals (number of new faculty staff of color hired each year and number who have left the department) in accessible places for faculty and staff (e.g., shared box folder).)</p>	

Response: The hiring priorities document will be made available to all faculty, staff, and GLAS student advisory board in an existing Box shared folder.

Student Perspective

How have you incorporated students' perspectives into your planning? How will you ensure you continue to do so throughout this process?

(e.g., We are already planning to assess student perceptions of department climate and support—we will include questions about the importance/value of increasing recruitment and retention of faculty and staff of color and solicit their suggestions related to this. We will also invite students to participate in search activities, such as attending job talks and meeting with candidates, and will solicit feedback from them about the candidates.)

Response: As mentioned above, a member of the GLAS Student Advisory Board (GSAB) will be part of the discussion of the hiring priorities and curricular mapping. We already involve GSAB in the search process where they attend job talks and meet with each of the candidates as a group. In the past, they have collectively come up with their own set of questions for the job candidates. They then fill out an evaluation form for each candidate and offer their feedback and ranking. Such feedback and ranking are taken into consideration during the search committee's deliberation and our final selection.

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.)?

(e.g., We will intentionally solicit feedback going beyond race to better understand reasons/factors that contributed to the department failing to retain staff and faculty from a variety of underrepresented or marginalized groups and ensure that this is reflected as well in the department goals, actions, and communications.)

Response: Our hiring priorities and tracking of faculty retention will address these issues. If we are unable to retain a faculty or staff member, we will engage in a collective process of identifying the factors that may have contributed to this.

Priority 3: Collaborating with Community

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority?

(e.g., Increasing the department's bi-directional understanding of and relationship with local communities of color. Outreach and invitations to the community for department events.)

Response: The program already has a strong presence within the Chicagoland community through both the research, curricular, and service work of the faculty, and through our off campus internship program. We intend to continue on this trajectory. The program has a community advisory board which has provided counsel and support to the program in the past. This Board is composed of various community leaders/advocates and alumni. One challenge we face is the turnover in leadership among various organizations, which requires frequent reconstitution of the advisory board. Another challenge is the value ascribed to community engaged work within UIC's promotion/tenure criteria. Going forward, we plan to pursue three directions. One direction we will pursue is to reconvene the community advisory board and reconstitute it in ways that continue to align with the intellectual and curricular mission of GLAS and the community engaged work that faculty in the program are engaged in. A second direction we are pursuing is partnering with local high schools to create a highschool-to-GLAS/UIC pipeline initiative that is currently funded by the AANAPISI grant. Since the pipeline initiative involves working with local highschools and helping create a Global Asian Studies curriculum, this pipeline initiative would continue to support the implementation of the Teaching Equitable Asian American History (TEAACH) Act which mandates the inclusion of Asian American history in the K-12 curriculum. GLAS faculty member Fredy Gonzalez was engaged during the early stages of the legislative planning and Michael Jin served on the IL State Board of Education advisory board for implementing this legislation. Lastly, funded by the AANAPISI grant, we will be running a community engaged experiential learning course where a GLAS faculty member will work with a community organization in co-developing and co-teaching an interdisciplinary curriculum focused on examining the political economic and sociocultural histories of neighborhoods. There will also be co-curricular local and global educational field trips curated along a social justice theme (e.g., Detroit and Afro Asian Solidarities, Civil Rights and the Mississippi Chinese, indigeneity and the Pacific Islands, and colonialism in Southeast Asia).

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority?

(e.g., Incorporating community needs and priorities will increase the impact and relevance of research and teaching in the department to local communities of color.)

Response: Community engagement is one of the core foci of GLAS. The GLAS Program is rooted in the tradition of ethnic studies, which is founded on principles that emphasize the importance of learning from/in the community. We also envision our work with community organizations and a consideration of the various needs and struggles they face as creating bi-directional opportunities to see how research can help support their work, but also how their work can inform research endeavors and research practices. Cultivating relations with the surrounding communities and incorporating them in our curriculum enrich the learning experiences of students especially if the community members represent the communities of which they are a part. Research studies have shown that participation in community engagement opportunities contributes to students' personal, social, and civic transformation while also contributing to their academic success and their capacity to assume leadership roles. Engagement with communities has also been shown to broaden the educational and career goals of students. Cultivating these community relations can also provide employment and internship opportunities for our students.

<p>Long Term Goals (years 2-5)</p> <p>What do you want to achieve or change in regard to the above priority in the next 2-5 years?</p> <p>(e.g. We will invite CPS and City Colleges students and faculty to department programs, and receive input from participants on programs of interest. Develop a plan for preparing and attracting students of color to your department from CPS and City Colleges.)</p> <p>Response: To have a new community advisory board in place, to run the pipeline initiative and identify pipeline students who will attend UIC and Major/minor in GLAS; to teach the community based experiential learning course; to run our off campus internship program with successful placements of students in a variety of organizations; to run the short-term educational fieldtrips funded by AANAPISI; to continue to support areas of research collaborations between GLAS faculty and community organizations (e.g., Queer Asian American archives, Dis/Placements project, MAMAS project)</p>	<p>Short Term Goals (6-12 months)</p> <p>What benchmarks must be met to ensure that the long-term goal will be achieved?</p> <p>(e.g., Create a community advisory board, with a stipend for each member; invite community members and partners (e.g., predominantly Black K-12 CPS school classes) to visit our department and facilities, begin department visits to community organizations and spaces to form partnerships; begin planning to hold a speaker series and workshops in community spaces by the end of year 1.)</p> <p>Response: As a faculty body, we will; revisit the community advisory board composition and come up with criteria for selecting members and identifying the charge of the Board while also re-engaging with former members; identify highschools to partner with for the pipeline initiative; identify internship sites for our off campus internship program; feature community engaged work of faculty via the department colloquia we hold.</p>
<p>Strategies</p> <p>What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this?</p> <p>(e.g. Reach out to department alum in the community to support new collaborations.)</p> <p>Response: Consult with GLAS faculty members who already have connections with various community organizations for possible community partners; consult with alumni who are</p>	<p>Deliverables</p> <p>List one or more specific actions or resources you will use or develop to implement this priority.</p> <p>(e.g., Create accessible and inviting materials to be added to our website; create a community outreach toolkit for faculty to assist and guide in partnership building; finalizing an inclusive department vision and mission statement in collaboration with community partners that will guide all planned and future efforts; establish an ongoing undergraduate course that is community-focused and invite community members to participate as paid guest lecturers.)</p>

<p>currently working in community organizations; consult with community advisory board.</p>	<p>Response: Continuing to teach courses (via GLAS 250, GLAS 300, and others) that involve the participation of community leaders; creating template course syllabi based on the community engaged experiential learning course; continuing to highlight the impact of off-campus internships on our students, via the community forces podcast: https://glas.uic.edu/initiatives-community/community-forces-podcast/; continuing to highlight faculty's community-engaged research and teaching such as the Dis/Placements Project https://dis-placements.com/, the Queer Asian American Archives, and the MAMAS project https://www.motheringisradical.com/</p>
<p>Metrics</p> <p>What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used? (e.g. Track feedback from community advisory board, survey participants after each outreach event.)</p> <p>Response: We will use a number of evaluative instruments including informal and formal feedback from community partners, student evaluations, enrollment in our classes and participation in educational field trips.</p>	
<p>Accountability Process</p> <p>How will you ensure progress is being made? How will you hold yourself, and others, accountable? (e.g. Develop a detailed list of internal and external set of benchmarks, assign a faculty/staff person to monitor progress.)</p> <p>Response: A set of goals and objectives will be outlined at the commencement of community partnerships and collaborations. Faculty coordinators will be identified for each of the initiatives that we run and they will be responsible for monitoring progress. Course syllabi in community-engaged courses will outline specific objectives and learning outcomes. For the internship program, an agreement will be established between the student and the on-site intern supervisor so that both parties are aware of their responsibilities. Interns will also participate in a weekly practicum that assesses their progress throughout the internships. Students participating in any initiative will receive an evaluation to complete.</p>	
<p>Student Perspective</p> <p>How have you incorporated students' perspectives into your planning? How will you ensure you continue to do so throughout this process? (e.g. Include students as a part of the advisory board, include students in program planning, invite students to nominate potential K-12 partners.)</p>	

Response: The GLAS Student Advisory Board (GSAB) will be invited to meetings that involve planning these community-engaged initiatives. For example, they will be consulted about potential high school partners and their participation will be solicited in outreach efforts (they have indicated in the past that they would be interested in participating in this effort). GSAB will also be consulted in planning the educational field trips including input on the program content. Our current off-campus internship placement program already involves an interview process where we assess students' interests and help identify a community organization that is the best match for their interests.

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.)? (e.g. What communities are your efforts directed to? Where are there gaps/successes and opportunities for growth?)

Response: Our community engaged efforts are aligned with the program's commitment to recognize the diversity in Asian American experiences in terms of ethnicity, class, gender identity, education, disability, sexual orientation, etc. Thus, we weigh these factors heavily in our decision-making processes with regards to our community engagement. We hope to be able to continue to work with community organizations that allow us to reach out to low income, first generation, undocumented students as well as Pacific Islander students. We also seek to expand our work with community organizations that may not solely focus on Asian/Asian American communities but whose work not only connects different communities in Chicago, but also focuses on the social justice issues that are central to our program.

Priority 4: Promoting an Atmosphere of Care & Concern

This priority is designed to encourage you to think centrally about relationships between and among students, faculty, and staff in your department and consider how you can work towards deepening those relationships and creating an overall atmosphere of care and concern within your department—in the classroom, within policies and procedures, and in partnership with other campus units.

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority? (e.g. Thinking innovatively about what it means to care for students, faculty, staff in our department; We are going to educate ourselves on supporting the wellbeing of our students through, for example, exploring issues around college student mental health and bias intervention; How can we support our graduate students who are caregivers?)

Response: The department fosters a culture of caring where we make an effort to build a community and not just a workplace; one where we see our work as not only about our scholarship and teaching but also about building a community within our classrooms, our department, and our relationship with other units. We would like to deepen this commitment while building upon what we have already created. For example, we are a department that believes in collective celebration - where we publicly recognize each other's accomplishments through email blasts, the GLASsy Faculty Newz, our weekly e-digests, or social media. The department organizes faculty colloquia that serves as a space where we can get to know what we are each working on, and provide support and critical feedback. Whether it is an award, a publication, a fellowship, or a marathon run, we cultivate a space where we

highlight faculty, staff, and students' personal and professional achievements and celebrate them collectively.

We work towards destabilizing hierarchies between faculty and staff and see each other as colleagues who can step in to help each other and roll up our sleeves as needed. As a relatively small program with few resources, albeit one that is going through a growing phase, ensuring an equitable division of labor is important. Similarly, we work towards breaking the boundaries between faculty and students whereby students feel that they can talk to faculty without fear.

In the aftermath of the pandemic, it became even clearer that it was important to create other networks of mutual aid support. For example, the department, with the help of faculty, alumni, staff, and community members, created an emergency fund for our GLAS minors who needed additional help beyond what the campus could provide. At the height of the climate of Anti-Asian racist violence we created a "teaching against racism" open access resource (<https://glas.uic.edu/career-and-resources/teaching-against-racism/>) for the campus, supported students by participating in a public teach-in about the long legacy of anti-Asian racism and its impact on Asian American communities, and supported the student-led Quaran-zine production which served as a space for creative expression, processing, and healing at a time when students most needed it. Read the Quaran-zine here: <https://glas.uic.edu/initiatives-community/co-sponsored-projects/uic-community-quaran-zine/>

We recognize the everyday toll on our students' mental health and have worked with the Counseling Center in integrating them into the curriculum of some of our classes. Similarly, a new policy of 'self-care days' has also been instituted for staff during this pandemic era whereby they can request a day off from the program director (without using their vacation or sick days) if they so need it.

One challenge that we want to address is the importance of recognizing work-life balance, especially in the midst of a general university climate of "productivity" speed-up. The faculty in the department - all of whom are faculty of color (and a number of whom are women) are stretched thin because of program and institution building work and the informal/formal mentorship roles they occupy on and off campus. The same faculty also need care and support and we need to think about creative ways for working towards constructing a space where mutual aid can be implemented to support one another in times of need. While this may already be happening informally, it may be useful to articulate it concretely as part of our department culture. We also need to be mindful of the gendered dynamics of carework and ensure that carework is performed by all.

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority? How do we define safety and how is it relevant to our unit? Where are our gaps in knowledge and how can we address those gaps?

(e.g., We assume everyone can identify instances of bias when they occur and that everyone knows where to go to report bias incidents and receive support; We assume that when students, staff, and faculty feel safe, they will be happier and have greater success in their roles.)

Response: Creating a positive and supportive environment and a collective celebration of one another that recognizes everyone's labor moves against an individualistic notion of achievement and hopefully

creates a department culture where we can collectively uplift one another. When faculty, staff, and students feel validated for their work and contributions, that sense of validation leads to greater motivation in performing their duties and pushes against the sense of isolation that academia tends to foster. Fostering a system of mutual aid/support pushes against a system that discourages people from asking for help when they are struggling or one that often imposes artificial boundaries between the 'personal' and the 'professional.' Emphasizing the importance of not just caring for oneself but also one another pushes against an individualistic framework of carework/caring. We recognize that women and women of color often do the bulk of carework so making sure that we are attentive to these gender dynamics and the gendered division of labor is important.

Long Term Goals (years 2-5)

What do you want to achieve or change in regard to the above priority in the next 2-5 years?

(e.g. Create policies and procedures dedicated to enabling faculty, staff and students to get the help they need from the department. This includes new ways to address interdepartmental conflict/harm, clear and consistent feedback mechanisms, and holistic support for entrenched issues.)

Response: Implementing creative strategies and mechanisms for providing mutual aid support for faculty, staff, and students. Integrating the support of the Counseling Center within our curriculum.

Short Term Goals (6-12 months)

What benchmarks must be met to ensure that the long-term goal will be achieved?

(e.g. Make sure all department members know who to go to when issues arise, and what resources exist at various campus levels to support people in navigating issues of bias, harassment, discrimination, etc. Host 2-3 retreats to create sets of shared values and principles around care and concern, including lists of action items. Host a bystander intervention training for all department members.)

Response: Continuing to hold space for celebrating our work and milestones via the semester colloquia. Reconvening the teaching brownbag meetings that used to be organized in GLAS years ago as a space for collectively sharing and learning from each other in terms of pedagogy. Holding an informal social hour among faculty and staff. Ensuring that faculty and staff are aware of all the campuswide support provided by the Employee Assistance Program as well as the mechanisms for dealing with bias, harassment, discrimination, microaggressions. Dedicating a faculty meeting for discussing long term creative strategies for providing mutual aid support to one another and establishing a list of community care policies.

<p>Strategies</p> <p>What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this?</p> <p>(e.g., Create an advisory board. Create a survey to assess feelings of wellbeing and perceptions of accessibility to utilize/engage in campus resources. Develop a consistent mechanism to solicit feedback related to feelings of inclusion in the department.)</p> <p>Response: The program director will convene the existing faculty affairs committee, the Director of Undergraduate Studies, and a member of the GLAS Student Advisory Board, to identify long term and short term goals and possible plans of action. The outcome of these meetings will then be shared with the whole faculty and the entire GLAS student advisory board for input.</p>	<p>Deliverables</p> <p>List one or more specific actions or resources you will use or develop to implement this priority.</p> <p>(e.g. Add information about care and concern to the department website including links to campus partners. The department will earmark funds for 1) continued professional development and training and 2) to compensate students for their participation on committees to address their concerns.)</p> <p>Response: Community care policies and resources will be shared with GLAS faculty, staff, and students. The department will earmark funds based on the action items that we collectively identify to meet our short term and long term goals.</p>
<p>Metrics</p> <p>What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used?</p> <p>(e.g., As part of our ongoing assessment efforts related to department climate, we will include items directly connected to aspects of care and concern. Review and analyze data from departmental feedback mechanisms as well as already existing campus resources such as the Bias Reporting Tool. If we collect data, we will do so using multiple methods.)</p> <p>Response: We will dedicate one of the faculty meetings (one each year) to incorporate discussions and assessments pertaining to our department goals related to aspects of care and concern. As part of the annual reviews of faculty, staff, and department, the program director will also discuss these issues. The program director will also continue to organize one meeting each year with the GLAS Student Advisory Board to gather student perspectives on these issues.</p>	

Accountability Process

How will you ensure progress is being made? How will you hold yourself, and others, accountable? (e.g., We will discuss how we have dealt with incidents in faculty meetings. Additionally, we will hold at least one town hall meeting per academic year to communicate our efforts and progress to students, faculty, and staff in the department. We use these spaces as opportunities to make changes and plan for future efforts.)

Response: We will dedicate faculty meetings to discuss these issues, share our progress in reaching our goals, identify any challenges that have come up, and brainstorm about potential solutions and interventions. If our strategies are not working, then we will reassess them and come up with a different plan for addressing the issues collectively.

Student Perspective

How have you incorporated students' perspectives into your planning? How will you ensure you continue to do so throughout this process? (e.g., Include students as part of our DEI advisory board.)

Response: The GLAS Student Advisory Board is part of both the thinking and implementation process as outlined above.

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, undocumented students, disability, sexual orientation, veteran status, etc.)? (e.g., As we are focused on a holistic view of care and concern, we will explicitly incorporate a broad view of underrepresented or marginalized identities as a focus in all of our activities, such as the DEI advisory board and all materials created (surveys, reports, town halls).)

Response: All of our activities and priorities as outlined above are aligned with the program's commitment in recognizing the diversity of our community as we have articulated in previous sections.

Priority 5: Achieving Transparency & Accountability

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority?

(e.g., We want to increase transparent communication such that students, faculty, and staff feel that they are receiving communication about areas that need to be addressed, goals, and our progress toward goals. We have received complaints, particularly from students, that the department is perceived to be "secretive" or hesitant to share information in a transparent way.)

Response: We already have a fairly transparent set of policies that guide our decision-making processes with respect to faculty and staff governance and a department culture that fosters the

<p>sharing of information and call for participation among faculty, staff, and students. This department culture allows faculty, staff and students to participate in the programmatic and curricular visioning and implementation of our activities, goals, and aspirations. As we outlined in the previous priorities, we will work towards continuing on this trajectory in order to implement our short and long term goals. Along with the other departmental policies that are already archived in a shared box folder among faculty, we will make sure to archive these new 'deliverables' that we've identified in these priorities in that box folder.</p>	
<p>Relevant Factors & Assumptions</p> <p>What relevant factors impact or are related to this priority?</p> <p>(e.g., Transparent communication makes students, faculty, and staff feel involved and aware of department activities; this will increase perceptions of a positive working climate at all levels of the department.)</p> <p>Response: Transparent communication and participation from faculty, staff, and students are key to building and creating a community where every member can contribute their perspective and help create a place where people feel they belong and have a stake in the program.</p>	
<p>Long Term Goals (years 2-5)</p> <p>What do you want to achieve or change in regard to the above priority in the next 2-5 years?</p> <p>(e.g., We want to create a portion of our website where students, faculty, and staff can sign in to view reports, goals, and progress toward goals.)</p> <p>Response: To have all our department policies, strategic planning documents, and reports archived in a shared folder that is accessible to faculty, and staff. Select documents will also be shared with students.</p>	<p>Short Term Goals (6-12 months)</p> <p>What benchmarks must be met to ensure that the long-term goal will be achieved?</p> <p>(e.g., We will work with IT in our department to get this website set up in the next six months, and will put all reports/summaries from our data/information collection efforts (outlined in previous priorities), goals, and progress toward goals (see milestones listed in other priority areas) on this website by the end of 12 months.)</p> <p>Response: To review the current contents of the shared Box folder and ensure that it is updated with current information and files. Make sure key relevant documents are also available to the GLAS Student Advisory Board. As we produce the 'deliverables' outlined on this document, we keep adding them to the shared Box folder.</p>
<p>Strategies</p> <p>What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources</p>	<p>Deliverables</p> <p>List one or more specific actions or resources you will use or develop to implement this priority.</p>

<p>and/or increase internal capacity to do this? (e.g., We will pilot the website layout and information presentation with a committee of faculty, staff, and students to ensure that the website is accessible and ready to go “live” by the end of 12 months.)</p> <p>Response: We will share a preview of these materials for feedback at a faculty meeting where faculty, staff, and GSAB representatives are present.</p>	<p>(e.g., The website will be completed by the end of 12 months and available for all department students, faculty, and staff to view.)</p> <p>Response: A shared Box folder with all the materials that we produce as outlined in the document will be made available to faculty, staff, and students.</p>
<p>Metrics</p> <p>What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used? (e.g., We will be in regular communication with department IT, and will set a written timeline for website build out milestones in collaboration with IT, which we will share with students, faculty, and staff in the department.)</p> <p>Response: The program director will work with the assistant director of administration to develop a timeline for making the materials accessible on the shared Box folder that can be accessed by faculty and staff.</p>	
<p>Accountability Process</p> <p>How will you ensure progress is being made? How will you hold yourself, and others, accountable? (e.g., We will make this plan for creating the website public to the department students, faculty, and staff through regular email communications that describe the purpose and timeline of the website creation; we will send updates about the progress on the website at least once every other month.)</p> <p>Response: The timeline for project completion and making the materials available to faculty, staff, and students will be communicated through the relevant GLAS listservs for faculty/staff and students.</p>	
<p>Student Perspective</p> <p>How have you incorporated students’ perspectives into your planning? How will you ensure you continue to do so throughout this process? (e.g., Students will be asked to provide ongoing feedback to the website in progress to ensure usability and accessibility of information.)</p>	

Response: The GLAS Student Advisory Board will be part of the planning as well as implementation processes.

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.)?

(e.g. The website will also present information, gathered through other priority activities, that applies more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.).)

Response: All of our activities and priorities as outlined above are aligned with the program's commitment in recognizing the diversity of our community as we have articulated in previous sections. Thus, the materials we gather aim to reflect that spirit.