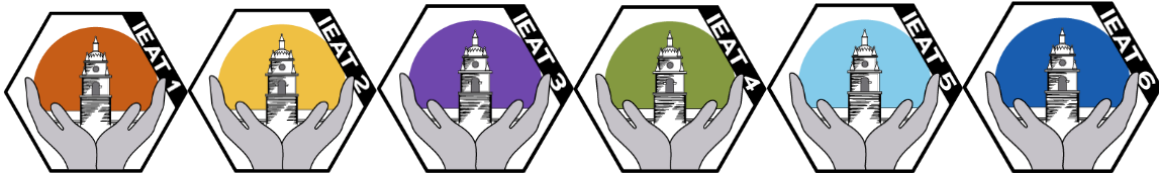


## IEAP Initiative Status Report Spring 2023



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**Initiative Title:** Critical Learning Collectives on Campus Climate Survey Findings  
**Initiative #:** IEAT 4.2  
**Lead(s):** Kaia Tollefson  
**Due:** 8am May 1, 2023 – email to Kaia Tollefson in Word format

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### A. 2022-23 Findings

Critical Learning Collectives (CLCs), initially called Critical Friends Groups (CFGs) in earlier iterations at CSUCI, are professional learning communities that strive to create a safe space for learning and problem-solving where risk-taking is possible and discomfort is valued, where courageous questions about our respective challenges as faculty, staff, and administrators can be asked and methodically examined by “critical friends,” and where possibilities for resolution can be generated by first taking care to study available data—ensuring that understanding of any given problem or dilemma precedes recommendations, decisions, and actions taken.

CLCs are not spaces for griping about problems. A CLC that spends *any* time in this way is missing the intention and spirit of these groups. CLC discussions are guided by structured protocols to protect against participants being tempted to use precious shared time for mere complaint, or worse, to break confidentiality about any individual participant’s confidence who shared their perspective about any particular problem or dilemma being worked on within the group.

For these among other reasons, a CLC requires a qualified “coach” to ensure that confidentiality is as protected as human beings can make possible, and that productive processes for discussion are assured through use of a variety of structured protocols.

From January 2017 through December 2021, 58 CSUCI employees went through a year-long process to become qualified to lead a CLC (28 faculty representing 13 disciplines, 16 staff members representing 11 offices/programs, and 14 administrators representing 13 offices/programs). Additionally, several faculty members had participated in an early Critical Friends Group at CSUCI for multiple years, qualifying them to lead a CLC as well. As of Fall 2022, 50 of these qualified CLC coaches were still working at CSUCI. On 11/29/2021, these 50 were invited to help lead the IEAP’s “CLCs on Campus Climate Survey Findings” initiative by facilitating one of the CLCs to be formed in Fall 2022. Details of what was accomplished in 2022-23 follow.

1. **Metrics/Data for Evaluation:** What metric(s) did you use to evaluate the achievement and/or impact of this initiative’s goals?

The four goals of this initiative were to:

- a. understand and make meaning from Fall 2020 and Fall 2022 Campus Climate Survey (CCS) findings

- b. provide a means for members of the campus community to engage with CCS data collaboratively, confidentially, honestly, critically, and productively
- c. provide insight and recommendations to campus leaders for action in response to CCS findings
- d. foster relationships and opportunities to share perspectives across divisions and across roles within the University

Four opportunities were and will be used to evaluate achievement of those four goals:

- a. Quantitatively assess interest from eligible CLC coaches in leading groups for students, staff, faculty, and administrators
  - i. invitation email sent to 50 qualified CLC coaches (faculty, staff, and MPP) on 11/29/2021 to lead or co-lead a CLC in AY2022-23; coaches to be paid \$3000 for this work in F22-Spr23
  - ii. 20 of 49 (40%) responded with interest levels varying from possibly to definitely interested
  - iii. In Spring 2022, monthly meetings were held with 12 of the eligible 50 (24%) who committed to leading or co-leading a group, preparing for forming and facilitating their CLC in the coming academic year
- b. Quantitatively assessed interest from students, staff, faculty, and administrators in joining a CLC
  - i. In Fall 2022, all CSUCI students, staff, faculty, and administrators were invited to join a CLC. Some groups were formed to be population specific (e.g., for students, for staff, and for administrators); others were mixed groups of employee populations (e.g., faculty and staff).

ii. Results:

<b>Spr23 Finishers compared to Fall22 Sign-ups</b>		<b>Retention</b>
Total Participants	56 Sp23 / 74 F22 sign-ups	76%
Students	6 Sp23 / 11 F22 sign-ups	55%
Employees	50 Sp23 / 68 F22 signups	74%

<b>Full-Year CLC Participants F22-Spr23</b>	<b>Coaches</b>
Students: 6	0 of 12
Staff: 30	5 of 12
Faculty: 8	3 of 12
Admin: 12	4 of 12

- c. Qualitative and quantitative survey findings regarding impact assessed by 50 CLC participants in 2022-23. 34 of 50 individuals invited to participate in the survey did so (68% response rate). Selected results follow.
  - i. *Given the four purposes of the CLC initiative, how well were those purposes achieved given your experience of the process this year?*
    1. understand and make meaning from Fall 2020 and Fall 2022 Campus Climate Survey (CCS) findings (Note: This purpose was the most meaningful one to 11.8% of respondents.)
      - a. Not well: 0% of respondents
      - b. Slightly well: 2.94% of respondents
      - c. Moderately well: 29.41% of respondents
      - d. Very well: 67.65% of respondents
    2. provide a means for members of the campus community to engage with CCS data collaboratively, confidentially, honestly, critically, and

productively (Note: This purpose was the most meaningful one to 29.4% of respondents.)

- a. Not well: 0% of respondents
  - b. Slightly well: 2.94% of respondents
  - c. Moderately well: 23.53% of respondents
  - d. Very well: 73.53% of respondents
3. provide insight and recommendations to campus leaders for action in response to CCS findings (Note: This purpose was the most meaningful one to 14.7% of respondents.)
    - a. Not well: 2.94% of respondents
    - b. Slightly well: 20.59% of respondents
    - c. Moderately well: 41.18% of respondents
    - d. Very well: 35.29% of respondents
  4. foster relationships and opportunities to share perspectives across divisions and across roles within the University (Note: This purpose was the most meaningful one to 47.1% of respondents.)
    - a. Not well: 0% of respondents
    - b. Slightly well: 2.94% of respondents
    - c. Moderately well: 23.53% of respondents
    - d. Very well: 73.53% of respondents
- ii. *To what extent was your CLC participation meaningful to you in 2022-23?*
    1. Very meaningful: 70.59%
    2. Somewhat meaningful: 23.53%
    3. Slightly meaningful: 5.88%
    4. Not meaningful: 0%
  - iii. *How likely are you to want to sign up for CLC participation again next year (given that next year's focus will be a mixture of studying Campus Climate Survey findings and working on participants' dilemmas of professional practice)?*
    1. Extremely likely: 67.65%
    2. Somewhat likely: 20.59%
    3. Slightly likely: 8.82%
    4. Unlikely: 2.94%
  - iv. *Would you be interested in going through the year-long (unpaid) process of becoming a CLC coach?*
    1. Yes: 35.71%
    2. No: 64.29%
  - v. *See qualitative data on open-response survey questions.*
- d. A process was designed and implemented in March-April 2023 for winnowing down the 44 ideas that the six 2022-23 CLCs for employees came up with, with the goal of including the top ideas as initiatives in the new Strategic Directions Framework.
    - vi. This Framework was shared with the campus community in April via [WASC Gallery Walks](#), [video messaging from President Yao](#), and his [Strategic Directions Framework slides](#).
    - vii. CLC participants who attended meetings with President Yao and his Cabinet in March and April first identified which of the initiatives they had suggested would have the most immediate, 2-3 year, and 4-5 year impacts; then they identified which would have the most powerful impacts. Analysis of that input to date yields 10 recommendations that need to be further refined, once campus feedback shared via the WASC Gallery Walks is incorporated.

- 2. Findings & Recommendations:** There is no length requirement or word limit for your narrative responses. Please be thorough yet succinct, keeping in mind that IEAP status reports are shared with the Strategic Resource Planning Committee (SRPC) and published via the [IEAP website](#).
- a. What did you learn? CLC participants (at least the 68% who responded to the survey), highly value the fostering of relationships across divisions and across roles at CSUCI and the creation of collaborative, confidential spaces in which to make honest, critical, and productive use of Campus Climate Survey findings. They also valued opportunities to share recommendations for making improvements to senior campus leaders.
    - i. Of the four purposes for the CLCs and Campus Climate Survey Findings IEAP initiative, the one most valued by the 68% of 2022-23 CLC participants who responded to the impact survey was to *“foster relationships and opportunities to share perspectives across divisions and across roles within the University,”* with nearly half (47.1%) of respondents selecting this as most meaningful to them. This purpose was also most highly rated as successfully achieved, with nearly three-quarters (73.53%) of respondents indicating it was “very well” achieved, and 97.06% saying it was “very well” to “moderately well” achieved.
    - ii. The second most-valued purpose for this initiative was to *“provide a means for members of the campus community to engage with CCS data collaboratively, confidentially, honestly, critically, and productively.”* For 29.4% of survey respondents, this was the most valued purpose. Nearly three-quarters (again, 73.53%) of respondents indicated that this purpose was “very well” achieved, and (again) 97.06 saying it was “very well” to “moderately well” achieved.
    - iii. For almost 15% of survey respondents (14.7%), the most highly valued purpose for this initiative was the opportunity to *provide insight and recommendations for action to campus leaders in response to CCS findings*. Fewer survey participants thought this purpose was achieved “very well” (35.29%) or “very well” to “moderately well” (76.47%). Open-ended responses suggest that while the CLCs on Campus Climate Survey Findings initiative was valued highly by the great majority of participants and while it gave many reason to believe that they had been heard by senior leaders and that recommendations would be adopted and lead to positive change, some fear exists that this was an empty exercise. The comparative lower “scores” for this purpose of the initiative demonstrates a tension between having been given cause to hope and having a history of cause for doubt.
    - iv. There is significant interest by 2022-23 CLC survey participants in continuing this work in 2023-24, with nearly 68% indicating extreme likelihood of participating again next year and 88% indicating either being “extremely” or “somewhat” likely to join another CLC. A very hopeful note for the future of this initiative is that 35% of survey participants are interested in learning how to lead a CLC.
  - b. Were the values of diversity, equity, inclusion, and/or accessibility measurably advanced through this initiative in 2022-23? How do you know? (Please attach or link to your data and/or analysis of data.)
    - i. Of the 44 ideas for improving campus climate that six CLCs for employees recommended to President Yao and Cabinet (see their joint meetings of [March 29](#), [April 6](#), and [April 13](#)), nine had to do with advancing racial and social justice on our campus. The recommendations for action focused on answering two specific questions: (1) How can we better ensure accessibility at CSUCI for people with disabilities? And (2) What must we do to ensure DEIA progress? (See Slides 15-17 in the March 29 link above.)

- ii. At this time, it is not possible to conclude that DEIA values were measurably advanced through the CLC IEAP initiative. The most optimistic conclusion at this time is that a beginning has been made in creating cross-divisional and in some cases cross-role spaces where the values of collaboration, confidentiality, honesty, criticality, and productivity can be practiced and exercised. Goals of walking our DEIA talk will have more rather than less chance of being realized, with these kinds of spaces available to hopefully all at CSUCI who want to take an active role in this work.
- c. Based on what you experienced and learned through this initiative in 2022-23, what are your recommendations specifically relative to the value of, ongoing need for, and/or necessary revisions to this initiative, going forward?
  - i. Without a moment's hesitation, I concur with the CLC survey respondents who wrote,
    1. "It was one of the most collaborative meaning-making efforts I have participated in."
    2. "Not only was I able to feel like I was part of a solution, but I was able to do that (with) others. By engaging with the data, I was made aware of perspectives I hadn't been before. I was able to be part of a voice for change and reason. And sharing those experiences with the others in my group both invigorated me and was healing in the heavy moments."
    3. "It's the best answer I have seen to the question of how do we make survey data meaningful."
    4. "This experience has given me stronger sense of ownership of CI. The investment in the issues discussed as well as the time spent with colleagues in this type of setting provided both an anchor and stronger sense of personal direction and responsibility. I am very grateful."
    5. "I really loved being able to problem solve with colleagues and having the opportunity to initiate meaningful change together. Being in a space together that cultivated honesty and vulnerability allowed me to develop close bonds with individuals I would have never had the chance to work with on a normal basis, let alone form deep connections with. The experience made me feel heard and validated."
  - ii. And so many more
  - iii. Some open-ended comments were critical, such as:
    1. "I see the same faces and hear the same voices. I really wish this campus would work harder to engage the staff who are not as easily able to access these opportunities, such as custodial, grounds, laborer and warehouse workers, trades, and student assistants."
    2. "Providing insights to campus leaders was by far the most important and exciting aspect of our work. However, I'm not sure how well we were heard. The group format was a \*great try\* but honestly a little stifling. I'm not sure how we convey our detailed message in a way that will be heard by campus leadership."
    3. "...the sense of safety to discuss in the group never fully developed. It was a mixed group, and the power differential and dynamics were never adequately addressed. Given the players, I am not sure they could be very easily."
    4. "I was disappointed that the top 10 topics to emerge from the meetings with Cabinet almost all were about staff. I thought that one of the main reasons for the establishment of the CLC teams and the surveys was to obtain information from faculty. That was done, but then why didn't

anything rise to the top? Why is it that even when we ask for faculty participation, they do not participate, and yet, they still seem to have the same issues and still seem to be angry with the administration.”

- iv. Regarding the value of, ongoing need for, and/or necessary revisions to this initiative, going forward: Critiques of the 2022-23 pilot are fair and require attention to improve the equity and impact of the CLC initiative. That said, the enthusiasm for carrying this opportunity forward overwhelms constructive criticism offered. I strongly recommend institutionalizing CLCs as a primary strategy for the following purposes:
    - 1. understanding and making meaning from Fall 2020 and Fall 2022 Campus Climate Survey (CCS) findings
    - 2. providing a means for members of the campus community to engage with CCS data collaboratively, confidentially, honestly, critically, and productively
    - 3. providing insight and recommendations to campus leaders for action in response to CCS findings
    - 4. fostering relationships and opportunities to share perspectives across divisions and across roles within the University
  - v. Another purpose of CLCs, if institutionalized, will be to provide a safe space for risk taking, in which CLC members can bring dilemmas of professional practice for their group’s consideration, questions, and feedback, using a variety of protocols designed to provide structure and protect dilemma presenters from any “fixing” or judgmental/uncurious attitudes.
3. **Other:** Is there anything else about this initiative that you would like to add? (e.g., Have new questions or opportunities come up through your experience in leading this initiative?)
- a. Not at this time

**B. Budget.**

- 1. **Budget Report.** Provide a summary of the categories by which funds were spent, the amount spent per category, and anticipated balances as of 4/28/2023 and 6/30/2023. For example:

IEAP Initiative Number and Title	IEAT 4.2 Critical Learning Collectives on Campus Climate Survey Findings
Total Budget	\$ 87,702
Expense Category #1	CLC Coaches: \$30,000 (9@\$3000, 2@\$1500, 1 volunteered at \$0)
Expense Category #2	CLC Student Participants: \$3000 (6@\$500)
Expense Category #3	CLC Employee Participants: \$19,750 (38@\$500, 3@\$250)
Expenditures to Date as of 2/28/23*	\$0 of \$52,750 committed
Anticipated Remainder 6/30/2023	\$34,952

\*Attached: Directions for how to generate financial report

**2. Reflections.**

- a. Will you have expended allocated funds for FY23 for this project by 6/30/23?
  - i. No
- b. When do you anticipate having expended funds allocated for this initiative?
  - i. The OTP Budget Analyst has been working on this through Spring 2023.

- ii. I anticipate that \$52,750 of \$87,702 in committed funds will be expended by the end of FY23.
- c. If funds have not been expended by the end of FY23, what are the roadblocks you have experienced in not being able to complete the initiative by 6/30/23?
  - i. NA
- d. Were funds sufficient, too much, or too little for the initiative this year? What do you recommend going forward? Are ongoing efforts/funding needed for this specific initiative?
  - i. Ongoing funding is needed and has already been committed to by President Yao.
  - ii. 60% of allocated funding for the “CLC on CCS Findings” initiative will be expended by the end of this fiscal year.
  - iii. I anticipate perhaps equal to greater interest in CLCs in 2023-24, and I am unsure of how to accommodate finances if interest greatly exceeds what we experienced this year. Possibilities include:
    - 1. Option 1: Basically, a repeat of 2022-23 (\$63,000)
      - a. Going with the same 12 CLC coaches as this year (11 plus 1 volunteer) @ \$3000 each = \$33,000
      - b. Maxing out the number of participants in each group = 10 per group x 6 groups = 60 participants @ \$500 each = \$30,000
    - 2. Option 2: Plan for expansion
      - a. With 11 now-experienced coaches, bring in 11 apprentices to be paired with them. These 11 apprentices would come from the other 38 qualified CLC coaches in our campus pool of 50 such individuals.
      - b. Cost: \$106,000
        - i. Coaches: 11 @ \$3000 plus 1 volunteer = \$33,000
        - ii. Apprentice coaches: 12 @ \$1500 = \$18,000
        - iii. Participants: 11 x 10 max per group = 110 x \$500 = \$55,000
- iv. I do not anticipate that we would grow beyond a need for more than 12 CLCs. We may not even field that many groups—with, say, 10 groups for employees and 2 for students. If interest expands beyond having 12 groups, we can implement an application process or a first-come, first-served sign-up process.
- v. If we go with Option 2, in 2024-25 we would have 24 experienced CLC coaches at CSUCI (and up to 26 more who would be qualified to apprentice in the future, if/as those individuals are interested/needed).