Care in the Academy: Phase Two

Introduction

In phase two of the Care in the Academy project, ten campus teams began exploring what it would look like to turn our phase one recommendations into concrete action. This report summarizes the efforts of teams from three flagship research institutions, three liberal arts colleges, three regional public universities, and one community college. In addition, it outlines the work of a team we came to affectionately call the Awesome Misfits: individuals who felt no strong connection to a particular campus (often because of contingency), or who felt that their reach and/or interests were more national than local.

The work of phase two has necessarily been slower than that of phase one, requiring that teams build buy-in from other individuals, teams, departments, and offices on their campus, navigate the particular cultures of their institutions, and consider nationally consequential issues. State legislative politics had a major impact on at least two of our institutions, for example, with legal prohibitions against Diversity, Equity, and Inclusion work complicating those teams' efforts. Some of our participants changed positions during the course of phase two; others could make only so much headway before the end of the 2022-2023 academic year. There is nevertheless much good news to report, with teams offering a range of models for responding to needs related to faculty and staff trauma, disability, and sustainable pedagogies.

We offer the following summaries of the work undertaken on a variety of campuses, and in a variety of educational settings, to suggest the many directions in which organizations and institutions might take this work. The need to care for faculty and staff across higher ed in the United States has not abated. While we continue to navigate the impact of Covid-19 in our educational environments, new stressors have been added to an already overwhelming mix, especially in the context of generative AI. As students consider whether to use software like ChatGPT, circumstance has once again required faculty and staff to change their pedagogies and practices on short notice, in order to respond to the challenges and opportunities inherent in AI's use.

For further information on this ongoing project, please contact PI Cate Denial at cdenial@knox.edu and co-facilitator Liz Lehfeldt at llehfeldt@gmail.com.

FLAGSHIP RESEARCH INSTITUTIONS

University of North Carolina-Chapel Hill

The UNC team began their phase two work by looking for toeholds on campus where they might share the work of phase one. The Provost's office provides one such example; faculty in individual departments where team members have connections is another.

Based in the Center for Faculty Excellence (CFE), UNC's pan-university faculty development center, Emily Boehm identified recommendations from Phase One that the CFE (1) is already doing; (2) could do in the short-term; and (3) could accomplish but would require additional resources, partnerships, or other inputs.

Pedagogy Team Recommendations in the CFE:
- Acknowledging burnout: CFE could easily build upon existing activities to increase programming geared toward wellness and connection; for instance, the CFE is already co-sponsoring Wellness-Break crafting events with campus makerspaces.
- Role disparities: CFE supports fixed-term faculty by providing professional development & networking opportunities, but could do more in the advocacy space, as well as developing more programming specifically tailored to the needs of adjunct/contingent faculty.
- Celebrate, uplift, and center relational and radical pedagogical approaches: The CFE hosts pedagogy reading circles that can draw from the recommended list for future featured books.
- CFE has incorporated student voices into past panel events and these could become a more regular feature of events like the Faculty Showcase on Teaching.
- Create communities of practice: much CFE programming supports this recommendation, including:
  - o Peer evaluation of teaching initiative
  - o Pedagogy Reading Circles
  - o Faculty learning communities
  - o Early Career Peer Mentoring Circles
  - o Women ADVANCE Leadership
  - o Equity in Teaching Institute

- Course evaluations: advocate for updating student course evaluations as part of CFE's work on the peer review of teaching initiative.
- Leadership development, mentorship, and general career development opportunities is core mission of the CFE, but advocacy for increased financial support--including the ability to increase the size of our staff--may be necessary to expand the reach and accessibility of our programming.
- Incentivize routine care needs assessments conducted by individual departments: Currently beyond the scope of expertise in the CFE, but, with the right partnerships, the CFE could promote and offer such a service.

Trauma Team Recommendations in the CFE
- Help to promote and build awareness of an institutional care asset map.
- Identify and prioritize trauma-informed facilitation trainings for CFE staff.
- Review CFE programming from a trauma-informed perspective.
- Develop and offer workshops on trauma-informed pedagogy, mentoring, leadership.

Disability Recommendations in the CFE
- Offer a reading circle on a recommended book.
- Collaborate with campus partners like Accessibility Resources and Service, Equal Opportunity and Compliance, or individual faculty members engaged in disability justice research to produce a resource on teaching tips for disabled faculty.
- Help to circulate recommended survey.
- Create a facilitation/implementation guide for setting up peer mentoring circles.

Jennifer Larson has used the University's Summer School resources for faculty as a place to reward pedagogical innovation and provide some of the care–space, money, etc–that faculty need.

Viji Sathy has been thinking about recommendations that can be made on the curricular side through her role in the Office of Undergraduate Education such as recommendations for syllabi language and revisions to the Student Evaluations of Teaching.

Oregon State

The team from Oregon State focused on conversations about various kinds of care for faculty and staff. Specifically, they explored issues around workload and work patterns. They investigated models involving stopping tenure clocks and flexible work schedules.

Kathleen Bogart with the help of Kathy Becker-Blease and other OSU faculty are working toward re-invigorating and building the OSU Disability Studies Network on campus. This is a group for faculty, staff, and students who identify as disabled or who are allies. We are also leveraging a new, active student organization, the Disabled Students Union to increase collaboration and community across campus.

We held a planning meeting in Fall 2023 and plan to meet once per quarter as a way to build sustainably. In terms of group goals, there was interest in moving toward a Disability Studies certificate, which we could do by inviting faculty who might teach relevant coursework to discuss Disability Studies at our next meeting. There was also interest in developing a living document sharing resources for faculty, staff, and students about navigating disability issues at OSU.

We are also looking at leveraging a new college-level requirement to form a DEI committee to examine the curriculum and make changes to examine both course materials and course design/policies to make them more inclusive to reduce workload and stress for both faculty and students.

University of Texas-Austin

The work of the UT-Austin team has been complicated and given urgency by the political climate in Texas and its impact on higher ed.

Much like the UNC team, the UT team has identified potential partners among people with whom they already have relationships on campus. Together, the team drafted an initial message to go out to all prospective partners; they plan to follow up with those partners individually.

Since the team's members come from different areas of campus, fulfilling rather different roles and connected to different cohorts of folks whom they hope to enlist in the dissemination of CITA, they have a significant number of people to whom they can reach out. They have a solid hope of securing at least some support. The team is also aware that those who want to support marginalized communities on their

campus are working actively to reconfigure how that might be accomplished given new legislative barriers, and are hopeful that they will see how the CITA framework can be a way to contribute to that continuity.

Shavonne Coleman will designate Care in the Academy as the focus for the 2023/2024 Fractalizing Pedagogy Fellows and share recommendations from Phase One with that group. The Center for Teaching and Learning will also provide funding to a Faculty/Staff cohort to participate in a year long community cohort. This cohort will identify needs that, when addressed, will improve individuals' experience(s) of both campus and of teaching, and develop specific 'asks' at an institutional level.

Nick Winges-Yanez is incorporating CITA into work she is doing in partnership with UT Assistant Dean of the First-Year Experience (Patty Moran) via an Actions that Promote Community Transformation (ACT) grant that seeks to improve empathy in faculty relating to disabled students. She is also working to bring CITA to the Steve Hicks School of Social Work at UT Austin in more meaningful ways.

Andrew Dell'Antonio is working with a colleague from the Department of Theatre and Dance under the sponsorship of the Center for Teaching and Learning program called Provost's Teaching Fellows. Named "[Building Rigorously Compassionate Syllabi: Fostering Individual Accountability and Community Care](#)," the hope is that this will provide a pragmatic way to incorporate many of the principles of CITA into a classroom context, and beyond, into building a supportive cohort of faculty and professional staff. As the team recruits other colleagues at UT in the coming months, it may be that depending on who joins, and what kind of leverage / influence they may have, they may focus our efforts on implementation of a CITA facet that resonates with their priorities and abilities to gain traction with upper administration.

LIBERAL ARTS COLLEGES

Lafayette

The team from Lafayette took several concrete actions that sought to empower campus partners to engage in care work.

We conducted a self study in fall 2022 with faculty and staff members by gathering data through interviews, surveys, and other formats (e.g. submission of feedback, group discussions). Participants were asked the following questions:
- What does care look like to you at Lafayette in your role(s)?
  - Specifically, what does care look like when you are a beneficiary of it?
  - What does care look like when you demonstrate it to others?
- Please provide examples of ways in which you attempt to contribute to a culture of care on campus.
- Without identifying specific members of the community, can you provide an example of a time when you felt cared for or experienced care as a member of the Lafayette community?
- What changes could be made at the college to better foster a culture of care? Please comment on changes that are small or large.

Various themes emerged and the team created an infographic summarizing them for the community. This infographic (as well as potential actions) was shared across the campus - e.g. Provost Council, Administrative Council, President's Leadership Team, and Human Resources.

Several findings from the needs assessment survey have been acted upon:
- Institutional Strategic Planning - Care in the community will be a component of institutional strategic plans
- Human Resources - More recognition of efforts for those who retire, those celebrating various job milestones (e.g. 5 years, 10 years, etc.)
- Providing time at administrative staff meetings for departments to recognize team members for their efforts
- Continuing staff picnics and other community gatherings such as Friday Club, a happy hour event for faculty and staff

The team also created a Discussion Guide to support departments, programs, and centers in holding care conversations and discuss unit care plans. They intend to share this guide more broadly on the campus. The care guide contains the following:
- A summary of the major themes from the self-study
- Sample questions that can be held over multiple departmental conversations over the course of a year based on the major themes
- Sample questions that a supervisor can ask a supervisee regarding individual care plans

In Fall 2023, the group presented the guide at a community meeting for administrative staff. Community members were able to share existing initiatives that they already facilitate around care and obtain ideas for what they could bring back to their departments. The team also distributed the guide to employees that Human Resources identified as having supervisory roles. Additionally a few departments are planning to or have started to pilot the guide in their departments.

Kenyon
The team from Kenyon faced some campus-specific challenges, but also took several concrete actions.

- Grappling with some backlash against student accommodations that were in place during pandemic/remote learning, left faculty feeling overwhelmed.
- There have been broad campus conversations on disability and using the resources shared in the Disability Team Report from Phase 1
    - Faculty and Students attended well-received talk by Margaret Price (OSU) on reimaging access and design
    - Not limited to the CITA group, a faculty workshop in June '23 brainstormed ways to improve and foster joy and care in three areas: within teaching, within the college and administration, and within scholarship
        - Discussed ways in which admin and faculty in SASS (student accommodations) can support each other to cut down on busywork for both
        - Advocated for freer use of budgets at departmental discretion to be able to reward guest lecturers from other departments, faculty, etc. for extra work and service

Bard

The team identified a tension between student needs and accommodations, and support for faculty in regards to both supporting students and their own professional/personal needs. The team is trying to find ways to mitigate this in ways that don't exhaust the faculty. They identified well-received initiatives and identified a series of small and large-scale strategies to focus on.

Some initiatives that have been well received:
- celebrating faculty accomplishments division by division (clusters of departments)
- continuing a BIPOC/staff faculty end-of-semester social that began last year and was very much welcomed by participants

Strategies in development to address tensions:
Small Scale
- faculty events that explore and discuss best practices for student accommodations
- a Halal kitchen was developed in North Campus to serve broad student needs (including a large constituency of refugee students); could more food diversity be possible (beyond allergens)?
- could we work collectively to reduce cost at signature campus events (eg. graduation events that are free for students/ticketed for guests)
- there have been therapy dog sessions organized for students at the library and the campus center; would it be possible to do this for faculty/staff (based on a one-time experience with a miniature white therapy rabbit)
- offering childcare or childcare/eldercare cost equivalent for guest speakers (which normalizes the practice internally as well; the focus has previously been on childcare for campus constituents but offering this to speakers extends the practice and makes a range of invitations more possible)

Larger Scale
- Identify opportunities to centralize CARE practices (the campus is currently in the process of a Comprehensive Landscape Review, soliciting feedback from multiple constituents, that has raised awareness for ADA/walkability/safe spaces/comfort)

- Thinking in the round and planning for a campus community that isn't just 18-22 years old but actually reflects the childcare/eldercare/personal care needs of a wide age range
- work with the administration to handle the continuing and ongoing issues around delayed payments (reimbursement/honoraria)

The Bard team will meet with the Dean of the College, the head of Human Resources, and the Vice President for Administration to go over CARE work and also come up with holistic approaches that include a range of campus constituents, not simply tenure-track/tenured faculty.

Faculty contract negotiations added to tensions around care on campus and made it feel like some of the progress that had been made earlier in the year is being rolled back. These have been resolved with excellent gains (which is great, including real advocacy for contingent faculty); there are continuing conversations to be had from the process regarding the distribution of work and faculty awareness for staff challenges.

Lessons Learned by the Individual Campuses
All three liberal arts college campus teams had conversations about lessons they learned that might be particular to their institutional type. They developed a "guide" for implementing CITA at a small liberal arts college.

Lafayette
HR is really important in terms of implementation; a surprising and critical realization. They weren't represented on the original CARE team and that would have enhanced and aided these efforts.

It's important to be able to identify who on campus would be partners and good collaborators.

It's important to assess practices that used to happen that may no longer be happening (but are assumed to be continuing) to ensure that ideas that worked can be restored, without the added pressure of "recreating the wheel"

Campus initiatives need to be envisioned with an eye towards sustainability, not just the idea. For instance, the idea of a "Care Dean" who can coordinate efforts, track progress over time and be a central touch point.

Bard

It has been important to leverage the strength of the Center for Curriculum and Faculty Development, which is a built-in space for care and collaboration. We need to identify assets within our community as we think about key players in a potential CARE team.

We want to ensure evergreen positions that can weather the movement of individuals in and out of positions and even in and out of the institution, so that work does not collapse or, worse, get rolled back.

Implementing CITA at a SLAC

Making change at a small college is very different from doing this at a larger institution. The size of our institutions allows for leveraging the intimacy and daily interactions that would be otherwise more diffuse in a larger campus. For instance, being able to interact or meet with key senior administrators, faculty, and staff in a more informal and regular way, allows for an immediacy to the work.

This sort of work aligns with the values of SLACs, because we intentionally work in a small environment. If someone is advocating for care work, it may be helpful to tie back to the values of the institution to show an existing commitment, drawn from the school's mission statement, logo, or other stated purpose.

We believe it is important to have a strategic plan around care (just as we do about finance or curricular planning) that is integrated throughout the school. Care becomes, in this instance, something central to both departments as well to the institution as a whole.

Care work is multi-faceted: it is neither the antithesis of rigor (emotional support language tends to get shunted off into "easy passes") nor is it simply about bodily wellness. As institutions approach questions around care, there should be efforts to dispel stereotypes and assumptions about what care is. People getting paid/reimbursed on time, for instance, is a critical mode of care work.

As people try to create change around care on their campuses, look for a diversity of people (so that gender/racial stereotypes in this work aren't being unintentionally

reinforced) to be engaged. Being aware that people could have a range of responses to the idea of care because of their past experiences with it (at the institution or beyond) necessitates being really clear and talking through what care means to the individuals working on this on behalf of their colleagues and the institution.

It is also critical to identify the members of a community who can enact change and to articulate what that change could look like. It is especially helpful to consider care on multiple levels from the individual employee all the way to the institution and who has responsibility at each level.

Once this work is being done–and if it is already happening–it is essential to provide ongoing, institutional recognition of the exceptional efforts of those who do this care work.

There is real concern at the moment that new technologies may force transformations in teaching/access (eg. generative artificial intelligence in academia) not unlike the pivots demanded by the pandemic. Lessons learned from the challenges around pandemic evolutions should inform more compassionate responses. Care practices in place may offer a fall back and safety net for upcoming changes.

A CARE guide can check in on functionality of initiatives with faculty, staff, and students – a sort of systems review to ensure that there isn't redundancy and wasted efforts in reaching people with good intentions. It may provide a helpful way to identify why things aren't working or to find ways to process the overwhelming wave of information facing faculty (especially those who are new to the institution) and the challenges of "choice fatigue."

There can be multiple perceptions of an institution, depending where people are coming from, and this needs to be taken into consideration when developing a shared language or shared set of structures around them.

Guidelines for How to Engage in Bringing More Care Work to Campus
Finally, the SLAC group also worked on outlining a set of how-to ideas to provide guidance to other campus teams looking to develop structures of care and support for faculty and staff.

Starting Points:

Needs Assessment - Campuses could consider asking people about their needs regarding care. Lafayette has a model for this.

- Breaking out bigger picture assessment and also smaller-scale (departments; internal advisor and advisee)

Ongoing Assessment - changing and continuing to meet evolving staff needs

- Thinking critically about employee engagement and motivation and being very clear about what the institutional stake is in all of this.

- Being deliberate about how care is enacted in the recruitment and retention process.

- Being aware of possible missteps

- Coordinating with other units on the campus that may be trying to ascertain information about campus climate, and unify efforts. It may be possible to use data from previous surveys (regarding campus climate, inclusion, etc) to reduce survey fatigue in this process.

Overall, culture change will take time. As teams begin this process they should think about creating benchmarks as a way to check in, celebrate accomplishments, and identify next steps.

Scaffolded Recommendations

These are ongoing questions but it *is* possible to make change on campuses. We offer here a list of possible interventions, scaled for maximum utility, that may be implemented within both smaller formats and larger institutions.

Hopefulness may be supported further by identifying what we are already doing well, or what has worked in the past and that needs to be restored, in order to continue moving this work forward and showing that this is not going to produce excess fatigue.

What are some examples of small-scale steps?

- Micro level interventions within whatever group of individuals we are a part of (eg. daily meditation walks made available to any participant; check-ins with co-workers to just say hi/take break)

What are some examples of mid-range steps?

- Integration of care goals at department and supervisor/supervisee levels.
- Creating a care guide for departments and units–actionable items that could be enacted at the level of the unit while also working on the bigger cultural changes

What are some examples of big goals?

- Addressing care at the strategic planning level - a value that is woven into the fabric of the institution
- Care metrics for institutions of higher learning to be assessed/compared in regard to care ranking, particularly related to recruitment efforts.
- Developing a Care Resource
    - A one-page printout that goes on departmental public-facing bulletin boards
    - A "Red Folder"/toolkit of resources that can be held by Fac/Staff development or by HR
    - A podcast/audio series/email pop up of daily care options?
    - Offering options for "walking" meetings (or other ways to cover business), just as there are other seating options/standing desks etc.

REGIONAL PUBLIC UNIVERSITIES

It is very clear to members of the regional publics' team that university administrators have few substantive plans in place for the work they need to do to address crises of faculty and staff morale, enrollment, and retention. This presents a unique moment for teams to offer support and ideas from phase one of CITA. This is a competitive moment in higher education; if these administrations don't take up the care work needed to retain faculty and staff, someone else at a different institution will. Our project brings forward a national conversation around these issues; our campuses need these innovations.

SUNY-Geneseo

We have shared the phase one grant reports with administrators on campus, including the Provost's leadership team.

Discussions about CITA have occurred at the Office of the President, Office of the Provost, Office of Student Life, and Office of Residence Life, and in the Department of English. A central concern raised in all of these discussions has been finding ways to implement a shared common physical space to encourage faculty and staff to find community support with and among each other. A designated common space ensures a commitment to valuing all members of the college community. Moreover, a common space counters the feelings of isolation experienced by many faculty and staff and would enliven morale on campus. The pandemic has shown the importance of social connections in building a vibrant community.

In the Department of English, faculty discussed the CITA Pedagogy Report and began thinking about their workload and ways to make coordinated changes that align syllabi with pedagogical practices in the classroom. Reimagining their approaches consist of (but are not limited to):
- Workload discussion re: writing syllabi - how to not overload ourselves
- course sequencing
- Collaborations
- more hybridity
- moving away from pandemic habits that were not consistent across campus (like ad hoc accommodations)
- in-class time for writing

- low-stakes writing to incentivize students getting to class
- emphasizing making the effort
- recognizing that we spend too much time grading and should explore other ways of offering feedback and assessment
- developing assessments other than research papers.

Discussions of the phase one reports have energized department faculty meetings and brought a sense of shared ownership to the work of a coordinated vision of individual and collective care practices.

At the administrative level there is interest in creating a program by which contingent faculty are being hired to do academic advising. This is designed to provide contingent faculty with a title and experiences that will enhance their CVs, while also filling a gap to support students. There is further work to be done to round out this proposal, and to make sure contingent faculty are well compensated for this important work.

University of Missouri-St. Louis

Recognizing that the success of their efforts depends on campus interest and involvement at the administrative, faculty, and staff levels, the UMSL CITA cohort (Aimee Dunlap, Priscilla Dowden-White and Laura Westhoff) have introduced CITA to the university community. In an effort to secure vital administrator support, they met with the Provost and Associate Provost for Faculty Development, highlighting that the work of CITA overlaps with some current needs in strategic planning. This creates an opportunity for thoughtful change at the highest levels of the university as priorities are confirmed in the new strategic plan.

The Provost and Associate Provost plan to share CITA materials with the directors of Human Resources and the Office of Diversity, Equity, and Inclusion to inform the campus strategic plan. The Associate Provost coordinates an Emerging Leaders Program for faculty and staff and has invited the team to include CITA in its programming. Additionally, the Associate Provost holds monthly orientation meetings each with external "expert visitors"; the team is invited to share CITA work there. The Provost plans a follow up meeting with the team in August to develop next steps.

Many of our recommendations from CITA are best employed at middle and grassroots levels of the university, infusing ideas from CITA into multiple areas on campus and doing this work in a sustainable way. The team recognizes that the weight of these full efforts cannot fall on three people alone. They have identified receptive allies on campus, as well as initiatives where concepts of care can be introduced to colleagues. In addition to the previously-mentioned programs, for example, the College of Arts & Sciences is spearheading an initiative with the Colleges of Education and Business to develop faculty mentors. The organizers plan to meet with the CITA team and become partners in the work to share materials, ideas, and enthusiasm for expanding a culture of care and compassion. The team can be available for this training, but also support the organizers to infuse concepts of care as it works best within their programs. Team members would also like to bring our ideas to the College of Arts & Sciences' Policy Meetings, which include most of the department chairs in the college.

Our colleagues at our campus' Center for Teaching and Learning already center a pedagogy of care for both students and faculty, and their workshops, pedagogy groups, and learning circles connect with many faculty on campus. The team envisions working with them to share additional concepts of care as well as our CITA toolkits to enable an even richer outreach for these valued colleagues.

Team members would like to connect with additional faculty and staff who could be allies in this work, many of whom we may not know. We have discussed the possibility of using a survey tool that could be deployed within departments to help faculty think about concrete concerns and issues from their unique perspectives. Such a survey may be the first time many colleagues encounter ideas about care in the academy, disability, and trauma. Thus this tool could serve to both educate and identify possibilities.

We also recognize the role of regional public universities in connecting beyond our campuses and with organized community efforts that are engaging in trauma and disability related care initiatives that interface with our CITA work. The Provost specifically raised the idea of regional publics seeking future funding with other similar institutions to explore implementation and community partnerships for this work, as well as to discuss the long-term campus impact for our type of institution.

San Francisco State University

At San Francisco State University, CITA members Emily Beitiks (Longmore Institute on Disability) and Savita Malik (Metro College Success Program) came together to find new possibilities for our entities to collaborate on the care work that we bring to our university. We are both internal leaders in our respective areas. Metro is a redesign of the first two years where students join career-themed learning communities that follow core general education pathways. Wraparound support services for every step of their educational journey and a faculty community with a passion for learning and social justice foster student success.

Some of our efforts in bringing the work of CITA to SF State focused on the findings of the ableism in the academy team. We met with the newly created DEI office to press for opportunities for this work to engage with disability, and when asked if there was an existing model that they could build upon, we were grateful to have the CITA's Ableism in the Academy report to point them toward. We also put pressure on the university's search for a new Associate Vice President for Disability Access and Student Well-Being to ensure that disabled students, staff, and faculty had an opportunity to meet with the candidates and share concerns. We succeeded and each candidate met with the Longmore Institute core staff and a separate group of disabled students. Lastly, we had an opportunity to present to the faculty chairs council about what going beyond compliance in academia to challenge ableism can look like, sharing and drawing from the report from the CITA ableism group.

Our work also went beyond the subgroup's focus on ableism in the academy. During the recent visit by the WASC accreditation team, we spent time presenting the way SF State approaches community care and used materials from the CITA pedagogy group to discuss faculty development campus-wide. The faculty development work through our center for excellence and equity in teaching and learning (CEETL) mirrors national conversations around diversity and justice, and yet, we discussed areas of need including trauma-informed pedagogy as a specific training area. The recommendations made by the CITA trauma team were also discussed including parsing out the ways that faculty of color absorb more of the care work on campus. This led to a specific task force in the College of Health and Social Services that have developed draft guidelines that address this inequity in retention, tenure and promotion. These documents are currently circulated through the faculty and have implications for a more nuanced university-wide approach to care work in the

academy. The hope is to continue to share the CITA materials to deepen collective understanding and action steps in terms of pedagogy and policy.

In addition, the work that Metro does on faculty development incorporates a trauma-informed lens and the work that the CITA group on trauma is being integrated intentionally into the Summer Institute that we run each year for new faculty. One way we see the intersection of CITA working groups is to partner with the Longmore Institute to create a curriculum on Disability Justice that we can use to train Metro faculty. Metro as an organization, also needs support in reflecting on ways that we are not meeting the needs of disabled students and faculty in our program. The Longmore Institute has a long history of pushing policy change and organizational development on Disability Justice and we look forward to working together to improve our systems and practices. Looking forward, we want to find more ways that the Longmore Institute and the Metro College Success Program can partner to cross-promote opportunities and to collaborate in developing more networks of care inside of SF State.

COMMUNITY COLLEGES

Sandburg College

Introduction

The Community College group of Care in the Academy was created to acknowledge the care that is and is not happening for community college instructors, many of whom are stuck in a double bind of high workloads and low compensation. In our discussions over the past several months, we have noted several important considerations for implementing the phase one CITA recommendations for community college faculty and staff:

We are tired.

- The residual effects of the pandemic are real, and we are still coping. As a result of fluctuating enrollment numbers and student preferences, many of us are involuntarily caught between online and in-person teaching. In many cases, our own mental health has taken a backseat to our students'. We have not yet had the time to "process" things, especially as a faculty body. Since 2020, we have worked tirelessly to adapt—and now our bodies, minds, and spirits are feeling the cumulative effects.

We are hopeful.

- Compared to other institutions of higher learning, community colleges have held strong: we retained our students, administrations continue to offer flexible solutions for meetings and office hours, and for at least one campus, large-scale renovations are currently underway. At in-service days, it is apparent many faculty want to be on campus; we are restored by the joy of teaching, and we are excited to move forward.

We crave connection.

- We want to engage with one another in meaningful ways. Too often, however, the time we have together is dictated by agenda items and time constraints. Our heavy teaching loads, which are often necessitated by low

salaries, hinder meetings on and off campus. Faculty do not yet have the time and space to convene as a body.

We want to innovate.

- As community college instructors, we are encouraged to prioritize teaching. We study pedagogy, and we are lucky to have access to cutting-edge technology and resources. Teaching and research, however, are not mutually exclusive: in order to be strong leaders in our classrooms, we need to remain strong participants in our fields. This requires substantial time, space, and compensation to keep abreast of advancements and conversations within our disciplines.

We want to impact.

- We know that education empowers, so our goal is to serve our community by educating its people. We work hard to eliminate barriers to our students' success and to support them before and after graduation. By transforming our students into curious, lifelong learners, we empower them to enact change in their lives and in their communities.

We want to inspire.

- As community college instructors, we share a democratic vision of higher education. In a world of artificial intelligence, social media, and environmental crises, it is more important than ever to value truth and integrity. We hope to instill these values in our students by engaging them with challenging texts and course material, and making the path toward enlightenment an enticing one.

Next steps

This team identified a long list of possible next steps and prioritized those actions that felt the most important and doable for community colleges who may be facing similar challenges to those identified in the project. We then organized those ideas into an order based on what we can most immediately implement and what is a more long-term plan.

Immediate Implementation
- Meet with administration to convey our group's findings; discuss our needs and goals; request clear, consistent, and transparent communication between faculty and administration.
- Work directly with union leadership, where applicable, to incorporate these needs and goals into negotiations.
- Review best practices and policies at similar community colleges.
- Host breakout sessions during faculty in-service days to seek more faculty input and gauge next steps.

Long-Term Plans
- Compensation
  - Advocate for salary remediation in order to keep pace with inflation and similar institutions.
- Work Release
  - Create a fair, transparent system for work release in order to validate and compensate the work that faculty members do, especially outside of teaching responsibilities.
- Leave Policies
  - Revisit leave policies and implement changes that provide better support and flexibility for faculty, staff, and their families.
- Scholarship Incentives
  - Foster lifelong learning by granting interested faculty members the time, space, and compensation for meaningful scholarship through paid sabbatical policies, and incentivized formal and informal education and sharing within the institution.
- Community-Building
  - Prioritize the strengthening of faculty bonds during workshops, faculty assemblies, department meetings, and other existing frameworks.

Commitments

1) We are committed to our disciplines
2) We are committed to our pedagogies
3) We are committed to our students
4) We are committed to our communities

5) We are committed to our families and our networks of friends and loved ones

6) We are committed to our health and well-being

7) We are committed to our financial security and viability

AWESOME MISFITS

Introduction

The Awesome Misfits group of Care in the Academy was created to reflect the fact that many faculty and staff–including CITA participants–work at several different campuses, and sometimes do not have strong connections to a single institution. We frequently have concerns and ideas that are national in scope. In our discussions over the past several months we have noted several important considerations for implementing the phase one CITA recommendations for contingent, contract, and nationally-focused faculty and staff:

We must be cognizant of burnout.

- Before we commit to further work, or expand our reach, we must "take our pulse" –ask ourselves if and where and how we are burned out, or have the potential to become burned out. What remedies can we build into our work to prevent and respond to burnout in higher ed? How do we scaffold those remedies into any future initiatives? How can we assess institutional sources of stress?

We want to creatively think about leadership

- How might faculty and staff who are contingent lead without risking burnout? How do we empower all educators whose work relates to higher ed, whether that work is directly for any single institution or not, to be leaders?

We want to explore connections and relationships

- How are pedagogy, trauma, mental health, and disability connected? What models can we adopt that recognize the differences between each topic but retain an awareness of relationship? Would a term like "intersectional stress" help us?

We want to dream

- How do we create space for dreaming work–big ideas, flights of imagination, and "what if . . . ?" questions–without tying each one directly to a need to produce? How might we bring this to the table in discussions for further funding, allowing for rest and recuperation to be part of what we do?

We want to play

- Making space for intellectual and physical creativity and play is a strong pedagogical practice. How might we harness this to find space for this in leadership? How do we weave this into our understanding of care?

We want to disseminate our knowledge in ways that are supportive and cognizant of our physical needs as well as our intellectual and social ones.

- We have talked about creating an ongoing Institute which can welcome people in higher ed to think about and make plans for increasing care in their work situation(s). How might we also build in study time, reflective periods, and attentiveness to self care. How might we incorporate somatic healing and general well being?

We want to share what we know

- And we want to do so in a way that is sustainable over the long term.

Next steps

This team identified a long list of possible next steps, then we prioritized those actions that felt the most important and doable. We then organized those ideas into an order based on what we can most immediately implement and what is a more long-term plan.

Immediate Implementation
- Communicate out the questions that academic misfits want higher ed to consider as it centers care in the academy.
- Communicate out our questions via Substack and social platforms.
- Develop and launch a CITA podcast

- - ○ Allows for a variety of ways to talk about the work that we've been doing
    - ○ We have group expertise in this approach, allowing us to recruit key participants.
    - ○ We can share hosting responsibilities.
    - ○ We can make it a limited series, so as not to further burden people.
    - ○ We can develop a list of topics and whom to interview.
    - ○ We can offer shout-outs to the people already doing great CITA work and amplify their research and practices
- Identify funders to support continued work on the ideas in this grant.
- Develop a space (Asana? Basecamp?) for tracking our initiatives.

Long-Term Plans
- Train-the-Trainer Program
  - ○ Focus on collective action, emergent strategy, and community organizing
  - ○ Create a program that trains faculty and staff on campuses to be forces for good who can shape positive care-related change.
- Institute/Conference
  - ○ HyFlex offering with sessions on the CITA theme. This will include a focus on rest and reflection, purpose and change, and dynamic access.
- Engagement
  - ○ Bring more people into our process, allowing our group to grow and change. Develop structure to support this.

Commitments

1) We are committed to finding ways to buy out time for those who are in a position to lead and facilitate.
2) We are committed to seeking further funding
3) We are committed to finding ways to build tangible community for people who are not connected to institutional structures, perhaps through a website, or a free/low-cost social platform.
4) We are committed to thinking critically about buy-in from individuals, groups, and institutions, and making new participants welcome.

5) We are committed to making this work sustainable on multiple fronts: for people (time/energy/other commitments); in terms of health (disability, immunocompromised individuals, further pandemics); in terms of environmental impact (flights gobble up resources if we did anything in person, for example).
6) We are committed to collaboration with other individuals and groups who are doing compelling work in this space.
7) We are committed to developing technical expertise (facilitation; tech; podcasting) among all participants.