SEATTLEU.

COLLEGE OF **ARTS AND SCIENCES**

Strategic Plan

Seattle University

College of Arts & Sciences

2020-25

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I. INTRODUCTION

The Strategic Planning Committee is pleased to present the College of Arts & Sciences Strategic Plan for 2020 through 2025. The Committee was constituted in 2018 to create a document that will guide the College's actions for the next five years. Committee members were appointed through our shared governance process by the Dean, the Executive Committee, the Faculty Staff Senate, and the Student Councils. They represent faculty (tenured, tenure-track, and non-tenure track), staff, and students (undergraduate and graduate) in our College. In selecting the members of the Committee, the governance bodies sought a diversity of experiences and backgrounds.

The Committee's commitments throughout the process were to:

- Reflect on the mission and values of the College and the University;
- Center historically marginalized voices, aligning with the College's work on intersectionality and in dialogue with Catholic Social Teaching;
- Work collaboratively, building on our shared governance principles.

II. OVERVIEW OF THE PLANNING PROCESS

Over the course of two years, the Strategic Planning Committee worked alongside the CAS community presenting ideas, seeking input, and incorporating the community's feedback every step of the way.

During Phase 1 in Spring 2019, the Committee gathered extensive feedback from faculty, staff, and students on our values, our strengths, and challenges as a College, and on possible future visions.

Starting Phase 2 in Fall 2019, we gathered additional input and did personalized outreach to historically marginalized groups. We then elaborated a draft of a vision for our College, a list of initiatives to implement this vision, and a series of strategy screen questions to lead our College's decision-making in the future. During this Phase, the University started its own strategic planning process. The College Committee was, therefore, asked to slow down its process. We agreed and began to coordinate with the University Strategic Planning Committee.

In Phase 3 in Winter 2020, we sought College-wide input on a draft Vision, Initiatives, and Strategy Screen via meetings with governance bodies, open fora, opportunities to respond online, and outreach to historically marginalized communities.

In Phase 4, our work was disrupted by the COVID-19 pandemic. Although we were committed to present a final document by the end of spring quarter 2020, Covid-19 has required us to step back, reevaluate and devise a more effective plan of action under the current situation. The pandemic undoubtedly has an impact on all of the work we have done so far. Most importantly, the pandemic is negatively affecting and will continue to affect our College's budget and thus our ability to implement initiatives to fulfill our vision. The full effect of the pandemic will not be clear for months. As Dean Powers has noted, undergraduate Fall enrollment will not be clear until later in the year and will depend heavily on the nationwide and regional COVID-19 picture and how we and other universities respond to it. Because of this uncertainty, the Strategic Planning Committee decided to present to the College a final Strategic Vision and Strategy Screen tools that will be very valuable in helping us in our critical decision-making process in the coming months. However, the Initiatives are offered in draft form. In the Fall of 2020, an Implementation Committee will be appointed and will take on the task of revising and finalizing the Initiatives in light of our most updated College's financial situation.

Strategic Planning Process 2019-2020	
Phase 1 Spring 2019	• Gather & synthesize input • Online survey: 167 respondents • Facilitated discussions: 33 • Open Fora: 4 • Outreach to historically marginalized groups • Journey mapping for student, faculty & staff experiences
Phase 2 Fall 2019	• Gather additional input • CAS Convocation session • Outreach to historically marginalized groups • Draft strategy screen & strategic vision • Align with University strategic planning process
Phase 3 Winter 2020	• Gather input on draft strategic vision, initiatives & screen • Meetings with Student Executive Council, Executive Committee, Faculty Staff Senate, and CAS Alumni Council • Online survey: 45 respondents • Open fora: 2

Phase 4 Spring 2020	• Incorporate feedback and present final plan, including 1) strategic vision and 2) strategy screen • Provide draft initiatives
Implementation Beginning Fall 2020	• Appoint Strategic Planning Implementation Task Force • Finalize initiatives and map implementation plans • Align vision & resources • Design benchmarks for ongoing assessment of plan

III. CURRENT CONTEXT

In elaborating this plan, the Committee considered extensive feedback from across the College as well as the information gathered in two critical documents: the University's Strategic Planning Committee's analysis of our external contexts and the Environmental Scan produced by the Committee.[1] Both documents were produced before the Covid-19 pandemic struck the United States and, at the time they were elaborated, they recognized the following challenges:

the landscape of Higher Education is changing;

our student population is increasingly diverse;

there are major financial pressures on students, faculty, and staff both nationally and, due to our location in an expensive city, locally;

there is a national emphasis on STEM education and a perception that many of the disciplines in Arts and Sciences are less "relevant";

there is demand for flexibility in programming and curricula;

our university strategic plan calls for a repositioning and a significant reallocation of financial resources over the next five years.

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[1] Seattle University's Strategic Planning Committee's analysis of our external document is available to the Seattle University community at https://www.seattleu.edu/president/strategic-planning/phase-one/our-context/). The Environmental Scan produced by the College of Arts and Sciences Strategic Planning Committee is available at https://www.seattleu.edu/media/college-of-arts-and-sciences/aboutthecollege/2018-strategic-planning/Phase-1-Memo-1-Environmental-Scan-9-9-19.pdf.

While taking into account these challenges and opportunities, the College Strategic Planning Committee's preliminary work recognized our strengths as a College, noting:

a shared commitment on the part of students, faculty, and staff to the university's mission to empower students for a just and humane world;

individualized attention to students both in and outside the classroom;

dedicated faculty who are excellent teachers and scholars committed to the intellectual, professional, and personal growth of our students;

dedicated staff who are committed to students' growth and to supporting our educational mission;

our location in the heart of Seattle, a vibrant city that offers multiple opportunities for our students, whether their passion is in the arts, humanities, or social sciences, to connect their education to the communities that surrounds us.

The Strategic Vision we present in this document considers these challenges and strengths. While the Committee recognizes that the impact of Covid-19 is currently presenting and will continue to present new challenges to our College and University, we also believe that it is precisely for this reason that we need a Strategic Vision to guide our decision-making in the next few years.

IV. MISSION & VALUES

The mission of the College of Arts & Sciences remains:

Mission

As educators committed to Jesuit, Catholic traditions, we in the College of Arts and Sciences provide students with an excellent holistic education in the arts, humanities, social sciences, and professional disciplines to develop and nurture a vision for a more just and humane world.

Values

Over the course of the Strategic Planning process in 2019 and 2020, the Committee asked the community to reflect on our current values. Through those discussions, it became clear that these values need to be updated to reflect our current context and our vision for the future. Based on the input that we received, the Committee offers a draft of updated values (see Appendix A) and encourages the College to refine these in line with the Strategic Plan.

V. STRATEGIC VISION 2020-25

The College of Arts and Sciences is essential to Seattle University's mission as a Jesuit university. Our education sharpens students' ethical and critical thinking skills, ignites their imagination and creativity, and prepares them to lead justly and compassionately in a constantly changing world.

The College's Strategic Vision for 2025 will contribute to fulfilling Seattle University's goal of becoming a Jesuit university of distinction in a time of change as outlined in the Strategic Directions 2020-2025 document.

Culture of inclusive excellence, equity, and justice

The College of Arts and Sciences will educate all our students by ensuring that those who have been historically on the margins are at the center. We are grounded in a commitment to fulfilling the promise of inclusive academic excellence. A culture of equity, inclusion, and justice will manifest in our teaching, advising, curriculum, research, public scholarship, creative work, community partnerships, extracurricular activities, internal operations, and everyday interactions.

Vibrant student experiences

We are committed to the essential role that the liberal arts play in the education and development of the whole person. By centering those who have been historically marginalized and in alignment with the principles of Catholic Social Teaching, we will prepare every student academically, professionally, and personally for a 21st century education and a lifetime of learning and dedication to equity and justice in local and global contexts.

Creative and inspiring curriculum and pedagogy

We will develop our culture of inclusion, equity, and justice through curricular reform, revising our programs' curricula and pedagogy in order to center those at the margins. We will also promote cross-disciplinary collaborations and incorporate technology into our teaching in a thoughtful student-centered manner that prepares them to both adapt and contribute to our changing environment.

Committed faculty and staff

Dedicated to student learning and students' holistic development, all faculty will foster equity, inclusion, and justice in their teaching. Because faculty are also dedicated to research and scholarship, creative work, and/or work with the community in order to advance knowledge and to strengthen their teaching, all faculty will be supported to develop their strengths in their areas of expertise. Dedicated to the holistic development and learning of our students and to promoting a culture of equity, inclusion, and justice, staff will be provided with the resources to work effectively and will be supported to develop professionally. The College commits to fostering equity, inclusion, and justice among its faculty and staff and to prioritizing the recruitment of diverse faculty and staff.

In Appendix B, we offer a glossary explaining this document's use of equity and justice concepts as well as resources for those who would like to learn more about these concepts and about their use in the context of pedagogical research and theory.

VI. STRATEGY SCREEN

The Strategy Screen is offered as a tool for use during decision making in the College of Arts & Sciences. The Screen is designed to allow us to (1) clarify options or solutions (2) apply common criteria and generate robust discussion and (3) provide greater transparency and communication throughout the decision-making process.

Strategy screens can make decision-making more participatory by providing an intentional process for thoughtful, guided conversations around important decisions. The tool can also make decision-making more visible for those not directly involved in a specific decision by clarifying the criteria considered when making the decision and the priorities that influenced how the decision was made. Responses to the criteria can also help groups identify what must happen for a strategy to be successful.

Application of the Strategy Screen

The strategy screen is designed for major decisions that impact the College of Arts & Sciences as a whole, such as implementing the strategic plan and budgeting. We anticipate that CAS governing bodies and committees will find it a useful tool for discussion, planning and communication. Faculty and staff may also find it useful for their departments or programs, potentially adding questions that are relevant to their specific contexts.

When a challenge emerges or an important decision needs to be made, a group will list possible options or next steps to address this challenge. The group will then discuss each option and how it measures against the criteria listed in the screen. Groups will record the results of their discussion using the screen (see Appendix C). Note that the process of applying the criteria and discussing how each option fulfils each criterion is just as important as developing a final assessment. Once the group comes to a decision, they should share the results of that decision and the responses to the strategy screen.

Criteria

The criteria are designed to generate discussion and will include the following questions:

1. Does it help us advance the mission and strategic vision of the College of Arts & Sciences? If so, how?
2. Does it fit with the University's strategic directions? If so, which one(s)?
3. Does it center the margins? If so, how?
4. Does it account for the present and emerging needs and guidelines for addressing the Covid-19 pandemic?
5. Do we have the organizational capacity (e.g., staff, faculty, infrastructure) to implement it? Please describe.
6. Can we pay for it? Does it pay for itself (e.g. fees, earned revenue) or can we raise funds to pay for it? If so, how?
7. Are we the best organization to take this on? If so, why?

Strategy Screen Questions and Criteria are meant to be revised and adjusted as needed. The CAS Committee recommends that the College revisits and adjusts the Criteria in one year.

At the end of this document (Appendix C), we have included guidelines for groups using the strategy screen.

VII. ADAPTATION & EVALUATION OF PLAN

The Committee recognizes the need to build in flexibility to a strategic plan that spans a five-year timeline. The current context of the COVID-19 pandemic only enhances the need for us to anticipate and adapt to a changing environment. We believe that the vision and tools outlined here will serve as

an essential framework as we develop new approaches to meet future challenges. We also recognize the value of regularly assessing and reporting on progress on the plan. We therefore recommend that the College, under the direction of the Implementation Committee, establish an annual schedule to regularly revisit and adapt the strategies outlined here and a process for evaluating and communicating progress toward the initiatives.

VIII. DRAFT INITIATIVES 2020-2025

The following Initiatives are presented in draft form. An Implementation Committee to be appointed in Summer/Fall 2020 will revise them and propose the final list of initiatives in light of the College's financial situation in Fall.

Culture of inclusive excellence, equity and justice: The College of Arts and Sciences will educate all our students by ensuring that those who have been historically on the margins are at the center. We are grounded in a commitment to fulfilling the promise of inclusive academic excellence. A culture of equity, inclusion, and justice will manifest in our teaching, advising, curriculum, research, public scholarship, creative work, community partnerships, extracurricular activities, internal operations, and everyday interactions.

- Articulating and fostering a shared understanding of inclusive academic excellence;
- Invest in curriculum development in all departments and programs as well as the College Core to center those historically marginalized and their concerns, histories, and voices;
- Train faculty and staff, particularly those from non-marginalized communities, to work with historically marginalized students;
- Create and fund supportive structures for students, faculty, and staff from historically marginalized communities;
- In alignment with the Office of Diversity & Inclusion and Human Resources, we will prioritize recruitment, support and retention of underrepresented groups;
- Give incentives to support research, scholarship, creative work, community work that centers marginalized communities;
- In collaboration with the Office of Institutional Equity ensure that students have opportunities to report and repair instances of racism and bias
- Conduct and utilize input from regular climate surveys in the College;

- Promote culture of constructive dialogue among faculty, staff, and students.

Vibrant student experiences: We are committed to the essential role that the liberal arts play in the education and development of the whole person. By centering those who have been historically marginalized and in alignment with the principles of Catholic Social Teaching, we will prepare every student academically, professionally, and personally for a 21st century education and a lifetime of learning and dedication to equity and justice in local and global contexts.

- Review our advising practices to ensure inclusion of all students and develop more equitable and proactive advising for historically marginalized students;
- Review our Study Abroad programs to make them more accessible, to prioritize those that focus on equity and justice, and to center the experience and perspectives of marginalized students;
- Reduce barriers for low-income students by creating more on-campus work opportunities and advocating for affordable on-campus housing;
- Enhance our recruitment and support of transfer students;
- Enhance professional formation for all students and leverage alumni engagement;
- Develop and foster strategic alumni engagement opportunities.

Creative and inspiring curriculum and pedagogy: We will develop our culture of inclusion, equity, and justice through curricular reform, revising our programs' curricula and pedagogy in order to center those at the margins. We will also promote cross-disciplinary collaborations and incorporate technology into our teaching in a thoughtful student-centered manner that prepares them to both adapt and contribute to our changing environment.

- Review curricula to center historically marginalized communities;
- Offer ongoing College-wide pedagogical conversations, workshops, and trainings on teaching with a focus on equity and justice;
- Revisit the College Core to align with the Strategic Vision 2020-25
- Articulate a vision for the role of technology and of hybrid and online teaching in our College;
- Incentivize the use of technology and other innovative forms of teaching to connect students and faculty to our communities--local, national, and global;
- Develop initiatives to connect and collaborate with other colleges at Seattle University;

- Recognizing the central role that the liberal arts play in the development and realization of the Jesuit educational mission, support work by faculty, staff, and students that promote engagement with the Jesuit mission both within the College and with the larger campus and beyond.

Committed faculty and staff: Dedicated to student learning and students' holistic development, all faculty will foster equity, inclusion, and justice in their teaching. Because faculty are also dedicated to research and scholarship, creative work, and/or work with the community in order to advance knowledge and to strengthen their teaching, all faculty will be supported to develop their strengths in their areas of expertise. Dedicated to the holistic development and learning of our students and to promoting a culture of equity, inclusion, and justice, staff will be provided with the resources to work effectively and will be supported to develop professionally. The College commits to fostering equity, inclusion, and justice among its faculty and staff and to prioritizing the recruitment of diverse faculty and staff.

Faculty:

- Prioritize recruitment, support and retention of underrepresented groups among faculty;
- Advocate with upper administration to provide competitive salaries and increase retention of faculty;
- Support research, scholarship, and creative work in alignment with SUAdvance Grant (e.g., more grants and fellowships, making faculty work more visible within our College and outside it);
- Ensure stability of curriculum, quality of teaching and scholarship, and care of students by increasing tenure-track lines and prioritizing full-time NTT lines versus part-time NTT lines;
- Ensure that all faculty, regardless of their category (TT, NTT, FT or PT), are integrated into the life of the College and receive professional support;
- Review APRs to incentivize emphasis on, equity, inclusivity, and justice and clarify what "counts";
- Support and strengthen existing shared governance structures;
- Incentivize pedagogical and scholarly collaborations among faculty and between faculty and students.

Staff:

- Prioritize recruitment, support and retention of underrepresented groups among staff;

- Design and implement staff career ladders;

- Review job duties, titles, and market classifications to ensure equitability for staff across similar roles at the university and at comparable institutions;

- Invest in pay to remain competitive and equitable;

- Decrease staff to student ratio to align with other colleges and schools;

- Mandate staff supervisor training and coaching to ensure consistent staff development experience;

- Elevate staff voices through shared governance;

- Identify opportunities to minimize paperwork and redundant processes in order to prioritize student success.

COLLEGE OF ARTS & SCIENCES STRATEGIC PLANNING COMMITTEE

Sonia Barrios Tinoco, Associate Professor & Chair, Modern Languages and Culture (2018-20)

María Bullón-Fernández, Professor, English (Committee Co-chair, 2018-20)

Natalie Cisneros, Associate Professor, Philosophy (2019-20)

Joseph DeFilippis, Assistant Professor, Anthropology and Sociology (2018-20)

Alec Downing, Undergraduate Student, Communications and Journalism (2018-20)

Samantha Drennon, Graduate Student Representative, Nonprofit Leadership (2018-19)

Maureen Emerson Feit, Director & Assistant Professor, Nonprofit Leadership (Committee Co-chair, 2018-20)

Laura Hauck-Vixie, Lead Senior Academic Advisor, Arts & Sciences Advising Center (2019-20)

Ali Mian, Assistant Professor, Theology and Religious Studies (2018-19)

Tasmia Moosani, Academic Advisor, Arts and Sciences Advising Center (2018-19)

Quinton Morris, Associate Professor, Performing Arts and Arts Leadership (2019-20)

Lindsay Ohab, Program Coordinator, Institute of Public Service (2018-20)

Trung Pham, Associate Professor, Art and Art History (2019-20)

Lucas Sharma, Instructor, Anthropology and Sociology (2018-19)

Hannah Tracy, Senior Instructor, English (2018-2020)

Kevin Ward, Associate Professor, Institute of Public Service (2018-19)

Sonora Jha, Dean's Liaison, Professor, Communication, Associate Dean for Academic Community, College of Arts & Sciences (2018-20)

Kate Reynolds, Administrative Support, Administrative Assistant, College of Arts & Sciences (2018-20)

APPENDIX A: DRAFT UPDATED VALUES

Values represents core beliefs that inspire and guide choices in the way we interact, operate and implement our strategic vision. Over the course of the Strategic Planning process in 2019 and 2020, the Committee asked the community to reflect on the currently stated values for the College of Arts & Sciences. Through those discussions, it became clear that these values need to be updated to reflect our current context and our vision for the future. Based on the input that we received, the Committee offers this draft and encourages the College to further refine these in line with the Strategic Plan in the fall:

Holistic Education for Social Justice

In the tradition of Jesuit education and in the context of pursuing justice, our approach is holistic: we care about our students' academic, professional, and personal growth. We also foster in students the capacity to see people as whole persons with different backgrounds, intellectual, physical, emotional and spiritual needs, and aspirations.

Inclusive Excellence

Our curriculum and pedagogy prepare students for the future by fostering equity, inclusion, and justice, and strive to center historically marginalized voices. We nurture a spirit of challenge so students will demonstrate proficiency in their fields, an understanding of the perspective of others and an ability to reflect on issues and communicate effectively. Our faculty are active in research, creativity, and community engagement. Our staff are committed to fostering inclusive excellence in their work with students and with all community members.

Creative & Critical Thinking

Through the arts, humanities, and social sciences, we instill a passion for the habits of inquiry, problem-solving, creativity, and lifelong desire to learn. We encourage students to engage in constructive dialogue with others who hold different perspectives, and to explore multiple sources of knowledge.

Collaborative & Ethical Leadership

We foster in students the leadership skills needed to work collaboratively and ethically to build a more just and humane world. We believe in inspiring students to dialogue within and across disciplines and

teach them how to work with one another, with faculty, and with community. We believe in shared governance and transparency within the College and the University

Local & Global Engagement

Through our curricular and co-curricular activities, we value actively engaging with our local and global communities in pursuit of greater social and environmental justice.

APPENDIX B: GLOSSARY & RESOURCES

In the Strategic Vision, the community of faculty, staff and students of the College of Arts & Sciences prioritize the work needed to ensure equity and justice in the College.

GLOSSARY

The following glossary explains some key terms used in our Strategic Vision.

Catholic Social Teaching

Catholic social teaching is a body of work that reflects on and is in dialogue with social realities and circumstances through the application of the following core principles: human dignity, subsidiarity, solidarity, participation, stewardship of the earth, and a preferential option for the poor and the marginalized.

Centering the margins

Centering the margins is the process of prioritizing the needs of those people who have been marginalized. This process is based upon the assumption that social justice trickles up, but it does not trickle down. In other words, if policies are made with the intention of helping the most dominant members of society, they rarely trickle down to benefit the most subordinated. However, policies designed to help those at the margins usually also benefit those with more privilege. Centering the margins is the commitment to serving everyone by addressing the needs of those placed at the bottom of the hierarchy.

Equity vs. Equality

The pursuit of equality and the pursuit of equity are two different approaches to remedying social injustice. The United States often claims to pursue equality, which is the idea that everyone should be treated the same way. Because of this similar treatment, it is presumed to be fair. However, it is based upon the assumption that everyone started out at the same place and needs the same help. It fails to recognize that our society does not provide everyone with an equal playing field. Equity, on the other hand, is not concerned with equality, per se, but is instead focused on making sure that people get what they need. To achieve equity, society has to provide equal rights and access, but also must provide repair and support for past harm and deprivation.

Historically marginalized communities

Historically marginalized communities are those groups of people who have been oppressed based upon their economic status, or based upon their membership in subordinated identity categories of race, ethnicity, gender, gender identity, ability, immigration status, sexual orientation, age, or religion.

Marginalization

Marginalization is the process of oppression experienced by certain groups of people in society, based upon their membership in particular identity groups or based upon their economic class. This process is pervasive and routine (fusing personal bigotry and structural discrimination into everyday life), restrictive (leading to material and legal constraints), hierarchical (resulting in a dominant group and subordinated groups), and internalized (by both the dominant and the marginalized groups). This process happens at three levels: interpersonal, cultural, and structural.

RESOURCES ON EQUITY, HIGHER EDUCATION & PEDAGOGY

This list of resources is offered for those who wish to increase their own understanding of the scholarship and concepts equity, justice and pedagogy that are central to the Strategic Vision in the Strategic Plan. As the College moves forward, we anticipate that this list will grow in breadth and depth.

Ahmed, S. *On Being Included: Racism and Diversity in Institutional Life*. Durham; London: Duke University Press, 2012. https://primo.seattleu.edu/permalink/f/olv9iv/CP71137785770001451

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Hotchkins, B. K. and Dancy, T. E. "Rethinking Excellence: Black Male Success and Academic Values in Higher Education." *Spectrum: A Journal on Black Men,* 4 no. 1 (2015): 73-98.
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Johnston-Goodstar, K. & Roholt, R. V. "Our Kids Aren't Dropping Out; They're Being Pushed Out": Native American Students and Racial Microaggressions in Schools, *Journal of Ethnic & Cultural Diversity in Social Work*, 26, no. 1-2 (2017): 30-47

Jones, K. and Okun, T. "The Characteristics of White Supremacy Culture." *Dismantling Racism: A Workbook for Social Change Groups.* Accessed May 2, 2020.
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Oluo, I. *So You Want to Talk about Race*. New York, NY: Seal Press,
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Smith, A. "Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing." In *Transformations: Feminist Pathways to Global Change*, edited by Torry D. Dickinson and Robert K. Schaeffer, 264-72. New York: Routledge, 2008.
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Yosso, T. J. "Toward a Critical Race Curriculum." *Equity & Excellence in Education,* 35, no. 2 (2002): 93-107.

Young, I. M. *Justice and the Politics of Differenc*e. Princeton, NJ: Princeton University Press, 1990.
https://primo.seattleu.edu/permalink/f/olv9iv/CP71174967220001451

APPENDIX C: GUIDELINES FOR USE OF STRATEGY SCREEN

Overview:

The Strategy Screen is a tool to faciliate decision-making in the College of Arts & Sciences.

Materials needed:

- College of Arts & Sciences Strategic Plan
- Seattle University Strategic Plan
- Most updated University and Public Health Guidelines for COVID-19 Pandemic
- Relevant budget and staffing information

Steps: Working as a group:

1. Clarify the strategic question you face.
2. Identify at least two options as solutions or next steps in response to that strategic question. Indicate those options in row one of the screen.
3. Discuss how each option holds up against each criteria. This will require interpretation and discussion. Talk through the different options on the table, seek and listen to the perspectives of others and make adjustments as needed.
4. Rate each option against scale of high, medium, and low. Color-coding each response may be useful: high = green, medium = yellow, low = red.
5. Reflect and decide next steps. This will require discretion. You do not have to select the highest rated option. Ask yourselves: Will you select one of the options? Modify one of the options? Or do you need to gather more information and return to the discussion at a later time?
6. Share the screen and communicate the decision with those impacted by the decision.

College of Arts & Sciences Strategy Screen				
Criteria	**Option 1:**	**Option 2:**	**Option 3:**	**Notes:**
Does it help us advance the College's mission and strategic vision? If so, how?				
Does it fit with the University's strategic directions? If so, which one(s)?				
Does it center the margins? If so, how?				
Does it account for present and emerging needs and guidelines for addressing the COVID-19 pandemic?				
Do we have the organizational capacity (e.g., staff, funds) to implement it? Please describe.				
Can we pay for it? Does it pay for itself (fees, earned revenue) or can we raise funds to pay for it? If so, how?				
Are we the best organization to take this on? If so, why?				