

## Second Sorting Alignment of Results from Diversity Symposium 4/23/08

UNIVERSITY MANDATES & ACTION PRIORITIES	DIVERSITY MANDATES
<p style="text-align: center;"><b>University Mission</b></p> <p><i>To provide an academically rich, multicultural learning experience that prepares all its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally.</i></p> <p><b>Mission Priorities</b></p> <p><u>Outcomes:</u> <i>We accomplish our mission through</i></p> <ul style="list-style-type: none"> <li><i>Alumni success, lifelong</i></li> <li><i>Employer satisfaction</i></li> <li><i>Community leadership</i></li> </ul> <p>Cal State East Bay's broadest responsibility as <i>One University</i> is to</p> <ul style="list-style-type: none"> <li>▪ Support diverse students' needs, with an emphasis on customer service</li> <li>▪ Provide a parallel level of support for students at each of its spatial and virtual campuses</li> </ul>	<p><b>MULTICULTURAL LEARNING EXPERIENCE</b> defined:</p> <p><i>Definition: A multicultural learning experience provides a unified, transparent, and fluid model of inclusive excellence and access to opportunities central to the core values of the university that can be assessed and measured. There are at least five significant areas of university life across which a "multicultural learning experience" can be defined.</i></p> <p><i>"By multicultural learning experience we mean an education that develops in our graduates an understanding of and respect for the diverse backgrounds of their fellow Americans and the skills necessary to succeed in a culturally diverse society (Academic Planp.11)</i></p> <p><b>INCLUSIVE EXCELLENCE</b> defined:</p> <p><i>We define Inclusive Excellence as curricular and social inclusion of cultural differences among a community of scholars in an environment of academic freedom supported by institutionalized and fully elaborated fair standards and practices, expectations, and support systems. We elaborate inclusive excellence in terms of standards and expectations in academic and social/ cultural domains of university life.</i></p>
<p><b>ACADEMIC QUALITY MANDATES</b></p> <p><i>A tradition of teaching, learning &amp; Academic quality ~ emphasized and reinforced. Our core mission of teaching, learning, and commitment to the success of students of all backgrounds must be honored, reinforced, and reflected through our academic programs, practices, and faculty — and understood as the measure by which our quality is defined and judged.</i></p> <ul style="list-style-type: none"> <li>▪ Invest in faculty quality by increasing the numbers of tenure-track faculty and improving the ratio of tenure-track and tenured faculty to lecturers.</li> <li>▪ Preserve and strengthen our hallmark personalized teaching and learning environment, even as we grow.</li> <li>▪ Support a sustainable structure for faculty curriculum development and research, scholarship, and creative activities that benefit teaching and learning.</li> <li>▪ Encourage and reward faculty to serve a broader role, beyond the classroom, as career mentors and "launchers," more fully meeting student expectations.</li> <li>▪ Deliver on our "Students First" pledge: If we accept them, we must work to retain and support them all the way through graduation and beyond.</li> <li>▪ Renew, expand, and support course development, and academic programs as required to remain relevant.</li> <li>▪ Respond to evolving student and regional needs with innovative academic programming and internships</li> <li>▪ Expand online and technology assisted programs, teaching, and learning.</li> </ul> <p><b>Academic Quality Priorities</b></p> <p>A tradition of teaching, learning, engagement and academic quality is emphasized and reinforced by state-of-the-art programs, applied learning, innovative pedagogy, and distinguished scholarship and creative activity. <i>(Mandate 1)</i></p>	<p><b>ACADEMIC QUALITY</b></p> <ul style="list-style-type: none"> <li>▪ Quality should be extricably linked to diversity and inclusiveness.</li> <li>▪ Hold administrators and faculty more accountable to link inclusive excellence with high academic quality.</li> <li>▪ Diversity and multiculturalism should be at the core of the academic experience.</li> <li>▪ Diversity as a strategic distinction and mark of excellence for CSUEB.</li> </ul> <p><b>Focus on the Student</b></p> <ul style="list-style-type: none"> <li>▪ Take pride in the kind of students we serve.</li> <li>▪ Provide support services to assure the success of diverse students.</li> <li>▪ Provide peer mentoring and advising for students.</li> </ul> <p><b>Curricular Issues</b></p> <ul style="list-style-type: none"> <li>▪ Improve gateway courses to better meet needs of diverse students.</li> <li>▪ Build in understanding of diversity and social justice in the curriculum of all departments.</li> </ul> <p><b>Focus on faculty</b></p> <ul style="list-style-type: none"> <li>▪ Faculty should customize pedagogic approaches for diverse learning styles.</li> <li>▪ Faculty should become more familiar with the backgrounds of their students.</li> <li>▪ Faculty should reflect the diversity of the student population.</li> <li>▪ Faculty expectations of student should be clearly delineated in learning outcomes aligned to assessment measures to be utilized.</li> </ul> <p><b>Distinctive Academic Programs:</b></p> <ul style="list-style-type: none"> <li>▪ Curriculum and pedagogies acknowledge, honor, and welcome diverse populations and their traditions and experiences, e.g. history, literature,</li> <li>▪ Curriculum and course syllabi to integrate diversity and make topics relevant to diverse</li> </ul>

UNIVERSITY MANDATES & ACTION PRIORITIES	DIVERSITY MANDATES
<p><i>Outcomes: We distinguish our academic quality through</i></p> <ul style="list-style-type: none"> <li><i>Student learning outcomes</i></li> <li><i>Academic program review</i></li> <li><i>University-wide and specialized accreditation</i></li> <li><i>Recognition of outstanding programs</i></li> <li><i>Recognition of faculty and students for research and creative contributions</i></li> <li><i>Awards, grants, and contracts</i></li> </ul> <p>A <i>Cal State East Bay Education</i> builds core knowledge and skills</p> <ul style="list-style-type: none"> <li>• Reading, writing, speaking, quantitative reasoning, critical thinking, problem solving, and information competency</li> <li>• Teamwork with others of diverse backgrounds and a sense of personal and professional responsibility</li> </ul> <p>To strengthen its <i>Programs of Distinction</i>, the University will focus on</p> <ul style="list-style-type: none"> <li>▪ Integrated general education for undergraduates</li> <li>▪ Graduate education in applied fields</li> <li>▪ Professional programs</li> <li>▪ Teacher preparation and educational leadership</li> <li>▪ Science, technology, engineering, and mathematics</li> <li>▪ Global awareness and understanding</li> <li>▪ Environmental awareness and sustainability</li> <li>▪ Arts and culture</li> </ul> <p>To advance <i>Inquiry and Knowledge</i>, the University will place more attention on</p> <ul style="list-style-type: none"> <li>▪ Information infrastructure and library holdings, including online resources</li> <li>▪ Support for scholarship and creative activity</li> </ul> <p>To build a <i>Variety of Pedagogies</i>, the University will support innovative approaches to teaching and learning, including</p> <ul style="list-style-type: none"> <li>▪ Problem- and inquiry-based learning, hands-on projects, field trips, and service learning through internships and other activities</li> <li>▪ Student research and creative activity</li> </ul>	<p>groups; in short, we need to explore major shifts in traditional teaching methodology.</p> <ul style="list-style-type: none"> <li>▪ Honor the skills, abilities and contributions of the students we have (both traditional and non-traditional); recognize their needs, unusual qualities and potential contributions.</li> <li>▪ CSUEB Graduates will be distinctive leaders who they are: Multiculturally sensitive and competent as well as Socially responsible contributors in their communities.</li> </ul>
<p><b>INCLUSIVE CLIMATE MANDATES</b></p> <p><i>An inclusive campus climate that values students, faculty and staff, and fosters multicultural learning and competence. We value and insist upon a campus climate characterized by a welcoming, inclusive, and caring atmosphere, responsive to the unique needs of all community members — a campus climate where multicultural competence, global perspectives, and learning experiences infuse our curriculum, policies, and practices.</i></p> <ul style="list-style-type: none"> <li>▪ Dedication to open-minded inquiry and vigorous debate of social and global issues</li> <li>▪ Commitment to ethical and transparent decision processes</li> <li>▪ An infusion of multicultural competence and learning experiences, as well as a global perspectives, throughout the curriculum, co-curriculum, policies, and practices</li> <li>▪ Consistent recruitment, hiring, promotion, and compensation practices for faculty and staff.</li> </ul>	<p><b>CAMPUS CLIMATE</b></p> <p><i>Communication Issues</i></p> <ul style="list-style-type: none"> <li>▪ Increase channels of communication between ethnic/racial groups;</li> <li>▪ Make information on WEB more accessible and user friendly;</li> <li>▪ Need well-publicized master colander.</li> </ul> <p><i>Indicators of Healthy Culture</i></p> <ul style="list-style-type: none"> <li>▪ Create a culture of integration that embraces diversity;</li> <li>▪ Preserve traditions that foster inclusion and create new traditions that will bring people together;</li> <li>▪ Establish a student life hour (no classes scheduled).</li> <li>▪ Establish a community service course as a requirement.</li> <li>▪ Reduce/eliminate silos on campus that confuse students and detract from inclusiveness: lack</li> </ul>

## UNIVERSITY MANDATES & ACTION PRIORITIES

- Robust professional development opportunities for faculty, staff, and students
- Institutional self-esteem grounded in pride in the students, faculty, and staff
- Full-spectrum diversity and multiculturalism (e.g., race, culture, gender, sexual orientation age/ generation, physical abilities, social-economic class.)
- Climate of earnest collaboration
- Demonstrable appreciation of the faculty, students, and staff for their service and abiding commitment in pursuit of CSUEB's mission
- Activities that promote student, faculty, and staff interaction, enjoyment, and well-being

### *Inclusive Campus Climate Priorities*

An inclusive campus climate values students, faculty, and staff, and fosters multicultural learning and competence. (*Mandate 3*)

Outcomes: *We strengthen our learning communities by*

*Broadening student engagement*

*Increasing faculty and staff satisfaction and reducing unintended turnover*

To enhance Cal State East Bay's *Inclusiveness*, the University will place more attention on

- Clearly expressing the scope of a multicultural learning experience
- Preparing and implementing a university-wide diversity action plan
- Engaging students in active learning beyond the classroom
- Widespread communications, consultation and transparency in University decision-making

Commitments to *Sustaining Faculty* and *Supporting Staff* will involve

- Increasing the proportion of tenured and tenure-track faculty
- Providing professional development for faculty and staff, and managing workload

## DIVERSITY MANDATES

of cross pollination between departments and colleges

### *Planning and Accountability*

- Administration work harder to create reasons for diverse groups gathering, studying and working together;
- Strategically evaluate a plan on how we develop a campus climate using on-line education models;
- Units held accountable for being helpful to students regardless of what our positions may be.
  - Make units accountable for accessibility to campus—enhance public transportation.

### *Distinctive Campus Climate:*

- A significantly better student newspaper, well-publicized master calendar of events.

## UNIVERSITY MANDATES & ACTION PRIORITIES

### GROWTH AND ACCESS MANDATES

*Strong growth and full enrollment with personalized learning and expanded access. Aggressively grow and strategically manage our enrollment, benefiting all of our campuses and locations, while increasing access for students from all backgrounds and also strengthening our hallmark personalized learning/ teaching environment.*

- Grow and manage admissions and enrollments.
- Achieve a balanced enrollment with appropriate and healthy mix of first-time freshmen, transfers, upper division and graduate students.
- Promote the benefits of attending CSUEB aggressively, creatively, and consistently.
- Increase access and affordability for students of all backgrounds.
- Manage scheduling of classes to satisfy student needs and expectations.
- Expand, renew, and update curriculum and pedagogical approaches to teaching and learning that will meet changing societal and market needs.
- Broaden access, meet changing student needs and preferences with online learning.
- Increase our visibility & collaboration with the community colleges, high & middle schools.
- Recruit more intensively for students in surrounding communities as well as throughout the state.

### *Student Access and Success Priorities*

Strong growth and full enrollment involves personalized learning and expanded access for students from all backgrounds. (Mandate 2)

Outcomes: *We monitor student access and success by*

- *Augmenting enrollment for students of diverse backgrounds*
- *Increasing retention and graduation rates*
- *Expanding access to instructional resources and support services*
- *Enhancing student satisfaction*

*Enrollment Growth* depends on initiatives that

- Serve more freshmen in residential communities, particularly at Hayward campus
- Improve transfer mechanisms for community college students
- Enhance post-baccalaureate, graduate and certificate programs, particularly in high-demand, applied fields such as teaching and health care

To ensure *Student Success*, the University will

- Improve retention and degree-completion rates of continuing students, recognizing that students from different backgrounds require different kinds of support.
- Provide comprehensive advising
- Offer academic support for students who need particular assistance
- Attend to the special needs of groups such as adult “re-entry” students, students from communities with historically low college-going rates, military veterans and international students
- Schedule academic courses and provide services so that students can complete their degrees in a timely manner, in all programs advertised at a particular location (including online)

## DIVERSITY MANDATES

### ENROLLMENT GROWTH ISSUES

- *Don't focus on enrollment growth just for the sake of growth;*
- *Connect student access to success;*
- *Focus should be on retention over recruitment;*
- *Don't let enrollment growth interfere with academic quality*

#### **Gateway Courses**

- Develop a cadre of gateway specialists to teach gateway courses to students who may be academically challenged;

#### **Close the Divide**

- Align faculty member's expectations with student abilities;
- Close divide between recruitment and retention efforts;
- Make sure our students know of the services available on campus and use them. Guide students toward support services.

#### **Structural Issues**

- Programs should be improved for retention and inclusion of students once we bring them to the university;
- Retention strategies and programs should be included in what we consider to be academic excellence;
- Protect against the tendency for enrollment growth to be detrimental to student learning. Ensure enough quality services (along with adequate human resources) are available to retain students

#### **Distinctive Support for Students:**

- Increasing levels of support and access for students with disabilities and seek experiences for non-traditional students;
- Increased levels of mentoring, advising and interactive sessions with all students to make sure they excel in their classes, especially in the gateway courses; programs for students that foster ownership of the campus.
- View student persistence, retention, satisfaction and success as public relations with parents, community and industry.
- Expanding services of PACE, EXCEL and EOP. Funding should increase as enrollment grows;
- Tap the diversity advantage to ensure students appreciate the richness it brings to our classrooms and society.

## UNIVERSITY MANDATES & ACTION PRIORITIES

### VIBRANT UNIVERSITY VILLAGES MANDATES

Plan, develop, and build the infrastructure for a lively, vibrant, and sustainable "University Village" at each of our campuses, where "24/7" facilities and activities promote the quality of life and well-being of students, faculty, and staff, as well as surrounding communities.

- New and expanded housing options for faculty, staff, and students
- State-of-the art recreational/sports center as campus activity centerpiece
- Greatly increased arts, entertainment, and athletics programming with consistent promotion
- More cafes/food service options representative of our diverse students, faculty, and staff
- Multicultural and women's centers
- A welcoming, convenient, and centralized student advising center
- Commuter center with commuter-appropriate programming
- Expanded health and well-being venues, as well as activities that attract the participation and enhance the quality of life of surrounding communities
- A master plan with provisions for a new "signature" structure, such as a bell tower

### *Vibrant University Villages Priorities*

A lively, vibrant and sustainable University Village at each campus incorporates facilities and activities that promote the quality of life and well being of students, faculty, and staff, as well as the surrounding communities. (Mandate 4)

Outcomes: *We enliven our campuses by*

*Expanding programs and activities beyond the classroom and laboratory*

*Enhancing indoor and outdoor space for teaching and learning*

*Enriching opportunities for social networking*

To improve *Student Life*, the University will pay particular attention to student needs "24/7"

- Increase the enrollment of students living on the Hayward campus to create a "critical mass" to support a wider range of co-curricular activity
- Increase the level of support activities at the Concord campus for day and evening students

In support of Cal State East Bay's *Learning Communities*, the University will

- Provide teaching, learning and professional development facilities with state-of-the-art technology
- Design facilities and spaces for learning, social interaction and community-building
- Plan instructional and support facilities to meet projected academic and enrollment needs

*Learning Communities* can be virtual as well as spatial. The University will fully support

- Cal State East Bay Online – an administrative unit that coordinates academic programs and a full array of support services for students who enroll exclusively online

## DIVERSITY MANDATES

### UNIVERSITY VILLAGES:

The concept of "vibrant villages" relates to how well our campus *structures* and *infrastructures* as well as our community connections meet the needs of all university citizens regardless of status (students, faculty, staff and administration), position, gender, race or ethnicity.

### *Physical Spaces*

- Significantly expand the variety (specifically ethnic foods) and locations of eating places on campus, including cafes and coffee kiosks to promote socialization and interaction of students with faculty and faculty with each other and with staff
- Creation of Student Centers on campus (Multicultural, Women's, First-Year Students)
- An International House placed within our Pioneer Heights Housing Village, as opposed to its present isolated location on Carlos Bee Blvd
- Making campus accessibility a University priority – public transit village; enhancement of free transportation to and from campus

### *Scheduling & Community Connections*

- Alteration of traditional Mon-Fri teaching modules to open one hour in the middle of each day in which *no* classes would be scheduled. This would provide a common free period ("University Hour") during which campus cultural activities would be staged
- Make some aspect of "community service work" a university requirement
- A well-publicized, frequently updated Master Calendar of campus & community events

### *Circulation of Information*

- A significantly better student newspaper published more frequently
- Have *everyone* at the University take an on-line multicultural class (like the mandatory Sexual Harassment tutorial)
- There is a need for a campus performing arts center;
- There is a need for a diversity center;

## UNIVERSITY MANDATES & ACTION PRIORITIES

## DIVERSITY MANDATES

### EFFICIENT AND ACCOUNTABLE MANDATES

*An efficient, well-run university with a culture of accountability. Create, sustain, and reward a culture of excellence, efficiency, accountability, and continuous quality improvement — "a university that works" — as a requirement for survival as well as the foundation for growth and future success*

- Streamline all business processes and procedures to provide fast, flexible, friendly service.
- Implement a business model ensuring financial stability and sustainability.
- Deliver consistent, reliable, responsive enrollment and student services from recruitment and admissions to advising, mentoring, retention, career development, and beyond.
- Restore and maintain a physical plant that is consistently attractive, clean, safe, easily accessible, and green.
- Improve transportation and physical access — to, from, and on campus.
- Update information systems and infrastructure.
- Properly train, develop, equip, and compensate all employees.
- Reward professionalism, competency, and earnest customer-service.
- Insist upon accountability and transparency.

### *Culture of Accountability Priorities*

Cal State East Bay appreciates the importance of being an efficient, well-run university with a culture of accountability. (Mandate 7)

Outcomes: *We become more accountable through*

- *Making and implementing decisions based on data analysis*
- *Increasing customer satisfaction*

To be more effective in *Decision-Making*, the University will construct

- Data warehouse and user-friendly reports for financial and student data
- University “dashboard” showing key indicators

### *Information Infrastructure*

Outcomes: *We manage our information technology by*

- *Maintaining currency and reliability of information infrastructure*
- *Enhancing anywhere/ anytime access to services and support for students and faculty*

To better manage *Information Technology*, the University will pay more attention to

- Self-service
- Online services and access
- Life cycle management

### *Financial Stability*

Outcomes: *We improve our financial strength by*

- *Monitoring expenditure rates and financial ratios*
- *Achieving a balanced budget*

To attain *Financial Stability*, the University will

### EFFICIENT UNIVERSITY

#### *Disclosure of Donations*

#### *Full Disclosure of Application, Retention and Graduation*

- Retention and graduation rates, disaggregated by all diversity categories need to be prominently displayed on the web by major.
- Full disclosure of all faculty, staff, and student retention figures on an annual basis by diversity categories including reasons of leaving the university.

#### *Human to Human Communication and Web Communication*

- Quality of technology systems: Web must be designed well, work efficiently, and updated regularly so students will use it.
- Web must reflect all the activities/information that are/is needed and adapted to diverse cultures.
- There should be an easily-reached human contact when Web information is not sufficient for students, faculty and staff.

#### *On-Going, Assessable Multicultural Education for Faculty and Staff*

- Adapt a definition and set of indicators for what constitutes multicultural learning for students, faculty and staff.
- Provide access to all university resources for students with disabilities.

#### *Advising and Mentoring*

- Ensure faculty and staff university-wide can be aware of the many resources, rules, exceptional programs that may be important to students—help students solve problems, answer questions correctly, quickly, efficiently.
- Faculty teaching gateway courses must be given a more thorough orientation about the University Student Support services—so instructors will know how to advise and direct students in need of support services

#### *On Going Assessment and Accountability for Assigned Improvements*

- Assess all aspects of campus climate and use the assessments for designated and continuous improvements.

#### *Be Committed to Change ~ Multicultural Learning for All*

- Replicate CSUEB programs and processes that work across campus (e.g. PACE program which targets adult learners). Reward units for discarding “sacred cows” and embracing new, inclusive business practices.
- Clearly define a system of standards and communication styles that represent the university’s mission and values and hold faculty and staff accountable to those.

#### *Distinctive Accountability and Transparency*

UNIVERSITY MANDATES & ACTION PRIORITIES	DIVERSITY MANDATES
<ul style="list-style-type: none"> <li>▪ Project and balance enrollments, revenues and expenditures</li> <li>▪ Provide assistance with financial management at the unit level</li> <li>▪ Complete capital outlay programs</li> <li>▪ Conduct a comprehensive fundraising campaign in support of the Strategic Plan</li> </ul> <p><b><i>Administrative Efficiency</i></b>  <i>Outcomes: We increase our efficiency and effectiveness by</i>  <i>Reducing elapsed processing times</i>  <i>Reducing expenditure per transaction</i>  <i>Increasing customer satisfaction</i>  <i>Improving space utilization</i></p> <p>To achieve greater <i>Administrative Efficiency</i>, the University will pay more attention to</p> <ul style="list-style-type: none"> <li>▪ Streamlining work flows</li> <li>▪ Maintaining appropriate staffing</li> <li>▪ Providing timely orientation and training for new and continuing employees</li> <li>▪ Leveraging the capabilities of administrative systems</li> <li>▪ Improving space utilization</li> <li>▪ Maintaining business continuity plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conduct on-going assessment of all levels of diversity including academic programs, campus climate, and support services, advising mentoring, decision-making, etc. Use these assessment results to make informed decisions and designated improvements</li> </ul>
<p><b>QUEST FOR DISTINCTION MANDATES</b>  <i>A quest for distinction realized. Identify, develop, cultivate, and invest in the programs, features, and aspects of a CSUEB education we wish to be known for, and we must promote them consistently and creatively.</i></p> <ul style="list-style-type: none"> <li>▪ Invest more in faculty excellence, by which the quality of a CSUEB education is often judged.</li> <li>▪ Ensure all constituents, internally and externally, are "on message" and know why to choose CSUEB and what differentiates CSUEB from other choices— a critical competitive matter.</li> <li>▪ Plan, act, and communicate to all constituents with clarity and precision about CSUEB "target markets."</li> <li>▪ Make strategic decisions about which programs to invest in, build reputation upon, and promote, guided by our mission and our "place" in the region and the marketplace.</li> <li>▪ Aggressively and strategically promote faculty quality and engagement in regional issues, as well as key programs and outcomes (alumni success stories).</li> <li>▪ Build reputation and affinity regionally by responding to community needs with distinctive new programs, but be prepared for "start-up investments" and strong promotion.</li> <li>▪ Reinforce and promote our Freshman Learning Communities, which are garnering a national reputation.</li> <li>▪ Do "a better job of getting the word out," with more advertising, marketing, publicity, and outreach to/involvement in schools — with CSUEB information available "in all schools."</li> </ul>	<p><b>DISTINCTION</b>  <i>Envision a world class and distinct university that serve our diverse, multiracial and multicultural populations better and more uniquely than any other university in the nation. To serve as a centre of diversity excellence, be a unique, distinctive and outstanding university where everyone feels valued, special and learns/benefits from. Excel in multiple dimensions that criss-crosses <b>all other mandates</b>. E.g. we cannot be outstanding if we do not provide truly unique multicultural and inclusive experiences for our diverse students, staff and faculty; feature excellence in our academic programs; have developed strategies that boost our enrollment growth; have developed enviable and vibrant cross-cultural university villages; have highly efficient, honest and reliable staff that are accountable for what they do daily; and feature excellent regional collaboration, interaction and stewardship with our community and businesses. In short, our uniqueness will be judged by how well we shine and excel in all other mandates.</i></p> <p><b><i>Distinctive Existing Exemplars</i></b></p> <ul style="list-style-type: none"> <li>▪ Our cluster program for freshmen – we welcome students of all backgrounds to a take together as a cohort courses</li> <li>▪ Outstanding Student Services in PACE, EXCEL, SCAA,</li> <li>▪ Student Clubs/Associations, Freshman Convocation and Outreach Programs.</li> <li>▪ Established International House with its multitude of events and opportunities for cross-cultural interactions.</li> <li>▪ Improving Campus Physical Environment with fresh building paintings, campus signage and environmentally friendly landscaping.</li> <li>▪ Campus Events that involve students, staff, faculty and the community around us (Science Festival, Al Fresco, American Language Program).</li> <li>▪ Guest Speakers bring to campus experiences, skills, expertise variety of disciplines.</li> </ul>

## UNIVERSITY MANDATES & ACTION PRIORITIES

- Invest in and build a reputation for information and technology literacy, online learning, and learning technologies.

### REGIONAL STEWARDSHIP MANDATES

*A university of choice through regional stewardship. Our goal is to be widely recognized as the East Bay's "own CSU" and the region's high-access public university of choice by building visibility, affinity, and support through greatly increased community and regional service, engagement, and leadership.*

- Regional engagement and stewardship defines our role and relationships with the communities of the East Bay.
- Regional stewardship is consistent with our mission, vision, values statement
- Recognize, capitalize upon, and deliver on CSUEB's natural regional role (stewardship) as the key to its reputation and distinctiveness — "Make our name real."
- Reflect our regional stewardship role and commitment with innovative leadership, research, grants, contracts, and specializations (e.g., an East Bay urban institute)
- Influence the quality of life and futures of the communities we serve by our programs and activities.
- Nurture our host-city relationships including Hayward, Oakland, and Concord.
- Strengthen our position with stronger reciprocal relationships with local and regional business/ industrial, educational, professional, social/social service, arts and cultural organizations

### Regional Stewardship Priorities

Cal State East Bay aspires to be a university of choice and distinction through regional stewardship. (Mandates 5 and 6)

Outcomes: We express our regional leadership by

*Understanding the social, economic, and political dynamics of the east bay*

*Monitoring the workforce and economic development in the east bay*

*Engaging university leadership, faculty, staff and students in regional initiatives*

To strengthen *Engagement with Communities* the University will

- Take a proactive role in regional planning and development
- Engage with the East Bay community regarding the importance of higher education to the future workforce
- Motivate families to support students in preparing for careers that require higher education
- Support professional degrees, certificates and other continuing education programs, particularly at the Oakland Professional Development and Conference Center

## DIVERSITY MANDATES

### REGIONAL STEWARDSHIP

#### *Valuing Community Expertise*

- Parents & communities are the primary knowledge base of how to serve diverse and multiethnic populations and meet regional needs.
- Fully inclusive multiethnic parental participation in student education, college readiness, and persistence is vital to student success. Meeting parental information & education needs serves students.
- Establish partnerships and networks throughout multiethnic communities, with community and business leaders to market our excellent programs and the strengths of our diverse graduates. Strategically targeting businesses with diversity programs and a commitment to inclusive excellence.
- Establish cross collaboration – with PK-12, Community Colleges, Colleges, and Universities in programs, courses, faculty and research to seek, share and adopt successful models of inclusive excellence.

#### *Listen & Learn*

- The University learns from multiethnic parents & communities especially how to help parents help their students.
- We (the University) do not know what we don't know. We learn how to best serve diverse multiethnic populations through outreach & community involvement.

#### *Hospitality & Outreach*

- Hospitality to parents & communities – hosting events on campus & in communities w/ food, education, & information.
- Use of current students, parents, & alumni in outreach & education to communities. Expert advice regarding college from faces/voices of communities themselves. Peer to peer student outreach; parent to parent outreach; alumni to community outreach.
- Establish partnerships and networks between CSUEB colleges, disciplinary departments and PK-12 districts, communities & industry.

#### *Distinctive Partnerships and Regional Stewardship*

- Establish partnerships and network with our community and businesses to advertise our excellent programs for the benefit of our students once they graduate.
- Establish cross collaboration – with UC & Stanford in programs, courses, faculty and research; we can benefit from what others have done on diversity; to seek models of success examining/adopting good indicators, elements, systems, examples and policies.
- We the University do not know what we don't know – we learn through outreach and community involvement.
- Hospitality to parents and communities on campus hosting education, information, food and other social activities.