

## Final Diversity Symposium Sorting with Strategic Plan Summary

| UNIVERSITY MANDATES & ACTION PRIORITIES  | DIVERSITY MANDATES  |
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| <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><u>Outcomes:</u> <i>We accomplish our mission through</i></p> <ul style="list-style-type: none"> <li><i>Student academic success</i></li> <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>• Educating students for effective participation in a multicultural and global society</li> <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 : Structural, Student Life, Curricular, Outreach and Campus Life.</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</b></p> <p><i>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. (Mandate 1)</i></p> <p><u>Outcomes:</u> <i>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> </ul> | <p><b>ACADEMIC QUALITY</b></p> <p><b>INSURE THAT:</b></p> <ul style="list-style-type: none"> <li>▪ Quality is inextricably linked to diversity and inclusiveness.</li> <li>▪ Administrators and faculty are accountable for providing high academic quality accessible to <b>all</b> students (inclusive excellence).</li> <li>▪ Diversity and multiculturalism are integrated throughout the academic experience.</li> <li>▪ Diversity is a mark of excellence identified with CSUEB</li> </ul> <p><b>Focus on the Student</b></p> <ul style="list-style-type: none"> <li>▪ Provide resources for support services to assure the success of diverse students</li> <li>▪ Provide peer mentoring and advising</li> <li>▪ Respect and take pride in the diverse nature of the students we serve.</li> </ul> <p><b>Curricular Issues</b></p> <ul style="list-style-type: none"> <li>▪ Improve and modify gateway courses to meet the needs of diverse students.</li> <li>▪ Insure that faculty assigned to gateway courses are excellent communicators who understand our students.</li> <li>▪ Build an understanding of diversity and social justice into the curriculum of all departments</li> </ul> <p><b>Insure that faculty:</b></p> <ul style="list-style-type: none"> <li>▪ tailor pedagogic approaches to accommodate diverse learning styles.</li> <li>▪ become more familiar with our students' backgrounds, i.e., varied economic</li> </ul> |

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| <ul style="list-style-type: none"> <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>backgrounds, academic preparation, ethnicity, religious affiliations and sexual orientation.</p> <ul style="list-style-type: none"> <li>▪ reflect the diversity of the student populations.</li> <li>▪ hold expectations of students that are clearly delineated in learning outcomes aligned to the assessment measures to be utilized.</li> </ul>  |
| <p><b>INCLUSIVE CAMPUS CLIMATE</b><br/> <i>An inclusive campus climate values students, faculty, and staff, and fosters multicultural learning and competence. (Mandate 3)</i></p> <p><i>Outcomes: We strengthen our learning communities by</i><br/> <i>Broadening student engagement</i><br/> <i>Increasing faculty and staff satisfaction and reducing unintended turnover</i><br/> <i>Providing a welcoming environment that engages all students, faculty and staff</i></p> <p>To enhance Cal State East Bay’s <i>Inclusiveness</i>, the University will place more attention on</p> <ul style="list-style-type: none"> <li>• Recognizing how the multicultural background of our students and faculty enriches the learning environment</li> <li>• Preparing and implementing a university-wide diversity action plan</li> <li>• Engaging students in active learning beyond the classroom</li> <li>• Widespread communications, consultation and transparency in University decision-making</li> </ul> <p>Commitments to <i>Sustaining Faculty</i> and <i>Supporting Staff</i> will involve</p> <ul style="list-style-type: none"> <li>• Increasing the proportion and diversity of tenured and tenure-track faculty</li> <li>• Providing professional development for faculty and staff</li> <li>• Enhancing the quality of work life</li> </ul> | <p><b>CAMPUS CLIMATE</b><br/> <i>An inclusive campus climate values students, faculty and staff, and fosters multicultural learning and competence.</i></p> <p><b>Personnel Issues</b></p> <ul style="list-style-type: none"> <li>▪ Establish an office of diversity and multicultural affairs with a chief diversity officer and a staff to plan, guide and expand diversity initiatives on campus;</li> <li>▪ Hold all division heads responsible for ensuring that diversity and multicultural issues are at the center of all planning and decision making impacting the campus, curriculum and programs;</li> <li>▪ Ensure that all personnel, from the top to the bottom of the administrative and academic structure of the university, are adequately trained and educated in terms of diversity and multicultural competence.</li> </ul> <p><b>Communication Issues</b></p> <ul style="list-style-type: none"> <li>▪ Increase channels of communication between ethnic/racial/gay-lesbian-transgender groups on campus;</li> <li>▪ Mandate that all divisions of the university strive to create a culture of inclusion in their spheres of influence;</li> <li>▪ Establish a student life hour in the middle of the university day</li> </ul> <p><b>Community Connections</b></p> <ul style="list-style-type: none"> <li>▪ Host a farmers market in the Fall and Spring Quarters;</li> <li>▪ Invite ethnic communities to host more of their events on campus</li> </ul> <p><b>Healthy Campus Culture</b></p> <ul style="list-style-type: none"> <li>▪ Openly study and acknowledge the existence of fear, racism, sexism, ageism, and homophobia and their impact on learning and life on campus;</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>▪ Develop a strategy to eliminate fear and intimidation of junior faculty, especially faculty of color, and gay, lesbian and transgender faculty, staff and students by dominant populations and populations in authority;</li> <li>▪ Create a culture of integration that embraces diversity;</li> <li>▪ Establish a student life hour;</li> <li>▪ Preserve traditions that foster inclusion and create new traditions that will bring people together;</li> <li>▪ Establish a new community service course;</li> <li>▪ Reduce/eliminate silos on campus that confuse students and detract from inclusiveness; lack of cross pollination between colleges and departments, and the artificial separation between Academic affairs and Student affairs.</li> </ul>  |
| <p><b>STUDENT ACCESS AND SUCCESS</b><br/> <i>Strong growth and full enrollment involves personalized learning and expanding access for students from all backgrounds. (Mandate 2)</i></p> <p><i>Outcomes: We monitor student access and success by</i><br/> <i>Augmenting enrollment for students of diverse backgrounds</i><br/> <i>Increasing retention and graduation rates</i><br/> <i>Expanding access to instructional resources and support services</i><br/> <i>Enhancing student satisfaction</i></p> <p><i>Enrollment Growth</i> depends on initiatives that</p> <ul style="list-style-type: none"> <li>• Serve more freshmen in residential communities, particularly at the Hayward campus</li> <li>• Improve transfer mechanism for community college students</li> <li>• Enhance post-baccalaureate, graduate and certificate programs, particularly in high-demand, applied fields such as teaching and health care</li> </ul> <p>To ensure <i>Student Success</i>, the university will</p> <ul style="list-style-type: none"> <li>• Improve retention and degree-completion rates, recognizing that students from different backgrounds require different kinds of support</li> <li>• Provide comprehensive advising</li> <li>• Offer academic support for students who need particular assistance</li> <li>• 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</li> <li>• 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</li> </ul> | <p><b>ENROLLMENT GROWTH ISSUES</b></p> <ul style="list-style-type: none"> <li>▪ Take a strategic approach to enrollment development, recruitment and growth that reaches out to students and families from traditionally under-served communities</li> <li>▪ Connect student access to success</li> <li>▪ Focus on retaining students who are recruited by the university;</li> <li>▪ Maintain a high standard of academic quality while maintaining growth</li> </ul> <p><b>Gateway Courses</b></p> <ul style="list-style-type: none"> <li>▪ Develop a cadre of gateway specialists to teach gateway courses to students who may be academically challenged. Add “shadow” courses for these students.</li> </ul> <p><b>Close the Divide</b></p> <ul style="list-style-type: none"> <li>▪ Align teaching and learning styles as well as faculty appreciation of student backgrounds.</li> </ul> <p><b>Distinctive Support for Students</b></p> <ul style="list-style-type: none"> <li>▪ Enhance existing programs and services that are available to students such as UAC, PACE, EXCEL, and EOP. Funding should increase as enrollment grows.</li> </ul> |
| <p><b>VIBRANT UNIVERSITY VILLAGES</b><br/> <i>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)</i></p>   | <p><b>UNIVERSITY VILLAGES:</b><br/> <i>The concept of “vibrant university villages” relates to how well our campus <u>structures</u> and <u>infrastructures</u> as well as our community connections meet the needs of all university citizens regardless of status (students, faculty, staff and administration), position, gender, race, age or ethnicity.</i></p>   |

*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 among students and faculty*

To improve *Student Life*, the University will pay particular attention to student needs

- Celebrate ethnic, racial, and cultural traditions from around the world
- 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 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

**CULTURE OF ACCOUNTABILITY**

*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 rooted in our institutional values and 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

**Physical Spaces**

- Expand the variety and locations of eating places on campus (specifically featuring ethnic foods), including cafes and/or coffee kiosks to promote socialization and interaction of students with faculty, and faculty with each other and with staff.
- Create student centers on campus (Multicultural, Women’s, and for Transfer Students)
- Build a performing arts center near the center of campus
- Place the International House in the Pioneer Heights Student Housing complex
- Make campus accessibility a university priority: Enhance public transportation alternatives; provide more frequent direct shuttle service to BART

**Scheduling & Community Connections**

- Alter our traditional Mon-Fri teaching modules to open up a “University Hour” in the middle of each day -- a common free period when no classes would be taught -- during which campus-wide or unit-specific cultural activities would be staged
- Make some aspect of “community service work” a university requirement

**Circulation of Information**

- Publish a significantly better and more frequent student newspaper
- Have everyone at the University take an on-line multicultural class (like the mandatory Sexual Harassment tutorial)

**EFFICIENT UNIVERSITY**

**Disclosure of Donations**

- Communicate to the campus, alumni and friends existing and proposed funding opportunities that benefit diverse faculty and student populations ( e.g., African American Faculty and Staff Scholarship fund, Renaissance Scholars Program. Faculty chair in Sikh and Punjabi Studies, et. al)

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

- Display prominently on the Web retention and graduation rates by major disaggregated by all diversity categories.
- Disclose faculty, staff, and student retention figures on an annual basis by diversity categories, including, when known, reasons for leaving the university.

**Human to Human Communication and Web Communication**

- Ensure that the university Web presence is well designed, works efficiently, and is updated regularly so it is as useful as possible to students.
- Provide an easily-reached human contact for students, faculty and staff when they are unable to find the information they need on the university Web presence.

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

- 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

- Project and balance enrollments, revenues and expenditures
- Provide assistance with financial management at the unit level
- Complete capital outlay programs
- Conduct a comprehensive fundraising campaign in support of the Strategic Plan

**Administrative Efficiency**

*Outcomes: We increase our efficiency and effectiveness by  
Reducing elapsed processing times  
Reducing expenditure per transaction  
Increasing customer satisfaction  
Improving space utilization*

To achieve greater *Administrative Efficiency*, the University will pay more attention to

- Streamlining work flows
- Maintaining appropriate staffing
- Providing timely orientation and training for new and continuing employees
- Leveraging the capabilities of administrative systems
- Improving space utilization
- Maintaining business continuity plans

- 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**

- Make faculty and staff university-wide aware of resources and programs that may help students solve problems and receive answers to their questions more efficiently.
- Provide a more thorough orientation about University Student Support services to faculty teaching gateway courses so students can receive more timely support.

**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 proven programs and processes that work across campus and reward units for embracing inclusive business practices.

**Distinctive Accountability and Transparency**

- Conduct on-going assessment of all levels of diversity including academic programs, campus climate, support services, advising and mentoring, decision-making, etc.; use these assessment results to make informed decisions and focused improvements.

**QUEST FOR DISTINCTION MANDATES**

*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.*

- Invest more in faculty excellence, by which the quality of a CSUEB education is often judged.
- 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.
- Plan, act, and communicate to all constituents with clarity and precision about CSUEB "target markets."
- 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.
- Aggressively and strategically promote faculty quality and engagement in regional issues, as well as key programs and outcomes (alumni success stories).
- Build reputation and affinity regionally by responding to community needs with

**DISTINCTION**

*Envision a world class and distinct university that serves our diverse, multiracial and multicultural populations better and more uniquely than any other university in the nation: a unique, distinctive and outstanding university that serves as a centre of diversity excellence, where everyone feels valued, special and learns/ benefits from the learning experiences they encounter here.*

*Excellence must be construed in multiple dimensions that crisscross all other mandates. For example, we cannot be outstanding if we do not provide truly unique multicultural and inclusive experiences for our diverse students, staff and faculty; if we do not feature excellence in our academic programs; if we have not developed strategies that boost our enrollment growth; if we fail to develop enviable and vibrant cross-cultural university villages; if we do not employ highly efficient, honest and reliable staff that are accountable for what they do daily; and if we fail to feature excellent regional collaboration, interaction and stewardship with our community and businesses.*

**Distinctive Existing Exemplars**

- Our cluster program for freshmen – we welcome students of all backgrounds to take courses together as a cohort;

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| <p>distinctive new programs, but be prepared for "start-up investments" and strong promotion.</p> <ul style="list-style-type: none"> <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> <li>▪ Invest in and build a reputation for information and technology literacy, online learning, and learning technologies.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Outstanding Student Services in PACE, EXCEL, SCAA, and others;</li> <li>▪ Student Clubs/Associations, Freshman Convocation and Outreach Programs;</li> <li>▪ International House with its multitude of events and opportunities for cross-cultural interactions;</li> <li>▪ An improved 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 (for example Science Festival, Al Fresco, American Language Program, et al);</li> <li>▪ An increase in the numbers and occurrences of diverse guest speakers and prominent alumni who speak on campus to share their experiences, skills, and expertise in a variety of disciplines;</li> <li>▪ Improved campus awareness of its <i>Points of Pride</i> and increased diversity among its listings.</li> </ul>  |
| <p><b>REGIONAL STEWARDSHIP</b></p> <p><i>Cal State East Bay aspires to be a university of choice and distinction through regional stewardship. (Mandates 5 and 6)</i></p> <p><i>Outcomes: We express our regional leadership by</i></p> <ul style="list-style-type: none"> <li><i>Understanding the social, economic, and political dynamics of the East Bay</i></li> <li><i>Monitoring the workforce and economic development in the East Bay</i></li> <li><i>Engaging university leadership, faculty, staff and students in regional initiatives and vice versa</i></li> </ul> <p>To strengthen <i>Engagement with Communities</i> the University will</p> <ul style="list-style-type: none"> <li>• Take a proactive role in regional planning and development</li> <li>• Engage with the East Bay community regarding the importance of higher education to the future workforce</li> <li>• Motivate families to support students in preparing for careers that require higher education</li> <li>• Expand early outreach programs, esp. to encourage college preparation</li> <li>• Support professional degrees, certificates and other continuing education programs, esp. at the Oakland Professional Development and Conference Center</li> </ul> | <p><b>REGIONAL STEWARDSHIP</b></p> <p><b><i>Valuing Community Expertise</i></b></p> <ul style="list-style-type: none"> <li>▪ Establish partnerships and networks throughout multiethnic communities, and with community and business leaders to market our excellent programs and the strengths of our diverse graduates. Strategically target businesses with diversity programs and a commitment to inclusive excellence like PG&amp;E, and companies that have a strong diversity orientation, and foundations with diversity objectives.</li> </ul> <p><b><i>Listen &amp; Learn</i></b></p> <ul style="list-style-type: none"> <li>▪ The University learns from multiethnic parents &amp; communities especially how to help parents help their students.</li> <li>▪ We (the University) do not know what we don't know. We learn how to best serve diverse multiethnic populations through outreach &amp; community involvement.</li> </ul> <p><b><i>Hospitality &amp; Outreach</i></b></p> <ul style="list-style-type: none"> <li>▪ Provide hospitality to parents &amp; communities – hosting events on campus and in communities with food, education, and information.</li> <li>▪ Make use of current students, parents, and alumni in outreach and education to communities. Give expert advice regarding college from faces/voices of communities themselves. Provide peer to peer student outreach; parent to parent outreach; alumni to community outreach.</li> <li>▪ Establish partnerships and networks between CSUEB colleges, disciplinary departments and PK-12 districts, communities &amp; industry.</li> </ul> <p><b><i>Distinctive Partnerships and Regional Stewardship</i></b></p> <ul style="list-style-type: none"> <li>▪ Invite diverse business partners to participate at campus events (e.g., Latino Educational Summit, African American Educational Summit, Career Fair, et al.)</li> </ul> |