

Strategic Planning for Inclusive Excellence at CSUEB

Gap Analysis

September 2008

This gap analysis is intended to inform the six (6) divisions of the University as they revise their goals and implementation strategies to include a focus on diversity. What follows is a synopsis of the methodology and a review of how the university, to date, plans to meet the University's seven diversity-related mandates. You will see initial division~ diversity plans that are substantive first drafts. Also you will see that there are significant gaps between what was called for during the two all-campus Diversity meetings and the divisions' current commitments.

Methodology

The Faculty Development and Equity Committee (FDEC), working closely with the University community, hosted two all-campus meetings of faculty, staff and administrators with an attendance of over 120 participants at each. The March 14, 2008 Diversity Symposium featured Damon Williams, Asst. Vice Provost for Multicultural and International Affairs (UConn) as our speaker and concluding responder to the small group process that resulted in an out-pouring of ideas and strategies for making CSUEB a truly multicultural learning experience of inclusive excellence. These ideas were sorted and aligned to the University's seven mandates by an expanded Faculty Diversity and Equity Committee (FDEC) that included representatives from all the University Divisions. On May 29, 2008, the CSUEB community again convened, and this time with a focus on each Division developing strategic goals and implementation plans to address the University's diversity related mandates. This gap analysis is based on the plans that emerged from the May 29th Diversity Forum.

We cut and pasted each of the plans to align with the seven university diversity related mandates. The purpose was to see who was committing to what areas and what areas were overlooked. This view allows for the readers to do their own gap analysis as well. Those areas addressed are highlighted in color and those areas unaddressed remain plain.

Three Caveats:

1. A highlighted diversity mandate denotes only that one or more of the divisions included it, not a qualitative judgment regarding how well it did so.
2. The listing of unaddressed areas is not to suggest that all of areas should be selected for inclusion in plans .
3. Division plans for a particular area may have been inadvertently mis-coded or left out. Please correct us. **In fact, the hard copy handed out on Sept 4 left out revisions to the summary page for 5 of the mandates. These changes can be provided upon request.**

Please use this gap analysis to inform the next round of revisions. Your revisions are due **to Arthurlene Towner by November 1.** After receiving the revised plans members of the FDEC will prepare a full draft Diversity Strategic Plan, and circulate it for comment from all Divisions and the Academic Senate.

Academic Quality

Academic Quality received the most attention by the divisions. There were only 2 areas that were not addressed by one or more divisions:

- *Quality should be inextricably linked to diversity and inclusiveness.*
- *Administrators and faculty should be accountable for providing high academic quality accessible to all students.*

In almost every case, the divisions need to complete or revise their plans to reflect specific do-able and accountable statements including the desired outcomes, action steps, and evidence of success, responsible parties and timeline.

Inclusive Campus Climate

This mandate received the second highest interest by the divisions. There were 5 areas left unaddressed:

- *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.*
- *Host a farmers market in the Fall and Spring Quarters.*
- *Invite ethnic communities to host more of their events on campus.*
- *Preserve traditions that foster inclusion and create new traditions that will bring people together.*
- *Establish a new community service.*

In almost every case, the divisions need to complete or revise their plans to reflect specific do-able and accountable statements including the desired outcomes, action steps, and evidence of success, responsible parties and timelines. For example some divisions list important goals, but list nothing in terms of outcome, evidence of success or time-lines. Other divisions have filled in areas but have done so in general terms that are not operational or accountable.

Vibrant University Village

The Concord Campus Division and Student Affairs responded to this mandate. The major issues left unaddressed include:

- *Create student centers on campus: Multicultural; Women's; Transfer students.*
- *Build a performing arts center on campus.*
- *Place the International House in the Pioneer Heights Housing complex.*
- *Make campus accessibility a university priority: Enhancement of public transportation alternatives; more frequent direct shuttle service to BART.*
- *Alter our traditional Mon-Friday teaching modules to open up a University Hour in the middle of each day.*
- *Host a weekly Farmers Market in Fall and Spring Quarters.*
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- *Make some aspect of "community service work" a university requirement.*
- *A significantly better student newspaper published more frequently*
- *Have everyone enroll in a University take on on-line multicultural class (similar to the mandatory Sexual Harassment tutorial).*

- *Create Performing Arts Center.*

The division plans presented are more specific and can be revised to ensure do-able and accountable statements including the desired outcomes, action steps, and evidence of success, responsible parties and timelines

Student Access and Success

The divisions of Planning and Enrollment Management, Services, Student Affairs, College of Science and Information Technology addressed the Diversity mandates. Areas unaddressed include:

- *Connecting students' access to success.*
- *Maintain a high standard of academic quality while maintaining growth.*
- *Develop a cadre of gateway specialists to teach gateway courses to students who may be academically challenged. Add "shadow" courses for these students.*
- *Align teaching and learning styles as well as faculty appreciation of student backgrounds.*

The division plans presented are more specific and can be revised to ensure do-able and accountable statements including the desired outcomes, action steps, and evidence of success, responsible parties and timelines

Culture of Accountability/Efficient University

Only 3 areas were addressed by 3 divisions: Student Affairs, Advancement, and Administration and Finance. The areas not addressed include:

- *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 know reasons for leaving the university.*
- *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.*
- *Provide access to all university resources for students with disabilities,*
- *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.*
- *Assess all aspects of campus climate and use the assessments for designated and continuous improvements.*
- *Replicate proven programs and processes that work across campus and reward units for embracing inclusive business practices.*
- *Conduct on-going assessment of all levels of diversity including academic programs, campus, support services, advising and mentoring, decision-making, etc; use these assessment results to make informed decisions and focused improvements.*

The plans presented can be revised to ensure do-able and accountable statements including the desired outcomes, action steps, and evidence of success, responsible parties and timelines.

Regional Stewardship

University Advancement Division responded to 2 areas. The other 5 areas were left unaddressed *involving community partnerships, learning and listening, outreach, CSUEB partnerships and business partnerships*. Clearly more divisions need to assist with this mandate.

Quest for Distinction

The University Advancement Division responded to one area in this mandate. The other 7 areas were left unaddressed *involving our cluster program, outstanding student service programs, student clubs, International events, campus physical environment, campus events, and diverse guest speakers*.