### Initial Sorting & Alignment of Results from Diversity Symposium April 20, 2008

#### University Mandates & Action Priorities

**University Mission**

*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.*

**Outcomes:** We accomplish our mission through

- Alumni success, lifelong
- Employer satisfaction
- Community leadership

Cal State East Bay’s broadest responsibility as *One University* is to

- Support diverse students’ needs, with an emphasis on customer service
- Provide a parallel level of support for students at each of its spatial and virtual campuses

#### Multicultural Learning Experience

**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 three significant areas of university life across which a "multicultural learning experience" can be defined.

"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 Plan p.11)

**Structural Issues**

- Need consistent, unified model for entire campus to work from, a clear concept and message about the essence of CSUEB;
- Embedded structures and procedures that focus on diversity to guide in more effectively implementing our goals and values;
- Focus on integrating Faculty Affairs and Student Affairs; the current division is antiquated and is a barrier to effective service to students.

**Student life:**

- Appropriate infrastructural changes must be accomplished in order to promote a culture of integration including student acceptance, support systems, inclusivity, mediation, and encouragement in the production of leaders.
- Most importantly, these infrastructural changes should include a diversity center:
- And the creation of a web-based SIM university through which students can interact face-to-face and in virtual spaces.

**Curriculum**

- The purposeful creation of multicultural learning and curriculum integrating social justice principles.
- Multicultural curriculum involves required GE courses in multiculturalism
- As well as the inclusion of a multicultural requirement in the PTR dossiers of tenure track professors.
- Such a curriculum can only be created, maintained, and adapted through collaborative efforts across the curriculum.
- It is vital that such curriculum be required for graduation.
- It is also important that such curriculum offer course credit for involvement and attendance at off-campus cultural events.
- Recruit speakers for classes from the wider university community to discuss their backgrounds and experiences;
- Rework the curriculum and course syllabi to integrate diversity into the curriculum and make topics relevant to diverse groups;
- Explore shifting from traditional ways of teaching subject matter.
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<th>DIVERSITY MANDATES</th>
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**Outreach**
- CSUEB must increase engagement with the region and connections with local communities. This engagement must not be limited to marketing but also include significant community partnerships and networks, not the least of which include greater outreach to local high schools and bringing relevant cultural performers to campus.

**Campus Climate Issues**
- Reduce stress, work toward a goal of cooperation, a bonding concept of students, faculty and staff;
- Have quarterly off-campus events that allow sharing the campus together; in fall there is Al Fresco, but what about Winter and Spring?
- Celebrate holidays other than Christian holidays, i.e. Ramadan, Yom Kippur, Juneteenth, Cinco DeMayo;
- Need more cross-cultural activities-combining cultural celebrations, e.g. ethnic graduations.
- Invite the staff to participate in campus activities, not just to serve;
- Get faculty involved in attending student orientations and other events that welcome students to the university, this should not be seen as a student affairs activity only;
- Focus on making students feel more welcome and a part of the university;

**INCLUSIVE EXCELLENCE**

**Assuring Success for ALL students**
- Teaching our faculty to support, encourage and mentor
- Amount of faculty and staff
- University needs to catch up with the students.
- Tracking and mentoring students: having a sense of belonging within and to the University. Programs for students to foster ownership of campus.
- Encourage staff to take courses so they can learn more about what is happening on the campus.
- Consistently fostering all of the pathways to excellence (academics, student services and student life)
- Make sure our students know of the services available on campus and use them.
- Guide students toward support services
- Make sure students learn skills beyond the classroom including team skills, communication skills, ability to work in diverse communities.
- Lively discussions on how to involve “everyone” on every level to promote all our programs and services.
- Always promote the availability of our programs and services. Students tend to forget.
- Reach out to our working students perhaps by visiting courses to promote
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<tr>
<td>support services availability</td>
<td>Diverse faculty and staff role models for students to recognize.</td>
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<td>Peer Mentoring and Advising for students.</td>
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<td>Remedial support for students</td>
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<td>Transparency of the university systems for easier navigation.</td>
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<td>More time for faculty and advisors to pay more attention to individual students’ needs.</td>
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**Differences in Definitions Are Common**
- Many definitions, all from our different experiences and perspectives.
- Not well defined. Has a variety of meanings to people and they are not exclusive of each other.
- To be inclusive means more than to be tolerant, but to make positive efforts to reach out
- Diversity of thought, embracing differences
- Excellence: expanded meaning to be more culturally responsive and broader.
- No shared definition of inclusiveness

**Culture of Inclusion**
- Access by all to everything (degrees, clubs, resources)
- No matter what your position might be, open and friendly to everyone, promotion of acceptance
- Goal achievement without barriers being placed in the way by anyone
- Collective and shared versus exclusive and remedial
- Helping students feel the collective movement
- Expanding the definition of excellence to be more culturally responsive
- Inclusive and individual
- Diverse knowledge and perspectives
- Faculty and staff, as well as students
- Inclusive atmosphere embraced and respected
- Communicating school’s mission in the community
- Access to all and providing opportunities for our students. More opportunities for staff, faculty, administration and students to interact for increases awareness of offerings and services on campus.
- Inclusion-continuing forum and spaces for conversation with faculty and staff, also student forums.
- Reaches to thought; academic freedom; diverse ideas, ways of being.
- Everyone has access to everything, including opportunities.
- Inclusive: communal, collective versus isolated, segregated or excluded.
- Concern for creating an inclusive campus
- Being inclusive is systemic. Multiple groups/individuals must be involved for change to happen.
- Encouraging mentoring, social interaction
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<tr>
<td>Taking ownership of the University among students, faculty and staff</td>
<td>▪ Taking ownership of the University among students, faculty and staff</td>
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<td>Create more ways to engage across units, outside of role</td>
<td>▪ Create more ways to engage across units, outside of role</td>
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<td>More inclusive mechanisms beyond the current ones</td>
<td>▪ More inclusive mechanisms beyond the current ones</td>
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<tr>
<td>Focus on faculty, staff and administrators, as well as students</td>
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<td>Faculty and staff being more engaged in student activities. Students seeing faculty and staff in a different role outside of the classroom/office.</td>
<td>▪ Faculty and staff being more engaged in student activities. Students seeing faculty and staff in a different role outside of the classroom/office.</td>
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<tr>
<td>Diversity as a strategic distinction and mark of excellence for CSUEB</td>
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<tr>
<td>Integration of the faculty, staff and student experience</td>
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<td>Ensure that students, staff and faculty feel welcome in all areas of campus, student clubs, majors, campus offices, events, etc.</td>
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<tr>
<td>More diverse clubs and organizations to support students.</td>
<td>▪ More diverse clubs and organizations to support students.</td>
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<td>Diversity training, representative diversity and inclusivity of faculty, staff and administration.</td>
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<td>Staff/faculty co-mingling.</td>
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<tr>
<td>Define, develop, assess, re-develop and find processes to practice inclusive excellence.</td>
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Valuing Diverse Perspectives, Ways of Being and Learning

- Expectations more than just GPA, includes communication, group work, learning outside of the classroom
- Providing support for excellence
- Setting high standards and helping students reach them
- Letting everyone know they have a voice that is valued and embraced
- Recognizing accomplishments and building on them
- Valuing student’s qualities, skills and abilities and building on them: start where students’ strengths and work to guide them toward further development. Capitalize on strengths versus dwelling on weaknesses.
- Institutionalize diversity and ensure that the school is providing for diverse needs
- Create balance between how we approach diversity so that it reflects students’ needs
- Transforming students into the excellent people they can be
- Success by those who come from typically underrepresented groups.
- Having “standards” but also balancing with the excellence that students bring us.
- Valuing and teaching the students we have
- Honoring the skills and abilities of the students we have (traditional or non traditional) Recognize their needs and unusual qualities and potential contributions.
- Expand concepts of excellence outward. Inclusivity adopts multiple dimensions to reach new modes/genres/ways of envisioning higher education
- Expand on cluster programs, student services, vision of how students interact to achieve their educational goals
- More integration, communication: dedication to the process of understanding one another.
### Diversity Alignment

**UNIVERSITY MANDATES & ACTION PRIORITIES**

- Need to know other perspectives. We only know our own,
- Challenge our Eurocentric paradigms: We should stand back and take a look at how we can do things differently, after doing them the same way for so long,
- Transforming our underlying beliefs
- Rethinking of diversifying the notion of excellence
- Question underlying beliefs that prevent diversity.
- Challenge obstacles to diversity.

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<th>ACADEMIC QUALITY</th>
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<td>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.</td>
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<td>Invest in faculty quality by increasing the numbers of tenure-track faculty and improving the ratio of tenure-track and tenured faculty to lecturers.</td>
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<td>Preserve and strengthen our hallmark personalized teaching and learning environment, even as we grow.</td>
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<td>Support a sustainable structure for faculty curriculum development and research, scholarship, and creative activities that benefit teaching and learning.</td>
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<td>Encourage and reward faculty to serve a broader role, beyond the classroom, as career mentors and “launchers,” more fully meeting student expectations.</td>
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<td>Deliver on our &quot;Students First&quot; pledge: If we accept them, we must work to retain and support them all the way through graduation and beyond.</td>
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<td>Renew, expand, and support course development, and academic programs as required to remain relevant.</td>
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<td>Respond to evolving student and regional needs with innovative academic programming and internships</td>
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<td>Expand online and technology assisted programs, teaching, and learning.</td>
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**Outcomes:** We distinguish our academic quality through

| Student learning outcomes |
| Academic program review |
| University-wide and specialized accreditation |
| Recognition of outstanding programs |
| Recognition of faculty and students for research and creative |

**ACADEMIC QUALITY**

- Include issues of diversity and multiculturalism in an understanding of quality education;
- There can be no quality education without inclusiveness at its core;
- Make the principle of community inclusiveness core to our understanding of quality;
- Need a better understanding of how to define quality education;
- Need to get faculty to buy into a new definition of academic quality;
- Identify exemplars of academic excellence;
- Quality should be inextricably linked to diversity and inclusion;
- Our vision of inclusive excellence and high academic quality must be seen as linked;
- Hold administrators and faculty more accountable in moving toward an academic institution that links inclusive excellence with high academic quality?
- Develop an atmosphere of pride in the types of students we take into the university and how we transform them into models of excellence;
- Resolve the dilemma over improving the quality of the student admitted versus improving their quality before graduating them;
- Show greater pride in the transformative nature of our educational process at CSUEB;

**Focus on the student**

- Improve the quality of the students we admit;
- Treat students as if they are jewels;
- Teach students in a manner that will keep them engaged;
- Let students have fun, get them engaged;
- Nurture students;
- Focus on teaching successful students how to assist other students;
- Get students connected;
- Take pride in the kind of students we serve;
- More support services for students e.g.first time in their family exposed to university;
- Need a better early advising system for diverse students;
- Students need more peer counseling.
UNIVERSITY MANDATES & ACTION PRIORITIES

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<th>Contributions</th>
<th>Awards, grants, and contracts</th>
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<td>A <em>Cal State East Bay Education</em> builds core knowledge and skills</td>
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<td>- Reading, writing, speaking, quantitative reasoning, critical thinking, problem solving, and information competency</td>
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<td>- Teamwork with others of diverse backgrounds and a sense of personal and professional responsibility.</td>
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To strengthen its *Programs of Distinction*, the University will focus on

- Integrated general education for undergraduates
- Graduate education in applied fields
- Professional programs
- Teacher preparation and educational leadership
- Science, technology, engineering, and mathematics
- Global awareness and understanding
- Environmental awareness and sustainability
- Arts and culture

To advance *Inquiry and Knowledge*, the University will place more attention on

- Information infrastructure and library holdings, including online resources
- Support for scholarship and creative activity

To build a *Variety of Pedagogies*, the University will support innovative approaches to teaching and learning, including

- Problem- and inquiry-based learning, hands-on projects, field trips, and service learning through internships and other activities
- Student research and creative activity

**Curricular Issues**

- Build in understanding of diversity in the curriculum of all departments;
- Make gateway courses more user friendly for diverse students;
- Change curriculum to reflect best practices in teaching and engaging diverse students;
- More opportunities for students/faculty interaction about teaching learning strategies;
- Build into curriculum opportunities for “better students” to assist “marginal students;”
- Make science and math courses more user friendly for diverse student populations without watering down the courses;
- Develop a curriculum of engagement;
- Connect the curriculum to the real world or do a better job of demonstrating to students how curriculum relates to the real world;
- Provide clear expectations of requirements for students in each class (rubrics);
- Redesign gateway courses;
- Social justice issues should be included in the curriculum in all departments;
- Carefully crafted student outcomes should be central to curriculum in all departments;
- Curriculum should include diversity goals and ensure that courses like business and science include issues of social justice in the curriculum;
- Gateway courses should be designed to be more welcoming instead of bent perceived of a devises for weeding out students;

**Focus on faculty**

- Get faculty more involved in understanding what students want and need to learn;
- Unite faculty and students around an understanding of academic quality;
- Unite faculty and students in understanding of quality and excellence;
- Faculty should be models for student achievement;
- Need more faculty student interaction; faculty should make themselves more available outside the class and beyond office hours;
- Faculty should focus on analyzing characteristics of a successful student;
- Faculty need to speak with advisors and ask how we can identify course in math, science and communication for gateway courses;
- Faculty should discuss more with students their understanding of academic excellence;
- Faculty should more carefully craft student learning outcomes;
- Faculty should customize pedagogic approaches to learning;
- Faculty should be more aware of who students are in order to better teach them;
- Improve gateway courses to better meet needs of diverse students;
- Faculty expectations of student should be clearer;
- A better alignment of faculty/student expectations.
### Distinctive Academic Programs:
- Curriculum and pedagogies acknowledge, honor, and welcome diverse populations and their traditions and experiences, e.g., history, literature,
- Curriculum and course syllabi to integrate diversity and make topics relevant to diverse groups; in short, we need to explore major shifts in traditional teaching methodology.
- Degree programs that will be useful and attractive to a diverse population of students that equip them with the knowledge and skills they need to be leaders; in short, we need to define our product, the hallmark of a CSUEB graduate as global, open-minded thinkers coming from a very heterogeneous environment; strategic focus on what we teach and how we should teach a diverse student population
- Honor the skills, abilities and contributions of the students we have (both traditional and non-traditional); recognize their needs, unusual qualities and potential contributions.
- Set high standards & help students reach them by support, regular communication, group work, learning outside class, remove perceived barriers to good performance
- CSUEB Graduates will be distinctive leaders who they are: Multiculturally sensitive and competent as well as Socially responsible contributors in their communities.

### Campus Climate

#### Communication Issues
- Increase channels of communication between ethnic/racial groups;
- Make information on WEB more accessible and user friendly;
- Need a friendlier WEB site;
- Try to genuinely hear one another without judgment;
- Being open enough to ask the questions about what is needed/missing;
- Need well-publicized master colander.

#### Indicators of Healthy Culture
- More interaction between ethnic/racial groups;
- Create a culture of integration;
- Preserve traditions that foster inclusion and create new traditions that will bring people together;
- Free lunches once a month for all people to encourage ethnic/racial interaction;
- Create a new tradition for encouraging diversity;
- Faculty try harder to model “inclusivity.”
- Create an atmosphere of how to get to yes for students;
- Change pervasive culture on campus that is largely white, male and heterosexual;
- Create a culture of integration;
- Make people feel like they belong;
- Have a goal of making each marginalized group feel a part of the university community.
Diversity Mandates

- Establish a student life hour (no classes scheduled).
- Establish a community service course as a requirement.
- Welcoming and respectful atmosphere for students, community members, faculty and staff.
- Being accommodating as a campus.
- Being welcoming and encouraging to students.
- Reduce/eliminate silos on campus that confuse students and detract from inclusiveness: lack of cross pollination between departments and colleges.
- All of us should be welcoming to anyone that walks onto our campus. We are family and spend a lot of time here.
- Make the campus environment more welcoming and enjoyable.

Culture of Fear Issues

- Change practices that lead to fear in junior faculty to speak up because of concerns about being denied tenure.
- Various minority populations have been driven underground because of fear of retaliation by white majority.
- A tyranny of the majority drives minority populations underground and discourages participation in the life of the campus.
- Eliminate the tyranny of the majority by demonstrating support for, and honoring and protecting gay/lesbian, queer and married students.
- Need to eliminate the element of fear-fear of being different, or not getting tenure, etc.;
- Eliminate the fear that keeps us from adding our viewpoint to the discussion.

Planning and Accountability

- Faculty and 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.
- Need to change mentality of how to resent things regarding diversity.
- 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 focus on retaining the diversity we have creating a culture of integration; develop, on-going cultural education programs, events and interactions that provide an avenue to experience and share the live diversity.
- Institutionalizing a program that is fully engaged in diversity must be demonstrable in certain ways and is measurable; we need to seek excellence because of inclusion.

UNIVERSITY MANDATES & ACTION PRIORITIES

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 Alignment

**UNIVERSITY MANDATES & ACTION PRIORITIES**

- Diversity as our strength and a big advantage to the university - systemic inclusive activities with multiple groups; more integration, communication and dedication to the process of understanding one another.
- Preserving traditions that foster inclusion and creating new traditions that will bring diverse people together; that is, challenge our Eurocentric paradigms – it is time to focus on doing things differently!
- Our stand for inclusive excellence and multicultural learning, with free and open engagement with students of all cultures; our freshmen need to understand that our institution values diversity.
- Re-engineering ourselves to appeal to the cultures of the students we are seeking; we must demonstrate that diversity is a central feature of life at this university from day 1 for freshmen and transfer students.
- Quarterly campus events and outreach programs that allow sharing the campus resources more inclusively.
- Encourage-campus collaboration - faculty and students to network across disciplines; need a friendlier website; more free lunches to entice ethnic/racial groups to interact? Recruit speakers for classes from the wider University community to discuss background and experiences.
- A significantly better student newspaper, well-publicized master calendar of events.
- Establish outstanding cross-cultural activities like celebrations, ethnic graduations, ethnic food festivals and other cultural club/association activities.

### Diversity Mandates

- 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 and meet changing student needs and preferences with online learning.
- Increase our visibility and collaboration with the community colleges, high and middle schools.
- Recruit more intensively for students in surrounding communities as well as throughout the state.

### Growth and Access

**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.
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- Expand, renew, and update curriculum and pedagogical approaches to teaching and learning that will meet changing societal and market needs.
- Broaden access and meet changing student needs and preferences with online learning.
- Increase our visibility and collaboration with the community colleges, high and middle schools.
- Recruit more intensively for students in surrounding communities as well as throughout the state.

### 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**

- Create a two-tiered system for some key courses; a slower paced version for students who need more assistance;
- Faculty teaching gateway courses must be excellent mentors and teachers who can communicate their material and understand students;
- Develop a cadre of gateway specialists to teach gateway courses to students who may be academically challenged;

**Close the Divide**

- There appears to be a divide between faculty and student expectations;
- Plan an initiative that brings together first generation students, faculty and staff;
- Have faculty demonstrate more care and concern for students;
- Cultivate multicultural mixes of students, faculty and staff;
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<tr>
<td>Strong growth and full enrollment involves personalized learning and expanded access for students from all backgrounds. <em>(Mandate 2)</em></td>
<td>- There is a disconnect between some faculty member’s expectations and students abilities;</td>
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<tr>
<td>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</td>
<td>- Accepting students who are unprepared sets them up for failure. If we bring them in we have a responsibility to close the gap between what they know and need to know;</td>
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<td>- Close divide between recruitment &amp; retention efforts; Super Sunday not enough.</td>
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<td><strong>Enrollment Growth</strong> depends on initiatives that</td>
<td><strong>Structural Issues</strong></td>
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<td>- Serve more freshmen in residential communities, particularly at the Hayward campus</td>
<td>- Provide additional compensation for faculty and staff who work on issues of diversity and closing the learning gap;</td>
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<td>- Improve transfer mechanisms for community college students</td>
<td>- What are the implications for increasing enrollment growth? Programs should be improved for retention and inclusion of students once we bring them to the university;</td>
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<td>- Enhance post-baccalaureate, graduate and certificate programs, particularly in high-demand, applied fields such as teaching and health care</td>
<td>- Retention strategies and retention programs should be included in what we consider to be academic excellence;</td>
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<tr>
<td>o To ensure <em>Student Success</em>, the University will</td>
<td>- Be careful about increasing selectivity; enrollment strategies should be guided by the notion of potential, retention and inclusive excellence;</td>
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<td>o Improve the retention and degree-completion rates of continuing students</td>
<td>- Stop the revolving door policy of admissions and retention. We are losing students as fast as we get them;</td>
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<td>o Provide comprehensive advising</td>
<td>- The transition to a full-service university is painful, but we have to make sure it is not painful to our students;</td>
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<td>o Offer academic support for students who need particular assistance</td>
<td>- Protect against the tendency for enrollment growth to be detrimental to student learning. Ensure enough quality services to retain students.</td>
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<td>o 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</td>
<td><strong>Distinctive Support for Students:</strong></td>
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<td>o 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</td>
<td>- Increasing levels of support and access for students with disabilities and seek experiences for non-traditional students.</td>
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<td>- 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.</td>
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<td>- Place equal emphasis on under-performing &amp; high performing students to ensure all actualize their strengths and graduate ~ Establish efforts that make a difference</td>
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<td>- Focus on the success rates for our freshmen once they enter the university and track them when they graduate - what they do and their contributions to society.</td>
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<td>- View student persistence, retention, satisfaction and success as public relations with parents, community and industry.</td>
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<td>- Replicating the successes of PACE, EXCEL and EOP throughout the university</td>
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<td>- Diversity of students and alumni is valuable resource for region; studies If 80% of alumni remain in the region then tap the diversity advantage to ensure students appreciate the richness it brings to our classrooms and society.</td>
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<td>- Substantive child-care programs</td>
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<td>- Consistently foster all of pathways to excellence (academics, student service &amp; student life).</td>
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**VIBRANT UNIVERSITY VILLAGES**

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**

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

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**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
- A central place/space to showcase the talent of our students (especially Music and Art)
- 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
- “Marketing” events to all segments of the campus community *(cross-cultural events as opposed to a single cultural/ethnic group)*
- Make some aspect of “community service work” a university requirement
- A well-publicized, frequently updated Master Calendar of campus & community events
- Give students course credit for attending cultural events on campus
- Enhance campus/community connections to invigorate campus life
- More collaboration between ASI and student clubs and organizations
- Host big “university event to attract attention of our broader community

**Circulation of Information**

- A significantly better student newspaper published more frequently
- More effective electronic distribution of info about campus activities
- More administration involvement: e.g. sending birthday email messages
- Have *everyone* at the University take an on-line multicultural class (like the mandatory Sexual Harassment tutorial)
- The campus physical environment needs to change to make it more conducive for greater interaction;
- Make assess ability in terms of physical facilities and open space a university priority;
### UNIVERSITY MANDATES & ACTION PRIORITIES

- 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

### EFFICIENT AND ACCOUNTABLE

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.

### EFFICIENT UNIVERSITY

**Disclosure of Donations**

- Publicity of financial donors ~ Let campus community, especially students, now who gave money. Today’s students are tomorrow’s donors

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

- ALL Student application and acceptance statistics and distribution across demographics need to be clearly presented on the university (available to all) web along with timelines and follow-through from application received to decision. All figures need to be disaggregated by all the diversity categories.
- ALL retention and graduation rates, disaggregated by all diversity categories need

### DIVERSITY MANDATES

- Need more “nice” places to encourage interaction between groups;
- There is a need for a campus performing arts center;
- There is a need for a diversity center;
- Make, build, find spaces that welcome everyone and allows this conversation to continue;
- Build a center for the arts to create a celebration magnet;
- New Union as a magnet and resource, monthly coffee hour for faculty, students and administrators;
- New International House;
- Redesign campus to create “organic crossing of paths;
- Need venue for “mixing” as a start;
- Need space for gathering; need central space to showcase talents of students.

**Distinctive Vibrant Village**

- The campus physical environment needs to be more conducive to greater interaction.
- Classrooms should be up-dated to encourage group communication and be pleasant learning and interactive environments.
- Create a clearly defined “spot for diversity” that serves as a magnet avenue for gathering, mixing and celebrating!
- Each college needs to design events that will engage everyone, to think Big!
- Re-examine student life on campus to determine what is missing and needs to be incorporated – what do students need in terms of social engagement? Cutting-edge, vibrant engaged social facilities & programs
### University Mandates & Action Priorities

- 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

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

**Diversity Mandates**

- Regularly publish list of donors and gift receipts in the Pioneer for student body to know.
- Full disclosure of time to degree disaggregated by all the diversity categories.
- Full disclosure of all faculty and staff retention figures on an annual basis by diversity categories and reasons of leaving the university.

#### Human to Human Communication and Web Communication

- A recognized ‘go-to’ person in case students, (prominently displayed) faculty and staff need information that cannot be found easily on the web.
- Assign a 1-800 number for web content feedback for continuous improvement.
- For many the CSUEB Web is the university.
- Quality of technology systems: Web must work and work correctly or students will not use it.
- Web must reflect all the activities/infor that is needed and adapts to diverse cultures.

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

- Provide consistent access for students with disabilities
- Provide and assess effectiveness of on-going diversity education for all faculty and staff
- Assess all efforts at creating a multicultural learning environment and competence.
- University adapts a definition and set of indicators for what constitutes multicultural learning for students, faculty and students
- Need a clear adaptation to the needs of different groups—creates efficiency
- Need recognition, sense of inclusion for everyone (staff, students, faculty, admin)
- Plan on how to achieve goals. Needs to include diverse views to ensure campus provides services that embrace / include diversity
- Cultural sensitivity training? ~ People development in diversity training

#### Advising and Mentoring

- Accountability for every student having clear understanding of graduation requirements
- Faculty training on student advising
- Students who have bad experience here, they tell others and it hurts future enrollments”
- Need to discuss multicultural learning experience as well with students
- Focus on how we might ensure 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.
- Provide retention data by diversity categories for all gateway courses.
- Important for faculty teaching gateway courses must be given a more thorough
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

**Diversity Mandates**

- Orientation about the University Student Support services—so instructors will know how to advise and direct students in need of support services
- Consistent and quality answers to student questions:
- If everything were equally accessible, then implicitly this would contain inclusivity.
- Use good students to tutor & mentor, not just staff/faculty. Not all are good advisers.
- Clear understanding of graduation reqs without surprises. Timelines clear consistent

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

- Ongoing assessments of campus climate
- Do focus groups with all the diversity groups on campus
- Hold all units responsible for becoming more multicultural literate
- Well-defined, transparency and consistency in responsibilities

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

- Reward for discarding “sacred cows” and embracing new technology
- Accountability requires a clearly defined system of standards behaviors, communication styles that represent the university’s values/mission
- Ongoing assessment of effectiveness of all improvements on different diversity groups
- Build uncommon connections!
- Improve CSUEB’s welcoming activities and ensure inclusion of all constituencies—
- Provide adequate funding and staff to fulfill CSUEB’s mission
- Replicate CSUEB programs that work across campus, e.g. PACE program which targets adult learners (a specific segment)
- Quarter System: never any down-time to “fix” things or catch up

**Distinctive Accountability and Transparency**

- Use standards/ criteria, that fit the cultural values of students and a multiracial society
- On-going assessment of all levels of diversity including academic programs, campus climate, and support services, advising mentoring, decision-making, etc.
- On-going campus climate surveys of students, staff and faculty on issues of diversity; how comfortable they are in our environment; - how do we prepare international and under-represented students to deal with cultural shocks? Learn how to help them out of their cultural comfort zones (cultural homogeneity) to a more heterogeneous engagement with the wider diverse audience?
- Use assessment results to make informed decisions and designated improvements

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**Quest for Distinction**

_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._

**Distinction**

_Envision a world class and distinct university that serve our diverse, multicultural and multicultural populations better and more uniquely than any other university in the nation. To serve as a centre of_
**UNIVERSITY MANDATES & ACTION PRIORITIES**

- 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 distinctive new programs—but be prepared for "start-up investments" and strong promotion.
- Reinforce and promote our Freshman Learning Communities, which are garnering a national reputation.
- 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."
- Invest in and build a reputation for information and technology literacy, online learning, and learning technologies.

**DIVERSITY MANDATES**

- **diversity excellence, be a unique, distinctive and outstanding university where everyone feels valued, special and learns/ benefits from. Excel in multiple dimensions that cris-crosses all other mandates.** 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.

**Distinctive Existing Exemplars**

- Our cluster program for freshmen—we welcome students of all backgrounds to a take together as a cohort courses
- Outstanding Student Services in PACE, EXCEL, SCAA,
- Student Clubs/Associations, Freshman Convocation and Outreach Programs.
- Established International House with its multitude of events and opportunities for cross-cultural interactions.
- Improving Campus Physical Environment with fresh building paintings, campus signage and environmentally friendly landscaping.
- Campus Events that involve students, staff, faculty and the community around us (Science Festival, Al Fresco, American Language Program).
- Guest Speakers Forums which bring to the campus community their outside experiences, skills and expertise in a variety of disciplines.

For all other contributions in this area see the sections under the heading “Distinctive_______

**REGIONAL STEWARDSHIP**

_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 statement6
- 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**

_Valuing Community Expertise_

- Parents & community are the primary knowledge base of how to serve populations and meet regional needs.
- Parental participation in student education, college readiness, and persistence is vital to student success. Meeting parental information & education needs serves students.

_Listen & Learn_

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

_Hospitality & Outreach_

- Hospitality to parents & communities – hosting events on campus & in communities w/ food, education, & information.
### Regional Stewardship

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

- 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.
- College & discipline based outreach efforts in K-12, 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.