University Diversity Action Plan
Cabinet Recommendation, September 17, 2010

Background

In Spring 2008 Cal State East Bay launched a diversity planning initiative as part of the university’s strategic planning process. This process involved two interactive, university-wide diversity forums in 2008, designation of liaisons for each division and college, and the preparation of divisional and college diversity plans consistent with the University’s seven strategic mandates. The Academic Senate’s Faculty Diversity and Equity Committee (FDEC) assumed leadership for preparing a report along with the divisional liaisons. This report was accepted by the Academic Senate on May 4, 2010 and provided a series of principles that were incorporated in a celebration of diversity on May 21, 2010.

Cal State East Bay has a proud history of supporting diversity, leading up to the development of the report by the expanded FDEC:

- The WASC accreditation review that culminated in 2007 incorporated findings from a thorough campus climate survey.
- “Inclusive campus climate” was adopted as one of the university’s seven mandates in 2007.
- Provisions in 2008 Academic Plan emphasize
  - Global awareness and understanding; and
  - The ability of students to be able to work in a diverse environment.
- ASI established its Diversity Center in Fall 2008

Cal State East is a very diverse community. Our students, faculty and staff represent our local and global populations, with people from different races and ethnicities, religions, genders, sexual orientations, and abilities. For example in 2009-10:

---

1 It is important to recognize the strong leadership of Professor Terry Jones who chaired FDEC, and the support of Associate Provost Arthurlene Towner and her successor Linda Dobb in sponsoring the diversity planning activities and preparing the report by the expanded FDEC.
The only clear majority is that over half of our faculty and staff, and over 60 percent of our students are women. About 60 percent of the faculty members are white, 15 percent are Asian, 7 percent African American and 7 percent Latino. Among the staff 43 percent are white, 20 percent Asian, and roughly 15 percent each are African Americans and Hispanic.

Our US students are one-third Asian, one-third White, 20% Latino, and 15% African American. Nearly two-thirds come to us from Alameda and Contra Costa counties, and one-fourth come from elsewhere in California. In addition, 36 other states, American Samoa and Guam are represented at Cal State East Bay.

Our international students come from roughly 80 countries representing all continents.

About 3-4 percent of our students have a self-identified disability

Our students’ average age is 25 for undergraduates and 32 for master’s students. Nearly 20 percent of our undergars are over 30 and the same proportion of our grad students are over 40. Additionally, each year we have a few students in their fifties, sixties, and even seventies and eighties.

But diversity is a lot more than having student, faculty and staff who represent a wide range of people. It is also a lot more than being part of a respectful, inclusive community. It is about a university that actively embraces the contributions of a wide-range of individual backgrounds, academic perspectives, and analytical frameworks to scholarship and learning.

The diversity report submitted by the expanded FDEC covers all aspects of the university because all divisions, colleges, and other units prepared their own goal statements and action plans within the context of their organizations’ missions and responsibilities. The FDEC report emphasizes the principle of Responsibility. As it says, “there is no single Diversity Plan, each unit is held responsible for the development, maintenance, expansion and success of its own plan.”

In other words, the FDEC report has implications that go far beyond the curriculum and the work of the faculty. For this reason, after receiving the FDEC report, the President asked the Cabinet to consider how to incorporate the findings of the report into the University’s broader strategic planning and implementation efforts. This was foreshadowed in the Strategic Planning Summary and Priorities for Implementation adopted in 2008. That document says this:

The Strategic Plan is a dynamic document that will be adjusted and transformed in response to emerging needs. Thus, concurrent plans for diversity enhancement, student retention, fund raising, and physical development of the Hayward and Concord campuses will be integrated as some of the key elements of this plan.
The charge to the Cabinet was to review all of the materials in the FDEC report and appendices, and then translate them into an implementation plan or action plan that fits with the rest of the University’s commitments and priorities, within the framework of the seven strategic mandates.

The FDEC diversity report covers the history of diversity planning at Cal State East Bay; summarizes some of the challenges we face; identifies diversity planning principles; and expresses a common set of commitments. In addition, the report made a series of recommendations. Finally, two appendices contain the divisional and college plans, operational goals and measures – all developed in the context of the University’s seven strategic mandates.

The Cabinet’s review has focused on the FDEC recommendations and how Cal State East Bay will follow up on each of them in the context of the University’s mission and entire range of strategic mandates.

First, and foremost, Cal State East Bay has recognized the importance of diversity in its mission statement and particularly in the mandate for “an inclusive campus climate that values students, faculty, and staff, fosters multicultural learning and competence.” Thus, the focus of a diversity action plan is to find additional means to realize these long-standing commitments.

With this as a preface, the Cabinet identified the following means for implementing the principles contained in the recommendations within the FDEC report.

**Actions**

*Inclusiveness: Honor Diversity in All its Manifestations*

Cal State East Bay endorses the inclusiveness of the WASC statement on diversity:

[I]n this region, race and ethnicity are major factors in this discussion of group representation. Other aspects of diversity deserve careful consideration as well, including socioeconomic class, gender, age, religious belief, sexual orientation and disability. ([http://www.wascsenior.org/findit/files/forms/Policy_Manual_current.pdf](http://www.wascsenior.org/findit/files/forms/Policy_Manual_current.pdf) - updated, April 2010).

Cal State East Bay’s commitment to an inclusive campus climate involves providing a welcoming environment that engages all students, faculty and staff in the university community. Within this context and consistent with the United States’ commitment to freedom of speech, Cal State East Bay seeks increased campus awareness of and personal willingness for members of the campus community to hold themselves accountable for how words, actions and deeds affect other people.
Centrality: Keep Diversity in the Forefront of University Planning and Operations

Cal State East Bay has assigned primary responsibility for implementing the “inclusive campus climate” mandate to three divisions: Academic Affairs; Administration and Finance; and Planning, Enrollment Management, and Student Affairs. The other divisions are committed to this mandate as well. In the University’s annual strategic planning update, each division is expected to report on its progress with respect to its commitment to diversity. As the division that supports the university’s overall strategic planning, PEMSA monitors these reports. In putting the annual updates together, the divisions draw on data regarding faculty, staff, and student demographics as well as the work of the Diversity and Equity Liaison (DELO), Academic Senate reports, and other university groups.

Community: Expand UPABC Charge

The charge of the University-wide Planning, Assessment, and Budget Committee (UPABC) is being clarified and expanded to cover diversity more explicitly and the membership is being redefined. Thus, UPABC will be responsible for ensuring that diversity continues to be “a core element of strategic planning,” reviewing data and other reports regarding the divisions’ efforts toward meeting their diversity commitments, and seeking advice from the campus community and others with expertise regarding the implementation of the divisions’ diversity plans.

Accountability: Publish the Results of Planning Efforts and Surveys.

As noted under the previous two principles and priorities, PEMSA and UPABC are responsible for tracking progress regarding diversity.

PEMSA houses the institutional research function and has access to detailed data about students, and data about faculty and staff is available from Academic Affairs and Administration and Finance. The University’s forthcoming “dashboard” or performance indicators will include measures of diversity. PEMSA’s and Academic Affairs’ diversity plans, among others, also include more qualitative aspects of diversity, such as how the curriculum reflects Cal State East Bay’s multicultural mission. These are measured through means such as campus climate and customer satisfaction surveys. The administration of such surveys is coordinated between the Academic Senate, Academic Affairs, and PEMSA – and the intervals are coordinated with both internal and external reviews, such as WASC accreditation.

---

2 The FDEC report recommended expanding FDEC. However, FDEC is a committee of the Academic Senate, so the authority to alter its charge and/or membership would lie with the Senate. UPABC is responsible for advising the Cabinet and President regarding issues across the entire University.
Rewards and Recognitions: Plan Events and Create New Traditions

Within the context of promoting “vibrant university villages” at each campus, the University recognizes the importance of events and traditions that celebrate and reinforce all aspects of diversity of Cal State East Bay. In particular, the colleges, Student Life and Leadership Programs, and ASI sponsor lectures and other events that encompass diversity. Please see the PEMSA and Academic Affairs strategic plans and their diversity components for more detail.

Responsibility in Our Academic Context: Institutionalize Diversity Learning Outcomes

Multiculturalism and inclusiveness are central to all divisions within the University including all of the departments and colleges within Academic Affairs. As part of the 5-year program review process, academic programs perform self-evaluations of their programs, including evaluations of student learning outcomes and multicultural learning. Outside reviewers also provide analyses of program learning outcomes for each of these 5-year reviews. In addition, courses proposed as meeting the Women and Cultural Groups General Education requirement go through strict Academic Senate approval processes prior to implementation.

During the diversity planning process, each college, division, and in some cases subdivision (for example, the Office of Research and Sponsored Programs within Academic Affairs) of the university developed statements of Diversity Commitment and indicated goals, outcomes and actions (FDEC Report, Appendix A and B). Actions taken and progress toward achieving multiculturalism and inclusiveness outcomes will continue to be monitored annually through events coordinated by FDEC and will be reported to WASC in the Interim Report due in Spring 2011.

This Diversity Action Plan is posted on the University’s strategic planning website. (See http://www20.csueastbay.edu/about/strategic-planning/index.html) This posting includes links to the FDEC report, including the appendices so that each division, college and unit can update them regularly.