



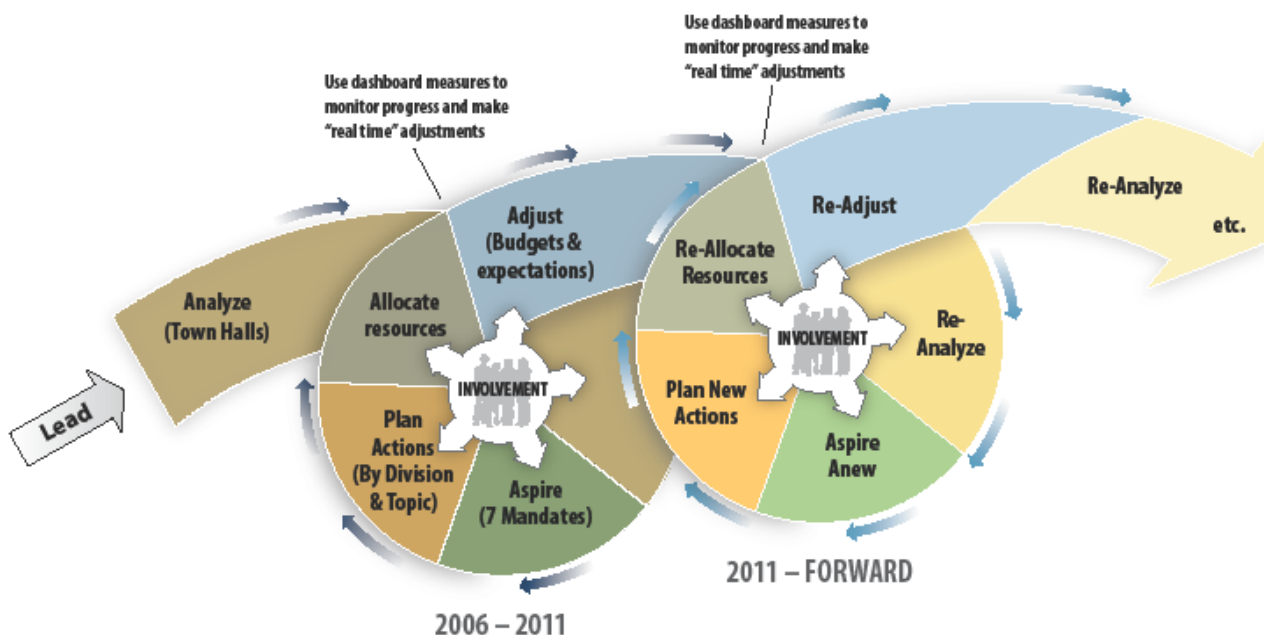
## Strategic Planning Update for Cal State East Bay

Linda C. Dalton, Vice President for Planning, Enrollment Management, and Student Affairs  
 DRAFT February 2, 2012

Cal State East Bay established seven strategic mandates during the Winter of 2007 following a series of town hall meetings with then new President, Mohammad H. Qayoumi. These mandates guided the University through its WASC educational effectiveness review in Fall 2007, subsequent enrollment growth, and significant budget reductions in the ensuing years. In late spring 2011, the University summarized its accomplishments over the past five years as President Qayoumi prepared to move to his new position as President of San José State University.

On July 1, 2011, Leroy M. Morishita became interim President, then on January 25, 2012, the California State University Board of Trustees appointed him as the University’s fifth President. While interim, President Morishita initiated a University wide listening tour to learn about the University community and how faculty, staff, students, alumni and friends felt about the strengths of the institution. Also, as part of the process, he sought an assessment of the continuing importance of the University’s seven strategic mandates and how they might be revised to reflect changing circumstances – both internally and externally – as part of the institution’s continuous strategic planning process. The right hand loop in the diagram below represents the new cycle of analysis underway during 2011-12.

### Continuous Strategic Planning



## Developing a New Shared Vision for Cal State East Bay

In his message to the University on January 25, 2011, President Morishita expressed his enthusiasm for “the opportunity to work with the University community in advancing Cal State East Bay and taking those next steps together.” As we work collaboratively to develop a new shared vision for the future, it is important to reflect that the circumstances in 2011-12 differ in important ways from 2006. *The Framework for the Future* describes the mandates almost as imperatives: “seven overarching outcomes representing the mandates that the university constituents felt must be accomplished” (p. 4). Three mandates in particular reflect immediate circumstances at that time. The *Framework* lists “an efficient, well-run university” and “strong growth and full enrollment” as the first two mandates because the University’s budget was not in balance and it had failed to meet enrollment targets, which contributed to the financial instability. Also, Cal State East Bay had just changed its name from Cal State Hayward in 2005, so the “quest for distinction” reflected, in part, the importance of publicizing the University’s identity.

While state funding for higher education has worsened since 2006, Cal State East Bay has put its institutional house in order – balancing its budget and stabilizing enrollment. Also, several of the participants in the listening sessions wondered about the use of the term “quest” for distinction perhaps because they don’t feel the same sensitivity as in 2006.

This report consists of the following sections, designed to move the University forward in articulating its new vision.

- Summary of Cal State East Bay’s strengths and challenges.
- Review of various statements published by the University that address its mission, vision and values.
- Recommendations regarding the integration and restatement of these materials as follows:
  - Expansion of the mission statement to refer explicitly to Cal State East Bay’s multiple locations;
  - Restatement of the Seven Strategic Mandates to reflect changing conditions and emerging interests;
  - Incorporation of the University’s Institutional Learning Objectives as a statement of expectations regarding the attributes of a successful Cal State East Bay graduate.
- Reference materials showing earlier statements that would be supplanted (retired and archived) by the new strategic planning documents.

## Cal State East Bay, 2011-12 – Strengths and Challenges

This summary is based on the President’s Listening Tour in Fall 2011 along with findings from a survey conducted by *The Chronicle of Higher Education* (“Great Colleges to Work for 2011)” in which Cal State East Bay participated in spring 2011.

### Cal State East Bay’s Identity: People, Place, and Educational Opportunity

The comments from the Listening Tour and findings from *The Chronicle* survey suggest an emerging consensus about the key strengths and distinctive features of Cal State East Bay.<sup>1</sup>

Members of the Cal State East Bay community value the academic quality of the University and its inclusive learning environment. They agree that the people who comprise the University are its greatest strength. Typically, they identify the students first – their diversity, their educational challenges, their accomplishments, and their preparation for the workforce. Faculty, staff and administrators also expressed their appreciation for their colleagues and co-workers, particularly when they work together as a team to support student success.

Faculty and staff consistently described a positive educational atmosphere, a sense of community, an attractive physical setting, and a small campus “feel” at both the Hayward and Concord campuses. During the Listening Tour, students and alumni also complimented the University on recent developments at the Hayward campus – in particular, expanded housing, recreation, food service, and other student life activities.

### Cal State East Bay’s Challenges: Resources, Stability, Communication, and Administrative Practices

Any discussion of Cal State East Bay’s challenges must begin with declining financial support from the State of California which has not been offset by tuition and fee increases. Critical resource challenges permeate the institution – whether manifested as fewer tenure-track faculty, lack of salary increases, reduced administrative support, or deferred maintenance. The current CSU system tension with collective bargaining units tends to focus around resource and related workload issues as well.

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<sup>1</sup> While Cal State East Bay respondents to *The Chronicle* survey did not score the “Pride” category as high as faculty and staff at other institutions, their answers to an open-ended question about what they appreciate about Cal State Bay, along with the comments from the Listening Tour, suggest that members of the Cal State East Bay community have a clear sense of the University’s mission and the students it serves.

Respondents to *The Chronicle* survey provided direct comments about other areas of weakness while attendees at the Listening sessions were more circumspect. For example, in *The Chronicle* survey faculty and staff commented on turnover in the administration – easily documented by the short length of service in some of the most highly visible positions as well as by the number of administrators serving in interim positions. Survey respondents also pointed out how “silos” and antiquated business processes impede progress.

Faculty and staff at all institutions responding to *The Chronicle* survey rated communications, and relationships between faculty, administration, and staff very low at their institutions. Cal State East Bay respondents had the same reactions, also calling for more collaboration at the University level. At the same time, Cal State East Bay faculty and staff generally expressed personal job satisfaction and felt positive about their relationships at the department level.

Participants in the Listening sessions hinted at some of these same issues when they talked about the need for greater accountability, more consistent information and integrated policies and procedures.

### **Cal State East Bay’s Previously Published Mission, Vision and Values Statements**

Cal State East Bay’s website currently publishes a mission and vision statement, and list of values adopted in 2004-05 as well as the Seven Strategic Mandates adopted in 2007, and the Academic Plan adopted in 2008.

Importantly, the published mission, values and vision statements for the University predate the seven mandates, and overlap with them, and with concepts developed in the 2008 Academic Plan (see Addendum 1 for reference). So, I recommend that we use the present strategic planning process to draw from the ideas in the 2004-05 mission, values and vision statements, and comments from the university community during the Fall 2011 Listening Tour to transform the seven mandates into a contemporary expression of our vision for the future.

Finally, we need to review our description of the attributes of a Cal State East Bay graduate. Some of these were implied in the 2004-04 values and vision statements. Then, the University’s Academic Plan (adopted in 2008) articulated expectations about student achievement more explicitly. (See Addendum 2 for reference.) Subsequently, the University has conducted a series of discussions regarding Institutional Learning Outcomes leading to a more nuanced wording of our expectations. I think it makes to substitute this new work in place of the previously published material.

## DRAFT Recommendations

### Expanding the Mission Statement

Cal State East Bay's mission statement continues to reflect the purpose and nature of the University, viz.

***The University Mission is 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.***

In 2008 the Academic Plan and Strategic Planning Summary added explicit recognition of the University's multiple locations. I suggest that this paragraph be added to the mission:

***Cal State East Bay offers a choice of learning communities to serve different students at its multiple campuses. By sharing a common vision and a common administration, the University's geographic and virtual locations offer a wide variety of academic programs strengthen each other in order to serve better the educational needs of California and the East Bay.***

### Restating the Seven Mandates and Attributes of a Cal State East Bay Graduate

Based on analysis of the Listening Tour, *The Chronicle* survey, and the Institutional Learning Outcome forums, the seven mandates might be restated as shown on the next page, capturing both our aspirations and our distinctiveness. Following that Cal State East Bay's draft Institutional Learning Outcomes are presented as a statement of the University's expectations regarding the attributes of a Cal State East Bay graduate.

## **DRAFT: The Seven Strategic Mandates, Renewed**

Seven Strategic Mandates as Stated in *The Framework for the Future* (2007)

**CAL STATE EAST BAY TAKES PRIDE IN ITS SEVEN STRATEGIC MANDATES THAT EXPRESS THE UNIVERSITY'S VALUES AND ASPIRATIONS:**

- |  |    |  |
|--|----|--|
| 1. A Tradition of Teaching, Learning, and Academic Quality – emphasized and reinforced                     | →→ | <i>Reinforcing ACADEMIC QUALITY through dispassionate INQUIRY, innovative TEACHING, engaged LEARNING, and distinguished SCHOLARSHIP</i>  |
| 2. An Inclusive Campus Climate that values students, faculty and staff, and fosters multicultural learning | →→ | <i>Enhancing our INCLUSIVE CAMPUS COMMUNITY, responsive to the backgrounds and interests of our DIVERSE STUDENTS, FACULTY, and STAFF and supportive of their academic, professional and personal development</i> |
| 3. Strong Growth and Full Enrollment with personalized learning and expanded access                        | →→ | <i>Fulfilling our “STUDENTS FIRST” pledge, and enhancing each STUDENT’S EDUCATIONAL EXPERIENCE and prospects for SUCCESS as a GRADUATE and LIFE-LONG LEARNER</i>   |
| 4. Vibrant University Villages   | →→ | <i>Enriching student services and student life as a VIBRANT, and SUSTAINABLE UNIVERSITY</i>  |
| 5. An Efficient, Well-Run University with a Culture of Accountability                                      | →→ | <i>Promoting COLLABORATION across the University and refining administrative processes with an emphasis on EFFICIENT, COST-EFFECTIVE and CUSTOMER-RESPONSIVE OPERATIONS</i>                                      |
| 6. A University of Choice through Regional Stewardship   | →→ | <i>Contributing to the CIVIC, CULTURAL AND ECONOMIC LIFE of the communities we serve through REGIONAL STEWARDSHIP and STEM-INFUSED EDUCATION</i>   |
| 7. A Quest for Distinction, Realized   | →→ | <i>Sharing our experience as an INNOVATIVE LEADER in HIGHER EDUCATION</i>  |

**Cal State East Bay**  
***DRAFT: Institutional Learning Outcomes***

February 2012

*Using competencies developed through general education, their scholarly disciplines and co-curricular activities, graduates of CSUEB will be able to:*

- **Think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.**
- **Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.**
- **Work collaboratively and respectfully as members and leaders of diverse teams and communities.**
- **Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.**
- **Act responsibly and sustainably at local, national, and global levels.**
- **Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.**

**Addendum 1 – For Reference, the 2004-05 Values and Vision Statements  
(To be replaced by the Seven Strategic Mandates, Renewed)**

**Values**

The University values learning in an academic environment that is inclusive and student-centered. We value engagement in the civic, cultural and economic life of the communities we serve -- locally, regionally, and globally. We value critical and creative thinking, effective communication, ethical decision-making, and multi-cultural competence. We value the open exchange of ideas and viewpoints.

**Vision**

We strive to be known for:

- Outstanding academic programs, recognized for their excellence
- Curricula that foster active student participation through applied learning, research, and community service
- High academic standards along with services and support that ensure each student the opportunity for success
- A learning-centered experience where teaching is lively and engaging and individual differences are appreciated
- Dedication to open-minded inquiry, especially with regard to major social and global issues
- A welcoming campus atmosphere that is responsive to the unique needs of its campus community
- An inclusive campus community where students, faculty, and staff from vastly different backgrounds collaborate -- creating and sustaining a vibrant learning community
- An array of activities that promote students' enjoyment and well-being
- Graduates who are innovative and effective problem solvers, skilled in organizing and expressing their ideas
- Engagement in and essential contributions to the civic, cultural, and economic well-being of its region and communities



**Addendum 2 – For Reference, Attributes of a Successful Cal State East Bay Graduate from  
the Cal State East Bay Academic Plan (2008)  
(To be replaced by the statement of Institutional Learning Outcomes)**

The 2008 Academic Plan stated our expectations as follows:

CSU East Bay faculty agree with the Bay Area employers who met with us that all CSU East Bay graduates should have mastered their specific fields of study and must be able to

- read, write, compute, and speak well
- demonstrate fundamental critical thinking skills and information competency.
- demonstrate problem-solving skills.
- work well in teams and with others of diverse backgrounds
- have a sense of personal and professional responsibility
- exercise leadership in their professions and communities

These are skills and abilities that graduates of any university should master. But beyond such essential skills, CSU East Bay graduates will be especially prepared to enter the diverse and complex work force of the twenty-first century through their experience working in a diverse environment and by our emphasis on multicultural learning, as articulated in our Mission Statement. CSU East Bay graduates must be “work force ready,” but even more they should be intellectually curious and broadly engaged and responsible citizens. These attributes, combined with their life and work experience, will make CSU East Bay graduates particularly well-suited for leadership in their fields and in the civic life of the community. (pp. 8-9)