I. Introduction

The California State University East Bay Diversity Plan is designed strengthen the University’s educational mission by addressing clearly the principles of diversity and inclusion in teaching and learning. This includes cohesion within the curriculum, learning assessment, surveys of campus-community—community climate surveys, student success, and including diversity issues in budgeting and the decision making. As our region and campus becomes increasingly diverse, attention to these issues is key to further institutional success.

The common thread throughout The University Diversity Plan is that a meaningful education must be sensitive to diverse communities and that the correlation between accountability and rewards must be transparent.

Academic Excellence. The CSUEB Diversity Plan rests on the premise that diversity is integrally linked to academic excellence. As a core component of the University’s strategic plan, and must be considered in all aspects of University planning and implementation. Our work in the development of a diversity plan is influenced by the research of AAC&U (2002) as partially referenced in the following statement:

Diversity is a key component of a comprehensive strategy for achieving institutional excellence—which includes, but is not limited to, the academic excellence of all students in attendance and to educate concerted efforts all students to succeed in a diverse society and equip them with sophisticated intercultural skills.(p.3)

By centrally identifying diversity as inseparable from our core institutional mission, we must devise verifiable methods to measure its progress and requires accountability to
ensure that this diversity plan significantly improves our student’s education and the climate for all members of the University.

To ensure this centrality of diversity to the University Mission statement there must be an alignment between the Seven Mandates from the Framework for the Future (2006) and the University Mission Statement. This alignment will facilitate what Damon Williams in his research refers to as inclusive excellence. Put another way, a focus on diversity and inclusion in all we do enhances the quality of our overall educational effort. The Diversity Plan is guided by the following principles:

**Centrality.** Diversity is the guiding principle governing planning and implementation at every level of the university. As such, it is indistinguishable from The University Strategic Plan. It strengthens all we do.

**Community.** Education, to be meaningful, must recognize and address the diversity of the populations and communities it is mandated to serve.

**Accountability.** All units and divisions of the university must have clear and effective mechanisms for achieving and measuring the achievement of diversity;

**Reward.** To be meaningful, there must be established mechanisms in place to reward individuals, units, divisions and administrators who are identified as having achieved, advanced or expanded diversity mandates.

**Responsibility.** The University plan, like ripples in a pond, should spiral outward to every unit or division in the university. As such, there is no one diversity plan, but each unit is held responsible for the development, maintenance, expansion and success of its plan.

The Diversity Plan parallels the Academic Plan and recognizes the fact that diversity is core to achieving the seven mandates for the six divisions of the university. It presents the diversity perspective on the University mandates and, as such, represents a key element to the University realizing its mission:

To provide an academically, rich, multicultural learning experience that prepares all students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally.
The California State University East Bay Diversity Plan is a commitment to bring greater strength to the educational mission of the university through a recognition of the principle of diversity and inclusion in teaching and learning, curricular cohesion, assessment, camps-community climates, student success, budgeting and the decision making progress. In reality, for the University to continue as a successful institution in an ever increasing diverse and complex environment diversity must be central to all it behavior

Finally, The University Diversity Plan sets forth the next steps, together with guidelines for implementation and accountability. The Plan is organized as follows:

- Introduction;
- Background and Commitment to Regional Stewardship;
- Responding to Diversity Needs;
- Creating a Collective Vision;
- Central Themes/Division’s Commitment to Diversity;
- Priorities for Action;
- Conclusion/Next Steps
- Appendix

The following two definitions represent the foundation on which The California State University Plan rests:

**Diversity**- Not just composition of the population in this region, race and ethnicity, but also socioeconomic class, gender, age, religious belief, sexual orientation and disability. Note: “ethnic” is defined as “characteristic of a religious, racial, national, or cultural group.” (WASC Handbook of Accreditation, 2001, p. 71)

**Inclusive Excellence**- (1) A focus on student intellectual and social development; (2) a purposeful development and utilization of organizational resources to enhance student learning; (3) attention to cultural differences learners bring to the educational experience and that enhance the enterprise, and: (4) a welcoming community that engages all of its diversity in the serve of students and organizational learning. (AAC&U, Toward Model, p. vi)

**II. Background and Commitment to Regional Stewardship**

Through the office of the President and the activities of the Affirmative Action Officer, the University has continuously demonstrated concern for diversity and multiculturalism, but with varied results. In 19--, a more focused attempt to deal with improving the diversity of the faculty was launched with the creation of the Faculty Affirmative Action Liaison Officer
(AAL0). The Academic Senate voted to dedicate a faculty position to monitor faculty hires and to work with academic departments, department chairs, deans and search committees to establish “best practices” in the search processes to increase the probability of attracting, hiring and retaining a more diverse faculty. The Faculty Affirmative Action Liaison Officer (AALO) was approved by the President on ___.

In 2005, the university undertook a comprehensive examination of its institutional capacity through an extensive engagement process involving 12 Campus Outcome teams (COTs). This comprehensive examination documented that CSUH functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures and processes to fulfill its purposes necessary to meet the Core Commitment to Institutional Capacity. This examination also enabled us to take a critical look at our strengths and limitations as required by WASC and to organize for the educational effectiveness review in such a way as to address the major challenges we face (see campus climate study).

Of particular importance to the Diversity Plan were the following campus “limitations” identified by the Campus Climate Study:

- The lack of an institutionalized and comprehensive campus climate study conducted at regularly prescribed intervals;
- **Support for Student Success.** The university’s distributed advising infrastructure needs a comprehensive evaluation to determine its current levels of effectiveness. We do not know which advising opportunities are effective, nor at what level of effectiveness, nor for which populations.
- **Best Practices for recruiting, hiring and retaining faculty of color**
  We have policies and procedures in place to attract a diverse faculty applicant pool; however, we have not identified the best practices for CSUH in this regard, nor do we know which departments might be engaged in those best practices. We have faculty of color and women faculty, but we do not know our best practices for retention or which departments are doing the best job of implementing ways of retaining faculty, and making them feel an integral part of their departments;
- **Perceptions of students about efforts to address discrimination**
  70% of students had no knowledge of university efforts to address discrimination; 40% of staff had no knowledge of institutional efforts to welcome staff of color;
- **Feelings of alienation and disrespect**
  Overall, faculty and staff of color expressed feelings of being marginalized and alienated from the mainstream of campus life.

Though the Campus Climate Study is now almost five (5) years old, its, none the less, points to the need for an institutionalized campus study and the establishment of a diversity
plan to anchor the campus’ effort to carry out its mission of service to all those in its service area.

(Dave, can you add to this history)

In the Fall of 2006, President Qayoumi and the Academic Senate Chair, Henry Reichman invited the Faculty Senate Sub-Committee on Faculty Diversity and Equity (FDEC) to expand its charge. Accepting the challenge, the FDEC, proposed to work on formulating a University Diversity Plan. From the beginning, the process was collaborative, inclusive and conceptualized to obtain acceptance from the entire University community.

On February 2007 President Mohammad H. Qayoumi and the California State University East Bay (CSUEB) community established seven mandates for strategic implementation: A tradition of teaching, learning and academic quality; An inclusive campus climate that values students, faculty and staff, and fosters multicultural learning; Strong growth and full enrollment with personalized learning and expanded access; vibrant university villages; An efficient, well-run university with culture of accountability; A quest for distinction realized; and a university of choice through regional stewardship. These mandates emerged from a collaborate and extensive participation by students, faculty, staff administrators, and government and community leaders in the region the University serves. In the Spring of 2008 these mandates were prioritized for implementation with outcomes set for accomplishing the University ‘Mission and the seven mandates.’

III Responding To Diversity Needs

The San Francisco Bay Area has become truly the crossroads to the world. By 2025, the population of Alameda County is expected to grow by about 27% and Contra Costa County by about 39 percent. (citation here) In Alameda County the African American population has increased to 13.7%, the Asian/Pacific Islander population to 24.5% and the Latino population to 21.4% (citation here). Correspondingly, in Contra Costa County the population size has doubled over the last three decades and the ethnic minority population now makes up 35% of the county’s population. (The Changing Face of Contra Costa County, CC Economic Partnership, 2003)
California State University East Bay is one of the major providers of the educated workforce key to the continued economic, social and political vibrancy of the Bay Area. As the population continues to expand and the diversity becomes even more prevalent, it is essential that this institution continue its leadership in attracting, retaining and graduation populations of color and women. Involving these populations successfully are essential to the continued support of a strong Bay Area infrastructure including schools, businesses, public service organizations and the business community. A focus on diversity is essential to ensuring California State University East Bay’s success in continuing to measure up to this important challenge.

The University Academic Plan recognizes the challenge before this institution when it states “California’s future will hinge on its ability to move growing numbers of students—many of whom will come from low-income, immigrant, and first generation college-going families—into a workforce and a society demanding ever higher levels of educational attainment.” (Academic Plan p. 3) Furthermore, in The Academic Plan there is recognition that just increasing enrollment will not be enough. (Academic Plan, p. 3) Attention will have to be paid to increasing the percentages of minorities, especially African Americans and Latinos, who attend California State University East Bay. (Academic Plan, p. 3)

Private and public institutions, to remain relevant, must address directly the diversity within this geographic, social, political and psychological reality, or risk becoming irrelevant as players locally, regionally or on the world stage. This is the case especially for higher education.

To prepare students for effective participation in an every increasing multicultural and multiracial society, it is imperative that the principle of diversity be at the center of the University’s focus and mission. This must be the case if we are to meet the challenges of the projected diversity that is, and will be ours. These challenges include, but are not limited to, emerging economic and workforce competition, the aging of and reduced numbers of traditional Euro-American populations and the increased need to remain competitive in an increasingly global society. As a regional university with a mission of service to the communities within its reach, California State University East Bay must be a major player in
the creation, maintenance and expansion of education that is meaningful as we prepare for the challenges of the twenty-first century and beyond.

There is no longer debate over the importance of diversity in terms of planning for institutional success. Like most institutions of higher education, California State University East Bay has embraced the importance of diversity and its centrality to institutional success. Faculty, administration, staff and students do not suffer from a lack of good ideas and enthusiasm, our challenge is to settle on a relevant strategy of implementation.

At some point in the recent past our collective focus on Europe and things European has shifted and now there has been a collective turn to the West, the Pacific Rim, South East Asia and Asia. The significance of exactly when this shift occurred is of less importance than the implications of the shift. California, and more specifically, the Bay Area is now the gateway to the Pacific Rim and beyond and, as important, it is the crossroads to the world. Such a geographic and technological reality brings great opportunity and, higher education, specifically California State University East Bay stands to benefit significantly from this good fortune. We benefit, however, only if we both recognize our limitations and envision the opportunities before us.

As part of a global society we are in the environment, but we are not all in it in the same manner. The nature of our “inness” now must be modulated to include and become more sensitive to those “others” in the universal environment. More than ever, if we are to prepare our students for full participation in a global society, we must ensure that they are multi-culturally competent.

Multicultural competence on the part of the university requires a dual focus. A focus on the students we attract to the university and a focus on what these students need to be considered multi-culturally competent graduates prepared to participate effectively in a global society. Currently our student population is composed of ___ethnic data here.

IV. Creating a Collective Vision: Methodology and Results

Relying on the national expertise of Damon Williams and his work on diversity initiatives through the American Association of University and Colleges (AAC&U), and FDEC, in consultation with President Qayoumi and the Academic Senate, initiated two university-wide colloquia designed to hear the voices of the University community.
Based on the belief that a diversity plan must not be an add-on but central to the business of the university, organizers adapted Damon William’s notion that diversity is like an “alloy,” it strengthens all we do. As Williams notes, and as the organizers adhered to, “inclusive excellence re-envisions both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by work to infuse diversity: recruiting, admissions, and hiring; the curriculum and co-curriculum the administrative structure and practices.” (Damon William)

The first symposium, (March 19, 2008) using the World-Café approach to dialogue, was attended by 150 faculty, staff and administrators from all six (6) divisions attended and yielded invaluable information on a wide range of issues, ideas and problems related to diversity and inclusion from participants, including all six divisions of the University.

Organized around the mandates of The University Strategic Plan, each dialogue group provided input on how each of the university mandates could be infused with diversity. Keeping with the theme of maximum participation from all stakeholders, liaisons from all six divisions of the University were appointed to meet and work with the FDEC to review, sort and analyze the information gathered from the Symposium.

This approach moved campus participants from thinking about diversity in the abstract or as some far away goal, to seeing it as an opportunity for organizational learning and change connected to its mission and strategic plan. The anticipated outcome is diversity being seen as essential to the life of the university.

The results of feedback from the first forum were presented at the second forum on May 29, 2008. There, participants worked in their divisions and unit groups and began the work of taking responsibility for specific diversity mandates and assigning task areas, implementation strategies, accountability measures, time-lines and responsible parties.

Careful analysis of submissions produced draft unit diversity plans. Through further analysis by FDEC, division liaisons and feedback from the units and divisions, common themes emerged that make up the University Diversity Plan.
This unique process involves every component of the university in the establishment, maintenance and monitoring of the diversity plan. It is not a top down process and, therefore, increases the probability that it will be useable instrument.

V. Central Themes/Division Commitments to Diversity

In a review of the division and unit plans the following common themes emerged:

- this component is related to course offerings and research topics, faculty and staff recruitment, and student outreach. In Student Affairs, the component touches on areas similar to CEAS but adds student representation and involvement in cultural awareness activities, campus celebrations/events/ceremonies, and communication.

Institutional/Department involvement and accountability: In both plans, there is a clearly represented theme of initiative and accountability on the part of the Colleg

Cultivating a more inclusive, welcoming community/environment – In CEAS, let’s agree on the common themes on Wednesday, O.k.?

Summary of Unit Plans

( Place right here)

VI Recommendations

Faculty Diversity and Equity Committee, with expanded membership, should

VII. Priorities for Action

Once an action plan is agreed upon, the core to the success of The Diversity Plan is an evaluation plan to monitor progress. This plan should be evidenced–based so that divisions and units can monitor the processes and strategies being used, gather data to demonstrate progress, or lack thereof, and use the results for strategic change and organizational learning. This is the very best in the formative evaluation process. Most importantly, this process ensures that diversity is integral to the university’s on-going functioning and that goals for diversity are being met.
To ensure this centrality of diversity to the University Mission statement there must be an alignment between the Seven Mandates from the Framework for the Future (2006) and the University Mission Statement. This alignment will facilitate what Damon Williams in his research refers to as inclusive excellence. Put another way, a focus on diversity and inclusion in all we do enhances the quality of our overall educational effort.

The successful implementation of The University Diversity Plan requires that a chief Diversity Officer (the establishment of a Vice-President for Diversity Affairs) with budget and staff) and a University-wide committee be established to oversee and monitor the diversity efforts of the various units and divisions of the University. The Faculty Diversity and Equity Committee could form the core of this committee with additional representatives from the divisions and units of the university. Such a group should include:

- Senior-level decision makers, including senior admissions, academic affairs and student affairs officers;
- Academic deans and faculty members with expertise in diversity and evaluation;
- Student leaders, especially those with expertise in diversity work;
- The chief diversity officer and institutional research officer. (ACE. Making a Real Difference with Diversity, p. 62)

For The University Diversity Plan to be implemented successfully it is essential that unit and division heads be held accountable in meeting established goals and timelines. To monitor this process, the Faculty Diversity and Equity Committee, as part of its charge, will take responsibility for monitoring and evaluating and informing divisions of progress in diversity planning efforts until a diversity and equity officer and staff is in place.

Additionally, it is a priority that a campus climate study be conducted every three years. This study is important in terms of assessing the overall level of success of the University’s diversity efforts.

VIII. Conclusion/Next Steps