Chair David Larson convened the meeting at 1:50 p.m.

1. Agenda: Approved unanimously

2. Approval of Minutes of Meeting of April 25th: Minutes approved with one typographical correction.

As of May 7th, 2007, 21 of 33 tenure track searches are complete. Since our last meeting, three additional appointments have been made. With an appointment in BIOL (Genetics), CSci has completed all 10 of its searches. CEAS completed two searches in LH & LS (Leisure Management and Hospitality Management) and extended a formal offer in EDLD (Doctoral Program).

4. Report of the Presidential Appointee:
Dr. Towner confirmed that it is within the FDEC’s charge to present a proposal for a University wide diversity plan, providing information on the Committee’s role and a preliminary draft with some proposed action steps. She also reported that the Academic Senate approved ExCom’s recommendation of Professor Terry Jones (Social Work) as the next AALO.

5. CSUEB Diversity Plan; FDEC recommendations on committee role and structure
The Committee discussed and approved recommendations for changes to FDEC’s structure, role and composition.
1. Members felt that the FDEC should remain a committee whose faculty members are appointed by ExCom though with broader participation, including one staff member and one student member.
2. The Committee proposes that the immediate-past AALO remain on the FDEC for one term to provide continuity of institutional knowledge.
3. Recommendation to change the title, Affirmative Action Liaison Officer (AALO) to Diversity and Equity Officer (DEO).
4. Recommendation that the FDEC develop and oversee a proposal for a seven-point blueprint for diversity, the CSUEB Diversity Plan. Campus offices and organizations would provide data on existing policy and procedure. A subgroup, including one FDEC member, administrators,
faculty and staff, would develop the structure of each element of the plan, with a timetable for preliminary data and preliminary report.

CSUEB Diversity Plan: The Committee continued discussion of the draft for the “CSUEB Diversity Plan: A Blueprint for Action.” At our last meeting, Patricia Guthrie and Oscar Wambugu presented suggestions for ways Element 1: Creating a Welcoming Campus Community, could take shape. The goal is to build and maintain a safe, inclusive environment where faculty, staff and students learn to value diversity and respect individual differences that enrich the University community.

Each strategy could be tracked for effectiveness by requiring progress reports from appropriate sources, such as directors of specific campus programs, administrative leaders, center directors, etc. Key strategies could include:

A. Establishing or enhancing systems for generating feedback from students, faculty and staff regarding campus climate; utilizing survey information in formulating future strategies.
B. Identifying practices or policies that may have negative impacts or create barriers for particular populations; developing coordinated strategies for addressing any issues identified.
C. Enhancing participation in the campus’s Campaign for Building Community, training programs, and other avenues that enhance campus climate for students such as diversity forums, information exchange, arts programs and community partnerships.
D. Develop and implement policies and procedures that address general harassment and discrimination issues, including strategies for responding to bias-motivated acts.
E. Continue to enhance core services for students with disabilities, including assistive technology, interpreting services and learning needs assistance.
F. Increase awareness by faculty and staff regarding the needs of students with disabilities; set specific responsibilities and expectations for enhancement of campus services and programs, including classroom experiences.
G. Broaden the concept of diversity to include services for nontraditional students and immediate families of students in order to develop a more inclusive campus climate.
H. Review and broaden Orientation for new faculty, staff and students to include cultural norms, climate, services, resources and other diversity-oriented topics.
I. Review and enhance diversity training programs designed for faculty and staff; increase participation in training programs as educational tools for improving campus climate.
J. Enhance residence hall diversity programs to increase participation by students.
K. Improve services provided by campus centers to help meet the special needs of students from underrepresented groups.
L. Promote broader participation in Community Speak-Outs and other open forums for students and the campus community to discuss diversity issues.

Learning Experiences: Strategies to increase learning experiences that enhance awareness of multicultural issues could include:

A. Expand student participation in programs that provide strong academic support and sense of community.
B. Increase support for improved teaching about diversity and for teaching an increasingly diverse student body through the Office of Faculty Development.
 Nicholas Baham provided suggestions for framing Element 4, Developing a Curriculum That Supports the Goals and Mission of CSUEB, specifically addressing academic enrichment through multicultural education and community service learning. Proposed goals and strategies include:

1. To improve K-12 students’ academic preparedness, request administrative support for initiatives increasing CSUEB’s presence and involvement in local schools.
   A. Institute a broad K-12 outreach placing CSUEB faculty, staff and students in community schools. These CSUEB ambassadors would mentor and assist local students to help them reach their academic and professional potential as college students and graduates.
   B. Initiate partnerships with local K-12 educators and institutions to create opportunities for their students to interact with CSUEB faculty, staff and students in academic and social activities.
   C. Link K-12 outreach with community service learning opportunities across the curriculum.
2. Enhance General Education Curriculum by encouraging design and availability of more courses which incorporate multicultural perspectives and community service learning; consider increasing required units for these courses.
3. Create a position for Director of Curricular Programs for Community Service and Multicultural Issues who would assist departments developing courses/clusters with this focus.
4. Encourage university-wide published research on recognizing, valuing and effectively managing differences.
   A. Provide university funding incentives for scholarly research projects by faculty, staff and students on contemporary issues in multiculturalism and multicultural education.
   B. Publish and support a dedicated online journal of university research on diversity and multiculturalism.
5. Create a campus Multicultural Women’s and LGBT Center(s).
   A. Provide physical space and funding for design and support of these centers to provide an academic and social space for student generated activities equipped with mentoring, resources, and reference materials.
   B. Encourage faculty and staff interaction in the Center’s events and programs.

Recruitment practices for faculty diversity and the composition of existing faculty and staff were also discussed. Members suggested:

1. In accord with the university’s commitment to attract the broadest pool of qualified candidates, a recruitment checklist could be developed for use by Search Committees. Clear guidelines would help departments apply uniform standards and procedures. Departments would submit a faculty recruitment plan prior to their search. This would include information on where the department plans to post announcements, and provisions for mentoring new hires.
Announcements could request that candidates’ letters of application address how they are prepared to teach a diverse student body and ways they incorporate a diversity of outlooks in their curriculum. The CSUEB template for tenure track position announcements reads in part, “Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds.” Phone interviews would not be granted until the Department demonstrates they conducted a broad search.

To assist departments in assessing their own diversity, FDEC proposes a data resource covering five years, showing the ethnicity and gender of faculty (including lecturers) by department as well as a composite of the University. The name of the chair would be updated annually. A similar data resource illustrating the composition of staff was also recommended.

6. **Next Meeting:** Wednesday May 23rd, 1:30 p.m.

7. **Adjournment:** meeting was adjourned at 3:49 p.m.

Respectfully submitted,
Grace Munakata