

# CALIFORNIA STATE UNIVERSITY, EAST BAY

## ACADEMIC PLAN

FEBRUARY 2008

### ACADEMIC PLANNING TASK FORCE

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# University Mission, Values & Vision

## **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.

## **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

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## I. The Academic Planning Process

In early 2007 California State University, East Bay adopted a new Framework for the Future, identifying seven mandates for the university that emerged from a series of town hall meetings in late 2006:<sup>1</sup>

- A tradition of teaching, learning and academic quality – emphasized and reinforced through the knowledge and skills required to meet future educational needs
- An inclusive campus climate that values student, faculty and staff, and fosters multicultural learning and competence – supported by academic and co-curricular programs
- Strong growth and full enrollment with personalized learning and expanded access – supported at multiple locations
- Vibrant university villages – enhanced by student housing and student life programs to support the range of student needs at all locations
- An efficient, well-run university with a culture of accountability – represented by a commitment to garnering, allocating and managing public and private resources in support of the academic directions of the plan
- A quest for distinction realized – emphasized by the University’s common mission as well as the particular identities of each location
- A university of choice through regional stewardship – expressed through continuing interaction between the University’s academic and intellectual activities and the societal and economic health of the Bay Area

Stemming from the Framework, the university next embarked on university-wide academic planning to guide future enrollment, student services, information technology, physical master planning, the operating budget, and a fund-raising campaign. Concurrently, the California State University initiated system-wide strategic planning to establish goals and direction for the system in an effort entitled Access to Excellence. Together, the CSU and CSU East Bay are focused on meeting the educational needs of California’s residents, who, in turn, comprise the future workforce and societal leadership for the State.<sup>2</sup>

The CSU East Bay Academic Senate Executive Committee met with the President’s Cabinet and the deans at its retreat in July 2007 to discuss academic planning and establish the charge for a task force to report to the Provost by mid-December 2007. The key elements of this charge were to:

- Frame the future academic direction for CSU East Bay
- Examine alternative scenarios that illustrate the choices the University needs to make in order to further its academic mission
- Facilitate a university discussion of issues, scenarios and their implications

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<sup>1</sup> <http://www.csueastbay.edu/framework/>

<sup>2</sup> [http://www.calstate.edu/acadaff/System\\_Strategic\\_Planning/AccessToExcellence.shtml](http://www.calstate.edu/acadaff/System_Strategic_Planning/AccessToExcellence.shtml)

The task force's charge was to do *strategic* academic planning. Thus, the task force was asked to look at how demographic trends are affecting motivation and preparation for higher education and how economic changes are affecting workforce needs. The task force identified the implications of these findings for the kinds of knowledge and skills, types of educational programs, methods of teaching and learning, and levels of student enrollment that CSU East Bay might emphasize in the future. Importantly, the task force was asked to provide direction at a conceptual level, in terms of directions, principles and choices, leaving the details associated with specific academic offerings as subsequent steps to be taken by the faculty and the colleges through established academic program review and curriculum development policies and procedures.

The task force undertook its work through three activities. Members studied the attributes and opportunities associated with each of CSU East Bay's geographic locations, participated in a series of workforce development roundtables with major employers in the Bay Area, and sponsored town hall meetings for the university community at the Hayward and Concord campuses to discuss academic scenarios and directions. The task force also invited input through a public website.

Members of the task force represented each college as well as administrative divisions of the University.

Six faculty members of the task force were appointed by the Executive Committee of the Academic Senate:

Assoc. Prof. of Sociology Maxine Craig, from the College of Letters, Arts, and Social Sciences  
Assoc. Librarian Kyzyl Fenno-Smith, from the University Libraries  
Prof. of Mathematics Julie Glass, from the College of Science  
Assoc. Prof. of Kinesiology and Physical Education Rita Liberti, from the College of Education and Allied Studies  
Prof. of Accounting Nancy Mangold, from the College of Business and Economics  
Prof. of History Henry Reichman, Chair of the Academic Senate

Seven members of the task force were appointed by the Provost:

Prof. of Public Administration Carl Bellone, Associate Vice-President for Academic Programs and Graduate Studies (task force chair)  
Prof. of Sociology Benjamin Bowser, Interim Dean, College of Letters, Arts, and Social Sciences  
John Charles, Chief Information Officer  
Linda Dalton, Vice-President for Planning and Enrollment Management  
Ola Dokun, President, Associated Students, Inc.  
Prof. of Chemistry Michael Leung, Dean, College of Science  
Prof. of Management Donna Wiley, Associate Director, Concord Campus

This plan has five main sections. Following this introduction the next section of the plan describes the demographic, educational, and resource context, in response to which the plan was developed, by clearly describing the challenges facing CSU East Bay and higher education

in California more generally. Next comes the academic plan proper: a forecast for patterns of enrollment growth, a description of developing pedagogies, and a set of broad programmatic priorities. A section on “Communities for Teaching and Learning” sets out goals for serving student needs outside the classroom, sustaining faculty, supporting staff, and engaging the broader East Bay community. The next section defines the implications of the previous sections for the future of our two existing campuses at Hayward and Concord, our activities in Oakland and at co-locations around the region, as well as our online programs, considered as a virtual location or campus. Finally, a section on implementation outlines the next steps and returns to the challenge posed for the plan’s ultimate success by the question of resources.

The plan does not aim to be prescriptive – or even descriptive – of all university activities. Instead, it provides an overall guide for programs and departments. No single program will do all that is called for in this plan, nor should it. But we are convinced that, working together, the University community can and must move in the broad directions outlined here to meet the challenges and provide the kind of education sketched in these pages. This is an ambitious plan, but it is built on the many successes that CSU East Bay has already achieved. Hence its goals for the future build on current practice. As the Framework for the Future puts it, one of our key mandates is “A Tradition of Teaching, Learning, and Academic Quality — Emphasized and Reinforced.” That is what this plan seeks to do.

## **II. The Challenges We Face: Educational Needs in California and the Bay Area**

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 work force and a society demanding ever higher levels of educational attainment. Historically the CSU has ensured college opportunities for the roughly top one-third of students graduating high school. But given demographic trends and growing demand for a more highly educated work force, in the future the CSU will have to provide access to more than twice that many students if it is to meet the state’s needs. That means more students graduating from high school academically prepared to go to college; more students graduating from college; more students going on to graduate and professional training; and more degree completion and lifelong learning opportunities for working adults.

### **The Demographic Challenge**

Even without significant increases in high school graduation or college-going rates, the number of 18-24-year-olds is expected to continue to grow rapidly to 2012 and then slow somewhat from 2012 to 2020 before resuming strong growth from 2020 to 2025. But, as the Public Policy Institute of California has concluded, “California’s labor market has changed dramatically over the past two decades because of rising demand for highly educated workers. Although economic projections for California indicate a continuation of this trend, projections of educational attainment for the future population strongly suggest a mismatch between the level of skills the population is likely to possess and the level of skills that will be

needed to meet economic projections.”<sup>3</sup> By 2025, two of every five jobs (41%) will require a college graduate, an increase from less than one-third of all jobs in 2005.<sup>4</sup> This means that California will have to double its current rate of college degree production in that time. Demand for workers with advanced degrees is also expected to increase by more than 60%. Yet, overall, California’s public and private universities already do not produce all of the graduates demanded by the state’s economy. Shortages are appearing in such critical areas as teaching, nursing, and the so-called STEM (Science, Technology, Engineering, and Mathematics) disciplines.

It will not be enough, however, simply to increase enrollments. Although California’s college-age population is growing, the growth is concentrated among demographic groups whose educational achievement levels have historically been low. Specifically, California is now *last* among all fifty U.S. states in the proportion of African-American and Latino students who make it from ninth grade to a college degree. Left in place these gaps will make it even more difficult for the state to meet its workforce needs and will contribute to growing inequalities that will endanger everyone. The solution is to increase the share of the population eligible to attend college, increase the numbers – of all ages – who attend college, and increase the percentages of graduates and of those who continue on to earn advanced degrees. Hence, California State University, East Bay must not only plan to educate *more* students, it must also plan to work with K-12 schools, businesses, and the community to prepare more students for college and to serve previously underserved communities.<sup>5</sup>

If anything, the challenge is even greater in the East Bay region. By 2025, the population of Alameda County is expected to grow by about 27% and Contra Costa County by about 39%.<sup>6</sup> Although K-12 public school enrollments are expected to decline somewhat over the next ten years in Alameda County, they are expected to increase significantly in Contra Costa County.<sup>7</sup> But if the region is to grow economically its educational institutions must significantly increase the percentages of students who enter college, who complete college, and who obtain advanced degrees. In 2007, the typical resident of the two East Bay counties had completed some college, while typical residents of other Bay Area counties held a bachelor’s degree. The highest proportion of Bay Area residents not graduating from high school reside in Alameda and San Francisco counties, with an even higher proportion in the cities of Hayward and Oakland. Indeed, between 2000 and 2007 Alameda and Contra Costa counties both experienced a stronger increase in less educated residents than residents with higher education.<sup>8</sup> If the East Bay is going to prosper, it is clear that we must do a better job of educating our population.

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<sup>3</sup> Hans P. Johnson and Deborah Reed, “Can California Import Enough College Graduates to Meet Workforce Needs?” :*Public Policy Institute of California: California Counts*, Vol. 8, No. 4, May 2007, p. 1.

<sup>4</sup> *Ibid.*, p. 12.

<sup>5</sup> These conditions have been stressed in early drafts of *Access to Excellence*, a ten-year plan for the California State University system, currently in development.

<sup>6</sup> Public Policy Institute of California, *California 2025*, p. 42.

<sup>7</sup> California Department of Finance, Demographic Research Unit, October 2007.

<sup>8</sup> *The City of Hayward and the Bay Area: Demographic, Economic, and Business Indicators*, HIRE Research Brief Number B07-09-16, September 2007, p. 25.

## The Educational Challenge

The students we will need to educate do not include only – or even mainly – those students whose families have historically attended college. Many will be recent immigrants or children of immigrants. A major proportion will be the first in their families to attend college. Many will have come from K-12 schools that are struggling. As a consequence, many of these students will not yet have mastered some of the skills necessary to succeed in college. Indeed, already nearly half of freshmen entering the CSU need remediation in English or Mathematics and many community college transfer students face daunting academic challenges upon enrollment in a four-year institution. For most international students and some local students of immigrant background English is a second language. The needs of such English-language learners pose additional challenges, especially in the teaching of writing and in disciplines dependent on advanced language skills.

CSU East Bay already has considerable experience educating such students. More than 80% of our students needing remediation are “caught up” within a year. Moreover, our students will, as they do now, also bring considerable strengths to their education. The students that we must educate often come to college with a strong work ethic. A large percentage of our students are employed, and this pattern can be expected to continue. This presents a challenge for university educators who often wish that students could devote more time to their studies. But working students also bring to the university a culture of work and a dedication to improvement and success forged by life experience. In addition, the students we educate frequently bring to campus an exciting variety of cultural backgrounds, and many are and will be multilingual, which is a great asset in today’s economy and society. Moreover, the populations from which our students come are increasingly dedicated to achieving educational success. In a recent survey, 64% of all Californians and 79% of Latinos declared that a college education is necessary for success, compared to only 55% of whites. The same survey reported that 66% of Californians believe the CSU is doing a good or excellent job, which is much higher than the ratings given to K-12 education.<sup>9</sup> Our challenge will be to build upon this support, the strengths our students have and their dedication to education to help them overcome the difficulties they face and succeed as college graduates and, in many instances, as holders of advanced degrees.

In short, CSU East Bay is challenged to provide new and often nontraditional students with educational opportunities that encourage success. In the workforce development roundtables held by the task force, Bay Area employers indicated that they would like all graduates, whatever their discipline, to be able to demonstrate eight main attributes: 1) the ability to read and comprehend complex written materials; 2) the ability to communicate effectively both orally and in writing; 3) mastery of basic mathematical and statistical methods, appropriate to the demands of their jobs; 4) the ability to think and analyze critically; 5) the ability to use a variety of information sources and to differentiate between reliable and unreliable information; 6) the ability both to work in teams and to exercise leadership; 7) multicultural competence or sensitivity to working with diverse populations; and 8) preparation for the workforce.

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<sup>9</sup> Public Policy Institute of California, *Californians and Higher Education*, p. 14. By contrast, more than eight in ten (85%) adults and nearly nine in ten (88%) likely voters said they have only some, very little, or no confidence in the state government’s ability to plan for the future of higher education

Producing more graduates who can demonstrate these attributes is our biggest educational challenge.

### **The Resource Challenge**

If CSU East Bay is to address the educational needs of the state and the East Bay adequately we will need to obtain additional resources and use existing resources more carefully. A major challenge will be to identify and develop alternative funding sources. Increasing and improving efforts to obtain outside research and other grants is one way of doing this. In addition, the University's major fundraising campaign, now being planned, will be critical to the success of this plan. However, the educational challenges facing not only CSU East Bay but the state as a whole cannot adequately be met if the state does not find a way to reinvest significant additional public funds in higher education. The economic rationale for public support to higher education is that the benefits to society of an educated workforce are likely to outweigh the benefits for individual students. Therefore, it is foolhardy to place the main burden of support on the students themselves. As one study recently concluded, "Californians will need to consider the potential costs of *not* pursuing policies to ensure greater access, quality, and affordability—the major elements enshrined in the [state's 1960 higher education] Master Plan."<sup>10</sup>

## **III. An Academic Plan for the Future**

### **Enrollment Growth**

To meet these challenges California State University, East Bay must, first of all, plan for enrollment growth, accompanied by appropriate growth in faculty, staff, and support services.. This enrollment growth can and should take place in several ways at our different campuses:

- **We must increase significantly enrollments of four-year students, especially residential students, at our Hayward campus and explore the possibility at Concord.** To do this, the university must work closely with K-12 schools in Alameda and Contra Costa counties not only to recruit students but also to increase the number and proportion of students who are adequately prepared for college. Although a steady stream of students will continue to come to CSU East Bay from community colleges, studies indicate that students who go directly to four-year colleges are more likely to complete a degree program than those who don't.

In addition, because both current CSU East Bay campuses face challenges to easy access by public transportation and by automobile due to increased traffic congestion, increasing the proportion of residential students will enable the Hayward and Concord campuses to serve more students. And because growth in California is uneven geographically CSU East Bay must also be capable of absorbing mainly residential students from other areas of the state. In particular, many CSU campuses in southern California are approaching enrollment limits. If

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<sup>10</sup> *California 2025*, p. 130.

students from that region who are able to study away from home can come to CSU East Bay, space would be freed at those campuses to receive additional enrollments.

□ **We must increase enrollment by students transferring from community colleges by improving transfer mechanisms and facilitating advising.** CSU East Bay is not in “competition” with area community colleges for students. Indeed, if the state is to meet its needs for an educated population, enrollments will need to increase in both four-year institutions and community colleges. CSU East Bay must, therefore, work with community colleges, especially in Alameda and Contra Costa counties, to prepare qualified community college students for transfer. Here the CSU’s Lower Division Transfer Program, which clearly designates pathways to transfer for more than forty popular CSU majors, is critical. But CSU East Bay must also continue to maintain local articulation agreements with area community colleges and, in addition, work with those colleges to facilitate the availability of programs to transfer-eligible community college students, including by offering courses – and, where feasible, even entire programs – on community college campuses.

□ **We must increase both the academic success and retention of continuing students and the rate at which these students complete degrees.** Although completion of some higher education improves students’ opportunities in the work force, most new jobs will require a degree. It is therefore incumbent on the university to devote the resources and attention necessary to ensure that as many students complete their degrees as possible. Indeed, were CSU East Bay to improve its retention rate only to the current CSU average this would amount to an increase of more than 100 full-time equivalent students (FTES) each year.

□ **We must create additional opportunities for older “reentry” students to begin or complete college degrees.** CSU East Bay has considerable experience educating students who return to college after extended periods in the work force or as homemakers. We must continue to support and expand our service to such students, who are best served by degree programs with flexible requirements and scheduling. Specifically, we must develop more degree opportunities through our Program for Accelerated College Education (PACE), which allows working adults to complete their degrees during the evening and on weekends. In addition, reentry students are often well-served by highly focused certificate programs and by shorter-term training efforts, sometimes offered through extension and increasingly online. Non-credit programs, like the highly successful Scholar-OLLI program, may also stimulate older students to continue further and complete a degree, even as such programs serve the community in their own right.

□ **We must increase enrollments in graduate and certificate programs, especially those leading to careers in high-demand fields like teaching, nursing and other health care fields.** Graduate and post-baccalaureate enrollment has grown significantly over the past dozen years comprising a larger percentage of our enrollment than at almost all other CSUs. In order to continue to increase overall university enrollment, we must continue to pay attention to graduate, post-baccalaureate, and certificate enrollment. Since graduate and post-baccalaureate enrollment is comprised of mostly working adults, some of these programs, especially those in high demands fields, may be offered through online learning, or other locations beyond our two main campuses

□ **While we must continue to recruit students from the entire East Bay region and, indeed, the state as a whole, the communities immediately surrounding our two campuses have special needs.** The City of Hayward has the highest proportion of people over the age of 25 without an advanced degree of any city in the East Bay. It also has the highest percentage of Hispanic residents of any city in Alameda County.<sup>11</sup> Because Hayward residents have relatively easy access to our main campus, they are ideally situated to commute to the campus without placing additional strains on the area’s transportation resources. At the same time, Contra Costa County has the highest growth rate of any Bay Area county, with much of that growth concentrated in the eastern portion of the county near our Concord campus. As the most populous county in California without its own four-year college or university, Contra Costa County will have increasing educational needs that CSU East Bay must help meet.

□ **We must continue to recruit students from all areas of the world including both regularly enrolled (matriculating) students and Continuing Education students.** Although CSU East Bay’s main obligation is to serve students from California in general and the East Bay counties in particular, these students will benefit greatly from the presence in the University of students from out of state and, especially, international students.

### **A CSU East Bay Education**

CSU East Bay is a university of diversity and opportunity. As a comprehensive university, we offer undergraduate and graduate degrees in a broad variety of fields. But in all our programs we must offer an education that emphasizes lifelong learning, fundamental thinking and communication skills, an ethic of work and achievement, and engagement with the great breadth of human experience. Our students, faculty, and staff come from the widest variety of backgrounds and bring to the university an extraordinary range of experiences. But our university has been especially effective at educating students whose educational opportunities may have been limited and at bringing together our diverse community to learn from each other. Our degree programs combine practical training with the acquisition of academic skills that prepare students for a lifetime of work, civic engagement, and personal fulfillment. Our goal must be to “make a difference” in the lives of our students and graduates.

While located in one of the most urbanized areas of our state and country, our campuses are removed from the hustle and bustle of city life and provide safe environments for reflection and study, while retaining connections to the vibrancy of contemporary urban life. In many ways, CSU East Bay offers the benefits of a large, urban, comprehensive university while retaining much of the feel of a smaller college. Our colleagues who participated in town hall meetings articulated this vision well, confirming a sense of the University’s identity.

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.

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<sup>11</sup> *The City of Hayward and the Bay Area*, p. 27.

- 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.

### **A Variety of Pedagogies**

There is no single correct way to learn anything. Students have different learning styles; disciplines have varied approaches to the mastery of knowledge; and there are multiple routes to understanding. CSU East Bay must therefore employ the broadest possible variety of pedagogical methods to most effectively serve our students and meet the challenges we face. These must include traditional methods of college teaching: the lecture, the textbook, the reading assignment, the laboratory experiment, and the classroom discussion, which will remain at the heart of the educational enterprise. But increasingly the university has become dedicated to offering different and often innovative learning environments, including environments outside the classroom. Among these pedagogical methods are problem- and inquiry-based learning, hands-on projects, field trips, service learning through internships and other activities, and the creation of student and faculty learning communities. All these methods have an important place in the repertory of effective instruction. But three important modes of teaching will require CSU East Bay to commit resources to their support and further development:

- Writing Across the Curriculum.** Clear and effective written expression is both emblematic of and essential to developing clear thinking. Writing facility is usually built on a foundation of active and frequent reading. CSU East Bay must therefore provide regular opportunities for students to read and write about challenging materials and to engage in exercises to improve their ability to write in a broad variety of disciplines and courses across degree programs.
- Student Research.** Involving students in original research and creative activity and similar forms of problem-based learning, either on their own or in cooperation with faculty or other students, develops a spirit of inquiry and offers students the chance to learn independently by doing and contribute to the development of knowledge.
- Online Education and Technological Supplements to Classroom Learning.** The Internet and other new media have transformed education in recent years. Although technology is not and cannot provide a “magic bullet” that will make education more efficient

and effective, it can offer assistance and useful supplements to traditional modes of teaching, especially when employed by informed instructors and motivated students with appropriate resources.

No single pedagogical method will by itself be adequate; what is key to the success of this plan is the university's commitment to foster and support a wide variety of pedagogical methods and learning styles and to encourage experimentation and professional development among faculty.

### **Programs of Distinction**

Growth and development of degree programs in specific fields of study has always varied and will continue to vary under the impact of numerous factors, including demand by employers, student interest, and disciplinary changes. However, we foresee that overall the university will in the coming decade continue to maintain and emphasize its distinction in the following broad areas:

- **General Education for Undergraduates.** The foundation of all undergraduate education at CSU East Bay is the general education program, which develops essential skills in written and oral communication, mathematics, information competency and critical thinking. CSU East Bay's nationally recognized program of freshman learning communities, or "clusters," assures that entering students get the attention they need to succeed in college. Through basic study at the freshman and sophomore levels of subjects in the physical and natural sciences, social sciences, and the humanities, and through more advanced study in each of these areas at the junior and senior levels, CSU East Bay undergraduate students are exposed to the kinds of basic knowledge, skills, and modes of inquiry that will better prepare them not only for jobs and careers but for life itself. Maintaining and further improving the general education program is essential to CSU East Bay's success.
- **Graduate Education.** One of CSU East Bay's critical responsibilities is to provide graduate education, mainly at the Master's degree level, both in professional fields and in academic disciplines, with emphasis on "applied" scholarship. Important post-baccalaureate programs are the Master's in Business Administration and other advanced business degrees, Credentials, Master's and Doctoral degrees in Education, the Master's in Public Administration, the Master's in Social Work, and other Master's level professional and academic degrees. Although some CSU East Bay Master's recipients will go on to complete doctoral programs, most Master's recipients will apply their educations directly in business, education, and public and social service.
- **Global Awareness and Understanding.** College graduates and recipients of advanced degrees need a heightened awareness and understanding of the varied nature of the human experience across the globe, of its economic, social, and cultural diversity and interconnectedness, and of its history and traditions. Students at CSU East Bay must be able to study global issues and develop the specialized skills and knowledge needed in a global economy. CSU East Bay must encourage students to enrich their educations through participation in university supported study abroad programs. But even more students are likely to learn about the world through interaction with international students on campus and through fields of study involving international and global inquiry, including interdisciplinary

programs. Multilingualism is of critical importance. Many CSU East Bay students come to the university fluent in more than one language. Others need further study of a second language. To further global awareness and understanding, CSU East Bay must encourage our graduates to develop second-language skills.

□ **Multiculturalism and Diversity.** If today's global society and culture are more diverse and interconnected, the same can be said of society and culture in the United States and California. The U.S. today is a society in which many cultural traditions interact. CSU East Bay's mission statement declares that CSU East Bay will "provide an academically rich, multicultural learning experience." 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. CSU East Bay is distinct in that no single ethnic tradition constitutes a "majority" in our student body. We therefore concentrate efforts on the development of programs that speak to and among a wide variety of cultural traditions. We are also distinguished by the development of academic and other programs that serve the needs of a diverse student body, including second-language learners and students with disabilities.

□ **Environmental Awareness and Sustainability.** It has been said that the single greatest challenge facing humanity today is to adapt our growth and development so that we can provide a physical environment for future generations that is sustainable. Central among the problems we face is global warming, but addressing this problem must be part of a broader effort to develop sustainable resources. CSU East Bay will commit itself both to offering courses and programs that encourage serious study of and reflection upon environmental issues and to providing at our campuses the most sustainable environment we can.

□ **Arts and Culture.** While one of the university's most important tasks is to provide an educated work force to meet the economic challenges facing California and the region, we must also help ensure that the lives of those we educate and of those who live in the communities we serve are rich and fulfilling. CSU East Bay has long had distinguished programs in the arts. An active and rich cultural life is essential to the maintenance of our campuses as "vibrant university villages." Moreover, cultural activities offer residents of our region opportunities for recreation and enrichment. Maintaining programs and course offerings in the arts and culture and providing opportunities for artistic and cultural enrichment to both students and the community are hence another area of distinction for the university.

□ **Professional Programs.** CSU East Bay has long offered professional preparation programs at both the Bachelor's and Master's degree levels in business, nursing, public administration, social work and other service professions. These programs have two fundamental features in common. First, they integrate professional preparation with broader academic study and general skill development. Second, they are tailored to meet the employment needs of the East Bay region. The university must continue to provide these programs to serve the needs of the region and the state and, where necessary, increase their enrollments. The university must also consider new professional programs aimed at meeting specific employment needs of the region.

□ **Teacher Preparation, Educational Leadership, and Collaboration with K-12 Education.** If CSU East Bay is to help the East Bay and the state meet the challenge of better educating our population, we need to engage fully with K-12 education. Although the principal contribution of the University to the public schools is the training and certification of teachers and other educational leaders, including now through the Ed.D. in Educational Leadership for Social Justice, future educators in California must also complete subject matter programs of study at the undergraduate level. Hence, teacher preparation is a university-wide responsibility. But the University cannot limit its efforts to training teachers and providing advanced education degrees. A special focus of our efforts in the next decade must also be to find more and better ways to support early childhood education and to work with schools and K-12 teachers to help prepare larger numbers of students for college and to improve education more generally. Here we can build on existing efforts like our African-American and Latino Educational Summits and the CSU-wide Early Assessment Program, as well as efforts in Early Childhood Education.

□ **Science, Technology, Engineering, and Mathematics (STEM).** According to the U.S. Bureau of Labor Statistics many of the highest growth occupations in the U.S. requiring a Bachelor's or Master's degree will be in the STEM fields. In order to meet the challenges facing the region and the state and increase the scientific literacy of our population, CSU East Bay must increase the numbers of graduates capable of filling such positions. We must also work to increase the numbers of teachers certified to teach Mathematics and Science in the K-12 schools.

In addition, all universities must make room for innovation, idiosyncrasy, and iconoclasm. Hence this plan must keep the door open to new and modified programs, including those that are basically experimental in nature.

### **Continuing and International Education**

The Division of Continuing and International Education provides professional development, training and education for East Bay professionals, offering more than 50 certificate and degree programs in a variety of industries and fields, professional development courses in Teacher Education and other fields, as well as “enrichment” courses and programs for adult learners at sites around the Bay Area, including CSU East Bay campuses, and online. In addition, students may enroll through Continuing Education in University courses bearing degree credit, prior to full admission to the University. These programs and opportunities are not supported by state funds and hence are largely funded by student fees and, in some instances, employer support. But they provide an important service to the region and often lead participants into degree programs. These programs also provide the University as a whole with important supplementary funding.

In addition, the University has offered degree programs abroad through Continuing and International Education. These programs enrich the experience of CSU East Bay faculty and create international contacts of benefit to the entire University. Significant numbers of international students also come to CSU East Bay to study in a variety of programs offered by Continuing and International Education. These add to the diversity and richness of our campuses, and many who complete these programs stay at the University to complete a degree.

Continuing and International Education helps the University fulfill its mission both programmatically and as a key source of supplementary funding. The Division must, therefore, seek to increase enrollments in its existing programs and consider the development of new programs and courses to serve a wider community of adult learners, working professionals, and the business community.

#### **IV. Communities for Teaching and Learning**

California State University, East Bay seeks to create “vibrant university villages” to promote a high quality academic life for students, faculty and staff. As the term “village” implies, our campuses need to be alive “24/7” with activities that serve residential and commuter students, faculty and staff on weekly schedules, and families, friends and other guests. Students, faculty, staff, and visitors share a need for a safe, clean, accessible, and attractive physical environment, both indoors and outside, at each campus. Appropriate spaces for social, cultural, and recreational activities, including personal fitness, strengthen the campus community. A dynamic campus depends upon affordable, nutritious, varied and efficiently delivered food services for support.

##### **Advancing Inquiry and Knowledge**

CSU East Bay is first and foremost an intellectual community, valuing inquiry, innovation, and creativity. As such, the University endorses the following essential principles of academic freedom, which have been more fully elaborated in the American Association of University Professors’ 1940 “Statement of Principles on Academic Freedom and Tenure” and its subsequent interpretations:<sup>12</sup>

- Full freedom of research and in the publication of research results
- Freedom in the classroom to discuss the appropriate subject matter from any and all points of view
- Freedom from institutional censorship or discipline when members of the University community speak or write as citizens

As a University community we seek to expand and communicate our understanding of the disciplines we teach in the context of the world around us. Faculty members contribute to the development of knowledge and inquiry through teaching, scholarship and research, and service to the broader community. Students extend their own horizons through academic and co-curricular work, and share their insights through engagement with faculty and the community. However, this knowledge would be ephemeral without the means to organize, archive, and disseminate the results of scholarship and creative activity. Thus, as an academic community CSU East Bay depends on the development of a sophisticated information architecture including the infrastructure necessary to provide access to published knowledge in all formats and to organize and disseminate knowledge created at the University.

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<sup>12</sup> See <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

The University Libraries are central and critical to this effort, which also requires additional facilities and support for research and faculty development to ensure that the University can continue its tradition of scholarly inquiry and contribute to the expansion of knowledge. As one CSU faculty member put it, “The library is the hub connecting all of the university’s teaching, learning, research, and service functions. In the library, students and faculty not only find the electronic resources, books and periodicals they need, they also find a space for individual and collaborative learning and the librarians who guide them through the complexities of the universe of information.”<sup>13</sup> University-based digital archives could organize and provide online access to student and faculty research, for the community, region, state and beyond.

High quality and user friendly web accessible information, services and resources are fundamental to any public institution. Integrated online services accessed via a single portal would allow the University community on all campuses and sites to access the full range of information, services, and materials to support students from registration through coursework to graduation. On demand, online consultation could enhance access to needed services and provide direction to University resources such as forms or referrals. Further such integrated services could provide equitable access to services and resources across university campuses and sites without unnecessary duplication of administrative units and staff.

### **Serving Students**

Students need appropriate and convenient support services in all locations. These include academic support services, access to adequate library resources, academic and career counseling, health services, and support for student clubs and organizations. Adequate, comfortable, clean, well equipped classrooms and other learning spaces are essential to successful student learning. Appropriately designed learning spaces allow for productive interaction between students and faculty. Spaces that “work” serve student learning, accommodate effective pedagogies, support the integration of technologies into the learning environment, and also anticipate the future.<sup>14</sup> Spaces designed to enhance the specific areas of academic distinction presented in this document (Part III) are essential. All locations should provide facilities for group and individual study. Residential campuses must provide varied resources for student recreation.

Given the diversity of our student body careful consideration must be given to the needs of student families for childcare and similar services. In constructing new student housing, consideration should be given to the possibility of offering housing to student families. In addition, some students, including those with disabilities and veterans, will need additional services.

If CSU East Bay is to meet the demographic and educational challenges described in Part II and address the needs of the students we will serve, special attention must be paid to three key aspects of student services:

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<sup>13</sup> Quoted in *Advancing Together: 21<sup>st</sup> Century Strategies for the CSU Libraries*, September 2005, p. 6.

<sup>14</sup> Scott Bennett, “Great Places for Learning” at <http://www.pkal.org/activities/2006Rhodes.cfm#presentations>

- **Advising.** Providing clear and readily accessible academic advising for students is essential to ensuring their educational success. The University must, therefore, provide a “one-stop” center for advising on our campuses and a “one-click” center for advising online. Entering freshmen and transfer students need to receive prompt and informative information about degree requirements and academic programs, as well as about services available to students. Advising in general education needs to be centralized and coordinated so that both staff in student services and appropriate and trained faculty can provide clear direction for “native” and transfer students. Major advising is the responsibility of academic programs, but it is the responsibility of the University to ensure that such advising is consistent and accessible at both the Hayward and Concord campuses. Special attention also needs to be paid to identifying and assisting “at risk” students.
- **Academic Support.** As the University begins to serve a larger number of residential students and, more important, begins to recruit larger numbers of students whose preparation for higher education has not been fully adequate, demand for tutoring services will expand at a faster rate than the growth of the student body. The Student Center for Academic Achievement (SCAA) and other tutoring programs on the Hayward campus will need to develop and expand their services. The SCAA will need additional physical space and more peer tutors. It will also need to expand its services from the current emphases on writing, mathematics, and statistics, to other disciplines, while also developing new methods to deliver support in existing subject and skill areas. The SCAA will also need to work with the Concord campus and other off-campus and online programs to increase services to those students.
- **Student Life and Leadership.** With larger numbers of residential students, the University must work to expand opportunities for students to participate in a variety of on-campus co-curricular activities, including student athletics, clubs, as well as educational, cultural, and recreational events. Students also need opportunities to develop leadership skills through student government, fraternities and sororities, and other activities on and off campus. Learning cannot be limited to the classroom and the Library, but must take place throughout campus life.

### **Sustaining Faculty**

To attract, retain, and sustain talented and dedicated faculty, the University must foster a sense of community among the faculty. A community requires that faculty have reasonable workloads and schedules that permit interaction with their colleagues. Within the context of the CSU-CFA Collective Bargaining Agreement, efforts must be made to reconfigure faculty work assignments to support student success and the advancement of knowledge, providing faculty with the time to engage students more effectively and to maintain their own currency in their fields of scholarship. In particular, it is essential to configure the assignments of newly hired probationary faculty and provide support so as to facilitate their development as both teachers and scholars.

Enhancing the ability of faculty to work, collaborate and interact with each other and students on campus is essential. The University must provide adequate, well-equipped offices and laboratory space where appropriate. Any CSU East Bay location with a resident faculty should provide a quiet, attractive, convenient place where faculty may informally meet for

conversation. Consideration of opportunities for faculty and staff housing at the Hayward and Concord campuses should continue.

The University must provide an array of resources to support teaching and scholarship. Although the nature of such support will vary by discipline and the needs of a diverse faculty, effective support will be characterized especially by:

- **Tenure-Track Faculty.** The University must make a sustained effort to increase the numbers of full-time tenure-track faculty and the proportion of teaching done by such faculty. In these efforts a commitment is needed to recruit, welcome, and support a diverse faculty, committed to scholarship and to teaching CSU East Bay students, whose own diversity the faculty itself will increasingly reflect.
- **Faculty Development.** As we hire new faculty the University must ensure that the faculty development center remains responsive to the needs of different faculty, provides multiple modes of support for teaching innovation and improvement, nurtures new faculty, both full- and part-time, and works to help all faculty more effectively educate students.
- **Support for Scholarship.** The University must increase support for faculty scholarship, research, and creative activity, including travel funds, grant writing assistance, assigned time for scholarship and teaching innovation, ready access to library resources, and effective and responsive assistance in the administration of faculty grants and contracts.
- **Shared Governance.** We must maintain our long tradition of shared governance in which the Academic Senate and its committees work with the academic administration so that the voice of the faculty is heard on all University issues and the faculty's primary responsibilities for the development and maintenance of curriculum and for retention, tenure, and promotion standards are clear and acknowledged. The University must also foster collegial relations between administrators and faculty at all levels, working with both the Academic Senate and the California Faculty Association to maintain an atmosphere of cooperative trust and problem-solving.

### **Supporting Staff**

Students and faculty are at the heart of the University's mission. But students could not learn and faculty could not teach without effective staff support. The University must provide staff with sufficient resources to accomplish their work, adequate compensation, recognition, and opportunities for career growth. To meet its challenges the University needs to ensure that staff morale is high and that all those who work for the University understand their part in achieving academic success and are acknowledged for their contributions to that success. In particular, staff need opportunities to learn, either by enrolling concurrently as students or through staff development efforts. Staff also need to participate in decision-making and to have their collective voice heard on issues of importance to their work and to the University's future. As with faculty, the University must foster collegial relations between administrators and their staff. Building effective and constructive labor relations with staff and their union representatives is an important aspect of this effort.

## Engaging Communities

The University can enrich its neighboring communities and the wider region through cultural programming, educational lecture series, providing guest lectures to community organizations, athletic events and other forms of recreation, providing research and other support, and strengthening alliances with high schools and K – 12 teachers and students. The University is a resource for its neighbors, but we cannot sit on our campuses and wait for the community to come to us. Wherever and whenever a community in Alameda or Contra Costa counties engages in planning efforts, CSU East Bay must become an active and supportive participant. If we are to meet our challenges, increase enrollments and raise the proportion of the East Bay population that graduates from college and receives advanced degrees, then we will need to reach out to those in Alameda and Contra Costa counties who we aim to serve. Here developing partnerships with schools, community colleges, businesses, and civic organizations is central.

## V. Implications for Campus Locations

California State University, East Bay, one university serving different students in multiple locations – this emerging premise reflects CSU East Bay’s commitment to access to higher education, particularly within the metropolitan region. In the East Bay access has become a significant geographic challenge. Transportation systems in the Bay Area are becoming more congested; people are becoming more conscious of the costs of energy; and they are increasingly recognizing the value of their time. To make higher education more accessible, CSU East Bay needs to make it easier for students to reach its campuses – and to take its campuses to the students. This will involve being strategic about what programs are offered at what locations, how classes are scheduled and taught, how campuses are designed or redesigned, and how the University addresses transportation.

Thus, we see the University offering its academic programs on our different campuses in the following manner:

- The Hayward campus will continue as a comprehensive university with a significant increase in residential enrollment, which takes advantage of the attractiveness of its site, the capital investment in its facilities, and its “feel” as a traditional campus. At its current master plan capacity of 18,000 FTES, the Hayward campus may serve 25,000 students along with 3,000 faculty and staff.
- In the short-term, the existing Concord campus will continue to focus mainly on selected professional and pre-professional programs, with an eye toward expansion of health, human services and allied programs. Its instructional capacity is limited to 4,500-6,000 FTES due to environmental and travel constraints. In the long-term, enrollment demand in central and eastern Contra Costa County will support a full-service campus that could approach 25,000 FTES or approximately 34,000 students at a more accessible site, for example at the former Concord Naval Weapons Station.

- Downtown Oakland is the hub of employment in the East Bay as well as the center of a large educationally-underserved population. Thus, CSU East Bay should establish a greater presence in Oakland at a location accessible by BART.
- The University should continue to offer strategically-selected programs at community colleges and other institutions. These co-located offerings should be cohort-based, degree-completion and/or otherwise clearly connected to their institutional hosts.
- CSU East Bay's online campus is the newest way to make higher education accessible. By thinking about online teaching and learning at a virtual campus, we can ensure that students who enroll exclusively online have access to a full array of support services just as they would if they were physically present.

Although CSU East Bay serves students at multiple locations, including our two main campuses in Hayward and Concord, and through distance learning, we stress that we are one university, with a common plan and common standards. Whether a student studies at Hayward, Concord, our Oakland Center, at a co-located program off campus, online, or at a combination of these, the education received should always meet the same high standards. Just as CSU East Bay students and the communities we serve benefit from the diversity of our degree programs and the diversity of our students and faculty, they benefit too from the diversity of our locations and means of delivery. By sharing both a common administration and a common vision, our several locations and wide variety of programmatic offerings strengthen each other in order to serve better the educational needs of California and the East Bay.

Further, the spirit of being one university calls for providing a parallel level of support for students at each location. While specific services may differ (e.g., residential programs would not be provided at each campus), each campus should offer the same quality of support. CSU East Bay may be able to place a full range of “self-service” administrative services online so that no student should have to stand in line in person for a campus administrative service, except by choice.

## **Hayward**

The CSU East Bay Hayward campus will continue to provide a comprehensive range of undergraduate and graduate degree programs as well as a variety of certificate and continuing education non-degree programs. The primary service area for the Hayward campus is the East Bay – Alameda, western Contra Costa and nearby counties; however, as the residential capacity increases, the campus will attract more students from throughout California, and continue its success in attracting international students.

The goal for the Hayward campus is to sustain a distinct identity and market niche by retaining the characteristics of a relatively small CSU while providing the benefits of a medium-sized, urban campus. These characteristics include a mix of class sizes that promote student interaction inside and outside the classroom with fellow students and with faculty, classes that are taught by full-time faculty, and co-curricular programs that contribute to student development. These qualities will afford undergraduate students an educational experience that combines opportunities to pursue degree programs in the liberal arts, the

sciences and the professions while developing a broader set of attributes through the University's unique general education program.

The campus will also continue to be a leader in the CSU in providing high quality graduate education that is community and industry-driven. It will maintain and develop its teacher preparation programs, which are broadly defined to encompass not only credential programs but also a variety of programs and initiatives that strive to improve the quality of K-12 education in the region such as the new Ed.D. in Educational Leadership for Social Justice.

The growth objective for the Hayward campus is to increase enrollment to a maximum of 18,000 FTES, or 25,000 students. Growth will focus on increasing the four-year undergraduate population, eventually resulting in an undergraduate population of approximately 20,000 students and a graduate population of 5,000 students. The objective is also to increase the residential student population to approximately one-fourth of the total undergraduate enrollment.

The Hayward campus already benefits from fifty years of investment, including in its physical plant, library collections, administrative structure, advising services and student support programs. The ability of the Hayward campus to continue to deliver its academic programs will depend greatly on maintaining its facilities and building new ones that meet future needs. Classrooms must be designed to allow for maximum flexibility of use, reflecting the variety of pedagogies outlined above. For example, classrooms need to be designed so students can work together in teams as well as participate in lectures and discussions. Extensive development of campus facilities outside the classroom will also be required, including increased residential capacity, expanded food services, including the Dining Commons now under construction, a Recreation and Wellness Center, construction of which should be complete as early as 2009, and other facilities that will provide students with activities "24/7" so they do not have to leave the campus.

One of the major constraints faced by the Hayward campus is the lack of convenient access to campus. This constraint can be somewhat ameliorated by increasing the proportion of residential students, increasing the availability of shuttle access to BART, and the utilization of more flexible scheduling patterns, including Friday night and weekend classes, and hybrid courses.

## **Concord**

Demographic trends indicate that Contra Costa County, particularly the eastern portion, is growing more rapidly than other parts of the Bay Area.<sup>15</sup> As a result, this county will not experience the decline in the college-age population over the next decade that is projected for the rest of the state (including Alameda County). Instead, the California Department of Finance expects the number of high school graduates to increase through 2012, then experience a small decrease through 2015 and begin increasing again in 2016. Thus, while the number of high school graduates statewide is expected to decrease by 7.3 percent from 2007

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<sup>15</sup> Christopher Thornberg and Jon Haveman, "2007 East Bay Economic Forecast" (Beacon Economics, September 2007), pp. 68-69; Craft Consulting Group, "The Changing Realities of Contra Costa County's Housing Market (Contra Costa Council, 2007).

to 2016, in Contra Costa County the number will increase by 1.6 percent.<sup>16</sup> In addition, high school graduates in the county, especially its eastern portion, are becoming more diverse. According to the U.S. Census Bureau, in 2005 52 percent of Contra Costa County's population was white, followed by Hispanic (20.1%), Asian (13.8%) and African-American (9.9%).

Currently, 37.8 percent of the Contra Costa County working age adult population holds a bachelor's degree or more. However, Contra Costa County is currently the only county in California with a population of over one million that does not have a comprehensive public university. Compared with the rest of California, more of the county's residents leave the county, and even the state, to attend college.<sup>17</sup> Recognizing this unmet demand for higher education in Contra Costa County, the California State University Board of Trustees established a branch campus of CSU East Bay (then CSU Hayward) in 1981. The branch campus moved to its present site on the former Cowell Ranch on Ygnacio Valley Road in 1992.<sup>18</sup>

### *Concord Branch Campus*

The current Concord Campus will continue to promote a mix of undergraduate and graduate programs with increased emphasis on professional and pre-professional degree and credential programs. Expanded offerings in the health and human services areas could be clustered around existing Nursing, Human Development, Psychology, Social Work, and Criminal Justice programs. In addition, Business, Public Administration, Teaching Credential and Education programs and majors will continue to be offered to meet the market demands for these areas. Some humanities and social science majors, such as Liberal Studies and History, also fit into the campus's niche, as they are common paths into the teaching credential programs and help to meet employment demands in the community. Finally, Concord's location in the hills east of the Diablo Valley offers possibilities for the development of programs in environmental studies, land management, and related fields.

The success of the current Concord Campus depends on planning and coordinating curricular offerings with the Hayward Campus. The current enrollment of about 700 FTES (Full-time Equivalent Students) could increase to the site's capacity of 4,500 to 6,000 FTES. In order to build enrollment and assure the viability of the campus, all programs must offer courses in a predictable, timely fashion based on yearly block schedules and roadmaps that provide students with a clear path to complete their degrees. Concord scheduling might benefit particularly from a cohort-based approach, whereby academic departments offer a predictable cycle of courses on a three-year schedule enabling students to plan how to complete their degrees. Student support services, which are integral to student success, will need to be expanded to meet student needs.

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<sup>16</sup> California Department of Finance, Demographic Research Unit, October 2007: <http://www.dof.ca.gov/HTML/DEMOGRAP/ReportsPapers/Projections/Enrollment/K12-05/K12EnrlmntPrjctns2007.php>

<sup>17</sup> Craft Consulting Group, "Estimated Demand for Postsecondary Education, 2007 thru 2018, CSU East Bay - Concord Campus," September 28, 2007.

<sup>18</sup> Contra Costa Faculty Advisory Committee, "Strategic Master Plan for the California State University Contra Costa Campus, Summer 1995. See also, Munroe Consulting, Inc., "CSU Hayward – Contra Costa Academic Needs Analysis" (prepared for the CSU Chancellor's Office, May 9, 2001).

The Concord Campus's attractive setting, large site, relatively new facilities, personal service, and small class environment make it appealing. However, significant constraints, including severely limited public transportation to the site and congested traffic patterns around the campus, limit its potential growth. Class scheduling patterns that are mindful of the heaviest traffic flow times may help to minimize the problem. Hybrid classes present another possible alternative, as students simply travel to campus fewer times over the course of a quarter.

The potential for housing at the current Concord site poses a dilemma. Current programs attract an adult population, largely interested in professional fields. Without a full lower division curriculum (currently not supported by the California approach to branch campuses), the campus would be unlikely to attract a residential student body that could take advantage of daytime academic programs. However, if the University is permitted to offer both lower and upper division courses at Concord, construction of student housing at the campus will need careful consideration. In any event the University should consider the possibility of building faculty and staff housing at Concord.

If the Concord Naval Weapons Station site described below proves feasible and CSU East Bay is successful in obtaining and developing the site, we would retain the current Concord campus site, but its identity and programmatic offerings would most likely change.

### *Concord Naval Weapons Station*

CSU East Bay has submitted a preliminary proposal requesting conveyance of approximately 400 acres of the recently decommissioned Concord Naval Weapons Station for the development of a full-service CSU campus that would support an ultimate enrollment of 25,000 FTES or 34,000 students. Although a thorough study of the site is still needed, the University is considering a shift in the current CSU paradigm to allow for two full-service campuses under the same university leadership, thus saving the California taxpayers the cost of replicating the administrative costs of launching a separate CSU campus. It would also allow CSU East Bay to more fully serve the growing educational needs of Contra Costa County.

A CSU East Bay campus on the CNWS site could provide the intellectual “anchor” for this project, stimulating innovation and attracting economic and cultural development to the area. The CNWS location would be accessible to BART. The campus could offer a full spectrum of academic programs, housing, and related student services and recreation facilities, with the possibility of partnering with the community to share cultural and recreational facilities such as a library, performing arts venue, and/or sports complex. The University also envisions opportunities to engage in applied research by faculty and students that would support local business and community needs. Academically, the CNWS site might offer East Bay's established general education program for undergraduates, as well as upper division and graduate programs. Given the increasing demand for health care providers in the region, new programs associated with health, human services and allied disciplines might be offered, as might programs in environmental science, policy and engineering that focus on issues such as energy, transportation, water and related resources.

## **Oakland**

Oakland is the largest city in the East Bay and a major regional center of business, transportation, and commerce. Presently the University leases a Professional Development and Conference Center, situated right downtown next to a BART station. The Center is currently used almost exclusively for Continuing Education programs and conferences. For the immediate future it is expected that this Center will continue to be the University's principal Oakland site, and efforts are already underway to expand the number of offerings there, including, where appropriate, courses leading to advanced degrees. In the longer run, the University should give serious consideration to development of an expanded center or even a campus in Oakland at or near the current site or at another location (such as the new development around the West Oakland BART station). An Oakland site close to BART could continue to serve as a professional development and conference center, a branch campus offering graduate and, perhaps, undergraduate degree programs, or a combination.

An Oakland center or campus would help establish CSU East Bay as a university with a metropolitan identity in three ways. First, selected academic and certificate programs could be developed with major employers. Certain programs, such as the M.B.A. and M.P.A., could successfully serve business and local government workers in the area, largely in the evening and/or on weekends. Professional degree or certification programs could be developed for mid-career professionals for career advancement. A second opportunity in Oakland would be to help meet the educational needs of a currently underserved population. Oakland has one of the lowest educational levels in the region – 26.6 percent of the adult population lacks a high school diploma.<sup>19</sup> CSU East Bay teacher education programs could contribute to improvements in the K-12 schools. Also, undergraduate programs offered locally could make higher education more accessible to this population. For example, it might be feasible to offer upper-division programs in selected fields in cooperation with Laney College.

Finally, the presence of a branch campus in Oakland could stimulate the City's economic development because of the other businesses a university attracts. Faculty and students could contribute their expertise to the community through research projects, service learning, internships and other activities that build from the University's academic programs.

## **Co-location**

One way to increase access to CSU East Bay is by offering some degree and extension programs as well as some individual classes at the facilities of a variety of other institutions, including community colleges, school districts, and businesses. Existing examples include the PACE B.S. in Human Development at Contra Costa College, programs offered overseas, such as the M.B.A. in Moscow, and travel study courses led by East Bay faculty members.

Within the East Bay region, topography, traffic, and lack of convenient public transportation limit access for working adults to the Hayward and Concord campuses. As a result, we may be nearing the limits of enrollment growth for upper division transfer and graduate students at

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<sup>19</sup> Nan Maxwell, "Hayward in the 21st Century," presentation to Hayward economic summit meetings held at CSU East Bay, November 6, 7, and 8, 2007.

these locations. The range of options includes offering programs or courses on high school or community college campuses or at a public agency or other major employment center.

Offering of CSU East Bay degrees or courses at other educational institutions such as community colleges, is a cost-effective way to fulfill CSU East Bay's regional stewardship mandate. The advantages of co-location are low facility costs and broad access to students from different locations within our service region. The concerns are administrative costs associated with dispersed offerings, unpredictable enrollment demand, and the differences between the quarter and semester calendars. Further, dispersal of faculty could complicate efforts to fulfill faculty roles in teaching, advising, scholarship, and service. However, the co-location approach is a clear demonstration of our commitment to regional stewardship and it can provide a useful supplement to our main efforts in Hayward and Concord, allowing us to strategically and entrepreneurially meet the needs for convenient and accessible education.

Co-location, being a distributed educational model, fits well into the mission of CSU East Bay in forming partnerships with regional community colleges to enhance opportunities for workforce development. Our existing PACE serves as a successful example of a cohort-based co-location program. Based on our experience, cohort-based programs that support learning communities have a good record of retention. Using PACE as a model, a variety of programs that include undergraduate degree completion, as well as graduate and high market demand programs can be developed. Successful cohort-based programs might also be rotated through different community colleges over time to enhance access. These programs, based on demand, can be offered in different formats with online and hybrid components as well as in-person classes. Two programs, one with Cañada College in Health Sciences and one with Ohlone College in Environmental Sciences are currently under discussion.

In sum, decisions about co-locating programs and courses must be strategic, based on a market analysis that demonstrates demand, the likely duration of the program, cost-effectiveness, and clear partnership arrangements with the host institution or facility. The University should select offerings that complement rather than compete with existing programs at Hayward, Concord, or Oakland. Further, these programs need student advising and other services, which might be provided through the online campus (discussed below). Particular attention needs to be given to how to sustain faculty and student communities with dispersed offerings.

### **CSU East Bay Online**

Online education has the potential to attract new student populations, provide access to populations who cannot attend the "on-the-ground" university, and offer niche programs in response to regional needs. The success of the online campus will depend on its ability to match academic *programs* with the student populations most attracted to this pedagogy – typically, highly motivated students with mobility limitations and/or demanding schedules. In addition, individual *courses* may appeal to other East Bay students who seek the convenience of an online class to round out their schedules, and/or to meet a short-term need for flexibility due to personal or employment circumstances.

The University recognizes that online learning is effective for some programs and students, but not so appropriate for others. Within the context of their disciplines, faculty members

need to engage in a systematic discussion of which portions of their curricula may be appropriate to offer totally online or in a hybrid format and which depend on face-to-face instruction. In some instances a program or course may lend itself to more than one delivery method, providing additional flexibility for faculty and students. In addition, decisions on the mix of programs to be offered will be informed by a market analysis of what kinds of programs potential students would like to see offered online and how other institutions provide them.

One of the biggest challenges of online education as it has developed to date is in satisfying East Bay's lower division General Education program. The University should consider the feasibility of offering its GE program online to selected cohorts of students. Until this time, the online campus might focus on applied graduate programs and on upper division curricula whereby students can complete upper division General Education as well as a full major online. East Bay should consider partnerships with community colleges that placed their AA degrees online (such as Foothill Community College) because of the transfer potential for students who have already demonstrated success with this pedagogy.

Online courses, programs and degrees remain part of East Bay as a single University, so their design, rigor, and faculty all meet the same standards as any East Bay program or class, including WASC approval where applicable. For example, East Bay's initial online programs – the M.S. in Education, Option in Online Teaching and Learning; the B.S. in Recreation; and the B.A. in Human Development -- are offered by faculty in their disciplinary departments. This provides the quality assurance that students deserve.

Online operations can allow flexible or condensed scheduling and lessen demands for physical resources. Establishing fully functional online student and administrative services could effectively serve all campuses and extension programs as well as the online campus *per se*. Such services could increase access and reduce duplication and inconsistency and thus serve the entire University.

## **VI. Implementation**

The implementation of this academic plan for California State University East Bay will entail action by every division in the University.

First, the faculty, academic departments and the colleges now have broad guidance regarding the future direction of the university and its several campuses with respect to academic programs, pedagogies, and scholarly activities. At the Academic Senate level, the Committee on Academic Planning and Review (CAPR) will review the plan to consider any appropriate modifications of the criteria and standards for program review, and the Committee on Instruction and Curriculum (CIC) will review the plan to consider any appropriate modifications of curricular procedures. We expect that academic departments and universitywide programs such as General Education and Honors as well as Continuing Education will seek alignment with these directions as they consider curricular revisions, undertake academic program review, and/or seek support for new initiatives. We see this plan being used to support programs that contribute to the future academic quality of the

University, but it is essential to stress that all new programs or program modifications that may develop out of the plan's recommendations will be implemented only after completion of the normal approval processes approved by the CSU and the CSU East Bay Academic Senate.

Second, the Hayward and Concord master plan processes already underway will accommodate the programs and enrollment directions established in the academic plan. With respect to the other CSU East Bay locations discussed in the plan, we anticipate the need for further investigation and analysis. As the public benefit conveyance process for the Concord Naval Weapons Station unfolds, the University will need to engage in detailed negotiations and master plan studies guided by the framework established in this plan in order to reach a final decision on whether this is a feasible and desirable option. The University will need to explore the opportunities in Oakland and evaluate carefully CSU East Bay's potential role in that location. The general principles regarding co-locating programs and courses with other institutions may need additional refinement as they are applied to specific opportunities. With respect to the online campus, faculty discussion of the appropriateness of online and hybrid delivery methods for specific disciplines must continue. The University will also need to complete the market analysis discussed for the online campus and use its findings to inform the process whereby faculty determine how academic programs might be offered and the University determines how administrative and student services might be provided. Finally, the University must study potential student demand for all of these new initiatives to ensure that we invest in programs that have the best prospects for success. This will include ongoing review of demographic trends as well as monitoring economic development and changes in the workforce so that our programs remain current in their service to the metropolitan region.

Third, each of the University's six divisions will need to review its strategic plan and operations in accordance with this plan and the University's strategic mandates. In particular, Planning and Enrollment Management will develop recruiting strategies that support enrollment growth for the student populations, locations and academic programs identified in the plan. Student Affairs will be concerned with identifying the kinds of support services each location or kind of student needs and finding the means to provide these services to support student success. This will include student life, co-curricular and housing programs necessary to sustain "vibrant university villages." Information Technology Services will seek the appropriate technologies to serve the programs anticipated in the plan – with a particular emphasis on supporting the online campus. Administration and Finance will need to ensure that the University's operating budget can support the initiatives in the plan and that administrative functions such as accounting, human resources, procurement, and facility support are organized to meet the needs the different campuses. University Advancement will be able to use the plan to guide public relations and fund-raising priorities and should integrate plan goals into its developing support campaign. And Academic Affairs, in addition to sponsoring the academic programs in the plan, will need to adjust enrollment and budget models to accommodate University programs in multiple locations.

Fourth, both the faculty through the Academic Senate and the students through the Associated Students, Inc. will need to review their collegial, consultative and representative processes to ensure that the University sustains its communities for teaching and learning with academic programs in multiple locations.

Fifth, this is an ambitious and visionary plan, and we do not expect to implement all of its aspirations concurrently. Some elements of this plan must be given priority for implementation and funding, including especially the “bulleted” items in “An Academic Plan for the Future” (Part III) and “Communities for Teaching and Learning” (Part IV), but the plan also calls for further study in other areas. The timing of new initiatives in particular will be based on opportunities (such as co-locating programs or developing a proposal for the Concord Naval Weapons Station site); others will depend on the outcome of more detailed study (such as the online campus or Oakland).

Overall, the University will need to evaluate carefully the likely effectiveness, and the staff and other resources required to pursue each initiative in order to determine the appropriate timing and level of investment for each. Consideration must be given to the student population to be served and competition from other degree-granting educational institutions. Careful consideration must also be given to the costs associated with running quality academic programs such as administrative support and student services.

Finally, implementation of this plan will depend on adequate operating and capital resources. To this end, all divisions of the university will consider ways, consistent with the plan, that external funding may be found to support plan goals, including through research and other grants or contracts. Meeting the goals of the Academic Plan will become an important element in the University’s emerging fund-raising campaign, including focused efforts to find support for specific components of the plan.

In conclusion it must be stressed again that CSU East Bay and the CSU system as a whole will not be able to fully meet the educational needs of the state without additional public investment in higher education. A significant part of implementing this plan, therefore, will be working with others in the community to gain the support needed from the state of California to ensure the achievement of our goals.