

Workgroup Draft Goal Statements and Outcomes

As of 2/14/2022

Organizational Excellence and Accountability

Goal: Cal State East Bay will actively improve organizational processes and establish equitable structures that prioritize student needs, employee empowerment and professional growth through transparency, problem-solving, and meeting measurable outcomes in alignment with our mission.

Outcome 1: 70% of students served in AY 2023-24 felt their needs were met with personalized attention in a timely fashion.

Outcome 2: Develop and implement a leadership management program within one (1) year that prioritizes process improvement, change management, and employee empowerment.

Outcome 3: Identify significant barriers and streamline processes within our departments

Outcome 4: Employee job satisfaction increased by 10% in AY 2023-24

Research and Innovation

Goal: CSU East Bay will maximize resources to enhance research and innovation to address sustainability and societal needs with an emphasis on equitable access and participation while preparing students for a dynamic workforce.

Outcome 1: Develop an anti-racism policy for undertaking research and innovation and apply it when developing and expanding funding for teaching release by 25% and student research awards by 100% with an emphasis on funding underserved students and faculty.

Outcome 2: Define 5-8 areas of research and innovation excellence and increase collaboration between campus affinity groups to highlight these areas. Expand and enhance these areas through three interdisciplinary cluster faculty hires.

Outcome 3: 100% of departments and programs invested in expanding research and innovation opportunities will use at least one strategy to experientially engage external partners both globally and locally, deepening their investment in our campus community.

Outcome 4: Double student participation in research and innovation through High Impact Practices.

Community Engagement and Collaboration

Goal: Together through reciprocal, equitable, and transparent community partnerships, we will increase opportunity, equity, inclusion, and well-being by strengthening the economic, educational, environmental, and cultural systems of the region.

Outcome 1: Complete two forms of data collection and assessment. An internal version of campus departments, programs, participants, and systems that engage with the community. And an external data collection and assessment effort to review partnerships for “types” of partners. Within one year of funding being allocated the assessments will be completed. Assessments will inform the development of #3.

Outcome 2: Develop a university statement on ethical and reciprocal collaboration with community and community partners. Completed by June 2023.

Outcome 3: A specific university-level hub should be established that functions as a clearinghouse for all departments, programs, and efforts that engage with the community for the public good, and meets the university goal to work together with our partners in reciprocal, equitable, and transparent relationships. Hub planning, including infrastructure, staffing, and budget are identified in 2023-24; the initial (“seed”) community board needs to be in place by fall 2023; a physical location has been identified by June 2024 and occupied by fall 2024.

Social Justice / Dismantle Structural and Institutionalized Racism

Goal: Dismantle systemic racism at CSUEB through hiring and admissions decisions, anti-racist curriculum, supportive student services, and daily interactions that foster Black, Latinx, American Indian, Asian, and Pacific Islander students' sense of belonging and connectedness to the university.

Outcome 1: Student demographics will reflect the demographics of the counties that feed into CSUEB with particular attention paid to the recruitment, retention, and graduation of Black students, which at the end of 5 years will be at least 11% of the admitted class and 10% of graduates.

Outcome 2: 50% of faculty will 1) revise their curriculum to include the scholarly, cultural, and creative production of BIPOC scholars, artists, and activists; 2) incorporate course content, activities, and assignments aimed at addressing the needs of the BIPOC communities; and/or 3) implement anti-racist teaching practices and engaged pedagogy.

Outcome 3: Increase the *hiring, retention, and promotion* of Black, Latinx, American Indian, Asian American, and Pacific Islander tenure-track faculty to reduce the gap between student demographics and faculty demographics. Hiring should focus on groups with the most significant gaps: Latinx (26.6% gap), Asian American (6.4% gap), Black (1.6% gap), Pacific Islander (need data). Reduce the Latinx student-faculty gap to 10% and the Asian student-faculty gap to 5%* and not allow the gap between Black students and faculty demographics to grow, even as Black student demographics increase (See Outcome #1). *Pay special attention to Filipinx and Vietnamese faculty under-representation within the Asian category.

Background data for this outcome:

Overall

CBE

CEAS

CLASS

CSCI

Asian Faculty and Students/Disaggregated Data

Outcome 4:

50% of faculty, 75% of staff, and 100% of MPPs *and all new hires* will complete 4 hours of in-person or synchronous anti-racist training by the Office of Diversity within the first two years of the five-year strategic plan.

Shared Understanding of Terms and Concepts

- I. Black, Latinx, American Indian, Asian, Pacific Islander, and other students of color have **complex identities**—they may also be disabled, queer, gender non-conforming, transgender, undocumented, and/or mixed race. They may also embody other emerging identities. To serve these students, the University community must attend to all their identities using an “intersectional” approach.
- II. **BIPOC** is an abbreviation for Black, Indigenous, and People of Color, with a specific naming of Black and Indigenous to prevent the erasure of these groups.
- III. What is **intersectionality**? 1. An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals’ lives, in society, in social systems, and are mutually constitutive. 2. Exposing [one’s] multiple identities can help clarify how a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not

experience gender inequalities in the same way as a white woman, nor racial oppression identical to that experienced by a Black man. (The term intersectionality was coined by Kimberle Crenshaw. See <https://www.raciaequitytools.org/glossary>)

- IV. What is **anti-racism**? As Dr. Angela Davis reminds us, “In a racist society, it is not enough to be non-racist, we must be anti-racist.” We understand racism to be “A system of advantage based on race and supported by institutional structures, policies, and practices that create and sustain advantages for the dominant white group while systematically subordinating members of targeted racial groups. This relative advantage for Whites and subordination for individuals of color is supported by the actions of individuals, cultural norms, and values and the institutional structures and practices of society” (Adams, Bell, & Griffin, 1997). Refer also to the anti-racism resources on the Office of Diversity webpage [here](#).

Equitable Student Success and Belonging

Goal: Cal State East Bay will intentionally support each student in all of their identities to identify and reach their academic and career goals, and provide environments that foster belonging.

Outcome 1: Culture Shift to Center Student

All students will participate in empowering learning communities & services in which they can develop authentic and stable connections while at East Bay.

Outcome 2: Engaging Academic Experiences

CSU East Bay will enhance academic engagement and success by ensuring that equitable curricula and teaching methods are transparent, innovative, and aligned with institutional learning outcomes.

Outcome 3: Engagement Opportunities on Campus

Every student is intentionally engaged socially, academically, or professionally through paid or compensated high-impact practices while at Cal State East Bay. *High-impact practices include but are not limited to: service learning, internship, research, on-campus employment, student leadership roles.*

Outcome 4: Reducing financial burden

Cal State East Bay will increase students' connections to financial opportunities (e.g. scholarships, fellowships, and paid opportunities) to relieve debt burden by removing structural barriers and simplifying financial processes.