

Executive Summary
California State University, East Bay
Diversity Plan

A note: It is important to note that the term multiculturalism is steeped in the history of the fight against oppression, racism and discrimination and has been used primarily by ethnic groups struggling against these forces. It is also important to note that this struggle has broadened since the 1990s and 2000s through the feminist movement, the LGBT rights movement, the disabilities rights movement, the mental health anti-stigma movement and others. As such, it has become important to shift to the use of terms that are perceived as being more open and inclusive to all forms of diversity and relevant to all forms of oppression. Thus, we want to note that although the term that has historically been used most frequently in these dialogues is multiculturalism, in this text, we are substituting for that term other terms such as “diverse,” and enhancing our use of other terms by using phrases such as “inclusive.” By doing so, we hope to emphasize that diversity is not limited to race and ethnicity, but also includes variations based in culture, religion, socioeconomic status, gender, sexual orientation, gender identity, age and disability.

The California State University East Bay *Diversity Plan* is designed to strengthen the University’s educational mission by addressing the principles of diversity and inclusion in teaching, learning and university planning. The CSUEB Diversity Plan rests on the premise that diversity is integrally linked to academic excellence. It is guided by five (5) principles:

Centrality. Diversity should guide planning and operations at every level of the university. It strengthens what we do.

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

Accountability. All units and divisions of the university should have clear and effective mechanisms for achieving and measuring their diversity goals.

Recognition and Reward. Activities and processes should be in place to celebrate diversity and reward individuals who have advanced inclusion on our campus and in our community.

Responsibility. The University plan, like ripples in a pond, should spiral outward to every unit in the university. As such, there is no one diversity plan, but each unit should have a plan for the development, maintenance, and expansion of our diversity learning outcomes and goals.

Our Common Aspirations are:

- **To create an inclusive campus climate**
- **To foster interaction, communication and engagement between community members of different races, ethnicities, cultures, religions, genders, sexual orientations, gender identities, ages and abilities**
- **To attract, recruit, support and retain a diverse workforce of faculty, staff and administrators**
- **To attract, recruit, support and retain a diverse student population**
- **To provide a curriculum that reflects the needs and experiences of community members of different races, ethnicities, cultures, religions, genders, sexual orientations, gender identities, ages and abilities**
- **To promote learning about all aspects of diversity**
- **To promote student, staff and faculty competence in recognizing and addressing the needs and realities of a diverse campus community and society**
- **To encourage dialogs on diversity for students, staff, faculty and administrators**
- **To monitor progress toward diversity-related goals**
- **To recognize and reward diversity-related achievements**

This Plan is divided into three (3) sections: Narrative, Appendix A (including unit goals) and Appendix B (including complete unit diversity plans). We look forward to the acceptance of this Diversity Plan as a framework for our current activities and a guide to assist with future planning.

CALIFORNIA STATE UNIVERSITY, EAST BAY
UNIVERSITY DIVERSITY PLAN FOR 2009-2011

Report on the Planning and Implementation Process

WRITTEN SPRING 2009, REVISED SPRING 2011

I. Diversity Planning Process

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

The University, in July 2007, began the process of creating an Academic Plan to frame future academic directions; examine alternative scenarios to clarify choices the University must make to further its academic mission and to facilitate a campus-wide discussion of issues and implications. The *California State University, East Bay, Academic Plan*, adopted by the Senate, recommended by the President's cabinet, and approved by the President in February 2008, forecasts patterns of enrollment growth, developing pedagogies, and a set of broad programmatic priorities, including goals for serving student needs beyond the literal classroom, sustaining faculty, supporting staff, and engaging our broader communities.

The *Diversity Plan's* origins trace to the fall of 2006 when President Qayoumi and then Academic Senate Chair, Henry Reichman, invited the Senate's Faculty Diversity and Equity Committee (FDEC) to expand its charge. Accepting the challenge, the FDEC proposed a process to devise a *University Diversity Plan* tailored to CSUEB's needs, which would serve as a companion to the *Academic Plan*. From its onset, the process was collaborative and inclusive to encourage dialogue, ownership and acceptance from the entire University community.

On March 14, 2008, over 150 faculty, staff, and administrators from all University divisions participated in a lively FDEC-sponsored Symposium on Diversity and Inclusive Excellence. Organized around the mandates of the University's *Strategic Plan*, groups discussed how each University mandate could be infused with diversity. Input was noted and summarized for the entire gathering. Maintaining the theme of maximum participation from all stakeholders, liaisons from every University division were appointed to work with the FDEC. The first task was to review, sort and analyze the information gathered at the Diversity Symposium.

The results of feedback from the Symposium were subsequently presented at a Diversity Forum on May 29, 2008. There, participants worked in their divisions and unit groups and began the task of taking responsibility to develop unit plans, including specific diversity mandates, implementation strategies, accountability measures, time-lines, and responsible parties. This approach moved campus participants from thinking about diversity as an abstract goal, to considering tangible ways diversity can affect organizational learning and change, and directly connect to the University's mission and strategic plan. The anticipated outcome is seeing diversity as essential to the life of the University.

Careful analysis of submissions from faculty and staff resulted in draft unit diversity plans (Appendix B). After further analysis by FDEC, division liaisons and feedback from the units, common themes emerged as proposed strategies for the *University Diversity Plan*. Constituents from every component of the University were involved in designing and determining the establishment, maintenance and monitoring of the *Diversity Plan*. The use

of the words “diversity,” “multiculturalism,” and “inclusion” were—from the first—intended to encompass individuals of every background, ability, and orientation. It was *not* a top down process, which increases the probability that it will be embraced and successfully implemented.

The *University Diversity Plan* recognizes the fact that diversity is core to achieving the goals established by the *Academic Plan* and the seven mandates for the six divisions of the University. By providing a diversity perspective, it represents a key element to the University realizing its mission:

To provide an academically, rich, multicultural learning experience that prepares all students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally.

There is no debate concerning the importance of diversity while planning for institutional success. Like most institutions of higher education, California State University, East Bay has embraced the importance of diversity as central to our institutional success. This plan outlines commitments each unit in the University will implement in the next two years to ensure that CSUEB will thrive as a model inclusive, diversity-affirming learning experience for all its students, faculty and staff (Appendix A).

The *Diversity Plan* is designed to strengthen our educational mission by addressing clearly the principles of diversity and inclusion in teaching and learning, as well as the University’s work environment and governance. This includes cohesion within the curriculum, learning assessment, surveys of campus-community, campus climate and student success, and accounting for diversity issues in budgeting and decision-making. As our region and University becomes increasingly diverse, attention to these issues is critical to further institutional success. The common thread throughout the *Diversity Plan* is that a meaningful education must be sensitive to diverse communities and, importantly, the correlation between accountability and rewards must be transparent.

II. The Diversity Challenges and Imperatives

Through the Office of the President and the diligence of the Affirmative Action Liaison Officer (AALO), CSUEB has demonstrated continuously concern for diversity and multiculturalism, but with varied results. During the 1983-84 academic year, the Academic Senate created the AALO position, held by a senior faculty member. The first AALO was appointed to a two-year term covering AY 1984 -1986. The AALO monitors faculty hires and works with academic departments, department chairs, deans and search committees to establish “best practices” in the search process to increase the probability of attracting, hiring and retaining a more diverse faculty.

On May 28, 1998 the Academic Senate approved the formation of the Faculty Diversity and Equity Committee (FDEC) tasked with: Assisting and supporting the work of the AALO; Reviewing all available data, policies and procedures regarding faculty diversity and equity in recruiting, hiring and retention; overseeing a faculty diversity climate study to assess the commitment and practices for diversity and equity; developing a procedure for conducting exit interviews for faculty leaving the university; and issuing appropriate reports and recommendations. (97-98 BEC 15)

Various AALOs, now referred to as the DELO (Diversity Equity Liaison Officer) have significantly assisted the University’s goal to diversify its faculty. In order to ensure that CSUEB graduates are effective in the diverse, multicultural workforce and society, the time has come for us to model diversity in people, climate, curriculum, policies and practices throughout the entire University community so that our students matriculate through a truly inclusive, diversity-affirming learning experience.

To be a more relevant, attractive destination locally, regionally and globally, CSUEB must directly represent the increasing geographic, social, and political diversity of our constituents. As one of the major providers of an educated workforce critical to the Bay Area’s continued economic, social and political vibrancy, CSU, East Bay must continue to

attract, retain and graduate students of a variety of races, ethnicities, cultures, religions, genders, sexual orientations, gender identities, ages and abilities. Embracing an inclusive, diversity-affirming learning environment and ensuring student success for traditionally underrepresented groups will help us build a strong social infrastructure of schools, businesses and public service organizations whose personnel will reflect increasingly the diversity of our regional population.

Recognizing the challenge facing this institution, the CSUEB *Academic Plan* states “California’s future will hinge on its ability to move growing numbers of students—many of whom will come from low-income, immigrant, and first generation college-going families—into a workforce and a society demanding ever higher levels of educational attainment” (p. 3). Furthermore, the *Academic Plan* recognizes it is insufficient to simply increase enrollments. Specifically, we must increase the percentages of minorities, especially African Americans and Latinos, who attend California State University, East Bay. Currently, our student population is composed of 52% students of color and is 61% female.

The San Francisco Bay Area has become truly the crossroads to the world. By 2025, the population of Alameda County is expected to grow by about 27% and Contra Costa County by about 39 %. In Alameda County the African American population has increased to 13.7%, the Asian/Pacific Islander population to 24.5% and the Latino population to 21.4%. Correspondingly, in Contra Costa County the population size has doubled over the last three decades and the ethnic minority population now makes up 35% of the county’s population.¹

At some point in the recent past, the focus on Europe and things European has shifted-- with California, and more specifically the Bay Area, becoming the gateway to the Pacific Rim and a crossroads to the world. This geographic and technological sea change brings both challenges and opportunities. CSU East Bay can benefit significantly from these favorable conditions, but only if we recognize the challenge and create workable plans to seize the opportunities before us. As part of a global society in which all of our fortunes are

¹ Contra Costa Economic Partnership. *2003 Performance Index: The Changing Face of Contra Costa County*. Available online at: http://www.contracostabiz.org/assets/files/2003_Index.pdf

intertwined, we must include and become more sensitive to “others” of all kinds. If we are to prepare our students for full participation in a global society, it is incumbent upon us to make sure that they are perceptive about and competent to address issues of diversity.

Multicultural competence as a responsibility of the University requires that we:

- 1) Focus on the students we attract to the University, and
- 2) Focus on what students need in order to recognize and address the needs and realities of a diverse global society and competently and effectively participate in that society.

From 2003 through 2007, the University undertook a comprehensive examination of its institutional capacity and educational effectiveness in its reaccreditation process for the Western Association of Schools and Colleges (WASC). This analysis required us to appraise critically our strengths and limitations. The WASC Commission in its 2008 letter (3/3/08) stipulated that we define, implement and assess what CSUEB means by a “*multicultural learning experience*” and “*multicultural competence*” contained in our Mission, Vision and Values² statement.

Our faculty, administration, staff and students do not suffer from a lack of good ideas and enthusiasm. The first step, taken by this plan is to articulate our common values and establish an effective strategy to implement shared goals for inclusive, diversity-affirming learning and competence.

A campus climate study,³ conducted in 2006, was instrumental in providing vital information about the campus, its diverse populations, and their attitudes, concerns and needs. The results highlighted the areas that faculty, staff and students felt were positive and those where experiences were mixed and needed attention. Female respondents and

² *Mission, Vision & Values*. Available online at: <http://www20.csueastbay.edu/about/mission-vision-and-values/index.html>

³ *Campus Climate Survey, Spring 2006*. Available online at: <http://www.csueastbay.edu/ira/surveys/campusclimate/06/index.htm>

people of color tended to be more aware of subtle discrimination being tolerated than White men. Students of color were less likely than White students to view faculty as fair regardless of race/ethnicity. A number of gay, lesbian and bisexual students, faculty and staff reported that they had experienced some form of discrimination on campus.

Many of the results informed the development of the strategic priorities of the University's *Framework for the Future*. So too, it is expected that future campus climate studies will inform the *University Diversity Plan*. Institutionalized and administered at regular intervals, campus climate studies will benefit all aspects of University planning and development.

III. Principles Guiding *The Diversity Plan*

Based on the belief that a *Diversity Plan* must be central to the business of the University, not an add-on, the FDEC adopted the principle that diversity strengthens all we do, combining elements into a new whole. This “inclusive excellence re-envisioning both quality and diversity. It reflects a striving for excellence in higher education [can be] made more inclusive by work to infuse diversity [in]: recruiting, admissions, and hiring; the curriculum and co-curriculum; and the administrative structure and practices.”⁴ The following principles and definitions evolved from the work of the FDEC, through extensive consultation with all the divisions and units of the University, feedback from the University-wide Diversity Forums and extensive research on best practices in establishing successful diversity initiatives on University campuses. Most notably, we have been influenced by the work of the University of Wisconsin System, the Association of American Colleges and Universities and Western Association of Schools and Colleges (WASC).

The following two definitions characterize the foundation of the CSUEB *Diversity Plan*:

⁴ Damon A. Williams, Joseph B. Berger, and Shederick A. McClendon, *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. (Making Excellence Inclusive: Preparing Students and Campuses for an Era of Greater Expectations. Washington, D.C.: American Association of Colleges & Universities, 2005.), iii.

Diversity is not just the composition of the population in this region's race and ethnicity, but also socioeconomic class, gender, age, religious belief, sexual orientation and disability. Note: "ethnic" is defined as "characteristic of a religious, racial, national, or cultural group."⁵

Inclusive Excellence is four-fold: (1) A focus on student intellectual and social development; (2) a purposeful development and utilization of organizational resources to enhance student learning; (3) attention to cultural [and other] differences learners bring to the educational experience and that enhance the enterprise, and: (4) a welcoming community that engages all of its diversity in the service of students and organizational learning.⁶

The *Diversity Plan's* premise is that diversity is linked integrally to academic excellence and as a core component of the University's strategic and academic plans must be considered in all aspects of University planning and implementation. The development of this *Diversity Plan* is supported by the research of AAC&U:

*Diversity is a key component of a comprehensive strategy for achieving institutional excellence—which includes, but is not limited to, the academic excellence of all students in attendance and to concerted efforts to educate all students to succeed in a diverse society and equip them with sophisticated intercultural skills.*⁷

Identifying diversity as inseparable from our core institutional mission requires that we devise verifiable methods to measure its progress. We must also establish accountability to ensure that this *Diversity Plan* significantly improves students' education and enhances campus climate for all members of the University.

⁵ Western Association of Schools and Colleges, "Statement on Diversity." In *Policies Manual, March 2009*, 16. Available online at: http://www.wascsenior.org/findit/files/forms/090330.Policy_Manual.pdf

⁶ Damon A. Williams, Joseph B. Berger, and Shederick A. McClendon, *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. (Making Excellence Inclusive: Preparing Students and Campuses for an Era of Greater Expectations. Washington, D.C.: American Association of Colleges & Universities, 2005.), vi.

⁷ *Ibid.*, 3.

To make certain that diversity is central to the University's mission, the Seven Mandates from the *Framework for the Future* and the priorities in the *Academic Plan* must be coordinated with the *Diversity Plan*. This alignment will facilitate *inclusive excellence*. Put another way, considering diversity and inclusion in all we do at the University will improve the quality of our overall educational effort.

Five principles guide the *Diversity Plan*:⁸

Centrality. Diversity is a key guiding principle governing planning and implementation at every level of the University. As such, it is indistinguishable from CSU East Bay's strategic plan (*Framework for the Future*) and strengthens all we do.

Community. Higher education, to be meaningful, must recognize and address the diversity of the populations and communities it serves.

Accountability. All units and divisions of the University must have clear and effective mechanisms for realizing and subsequently measuring the achievement of diversity. Therefore, this plan includes measurable criteria for institutional diversity outcomes, which each division/unit has made a commitment to accomplish.

Rewards and Recognition. To be meaningful, mechanisms must be established to reward individuals, units, divisions and administrators who have achieved, advanced or expanded diversity mandates.

Responsibility. The commitment should spiral outward to every unit or division in the University. As such, there is no single *Diversity Plan*; each unit is held responsible for the development, maintenance, expansion and success of its own plan.

IV. Divisions' Common Commitments to Diversity

After participating in the *Symposium on Diversity and Inclusive Excellence* in March 2008 and the Diversity Forum in May 2008, divisions and units were charged to develop unit diversity plans (Appendix B) aligned to the mandates from *Framework for the Future*. Unit

⁸ FDEC

plans (Appendix A) included a statement of commitment to diversity, as well as goals, action steps, evidence of success, responsible parties and timelines. Division and unit liaisons to FDEC conducted follow up discussions and facilitated refinement of the unit plans. These shared commitments emerged from the division and unit plans:

Climate

To create an inclusive campus climate that embraces a broad definition of diversity.

To foster intercultural interaction, communication and engagement between community members of different races, ethnicities, cultures, religions, genders, sexual orientations, gender identities, ages and abilities and to shun comments, behaviors, or gestures that are insensitive or disparaging.

To attract, recruit, support and retain a diverse student population.

To attract, recruit, support and retain diverse workforce of faculty, staff and administrators.

Multicultural Cultural Learning

To promote student, staff and faculty competence in recognizing and addressing the needs and realities of a diverse campus community and society.

To graduate students who are competent in relation to all aspects of diversity.

To provide a curriculum that reflects the needs and experiences of community members of different races, ethnicities, cultures, religions, genders, sexual orientations, gender identities, ages and abilities.

To sponsor diversity training and workshops for students, staff, faculty and administrators.

Transparency and Accountability

To monitor progress of diversity goals.

To recognize and reward diversity achievements.

Unit and division diversity plan commitments, goals and outcomes are in Appendix A. Complete plans can be accessed on the University's website.

V. Priorities for Action Aligned With Our Principles

Centrality: Keep Diversity in the Forefront of University Planning and Operations

Periodically, the University's commitment to diversity should be an agenda item for every major group that convenes on campus—from the President's Cabinet to the Academic Senate, to departments, dean's councils and divisional meetings. The impact of budget reformulations, area reorganizations, policy restatements, and other major university changes should all be considered in light of their possible effect on diversity as an institutional value. Bi-annual reports to the University community by the DELO (Diversity, Equity Liaison) should become standard practice.

The University should commit to making diversity a core element of strategic planning in both its written statements and in upcoming campaigns, including those for STEM initiatives, fund-raising, and service learning. Lastly, every officer of the University should be held accountable for keeping University as a key campus mandate.

Community: Expand FDEC

In order to keep diversity at the forefront of planning and action, the University should establish a *University Diversity Committee* tasked with advising, supporting, overseeing, and monitoring diversity efforts of the University's units and divisions. The existing FDEC should form the core of the committee with additional representatives from the divisions, units, and the surrounding community. Committee members should hold special expertise in issues related to multiple forms of diversity, motivation for creating inclusive excellence, willingness to perform outreach in our broader service area and skills relevant to the evaluation of the committee's efforts. *The University Diversity Committee* should include individuals at every level: senior administrators, faculty members, student leaders, staff members, interested community leaders, and the DELO.

Accountability: Publish the Results of Planning Efforts and Surveys.

For successful implementation of the *University Diversity Plan*, unit and division heads must be held accountable for meeting established goals and timelines in their annual evaluations. All divisions and units should track the progress they have made on realizing their diversity goals and the impact they have had on institutional change and organizational learning. Folding diversity outcomes into evaluations will help ensure that diversity is integral to the University's on-going functioning and that our collective aspirations are being realized.

The University Diversity Committee, in collaboration with the Office of Institutional Research, should insure that we conduct a campus climate survey every three years. The results of each regularly administered survey can help guide the University's strategic planning and define specific diversity goals. The campus climate study should be designed to help us understand the student, staff and faculty experience in at least five areas: 1) academics; 2) advising; 3) career development; 4) social/work interactions; and 5) access to resources.

Additionally, the University Diversity Committee should be monitoring and reporting on the achievement of the area goals in Appendix A. The Committee's ultimate responsibility is to keep this plan up-to-date and visible to all constituents.

Publication of survey results and posting of dashboard indicators through our Institutional Portfolio can help us ensure that operations, budgeting, programming, curricular, and support services remain sensitive to the needs of students, staff, faculty and the communities we serve.

Other duties of the *University Diversity Committee* will continue to evolve as state-wide/nation-wide developments impact the capabilities and composition of the campus, and other aspects of our identity.

Rewards and Recognitions: Plan Events and Create New Traditions

The University should hold events that celebrate diversity and that recognize individuals and groups whose efforts promote diversity on campus and in the community. These events should not be limited to social functions but should include educational sessions, debates and dialogs, specific outreach opportunities (for example to the schools, community centers, and governmental agencies) and other gatherings that help bring the University closer to its service area and focus attention on issues of diversity, awareness and inclusion as a part of our regular workforce training, our academic core, and our civic responsibility.

Responsibility in Our Academic Context: Institutionalize Diversity Learning Outcomes

Each college/department in the Academic Affairs unit should develop measurable outcomes, which demonstrate that CSUEB graduates will become informed, perceptive, and skilled in recognizing and addressing the needs and realities of our diverse global society. Moreover each of the University's divisions should develop and measure outcomes that demonstrate that our faculty and staff are informed, perceptive, and sensitive to issues of diversity and inclusion. These outcomes are a direct product of CSUEB's statement of Mission, Vision and Values.

In some ways, CSUEB has accomplished, through its Diversity Planning Process, the WASC Commission's recommendation to "involve all programs on what multiculturalism means in terms of value statements, mandates, social responsibility and justice, and student in learning in order to come to a consensus for multicultural goals...." However we have not yet established the means for measuring competence in recognizing and addressing needs and realities related to all types of diversity, nor the unit and institutional level data that WASC will require for our Fall 2010 progress report. Therefore the accountability measures must include:

1. Developing University-wide assessment methods comprised of College-wide and Unit-wide indicators;
2. Identifying and publicizing courses in which diversity content is taught, developed, expressed, and assessed;
3. Annually assessing University progress on Diversity Learning Outcomes;
4. Summarizing Diversity Learning data (by unit and Institution) and its impact in an annual report
5. Conducting annual dialogues on ways to improve the teaching and learning of the Diversity Outcomes in the classroom, in the support units, and throughout the campus.

The data from assessing these outcomes should be reported according to the process outlined within the **accountability** section. Fully implementing this recommendation is essential to our next WASC review and to the actualization of our plan.

VI. Conclusion

Through the CSU EB *Diversity Plan* we hope to institutionalize diversity as a core element of a University committed to inclusive excellence through a focus on diversity and inclusion. This plan provides a base from which we can create, expand, and refine the ways we respond to the challenge of a truly diverse present and future with intelligence, skill and sensitivity. The time is now for the California State University, East Bay to think globally and respond locally. This plan, we trust, provides the initial framework for our actions.

Per Aspera Ad Astra