

Table Discussion #1:
What are we doing well with regard to inclusive excellence on this campus?
Please provide specific examples...

Campus Culture:

- We are a campus that thrives through shared governance between students, faculty, staff, and administrators.
- Our campus projects an atmosphere that encourages common goals.
- There are generally more voices at the table than a few years ago.
- We are starting to create a sense of belonging and becoming a place where students can find and create a community away from home.
- We are working on breaking down the silos, i.e., the barriers between the different 'divisions' of the university.
- Religious diversity is respected on our campus, and more specifically we counter Islamophobia.
- We are developing a culture of religious tolerance.
- Gender-neutral bathrooms have contributed to a better campus climate
- We are transforming our police culture.
- We are promoting culture of professionalism.
- We are an active campus with inclusive events such as cultural events, educational events, students' opportunity events, and wellness weeks.
- Our campus culture is different from (and better than at) other CSU and UC campuses.

Communication

- More members of our community (students, faculty, staff, administrators) know about the rich variety of services available on and off campus.
- There is a growing movement to understand the kinds of help that are available.
- We recognize that in spite of (or because of) the wide diversity on campus, we will occasionally butt heads.
- To some extent, we send the message that we care about issues of diversity, inclusiveness, and excellence.
- We have certainly communicated frequently that we have improved our six-year graduation rate to 67%.

Student Representation

- Students support each other and feel comfortable with their peer groups.
- Students have voices on all Academic Senate committees, including the Academic Senate itself, and on most university-wide committees.
- Students have a voice and agency in raising issues they consider important—and we listen to them.
- The representatives on the cultural resource boards of the Division of Student Affairs are themselves students from underrepresented groups and, on these boards, get their

voices heard, become involved in campus affairs, and understand better how campus functions.

- Because of extensive representation on committees and boards, the dialogue between students and administrations has improved.
- At least within ASI, our atmosphere and diversity on campus makes for an inclusive and comfortable arena.
- ASI is doing a good job, especially with diversity and LGBTQ issues.
- There are many student organizations and clubs where students can meet other students and affiliate with other groups.

Student Opportunities

- We offer opportunities for students to interact with professionals from a wide range of groups via speakers, events, programs etc.
- There are many employment opportunities on campus: Students can become teaching assistants, graduate assistants, etc.
- We encourage students to make use of research opportunities—and we are often able to provide funding for such opportunities for the students (and faculty).
- The student research competition gives students the opportunity to showcase their work.
- There are many awards and fellowships available to students (especially our best students).
- There are more opportunities for internship placement and career placement.
- Students can learn how to interview, how to dress professionally, how to become entrepreneurs, and how to participate in the economic development of Long Beach.
- Students' lives are improved after graduation.

Faculty

- There has been some improvement in faculty diversity.
- We are improving our targeted hiring of faculty from underrepresented groups.
- We have better ways of making inclusiveness and diversity part of the hiring and interviewing process.
- Because of the last WASC report (and its focus groups), we are doing a better job at measuring how many faculty we have from underrepresented groups.
- Better mentoring is available to most faculty.

Staff

- Staff are included on almost all committees.
- Staff diversity is improving, at least at the lower levels.
- Human Resources has trained some staff on microaggressions and on working with diverse students.
- The staff in Housing reflects the diversity of the residents.
- There is an MPP training program to hire for diversity.
- Equity in compensation is improving.

Programs that are working well:

- We have recognized undocumented students (and declared that we will not report them to ICE), so they do not need to hide anymore.
- We have reduced the achievement gap over the last few years.
- We have created programs (emergency funding, emergency housing, grants) to help students with food or housing insecurity.
- We have opened a variety of centers to include and support students, for instance:
 - the Dream Center (for AB 540/DACA/undocumented students)
 - the Multicultural Center
 - the Food Pantry
- We now have EBT services at the Student Union, at Carl's Jr., etc.
- We have good student support services in a number of offices such as Health Services and CAPS.
- Our students are receiving help from targeted programs for special groups, for instance:
 - CAMP (targeted recruitment of students whose families are migrant workers, e.g., by bringing them to campus, and individualized advising)
 - EOP (individualized program with mentorship and personalized one-on-one connections)
 - The Men's Success Initiative (for African-American male students)
- Cooperation with the Male Academy at Jordan High School in Long Beach has brought students from underrepresented minorities to CSULB.
- We have hosted a College Inclusion Summit for potential students from traditionally underrepresented groups.
- We help students in their transition to CSULB through summer programs, Bridge communities, etc.
- We support gifted students through our Honors programs.
- We have new academic programs such as BUILD, UROP (University Research Opportunity Program for research), and Partners for Success (to get students off academic probation).
- Our specialized training programs for VetNet Allies, LGBTQ Allies, and Autism Allies are working well.
- We have safe zones and a Committee for LGBTQ Campus Climate.
- We are ahead of national trends in outreach and public education regarding sexual assaults and in letting students know about resources available 24/7 like our Title IX office, CAPS, and our web site.
- The Long Beach Promise allows diverse students access to CSULB.
- There are Student Success Centers in various colleges.
- The College of Education participates in the California Mini-Corps program, which specifically supports students from migrant families who are interested in teaching.
- We have specific programs like wheelchair basketball.

Successes in individual colleges or departments

- The College Engineering has
 - closed the opportunity gap in their honors programs;
 - introduced differential advising to meet students' individual needs;
 - introduced, with positive results, focused programs to increase the performance of students at most risk; and
 - added scholarships to reward positive results.
- The College of Business Administration has pioneered funding for a database where students can easily find resources.
- The College of Business Administration hosts an annual competition that crosses over all colleges.
- The Colleges of Engineering and Natural Sciences and Math have made significant efforts to identify at-risk students early in order to get them back on track.
- BUILD and HSI-STEM allow first-generation Latina/Latino students to pursue degrees and careers in STEM fields and allow students to do research with faculty.
- Nursing has highly successful programs that bring students from underrepresented minorities from high school to present them the programs.
- The ethnic studies departments have collaborated with LBUSD to teach Ethnic Studies in the district's high schools, i.e., professors from CSULB teach in high schools.
- CSULB has implemented the Native American Graves Protection and Repatriation Act (NAGPRA) in exemplary fashion in reburying the remains of Native Americans at the Puvungna site.
- There is lots of diversity, including Muslim students, in the Department of Religious Studies.
- The Department of History has made great progress in getting a higher percentage of students through required core courses.
- The curriculum in departments such as English and Dance has been improved to include more diversity.

Recruitment and Advising

- Prospective students (both first-year students from high schools and transfer students from community colleges) are learning better how to apply to CSULB.
- Advising is getting students—including athletes and students from under-represented minorities—graduated more quickly.
- Intrusive advising helps us address low completion rates and keep students on track.
- Advising is mandatory and has been good.
- We are doing well in the coordination of advising to help students who are falling behind.
- We are doing a better job at mentoring students on all levels.
- Mentoring of students through faculty advising is working particularly well.
- We are advising at various levels: departments (faculty), college (faculty/staff), and university (staff).

- Having different academic advising centers throughout the colleges combined with faculty advising once students are in their majors has worked well.
- The Education Advisory Board (EAB) advising system makes it easy to access information about students such as pictures or GPA very quickly.

Pedagogy and Curriculum

- The quality of instruction has improved overall.
- We are making use of a diverse set of pedagogical practices such as academic scaffolding.
- Many instructors push for diversity in their teaching—though perhaps in some departments and discipline that is inherently easier than in others.
- We have successfully identified bottleneck courses and then offered more of them so that students can get through their curriculum more easily.
- We have built more active learning classrooms to meet diverse learning communities.
- For the last two years, diversity has been an explicit topic at SOAR.
- Sustainability has been a priority on campus.

Globalization

- The College of Continuing and Professional Education has developed inclusive study abroad programs, put more money into needs-based scholarships for study abroad, and engaged in lots of outreach from ASI to students regarding study abroad.
- There is more equal access to financing for study abroad.
- International components in our courses have grown, providing an opportunity for our students to experience and learn about other cultures and viewpoints even when they cannot (afford to) leave the country.
- The university offers more support for professors to plan study abroad experiences.

Community

- CSULB continues its commitment to treating local applicants preferentially and to partnering with local high schools and community colleges.
- CSULB engages in community outreach to places such as Leisure World with programs and events such as the Osher Lifelong Learning Institute (OLLI), the Center for Latino Community in downtown Long Beach, and the annual Pow Wow on campus.

Table Discussion #2:

In what areas could we do better with regard to inclusive excellence on this campus, and how?

**Please provide specific suggestions
and consider what obstacles these suggestions might meet
and how these suggestions might be implemented...**

Communication/Campus Culture

- Initiate more dialog, more open dialog, more inter-group dialog.
- Get off 'auto-pilot' mode and make an effort to facilitate creativity, innovation, and fresh ideas in our approaches.
- Host more events, forums, and discussions that include faculty, staff, and students—and provide resources for those events.
- Make students feel more welcome by connecting curriculum, academic success, community, and quality of life.
- Engage in greater innovation with respect to social media communication.
- Engage more with campus climate, e.g., the knife incident.
- Send the message that we care about inclusiveness and excellence.
- Become truly student-centered by making increased efforts to include students in all stages of the consultation process.
- Use existing infrastructure such as online tools and social media to reach out to a broader range of students.
- Meet students where they are rather than asking them to meet the expectations of the university.
- Encourage inclusion and understanding within the (CSULB and wider) community by organizing mixers, educational sessions, and town hall meetings (through the Division of Student Affairs and student groups) to dispel myths and help to educate the community about various cultures, religions, and ideologies.
- Use get-to-know-each-other exercises like two things we have in common and two things we don't.
- Offer more intentional and meaningful training on diversity that includes dialog—forget the obligatory online training that no one really gets much out of.
- Reach those members of the community who are not yet seeking diversity training.
- Advertise our diversity (à la Bandura's social learning theory/role modeling).
- Get faculty and staff to collaborate for better academic rigor.
- Create spaces where faculty and staff can come together for conversations.

Stories

- Listen to each other's stories.
- Create a space for students to tell their stories.
- Create something like a CSULB Story Corps by asking students, staff, and faculty to
 - tell their story (through electronic technology) and
 - posting them on a web site (or keep them anonymous).

- Have every incoming student (first-year or transfer) make a recording of where they are coming from, what they expect from CSULB, and what they want to achieve—and then a year later have them watch or listen to their own recording and reflect on it.
- Display each student's face (of course with the possibility of opting out) once a year on the electronic board on 7th Street.
- Follow through by having those stories play a role in policy development.

Education about the University

- Educate all members of CSULB about what inclusive excellence is and offer more nuanced definitions (that acknowledge potential problems and challenges).
- Educate all members of CSULB about the university as a system, processes, organization, hierarchy of structures, and who to contact for what.
- Narrow the focus for CSULB initiatives on the highest priorities and then broaden efforts as we go.
- Create a campus climate where we understand that tension is going to exist.
- Overcome the segmentation of campus, where one division (notice the word) hardly ever talks to another.
- Offer geo-caching for CSULB resources (like Pres. Conoley did with photos last spring).

Students

- Make students from underrepresented minorities feel included and welcome.
- Survey students to identify exactly what makes them feel marginalized and excluded.
- Find out who are students are, where they come from, and what they need.
- Empower students by listening to their concerns.
- Recognize and ameliorate culture shock that many students experience who have never been exposed to so many different people.
- Investigate whether incoming students reflect the diversity of Long Beach or southern California.
- Identify first-generation students and focus on them.
- Work with transfer students.
- Be mindful of the tools and resources available to students so that all are included, especially considering that not all students have continual internet access to quick commutes.
- Address students' identity crises when they arrive on campus by creating sense of legitimacy and belongingness.
- Make sure student input is representative, i.e., that diverse groups of students participate and are heard.
- Inform students about opportunities and encourage them to participate.
- Educate students about ASI leadership opportunities and other opportunities in student governance.
- Address pushback from some student groups against other student groups (e.g., boycotting each other) without detracting from larger goal of diversity.
- Ensure that students make connections with their professors.

- Work to make access to required texts and other course requirements easier.
- Create transparency about the allocation, use, and benefits of Student Excellence Fee funds.
- Create intentional workshops to teach students more about campus culture beyond basic academic requirements.
- Make it possible even for students who work a lot to participate in study abroad experiences.
- Increase student engagement in non-curricular activities to create a sense of belongingness.
- Help students who don't fit into any of the identifiable groups.
- Try to get to every single student.

Students (graduate)

- Provide our graduate students with the same feeling of inclusion as undergraduate students.
- Assemble focus groups to find out graduate students' needs.
- Reach out to graduate students before they arrive at CSULB.
- Put graduate students in communities.

Students (international)

- Offer scholarships or other forms of assistance for international students locally.
- Give international students, especially those who are high-risk and/or from underrepresented groups, better personal support.
- Make sure that international students have the prerequisite skills to succeed at CSULB.
- Provide funding for special counseling for international students so they don't get discouraged and drop.

Faculty

- Develop a concrete plan to diversify faculty and administration.
- Offer faculty training on inclusiveness (and on how to deal with students with mental health issues).
- Educate faculty about how to be culturally sensitive and welcoming.
- Offer more faculty training (continued education/faculty development) in behavioral and student issues, i.e., to recognize signs further in advance.
- Consider a kind of (optional) SOAR for staff and faculty to increase our (currently limited) knowledge of other departments, colleges, resources, activities, etc.
- Encourage faculty to reach out to others.
- Make "problems" opportunities for teaching.
- Recognize some faculty's lack of options in scheduling.
- Address challenge of high teaching loads and lack of start-up funding.
- Help faculty from underrepresented minorities address their disproportionate workload, which comes in part because they tend to be asked to be on more committees and advise more students from underrepresented minorities.

- Invest in faculty recruitment and hiring, e.g., by providing resources to go to national conferences and conventions, interview candidates *in loco*, and make it easier for diverse faculty to apply.
- Investigate the hiring process to make sure we are using the proper techniques and best practices to encourage diversity both in application pools and evaluation processes.
- Improve representation of underrepresented groups at the faculty level.
- Increase our level of competitiveness to draw top candidates from underrepresented groups
- Make diversity a value for all faculty.
- Have faculty model diversity to students.
- Engage in dialogs (and take the time) to get to know our students.
- Create a culture of appreciating diversity and showing inclusiveness in class (without appearing fake or forced), including more repetition and intervention.
- Reward faculty for addressing inclusiveness and diversity in their curricula—for instance by incorporating inclusiveness and diversity in the RTP document (as it is in the CSULB Strategic Plan).
- Encourage faculty meetings where faculty discuss their pedagogical approaches, speak about problems, share experiences, and articulate best practices—not necessarily as solutions, but as suggestions and options, and with all faculty members' input encouraged and considered valuable.
- Generate interdisciplinary opportunities, conversations, and collaborations to make faculty aware of what work others are doing to benefit students and faculty.
- Have tenure-track faculty teach developmental courses.
- Create more focus on orientation and advising at the department level, especially in summer advising.

Faculty (lecturer)

- Target experienced lecturer faculty to pursue PhD programs and design a system where they can work on their education, keep teaching, and eventually move into a tenure-track position.
- Give full-time lecturer faculty service credit.
- Reach out to part-time lecturer faculty.
- Invest in part-time lecturer faculty who want to contribute to campus.
- Invite part-time lecturer faculty to teach courses added at the last minute (to make the class schedule more flexible).

Staff (academic, police, and maintenance)

- Offer staff development—and not just for mid-level managers.
- Offer training programs that expose staff to the needs of various groups.
- Institutionalize inclusiveness of staff.
- Create spaces where faculty and staff come together for conversations.
- Keep security, dining options, CAPS, etc. open later for students who work late and take late classes.

- Develop more venues for students to advise, give input to, and consult with University Police.
- Create a “Coffee with a Cop” program.

Community/Alumni

- Create more community engagement.
- Create more partnership with K-12 schools and community colleges.
- Investigate whether incoming students reflect the diversity of Long Beach or southern California.
- Find out and map where our students live, then
 - contact businesses in those areas,
 - incentivize them to provide discount for students, and
 - ask them to put up CSULB signs and support CSULB food pantry.
- Make it easier for people from the community to connect with the campus by making parking easier for visitors.
- Organize and host events (with the mayor’s office and the Press Telegram) that bring the community to campus (like the book fair at UCLA).
- Bring back the Odyssey series.
- Encourage greater alumni engagement, especially involvement with current students.

Recruitment and Admissions

- Hire more people connected in or to the African-American community to start building a pipeline of qualified students.
- Recruit students from diverse backgrounds.
- Have deans scout for students from underrepresented minorities.
- Connect outreach and retention since they are not separate.
- Address admissions’ lack of resources.
- Invite faculty and advisors to SOAR, and make it more than one day.
- Ensure that SOAR students have the tools to succeed after arriving on campus.
- Produce high-quality film/video series addressing diversity and inclusivity issues as well as other issues (e.g., what are office hours for, how to use the library, etc.).

Advising (faculty or staff)

- Have advising throughout the semester instead of just windows.
- Spread mandatory advising of first-year students throughout the semester rather than just the last month so that they have more time.
- Keep advising face-to-face (with faculty or staff advisors) rather than making it computer-based.
- Create a better balance between staff and faculty advising in all majors.
- Add more value to faculty advising and acknowledge distinction between advising and mentoring.
- Integrate peer advising.
- Use upper-level students to advise and mentor, not younger students.

- Track students better once they are here, e.g., as Prof. Malcolm Finney did with African-American students for his Leadership Fellows project.
- Collect information about students from advisors.
- Give advisors (faculty or staff) better tools to give students easier referrals to other campus support systems to address personal issues (which advisors are not qualified to deal with).

Access, Equity, and Student Support

- Fund more mental health services, disabled student services, and other student services) so that students don't have to wait six to eight weeks for appointments).
- Investigate relationships between DSS, CAPS, CAMP, and EOP to see that they are working together to support at-risk students.
- Create a more welcoming environment in CAPS.
- Make sure that all students, including disabled students, have equal access to services.
- Design classroom space accessible for all student (e.g., for students in wheelchairs).
- Assess how we are doing with disabled students.
- Offer regular training through Faculty Center for Professional Development for how to support disabled students.
- Mandate Safe Zone training and training on inclusion (perhaps), like sexual harassment training (could be on line), in a way that doesn't take up too much time so that faculty can become engaged.
- Provide more resources for students with food and housing insecurity.
- Work on centralizing funding, e.g., in the Foundation or in Student Affairs.

Curriculum

- Give faculty strategic discretion over units in majors.
- Improve remediation, even though we have to remediate within one year (according to Executive Order 665).
- Consider reintroducing UNIV 100 or equivalent, especially for first-generation students.
- Use courses such as UNIV 101 to find alternative majors for students who are not admitted Nursing and other majors, or students in CNSM who have remedial math and will probably not make it in STEM, and invite ATLAS.
- Reconsider requiring students to declare majors at 60 units, since by then it is difficult to declare an alternative major.
- Address problem of departments creating confusion by increasing and changing GPAs for students who want to declare their majors (for instance in CHHS), especially given that any student can graduate with a 2.0 GPA

General Education (GE)

- Include a diversity-related learning outcome in the GE policy (or even add more GE requirements).
- Make "inclusive excellence" (part of) a GE learning outcome.

- Create themes or intentional threads through GE, perhaps through minors or certificates.
- Put more emphasis on global themes in GE.
- Develop a true vision on GE learning outcomes.
- Create a culture of curiosity, exploration, enquiry, and life-long learning.
- Improve writing, communication, and presentation skills at the undergraduate and graduate levels.
- Ensure especially that non-native speakers of English acquire GE skills.
- Make ethnic studies part of GE.
- Diversify ethnic studies classes, for instance by including ethnic studies in US history, political science, etc. (like at CSUN).
- Require students to go to urban schools as part of their curriculum (like in the College of Education) so that they get more exposure to diversity.
- Explore and include diversity in unexpected topics, such as math (how different cultures use math).

Policies and Procedures

- Schedule classes that accommodate working families, e.g., by offering every core class in the evening or on weekends.
- Look at winter and summer courses offerings and schedules.
- Make it possible to submit enrollment forms electronically (so that students don't have to walk them down to Brotman Hall).
- Ask students, faculty, and staff what forms and procedures should be automated and when we need to engage in face-to-face interactions.

Infrastructure

- Create more study spaces and social spaces (with more hours, more seating, and more tables).
- Create a central location (or at least a guide) where students can go to
 - learn about available resources and to
 - get help.
- Create web site to help guide students to resources.
- Increase the number of students in on-campus housing.
- Add affordable student housing on and off campus.
- Improve facilities for student organizations (currently in horrible buildings such as FO4 and FO5) to display our priorities through space.

Professionalization

- Give students opportunities for professional development, for instance by taking them to meetings as interns.
- Expose students to career opportunities via internships, giving them a better chance to succeed by exposing them to a specific field.
- Expand opportunities for undergraduate research through encouragement and stipends.

- Gear service learning specifically towards students from underrepresented minorities.
- Find a better way to connect students who have non-academic personal issues with jobs.
- Bring successful individuals from different careers to speak to students.
- Create a ladder to leadership for students from underrepresented minorities to become leaders of university.
- Create our own pipeline for leaders, similar to the Chancellor's Doctoral Incentive Program (CDIP) or the California Pre-Doctoral Program/Sally Casanova scholarship.

Feedback

- Create priorities through an inclusive process of strategic direction and planning.
- Collect sufficient data to make pedagogical decisions and changes to address diversity.
- Institute a clearing house for (available or necessary) programs and resources.
- Survey former students to find out how they feel in retrospect about their experience at CSULB and how they feel about being alumni.
- Brand the idea of CSULB as inclusive rather than exclusive.

Resources

- Get more money into the university.