

UCCS Diversity Plan 1999

LEADERSHIP STATEMENT

The University of Colorado at Colorado Springs recognizes its responsibility to prepare students to live and prosper in a pluralistic global society. All members of the University community are encouraged and empowered to aggressively develop a campus culture in which each individual is fully valued.

The University's goal is to provide opportunities for all to learn and interact in a Total Learning Environment (TLE). Central to TLE is the respect and acknowledgement of diverse cultural and ethnic heritages. This respect will be reflected in all areas of campus life, including the composition of all constituencies of the campus community.

To achieve this end, the University will actively recruit and retain students, faculty, administrators and staff who reflect the population of Colorado and the nation. Such an inclusive university best prepares students to succeed in a world in which an understanding of human diversity is essential.

This commitment to diversity will be embraced throughout the University's programs, colleges and schools, and by our administration, faculty, staff and students.

Introduction

This plan describes the strategies and best practices in place at the University of Colorado at Colorado Springs to advance human diversity among our programs, students, faculty, administration, and staff. These current efforts, along with several new initiatives, provide a comprehensive course to achieve a set of crucial institutional goals. Greater diversity can and will be accomplished with the implementation of this plan. Much of the groundwork for fulfilling the plan has already been laid.

This document incorporates the thoughts and recommendations of a representative set of campus constituents from different backgrounds and roles who have come together to participate in the planning process. Members of the Diversity Planning Committee are:

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The Diversity Planning Committee has developed a shared vision of the positive changes that are possible at CU-Colorado Springs. This initial planning process has resulted in a set of identifiable measurable goals and strategies that when combined, will increase ethnic diversity on this campus to the same level present in the citizenry of Colorado.

Institutional Goals

The Diversity Planning Committee, in consultation with the various constituency groups represented, has developed each of the goals presented below. Each goal sets a challenging "high-bar" to achieve. Annual measures of progress will be made for each goal. The annual Diversity Report will describe the current status toward goal achievement, factors attributable to progress or lack of movement, and revised strategies to remedy situations where adequate progress has not been realized.

A framework of schedules, timetables, and measures is presented. The Diversity Planning Committee will continue to refine these mechanisms during the remainder of this academic year.

1. Students

- The short-term goal is to continue progress toward meeting or exceeding the former CCHE mandated goal of 18.4% graduation representation by the year 2000. Annual incremental objectives above the current 16% representation have been set.
- The long-term goal is for minority student enrollment and graduation rates to be proportional to minority representation in the local community--currently 21 %.
- A corollary goal is to continue ethnic minority student retention and graduation rates equal to or exceeding that of their Anglo counterparts. Minority retention and graduation rates currently exceed those of Anglo students.

2. Staff

- The short-term goal is to have minority representation in all staff categories by 2000.
- Currently there are no minorities in the Officer and Technical categories. Achieving at least one minority in one category is the objective for next year.
- The long-term goal is that by the year 2010, a minimum of 21 % of all staff will be people of color. Annual objectives to achieving this goal have been set.

3. Faculty

- The short-term goal is to increase the percentage of faculty of color by 1 % over each of the next five years.
- The long-term goal is to have a faculty which is representative of the diversity which exists in the broader community--currently about 21%. The campus will attempt to achieve these goals aiming at the target that 25% of all new hires over the next five years will be faculty of color.

Institutional Strategies

Multiple strategies are required to achieve each of the aforementioned institutional goals. Commitment for securing visible, annual progress will pervade all aspects of the institution. The strategies are characterized by strong and active support from campus leaders, open and on-going communication with campus groups and local communities, and collaboration with other higher educational institutions and consortia on state and national levels. Strategies for implementing specific aspects of the Diversity Plan include:

- Attainment of diversity goals is a central component of the campus Total Learning Environment prioritization.
- An Assistant Vice Chancellor for Academic and Multicultural Affairs (AVCAMA) position has been created, the occupant of which will help guide recruitment and retention of students, faculty and staff of color; interact with associated groups both internal and external to the campus, ensure related issues and potential controversies receive direct and appropriate attention; and support executive management's commitment to fulfilling ethnic diversity throughout the institution. This position will serve on the Vice Chancellor for Academic Affairs Leadership Team and will be involved in policy formulation and decision-making., This position is currently filled on an interim basis with a permanent incumbent to be selected soon.
- The Chancellor's Multicultural Affairs Advisory Board, consisting of community and alumni leaders of color, will continue to provide valued input and feedback on a variety of issues concerning programs and initiatives.
- The campus endorses the Report of Strategic Diversity Planning Committee, June 8, 1998, and the goals and strategies recommended by this group. As a new generation metropolitan university, the campus will devote particular

attention to solidifying a community-based network involving parents of prospective students who are minorities, local education districts, community colleges, businesses, and community-based organizations.

- Additional effort will be provided in conjunction with the CU Foundation to expand scholarships for members of under-represented ethnic groups within the limits of applicable law.
- The Diversity Planning Committee will continue to develop thorough measures for assessing institutional progress and identifying areas for improvement.
- The campus will continue and strengthen the practice of including criteria related to promoting diversity in annual evaluations of unit managers. Unit managers will be held accountable for progress, or lack of progress, toward meeting diversity goals.
The Diversity Plan will be considered an organic document subject to on-going refinement and expansion where needed. The Plan will be published as part of the campus Web site with an open invitation for comments. Comments received will be regularly reviewed by the AVCAMA.
- The campus will continue and expand activities and efforts related to promoting and celebrating cultural diversity. Student and employee organizations will undertake central roles in organizing informal and formal events for the campus community. Full participation in the events will be encouraged. Leading figures of national and international acclaim will continue to be brought on campus for presentations, forums and symposia.
- On-going environmental scanning performed by the AVCAMA, the Director of Ethnic Minority Studies (EMST), and others, will create a repository of successful "best practices" in place at other colleges and universities. Collected "best practices" will be reviewed for adaptation at the Colorado Springs campus.
- The Director of Ethnic Minority Studies will fulfill a critical role in making cultural and ethnic studies a prominent feature of academic programs. This position will work towards extending and strengthening curricula in these areas as well as related disciplines. This position will actively be involved in the fashioning of a new core curriculum, and will assist in creating a program that has understanding and appreciation for diverse cultures as central educational objectives.
- Wherever possible, assessment of student achievement will address whether curricula effectively promote learning about other cultures, and deepened understanding and appreciation for ethnic diversity. Academic departments will use this assessment criterion and information collected in maintaining or revising curricula.

- Documents used to examine institutional effectiveness, including self-studies and the HB 1219 Quality Indicator report, will include the status of campus diversity as a central theme. Information collected through these mechanisms will be incorporated into institutional and academic planning.

Institutional Best Practices

Student Recruitment: Campus programs to recruit minority students from area high schools and community colleges have been in place for many years and have a proven track record of success that will be continued and further improved upon. An array of campus representatives, including Student Success staff and faculty from each college, complete campus recruiting efforts. Broad support campus-wide coupled with this personal touch is paying dividends. In Fall 1998, for example, 20% of the entering freshman class were members of under-represented ethnic groups. Representative campus programs are mentioned below.

- 226 Pre-Collegiate participants graduated from the program between 1988 and 1997. 93% of Pre-Collegiate graduates have applied or plan to attend a postsecondary institution. 83% of the graduates selected to enroll within the CU-System.
- Outreach efforts to prospective students are made through the STAR (Stay Ahead and Ready), Day-Night High School visits, University Connection, and the Minority College Fair for local school districts.
- The School of Education faculty of the Teacher Education Program (TEP) and Alternative Licensure Program (ALP) work with the "Step-Up" program to encourage and support minority students in enrolling in Pikes Peak Community College and UCCS. During A Y 1997-1998, 13% of the TEP participants were ethnic minorities and 33% of the 1997-1999 ALP candidates were minorities. '

Student Retention: A number of campus-wide and college retention programs have been in operation for a many years. Several noteworthy exemplar efforts are noted below. Attention in the next will be centered upon assessing the effectiveness of these programs, and strengthening efforts that directly increase retention of minority students.

- **Project Excel Centers** are available to assist all students, and they track student performance over time. Ethnic minority students who use the Excel Centers have higher GPA's and better retention rates than non-Center users. For example, the overall GP A for new freshmen is 2.71, whereas the average GP A of those freshmen. who use the Science Learning Center is 3.05. Between 9 to 12% of new freshmen do not continue after their first semester. In contrast, departure rates among freshmen who use the Centers is only between 0 and 5%

- **The CU-OP Program** provides counseling, tutoring, and other support services to enrolled students of color.
- **The College of Engineering and Applied Sciences** has increased scholarship support, organized on-campus events, and established a Minority Engineering Program. This College has also joined COAMP (Colorado Alliance for Minority Participation in Math, Science, and Engineering) which supports programs for increasing the retention of under-represented students, including the Summer Bridge Program, Faculty and Industry Mentors, and Supplemental Instruction for At-Risk Freshmen. Another result of these efforts is the School of Engineering was the 1998 recipient of the CU Diversity Excellence Award.
- **The College of Business** has also established a Minority Affairs Council to help recruit and retain minorities in the college. The Council also assists students by providing scholarships, job-placement, and internship information.
- **The Office of Academic and Multicultural Affairs (OAMA)** is a wide-ranging resource for information and support of multiculturalism and minority students. This office has provided support for eight minority student organizations, provided financial support for representatives of the Black Student Union to attend the Big 12 Conference on black student government, co-sponsored minority student panels as well as the "Three Friday's in Fall" diversity series. It has also instituted a student/faculty mentoring program.

Staff Recruitment: Campus efforts to recruit minority staff have been limited by the -constraints imposed by the State Personnel System. Thus, several of the proposed strategies are directly related to the SPS.

- One important strategy will be to examine the State Personnel System's role as gatekeeper in providing the applicant pool for classified staff. A thorough review of the positive and negative impacts of the State Personnel System on classified staff diversity will be completed this academic year.
- The University will ensure that every personnel requisition submitted by CU Colorado Springs to the State Personnel System carry the requirement that applicants must demonstrate ability to work with diverse populations. The assumption is that more minority applicants would have this experience. Creative examples of working with the State personnel System will be shared with, all unit managers this academic year. For example, the Student Success Center initiated targeted recruitment within State Personnel guidelines resulting in a new minority hire.
- An investigation comparable employers and positions for their employment patterns and practices. Pikes Peak Community College and the Colorado

Department of Corrections also draw from the State Personnel System. This study will be completed in Academic Year '99-'00.

- Annual assessments of minority residents in the local community will be conducted to determine their perception of CU-Colorado Springs as a potential place of employment.
- For professional-exempt unclassified positions, advertisements will be placed in targeted publications.

Staff Retention:

- An assessment of the need for a staff professional development office, which could provide information and support for all staff seeking promotional opportunities on campus, with perhaps targeted efforts for minority staff.
- Routinely scheduled diversity training for staff to promote the development of a welcoming climate for all staff; an orientation program for new staff which would include a segment on the university's commitment to diversity.
- Establish a process for examining levels of satisfaction among staff. This "employee satisfaction survey" (or other methods) would alert the campus to possible racial and ethnic differences in levels of satisfaction. Each of the above tasks will be completed by the end of Academic Year '99-'00.

Faculty Recruitment:

- Best practices for recruitment consist of expanding approaches that have been in use, as well multiple new techniques that may be potentially effective. Several examples include Opportunity Hires (2 for 1); emphasis on placement of advertisements in Targeted Publications; a Grow Your Own program in conjunction with doctoral programs at CU-Boulder and/or the University of Denver; Summer Resident Teaching /Research Scholars; Use of Minority Consortia, ~r' Minority Vita Data Banks; and, finally, the cultivation of relationships with historically Minority Institutions. Wherever possible, efforts will be made to ensure that at least one of the candidates brought in for faculty positions be a member of an under-represented group. A number of these practices are being currently explored. It is anticipated that most will be adopted as more formal procedures by the end of Academic Year -'99-'00.

Other techniques to be explored on the campus this year include:

- Where possible, encourage hiring departments to describe position announcements creatively so that both departmental needs and areas of specialization of potential. minority candidates will be included.
- Establish reward or incentive systems to obtain collaboration at department, college, and administrative levels. For example, the use of Opportunity Hires, which would provide the possibility of two hires in a single department.
- Develop "Best-Hiring Practices" brochures to be distributed to chairs of departments

- Encourage and promote a mobilized, campus and community-wide enthusiasm when minority candidates come to campus.

Faculty Retention:

- Create opportunities for mentoring and collaborative efforts between junior and senior faculty.
- Link minority faculty with minority student organizations.
- Encourage and reward efforts of minority faculty in contributing to a multicultural campus. That is, ensure that this is counted as part of the "service" requirement for merit review.
- Diffuse potential problems by establishing an "Early Warning System," some routinized contact with new minority faculty to assess their level of satisfaction and progress.