

Blue Ribbon Commission Meeting
January 21, 2006
1:45 p.m. - 3:15 p.m.

Afternoon Small Group Discussions: Notes

Small Group 1 Discussion Notes

RECRUITMENT OF STUDENTS FOR A DIVERSE STUDENT BODY & STATE OF
COLORADO / HIGH SCHOOL PIPELINE

Note Taker: Amanda McKee

Spokesperson: Frank Figueroa

Questions:

Which of the current recruitment programs would you recommend as a high priority and how can they be improved?

What new recruitment strategies or initiatives would you recommend?

- Concern about 103 index – want to see number of students above as well as below and compare success rates – could help recruitment effort
- Concern that only 25% of “the window” used for students of color – variety of factors considered for those under 103 still want to be sure have academically qualified or have potential for success (ie, better grades later in high school, even if lower overall GPA) – there’s not a limited or max number that held for students in window
- Effectiveness of blueprint for action – what kind of commitment does administration have for this blueprint for action? especially regarding effectively using the window.
- BRC would like to see breakdown of students in window – by ethnicity. (2% were athletes)
- Strategy – can we increase % dedicated to students of color in window? Can we find the lowest index to have potential of success (perhaps 95) and then tie in with a 75% commitment of window to students of color? (Along with understanding that there need to be services to support these students.) This could be a legal issue -- no quotas allowed.
- Window is changing – by 2008, only 10% window will be permitted by CCHE
- Strategy - How did UCB/CU react to decision by CCHE to decrease size of window? UCB should contest policies of CCHE.
- Concern that UCB went to the 10% ahead of schedule – could still get 4% more in through the window- - the problem is that UCB doesn’t have the application numbers to even fill the window (only 1% of students can be below 93 index – “the floor”)
- Where are the 50% accepted students of color going who don’t come here? BRC would like to know.
- Strategy – creating relationships with community colleges
- Develop rationale for setting enrollment goals for students of color at CU – discuss with communities
- Offer full scholarship to all national achievement scholars (merit scholarships for African American students)

- Increase funding for current diversity programs on campus (including SORCE, LEAD, CMA, etc) – just need to figure out which is most effective
- Look at recruiting in private schools (Catholic schools, Jewish Academy, etc)

What role can communities play in partnering with UCB to enhance the recruitment effort for a diverse student body?

- What kind of money do we need to keep the students of color in state? If there is money to compete, word will get out that will help more students of color come here. Need more money for merit based scholarships (only about 50% of students of color are needy and they have funding). Need to communicate the funds necessary to community to get private donors involved.
- Partnerships with City of Boulder and Boulder community – have more welcoming events, dialogues, etc to make the environment more welcoming – have the City of Boulder drive this effort, not CU – something that sustained year around
- Need to physically go to schools in CO – have more students to go to high schools and younger as well - partnering with more with schools (AVID (Advancing Via Individual Determination) – program for first generation students across school district) – get communities involved in getting schools to allow/welcome in programs like PCDP
- Make more connections with community groups so can also reach more schools and kids – personalize the recruitment – for example: Black Chamber of Commerce, Jack and Jill, Links, the James Beckworth Mountain Group, Owl’s Club of Denver, Frats and Sororities that do dances, Ministerial Alliance, etc, etc, - Use minority alumni of the university to reach out in communities
- Make use of practicums – be sure that students in school of education are placed in wide range of schools – part of practicum
- President/Board of Regents needs to make goal that want CU to be first choice for students of color in CO. Once make this goal, then it’s a declaration. Then you must create the plan – will make communities more open to talk, etc
- Create community relations commission where bring together head of university, school district, mayor, hospital, etc (all who represent City of Boulder) and talk regularly about how to improve relationship between CU and City of Boulder
- University’s executive need to go outside the box – reach out to big corporations and talk with them about developing mission statement of who want to be and how get there
- Also need more accountability – need tangible goals and to make sure people held accountable for achieving them.
- Should be target for in-state tuition for Native Americans – otherwise no way will reach critical mass – (basically, recreate Fort Lewis plan here) – issue for legislature? Can Fort Lewis’ plan somehow be extended to cover other campuses?

What role can communities play in enhancing the Colorado high school pipeline for post-secondary education at UCB and other Colorado universities?

- Did not have time to cover this question

Other thoughts:

- Need a program like MASP to focus on less academically well prepared students – not just “cream of crop” who already likely to be successful
 - Native American students need to have a place where feel more sense of belonging
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Small Group 2 Discussion Notes

RECRUITMENT OF STUDENTS FOR A DIVERSE STUDENT BODY & STATE OF COLORADO / HIGH SCHOOL PIPELINE

Note Taker: MONTEITH MITCHELL

Co-spokespersons: Curtis Love and Adam Becenti

Questions:

Which of the current recruitment programs would you recommend as a high priority and how can they be improved?

- *PCDP primarily mentioned*

What new recruitment strategies or initiatives would you recommend?

- *see below*

What role can communities play in partnering with UCB to enhance the recruitment effort for a diverse student body?

- *see below*

What role can communities play in enhancing the Colorado high school pipeline for post-secondary education at UCB and other Colorado universities?

- *see below*

Additional Comments

- WSF: Don't have enough background or enough time to cover the issues
- JCP: Felt mistreated at the plenary session, wasn't given the opportunity to express viewpoint, hope that this session allows for all viewpoints to be heard
- KKite: Would like to see an array of students going to schools together to recruit; many students are not recruited specifically by group affiliation, e.g., African American, American Indian. It's important to let students know that there's a lot going on at the university.

Specific Recommendations from Commission Members

1. CLeaf: Terminology being used doesn't address the issues; legislation around policies is outdated and works against recruitment, admission and diversity. Has to be effective, for the common good. Need to look at it to find a way for it to be realistic so that we can get students not only at CU but at other institutions. Terminology – define “disadvantaged” and “color” – can be perceived as having an advantage over someone else. Looking at people who have historically been excluded.

2. CLove: Student perspective: Outreach to students, businesses, community leaders to gain support from others outside the Admissions office.
3. BJones: Should reframe the recruitment funnel to look at nontraditional students; look at reciprocity with community colleges; focus on non-resident students; legislation/policy needs to be called into question on the index standard, which makes it a more elite institution. Setting numerically based index scores that fail certain percentages of our population places weight on good students instead of citizens; is there a quantifiable number for a critical mass, and how many of those could be students of color, nontraditional, GLBT, etc.; have to look at revenue per student on the whole definition of diversity, e.g., student-athletes – what would the revenue generation on a per-student be for a member of the CU basketball or football program, including TV contracts, Bowl royalties and any other?
4. SMann: Re Univ. 101: Faculty and staff need mandatory diversity education as well. The message needs to be the same on campus and in Boulder. Use nontraditional avenues for recruitment, e.g., faith community. One of the questions that should have been asked re why students say they don't feel welcome – speaks to the climate – “How do we make students of color feel welcome at the university?”
5. WSFlowers: F/S numbers need to be increased to support programs, partic. African American. Financial support needed for permanency. Re PCDP campus high schools – President needs to give the flagship campus access to all of the schools so that Admissions programs can have more help attaining critical mass. Cannot limit population to reflect that of the state, i.e., African American community. The Commission has been shortchanged, announced several months ago, have one day to deliberate, an impossibly logistical task; also makes it difficult to raise matching funds for the \$1M PCDP scholarship gift. Expects to see major changes within the next two years (interim presidency).
6. WWebb: Should look at scholarships available at other institutions, e.g., Daniels Fund – looking at percentages at those who go out of state; recruitment should be tied to campus climate, all ethnically intimidation findings made public; students should have a paper essay on diversity; shouldn't eliminate any of the diversity programs; should target 8th graders through summer scholar programs to become familiarized with the campus and connect to boosters and alumni; President, BOR, friends should develop a revenue strategy working in conjunction with CCHE and the governor; don't shift money from ethnic programs to scholarship programs; Pres and BOR should demonstrate their commitment with additional funding.
7. JPCorry: Needs to see adequate budgets for more specifics, e.g., personnel and take a serious look at the programs, e.g., actual numbers for contacts at high schools. Look at the good programs that are making those contacts and identify the techniques used, e.g., PCDP. Concerned about the duplication of resources, partic. admin costs, could find some savings to put toward scholarships or other needs; reject idea that questioning programs = racist viewpoint; need to define the terms, e.g., what is critical mass? Needs to be tied to the state population, unrealistic to be nationwide; need to look at how we define diversity – emphasis is on color, sexual orientation, gender; need to focus on K-16 not just K-12; specific programs to address: 103 index score is perfectly acceptable and what we should be using; community college transfer program is good, let's continue to sell it; PCDP is good, should get high priority for funding.

8. KCameron: Important for BRC to understand the recruiting process for faculty of color, as students will make decisions based on applying to the institution. Need a commitment to diversity in all areas, including employees. Should be a commitment to changing legislation – numbers for American Indian students is disgusting, so low; Should be commitment to increase scholarships and fellowships; Finally, what is the university doing to purchase goods and services from the minority business community? Let's look at diversity across the board.
9. A. Becenti: Re programs that are working for Native American students – Upward Bound – students don't come because they can't afford it - in-state tuition issue , legislative issue. Climate makes students want to come here. Being able to see people who are working and understand students' experiences is nurturing.

LouMc. Recommendations Summary

1. Faculty and staff, both numbers and training needed
2. PCDP as a program and early involvement as a general strategy is good
3. What's the role of out-of-state students – if the state population is this and we can only draw from out-of-state, how does that fit with the money
 - a. If you want more non-resident diverse students, you have to address the financial aid issue
4. Money: Have to look at the vision and who can be successful to reallocate resources
5. Climate, welcome, comfort – used in reference to the same thing, the general atmosphere

Additional Recommendations

- Revisit the index score
 - Still have to fix the problem of supply, the number of students eligible to be admitted
 - Put more emphasis on K-16 and outreach to elementary students as well
 - Re attractiveness: Expand and support ethnic studies department more by hiring more diverse faculty members there to help attract other, non-resident students
 - Look at cultural diversity, ethnicity and tolerance teachings from K through 16 – that's where we should put the money
 - Ask legislative officials and community members advocate for their diverse constituents
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Small Group 3 Discussion Notes

RETENTION AND GRADUATION

Note Taker: Linda Starkey

Questions:

Which of the current academic and student service programs would you recommend as a high priority and how can they be improved?

- Creating partnerships with other states that have a high minority population and high levels of low income families – tuition breaks.
- Concern that there is an expectation to evaluate programs that they aren't fully informed on.
- Details of programs not discussed in detail. Programs help every student, not just diverse population. Horrible mistake to cut any programs – all students benefit.
- Are there programs that stand out above the rest. MASP preferential and stands out above the rest-high academic achievement. McNeill academic program (1st generation college students). Should we create more niche programs? Or is issue to improve the campus in terms of climate and how academic programs are offered?
- Two kinds of programs 1) support students that are here and help them feel comfortable and succeed. Pre-collegiate start in HS and continue with support once they get here. McNeill program is a hybrid of student affairs with an academic focus. The relationship of the learning environment and the courses we teach, tutorial services provided. Pre-collegiate program is for students that don't have an understanding of academe. McNeill continues pre-collegiate once in college. Need to bring faculty and programs to students. There are holes in McNeill.
- Where should we have more funding and where should it be appropriated?
- Why do we need 43 different programs?
- Programs are here because climate is deficient. Fix the problem by fixing the environment that creates it. Funding should be doubled.
- Must be coherent strategic plan that is more sophisticated than what we currently have. We must engage all students, faculty and staff to solve the problem. If this university is serious then the leadership must be willing to take a stand, focus on budget priorities. Strategic plan on diversity – someone has to take a serious look at it, define the holes and be held accountable. Plan must align with budget. Budget should align itself with specific goals. Money isn't needed by private sources, it's there. Stories sell. Programs are good, show how they all work together, too many niches.
- Different target students – there are no programs that duplicate the same thing.
- Budgetary connection with goals/plan: If your leadership is not aligned and willing to serve as an ambassador and a champion for this, you'll always struggle in a row boat – trying to catch up with a cruise ship. Get that row boat in that ship and let someone else steer for a while.

Budget cannot be an after the fact default dedicated to diversity. Admissions: 800 visits but no net gain in minority admissions. Cut to 400 visits and surrender ½ of their budget to another strategy. If programs are so wonderful, why are the numbers so low? Shift budgets to things that will matter since things aren't changing.

- Marketing of programs – people don't know about programs available. Students aren't aware. High schools aren't doing their job in sharing the information. Marketing: push our website, admissions get out more information. There is a problem of penetrating the counselor level. Push high school visits to get the word out and share with students.
- Nothing wanted on the chopping block. Closing programs isn't a solution. Cutting programs won't address the issue.

What new strategies or initiatives would you recommend for improving the retention and graduation rates of diverse students?

- Access to information for freshman students. Information fair in February, but it doesn't go out to current students. Share information spaced in the beginning of semester to help disseminate information better. Reallocation of funds is very good idea. Advertise and allocate funds to programs that need them and to help expand resources to help program grow and thrive. Climate needs to change before programs can truly be successful.
- Negative media creates fear. Climate is most important thing to discuss and focus on.
- Programs that change the climate most dramatically start from the top down. Ex: Mandatory training for faculty – sensitivity to handle classroom settings w/ one or two minority students. Training to deal with issues of sensitivity. People are not automatically prepared to handle issues. Financially attract people who are not coming due to 103 index. Major funding to attract minorities with 103+ index.
- Start strong with diversity training but continue it throughout the course of your education – reminders throughout.
- Create environment so that people don't feel it's necessary to join a group or program to survive or feel comfortable. Environment is still the key issue that needs to change. It doesn't matter how many great programs we have if the environment is still unsettling.
- Funding needs to continue and grow to support the programs as well as climate change. It must be both.
- Leadership of university needs to start talking and defending victims. It's a shame that there's no defense as an institution. Where are our leaders? Why do we have to defend ourselves? Where is the university administration? Why do we have to defend our departments and fellow students? Where was Tupa and Madden? Where was Carlisle?
- UCD and UCCS seem to be doing a much better job of creating an inclusive environment.
- Let's make something out of this diversity commission – let's not be the total pessimist – in the meantime let's have programs and try to solve these issues. Must have programs, must work together, be optimistic and do things. Encourage leadership to follow through.

- Regents, faculty, chancellor and president must define the university. This is what we stand for, this is what we're about. If you don't like it, don't come here. Don't come if you don't want to be a part of it. We need leadership to state it loud and clear and concise. Maybe students need to say to leadership: this is what we need from you to help change the climate.
- Be mindful of the type of people we put in front of the classroom. Curriculum changes based on perspective of person teaching the class.
- Why is negative perception so deeply implanted in minds of people? Universities are incredibly permeable places, many people come and go and are not related to the university in any way. Spirit of defiance in Denver. Boulder does not have a strong, defiant leadership that makes a stand. Work with Boulder to increase diversity in the town and community.
- Professors are in a position of power to set the curriculum, agenda for the classroom. Role of faculty, administration, admissions and finance need to play a leadership role in the strategic plan. Leadership plays an important role in determining who is hired (professors, administration) and how diverse that population is. Diversity must be mandated by leadership. Training just teaches how not to get a law suit.
- Diversity 101 training upon arrival. Address atmosphere desired and continue throughout curriculum to address issues of diversity, cultural competency.
- Where's the outrage when incidents occur? Establish process or policy of no tolerance, once person is purged from campus, then due process of law.
- Leadership needs to step up. Student leaders have pressed leadership for action, but responses are not sufficient. Leadership needs to take a stand.
- Mandatory training needs to be presented in a way that it's not just an annual training like every other training people have to take. Mandatory training done well can be meaningful.
- Better representation from the community on behalf of the university

What role can communities play in partnering with UCB to enhance retention and graduation rates of diverse students?

See above.

Small Group 4 Discussion Notes

RETENTION AND GRADUATION

Note Taker: Gail Marks

Which of the current academic and student service programs would you recommend as a high priority and how can they be improved?

Not a fair question since each program has a different focus and purpose; all high priority. Not because of fear of cutting programs, just not fair to compare. Each program has own performance measures...feel in the dark about their respective purposes. Packets are overwhelming; Would like to engage w/staff rather than read about programs. Time frame is unreasonable. Requires more time to observe and understand and study the programs involved. Ask students what are 5 things they found beneficial from programs...community, support, academic help, friendships,. Academic preparedness, realize full potential, leadership, advisory availability, assisting in pursuing future goals and aspirations. What about the students who don't stay? Because of climate on campus...some cannot handle it. Need to stay to help pull other through. When students arrive the climate issue is overwhelming. Students are activists, but want to party, too. Cannot get into the parties. Unwelcome at parties w/offensive language. Racism is everywhere..professors do not dispute racist remarks. Faculty should be held responsible for aiding students...they are not held accountable. Maybe we should look at faculty...only 5% of color. Are they afraid to speak out for fear of not being retained? Restrooms have racial remarks and in classrooms...the person of color is expected to be the respondent for all racial questions. They find themselves praying others of color come into the classroom. Their experience on campus is very unique...an additional level of stress...interracial, discrimination, within groups, and ties into achievement stress. Reconsider whether to remain... this is not heresay, it is rooted in campus studies ..applies to ALL targeted groups, not just those of color. Take a reactive or proactive approach? No matter what class, all issues relate to race. What was it like prior to coming to CU...what do you think it will be like after CU? Why do these situations exist in the first place? Bigger issue of the world. Coming here from Aurora was a culture shock...came from a very diverse high school. Negative effect on her after she left CU..feels it is at the worst on campus and can only get better after she leaves, but made them into stronger individuals. If there were more students of color in class, would it reduce stress level? Came from school from 90% Native American...was not a culture shock coming here since he has had other experiences exposing him to other cultures. Unbelievable to some to hear this and very saddening. This should not be happening where students are afraid to enter a class. When can we just be a student w/out worrying about all this stress? Things have changed in 30 years...increase in African American students & faculty. Fix the "minority" student...just quick fix and return to the arena, but nothing has been done to stop getting hurt in the first place. Faculty not hostile, just insensitive. May resent having to deal w/it. Must look @leadership, or we will be back here in another 30 years, talking about the same things. Faculty must demand an end to this behavior. Zero tolerance for slurs and hate. This is an emotional and physical safety. Need to evict these students from the classroom. This must be part of the education process. Part of the enlightenment must be behavior and words and consequences. This intervention not by default.

All of programs are important and should be moved along equally. Not comfortable seeing it w/out further examination. University 101 topics that should be included may be racial slurs not tolerated. Not a course around racial incidents, but about mutual respect and appreciation that eliminates ignorance. Continue w/programs in place. City of Boulder should be involved. City of Colorado

Springs passed zero tolerance for discrimination...people can lose their jobs if they display and bias. Serious recruitment requirements for minority...was somewhat successful Rapid response team...came from the top down (mayor). Would zero tolerance make students more comfortable? Working w/City of Boulder but not successful. City not very cooperative. Not sure how serious City is taking the issue.

What new strategies or initiatives would you recommend for improving the retention and graduation rates of diverse students?

Mandatory class for incoming freshman on racial bias or multicultural training...why only freshmen? Should be ongoing, before they graduate. More than one class. Embed this in core programs and departments, to permeate campus life, rather than mandate this. In classes these slurs are wrong, but many students still use them in their communities. Mandatory classes can be beneficial and had very good experiences. Students relieved to see a faculty member of color. Get different departments and faculty to come together to give this importance. High schools had black student representation in all areas; in CU only white affluence. How to get black students to join cheerleading, marching band, editors, etc. Separation of students...athletes, politics, etc. Trying to fuse the gaps w/all communities of color. What if getting segregated into these groups, further segregates the groups, instead of getting more assimilated into the other groups. Groups already isolated so forced to come together even more. They try to reach out to others, but university keeps athletes separate from other black students. Some athletes now getting threats. Recommend integrating w/athletes. They are students first and should relate and integrate w/all students. Institutional barrier between athletes and students – need encouragement to break down the barrier. Top priority is networking!

What role can communities play in partnering with UCB to enhance retention and graduation rates of diverse students?

City needs to be involved. Campus community needs to improve first. Campus needs to be the example for the city. This process needs to be more extensive to be meaningful. Recommendation to go to other departments to encourage solid understanding. Even this Commission should have had more planning to examine departments and programs before coming to the table. Not enough time to evaluate these programs; this was the President's initiative, not the campus. President asked wrong questions...strangers to the community, not enough time to ask constructive comments. Only 3 regents came...no one cared enough to come. This is top down problem! All people speaking for 2 ½ hours this morning were white males/female. Shocked about how few minority students on campus. Leadership of this University is appalling. Regents should have been here. Inexcusable. Concerned this Commission is a publicity stunt. Money should be given to students. Nice that legislators attended. Pres. was very ill, and had to leave. To that end, even more important that regents should have been here. Follow up on this effort seems warranted and president should commit or not commit.

Students voiced great appreciation of the concern to start this dialogue.

Small Group 5 Discussion Notes

CLIMATE AND LEARNING ENVIRONMENT

Note Taker: Bernadette Garcia

Questions:

Which of the current programs would you recommend as a high priority and how can they be improved?

- Looking at a specific program is taking a step backwards. Need to look at overall.
- First question is unfair.
- There is a certain level of ignorance of the programs, so cannot make informed decision about this issue.

What new strategies or initiatives would you recommend for improving climate?

- Leaders need to lead. Trickle down effect. Leadership needs to have a sense of ownership.
- Money, time, effort getting out the positive things that are happening.
- Leadership – has to start at the top. Set the tone so all campus community knows what is expected. Accountability – by ensuring top people are accountable, makes sure all are accountable.
- Funding – If it is important, you will find the funds. If make it a priority people will get creative.
- Quit putting things (surveys) on the web – make questioning face to face “feet on the street”. Use technology to access people where they are (hand helds, etc.)
- Services available seem to be working for students who avail them, but training does not seem to be available to top people – not system wide. (note: focus of this inquiry focused on undergraduate education, students of color – response: this focus does not make sense. In order to help the university, commission needs more information that is wider focusing. Need to understand what the university as a whole prioritizes in regards to diversity.
- Would like to see the harassment policy. What is the number of incidents of students reporting? Once incidents go through Judicial Affairs, what happens? What is happening in Housing? How is staff trained? What is leadership doing besides calling this commission? Is it just “window dressing”? Needs to be a sense of outrage from leadership.
- The most valuable assets are the students who have been through it and persevered.
- Leadership needs to go through workshop to address their own hang-ups to deal with their own biases.
- Need mandatory diversity training. Students should not choose to do so, needs to be a policy of the university. Needs to be more than one hour during orientation.
- Need system-wide, centralized importance to diversity.
- Code of conduct for faculty, staff. (Is a statement of classroom civility – unsure what the consequences are.)

What role can communities play in partnering with UCB to improve the climate?

- Companies providing funding and recruiting students from CU into the workforce need to make expectations and consequences clear.

- Support students. Support student events. Stand up for departments and programs under attack. Emotional and financial support.
- City of Boulder needs a plan to address its own climate issues. (Leadership of city appears to be active in pursuing this.)
- Needs to be mechanism for commission to interact with campus beyond this.

Issues:

- **Lack of agreement of what treatment is ok.**

Training at all levels – administration, staff, faculty, and students. Needs to start at top. Needs to be mandatory. Needs to be accountability to comply. If out of compliance needs to be a consequence.

Needs to be opportunities and spaces to share experiences. The programs in place seem to be highly effective. (Although the information given, does not give enough data to make a clear decision of support or suggestion of what is working and what isn't.)

- **Lack of communication/promotion for good things that are happening.**

Need to engage people beyond sending press release or email. University needs to invest in the promotion of the good.

- **Lack of integration of accountability of leadership.**

Need to have mandatory, clear training for leadership (highest levels). A safe and respecting community is everybody's responsibility, across all departments, not specific "diversity" groups. Needs to be accountability for this responsibility. Need to be instruments for compliance. For example, the Dean is responsible, not only the Dean's "diversity program".

Formalization of accountability through evaluations, job descriptions...

- **Incidents of harassment.**

Appears to be lack of reporting by students. Need to review effectiveness/accessibility of reporting process. Needs to be system in place that is easy and safe and that everyone knows about.

- **Lack of significant response by leadership.**

Email is minimal for getting word out (recognition for good work, as well as outrage by administration for incidents of racial bias). Need to access other media to get word out.

- **Failure to support good programs.**

Need further analysis to answer what resources are necessary.

Small Group 6 Discussion Notes

CLIMATE AND LEARNING ENVIRONMENT

Note taker: Susan Villalobos-Boehm

1. Which of the current programs would you recommend as a high priority and how can they be improved?

- a. Something should be said to students of color that we are not here to cut programs.
- b. We are not recommending cutting these programs (based on the data we have seen and time we have to review.)
- c. We want the University, especially the President, to make diversity programs a HIGH priority.
- d. Make it mandatory for every CU student to attend a class about diversity (University 101).
- e. Effort and the work should go into SIGNIFICANTLY raising the numbers that support increasing diverse numbers on campus.
- f. Develop a metric system to measure if achieve goals.

2. What new strategies or initiatives would you recommend for improving climate?

- a. Increase funding for existing programs/scholarships.
- b. Based on the information received, the programs are helping with retention goals.
- c. Do audit that we support diversity programs the same way that we support other programs. Equitable support.
- d. Bring in national leaders for program reviews.
- e. Lack of funding permeating whole system/short staffed.
- f. Do not cut programs, increase sponsorship.
- g. Should be a specific program to deal with the climate.
- h. Focus on the elements of the climate we want to work on/see progress, with the resources we do have.
- i. Focus on the real issue: the decrease in tolerance—not respect for difference.
- j. See a vision from the leaders that expects respecting difference.
- k. Not have diversity programs/ethnic studies programs be the first to get their budgets cut when the university has to have budget cuts.
- l. Make diversity programs a high priority—do not rank the diversity programs.
- m. Stricter campus policies for perpetrators of bias motivated incidents/acts of intolerance.
- n. Give Native Americans in-state tuition classification.
- o. Make it mandatory (not Core Requirement) for every first-year CU student to attend a class about diversity (More than University 101). Need a separate one just for diversity; race/racism in CU context;
- p. Money allocated to K-12 are used to enhance their educational experience to meet 103 criteria.
- q. Amendment 23 money used for pre-collegiate programs.
Mandatory diversity training for faculty/staff to begin in fall 2006 and to be completed in two years. Make respect for difference a part of faculty training.

- r. Set expectations with CU applicants, in application process—put in specific questions/essay.
- s. Find out if there are incentive programs in the University to get the faculty/administration to act in a certain way? Are there certain departments/areas on campus that have been successful in these efforts and find out what they are doing?
- t. Look at tenure for a magnet of change--incentive of tenure.
- u. Faculty: address diversity/respect IN the classroom.
- v. Not only be a researcher, but a good teacher regarding tenure.
- w. Need to retain faculty of color to help retain SOC. Need role models.
- x. Have a value statement that is highly publicized, coming from top. “We will respect and value difference.” “At UCB we will foster an inclusive environment where differences are respected and valued. This is the highest priority of the University.
- y. Add diversity to mission statement of the University.
- z. Need accountability mechanisms from the top down, for including inclusion (look at our recommendations).
- aa. Re: faculty that already have tenure—promotions, incentives.
 - i. Do curriculum reform in all classes and link that to campus and then to community.

3. What role can communities play in partnering with UCB to improve the climate?

- a. UCB do community outreach with people of color/community leaders within the Boulder community.
 - b. Continue the Admissions’ community programs, Athletics’ home visits, getting to the “heart” of the families.
 - c. Don’t wait for community to reach out to UCB—UCB need to reach out to community and communicate with the white leaders of Boulder and state of Colorado.
 - d. Talk to/make phone calls to the President, Mayor, etc. to get their attention. Be advocates for/support the students of color.
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SUMMARY REPORTS FROM SIX DISCUSSION GROUPS

GROUP 1: Recruitment

Spokesperson: - Commissioner Francisco Figueroa

Recruitment

1. current programs that are with LEAD, PCDP – think are good programs
2. hard to evaluate these programs
3. increasing funding would be important
4. not able to look on return on investment
5. which would need more funding than others
6. moving programs that are not defensive programs – where people are getting more enlightened – higher era of aspirations.

New Recruitment strategies and initiatives:

1. need Regents and administration to be very much out front – make a declaration of aspirations about being the first choice of students of color to come to
2. think about CU as this is the most welcoming place to be.
3. Regents and Presidents need to be very declarative in their statements
4. need tangible goals –
5. tendency to be little bit vague and to study things a lot
6. need specific goals and need to flow them down to department heads and hold them accountable
7. to do otherwise becomes an aspiration and it ends there.
8. data about students in the window – seemed like a low number 25% - seems like there might be an opportunity to leverage that – lot of constraints and lot of reasons why it has to be done carefully
9. look and see what can do to modify and adjust CCHE window criteria – all with appropriate support – don't want to bring students in and have them fail
10. not just one year goals – talking about multi-year goals
11. can't be a PhD project – have enough data – establish them and establish accountability
12. want to see Dept Chair and faculty more involved in recruiting – probably football coaches spend a lot more time recruiting than our academic leadership.

Roles that communities can play:

1. look at providing funding for merit-based scholarships
2. for students who are not needs-based – but can't afford UCB tuition – how to fill that hole.
3. stronger partnership with City of Boulder, Chamber of Commerce – entire field of interest
4. military base towns – do a lot of welcoming of military members who come – nevertheless - = capitalize on those – have sponsoring events – not just welcome at the beginning of the year but a sustaining event. We believe they are out there.
5. can be in the form of a community relations commission – enough alumni within city and community that would embrace this concept
6. can have regular dialogues with police department and other programs – particularly diverse students and the city

Pipeline and other things that we can do to try to increase the number of diverse students:

1. Benchmark Fortune 500 companies – think we have lot of lessons learned from mistakes and successes

GROUP 2: Recruitment

Commissioners Adam Becenti & Curtis Love

1. As a group agreed that climate was dependent upon how we recruit –
2. administration and standard numbers – 103 within Colorado higher education – how flexible is that number – merit of the University
3. recommendations to call policy in question –looking at some of the historical numbers
4. diversity training
5. faculty and staff numbers and training needs to be increased
6. programs and diversity programs on campus – that mandatory training needs to be done as well.

Role of out of state students in diversity – definitely paramount to the group – need to go outside of the state and recruit students of different ethnicities –to bring perspective to this campus.

Frustration about the duration of the meeting – trying to come to consensus in one day – bring diversity to this campus – cannot successfully completed in a day –

Convene BRC in a month or so

Out puts and inputs in the system

Budget was not as concrete as it could be

Recommendations regarding budgets were difficult

Climate is key to recruiting students and retaining students

as a state need to look at how we do K-12 plus higher education as well – looking at the supply – looking at the programs we have – have a problem with numbers and getting people up here –

another point that was agreed upon. –

money is needed for scholarships to be enhanced – programs are good

GROUP 3: Retention/Graduation

Commissioner Regis Groff

Retention/Graduation

1. one day isn't enough time to deal with these really important issues- this is a start
2. with a few meetings left – can deal with issues in more depth and more useful way
3. group spent its time on whole range of areas – didn't get constrained by 3 questions

Question 1: perception that trying to identify what programs to dump –

No way to know to have enough information and detail to know what programs could be kept or dumped

It appeared that based on programs this morning – all had really strong supporters

Each program is different – almost impossible to determine

If any program could identify itself as a useful program it should be funded in line with its mission and to the extent that it was being successful.

There were circumstances where students were not aware of some of these programs as early as desirable – programs need to spend as much time identifying creative ways to get information to students as quickly as students arrive – might help to keep students alive that second year –

Imperative on the leadership of this university – President, Chancellor and Regents to clearly and loudly support the role and mission of this school and say in no uncertain terms that if you cannot accept other students, other differences, then you are in the wrong place and be strong enough and brave enough to say that. That will filter down to other folks on campus to faculty, students, and staff.

Had a program – violent crimes – tried to get them to confront negative behavior when they saw it- if they saw one of their peers committing a negative act – they ought to do something about it
If leadership in this university can instill that you don't turn your head when you see racism, perhaps that would filter down – talked about dealing with that kind of negative behavior
University should never allow negative perceptions to continue –if there are negative perceptions in the media – should be confronted right away.

Create partnerships with other schools – how does CU rank in Big 12 with respect to retention, graduation and social interaction with other students – CU can deal with – perception that CU ranks low

Talked about town and gown – how Boulder and CU should interact with one another. CU is Boulder and to the extent that Boulder doesn't understand that CU needs to get them to understand .- primarily felt that programs that assist students should remain until they can be analyzed a lot more fully then we can do today.

Leadership needs to be much firmer in its direction and have it filter down to the school at large

GROUP 4: Retention/Graduation

Commissioner Laurie Vargas Short

Retention/Graduation

1. group decided that that was a nearly impossible question to answer – having so little time to evaluate the program
2. have to understand them from a more interactive point to recommend any type of action
3. would be more beneficial to meet with program directors and meet with them interview them at length
4. started to look at a bigger picture – this is an academic experience – where people come to learn

Let's start with Regents, Presidents, Faculty –

Only 12% of faculty are faculty of color – these are the professors that are teaching our students.- this is not diverse enough.

Experience for our students of color is very unique and can lead to layers of stress and can lead to poor performance and achievement in order to be able to keep students engaged and involved – have to have a climate in which they can thrive. Having a faculty that is supportive and sensitive to what happens at a classroom level – that they reinforce classroom issues – proactive rather than reactive and that there are consequences for behaviors and words.

The committee discussed what new strategies or initiative s- would you recommend

One of the programs that we heard about today is University 101 – headed by Michael Grant

This is a very exciting program

Heard from Shoba Rajgopal – talking about how taking a mandatory class – some kids would feel very indisposed – not excited because they were mandated to be in the class- but at the end of the

course they were engaged and they felt thankful – by offering some of these courses that will engage our students at the Freshman level – we will establish a culture and promote a diverse community – perhaps not just Freshman year

Back to change in climate---

What role can communities play in partnering with UCB to enhance retention/graduation

We live in the city of Boulder-what would Boulder be without CU

\have to go out to the community and city of Boulder and build better bridges –

Have to recruit the support of the city to better build a tighter community and more supportive community.

Let's take a look at the issue at hand and really examine it – we are looking from the wrong direction – from bottom up

Need to start with the top down

We have 9 regents – and 3 of them came today.

We want to thank Regent Steinhauer, Carrigan and Bosley for coming out on this Saturday to show their commitment and care for this issue – we have to start at this level

Our administrators, leadership, regents

Racism is systematic are not being addressed

Numbers are truly shocking

Brown vs. Board of Education – schools desegregated

1964 – voting rights act took place

Can't legislative anti-racism – but can deal with tools

Leadership can change the future.

GROUP 5: Climate for Living and Learning

Commissioner Rico Munn

Climate:

Climate really impacts all of the other issues. Affects recruiting, retention –

Felt constraints as far as time – constraints about scope

And information knowledge base that commissioners have.

This limited in our ability to respond

Wanted to reject first question –

Built own structure on how to respond

What are some of the issues as far as climate – influencing UCB

What are responses

What level should responses come from

What are mechanisms and instruments on how we can affect changes in these issues

Lack of agreement among CU community about what kind of treatment is OK to how you treat one another

Responses to that included: mandatory instruction cultural sensitivity – students, staff and faculty

2. making sure opportunities and places to share students experiences
3. every comes from different experiences and may not understand experiences bringing to table
4. we don't know everything that is going on at UCB - we don't know – perhaps these are already happening
5. want to make principles clear
6. lack of promotion and PR for some of the good work is going on

7. perhaps if you do better training of media – they know the right things to promote and know the right things to
8. real perceived lack of integration by leadership – not having system-wide responsibility from leadership
9. making sure that whatever training would happen – happened at the highest levels – making sure that that happens p- making sure that it was a clear priority for a system-wide response
10. including through job descriptions, evaluations – and other forms of accountability for diversity
11. clearly spelled out in job descriptions and evaluations

Issues of intolerance:

1. need to review the effectiveness of the reporting mechanisms
2. heard by a lot of people – that reporting numbers were low – question whether surveys are an effective process
3. another response – making sure that there was a clear and effective response from leadership
4. lack of significant response by leadership to incidents that happened
5. predictable response level – different circumstances require response – clear response and processing place to make sure that happens
6. failure to support positive efforts and programs through appropriate funding – legislature too- more support needs to happen – needs to be a better understanding of what resources are going to what
7. when things are going on – level of scrutiny – on program that support diverse students and not applied to all of the other programs at the University

GROUP 6: Climate for Living and Learning

Commissioner Ageno Oti

Climate

1. not being enough data – came across with the conclusion that the diversity programs are enhancing the climate – that was the topic addressed to group VI
2. in terms of ranking them and giving them priority – recommendations
3. aiding and enhancing climate – more need for funds
4. necessary for President to make diversity a high priority – action that is taken for attaining goals, gaining more funding, establishing numbers – metric system – evaluation system that is established
5. where are we – what do we need to do what do we need to change

What new strategies:

1. increase funding
2. increase staffing
3. increase number of students
4. something different from programs to actually address climate on this campus
5. should make diversity a high priority and act on this priority- includes President and Boulder campus administration
6. leadership needs to be stepped up from the top down
7. need to see a lot of proactiveness coming from the leaders of CU
8. strict campus policy when actually identified perpetrators of bias-motivated incidents
9. mandatory diversity class – university 101 – mandatory class that focuses on diversity would be a good thing

10. K-12 talked about that – investing in how K-12 is funded in Colorado and decrease the gaps and disparities from communities of color and white students.
11. mandatory training of faculty and staff –diversity training
12. should create incentive programs for faculty and staff
13. there is incentive for leadership to get it done – reinforces university's priority
14. Have value statement that is highly publicized .
15. Add diversity to CU missions statement.
16. There is a need for accountability and accountability mechanisms from Board of Regents, Presidents, students. CU needs systems of accountability – set parameters – this happens and why isn't that done..

Faculty – change curriculum that goes on in the classroom

Issues on a day to day basis

\many time subtle – unconscious – quiet forms of discrimination –

Changing curriculum so that it reflects diversity -=

University-wide diversity is important – part of your life – value and respect

Leadership programs and initiatives that are understaffed should be supported.

Give native American students in-state tuition

What role can communities play?

UCB outreach to communities in Boulder –especially communities of color in Boulder – also to white allies

Continue the admissions community programs

When universities reach out to community, they can become the initiator of contact

Ageno Otii requested that every commissioner play a role as Director – lawyers, businessmen, women, influential people who have access to resources. She commented, “Some of you might have resources in your pocket right now.

It is also ok for you write us a check for 5 million dollars.

Contact Hank Brown when you are outraged about things that happen

\$5 million dollars doesn't seem like a lot of money – I'm sure we can find that within this room.

A Blue Ribbon Commission member, Commissioner Louise Young, expressed that she felt an urgency – thread on a lot of common recommendations – we would be remiss as a blue ribbon commission – because it has been so highly publicized – if we don't emerge with some consensus of several recommendations.

SUMMARY:

One consensus recommendation from all the groups is that there is a need to continue programs and enhance them