

# **Inclusion, Diversity and Excellence in Academics Plan Draft**

University of Colorado Boulder  
DRAFT – 9 November, 2018

Dear Vice Chancellor Bob Boswell,

On behalf of the 26 faculty, students, and staff on the Authoring Committee for the Inclusion, Diversity and Excellence in Academics (IDEA) Plan,<sup>1</sup> we are pleased to submit to you, and to the entire CU Boulder campus community, this working draft document.

We believe that the goals and recommendations outlined in this plan, carefully crafted upon a bedrock of our shared institutional values of diversity and inclusion, provide a path forward that our community is poised to walk together.

We have worked diligently to collaboratively put forward a draft plan that will continue to align with other campuswide planning efforts, and lead us in practices that will help us achieve the Chancellor's three strategic imperatives to shape tomorrow's leaders, be the top public institution for innovation, and positively impact humanity. Our foundational commitment to inclusive excellence forms the bedrock upon which our future successes will be built.

We look forward to working with you and the entire campus community during the draft plan's revising phase this fall. We have scheduled multiple opportunities for input from a wide variety of campus constituencies, including eight Town Halls and intact feedback groups including the University Executive Leadership Team, Dean's Council, the Academic Affairs Chairs and Directors, the Faculty of Color group and the Chancellor's Advisory Committees. We also welcome written feedback in the form of two-page response papers that can be submitted to the newly convened Revising Committee via the ODECE website.

Best regards,

Authoring Committee Co-Chairs  
Merna Jacobsen and Daryl Maeda

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<sup>1</sup> Formerly known as the Diversity, Inclusion and Academic Excellence plan, we favored this new name because it foregrounds inclusion and helps the plan's long name be more memorable.

## Thank You

The Authoring Committee would like to thank the following people and departments/units for their input in this process:

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The Diversity and Inclusion Committee in Housing and Dining, specifically sponsor Alfred Flores and co-chair Adam Beaver  
The CU LEAD Alliance programs  
The Financial Futures leadership team, specifically Ann Schmiesing and Carla Ho-a  
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The Assistant and Associate Vice Chancellors  
The Chancellor and his Cabinet  
The Chancellor's Advisory Committees  
The Chancellor's Upper Executive Leadership Team  
The Office of Advancement, specifically Deb Coffin and Margot Neufeld

## Table of Contents

<b>Thank You .....</b>	<b>2</b>
<b>Section 1: Introduction.....</b>	<b>5</b>
Core values and principles.....	5
<i>Making Excellence Inclusive</i> .....	5
Connection to Chancellor's three strategic imperatives (shape tomorrow's leaders, innovate, positively impact humanity) .....	6
Alignment with Campus Inclusive Excellence Initiative .....	7
<i>Context</i> .....	7
<i>Findings</i> .....	7
<b>Section 2: Actions.....</b>	<b>8</b>
Three Key Goals for Inclusion, Diversity and Excellence in Academics .....	8
1. <i>Climate</i> .....	8
2. <i>Infrastructure</i> .....	8
3. <i>Leadership</i> .....	8
Five Action Areas of Focus .....	9
1. <i>Cultivate success for a diverse undergraduate and graduate student body with expanded financial resources, academic programming, and services</i> .....	10
2. <i>Learn and lead effective efforts to attract and retain a more diverse faculty and staff</i> .....	19
3. <i>Increase financial resources and incentives to undertake diversity, equity and inclusion work</i> ..	24
4. <i>Move accountability for diversity and inclusion from the periphery to core institutional functioning</i> .....	27
5. <i>Build institutional infrastructures and human capacity to implement the plan</i> .....	30
<b>Section 3: Conclusion (Executive Summary).....</b>	<b>33</b>
The need .....	33
The charge, the community and the planning process .....	33
The goals of the plan.....	33
Together we CLIMB .....	33
Next Steps .....	34
<b>Appendix A .....</b>	<b>35</b>
CU Boulder Campus Definition of Inclusive Excellence .....	35
<b>Appendix B .....</b>	<b>36</b>
Historical Diversity Efforts at CU Boulder .....	36
<i>Where Are We Now?</i> .....	37
<b>Appendix C .....</b>	<b>41</b>
CU Boulder Inclusive Excellence Narratives: Compiled Summary Reports .....	41

<i>Overall Findings</i> .....	41
<i>Arts and Humanities</i> .....	41
<i>Natural Sciences</i> .....	43
<i>Social Sciences</i> .....	45
<i>Smaller Colleges and Schools</i> .....	48
<i>SVC and CFO Units</i> .....	49
<i>Provost's Office</i> .....	51
<b>Appendix D</b> .....	<b>53</b>
Results of ODECE Update Sessions .....	53
<b>Appendix E</b> .....	<b>54</b>
Authoring Committee and Process .....	54
<i>Committee Members</i> .....	54
<i>Phases of Work</i> .....	55
<i>Hybrid Model</i> .....	56

## Section 1: Introduction

### Core values and principles

#### *Making Excellence Inclusive*

The University of Colorado Boulder is home to a community of more than 27,600 undergraduate students, 5,500 graduate students, 4,200 faculty, 4,000 staff, and 270,000 global alumni. Our commitment to our strategic imperatives -- serving students in order to shape tomorrow's leaders, being the top university for innovation, and positively impacting humanity -- requires us to authentically cultivate diversity, embrace equity, and be a just, welcoming and inclusive community.

This plan -- commissioned by a leadership aware of and with dedicated responsiveness to the struggles of the campus community, and developed by a diverse committee of students, faculty, staff and administrators equally committed to these same ends -- forms a blueprint for permanent organization and ever-evolving action at CU Boulder, rooted in the aims described above.

Diversity<sup>2</sup> has long been articulated as a guiding principle of the University of Colorado System and the Boulder campus. It is fundamental to our success. But diversity is not possible without inclusion and equity. A university's excellence is dependent on how well it values, engages, respects, and supports the rich array of students, staff, and faculty, as well as the broader community around it. We cannot be truly excellent unless we can guarantee access, equity, opportunity, and advancement for all students, faculty, and staff in every stage of education and career, regardless of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. We cannot be truly excellent unless we identify and eliminate the barriers that have prevented historically marginalized and underserved people from fully accessing the opportunities and resources they need to succeed. We cannot be truly excellent when groups continue to feel marginalized, threatened and demoralized on our campus.<sup>3</sup>

We cannot be truly excellent unless we identify and eliminate the barriers that have prevented historically marginalized and underserved people from fully accessing the opportunities and resources they need to succeed. Our awareness of these barriers and how they present in the backgrounds and lives of our students, faculty and staff, as well as the steps we take to help people overcome these barriers -- to get from where they are when they arrive in our community to where they'd like to be in their journey toward excellence -- forms our commitment to equity. That commitment holds that everyone in our community deserves a fair chance to be highly successful -- to see their demonstrated ability, with the right support, transformed into excellence.

This plan calls for making the university a place where everyone feels a sense of belonging and where everyone can succeed. Making excellence inclusive<sup>4</sup> is an active, intentional process

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<sup>2</sup> Diversity and diverse are here meant to include but are not limited to cultural differences, race/ethnicity, color, national origin, sex, pregnancy, age, (dis)ability, creed, religious or spiritual beliefs, sexual orientation, socioeconomic status, class, gender identity, gender expression, veteran status, political affiliation, or political philosophy. Please also refer to Regent Policy 10P.

<sup>3</sup> See Appendix B for additional information.

<sup>4</sup> See also [CU Boulder's own definition of inclusive excellence](#) in Appendix A.

that engages with diversity, inclusion, and equity in the curriculum, in the co-curriculum, and in the campus community. It requires not only acknowledging discrimination and bias where they have existed and continue to exist on this campus and beyond, but also identifying and building effective practices for meaningful and sustained change to address them. To do this, we need to develop and empower “equity-minded practitioners” who are experienced in addressing issues of inclusion and equity. We also need leaders, in all parts and at all levels of the university, who are skilled and willing to engage in the necessary and often difficult conversations and decisions that lead to transformational changes that support teaching, learning and research achievement.<sup>5</sup> To make progress, we must translate our values into behaviors, move beyond silos of work to collective noticing and responding, and engage in organizational learning to impact our future. This is everyone’s work, and ultimately, everyone benefits from it.

## **Connection to Chancellor’s three strategic imperatives (shape tomorrow’s leaders, innovate, positively impact humanity)**

Valuing an equitable, diverse and inclusive public research university for the 21st century forms the vital foundation for pursuit and fulfillment of the chancellor’s three strategic imperatives.

With regard to shaping tomorrow’s leaders: we realize from the outset that the world in which these leaders will excel will comprise an ever-widening variety of peoples, cultures, identities, experiences, philosophies and ideas. Shaping these leaders requires not only a baseline commitment to awareness of differences, but also goes beyond that to embracing these differences as vital to a healthy society and a successful campus. The leaders of tomorrow, if they intend to succeed in healing divisions, creating progress, engaging communities and building on the many achievements of the 20th Century, must start from an expansive, updated concept of “we the people.” That concept can and must be nurtured here at the university.

Likewise, the strategic imperative to be the leading university for innovation—a place in which creativity and innovation inform everything from the scholarship and creative work of faculty to the day-to-day work of staff and the learning experiences of students—requires a bedrock commitment to diversity, inclusive excellence and equity. Innovation happens at the nexus of diverse thought. Innovation by its nature seeks to disrupt, challenge and transform, but that work emanates from a commitment to move beyond existing limits, rigid structures and outdated ways of knowing, relating and interacting. The springboard for innovation is not simply imagination, but is the freedom to imagine—freedom that arises from the vibrant presence of diversity and equity that leads to inclusive excellence.

Finally, if the university seeks to impact humanity positively, it follows that it must define that humanity in the most diverse and inclusive terms possible—humanity not as an abstract, but as the real people of the state of Colorado, the nation, and the world in all their diversity and complexity. Serving such a contemporary definition of humanity requires proper attention be paid to their basic need for safety, resources and support, and to their achievements, successes and prosperity.

Thus, this plan is an extension of our campus’ strategic priorities, but it is more—it feeds back into them and forms a foundation for their fulfillment.

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<sup>5</sup> See the University of Southern California’s Equity Scorecard for an example of a tool that aids this work (<https://cue.usc.edu/tools/the-equity-scorecard/>)

## Alignment with Campus Inclusive Excellence Initiative

### *Context*

Diversity and inclusion efforts have been underway continuously on the CU Boulder campus since the early 1970s, slowly and incrementally having a positive impact on the academic success of students.<sup>6</sup> Diversity-oriented programs, such as the CU LEAD Alliance Programs, have grown in both size and capacity over the decades. Historical efforts have produced positive changes, not only in the compositional makeup of students, staff and faculty at CU Boulder, but also in the programs, offices and institutional support to build upon, assess and sustain these changes. Yet, significant work remains to be done and many challenges remain.<sup>7</sup>

Beginning in the Fall of 2015, the CU Boulder campus was asked to participate in an Inclusive Excellence Reporting Exercise that was carried out at several meetings through the Spring of 2016. On March 16, 2016 all units were asked to submit unit-level definitions of Inclusive Excellence by the leaders of the inclusive excellence initiative, Vice Chancellor Bob Boswell and Associate Vice Chancellor Alphonse Keasley. Approximately 90 units and departments from across the campus participated in the exercise with a number of them establishing long-term Inclusive Excellence committees.

### *Findings*

Drawing on the findings from the campus' inclusive excellence narratives (see Appendix C for a summary report of the narratives), the data revealed the following overarching requests from units:

- Increased access to and coordination of new and existing resources that help to support the practices of making excellence inclusive in the classroom and the workplace;
- Increased support for recruiting, hiring and retaining people from groups historically underrepresented in higher education;
- Improved sense of community and campus climate, so that all people feel welcome in their respective roles and that they have a good sense of their “fit” at CU Boulder.

The Inclusion, Diversity and Excellence in Academics Plan builds on the findings from the inclusive excellence narratives exercise. Information regarding ODECE's spring 2018 follow-up open sessions, in which the campus definition of inclusive excellence was discussed, can be found in Appendix D.

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<sup>6</sup> See Appendix B for additional information.

<sup>7</sup> See Appendix B for more detailed information and data related to historical diversity efforts at CU Boulder.

## Section 2: Actions

### Three Key Goals for Inclusion, Diversity and Excellence in Academics

#### 1. *Climate*

Create a richly diverse, inclusive and equitable learning and working environment.

Build a campus climate characterized by a deep sense of belonging based on a strong commitment to respect and care for all members of the CU Boulder community. Hire and retain diverse faculty, staff and students that reflect the state of Colorado and the global society our students will lead. Ensure a curriculum that fosters intercultural competence and prepares critical thinkers who innovate through embracing multiple perspectives.

#### 2. *Infrastructure*

Empower individuals and university entities to enact transformational diversity, equity and inclusive excellence work.

Improve elements of the infrastructure that enable work and professional and personal growth—policies, systems, professional development, organizational learning, data, and accountability. Commit to both transformational and continuous improvement.

#### 3. *Leadership*

Create a permanent focus on diversity, equity and inclusive excellence as a deeply understood shared priority among campus leaders at all levels.

Create and implement strategies to ensure progress and continuity of diversity, equity and inclusive excellence efforts among CU Boulder's central and distributed executive leadership, emphasizing proper hand-offs of initiatives to new leaders when they arrive and the development of a layered understanding of how to evaluate progress, success and ongoing challenges.



## Five Action Areas of Focus

The committee has identified the following five actions to enable our three goals.

1. **C**ultivate success for a diverse undergraduate and graduate student body with new financial resources and programming
2. **L**earn and lead effective efforts to attract and retain a diverse faculty and staff
3. **I**ncrease financial resources and incentives to undertake diversity and inclusion work
4. **M**ove accountability for diversity and inclusion from the periphery to core institutional functioning
5. **B**uild institutional infrastructures and human capacity to implement the plan

The actions within this acronym—CLIMB—touch the campus' main communities (students, faculty and staff) and seek to transform the key experiences fundamental to the university: learning, teaching, and research/creative work, and doing the work that supports all these activities. The committee is confident that the recommendations within these five areas of focus will collectively move us closer to achieving our stated goals of improving campus climate, developing policies and procedures in our infrastructure to be more inclusive, and creating permanent areas of focus for campus leaders to share in developing and advancing.

**1. *Cultivate success for a diverse undergraduate and graduate student body with expanded financial resources, academic programming, and services.***

*Undergraduate student body*

**Statement of Need**

In the past two decades, CU has made strides in enrolling increasingly diverse freshman classes. Yet, this growth has been uneven and still falls short in reflecting the full diversity of local and national communities. For example, although the number of Latino students has increased, they are still underrepresented, as are other racial and ethnic groups for which there has been minimal growth (including African American, Asian American, and Native American students).<sup>8</sup> Furthermore, once they are here, many of these groups of students still experience an unwelcoming climate.<sup>9</sup>

To achieve inclusive excellence, much work must be done. We argue that the usual logic of recruit and retain be reversed. Focusing on developing a climate where all groups feel welcome, valued, and supported, and an institution where all groups can succeed, will ensure that recruiting efforts can be much more successful.

Below we make recommendations, some of which highlight specific initiatives that are already doing this work but that need stronger support to better serve students. We also make recommendations to address current needs not yet being fully met.

**Recommendations**

**Support, scale, and increase the programmatic efforts of the CU LEAD Alliance:**

The CU Leadership, Excellence, Achievement, and Diversity Alliance (CU LEAD)<sup>10</sup> is a network of academic programs formed specifically for the purpose of recruiting and retaining students from diverse and underserved backgrounds, such as students who are first-generation, low-income, of DACA, ASSET or otherwise undocumented status, etc. The programs of the CU LEAD Alliance have been at the cutting edge of inclusive excellence practices, offering academic guidance and support (staff and peer), connecting students to enrichment opportunities, offering summer bridge programs for incoming freshmen, and offering financial support through participation scholarships. CU LEAD Alliance are also an important source of information and insight on how students are experiencing the campus, having consistently demonstrated success both in the recruitment and retention of a diverse body of students across their programs.

Notably, however, these communities, housed in different units, have varied levels of support and access to resources. More uniform support of students is needed, regardless of their area of support. Further, many more students would benefit from these communities than the current LEAD Alliance programs are able to serve. Thus, we recommend that Alliance programs be

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<sup>8</sup> See CU Boulder Fall enrollment tableau, 2008-2018

(<https://public.tableau.com/profile/university.of.colorado.boulder.ir#!/vizhome/alltotal/CampusTotal-Summary>)

<sup>9</sup> The most recent climate survey (<https://www.colorado.edu/oda/institutional-research/surveys/social-climate-surveys/undergraduate-student-social-climate-survey>) demonstrated that Black and Native American students were significantly less likely than their peers to feel welcomed, valued, and supported.

<sup>10</sup> The Alliance includes academic communities housed in each of the colleges (e.g. Miramontes Arts & Science Program, BOLD in Engineering, Diverse Scholars Program in Business) the Student Academic Services Center, and liaisons from a variety of offices on campus.

expanded (both in size and number) to better serve our student body. We also charge the university as a whole, as well as individual academic units, to engage more consistently with these programs as a valuable source of information and as a means of assisting these programs with their work. Specific areas of investment include the following:

- Growth in staff commensurate with growth in students so as to keep consistent student ratios to maintain levels of support and assistance; personalized support and assistance is a valuable component to these programs
- Growth in the size and number of summer bridge programs to better reach students in *all* areas of study, as these programs, aimed at easing the transition for incoming freshman academically and socially, are an important means of retention
- Development of new bridge programs focused on transfer students, particularly those from community colleges
- Increase the total number and respective amount of participation scholarships--an important part of CU LEAD programs serving a positive incentive for students to join and making CU Boulder more financially accessible<sup>11</sup>
- Provide more resources for piloting new and innovative projects within CU LEAD programs, as well as the development of new programs done in coordination with the Alliance, to better identify and fill current gaps

**Expand opportunities for students to have residential experiences that focus on diversity and inclusion:**

- Provide all incoming first-year students and first-year transfer students with the opportunity to participate in a Residential Academic Experience (RAE) so they can grow as globally conscious citizens
  - Create equitable opportunities for enrolling in residence-based experiences so that students with demonstrated financial need or students who enroll later are able to participate
  - Ensure opportunities to interface with other units on campus that focus on topics related to inclusion and diversity
- Refine and expand co-curricular programming regarding students' engagement with diversity and inclusion topics to promote increased awareness and expanded skill sets for inclusive practices
  - Enhance training for resident assistants and hall directors regarding diversity awareness and inclusive best practices
- Empower Housing and Dining's Diversity and Inclusion Committee to work with other knowledgeable units on campus (such as ODECE, CISC, OIEC, ISSS and others) to identify and further localized initiatives

**Grow infrastructure from CU and deepen donor base to support historically marginalized communities:**

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<sup>11</sup> Participation scholarships amounts have not grown at the same rate as tuition, thus offering only a smaller enticement and financial reprieve. One way to do this might be to connect the existing First Generation Scholars scholarship program more directly to the CU LEAD academic communities. We recommend that participation scholarships increase in amount to at least \$2,500 up to \$5,000.

As the cost of college attendance rises around the country, the University has been working to meet the financial needs of students,<sup>12</sup> but more can be done. In particular, vice chancellors and deans need to own and prioritize funds and resource allocation to promote enrollment of students from historically marginalized populations who are underrepresented in their respective departments and units.

- Expand the CU Promise to provide better assistance in addressing the housing expenses of students eligible for this program
- Develop more extensive financial aid programming that makes CU affordable for students who do not qualify for Pell or CU Promise but still have significant financial need and are largely left to accumulate debt through loans
- Review the Transfer Excellence scholarship,<sup>13</sup> which has a 3.75 GPA requirement, to determine whether it is feasible to incorporate students who are very strong academically but balancing other obligations with their studies
- Develop stronger coordinated efforts to maximize existing resources by more effectively communicating with and connecting students with scholarship opportunities<sup>14</sup>
- Increase donor funding and internal infrastructure for the Student Relief Fund, which provides scholarships and emergency grants to DACA, ASSET and other undocumented students
- Develop more scholarships that target underserved communities (in both rural and urban areas)
- Investigate strategies, given our restrictive environment, to provide additional resources to international students
- Although financial resources are an important means of growing the diversity of CU's campus and making it more financially accessible, thus serving its public mission, we must ensure that these students are connected to the academic communities and support services needed to meet their full potential

### **Improve outreach and engagement with K-12<sup>th</sup> grade students from under-resourced communities and with community colleges:**

- The Office of Pre-College Outreach and Engagement<sup>15</sup> has recently been given a special charge by the CU Board of Regents to expand its pre-college outreach efforts to rural areas in Colorado that are not in the service area delegated to the original Pre-Collegiate Development Program. Although funds were provided to grow the program in these areas, additional funds are necessary to support the ongoing efforts of the original

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<sup>12</sup> One such way has been through CU Promise grants, which offers Colorado residents who are Federal Pell Grant eligible support to pay the student's share of tuition and fees, as well as an estimated work-study award to help pay for some of the other educational expenses. This program, however, does not assist students with the cost of housing, which accounts for approximately half of the full amount it costs to attend CU.

<sup>13</sup> While students who transfer into CU are eligible for many of the same financial aid options as students who matriculate their first year of college, there are very few scholarships aimed specifically at recruiting transfer students.

<sup>14</sup> Information about funding needs to more accessible and timelines for funding decisions need to be coordinated so that students have their complete financial aid package as early as possible to positively influence decisions about enrollment.

<sup>15</sup> Established in 1983, the Office of Pre-College Outreach and Engagement (formerly named the Pre-Collegiate Development Program) has served over 45,000 k-12 students, exposing them to higher education on the CU Boulder campus. Many of these students go on to pursue higher education.

PCDP, as well as those already being conducted in the Roaring Fork Valley and Summit County.

- Increase current LEAD Alliance scholarships for PCDP alum who are now CU students to \$2,500 to \$5,000 each<sup>16</sup> and increase time of award to include a possible 5th year of attendance
  - Increase opportunity for participation in summer bridge programs for incoming PCDP alum and other CU students from similar populations
- Coordinate efforts to reach K-12 students with other units<sup>17</sup> on campus who do similar kinds of outreach and engagement with similar student populations, with a particular focus on expanding bridge programs for incoming CU students
- In the past several years, the University has been working to increase its outreach to local community colleges by having full-time staff working on recruiting transfer students. We recommend ensuring that Admissions has the resources to grow these efforts. Relatedly, we recommend that the University and its Colleges review its processes and requirements to uncover any obstacles and to move deliberately towards making them more transfer-friendly

**Modify enrollment processes to identify barriers and support a broader range of students with demonstrated need:**

- Scale Targeted Recruitment Initiatives among populations of students who are currently underrepresented at the University, such as rural students, native students, and accessibility-challenged students, and provide better support to teams within Admissions who work with these populations
- Although the University currently has mechanisms for enrolling students who do not normally fit the academic profile,<sup>18</sup> which consider current inequities in our primary and high school education systems, we are not convinced that the University is currently meeting the needs of these students to retain them to graduation; we recommend a review of these mechanisms to ensure that they are equitable and are expanded where appropriate
- Expand and increase awareness of the enrollment fee waiver and confirmation fee deferral options.<sup>19</sup> Automatically waive all enrollment fees (application fee, confirmation fee, and housing deposits) for low-income students and discount the fees for middle-income Coloradans

**Expand resources for administrative units who provide services to vulnerable student populations:**

- Support the Office of Disability Services
  - Grant additional scholarships to students with disabilities
  - Increase funding, support and resources for:

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<sup>16</sup> Colorado State University has a similar program and provides \$2,500 scholarships to their students, but as this is a plan for the future, we want to provide competitive and incentivized supports to make CU Boulder a school of choice.

<sup>17</sup> Such as, but not limited to, the School of Education, the School of Music, the Science Discovery Program, Continuing Education's office of Outreach and Engagement, etc.

<sup>18</sup> Such as the McNeill Academic Program (<https://www.colorado.edu/mcneill/>)

<sup>19</sup> Currently, need-based fee waivers are available for low income students when they request them.

- Transition programming to support students with disabilities as they both enter CU and prepare to graduate, and
- Mentorship programs such as the Eye to Eye program that matches CU students with middle school students and the Academic Skills Kit (ASK) mentors' program
- Support the Office of Information Technology in expanding proactive resources for Universal Design services related to making teaching materials fully accessible for all learners
- Provide additional resources for the Office of Institutional Equity and Compliance and the Office of Victims' Assistance to support students who are harassed, attacked or sexually assaulted
- Provide additional resources for the Office of International Student and Scholar Services and other units and distributed individuals on campus who work directly with and on behalf of international students
- Provide additional resources for the Center for Inclusion and Social Change in support of their work with all students, in particular LGBTQIA populations, students from racially and ethnically diverse backgrounds, and women and femme-identifying students

### **Regularly assess campus climate for undergraduate students <sup>20</sup>**

- Implement a regular and frequent cadence of climate surveys that address undergraduate students
- Ensure that data are reported and discussed publicly and that findings are incorporated into ARPAC reviews and performance reviews of leaders

### **Statement of Impact**

By focusing on climate and retention, as well as recruitment and accessibility, we can ensure that the university is fulfilling its mission of inclusive excellence. Although the University currently has some of the components to do this work better, there is a need to scale up and better coordinate these efforts. High attrition rates are costly (in resources and to reputation). To recruit a more diverse student body, we must be able to keep the students we already have. Improved access, retention, and graduation of underrepresented students creates:

- Stronger affinity to CU upon graduation after cultivated support in meeting their goals
- More engaged alumni and increased giving
- Positive reputation for CU Boulder as a school of choice among prospective students from underrepresented communities

### **Accountability Measures**

Among possible accountability measures, we recommended that CU Boulder implement the following:

- A more frequent cadence<sup>21</sup> of implementing the campuswide student climate survey so as to have more accurate and timely data on the students currently in attendance

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<sup>20</sup> Recommendations to increase the frequency of campus climate surveys recur in other sections of the plan as well.

<sup>21</sup> A more specific example timeline of such activity will be included in the final draft of the plan. ODA, ODECE, Undergraduate Education, Student Affairs, CUSG and others will collaboratively determine the interval and content of undergraduate student climate surveys. Ensure their regular administration, dissemination, discussion, and incorporation of their findings into reviews.

- Improve communication practices regarding data collection for financial aid and scholarships
- Publicize aid distribution on websites and in public channels to provide more information and accountability in how we support need-based and underrepresented students
- Integrate goals related to diversity-oriented skillsets into performance reviews for staff and administrators so that co-curricular interactions become even more productive
- Increase communication with prospective students/university units on aid and equity policy changes
- Review current aid and ongoing efforts to increase support, culminating in an annual report demonstrating current efforts, unmet needs and ongoing efforts to improve resources

### *Graduate students*<sup>22</sup>

#### **Statement of Need**

Similar to trends in undergraduate studies, the University has had mixed gains in recruiting a diverse graduate student body. For example, the most growth has been in recruiting Latino students, in which enrollment numbers have increased from 4.5% in 2008 to 7.1% in 2017. These numbers remain far below what they could and should be. Enrollment of graduate students from other racial/ethnic minority groups has remained largely stagnant. Enrollment of Asian-American graduate students was 3.5% in 2008 and was 3.6% in 2017; African-American student enrollment was 1.5% in 2008 and 1.3% in 2017; enrollment of Native Hawaiian/Pacific Islander and American Indian/Alaska Native students remains below 1%.

Perhaps more important are the results from the 2014 Graduate Climate Survey, which showed that only 44% of PhD students of color agree/strongly agree that they feel welcome at CU Boulder (compared with >70% for the other groups) and only 57% feel welcome in their graduate program (compared with >70% for the other groups). Fewer than half (38%) of students of color feel like respected members of the CU community compared with more than half (52%) of white students.

Intersecting but also distinct from issues of racial inequality, are concerns about the climate for women (particularly in fields in which they are underrepresented) and LGBTQ students.<sup>23</sup> According to the 2016-2017 Ombuds report, graduate students as a whole are the most vulnerable population on campus; because their entire careers can be influenced by their relationships with the faculty in their fields, graduate students, particularly those at the margins, are more vulnerable to harassment and discrimination, and the threat of retaliation is real. Unless we can ensure a climate where everyone, regardless of their race, gender, and sexual

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<sup>22</sup> While some of the above recommendations, if implemented correctly, would improve the experiences of undergraduate AND graduate students on campus, the following section focuses on additional provisions for graduate students.

<sup>23</sup> See the 2014 Graduate Student Climate Survey for more information, specifically regarding LGBTQ dropout and female belonging (<https://www.colorado.edu/oda/institutional-research/surveys/social-climate-surveys/graduate-student-social-climate-survey>)



orientation, feels welcomed and appreciated, then the recruitment and retention of a diverse graduate student body will continue to be difficult.

Graduate students are reliant on employer-provided healthcare coverage, and many students opt-out of the University-provided CU Gold healthcare plan because of cost. To bring healthcare coverage to 100% of graduate students, we must ensure that all students, but especially low-SES students, are provided coverage that is financially accessible and available. Comprehensive healthcare for graduate instructors and teaching assistants and for graduate student researchers will help ensure academic excellence in the classroom and in research.

Mental healthcare professionals at CU Boulder are managing 40% more mental health services than just five years ago, and graduate students have unique need for mental health services. Nationwide surveys have indicated a dramatic increase in mental health issues among graduate students, and LGBTQIA graduate students have an even greater risk of mental health problems. Expanded and comprehensive mental healthcare is greatly needed for all graduate students, but especially groups identified at the highest risk for mental health problems.

Below we make recommendations for starting to address these concerns and for facilitating more inclusive excellence in our graduate and professional studies programs.

### **Recommendations**

#### **Create academic communities and support services more comparable to that provided to undergraduates:**

- Whereas the CU LEAD Alliance provides summer bridge programs and academic communities to recruit and retain a more diverse undergraduate study body, there is no comparable effort at the graduate level<sup>24</sup>
  - Develop a more comprehensive infrastructure of programming to better reach graduate students in all areas of study<sup>25</sup>
  - Such programs would aid in the transition of students to graduate studies, provide administrative support services and programming, and facilitate peer and faculty mentorship, all with the goal of increasing persistence

#### **Develop and provide dedicated administrative support for graduate and professional student diversity and inclusion:**

- Improve planning, implementation, evaluation, collaboration, and coordination of all diversity and inclusion programs within the Office of Diversity, Equity, and Community Engagement, the Division of Student Affairs, the Graduate School, and other graduate student-facing units to facilitate communication internally and to graduate students more broadly
- Help departments and units address their own diversity needs and priorities regarding graduate students and the units' respective contexts
- Ensure that existing and new programs targeted at graduate student support and engagement include strategies specifically related to diversity and inclusion

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<sup>24</sup> While there are some programs that provide partial approaches, they are located almost exclusively in STEM fields and with external funding.

<sup>25</sup> Such programming might emulate the undergraduate programming that currently exists for undergraduates, through the creation of academic communities in each of the colleges.



- Enhance the visibility of the diversity and equity principles on the departmental level, through UGGS, and through the Graduate School

**Invest in formalized graduate and professional student peer and advisor mentoring:**

- Invest in technological supports and mechanisms that increase success in matching marginalized graduate student populations with mentors<sup>26</sup>
  - Work with each department or unit's communication team to facilitate clear messaging regarding mentorship efforts
    - Create a shared understanding of effective mentorship practices, as developed by inclusive excellence committees<sup>27</sup> at the unit and departmental level
- Encourage faculty to develop guidelines for best mentorship practices for graduate students
- Expand external mentorship programs for historically marginalized graduate student populations
- Improve communications with the Alumni Association Club programs, such as the CU LGBTQ Alumni Association or CU Black Alumni Association
  - Develop a program to link existing graduate students with active alumni club populations to create mentoring relationships for current graduate students

**Implement targeted measures to improve campus climate for graduate and professional students:<sup>28</sup>**

- Create new avenues and incentives for faculty advisors to seek professional development regarding inclusive advisor-advisee relations
- Create increased physical space(s) on campus for diverse graduate student affinity community development
  - Build on models such as CU Cafe and International Student Coffee Hour<sup>29</sup> to provide positive and engaging opportunities for graduate students to connect and network

**Recruit diverse graduate, post-doctorate and professional students:**

- Expand and create summer research programs dedicated to the recruitment of underserved undergraduates, such as the Summer Multicultural Access to Research Training (SMART) program beyond the STEM departments and colleges, and create equivalent programs for non-STEM units
  - Establish a dedicated and specific mentoring program in which current historically marginalized graduate students serve as program mentors

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<sup>26</sup> For example, a specialized software that acts as a matchmaking platform for mentors and mentees.

<sup>27</sup> Some departments have established inclusive excellence committee made up of undergraduates, graduate students, faculty and staff; this practice should be adopted widely.

<sup>28</sup> The Revising Committee is actively working on the sub-recommendations below to add additional information to make these items more specific.

<sup>29</sup> See CU Cafe (<https://www.colorado.edu/biofrontiers/education/cu-cafe>) and CU International Student Coffee Hour, which is open to graduate students (<https://www.colorado.edu/studentgroups/international/internationalcoffeehour>)

- New programs should be structured similarly to the SMART program, which includes adequate funding for room, board, and travel expenses, along with a competitive stipend
- Increase the amount and number of fellowships and offer-letter supplements for: historically minoritized populations; low-income and first-generation graduate students and post-docs; and students and post-docs who are guardians and/or parents
- Expand recruitment weekends, such as the Colorado Advantage program, that target underrepresented populations beyond the STEM departments, and create equivalent programs in other departments and colleges

### **Improve and increase healthcare coverage and mental health services:<sup>30</sup>**

- Expanded healthcare for optometry and dental needs that fully cover preventative dental care and optometry services
  - Eliminate monopoly service for optometry and dental care to include more than one optometry or dental service provider option under CU Gold insurance
- Create and incorporate satellite counseling and psychiatric service options beyond Health and Wellness Services and specifically for graduate students, to reduce wait times, increase accessibility for students distant from the CU Boulder main campus, and prevent stigma in receiving service
- Increase specific clinical training for practitioners on how to best serve students who may experience additional strain or stigma due to their underrepresented status, particularly LGBTQIA students, racial and ethnic minority students, and women

### **Regular assessment of climate:**

- Implement a regular and frequent cadence of climate surveys that address graduate students
- Ensure that data are reported and discussed publicly and that findings are incorporated into ARPAC reviews and performance reviews of leaders

### **Statement of Impact**

By increasing institutional support and programming for underserved graduate students, CU Boulder would have the opportunity to recruit a more broadly diverse graduate student body, which would yield the following impacts:

- Support for students financially and professionally in robust ways, thereby improving the retention of diverse graduate students in the following ways:
  - Stronger affinity to CU upon graduation
  - More engaged alumni and increased giving
  - Positive reputation for CU Boulder as the school of choice among underrepresented communities and prospective students
- Create the structural capacity to continue, enrich, adapt, and expand effective efforts and programs well into the future

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<sup>30</sup> Although this recommendation is being made in the graduate student section of the recommendations, we hope that changes related to healthcare might have positive repercussions for undergraduate students as well.

### **Accountability Measures**

We recommended that CU Boulder implement the following accountability measures, which overlap with the measures mentioned for undergraduate students:

- A more frequent cadence of implementing the campuswide student climate survey<sup>31</sup> so as to have more accurate and timely data on the graduate and professional students currently in attendance
- Improve communication practices regarding data collection for resource services and programs
- Publicize aid distribution on websites and in public channels to provide more information and accountability in how we support need-based and underrepresented students
- Integrate goals related to diversity-oriented skill sets and mentorship into performance reviews for graduate-student-facing faculty, staff and administrators so that interactions become even more productive
- Increase communication among senior leadership in the Graduate School, schools and colleges, and the Chief Financial Officer's team to prioritize graduate student needs
- Review current efforts to increase aid, support and mentorship, culminating in an annual report demonstrating current efforts, unmet needs and ongoing efforts to improve resources

## ***2. Learn and lead effective efforts to attract and retain a more diverse faculty and staff***

### *Faculty*

#### **Statement of Need**

The faculty play the primary role in determining the research, teaching and reputation of the university. Commitment to recruiting, tenuring, and promoting a diverse faculty is essential and central to the university's goals to foster inclusion, especially given that existing diversification efforts have yielded incremental improvements.<sup>32</sup> Improving the campus climate must be an integral aim that undergirds both recruiting and retention efforts.

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<sup>31</sup> A more specific example timeline of such activity will be included in the final draft of the plan. ODA, ODECE, Undergraduate Education, Student Affairs, CUSG and others will collaboratively determine the interval and content of undergraduate student climate surveys. Ensure their regular administration, dissemination, discussion, and incorporation of their findings into reviews.

<sup>32</sup> According to the "University of Colorado 2017-18 Diversity Report" (June, 2018), non-white faculty at CU Boulder comprised 21% of all tenure-track faculty and 12% of non-tenure track faculty (17% of all full-time faculty combined). These percentages are slightly higher than in 2009 (18% for tenure-track and 11% for non-tenure track in that year). With regard to gender, while about half of all non-tenure track faculty are female, only one-third of tenure-track faculty (all ranks combined) are women, percentages that have not changed since 2009. Among Full Professors, only one in four is a female and 17% are non-white. For context, the 2016 U.S. Census determined that in Colorado the non-white population is 30% of the state's total population. While the percentage of non-white undergraduates at CU Boulder is now approximately proportionate to the non-white population of the State of Colorado (27% compared to 30%), the same cannot be said of the faculty. The proportion of tenure-track non-white faculty at CU Boulder is about two-thirds that of the proportion of Colorado non-white residents (21% compared to 30%), while the proportion of non-white non-tenure track faculty is less than half (12% compared to 30%).

Campus-wide mechanisms (such as dual career programs, bridging opportunities, and support for families) would improve its ability to entice candidates who contribute to diversity to accept positions.

## **Recommendations**

### **Ensure inclusive search practices and increase the number of diverse candidates:**

- Require that all departments engaged in hiring complete Human Resources' professional development program on inclusive search practices before the launch of each search
  - Promote the recommended hiring practices therein, encompassing all phases of the search process such as crafting of job descriptions, search committee professional development, recruiting, materials requested (such as a candidate's statement on contributions to diversity), evaluation, interviewing and other effective practices
  - Maintain membership participation in national organizations and expand utilization of publications that help identify diverse candidates in specific disciplines
- Expand the number of new faculty positions supported by the STAR faculty hiring program<sup>33</sup> and increase knowledge and utilization of this program across campus
- Support "cluster hire" plans that emphasize increasing diversity, community and retention
- Promote and grow the Chancellor's Postdoctoral Fellowship Program to recruit and support promising scholars as future faculty members

### **Improve retention strategies for diverse faculty:**

- Develop a plan for expanding the STAR program, which also accommodates dual-career faculty candidates, including strategies for creating new faculty or bridge positions in academic units<sup>34</sup>
- Create career liaison services within Faculty Affairs, which would work in collaboration with HR to assist faculty/staff candidate partners with career opportunities both inside CU and in the Boulder/Denver areas
- Assess child care services within CU Boulder and in the local region-- affordability and emergency short-term child care are particularly important
- Develop career mentoring and professional development strategies for all faculty within their individualized inclusive excellence plan, which should identify opportunities for leadership roles in the unit, university and discipline
- Encourage acknowledgement and engagement with diversity work and inclusive student mentoring in annual merit, tenure, and promotion evaluations for all faculty.<sup>35</sup>

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<sup>33</sup> See <https://www.colorado.edu/faculty/star> for more information.

<sup>34</sup> According to the CU Boulder's Office of Human Resources, issues of dual careers and family support are a major reason for faculty candidates to decline offers, and for faculty attrition.

<sup>35</sup> These activities should be specific Faculty Report of Professional Activities (FRPA) entries identified as efforts to support inclusion and diversity at CU Boulder. Entries in this category should be collated for each faculty member and unit as a record of their efforts. The University of California's document, "Evaluating Contributions to Diversity for Faculty Appointment and Promotion Under APM-210" provides a useful model. <https://www.ucop.edu/faculty-diversity/policies-guidelines/eval-contributions-diversity.pdf>

- Identify barriers in the climate of the institution that impact retention of underrepresented faculty and staff

**Regularly assess campus climate for faculty**

- Implement a regular and frequent cadence of climate surveys that address faculty
- Ensure that data are reported and discussed publicly and that findings are incorporated into ARPAC reviews and performance reviews of leaders

**Statement of Impact**

The University of Colorado Boulder is committed to shaping future leaders. As such, we strive to create a learning environment and experience in which our students develop cultural knowledge and skills by being among a diverse faculty and staff. The availability of cross-cultural interactions enhances the confidence, cognitive complexity, and skills required to participate as citizens in a global society.

**Accountability Measures****Faculty Search Committees**

All faculty search committees should record the methods used in the recruitment and selection of faculty candidates and compile a brief report on their process to specifically showcase inclusive efforts:

- This report should be submitted to the Provost to accompany job letter approval

**All Units**

All units should submit a brief annual report to the College and School Deans & the Provost describing how the unit is supporting diversity and inclusion. Topics to be addressed explicitly include goals and practices for:

- Recruitment
- Retention
- Acknowledgement
- Climate
- Mentoring and professional development
- Leadership opportunities

These reports will also be submitted to the Office of Diversity, Equity, and Community Engagement (ODECE) who will synthesize the information and submit it to the Coordinating Committee for Inclusion,<sup>36</sup> which will evaluate the practices and progress of each unit. ODECE will offer recommendations and consultation on how these units can meet their goals, in collaboration with the new Center for Teaching and Learning Outcomes. These annual reports will comprise one section of each unit's Academic Review and Planning Advisory Committee (ARPAC) report.

ODA, ODECE, Faculty Affairs, Boulder Faculty Assembly

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<sup>36</sup> See page 24 of this plan for more information about the Coordinating Committee for Inclusion

Collaboratively determine the interval and content of faculty climate surveys. Ensure their regular administration, dissemination, discussion, and incorporation of their findings into reviews.

### *Staff*

#### **Statement of Need**

Thousands of staff members support the learning mission of the institution by interacting with students through services, co-curricular programming and by developing the processes by which faculty, students and the public interact with the institution. To provide the richest experience for our students, it is imperative that, among other indicators, staff reflect the diversity of the state of Colorado.<sup>37</sup> To recruit and retain diverse staff we need to enhance our reputation as an employer of choice for members of underrepresented groups and women, and develop the organizational knowledge needed to challenge historical barriers to hiring for diversity.

#### **Recommendations**

##### **Empower the campus community to recruit a diverse workforce:**

- Launch a staff version of the inclusive search practices professional development program offered through campus Human Resources to enable members of the campus community (specifically recruiters, hiring authorities, search committees as applicable, and subject matter experts) with the knowledge, tools and resources to recruit and hire by:
  - Drafting inclusive job descriptions and postings
  - Eliminating bias in the search process
  - Following best and promising inclusion practices
  - Challenging perceptions that inhibit diversity in recruitment and hiring processes
- Enhance CU Boulder's reputation as an employer of choice for underrepresented groups:
  - Evaluate and enhance CU Boulder's branding strategy in light of our institutional commitment to diversity, equity and inclusive excellence, and our goals for greater diversity in our workforce
- Invest in mechanisms that ensure sustainable and robust staff diversity recruitment efforts, which includes:
  - Student employment pipelines
  - Home-grown CU Boulder programs
  - Utilizing institutional membership with professional associations
  - Networks and career fairs targeting underrepresented populations
  - Partnering with local, state and federal programs that provide apprenticeships and other avenues of employment for underrepresented groups.
- Establish a dual career program for staff:

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<sup>37</sup> Non-white staff were 22% of all staff at CU Boulder in 2017, whereas the 2016 U.S. Census determined that in Colorado the non-white population is 30% of the state's total population.

- Create mechanisms to facilitate communication and collaboration between units in cases where the appointment or retention of one staff candidate is contingent upon the hiring of another

### **Invest in retention strategies for staff**

- Regularly assess campus climate for staff
  - Implement a regular and frequent cadence of climate surveys that address staff
  - Ensure that data are reported and discussed publicly and that findings are incorporated into unit reviews and performance reviews of leaders
  - Address barriers inherent in the climate of the institution that impact retention of underrepresented staff:
  - Use informal and formal methods of addressing discrimination, harassment and conflict; develop referral protocols for conflicts that do not reach legal standards that govern OIEC, but could benefit from other interventions
  - Address climate concerns through established organizational development mechanisms -- climate survey data, employee engagement, organization development, and employee learning and development
- Implement targeted programs for our lowest wage earners among staff:
  - Establish a career advising program, apprenticeship programs, language programs, a GED program, and pathways to technical schools and community colleges that enable staff to attain certifications and degrees that foster career advancement
  - Ensure that all initiatives detailed in the Frontline Service Workers Work Life proposal of 2106 are implemented

### **Statement of Impact**

Research and learning environments, as well as the co-curricular experiences in which our students develop cultural knowledge and skills are influenced by the work of our staff. The availability of cross-cultural interactions with a diverse staff amplifies the experiences of our students, providing role models and a demonstrated institutional commitment to inclusion. Diverse perspectives contribute to greater innovation in all that staff do for the institution.

### **Accountability Measures**

Annual reports:

- All units will submit and publicly present an annual report to their appropriate executive leader (Provost or Senior Vice Chancellor) describing how the unit is supporting diversity, equity and inclusive excellence as it relates to staff. Topics to be addressed should include explicit goals and practices for:
  - Recruitment
  - Retention
  - Climate
- These reports will also be submitted to the Office of Diversity, Equity and Community Engagement (ODECE) who will synthesize the information and provide it to the



Coordinating Committee for Inclusion,<sup>38</sup> where the practices and progress of each unit will be evaluated and offered recommendations and consultation in partnership with the new Center for Teaching and Learning Outcomes.<sup>39</sup>

#### Human Resources:

Charge campus Human Resources with:

- Ensuring that current online and in-person professional development on inclusive recruitment and hiring are adapted to address staff concerns and are widely adopted within staff recruitment and hiring processes
- Developing a dual career program for staff
- Implementing employee development programs for our lowest wage earners
- Designing robust recruitment mechanisms

#### Strategic Relations:

Charge Strategic Relations with evaluating and enhancing CU Boulder's branding strategy in light of our authentic commitment to diversity, equity and inclusive excellence. Strategic Relations should collaborate with the Diversity Search and Outreach Program Manager in Human Resources for continual work on the CU Jobs website.

#### Office of Institutional Equity and Compliance (OIEC):

Charge OIEC with ensuring that mechanisms are in place that encourage staff from protected class groups to report discrimination and harassment, and emphasize in communications regarding their services that OIEC processes are free from bias.

#### ODA, ODECE, Human Resources, Staff Council:

Collaboratively determine the interval and content of staff climate surveys. Ensure their regular administration, dissemination, discussion, and incorporation of their findings into reviews.

### ***3. Increase financial resources and incentives to undertake diversity, equity and inclusion work***

#### *Financial Resources*

##### **Statement of Need**

Financial allocations are a clear and honest reflection of an institution's priorities. Diversity and inclusion statements alone are not enough. For CU Boulder to clearly demonstrate its commitment to diversity, equity and making excellence inclusive, we must dedicate financial resources to implement and sustain needed policies, programs, and infrastructure for this work. This can be done via two complementary means: allocating existing resources in ways that

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<sup>38</sup> See page 24 of this plan for more information about the Coordinating Committee for Inclusion

<sup>39</sup> The Center for Teaching and Learning Outcomes is a recommendation of [the Foundations of Excellence report](#); we are taking a "yes and" approach in building on the capacity of such a unit; as such, the name may need to be revised. See action item #4 ("M") of this report.



intentionally address issues of diversity and inclusion and creating new funding streams to support such efforts.

## **Recommendations**

### **Allocate a continuing budget line to support IDEA Plan efforts**

- Support the creation of new campus-wide efforts and programs within colleges, departments, and non-academic units
- Scale existing efforts with demonstrable success and sustainability, both campus-wide (i.e., the STAR program) and within colleges, departments, and non-academic units
- Incentivize departments and units to develop the ability of their faculty and staff to enhance learning and working climates by participating in workshops and trainings
  - Departments/units that reach and maintain a threshold of professional development activity related to diversity and inclusion<sup>40</sup> will receive additional resources for as long as the threshold is maintained
  - The additional funds will come with the stipulation that they be used in ways that enhance diversity, equity, and inclusion practices

### **Implement a 1% investment reallocation of units' existing resources:**

- The Provost and CFO will create a 1% investment reallocation of the existing unrestricted resources of departments, colleges, institutes, and other units<sup>41</sup>
  - Establish a fund to support new efforts focused on diversity, equity, and inclusive excellence, and provide additional support to scale successful existing efforts
  - Enable units to propose uses of these funds through an application process that evaluates their ability to promote and support diversity and inclusion in innovative and sustainable ways

### **Cultivate diversity-oriented grants and industry partnerships:**

- Advancement (in relation to private grants), as well as the Office of Contracts and Grants (in relation to public grants), will work in collaboration with other units, the Provost and the CFO, to support applications for large grants that fund diversity and inclusion-focused initiatives
  - For initiatives in the pilot phase of their development, CU Boulder will commit to a review of data generated by funded initiatives and consider establishing ongoing funding after the grant expires, if renewal is not an option, and if the initiatives are deemed successful over a minimum period of three years
- CU Boulder will encourage developing grants and cultivating industry partnerships to improve and cultivate campus-wide, program-focused and discipline-specific diversity and inclusive excellence efforts

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<sup>40</sup> To be determined by Human Resources, ODECE and the new Center for Teaching and Learning Outcomes.

<sup>41</sup> The IDEA Plan Revising Committee will work during the Fall 2018 semester to determine a fair and reasonable approach for implementing this kind of approach to ensure feasibility.

**Create Indirect Cost Recovery (ICR) incentivization:**

- Enable principal investigators on external research grants that contain substantial proposed work on diversity, equity, and/or inclusion to obtain waivers on ICR<sup>42</sup>
  - The standards to qualify for "substantial" work will be developed by a collaborative team of researchers and members of the Research and Innovation Office (RIO), the Office of Contracts and Grants (OCG), and the Office of Diversity, Equity, and Community Engagement (ODECE)

**Ensure that IDEA Plan goals are integrated into capital campaigns:**

- The Provost, Deans, Chairs, and Directors will prioritize all campaign elements that seek out prospective donors and raise funds directly tied to strategies that advance diversity and inclusion work across campus
  - Advancement will work closely with strategic institutional partners in designing the IDEA Plan elements of such campaigns

**Implement performance plan and evaluation incentives:<sup>43</sup>**

- Human Resources, in collaboration with other campus units, will develop and distribute guidelines for evaluating and rewarding contributions that personnel make to diversity, equity, and inclusive excellence<sup>44</sup>
  - Guidelines will include specific statements about how to identify, evaluate, and reward inclusive excellence activities
  - Communication of guidelines will occur during the onboarding and orientation of every employee, as well as during the performance planning process
  - Personnel will be mentored in how to track their accomplishments and efforts in this area to ensure that they are appropriately skilled in documenting their efforts
- Faculty Affairs will develop and distribute guidelines for evaluating and rewarding faculty contributions to equity and inclusive excellence made in research and creative work, teaching, and service
  - Guidelines will include specific statements about how to identify, evaluate, and reward inclusive excellence activities in considerations of personnel at major career points, such as reappointment and promotion, as well as annual merit reviews
  - Communication of guidelines will occur during the onboarding and orientation of every employee
  - Personnel will be mentored in how to track their accomplishments and efforts in this area to ensure that they are appropriately skilled in documenting their efforts

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<sup>42</sup> Charitable foundations and their administrative overhead would be exempted from this process.

<sup>43</sup> Annual performance plans and evaluations are already mandatory for many employees of CU Boulder. Organizational units have great autonomy in how they determine performance of their personnel. There is wide variation in how such plans and evaluations are used to compute the distribution of merit funds for raises.

<sup>44</sup> For clarity, the intent is not to create new evaluation procedures, but rather to better integrate and value diversity and inclusion activities in performance planning and review.

### Statement of Impact

These recommendations will increase incentives and financial resources to support campus-wide programs and create opportunities for individuals and organizational units to engage in daily practices that make excellence inclusive, not as additional or optional duties, but rather as an integral element of being a Buff.

### Accountability Measures

- The Provost and CFO will be responsible for establishing a continuing budget fund to support IDEA Plan effort
- The Provost and CFO will be responsible for implementing the 1% investment reallocation, and for ensuring the funds obtained reach the appropriate programs, either directly or through ODECE or other relevant units
- ICR incentivization will require coordination among RIO, OCG, and ODECE<sup>45</sup>
  - A broad-based disciplinary team of researchers, RIO, OCG, and ODECE will develop the standards and procedures for the ICR waiver<sup>46</sup>
- Human Resources and the Office of Faculty Affairs should develop guidelines for performance evaluations for staff and faculty respectively, and should consult with relevant offices and units, including the Boulder Faculty Assembly, and Staff Council

#### *4. Move accountability for diversity and inclusion from the periphery to core institutional functioning*

### *Institutionalized Accountability*

### Statement of Need

The CU Boulder community has expressed a widely-held and strong desire for resources to help make excellence inclusive. This is demonstrated by the fact that additional resources was the most common request across the 90+ inclusive excellence narratives submitted to ODECE<sup>47</sup> and questions about resources and support made up the largest topic of inquiry in ODECE's spring 2018 sessions on the definition of inclusive excellence.<sup>48</sup> Units must have access to training, tools, and techniques to enhance inclusivity in pedagogy, hiring, and climate if they are to reach their goals. Other strategic initiatives on campus, (Foundations of

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<sup>45</sup> First, ODECE and/or Human Resources would have to establish a minimal set of recommended professional development activities, which would include regular updates or refresher courses, beginning with Making Excellence Inclusive 101. Second, completion and maintenance of those activities by individuals would have to be tracked by campus information systems accessible to relevant parties. Chairs and Directors would be responsible for encouraging faculty to complete trainings and for making requests for increases in DAICR based upon compliance. The Campus Controller's Office would be responsible for managing requests and making the adjustments. Chairs and Directors would be responsible for providing the Campus Controller's Office with updated information on compliance.

<sup>46</sup> RIO would be responsible for communicating this opportunity and its associated policies and procedures. OCG's budget analysts would be responsible for initial judgment of proposal eligibility. ODECE would be integral to defining the waiver eligibility terms. Researchers would be responsible for making their proposed impacts clear, concrete, and feasible to assess. For successfully funded proposals, researchers would, as usual, be responsible for annual reporting of progress made toward all goals, including those goals that enabled the ICR waiver.

<sup>47</sup> See Appendix C for more information.

<sup>48</sup> See Appendix D for more information.

Excellence,<sup>49</sup> Academic Futures,<sup>50</sup>) have indicated the need for inclusive teaching and learning resources. Finally, assessing accountability requires gathering robust information, as well as analyzing, discussing, and learning from it.

## **Recommendations**

**Create a CU Boulder Center for Teaching and Learning Outcomes (CTLO)<sup>51</sup> that stands by a firm commitment to inclusive pedagogy and practices as its core values:**

- Empower teaching and learning support units currently siloed across campus<sup>52</sup> to report to a single unifying position, creating a distributed model for the CTLO
  - Experts within the CTLO umbrella should receive professional development in inclusive pedagogy or demonstrate having had such professional development, enabling them to position their respective areas of expertise within a context of inclusive practices, and to facilitate handoff of such information to other experts based on client needs

**Create and maintain a campus communications and engagement plan for campus climate survey data and any other information with relevant implications for widespread diversity work:**

- Campus should administer campus climate surveys on a more frequent cadence (annually or every other year) to capture data that more closely reflects the current community at the institution and communicate this information regularly and widely through news channels and website availability
  - Additional resources, as necessary, should be provided to the Office of Data Analytics and the Office of Institutional Equity and Compliance to ensure smooth delivery of the survey and analysis and release of the data
- Adjust climate surveys to represent all campus constituents, and focused on how such results will inform, challenge or validate current and new efforts in making excellence inclusive
  - Results should be shared in campus in such a way that clear actionable steps can be gleaned, and institutional learning can occur, Build into the cadence of survey delivery, as well as results analysis and release of data, a clear set of actionable steps so that the process can be repeated and handed off successfully over time to new team members

**Require leaders at all levels of the organization (Deans, Chairs, Directors, Managers, etc.) to develop comprehensive professional development plans on inclusive excellence for their units:**

- All CU Boulder campus leaders, (including the Chancellor's cabinet, Deans, Chairs, Directors, Managers, etc.) will arrange for their respective teams and their faculty and staff to engage in professional development on inclusive excellence. "Making Excellence

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<sup>49</sup> See the [Foundations of Excellence Report](#) that was submitted to Provost Russ More.

<sup>50</sup> See the [Academic Futures Summary on Inclusive Excellence](#)

<sup>51</sup> The name of this resource comes from the Foundations of Excellence and Academic Futures reports, which both reference the creation of this kind of resource, though the name may certainly change to more accurately describe the range of services offered by such a unit.

<sup>52</sup> Such units that include teaching and learning support activities in their purview include but are not limited to the Faculty Teaching Excellence Program, the Graduate Teaching Program, the Arts and Sciences Support of Education Through Technology Program, the Academic Technology Design Team, the Continuing Education instructional design team, the co-curricular experts within the Center for Inclusion and Social Change, etc.

Inclusive 101” offered by Human Resources<sup>53</sup> is one option, as are offerings through ODECE and the proposed Center for Teaching and Learning Outcomes.

- The Provost and CFO will ensure these programs are appropriately scaled (resourced)
- CU Boulder campus leaders (including the Chancellor’s cabinet, Deans, Chairs, Directors, Managers, etc.) will, as the need for a new hiring search occurs, arrange for their respective teams and downline personnel to complete a professional development opportunity on inclusive search and hiring practices offered by Human Resources
- Human Resources will prepare a report of the units and departments that have successfully completed the course, to be delivered to the Provost, the Coordinating Committee for Inclusion,<sup>54</sup> and ODECE annually

**Collect, analyze, disseminate, foster discussion about, and learn from data on inclusion and diversity:**

- The Office of Data Analytics, ODECE, Undergraduate Education, the Graduate School, Student Affairs, Faculty Affairs, and HR, in collaboration with CUSG, UGGS, BFA, and Staff Council, will collaboratively develop survey instruments to assess climate, equity, and sense of belonging among their constituents
  - Surveys must be administered on a regular cadence, possibly on a yearly rotation among students, faculty, and staff
  - Analysis and results should be publicized and discussed in public forums in a timely manner. Undergraduate Education, Student Affairs, and CUSG will organize discussion of undergraduate student surveys; the Graduate School and UGGS will organize discussions of grad student surveys; Faculty Affairs and BFA will organize discussion of faculty surveys, and HR and Staff Council will organize discussions of staff surveys.
  - Findings will be infused into organizational learning about inclusion through incorporation into yearly reports by the Coordinating Committee for Inclusion (CCI) (see below)
  - Integrate the annual Affirmative Action Report into campus into yearly reviews by the CCI.

**Statement of Impact**

The creation of a Center for Teaching and Learning Outcomes, with a firm commitment to diversity, equity and inclusion as a core mission, would centralize the support needed for a comprehensive campus response to professional development. Professional development ensures a common knowledge base and shared language that institutionalize our commitment to inclusive excellence. The ultimate aim is to provide the knowledge, skills, and abilities the result in personal accountability and empowerment, as well as institutional commitment to the quality of experience of every member of the campus community. In order to make progress on inclusion and diversity, CU Boulder must regularly assess how its members experience living, studying, and working on the campus, discuss and draw lessons from data gathered, and apply findings.

**Accountability Measures**

**The Provost and Senior Vice Chancellor and Chief Financial Officer**

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<sup>53</sup> The timeline and scope for this effort are under consideration and will be determined for the final draft of this plan.

<sup>54</sup> See page 24 of this report for more information.

The Provost and CFO will recommend that Deans, Chairs and Directors of academic and non-academic units create a timeline of engagement with the new Center for Teaching and Learning Outcomes (CTLO), and create a comprehensive plan for professional development for their respective units

- Entities providing professional development (The CTLO, Human Resources, ODECE, etc.) will keep recorded data of all contacts with departments and units, and report this content to the Provost and ODECE on an annual basis
- The CTLO, in collaboration with participants and the Boulder Faculty Assembly, will develop and implement assessment mechanisms that will demonstrate the impact of its work

### **ODECE, Undergraduate Education, Student Affairs, Faculty Affairs, HR, CSSG, BFA, Staff Council, ODA, OIEC and CCI**

Collaboratively develop instruments and a schedule for administering them

- Each of these divisions will analyze their respective data in communication with ODA; divisions and their corresponding constituency groups (CUSG, UGGS, BFA, and Staff Council) will organize public discussion and dissemination of results and incorporate findings into a report
- The Coordinating Committee for Inclusion (CCI) will review these reports and incorporate them into an annual campus-level report

## ***5. Build institutional infrastructures and human capacity to implement the plan***

### *Implementation, Capacity and Infrastructure*

#### **Statement of Need**

Over the years, a number of innovative programs and initiatives focused on improving diversity and inclusion have been implemented at the University of Colorado Boulder, although rarely at the scale that is necessary.<sup>55</sup> While many of these efforts have been successful in contributing to the three key goals outlined at the beginning of this plan, there is much potential for improvement.<sup>56</sup>

The campus community is in need of structural mechanisms and increased human capacity to facilitate a diversity, equity and inclusion ecosystem that maximizes resources, avoids redundancies, communicates effectiveness efficiently, and inspires its people to learn continually and grow as empathetic citizens of our broader society.

#### **Recommendations**

**Enhance collaborative structures that aid in capacity-building, coordination, assessment, and accountability for making excellence inclusive:**

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<sup>55</sup> See Appendix B.

<sup>56</sup> As is often the challenge on large campuses like CU Boulder, some of these initiatives are siloed. While having localized efforts is extremely important in regard to meeting the particular diversity and inclusion needs of different units, building stronger connections between them will go a long way in maximizing resources and building capacity. A more established infrastructure (or ecosystem) would improve communication that would allow for the sharing of best practices. It would help to better identify and utilize the experts and expertise of our faculty and staff. It would help to avoid the damage caused by well-intended actions with unanticipated outcomes. It would avoid units working at cross purposes. And it would allow for better assessment and accountability.



- The Provost and the Vice Chancellor of Diversity, Equity and Community Engagement shall convene a Coordinating Committee for Inclusion (CCI)
  - Comprised of faculty, staff, and students, the CCI will meet regularly to:
    - determine strategic direction and make policy recommendations about diversity, inclusion, and academic excellence efforts across campus;
    - monitor, manage and allocate funds derived from the 1% reallocation and other sources;
    - publish accountability reports; and
    - oversee the execution of this plan
  - CCI will serve as a channel of communication between, and enable networking among, diversity, equity and inclusion advocates across campus
  - CCI will evaluate local plans and proposed accountability metrics
  - CCI reports on units must be included in regular program reviews by ARPAC and performance reviews of leaders
- While ODECE is not, nor should it be the only mechanism for establishing vision, communication, coordination, capacity building, and accountability with regard to making excellence inclusive across campus, it does serve a significant role. The Provost should work with the Vice Chancellor of Diversity, Equity and Community Engagement, and other relevant parties, to determine an appropriate plan for the growth and development of such capacity within ODECE as needed to fulfill recommendations contained in the IDEA Plan.

**Nourish decentralized, localized and tailored efforts to make excellence inclusive within respective departments and units:**

- Each department or unit should create its own local IDEA plan that addresses issues revealed by surveys, takes advantage of available resources to foster inclusive pedagogy and working environments, and evaluates and enhances curricula and co-curricular activities to create inclusive learning environments
  - Inclusive excellence plans must ensure that efforts:
    - Are ongoing and deliberate, rather than ad hoc, following a pattern of problem definition, action, assessment, and revision if necessary
    - Attain measurable results as defined by metrics or other means of assessment deemed appropriate by the unit
    - Be reported to the CCI and the college or division in which it resides
  - Units should consider forming a standing committee on inclusion
    - Standing committees should be composed inclusively, according to the standards of the unit
  - Units that submitted inclusive excellence narratives may begin by revisiting their narratives and considering how their work aligns with the goals and recommendations set forth in this IDEA plan and adapting their own plans accordingly<sup>57</sup>

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<sup>57</sup> The IDEA Plan is a centralized plan for all of campus; however, distributed plans, based on the IDEA Plan but localized and tailored to the individual contexts of respective departments and units, are also essential to the overall success of this initiative.

- Colleges and other umbrella units should constitute standing inclusion committees to evaluate the efforts of units within their purview, highlight and disseminate successful efforts, and encourage units to learn from their peers
  - Reports from college or division-level inclusion committees must be submitted to the CCI

**Develop and implement actionable steps for handing off diversity, equity and inclusion initiatives as a routine part of succession planning in times of transition:**

- Ensure that successful initiatives in making excellence inclusive are maintained or scaled over time, rather than becoming “lost in the shuffle” during times of transitioning leadership, budgetary initiatives, or strategic priorities

**Statement of Impact**

Implementing these recommendations to build institutional infrastructure and human capacity will ensure that the campus maintains its focus on diversity, inclusion, and academic excellence and makes continual progress towards its goals.

Much diversity and inclusion work has been done on this campus, yet CU Boulder has not realized its institutional goals. In learning from our past, we see that our future lies in careful planning and follow-through with work that builds over time as we climb to greater heights as an institution of distinction with regard to diversity, equity and inclusive excellence.

**Accountability Measures**

Top leadership at CU Boulder, including the Chancellor, the Provost, the CFO and the Vice Chancellor of Diversity, Equity and Community Engagement, will work together to hold one another accountable and ensure that units across the campus, the CCI and ODECE are appropriately supported in the ongoing efforts to make excellence inclusive at CU Boulder.



## Section 3: Conclusion (Executive Summary)

### The need

CU Boulder's decades-long challenge to create a welcoming, just and inclusive campus community, its visionary work to re-imagine the campus through initiatives such as Academic Futures and Foundations of Excellence (and other transformative initiatives), and the direction put forward by its strategic imperatives, urgently require that the university unify and extend its diversity, equity, and inclusive excellence efforts through a working and evolving blueprint: the Inclusion, Diversity and Excellence in Academics (IDEA) Plan.

### The charge, the community and the planning process

The plan seeks to serve the CU Boulder campus' community members: students, faculty and staff. Its success will also be informed and experienced by alumni, members of diverse communities in Colorado and across the nation, stakeholders, supporters and all those who benefit from the University's success. The plan was authored by a committee that represents the diversity of the campus community and drawn from the ranks of students, faculty, and staff, and co-chaired by a senior faculty member and the deputy HR officer. It convened over the spring and summer of 2018, reviewed data, heard presentations from initiative leaders, discussed a range of difficult issues honestly and directly, and arrived at the working plan collectively.

### The goals of the plan

The Inclusion, Diversity and Excellence in Academics Plan is driven by three main goals.

The first is to create, based on a central institutional commitment, a richly diverse, inclusive and equitable learning and working **climate**. This is achieved by hiring and retaining diverse faculty, staff and students reflective of the state of Colorado, the nation and the global community from which the university draws its students; and by working to change the cultures of teaching, research, scholarship, learning and service to incorporate a broader understanding of individual and community identities, experiences and pathways to success.

The second is to create a continuously improving **infrastructure** that empowers individuals and units to devise and implement inclusive excellence plans that support work and personal/professional growth. These infrastructure elements include policies, systems, professional development activities, organizational learning, data, and accountability and reward structures.

The third is to create a permanent focus on diversity, equity and inclusive excellence as an understood shared priority among campus central and distributed executive **leadership**, including the development of a layered understanding of how to address ongoing challenges evaluate progress, and communicate success to the broad CU Boulder community and beyond.

### Together we CLIMB

The Inclusion, Diversity and Excellence in Academics Plan seeks to achieve its two main goals through a series of strategies and recommendations occurring within five key areas:

1. Cultivate success for a diverse undergraduate/graduate student body with new financial resources and programming
2. Learn and lead effective efforts to attract and retain a diverse faculty and staff
3. Increase financial resources and incentives to undertake diversity and inclusion work
4. Move accountability for diversity and inclusion from the periphery to core institutional functioning
5. Build institutional infrastructures and human capacity to implement the plan

Join us in advancing the CLIMB to institutional distinction in inclusion, diversity and academic excellence through actions that will touch the central campus communities (students, faculty, staff and alumni) and seek to transform the key experiences fundamental to the university: learning, teaching and research/scholarship, and engaging in the work that supports these activities.

### **Next Steps**

Join the Office of Diversity, Equity and Community Engagement (ODECE) in discussing the details of the plan during eight town hall sessions. More information—and the full text of the working plan—are available at [colorado.edu/odece/diversity-plan](https://colorado.edu/odece/diversity-plan).

## Appendix A

### CU Boulder Campus Definition of Inclusive Excellence

The working definition of inclusive excellence for the University of Colorado Boulder is outlined below. Divisional definitions of inclusive excellence may vary, but are expected to reflect the values and behaviors presented below.

The University of Colorado Boulder exemplifies excellence through diversity\* by:

1. Creating a welcoming and inclusive environment
2. Deepening our ability to share and to engage with diverse perspectives
3. Maximizing the success and inclusion of all students, staff and faculty

This is embodied not only in the Colorado Creed, but also in the **core values** that the campus community identified as critical to making excellence inclusive at CU Boulder:

#### Integrity/Accountability:

We are all responsible for our conduct, relationships, and interactions with colleagues, students and the broader university community in creating a climate of inclusive excellence.

#### Collaboration:

Foster partnerships across the campus community, value diverse perspectives, interdisciplinary/transdisciplinary work, work with all campus constituents to remove barriers and solve problems.

#### Innovative Thinking and Continuous Improvement:

Adapting to change, continuous learning, critical thinking, promoting growth of the individual and the organization.

#### Engage in Effective Communication:

Open dialogue, listening and communication, being respectful of each other's unique backgrounds and perspectives. Ensure that key and critical information is shared within the unit and provide timely information across the campus community.

\*Diversity and diverse are here meant to include but are not limited to cultural differences, race/ethnicity, color, national origin, sex, pregnancy, age, (dis)ability, creed, religious or spiritual beliefs, sexual orientation, socioeconomic status, class, gender identity, gender expression, veteran status, political affiliation, or political philosophy. Please also refer to Regent Policy 10P.

## Appendix B

### Historical Diversity Efforts at CU Boulder

*“At the University of Colorado at Boulder, we aspire to be a place where the quality of education is enhanced and enriched by a diverse campus community -- where all students benefit from multicultural experiences within the Total Learning Environment. In this place, we envision a campus environment that welcomes and respects all people. We envision a campus that acknowledges and addresses the special needs of groups and individuals who historically have faced institutional barriers.”* ~Diversity and Equity: A Blueprint for Action, CU Boulder, 1998

CU Boulder’s mission to enhance diversity, inclusion and educational excellence is long-standing. As early as 1970, the university embarked on efforts to increase recruitment, representation and retention for under-served student, staff and faculty populations and to be a role model for the state of Colorado.<sup>58</sup> Early efforts also prioritized the creation of academic programs and departments focusing on minority populations<sup>59</sup> as well as building and sustaining a “sense of community” and promoting civil discourse within the university environment.<sup>60</sup>

The university’s most structured diversity plan, entitled “A Blueprint for Action,” was drafted in 1998<sup>61</sup> and was informed in large part by the historical and legal context at the time, including the book “The Shape of the River” (1998) by Derek Bok and William Bowen,<sup>62</sup> as well as precedential court cases involving student admissions.<sup>63</sup> Similar to the efforts of today, the “Blueprint for Action” relied not on top-down edicts but rather a comprehensive, campus plan -- implemented in a decentralized system and guided by the newly created Office of Diversity and Equity<sup>64</sup> -- where “success” was measured by the “day-to-day diversity efforts by schools, colleges, departments, governance groups and other units of campus – as well as individual faculty, staff, administrators and students.”<sup>65</sup>

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<sup>58</sup> “During the past several years, a bleak fact about higher education in American society has become more and more widely recognized. That fact is that access to colleges and universities has been open only a token sense to youth who belong to America’s main minority groups . . .” A Report to the University of Colorado Faculty Council, Faculty Council Committee on Minority Programs, Chair Richard Jessor, 1970 (known as the “Jessor Report”). [https://www.colorado.edu/odece/sites/default/files/attached-files/jessor\\_report\\_1970.pdf](https://www.colorado.edu/odece/sites/default/files/attached-files/jessor_report_1970.pdf)

<sup>59</sup> For a history of such programs – including the African American Program and the Mexican American Program in the late 1960s and early 1970s and the eventual development of the Ethnic Studies Department in 1996, see “Department History” at <https://www.colorado.edu/ethnicstudies/departments-history>.

<sup>60</sup> See Chancellor’s Task Force on Building Civility and Community: University of Colorado at Board, Final Report, July, 1998 ([https://www.colorado.edu/odece/sites/default/files/attached-files/chancellors\\_task\\_force\\_on\\_civility\\_and\\_community\\_july\\_1998.pdf](https://www.colorado.edu/odece/sites/default/files/attached-files/chancellors_task_force_on_civility_and_community_july_1998.pdf)). The report introduced a “Civility Statement,” which included, among other things, “Respect for difference in people, ideas, and opinion” and “Rejection of bigotry.” The Colorado Creed, developed in 2003, is similar in its scope. <https://www.colorado.edu/creed/about/history-creed>.

<sup>61</sup> The Colorado Commission on Higher Education mandated that all public universities in the state create a campus diversity plan.

<sup>62</sup> “Bok and Bowen provide a compelling case for focused attention to diversity in higher education, noting that “our society, with its ever more diverse population, cannot ultimately succeed as a democracy if we fail to close the gaps in opportunity...” In their study of a group of selective universities, the authors found that a diverse campus environment can lead to very positive outcomes for their students in terms of academic performance, racial interaction on campus, and the subsequent careers of minority students from these campuses.” See Blueprint for Action at 2.

<sup>63</sup> Regents of the University of California v. Bakke (1978), Gratz v. Bollinger (2003) and Grutter v. Bollinger (2003).

<sup>64</sup> Established in 1998, the Office of Diversity and Equity acted as the central point at which campus diversity needs and resources were considered. It played a leadership role in coordinating diversity programs on campus, by encouraging internal communication, providing assistance in planning and evaluation, identifying priorities, and advocating for effective resource management.

<sup>65</sup> Blueprint for Action at 5.

The Blueprint for Action identified three broad “goal” areas: Climate for Living, Learning and Work; Student Access and Opportunity; and Diverse Faculty and Staff. Each of these goals included a goal description, sub-goals, key strategies, “strategy leaders” and specific timelines associated with each. For example, the first goal -- Climate for Living, Learning and Working -- was described as “fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff, and students learn to value diversity and to respect the individual differences that enrich the University community.” Key strategies included “establish or enhance systems for generating feedback from students, faculty, and staff about the status of the campus climate; utilize survey information in formulating future strategies.” Strategy leaders were Vice Chancellors, Deans, Directors and the Director of Institutional Analysis. These leaders would also work with “diversity program” partner offices at the time, many of which continue today.<sup>66</sup> The remaining goals focused primarily on increasing admission, retention and graduation rates for minority students in the undergraduate and graduate programs and increasing the number of minority and female tenured and tenure track faculty and university and classified staff.

One of the important outcomes of the university’s work in the 1990s, in addition to the Blueprint for Action and the creation of a dedicated diversity office, was the institutionalization of climate surveys, which on the student side date back to 1994 and were continued approximately every four years,<sup>67</sup> as well as the annual Diversity Reports presented to the Regents which reviewed the university’s progress each year in this critical area.<sup>68</sup>

## *Where Are We Now?*

### *Students*

Based on the University of Colorado 2016-17 Diversity Report,<sup>69</sup> the undergraduate enrollment of diverse students on the Boulder campus was 24% of the total undergraduate enrollment in 2016-17, whereas ten years ago it was only 15%. The proportion of diverse students in the freshmen class was about 26% in fall 2016 (including 34% in the resident freshman class). The enrollment of diverse graduate students was 14% of the total graduate enrollment in fall 2016. Moreover, the freshman retention rate for students entering fall 2015 was 84% for students of color, nearly equivalent to that of all other students at 87%. The six-year graduation rate for the undergraduate cohort entering in 2010 was 67% for students of color compared to 71% for all other students.

### *Employees – Faculty/Staff*

Again looking at the Diversity Report of 2016-17, minority professors represented 21% of the total tenured/tenure track faculty on the Boulder campus. For non-tenure track, the minority percentage of instructors was 13%. Female professors represented 34% of the total tenured/tenure track faculty while female instructors represented 48% of non-tenure track.

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<sup>66</sup> The diversity offices in 1998 were identified as Academic Access Institute; Cultural Unity Student Center; Disability Services; Minority Arts and Sciences Program (MASP); Multicultural Business Students Association; Office of Diversity and Equity; PreCollegiate Development Program; Summer Multicultural Access to Research Training (SMART); Success in Engineering through Excellence and Diversity (SEED, formerly the Minority Engineering Program); Women in Engineering Program; and Women’s Resource Center.

<sup>67</sup> Student climate surveys for both undergraduate and graduate students can be found on the ODECE website at <https://www.colorado.edu/odece/strategic-actions/campus-climate/climate-surveys>.

<sup>68</sup> Diversity reports can be accessed at: <https://www.cu.edu/oaa/reports-policy-briefs>.

<sup>69</sup> <https://www.cu.edu/doc/oaareportdiversity-2016-17pdf>. The Diversity Reports are prepared by the University of Colorado System Office of Institutional Research.

Overall, the proportion of minority faculty was 18% of total faculty while the proportion of female faculty was 36% of total faculty.

For staff in the fall of 2016, the percentage of minority staff officers was 22% of total staff officers while the percentage of minority management/other professionals/support staff was also 22% of the total in this category. For women, female staff officers represented 47% of the total staff officers while the percentage of female management/other professionals/support staff represented 52% of the total in this category. Overall, the proportion of minority staff was 22% of total staff while the proportion of female staff was 52% of total staff.

The university's current Affirmative Action Plan<sup>70</sup> also informs our diversity and inclusion efforts for employees. The current Plan includes a total of 7,457 faculty and staff employees. Representation of minorities 1,470 (20%) and women 3,579 (48%) shows the same percentage of women as the prior year, but lower representation of minorities by 2% than the prior year.

#### *Diversity and Inclusion Partner Offices*

The campus has seen movement in its diversity and inclusive efforts not only through the efforts of individual staff, faculty and students over a number of years, but also through the current organizational structures in place, including but not limited to the following:

**Office of Diversity Equity and Community Engagement (ODECE):**<sup>71</sup> works to achieve the University's commitment to inclusive excellence and uphold it as a priority across the campus. The office fosters CU-Boulder's vision for a diverse campus climate and works with students, faculty, and staff to implement the campus diversity plan. Programs and activities are sponsored by ODECE to engage the campus and community members in valuing our common experiences and celebrating our differences.

*Programmatic highlights include:* Chancellor's Standing Committees (Race and Ethnicity, Women, Gender and Sexuality, and Accessibility), College Preparatory and Scholarship Programs<sup>72</sup> (including Pre-Collegiate Development Program which has been on the campus for 34 years), CU LEAD Alliance<sup>73</sup> (a network of academic learning communities to promote inclusive excellence for under-represented and first generation students), Colorado Diversity Initiative (STEM Programs focusing on graduate students), Inclusive Pedagogy Workshops and Communities of Practice,<sup>74</sup> Disability Services<sup>75</sup>

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<sup>70</sup> The annual Plan includes a set of required statistical reports that allow CU Boulder to evaluate its workforce and determine areas where women, racial/ethnic minorities, veterans, and individuals with disabilities are underrepresented. We accomplish this by conducting an analysis by race and gender in job categories within organizational units. To determine areas of underrepresentation, we compare the current workforce against estimates in relevant labor markets and internal advancement opportunities. If underrepresentation is identified, CU Boulder is required to develop effective action plans and strategies, such as outreach and recruitment efforts of qualified minorities and women, to achieve representation (a/k/a "utilization"). In addition to underrepresentation, the annual Plan analyzes data on applicants, hires, promotions, and separations to ensure there is no unintended disproportionate impact on race, ethnicity, and gender. This allows CU Boulder to more closely identify potential barriers to equal employment opportunities and put strategies in place to help remove them.  
[https://www.colorado.edu/hr/sites/default/files/attached-files/affirmative\\_action\\_plan\\_executive\\_summary\\_2017.pdf](https://www.colorado.edu/hr/sites/default/files/attached-files/affirmative_action_plan_executive_summary_2017.pdf).

<sup>71</sup> <https://www.colorado.edu/odece/>

<sup>72</sup> <https://www.colorado.edu/odece/pre-collegiate-outreach>

<sup>73</sup> <https://www.colorado.edu/odece/culead>

<sup>74</sup> <https://www.colorado.edu/odece/strategic-innovations>

<sup>75</sup> <https://www.colorado.edu/disabilityservices/>



(focusing on equal access and accommodations for students with disabilities) and the annual Diversity Summit.<sup>76</sup>

**Division of Student Affairs:**<sup>77</sup> supports and contributes to creating and sustaining a diverse, multicultural, socially just and inclusive campus climate by learning about, recognizing and honoring the diverse backgrounds, histories, identities and life experiences of all our students, faculty and staff. Our challenge is to create a campus in which all community members can thrive in an environment where they feel at home, welcome and safe.

*Programmatic highlights include:* Cultural Events Board;<sup>78</sup> Cultural Unity and Engagement Center;<sup>79</sup> Dennis Small Cultural Center;<sup>80</sup> Gender & Sexuality Center;<sup>81</sup> and Women's Resource Center.<sup>82</sup>

**Human Resources (HR):** providing tools and staff<sup>83</sup> to (1) operationalize CU Boulder's commitment to diversity and inclusive excellence by defining the knowledge base and delivery employment; (2) contribute to and help drive campus efforts to increase diversity; (3) enhance work-life experience for frontline service employees through transformative career development; and (4) ensure affirmative action compliance.

*Programmatic highlights include:* Diversity and Including Learning and Development (IDI and elearning);<sup>84</sup> Frontline Service Employees (career development and ESL);<sup>85</sup> Diversity Search and Hiring;<sup>86</sup> Resources and Tools;<sup>87</sup> and Affirmative Action.<sup>88</sup>

**Office of Institutional Equity and Compliance (OIEC):**<sup>89</sup> comprehensive and integrated civil rights office with dedicated staff for case resolutions, education (including prevention and assessment), remedial and protective measures and disability-related accommodations. The OIEC's mission is to create and foster a safe, inclusive and accessible environment and to be a national leader in the prevention and response to protected class discrimination, harassment, and sexual misconduct. The OIEC implements and enforces the Discrimination and Harassment Policy, the Sexual Misconduct Policy, and the Amorous Relationships Policy for all students, faculty and staff.

*Programmatic highlights include:* Education and Prevention (including required online and in-person courses regarding protected class discrimination and harassment and

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<sup>76</sup> <https://www.colorado.edu/odece/diversity-inclusion-summit>

<sup>77</sup> <https://www.colorado.edu/studentaffairs/inclusion>

<sup>78</sup> <https://www.colorado.edu/ceb/>

<sup>79</sup> <https://www.colorado.edu/cue/>

<sup>80</sup> <https://www.colorado.edu/involvement/dscc>

<sup>81</sup> <https://www.colorado.edu/gsc/>

<sup>82</sup> <https://www.colorado.edu/wrc/>

<sup>83</sup> Staff include a Diversity Search and Outreach Program Manager, Diversity & Inclusion Education Program Manager, EEOC/Affirmative Action Officer and Staff Career Development Advisor and Program Manager. See <https://www.colorado.edu/hr/about-hr/diversity-inclusive-excellence>

<sup>84</sup> <https://www.colorado.edu/hr/diversity-inclusive-excellence/diversity-inclusion-learning-and-development>

<sup>85</sup> <https://www.colorado.edu/hr/diversity-inclusive-excellence/frontline-service-employees>

<sup>86</sup> <https://www.colorado.edu/hr/diversity-inclusive-excellence/diversity-search-hiring>

<sup>87</sup> <https://www.colorado.edu/hr/diversity-inclusive-excellence/resources-tools>

<sup>88</sup> <https://www.colorado.edu/hr/policies-guidance/affirmative-action>

<sup>89</sup> <https://www.colorado.edu/institutionalequity/>

sexual misconduct for new students and employees and campaigns such as “Don’t Ignore It” with new materials on race/ethnic harassment and discrimination); Assessment (routine surveys campus-wide as well as department specific surveys in CIRES and LASP); Campus Climate (remedial and protective measures to ensure continuing access to education and/or employment and Campus Climate Response Team); and Case Resolutions (informal and formal adjudications pursuant to alleged policy violations and referrals to other partner offices)

**Office of Faculty Affairs:** Highlights include inclusive pedagogy offerings provided by FTEP, LEAP, and other programs. Many sessions are conducted for faculty on inclusive decision making, bias reduction in promotion and tenure and more.



## Appendix C

### CU Boulder Inclusive Excellence Narratives: Compiled Summary Reports

The Steering Committee for the original IE narrative process read through the narratives and produced different summary reports, included as one document here, based on similarities and themes that they noticed across different campus contexts.

#### *Overall Findings*

The overarching findings across all narratives can be distilled into the following 3 requests:

- Increased access to new and existing resources that help to support the practices of making excellence inclusive (in the classroom, workplace, etc.)
- Increased support with regard to recruiting, hiring and retention of people from traditionally underrepresented groups in higher education
- Improved sense of community and campus climate, so that all people feel welcome in their respective roles and that they have a good sense of their “fit” at CU Boulder

#### *Arts and Humanities*

##### *Context*

The Division of Arts and Humanities was asked to participate in the Inclusive Excellence Reporting Exercise at two divisional meetings in the Fall of 2015 and one meeting in the Spring of 2016 (February 9<sup>th</sup>) prior to the submission date of March 15, 2016. VC Bob Boswell and AVC Alphonse Keasley, both of whom addressed concerns by divisional leadership about the true inclusive nature of the exercise, attended the latter meeting.

In response to the request, every unit but one decided to participate in the exercise. The responses by the units were varied and this report will obviously tend to blur the often-significant differences between units, which represent different concerns and approaches to the questions posed by Inclusive Excellence. Nonetheless, some interesting patterns emerged from the process that we think could be conducive to further dialog between the units, the college, and the university in moving forward the goals of Inclusive Excellence.

##### *Summary of Responses*

The aggregate we provide here covers the following units broadly conceived as being under the umbrella of the Arts and Humanities: Anderson Language and Technology Center; Asian Languages and Civilizations; Center for Asian Studies; Classics; CU Art Museum; English; Film Studies; French and Italian; Germanic and Slavic Literatures and Languages; History; Humanities; Jewish Studies; Philosophy; Program in Writing and Rhetoric; Religious Studies; Spanish and Portuguese; Theatre and Dance. (Missing from this group are Art and Art History, the Colorado Shakespeare Festival, the Center for Western Civilization, and smaller centers like the Center for British and Irish Studies or the Center for Medieval and Early Modern Studies). A number of units have constituted Inclusive Excellence committees that they suggest will continue to operate in the upcoming years, a sign of how serious and active some units are in pursuing IE.

The scope and mission of the units included in this list reveals how the definition of ‘arts and humanities’ applied to these units is already restrictive of the much broader inclusivity that many

of these units comprise, as they serve numerous constituencies that are not necessarily bound by the fields of arts and humanities (e.g. Program in Jewish Studies deals with Policy, Ethnicity, etc.; the Program in Writing and Rhetoric serves broad constituencies represented in almost all colleges on campus whose ‘writing’ is often not even pertinent to the arts and humanities). Nonetheless, there do seem to be some overarching themes that emerge from the group as a whole.

For the purpose of this summary, we followed the following 5 categories:

1. Definition of Excellence
2. Definition of Inclusivity
3. Values and behaviors associated with Excellence
4. Aspirational goals
5. Requests

#### 1) Definition of Excellence

A number of units sidestepped defining excellence: some never mentioned it; others defined it narrowly according to one specific area of departmental activities (typically research or teaching), or asserted more broadly that they contested the term. A couple of units talked about excellence as being multifaceted depending on the area of departmental focus one talks about, and about being not an end-goal but a process that requires daily awareness and engagement by the unit’s community as a whole.

#### 2) Definition of Inclusivity

A majority of units claimed that Inclusivity *is essential to their mission*. Given that many units focus on “bringing the world to CU,” they state that Inclusivity is something they pursue both diachronically and interculturally through the diversity they represent in terms of subject matter and curricular offerings. What may be peculiar about a majority of units in this division is the belief that their approaches to the subject matter favor inclusivity by offering multiple perspectives that allow members of the units (and especially students) to embrace diversity from positions of empathy.

#### 3) Values and behaviors that are associated with Inclusive Excellence

As might be expected from the answers to 1) and 2), the responses tended to focus on the relationships between people and the pedagogical and research missions. In particular,

- with regard to teaching, a number of units suggested that improving methods and deliveries of pedagogy to make them more inclusive, respectful, and welcoming to all should be systemic and a “lifelong” process embraced by all faculty (even as many units acknowledge that a number of their faculty are not fully on board yet);
- with regard to research, there was a very strong emphasis on interdisciplinarity and public scholarship. Some departments were more specifically focused on the importance that intellectual rigor and critical thinking play in promoting IE.
- another trend running through many of the responses in this area was an emphasis on service teaching/learning.

A number of units also mentioned that they already are well-versed and putting into practice some of these values through their efforts toward undergraduates (e.g., global seminars that expose them to different cultures; creation of multidisciplinary curricula; recruiting diverse student bodies to the major; mentoring; clubs and student groups that help break down

boundaries); and in their research and staffing objectives (e.g., efforts at recruiting international and more diverse faculty and graduate student bodies, with a number of the units—see Theatre and Dance, History—having achieved a greater diversity in their faculty).

#### 4) Aspirational goals

As much as some units claim that they are already working on the values and behaviors in 3), others seem to mention these as aspirational goals. In particular, a number of AHUM units wish to:

- increase diversity in their faculty through new hires;
- similarly, increase the diversity of undergraduate and the graduate student bodies by more actively recruiting both inside and outside the university and outside it;
- a couple of units also applied the above to staff, which is the exception, as most units ‘forgot’ staff in IE
- create an environment of inclusion in the classroom and in their units that is welcoming to scholars and students from underrepresented groups;
- peculiar to literature and language departments, *opportunities for study abroad for every student*, which addresses IE from the perspective of financial and class barriers, and cultural understanding and enrichment (empathy for other cultures) when there;
- more prizes for undergraduate students who work in areas of diversity study in theses, etc.
- foregrounding of IE in and outside the classroom, and in the public discourse, so it becomes a part of departmental and divisional culture.
- surveys to investigate departmental attitudes toward IE

#### 5) Requests

Since a number of the aspirational goals involve the active recruiting of diverse bodies, it is not surprising that the central focus of requests in AHUM is for:

- more funding for hires of underrepresented groups in faculty positions;
- more money for graduate lines and improved stipends to support underrepresented graduate students;
- a Grand Challenge centered on Inclusive Excellence that puts the same amount of money that was put in Grand Challenge ‘Space’ into Grand Challenge IE
- greater funding for internalization, study abroad, lesser-taught language (critical languages)
- continuing and augmenting the support for centers and initiatives on campus that, by their very nature, focus on IE through events, workshops, and courses having to do with marginalized populations (such as the new Center for Native American and Indigenous Studies Center) and global diversity (such Center for Asian Studies, Mediterranean Studies Group, Tibet Himalaya Initiative, and Latin American Studies Center).

#### *Natural Sciences*

\*Note to committee: references to specific departments are deliberately avoided, which means that the wording is overabundant in phrases like “some units” “many units” etc.

The Inclusive Excellence Steering Committee reviewed reports from 15 Natural Science units, including academic departments, institutes and programs. There was a very large range in responses, based in part on prior engagement with issues of equity and diversity. This, in turn, was often correlated with the level at which their discipline is naturally aligned with issues touching human populations, international affairs and the equitable management of resources. However, it was impressive that so many units stepped beyond a traditional academic focus to explore the goals and challenges of inclusivity specific to their communities.

The majority of the natural sciences units assembled committees with broad representation from undergraduate and graduate students, faculty and staff, and reported enthusiastic and thoughtful discussions. While many units already had standing committees to address these issues, some departments found this exercise an impetus to form them anew, and indicated that they would continue their work. A leading advocate, or small group of advocates, was clearly identifiable in some units, with less obvious engagement from other members.

The definition of Inclusive Excellence for all units emphasized professional excellence: research, academics, contributions to their field of study and reputation. Others also described excellence in practices such as collaboration, communication and innovation, and individual qualities such as integrity and creativity. These additional criteria are certainly appreciated by all (!) and sharing expressions of these broader ideals may benefit ongoing discussions about the goals of inclusive excellence.

The achievements by all units in promoting inclusive excellence are extremely impressive. Many address undergraduate student success, and this is clearly the highest priority for most units. Summer research opportunity programs such as SMART and other discipline-specific opportunities have significant impact, and faculty expressed enthusiasm for their experiences with these students. Involvement in research is extremely important and UROP and REUs are seen as essential. Community and professional identity development through student participation in clubs, outreach programs, regular seminars and events involving student and faculty participation were also critical. A focus on teaching innovation appears to energize efforts towards student success in general. A number of departments mentioned that space for informal interaction is essential (or missing and much needed) for promoting a supportive and inclusive environment.

Challenges to student success are similar to those across campus: non-uniformity in preparation for college classes and life, concerns about freshman advising, the need for continued mentoring, and issues of culture and climate. Large freshman classes were cited as a particular problem. Some units are grappling with these issues with the support of university resources, and quite a few units requested that these resources be better advertised. Many units have developed innovative retention and community-building programs of their own, which might be used as templates for others.

Concerns about graduate students were largely focused on the recruitment and retention of underrepresented and minority students in graduate programs. Financial and administrative support for international students was found by several units to be insufficient. There were many requests for additional resources to support scholarships and graduate research, particularly for underrepresented and minority students.

Diversity in the faculty was a common concern, and many units requested additional support for recruiting and retaining individuals who would help form a more representative faculty. Issues of departmental culture were highlighted in a few reports, as were efforts to address and improve them. Supporting these efforts should be a high priority. As suggested by a few, a wider interaction between units might help identify and soften cultural barriers to inclusive excellence.

Units had several consistent requests and recommendations to address the issues related to promoting inclusivity within the classroom, mentoring, culture and climate within units, and the recruitment and retention of graduate students and faculty from groups historically underrepresented in the disciplines. Units repeatedly requested better communication between units about successful inclusivity practices and appealed for the university to inform them about available resources for promoting inclusivity in the classroom and for resources to provide instructors with the skills required to promote inclusive classroom environments. Units also expressed the need for the university to develop and implement a) clear policies for the hiring, recruitment and retention of faculty from groups historically underrepresented in the natural sciences and b) resources that would enable units to more effectively recruit and retain graduate students from groups that are historically underrepresented.

## *Social Sciences*

### *Summary of Responses*

The response rate among social sciences units in the College of Arts and Sciences was high. College of Arts and Sciences units that responded included Anthropology, Economics, Ethnic Studies, International Affairs, Linguistics, Political Science, Sociology, Speech Language, and Hearing Science, Women and Gender Studies. For the most part, the Inclusive Excellence process involved meetings that included faculty, students, and staff. The resulting reports show how individual units can contribute in distinctive ways to inclusive excellence. Moreover, responses make it clear that there is a rich array of perspectives across our social sciences units that add capacity to advancing our efforts in inclusive excellence. In many cases, the larger social sciences units reviewed multiple perspectives on inclusive excellence.

For many of these units, attention to inclusion and diversity is central to the mission of the unit. Several departments and programs have engaged standing diversity or inclusive excellence committees, and some have conducted department level surveys. A number of units in the social sciences study diversity and inclusion at theoretical and methodological levels, and offer contemporary and advanced theoretical perspectives that would inform the process more widely across campus.

### *Definitions of Excellence*

On balance, social science units defined excellence along lines that would be expected by discipline, such that definitions of excellence aligned with merit expectations in terms of research and teaching. Excellence in research typically involves activities that are incentivized by the promotion and tenure process. However, some units looked more broadly, describing attention to excellence in outreach and engagement efforts, clinical activities, unit governance, curriculum development, and overall attempts to advance learning and knowledge. As with other unit overviews from across campus, some units in the social sciences did not provide

definitions or expectations with respect to excellence. Some units linked excellence directly to inclusion.

#### *Definitions of Inclusivity*

Most social sciences units defined inclusivity by reflecting on process that encourage broad and fully-vested participation in the academic mission across a wide range of variables (race, gender, disability, and other attributes). This process reflected inclusivity, particularly in that many units consulted broadly, involving faculty, students, and staff in formulating.

Curricular offerings were mentioned as a process that promotes inclusivity, particularly in teaching about diversity and inclusion. Classrooms enable interactions that would take into account a broad number of voices and perspectives. Definitions of inclusivity incorporated both quantitative (e.g., survey and statistical) and qualitative approaches to measuring and promoting inclusivity. Data-gathering and analysis revealed much-needed additional steps towards diversity and inclusion.

These units are nearly uniformly attentive to diversity, and generally work to promote an inclusive environment. Several units defined inclusivity by looking to a full spectrum of diversity that should be considered in advancing inclusive excellence.

#### *Values and behaviors that are associated with Inclusive Excellence*

Social sciences units (and presumably, affiliated institutes) highly value direct and sustained research on diversity and inclusivity. Numerous faculty and students across these units are actively engaged at a scholarly level on questions of inclusivity. They place high value on scholarly study of issues relevant to inclusive excellence, and their behaviors, including teaching, grant-writing, and research, reflect sustained commitment to understanding social issues. Many scholars in the social sciences are deeply engage in issues related to diversity and inclusion, especially race and gender and the interaction of race and gender. As such, the social sciences are well positioned to play a leadership role in bringing cutting-edge theoretical and methodological perspectives to bear on advancing inclusive excellence on our campus.

Some units place high value on community, and engage in efforts to build and strengthen community, in and beyond their departments. A majority of units value search procedures that yield a diverse applicant pool. In addition, they value and engage in recruiting a diverse set of graduate and undergraduate students.

Collaboration is seen as a value that has potential to increase inclusivity and excellence. Opportunities for collaboration span the social sciences, while also involving institutes and other units on campus.

#### *Aspirational Goals*

Goals included offering expertise to the remainder of campus on advancing diversity and inclusive excellence. Moreover, some social sciences units pointed out that they are positioned as "role models" for advancing broader campus efforts.

Tactical goals generally centered on practices, such as maintaining a supportive climate that fosters inclusive excellence. These units felt that such an environment presents opportunities for academic success to the broadest ranges of communities. Departments saw that they had considerable agency in fostering these kinds of environments. Some units pointed out that the recent classroom climate survey should serve as an impetus for dedicated attention to



inclusivity and diversity, and they are actively taking steps to address issues that arose in that survey.

Attention to gender specifically was highlighted in a few units, and several units expressed the goal of greater engagement with other underrepresented groups.

Graduate students were highlighted in some reports in helping to increase inclusivity through their roles in the classroom. There are possibilities for efforts that involve several “touchpoints” for undergraduate students, including lectures, laboratories, and recitations sections.

#### *Requests*

In general, social sciences units did not provide specific resource requests, preferring instead to work within existing practices and opportunities (e.g., hiring faculty and recruiting students) to advance inclusive excellence. For example, fully utilizing standard search procedures in promoting a diverse applicant pool was seen as a best practice and as a priority. Participating in national disciplinary organizations that advance diversity provides a complementary approach to best-practices in hiring.

Mentoring activities are also seen as productive, so aligning resources to support these activities would be desirable.

Several units in the social sciences would prioritize placing less emphasis on FCQs as a means of evaluating teaching. We should continue to promote multiple means of evaluation of teaching, and should participate actively in FCQ redesign project.

The ability to increase availability of scholarships and fellowships was mentioned in several reviews.

Hosting multiple speaker series concentrating on inclusion and diversity that help establish affiliations among social science units was identified as a valuable project.



## *Smaller Colleges and Schools*

### High-level Review of Spring 2016 Inclusive Excellence Submissions

(University Libraries, Engineering and Applied Science, CMCI, Business, Law, Music, School of Education, Graduate School)

#### *Context*

In Spring 2016, as part of the CU Boulder Inclusive Excellence initiative, campus units submitted input to the Inclusive Excellence Steering Committee for review and analysis. Within the overall effort, reports were submitted and reviewed from University Libraries, the College of Engineering and Applied Science, the College of Media, Communication and Information, the Leeds School of Business, Colorado Law School, the College of Music, the Graduate School and the School of Education.

The committee convened during Summer 2016 to review the reports and generate an analysis of common themes and outcomes across submissions. This report shares a high-level summary of the highlights from the above listed units, including consistencies and common themes among their responses, achievements and recommendations / requests.

For specific details and additional context, readers are encouraged to review the original reports as submitted.

#### *Summary*

Each report submitted contained input relevant to how each unit defines inclusivity, excellence and inclusive excellence. In addition, the units shared input regarding their organizational values related to the pursuit of inclusive excellence. Finally, each report shared highlights of existing efforts and achievements, in addition to recommendations for potential initiatives and/or feedback for campus leadership regarding potential enhancements to be considered at the campus-wide level.

#### *Responses*

Common themes across the colleges and schools included in this report are grouped by the major areas of input in each report:

#### *Definitions of inclusivity, excellence, inclusive excellence*

The overarching themes across all units in this report are as follows: 1) the idea that scholarly excellence can only be achieved via the inclusion of varied perspectives, understandings and experience, 2) the idea that embracing the full range of human experience, including but going far beyond ensuring representation of that range of experience, is an integral component of excellence, 3) the idea that excellence cannot be achieved without inclusion, and 4) the idea that an ongoing commitment to inclusive excellence manifests through the practice of building community, cultivating openness and attaining a high level of performance and service—specifically through discovering and embracing ideas and points of view that are not part of one's native experience.

#### *Organizational Values*

Respect, social and environmental justice, innovation, hard work, collaboration, effective communication, openness, safety, interdisciplinarity, engagement

*Achievements in Inclusive Excellence*

Major themes in existing efforts/achievements shared by the above listed units are listed below:

1. The units share a commitment to providing students an engaged experience that seeks to broaden their perspectives and build community.
2. The units share a scholarly, student-centric emphasis in their efforts toward inclusive excellence, with a focus on academic programming, curricular elements, and faculty mentoring efforts.
3. The units utilize data and metrics to track student engagement and elicit feedback on the experience they are having.
4. Standing committees or task forces exist in nearly all of the colleges and schools that provide direct input on initiatives and efforts related to diversity and inclusion.

*Initial Recommendations and Requests*

Below is a list of high-level recommendations, requests and specific proposals from the above listed units to help the campus move forward productively in its Inclusive Excellence initiative:

1. Make sure planning for the long-term is framed as a continual process, not a destination. There is no end state for inclusive excellence; it is an ongoing paradigm the campus must embrace in order to enhance campus climate in a lasting, meaningful way.
2. Enhance student recruitment efforts to expand the racial, ethnic and socioeconomic diversity of the domestic student body.
3. Enhance scholarship funding, mentoring and persistence programming and curricular reform efforts as they relate to diversity and inclusion goals.
4. Create a forum for proposal reviews via existing diversity committees within each college and school to identify, support and measure the effectiveness of proposed projects to enhance inclusive excellence.
5. Grow institutional support for diversity (representation), student success (persistence to graduation/retention of faculty/staff) and community building efforts (physical spaces, networking opportunities, dialogue) within the campus.
6. Make it imperative that all of our current input, conversations and statements about inclusive excellence are paired with tangible actions and accountability on the part of the campus administration and academic units moving forward.
7. Embed inclusive excellence goals and action steps into the strategic plans of all campus units.

*SVC and CFO Units*

The Inclusive Excellence Steering Committee reviewed reports from 15 administrative units under the purview of the Sr. Vice Chancellor and CFO. There was a wide range of responses based on the various missions and purpose of each of the units. However, there was a common theme regarding excellence among the various administrative functions of safety and infrastructure, student enrollment services and student related activities, finance, technology and strategic relations. The common goal is to provide exceptional services and innovative solutions that meet the standard of excellence in supporting the needs of students, faculty, staff and the campus community as a whole. It is the intention of these organizations to support the

campus in the pursuit of inclusive excellence by relying upon the collective power of all our diverse perspectives to enhance the university experience for all students, faculty and staff.

#### *Values and Behaviors*

Repeated themes revealed significant overlap among the various organizations' identification of core values and behaviors. There was definitely a unified voice and a sense that the units are working together towards a common goal in this area.

The core values are identified as follows:

- **Collaboration:** Organizations encourage a culture of collaboration that fosters partnerships across the campus community, values input from the various diverse perspectives, and works with all campus constituents to break down barriers and solve problems.
- **Innovation and continuous improvement:** Units adapt to change and solve problems creatively. They enthusiastically engage in continuous learning, promoting growth of the individual as well as the organization.
- **Accountability:** We are responsible for our conduct, relationships, and interactions with colleagues, students and the broader university community.
- **Engage in Effective Communication:** Open dialogue, listening and communication, and being respectful of each other's unique backgrounds and perspectives are essential components of effective communication. Ensure key and critical information is shared internally with all within the unit who can assist with decision making, as well as providing timely information across the campus community. Discover and implement new ways of communicating pertinent information.

Where specific behaviors were addressed, they stated that the units strive to use clear and inclusive language in communications, use existing communication channels and work to create channels of communication where none exists. Units have integrated inclusivity and educational elements into the core departmental processes such as leadership training and process improvements. Units participate in various university community events to collaborate with others, for example, providing presentations to our international student groups. Open conversations fostered, considering all ideas before decisions are made; no pre-judgement is allowed. Safe spaces are provided, with zero tolerance for harassment. Units recruit and hire diverse students and staff. Units seek to recognize and show appreciation for all individuals and their input. Mentoring students is valued, as well as identifying and mentoring leaders among staff. Several units expressed their intent to develop measurable deliverables in order to assess progress.

#### *Requests for Support*

Units did not make any requests for additional finances or other support, although one unit is considering using an intercultural competency assessment within their organization. Most units

are making use of services already implemented on campus such as those offered by Human Resources and Barbara Lawton.

### *Provost's Office*

The Inclusive Excellence Steering Committee reviewed all narratives submitted by units who report to the Provost. These units took this exercise very seriously, had open dialogue and debate, and engaged much of the staff, senior level leadership, and graduate and undergraduate students in their discussions. It was rare that a unit designated a lone representative to submit their final report without input from the staff. Some units took great pride in their track record regarding effort and alignment with goals of diversity and inclusive excellence. Reports were thoughtful in their response to the directive from the campus to a) Define Excellence b) Define Inclusion c) Define Inclusive Excellence.

In defining Inclusive Excellence, the following themes were emphasized as a necessary prerequisite for inclusive excellence:

- Creating a welcoming environment for all; a sense of belonging
- Hiring and retaining faculty and staff that reflects a diverse student population
- True excellence not possible without inclusive excellence
- Students' varied histories impact traditional metrics of performance
- Opportunity to learn from and with a diversity of viewpoints, from a diverse group of peers, is desirable and expected.

Some common values and behaviors associated with these units include the expectation that multiple voices are engaged in open dialogue about these issues that impact all of us. The desire for transparency in fair and equitable decision-making, open-minded communication, and self-reflection or "looking inward" before taking on the campus as a whole is a common theme.

More concrete examples of expected behaviors include the desire for increased resources so that aspirational goals related to inclusivity can be reached. Potential uses of these resources ranged from creating safe and welcoming spaces for students, examining awards programs to include awards that recognize diversity and inclusion efforts, addressing unmet needs that impact student success through expanded programming, and again taking a look at hiring and recruitment behaviors throughout the unit. Accountability surrounding inclusive behaviors, to ourselves, each other, and to students should be measured through annual performance evaluations and included in the process of merit increases.

RAP programs cited a focus on making programming accessible to students of all income levels and making appropriate accommodations based on cultural and financial needs. Underrepresented populations generally confirm their acceptance to CU later in the process. Promoting a sense of community in the RAPS, along with fostering lasting social networks are noted as current practices in the RAP programs

A concern that was brought up, was use of the term "Inclusive Excellence," and the potential for unintended consequences for underrepresented students. By creating expectations to achieve

excellence through traditional metrics, in order to satisfy or justify their presence on campus was of concern. “The danger in the spirit of this thinking is rooted in the logic of demanding equality by denial of inequality,” A solution was to think of inclusive excellence being a mandate not for student performance but for the performance of faculty, administration, and staff at the university.

## Appendix D

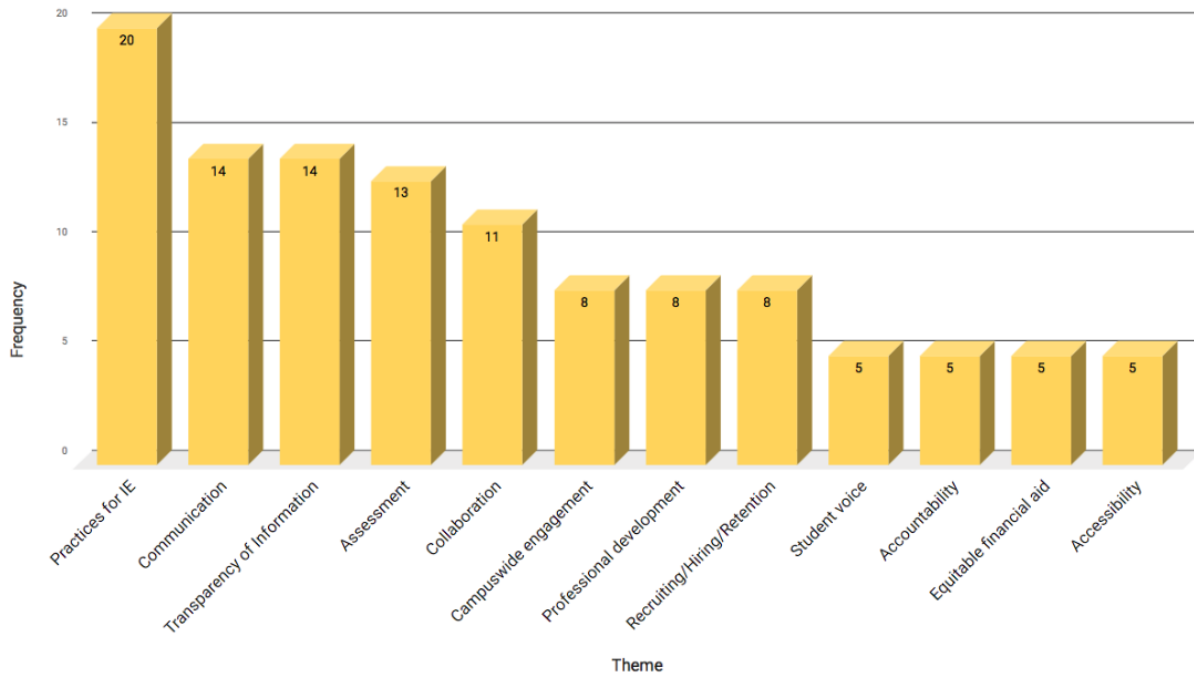
### Results of ODECE Update Sessions

ODECE hosted 8 update sessions over April-May 2018 to solicit campuswide feedback on the definition of IE (available on website) and provide an update on the diversity planning process. Sessions were well attended (20+ people in person at each session, as well as remote zoom participants) and recorded to capture the nature of questions received.

Analysis of questions asked at the update sessions reveals:

- 12 major themes (see below) among 34 overall topics discussed.
- Major themes show alignment with the 3 major outcomes of the original IE narratives, which were: 1) a need for resources, 2) support for promising practices with regard to recruitment/hiring/retention, and 3) improved sense of community/campus climate.
- Work in flight by ODECE, as well as planned topics of discussion for the Authoring Committee, align with the major themes—good validity that we are on the right track.

ODECE Update Sessions: Most Frequent Questions by Theme



## Appendix E

### Authoring Committee and Process

#### *Committee Members*

The 26 members of the IDEA Plan Committee comprise a thoughtful assemblage of faculty members, graduate and undergraduate students, staff members, and administrators. Provost Moore and Vice Chancellor Boswell convened the committee beginning in May 2018, and the group met over the duration of the summer and into the fall.

#### *Committee Members: (alphabetically)*

Alaina Beaver

Initiatives Director, Office of Diversity, Equity and Community Engagement (ODECE)

Dyonne Bergeron

Assistant Vice Chancellor of Student Affairs

Ceal Barry

Senior Associate Athletics Director

Anna Spain Bradley

Associate Professor, Colorado Law

Javan Carter

Graduate Student, Ecology and Evolutionary Biology

Erica Ellingson

Professor, Astrophysical & Planetary Sciences

Robert Ferry

Associate Professor, History; Chair, Boulder Faculty Assembly

Sam Flaxman

Associate Professor, Ecology and Evolutionary Biology

Juan Antonio Garcia

Graduate Student and President, UGGS Executive Board

Bronson Hilliard

Assistant Vice Chancellor for Strategic Academic Communications

Merna Jacobsen

Assistant Vice Chancellor and Deputy Chief HR Officer & Director, Organizational and Employee Development

Alphonse Keasley

Associate Vice Chancellor, Office of Diversity, Equity and Community Engagement (ODECE)



Daryl Maeda  
Associate Professor, Ethnic Studies

Celeste Montoya  
Associate Professor, Women and Gender Studies

Richelle Munkhoff  
Director of Interdisciplinary and Professional Graduate Education

Colleen Newman  
Director, Office of Admission

Jesse Niebaum  
Graduate Student and Vice President, UGGS

Varsha Rao  
Graduate Student, UGGS, Chemical and Biological Engineering

Kristi Ryujin  
Director of Diversity Affairs, Leeds School of Business

Valerie Simons  
Director, Office of Institutional Equity and Compliance

Oliver Stagliano  
Undergraduate Student

Cam Thomas  
Undergraduate Student

Gabriela Ariana Terrones-Garcia  
Undergraduate Student

Hannah Wineman  
Undergraduate Student

Kristi Wold-McCormick  
University Registrar, Office of the Registrar

Matthew Yarbrough  
Graduate Student and Co-Chair, Chancellor's Advisory Committee on Gender and Sexuality

Feven Yohannes  
Undergraduate Student

### *Phases of Work*

The committee met weekly for 90 minutes across 14 sessions, from 5/17/2018 to 11/8/2018, and will continue to meet weekly until submitting the final draft of the working document of the

plan to the Chancellor, his Cabinet, and the Vice Chancellor of ODECE at the end of the fall semester.

Inspiration phase: May 17th to June 14th, 2018

- Discovering, Observing, Empathizing
- Go over resources, existing data, reports etc.

Ideation phase: June 21st to July 12th, 2018

- Ideation, Defining, Connecting
- Meet with additional strategic partners
- Coalesce as a group, given all inputs

Writing and revising phase: July 19th to November 1st, 2018

- Prototyping, Authoring, Revising
- Work on writing and completing the draft of the plan
- Prepare for campuswide feedback sessions in the fall

### *Hybrid Model*

Diversity and inclusion plans generally fall into three broad categories: 1) centralized plans driven by centrally-determined priorities and strategies; 2) decentralized plans, in which diversity and inclusion recommendations and actions are generated at levels ranging from units to colleges; and 3) and integrated plans, which incorporate recommendations about diversity and inclusion into more general strategic plans.<sup>90</sup>

Our recommendation, which we believe best fits the structure and culture of CU Boulder, is a hybrid model that combines a centralized plan's unified definition of diversity and inclusion with the flexibility afforded by a decentralized plan, using a communication and accountability channel to ensure institution-wide progress. We begin with an institutionally-shared definition of diversity and inclusion drawn from regent law and derived from 90+ inclusive excellence narratives and eight forums and town hall meetings. Using this shared definition, departments, programs, centers, divisions, schools, and colleges will prioritize local needs and creatively generate strategies to achieve these institution-wide goals within their local contexts. Administrative leaders at all levels--the Provost, CFO, and central administrators, Deans, Directors, Chairs and Managers--should identify the greatest needs of their units, propose solutions, provide support for initiatives, define metrics by which to measure success, and ensure continual assessment to refine and improve efforts. Evaluations of all leaders must incorporate attention to their commitment to improving and making progress issues of diversity and inclusion.

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<sup>90</sup> Damon Williams (2013).