

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

University of Colorado Boulder  
April 2, 2019

Dear Vice Chancellor Bob Boswell,

On behalf of the 28 faculty, students, and staff on the authoring and revising committees 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 document.

The goals and recommendations outlined in this plan, crafted on 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 collaboratively to put forward a plan that aligns with other campuswide planning efforts and informs 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.

In addition to the work of the authoring committee, a revising committee solicited extensive input from a wide variety of campus constituencies and groups through town halls, intact feedback sessions (including with the University Executive Leadership Team, Dean's Council, the Academic Affairs chairs and directors, the Faculty of Color group, the CU LEAD Alliance, and the Chancellor's Advisory Committees), and over 50 response papers submitted to the ODECE website. These many sources of input informed this document, which we hope will inspire and transform our campus community for years to come.

Best regards,

Authoring and Revising Committees 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.

## Acknowledgments

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## Contents

Acknowledgments	2
Section 1: Introduction	6
Core Values and Principles	6
Making Excellence Inclusive	6
Connection to Chancellor's Three Strategic Imperatives (shape tomorrow's leaders, innovate, positively impact humanity)	7
Alignment with Campus Inclusive Excellence Initiative	8
Context	8
Findings	8
Section 2: Actions	10
Three Key Goals for Inclusion, Diversity, and Excellence in Academics	10
1. Climate	10
2. Infrastructure	10
3. Leadership	10
Five Action Areas of Focus	11
<b>1. Cultivate success for a diverse undergraduate and graduate student body with expanded financial resources, academic programming, and services.</b>	12
Undergraduate Student Body	12
Statement of Need	12
Recommendations	13
Statement of Impact	18
Accountability Measures	18
Graduate Students	19
Statement of Need	19
Recommendations	21
Statement of Impact	23
Accountability Measures	24
<b>2. Learn and lead effective efforts to attract and retain a more diverse faculty and staff</b>	25
Faculty	25
Statement of Need	25
Recommendations	25
Statement of Impact	27

	4
Accountability Measures	27
Staff	28
Statement of Need	28
Recommendations	29
Statement of Impact	31
Accountability Measures	31
<b>3. Increase financial resources and incentives to undertake diversity, equity, and inclusion work</b>	32
Financial Resources	32
Statement of Need	32
Recommendations 23. Allocate ongoing resources to actualize IDEA Plan efforts:	32
Statement of Impact	34
Accountability Measures	34
<b>4. Move accountability for diversity and inclusion from the periphery to core institutional functioning</b>	35
Institutionalized Accountability	35
Statement of Need	36
Recommendations	36
Statement of Impact	38
Accountability Measures	38
<b>5. Build institutional infrastructures and human capacity to implement the plan</b>	39
Implementation, Capacity and Infrastructure	39
Statement of Need	39
Recommendations	39
Statement of Impact	42
Accountability Measures	42
Appendix A	47
CU Boulder Campus Definition of Inclusive Excellence	47
Appendix B	48
The Council for Community and Inclusion (CCI)	48
Appendix C	51
Historical Diversity Efforts at CU Boulder	51
Where Are We Now?	52
Students	52
Employees—Faculty/Staff	53
Diversity and Inclusion Partner Offices	53

Appendix D	56
CU Boulder Inclusive Excellence Narratives: Compiled Summary Reports	56
Overall Findings	56
Process	56
Definitions of Excellence	56
Definitions of Inclusivity (examples illustrating the range of responses)	56
Values and Behaviors Associated with Excellence:	57
Aspirational Goals/Recommendations	57
Appendix E	59
Results of ODECE Update Sessions	59
Appendix F	60
Authoring Committee and Process	60
Committee Members	60
Phases of Work	62
Hybrid Model	62
Appendix G	64
Works Cited	64

## 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. The campus stands upon land within the traditional territories of the Arapaho, Cheyenne, and Ute peoples. 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 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**. This 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.

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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, and political philosophy. Please also refer to Regent Policy 10P.

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

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 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. As such, this plan proceeds with a commitment to encouraging the cultivation of a growth mindset, particularly with regard to equity, accountability, and belonging.

### **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 not only requires 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 the *freedom to imagine*—freedom that arises from the vibrant presence of diversity and equity that leads to inclusive excellence.

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

<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/>).

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 that 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.

## 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, the Vice Chancellor and Associate Vice Chancellor of the Office of Diversity, Equity and Community Engagement (ODECE). 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 D 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

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

<sup>7</sup> See Appendix C for more detailed information and data related to historical diversity efforts 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.

## 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 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**

A working definition of campus climate includes the individuals' attitudes, expectations, behaviors and perceptions regarding diversity, respect, and their sense of belonging on campus (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999; Rankin & Reason, 2005). Structural diversity, or the presence of many diverse individuals in the same area, is a necessary but not wholly sufficient catalyst for a more positive campus climate (Gurin, Dey, Hurtado, & Gurin, 2002; Hurtado, et. al., 1999), though it increases opportunities for intergroup contact, which then impacts educational attainment over time (Hurtado, Griffin, Arellano & Cuellar, 2008; Pike & Kuh, 2006).

In the past two decades, CU has made strides in enrolling increasingly diverse first-year students. 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 Latinx<sup>8</sup> 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>9</sup> Furthermore, once enrolled, many of these groups of students experience an unwelcoming climate.<sup>10</sup> In addition to students of color, research has shown that *all* students who perceive an unwelcoming climate feel a lower sense of belonging on campus (Locks, Hurtado, Bowman, & Oseguera, 2008). By contrast, students who learn to engage across differences experience a stronger sense of academic self-confidence (Nelson Laird, 2005) and gain skills that are considered desirable in the globally-conscious marketplace (American Association of Medical Colleges [AAMC], 2013).

To achieve inclusive excellence, much work must be done. The usual logic of “recruit and retain” must be reversed; more attention should be paid to the relationship between the individual and the institution after they have arrived (Johnson et. al., 2007). 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 are recommendations for action, some of which highlight specific initiatives that are already doing this work but that need more support to better serve students, and others of which address current needs not yet being fully met.

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<sup>8</sup> *Latinx* refers to people (of all genders) that are of Latin American descent or origin.

<sup>9</sup> See CU Boulder fall enrollment tableau, 2008-2018 (<https://public.tableau.com/profile/university.of.colorado.boulder.ir#!/vizhome/alltotal/CampusTotal-Summary>).

<sup>10</sup> While progress has been made for current students to opt in to update their gender identity, sexual orientation, pronouns, and name through the online portal, we currently do not have robust data on incoming LGBTQIA+ students; what defines diverse first-year students on this page only references race and ethnicity. 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.

## Recommendations

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

The CU Leadership, Excellence, Achievement, and Diversity (CU LEAD) Alliance<sup>11</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 mentoring 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 is 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 the alliance's 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 LEAD Alliance programs be 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 who support retention efforts as simultaneous to continued growth in students, ensuring consistent ratios to maintain levels of student support and assistance; personalized support and assistance are valuable components of 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 first-year students 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 Alliance programs serving a positive incentive for students to join and making CU Boulder more financially accessible<sup>12</sup>
- Provide more resources for piloting new and innovative projects within CU LEAD Alliance programs, as well as the development of new programs done in coordination with the Alliance, to better identify and fill current gaps

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<sup>11</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.

<sup>12</sup> Participation scholarship amounts have not grown at the same rate as tuition, thus offering only a smaller enticement and financial reprieve. One way to correct 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.

## **2. 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
  - Increase efforts to create and support diverse living-and-learning communities, making sure that all residential programs are taking proactive measures to improve diversity, inclusion, and equity
- Refine and expand Student Affairs 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 Student Affairs, such as for resident assistants and hall directors, regarding diversity awareness and inclusive best practices
- Given that the residential environment is the first point of contact and critical place of learning, development, and interaction among student communities, encourage the work of Housing and Dining Services' Diversity and Inclusion Committee to identify, scale, and create initiatives in collaboration with other knowledgeable units on campus (such as ODECE, CISC, OIEC, ISSS, and others)

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

As the cost of college attendance rises, the university has been working to meet the financial needs of students,<sup>13</sup> but more can be done. We must develop more scholarships that target underserved communities. 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>14</sup> which has a 3.75 GPA requirement, to determine whether it is feasible to incorporate students who are strong academically but balancing other obligations with their studies

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<sup>13</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>14</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.

- Programing and support for Native students must be scaled. Current scholarship and community programs include the White Antelope Memorial Scholarship and First Nations Scholarship. Additional community programing and enhanced scholarships must be developed to support the Native community. Develop stronger coordinated efforts to maximize existing resources by more effectively communicating with and connecting students with scholarship opportunities<sup>15</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
- Investigate strategies, given our restrictive environment, to provide additional resources to international students
- Grow efforts to increase the accessibility of High Impact Practices programming (study abroad, internships, undergraduate research) for all students

While financial resources are an important means of growing the diversity of CU's campus and making it more financially accessible, we must ensure that these students are connected to the academic communities and support services needed to meet their full potential.

#### **4. Improve outreach and engagement with K-12 grade students from under-resourced communities and with community colleges in Colorado and beyond:**

- The Office of Pre-College Outreach and Engagement<sup>16</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 PCDP, as well as those already being conducted in the Roaring Fork Valley and Summit County
  - Increase current LEAD Alliance scholarships for PCDP alumni who are now CU students to \$2,500 to \$5,000 each<sup>17</sup> and increase time of award to include a possible fifth year of attendance
  - Increase opportunity for participation in summer bridge programs for incoming PCDP alumni and other CU students from similar populations
- Coordinate efforts to reach K-12 students with other units<sup>18</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

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<sup>15</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>16</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.

<sup>17</sup> Colorado State University has a similar program and provides \$2,500 scholarships to 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>18</sup> Such as, but not limited to, the School of Education, the School of Music, the Science Discovery Program, and Continuing Education's Office of Outreach and Engagement.



- Increase signed partnership agreements with community-based organizations (CBOs) and investigate partnerships with nonprofits such as the Posse Foundation and College Horizons
- In recent years, the university has increased its outreach to local community colleges by establishing full-time transfer admission counselor positions. Staff members must have resources to engage with prospective transfer students
  - We recommend establishing partnership programs within community college systems beyond Colorado
  - Expansion of CU Pathways program—a current partnership between Aurora Public Schools, Community College of Aurora, and CU Boulder
  - Establish scholarship program for Phi Theta Kappa students
  - Relatedly, we recommend that the university and its colleges review its processes and requirements to uncover any obstacles and to move deliberately toward making them more transfer-friendly

#### **5. Modify enrollment processes to identify barriers and support a broader range of students:**

- Scale targeted recruitment initiatives among populations of students who are currently underrepresented at the university, such as rural students, Native American students, LGBTQIA+ students, and students with disabilities, 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 fit a stereotypically “mainstream” academic profile,<sup>19</sup> considering existing inequities in our primary and high school education systems, the university is not 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>20</sup> Automatically waive all enrollment fees (application fee, confirmation fee, and housing deposits) for low-income students and discount, or eliminate, the fees for middle-income Coloradans
- The university and its academic units should review its processes and requirements to uncover any obstacles and to move deliberately toward making them more transfer-friendly

#### **6. Expand resources for administrative units that provide services to underserved 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>19</sup> Such as the McNeill Academic Program (<https://www.colorado.edu/mcneill/>).

<sup>20</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 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
- As international student populations grow, 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 its work with all students, in particular LGBTQIA+ populations, students from racially and ethnically diverse backgrounds, and women and femme-identifying students

#### **7. Support efforts to increase accessibility of high impact practices for student success:**

- High-impact practices (HIPs) are data-driven teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. But some of these include opportunities that are not always accessible to students, particularly those with lower socio-economic means. Knowing this, programs at CU have worked to address these challenges. Study Abroad has programs like Go Scholar to give more students the opportunity to engage in global learning. Programs like Undergraduate Research Opportunities Program (UROP) and Biological Sciences Initiative (BSI) help provide paid research opportunities to undergraduates. These types of programs can be grown, as might those supplementing unpaid internships.

#### **8. Regularly assess and build opportunities to improve campus climate for undergraduate students<sup>21</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; leaders' actions in response to climate data are included in their performance reviews
- Implement specific activities during New Student Welcome to better prepare *all* students to engage as members of a diverse community and exhibit intercultural awareness and empathy for one another

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<sup>21</sup> Recommendations to increase the frequency of campus climate surveys recur in other sections of the plan as well.

- Explicitly teach campuswide values, including values of inclusive excellence, and how these are exhibited by personal actions

### **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 the university's reputation). To recruit a more diverse student body, we must be able to retain and graduate 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**

#### **The Provost, Senior Vice Chancellor/Chief Financial Officer (SVC/CFO), the Deans, and ODECE (Rec 1, 2, 3, 4, 7)**

- Expand the size and scope of CU LEAD Alliance programs, their services, and the requisite support staff required to operate them, individually and collectively. Ensure that the campus strategic enrollment goals, including goals related to international students, and planning and academic unit enrollment goals align with these objectives.
- Ensure that access to High Impact Practices programming is increased for all students.
- Ensure that outreach and engagement with K-12 entities is appropriately supported across respective efforts.
- Ensure that recommendations regarding enrollment management are appropriately supported across respective efforts.

#### **All Academic Units (Rec 1, 5)**

- All units should evaluate and take deliberate efforts to improve support of diversity, inclusion, and equity as pertains to climate, recruitment, and retention. This should include:
  - More deliberative outreach and recruitment to underrepresented communities
  - Growing and publicizing aid distribution to provide more information and accountability in how specific departments and programs support need-based and underrepresented students
  - Growing accessible mentoring, leadership, and professional development opportunities. This should include improved coordination with relevant programs (such as those in the CU LEAD Alliance)
- Each year, units will submit a brief annual report to the college and school deans describing how the unit is supporting diversity and inclusion in regard to these objectives.

**Office of Undergraduate Education (Rec 2, 8)**

- Provide all incoming first-year students (including transfer students) with the opportunity to participate in a Residential Academic Experience.

**Student Affairs (Rec 2, 8)**

- Enhance training for resident assistants and hall directors regarding diversity and inclusion.

**Senior Vice Chancellor/Chief Financial Officer (SVC/CFO) and Financial Aid (Rec 5)**

- Improve communication practices regarding data collection for financial aid and scholarships, as well as increase funds for the specific scholarships named above.

**The Provost, Senior Vice Chancellor/Chief Financial Officer (SVC/CFO) (Rec 6)**

- Expand resources for the following administrative units: Disability Services, Office of Information Technology, Office of Institutional Equity and Compliance, Office of International Student and Scholar Services, Center for Inclusion and Social Change.

**Deans and Associate Deans (Rec 8)**

- Should do all of the items listed under “All Academic Units” as well as help coordinate and share information about best practices within the college and divisions
- Should review and respond to annual reports, monitoring and motivating progress
- Should grow and support current diversity initiatives and programs at the college level and identify gaps in programming. This might include working with ODECE to develop new academic communities at the undergraduate and graduate levels to be a part of the CU Lead Alliance

**Office of Data Analytics (ODA) (Rec 8)**

- ODA will work collaboratively with campus constituency groups, determine the interval and content of student climate surveys. Ensure their regular administration, dissemination, discussion, and incorporation of their findings into reviews. Work creatively to gather data on other groups for which there is not currently specific data, such as members of the LBGTQIA+ community.

## *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, according to the Office of Data Analytics’

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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. Many of these provisions would also impact post doctorate appointments as well.

interactive diversity data,<sup>23</sup> the most growth has been in recruiting Latinx 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.<sup>24</sup>

Perhaps more important than enrollment data are the results from the 2014 Graduate Climate Survey, which revealed significant information about the graduate student experience. The survey 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. In general, students who perceive to be part of a hostile environment are more likely to experience negative outcomes academically (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998).

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 LGBTQIA+ students.<sup>25</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 (Kingkade, 2016). Unless we can ensure a climate where everyone, regardless of their race, gender, and sexual orientation, feels welcomed and appreciated, 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 a unique need for mental health services. Nationwide surveys have indicated a dramatic increase in incidents related to mental health among graduate students (Flaherty, 2018), 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.

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<sup>23</sup> See <https://www.cu.edu/diversity-report-interactive-data> for more information.

<sup>24</sup> Enrollment of Asian-American graduate students was 3.5% in 2008 and 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%.

<sup>25</sup> See the 2014 Graduate Student Climate Survey for more information, specifically regarding LGBTQIA+ dropout and female belonging (<https://www.colorado.edu/oda/institutional-research/surveys/social-climate-surveys/graduate-student-social-climate-survey>).

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

### **Recommendations**

#### **9. 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>26</sup>
  - Develop a more comprehensive infrastructure of programming to better reach graduate students in all areas of study<sup>27</sup>
  - Such programs would aid in the transition of undergraduate students to graduate studies, provide administrative support services and programming, and facilitate peer and faculty mentorship, all with the goal of increasing persistence

#### **10. 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
- Enhance the visibility of the diversity and equity principles on the departmental level, through United Government of Graduate Students (UGGS), and through the Graduate School

#### **11. 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>28</sup>
  - Work with each department or unit's communication team to facilitate clear messaging regarding mentorship efforts

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<sup>26</sup> While there are some programs that provide partial approaches, they are located almost exclusively in STEM fields and with external funding.

<sup>27</sup> Such programming might emulate the undergraduate programming that currently exists for undergraduates, through the creation of academic communities in each of the colleges.

<sup>28</sup> For example, a specialized software that acts as a matchmaking platform for mentors and mentees.

- Create a shared understanding of effective mentorship practices, as developed by inclusive excellence committees<sup>29</sup> at the unit and departmental levels
- 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

## **12. Implement targeted measures to improve campus climate for graduate and professional students:<sup>30</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 community development
  - Build on models such as CU Cafe and International Student Coffee Hour<sup>31</sup> to provide positive and engaging opportunities for graduate students to connect and network

## **13. Recruit diverse graduate, postdoctorate, and professional students:**

- Better support and expand summer research programs dedicated to the recruitment of underserved undergraduates, such as the Summer Multicultural Access to Research Training (SMART) program, which should be funded back to its initial program capacity of 20 students,<sup>32</sup> and extend beyond the STEM departments and colleges to 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
  - 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, students with disabilities, low-income and first-generation graduate students and postdocs, and students and postdocs who are guardians and/or parents

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<sup>29</sup> Some departments have established inclusive excellence committees made up of undergraduates, graduate students, faculty, and staff; this practice should be adopted widely.

<sup>30</sup> The revising committee is actively working on the sub-recommendations below to add additional information to make these items more specific.

<sup>31</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>).

<sup>32</sup> The SMART program has received the same funding for many years; as costs have increased, they are able to fund fewer students.



- 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

#### **14. Improve and increase healthcare coverage and mental health services:<sup>33</sup>**

- Expand 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 in Counseling and Psychiatric Services (CAPS) and Health and Wellness Services on how to best serve students who may experience additional strain or stigma in graduate programs due to their underrepresented status, particularly LGBTQIA+ students, students with disabilities, indigenous students, first-generation students, racial and ethnic minority students, and women

#### **15. Regularly assess and build opportunities to improve campus climate for graduate students:**

- Implement a regular and frequent cadence of climate surveys that address graduate students with specific focus on diverse populations
- Implement exit surveys for all students leaving graduate programs, both prematurely and after completion
- Ensure that data are reported and discussed publicly and that findings are incorporated into ARPAC reviews; leaders' actions in response to climate data are included in their performance reviews

#### **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:

- Improved social climate and enriched sense of community and belonging within and across departments
- 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

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<sup>33</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.

- Structural capacity to continue, enrich, adapt, and expand effective efforts and programs well into the future

### **Accountability Measures**

#### **The Provost, SVC/CFO, All Academic Units, and ODECE (Rec 9, 10, 11, 12)**

- Expand the size and scope of mentoring programs (like the CU LEAD Alliance, but for graduate students), their services, and the requisite support staff required to operate them
- Increase communication among senior leadership and with the Graduate School, schools and colleges, and the SVC/CFO's team to prioritize graduate student needs

#### **The Graduate School (Rec 9, 10, 11, 12)**

- Take the lead to ensure that the above recommendations regarding additional resources, programming, and support efforts gain momentum.
- Review current efforts to increase aid, support, and mentorship, culminating in an annual report to the Provost demonstrating current efforts, unmet needs, and ongoing efforts to improve resources. Hire dedicated staff focused on diverse graduate student retention efforts outlined in the IDEA Plan.

#### **All Academic Units, ODECE (Rec 13)**

- Develop new or increase support for existing programs that specifically work to diversify graduate student cohorts

#### **Office of Financial Aid (Rec 13)**

- Publicize aid distribution on websites and in public channels to provide more information and accountability about how specific departments and programs support need-based and underrepresented students
- Improve communication practices regarding data collection for financial aid and scholarships

#### **Office of Student Affairs (Rec 14)**

- Expand current healthcare offerings to include optometry and dental services
- Improve and increase mental wellness services, specifically with regard to mental health services for graduate students

#### **Office of Data Analytics (Rec 15)**

- Working collaboratively with campus constituency groups, determine the interval and content of student climate surveys. Ensure their regular administration, dissemination, discussion, and incorporation of their findings into reviews.



## ***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. Research has shown that “a diverse faculty body improves the teaching and learning environment for all students” (Urban Universities for Health [UU-HEALTH], 2015, p. 3; Piercy, et al., 2005). 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>34</sup> In general, faculty from underrepresented groups are not recruited or retained at rates that reflect their national proportions (Whittaker, Montgomery, & Martinez Acosta, 2015). Improving the campus climate must be an integral aim that undergirds both recruiting and retention efforts.

Indeed, “diversity and a favorable institutional climate impact faculty retention, which is a concern for many public universities” (UU-HEALTH, 2015, p. 3), including CU Boulder. Campuswide mechanisms (such as dual-career programs, bridging opportunities, and support for families) would improve the university’s ability to entice candidates who contribute to diversity to accept positions and remain at the institution (Moreno, Smith, Clayton-Pederson, Parker, & Teraguchi, 2006; UU-HEALTH, 2015).

#### **Recommendations**

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

- Require that all departments engaged in hiring complete Human Resources’ professional development program<sup>35</sup> 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

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<sup>34</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%).

<sup>35</sup> Information on an online course on inclusive hiring and other resources can be found at <https://www.colorado.edu/hr/diversity-inclusive-excellence/diversity-search-hiring>.

- 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>36</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

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

- Expand the STAR program to include accommodating dual-career faculty candidates and creating new faculty and bridge positions in academic units<sup>37</sup>
- Expand the STAR program to support the retention of faculty who contribute to inclusion and diversity
- 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
- 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 acknowledgment and engagement with diversity work, community service, and inclusive student mentoring in annual merit, tenure, and promotion evaluations for all faculty<sup>38</sup>
- Identify barriers in the climate of the institution that impact retention of underrepresented faculty and staff
- Create a program to connect junior faculty with more senior CU Boulder faculty outside of their departments
  - This external mentoring program would complement, not replace, the discipline-specific mentoring provided by departments; it would also gather mentees and mentors regularly to discuss the challenges of navigating the research university

#### **18. Regularly assess and build opportunities to improve campus climate for faculty:**

- Implement a regular and frequent cadence of climate surveys that address faculty

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<sup>36</sup> See <https://www.colorado.edu/faculty/star> for more information.

<sup>37</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>38</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>).

- Ensure that data are reported and discussed publicly and that findings are incorporated into ARPAC reviews; leaders' actions in response to climate data are included in their performance reviews

#### **19. Implement performance plan and evaluation recognition:<sup>39</sup>**

- The Office of Faculty Affairs will develop and distribute guidelines for valuing 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 performance reviews
  - Communication of guidelines will occur during the onboarding and orientation of every employee
  - Personnel will be mentored on how to track their accomplishments and efforts in this area to ensure that they are appropriately skilled in documenting their efforts

#### **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**

##### **The Provost (Rec 16)**

- Expand the size and scope of the STAR and Chancellor's Postdoctoral Fellowship programs and support cluster hiring plans

##### **Faculty Search Committees (Rec 16)**

- All faculty search committees should complete training in conducting inclusive searches
- 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 Academic Units (Rec 17)**

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<sup>39</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.

- All units should submit a brief annual report to the college/school dean or institute director describing how the unit is supporting diversity and inclusion. Topics to be addressed include goals and practices for:
  - Recruitment
  - Retention
  - Acknowledgment
  - Climate
  - Mentoring and professional development
  - Leadership opportunities
- ODECE will offer recommendations and consultation on how units can meet their goals. These annual reports will comprise one section of each unit's Academic Review and Planning Advisory Committee (ARPAC) report. Every three years, colleges and institutes will be asked to present the information for their reports to the Council for Community and Inclusion

**Office of Faculty Affairs (Rec 17, 19)**

- Address recognition of diversity and inclusion work in merit, reappointment, tenure and promotion
- Create a campuswide faculty mentoring program to support retention of faculty who contribute to inclusion and diversity
- Create a career liaison program for faculty
- Additionally, create a program to connect junior faculty with more senior CU Boulder faculty outside of their departments

**Office of Data Analytics (Rec 18)**

- Work collaboratively with campus constituency groups to determine the interval and content of faculty climate surveys. Ensure their regular administration, dissemination, discussion, and engagement of the campus with the data

*Staff***Statement of Need**

Thousands of staff members support the learning mission of the institution by interacting with students through services, via co-curricular programming, and by developing the processes by which faculty, students, and the public interact with the institution. Staff play a critical role in establishing a department's local climate, and staff perceptions of barriers in achieving greater diversity in the localized context have been shown to impact their attitudes about the campus climate as a whole (Mayhew, Grunwald & Dey, 2006). Therefore, communication that welcomes discussion of diversity-related issues can encourage the development of a positive campus climate (Hurtado, et. al., 1998) and aid in helping staff feel more connected to the campus community.

The logic of the benefits of a diverse student body and a diverse faculty extend to diverse staff as well; to provide the richest experience for our students, it is imperative that, among other indicators, staff reflect the diversity of our state and nation.<sup>40</sup> To recruit and retain diverse staff, we need to enhance our reputation as an employer of choice for members of underrepresented groups and female-identified individuals, and develop the organizational knowledge needed to challenge historical barriers to hiring for diversity.

## Recommendations

### 20. 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
  - Utilizing technologies designed to reduce biased language in job postings and descriptions (e.g., Textio)
- 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:
  - 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

### 21. Invest in retention strategies for staff:

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<sup>40</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.

- Regularly assess and build opportunities to improve 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 ARPAC reviews; leaders' actions in response to climate data are included in their performance reviews
  - 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
  - Integrate climate data into established organizational development mechanisms, employee engagement, organization development, and employee learning and development
  - Ensure that comprehensive career growth programs and structures are in place—career counseling, professional development, career ladders
  - Incorporate competencies into the staff performance management system that elevate abilities and behaviors among all staff to create an inclusive workplace for all staff
  - Create a program review model for nonacademic units, through which units are held accountable for diversity and inclusion work
  - Require Vice Chancellors to present every three years to the CCI
- Address equity issues among staff
  - Implement targeted programs for our lowest wage earners in the staff ranks to include 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

## **22. Implement performance plan and evaluation recognition:<sup>41</sup>**

- Human Resources (for staff) and Faculty Affairs (for faculty), in collaboration with other campus units, will develop and distribute guidelines for valuing contributions, above and beyond job descriptions, that personnel make to diversity, equity, and inclusive excellence<sup>42</sup>
  - Guidelines will include specific statements about how to identify, evaluate, and reward inclusive excellence activities

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<sup>41</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>42</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.

- 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 on how to track their accomplishments and efforts in this area to ensure that they are appropriately skilled in documenting their efforts

### **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**

#### **All Units (Rec 20, 21)**

- All units will submit an annual report (to their appropriate executive leader) 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

#### **Human Resources (Rec 20, 21, 22)**

- 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
  - Addressing equity issues among staff
  - Designing robust recruitment mechanisms
  - Developing career development mechanisms for staff
  - Incorporating competencies related to diversity and inclusion into the staff performance management process
  - Implementing professional development that enhances staff knowledge and abilities in diversity and inclusion
  - Conducting regular salary assessments to ensure salary equity

#### **Office of Strategic Relations (Rec 20)**

- 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) (Rec 21)**

- 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

**Office of Data Analytics (Rec 21)**

- Determine the interval and content of staff organizational culture surveys. Ensure their regular administration, dissemination, discussion, and engage the campus with the data

**3. *Increase financial resources and incentives to undertake diversity, equity, and inclusion work******Financial Resources*****Statement of Need**

Financial resource allocations are a clear and honest reflection of an institution's priorities. Diversity and inclusion statements alone are not enough. For CU Boulder to demonstrate its commitment to diversity, equity, and inclusive excellence, we must dedicate financial resources to implement and sustain needed policies, programs, and infrastructure. This can be done via two complementary means: ensuring that existing resources are expended in ways that intentionally address issues of diversity and inclusion, and creating new funding streams to support such efforts. Effective initiatives that produce high-quality experiences and equip individuals for a diverse society require “the commitment of institutional leaders to creat[e] the conditions needed for positive and productive interactions among diverse groups of students, faculty, and staff” (Pike & Kuh, 2006, p. 445). The following recommendations are aimed to enhance and make such conditions possible.

**Recommendations****23. Allocate ongoing resources to actualize IDEA Plan efforts:**

- Support the creation of new campuswide efforts and programs within colleges, departments, and nonacademic units
- Scale existing efforts with demonstrable success and sustainability, both campuswide (i.e., the STAR program) and within colleges, departments, and nonacademic 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>43</sup> will receive additional resources for as long as the threshold is maintained

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<sup>43</sup> To be determined by Human Resources, ODECE, and the new Center for Teaching and Learning Outcomes.



- The additional funds will come with the stipulation that they be used in ways that enhance diversity, equity, and inclusion practices

**24. Generate initiative funds via an annual 1% resource reallocation:**

- The Provost and SVC/CFO will create an annual 1% reallocation of the existing unrestricted resources of departments, colleges, institutes, and other units<sup>44</sup> for the purpose of maintaining the vitality of inclusion, diversity, and excellence efforts across campus
  - Establish a fund to support innovative efforts focused on diversity, equity, and inclusive excellence, and provide additional support to scale successful existing efforts
  - Ensure that the Council for Community and Inclusion (CCI) retains exclusive responsibility to allocate funds from the annual resource reallocation
  - Enable units to engage with the CCI 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

**25. Ensure that IDEA Plan goals are integrated into capital campaigns and other fundraising efforts:**

- The Provost, SVC/CFO, 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

**26. Cultivate diversity-oriented grants and industry partnerships:**

- Advancement (in relation to private grants) and the Office of Contracts and Grants (in relation to public grants) will work in collaboration with other units, the Provost, and the SVC/CFO to support applications for grants that fund diversity and inclusion-focused initiatives
  - For initiatives in the pilot phase of their development, the Provost and the SVC/CFO will commit to reviewing data generated by funded initiatives and consider establishing ongoing funding after the grant expires

**27. 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 pursue waivers on ICR<sup>45</sup> when such a strategy would be competitively advantageous

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<sup>44</sup> The CCI will determine a feasible and sustainable mechanism for implementing this reallocation; see section B for more information.

<sup>45</sup> Charitable foundations and their administrative overhead would be exempted from this process.

- The standards to establish "substantial" work will be developed by a collaborative team of members of the Research and Innovation Office (RIO), the Office of Diversity, Equity, and Community Engagement (ODECE), and Finance and Business Strategy (FBS)

## **28. Implement performance plan and evaluation recognition:<sup>46</sup>**

- Human Resources, in collaboration with Council for Community and Inclusion (CCI) and other campus units, will develop and distribute guidelines for valuing contributions, above and beyond job descriptions, that personnel make to diversity, equity, and inclusive excellence<sup>47</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 on 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 valuing 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 performance reviews
  - Communication of guidelines will occur during the onboarding and orientation of every employee
  - Personnel will be mentored on how to track their accomplishments and efforts in this area to ensure that they are appropriately skilled in documenting their efforts

### **Statement of Impact**

These recommendations will increase incentives and financial resources to support campuswide 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**

#### **Provost and SVC/CFO (Rec 23, 24, 25, 26)**

- The Provost and SVC/CFO will be responsible for establishing a continuing budget fund to support the IDEA Plan:

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<sup>46</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>47</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.

- The Provost and SVC/CFO will be responsible for implementing the 1% investment reallocation and for ensuring that the funds obtained reach the appropriate programs, either directly or through ODECE or other relevant units
- Incentivize departments to engage in professional development

**Deans, Chairs and Directors (Rec 23, 25)**

- Support new efforts related to inclusion, diversity and equity across all departments and units, while making efforts to scale existing programs and resources
- Work with Human Resources to ensure faculty and staff engage in professional development opportunities that work to improve campus climate and inclusion practices

**Office of Advancement (Rec 25, 26)**

- Work with senior leadership to ensure that IDEA Plan goals are incorporated into capital campaigns and fundraising efforts

**Research and Innovation Office (RIO), Office of Contracts and Grants (OCG), ODECE, and Finance and Business Strategy (FBS) (Rec 27)**

- ICR incentivization will require coordination among RIO, OCG, and ODECE.<sup>48</sup> A broad-based disciplinary team of researchers, RIO, OCG, and ODECE will develop the standards and procedures for the ICR waiver<sup>49</sup>

**Human Resources and the Office of Faculty Affairs (Rec 28)**

- Human Resources and the Office of Faculty Affairs should develop guidelines for performance evaluations for staff and faculty respectively that incorporate recognition and accountability for diversity and inclusion work, and should consult with relevant offices and units

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

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<sup>48</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>49</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.

### 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 were the most common request across the 90+ inclusive excellence narratives submitted to ODECE<sup>50</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>51</sup>

Faculty are the “designated socializing agents” of higher education (Hurtado et. al., 1998), and when diverse faculty and staff are equipped to engage with students effectively across difference, learning outcomes are improved (Milem, 2003; Piercy et. al., 2005). 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 Excellence,<sup>52</sup> Academic Futures<sup>53</sup>) have also 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

#### **29. Encourage the new CU Boulder Center for Teaching and Learning (CTL)<sup>54</sup> to stand by a firm commitment to inclusive pedagogy and practices as its core values:**

- Empower teaching and learning support units across campus<sup>55</sup> to explore any benefit in collaborating across their respective efforts
  - Experts within the CTL 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
  - Scale up resources in Human Resources to provide professional development for nonacademic units

#### **30. 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 regular and frequent cadence 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

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<sup>50</sup> See Appendix C for more information.

<sup>51</sup> See Appendix D for more information.

<sup>52</sup> See the [Foundations of Excellence Report](#) that was submitted to Provost Russ More.

<sup>53</sup> See the [Academic Futures Summary on Inclusive Excellence](#).

<sup>54</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>55</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, and the co-curricular experts within the Center for Inclusion and Social Change.

- Additional resources, as necessary, should be provided to the Office of Data Analytics
- Adjust climate surveys to represent all campus constituents, and focus on how such results will inform, challenge, or validate current and new efforts in making excellence inclusive
- Results should be shared on campus in such a way that clear actionable steps can be gleaned and institutional learning can occur
- Build into the cadence of survey delivery, data analysis, and release of findings a clear set of actionable steps so that the process can be repeated and handed off successfully over time to new team members
- The website for the proposed CCI<sup>56</sup> can serve as a repository for survey data as well as other information that has relevant implications for widespread diversity work on campus, to be determined by the CCI once it is convened

**31. 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 Inclusive 101" offered by Human Resources would be one option, as would be offerings through ODECE and the new Center for Teaching and Learning
  - The Provost and SVC/CFO will ensure these programs are appropriately scaled and 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 Council for Community and Inclusion,<sup>57</sup> and ODECE annually
- Unit and department-level plans on Making Excellence Inclusive should build on the material that was previously submitted to ODECE in the earlier stages of the Inclusive Excellence Initiative; these plans should be updated and will now be thought of as *distributed* IDEA Plans, which contextualize the broader goals and recommendations in this campuswide plan to the respective units and departments
  - These unit-level plans should align or be included in any strategic plans, should remain current, and should be published on the unit or department's website

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

- The Office of Data Analytics will collaborate with appropriate campus partners to develop survey instruments to assess climate, equity, and sense of belonging among their constituents

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<sup>56</sup> See the following section "B" for more information about the proposed CCI.

<sup>57</sup> See page 24 of this report for more information.

- 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. Findings will be infused into organizational learning about inclusion through incorporation into yearly reports by the Council for Community and Inclusion (CCI) (see section “B”)
- Integrate the annual Affirmative Action Report into campus into yearly reviews by the CCI

### **Statement of Impact**

The new Center for Teaching and Learning, with a firm commitment to diversity, equity, and inclusion as a core mission, will hopefully provide support for the broader comprehensive campus response to needed professional development regarding diversity and inclusion. 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 that 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 (Rec 29, 31)**

- The Provost and SVC/CFO will recommend that deans, chairs, and directors of academic and nonacademic units create a comprehensive plan for professional development for their respective units
- Entities providing professional development (the CTL, Human Resources, ODECE, etc.) will keep recorded data of all contacts with departments and units, and report this content to the CCI on an annual basis

#### **Center for Teaching and Learning and ODECE (Rec 29)**

- Ensure experts in the CTL receive training in inclusive pedagogy and then in turn offer professional development opportunities in inclusive pedagogy to the campus

#### **Strategic Relations (Rec 30)**

- Create and maintain a campus communications and engagement plan for campus climate survey data

#### **Office of Data Analytics (Rec 30, 32)**

- Collect, analyze, disseminate, and foster discussion about data gleaned from campus climate surveys

#### **Human Resources (Rec 31)**

- Integrate the annual affirmative action report into yearly reviews by the Council for Community and Inclusion (CCI)

#### **Deans, Chairs, Directors and AVCs (Rec 31)**



- Complete Human Resources' training offerings on Making Excellence Inclusive within a timely fashion
- Maintain strategic plans that include or feature a localized version of the IDEA Plan to the unit or department's specific context and publish on their respective website

## ***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>58</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>59</sup> In practical terms, the creation of the IDEA Plan represents the early phase of this journey, and sustained efforts are required in the long term to reach these goals (Clayton-Pederson et. al., 2007; Hurtado, Carter & Kardia, 1998; Hurtado & Guillermo-Wan, 2013).

The campus community needs 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 (AAMC, 2013). At the same time, there must be a plan for sustaining initiatives across changes in leadership (UU-HEALTH, 2015).

#### **Recommendations**

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

The Chancellor shall convene a Council for Community and Inclusion (CCI)<sup>60</sup> that will serve as the implementation team for the IDEA plan.

- Purpose and charge:
  - The purpose of the Council for Community and Inclusion (CCI) is to implement the spirit and specific recommendations of the IDEA Plan for the University of Colorado Boulder

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<sup>58</sup> See Appendix B.

<sup>59</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; thereby avoiding the damage caused by well-intended actions with unanticipated outcomes as well as avoiding units working at cross purposes. And it would allow for better assessment and accountability.

<sup>60</sup> See Appendix B for additional information regarding the CCI; this appendix will likely be omitted from public publication. It is only intended for consideration by campus leadership.

- The CCI exists for two overarching purposes: (1) To oversee implementation of the recommendations in the IDEA Plan, and (2) to inform institutional strategy regarding inclusion and diversity
- Specific responsibilities:
  - Determine strategic direction related to the recommendations in the IDEA Plan
  - Advise on policy decisions regarding diversity and inclusion
  - Manage the CCI budget, publish accountability reports, and maintain communications related to diversity, inclusion, and equity to campus constituency groups
  - Oversee the execution and annual maintenance of this IDEA Plan
  - CCI will produce an annual review of the IDEA Plan and make changes to the plan as appropriate
  - CCI will serve as a channel of communication between, and enable networking among, diversity, equity, and inclusion advocates across campus
  - Determine metrics by which success will be measured

Comprised of 12-16 faculty, staff, and students, the CCI's membership will be determined by a combination of appointment and open election.

- The CCI will be led via a tri-chair executive leadership composed of one faculty member, one staff member, and one student
- Membership appointments will last for three academic years and will follow a transition cycle of incoming, serving, and outgoing members to allow for appropriate succession planning and consistency
- A member of ODECE will serve as an advisor to CCI to provide historical context and an administrative relationship

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. ODECE provides consultative support to CCI and other units across campus with relation to executing their own localized IDEA Plans<sup>61</sup> and also oversees other departments and programs, fulfilling many administrative duties separate from the IDEA Plan itself. The CCI is unencumbered of such administrative duties and therefore focuses on the implementation of the IDEA Plan and its recommendations. 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.

Such capacity-building activities include the following:

- A needs assessment commissioned by the Vice Chancellor of diversity, equity, and community engagement and executed by ODA or a similar entity should be concluded by the end of the summer of 2019, with specific recommendations to enable ODECE to provide the additional support CCI will require to implement the IDEA Plan

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<sup>61</sup> See the below recommendation. As ODECE begins to engage in localized support efforts, it will require additional resources to effectively engage across campus.



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

- Each department or unit will 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
  - Building on units' inclusive excellence plans, localized IDEA Plans must ensure that efforts:
    - Are ongoing and deliberate, rather than ad hoc, following a pattern of problem definition, action, assessment, and revising if necessary
    - Attain measurable results as defined by metrics or other means of assessment deemed appropriate by the unit
    - Are 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 local IDEA Plans accordingly<sup>62</sup>
- 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

**35. 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

**36. Regularly assess and build opportunities to improve campus climate for all CU community members:**

- Implement a regular and frequent cadence of climate surveys for the entire campus, as referenced in recommendations above for undergraduate and graduate students, faculty, and staff
- Ensure that data are reported and discussed publicly and that findings are incorporated into ARPAC reviews; leaders' actions in response to climate data are included in their performance reviews

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<sup>62</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.

**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 toward 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****The Chancellor, the Provost, and the Senior Vice Chancellor and Chief Financial Officer (Rec 33, 35, 36)**

- The Chancellor, the Provost, and the SVC/CFO will create the Council for Community and Inclusion
  - An administrative role will be created and hired to manage all logistical aspects of the CCI's functioning, including scheduling, budget, and communications
  - The Provost and SVC/CFO will work to appoint some of the CCI's membership, with other seats determined through open election

**All Vice Chancellors and Deans (Rec 34, 35)**

- Top leadership will work to ensure that localized IDEA plans are created and put into place
  - Localized IDEA plans will be published on department/unit websites within one year of the central IDEA Plan's final draft acceptance and publication
  - Internal inclusive excellence committees will be appointed (in units or departments where they do not yet exist) to maintain localized efforts and work collaboratively with the CCI at the centralized level

**Office of Diversity, Equity, and Community Engagement (ODECE) (Rec 33, 34, 35)**

- ODECE will work collaboratively with the CCI to ensure that all appropriate communications, reporting, and accountability measures expressed throughout the IDEA Plan are executed as efficiently as possible

**Office of Data Analytics (Rec 36)**

- Collect, analyze, disseminate, and foster discussion about data gleaned from campus climate surveys

## Section 3: Closing

The IDEA Plan must remain a living document—an initial tool for the campus community to use in leveraging sustained change, and one that must be periodically revisited and improved to ensure its spirit, structural integrity, and content remain closely aligned to the goals for which it was designed. Chief among these goals is to create within all members of our campus community a real and lasting sense of belonging, allowing them to achieve their individual goals, live their reality and identity in confidence, and contribute to the university with a fullness of purpose, mind, and spirit, free of artificial obstacles anchored in our differences.

Integral to pursuing this goal is taking a comprehensive approach to making excellence inclusive—from how faculty and students are recruited to the university, to how they are integrated into the community as new students, researchers, teachers, and learners, to improving their everyday experience within those identities and roles—and working to make that comprehensive approach fresh, contemporary, and relevant.

Going forward, the IDEA Plan committee will work with the new members of the Council for Community and Inclusion (CCI), whose job it will be to prioritize and implement the many recommendations within this plan. Their task in implementing the IDEA Plan will be serious in focus and broad in scope. After gaining insight from the CU Boulder community in a 30-day review period during late 2018, the committee received over 50 submissions to our online feedback portal and held 14 open town hall sessions and six focused meetings with various leadership groups across campus. The plan was revised to address this wealth of community interest; however, some topics were outside the scope of a campus diversity plan focused on cultivating the best possible conditions for academic excellence.

Among the topics that were not addressed in the plan are problems that require additional time and conversations in order to chart a satisfactory path forward. We expect that the CCI will consider these topics and will engage with both the appropriate campus and off-campus constituencies to make headway on these topics, as they are all connected to creating an inclusive campus climate.

### Future Work

Crucially, the social and economic factors related to living in Boulder County and the city of Boulder in particular lie outside the scope of this plan, yet these realities have a significant impact on our CU Boulder community. High housing costs disproportionately impact our students and employees (who are among our lower wage earners) in negative ways and, by extension, have an impact throughout our community. Individuals in and from lower socioeconomic backgrounds may be less likely to choose CU Boulder as their destination of choice specifically due to the lack of plentiful affordable housing options in and around Boulder. Similarly, childcare and elder care in the city and country are expensive, and options for affordable care are greatly limited. It will be imperative that CU Boulder leadership and representatives from the city of Boulder engage in long-range strategic planning to address providing access to affordable housing and child/elder care.

CU Boulder should do more to align with other institutions' efforts to support Native American students and community members. In particular, the CCI should work with the Center for Native American and Indigenous Studies, Upward Bound, and other Native organizations on campus to craft a statement that acknowledges the significance of CU Boulder's location on land historically recognized as belonging to the Arapaho, Cheyenne, and Ute peoples, and determine what policies could be enacted as appropriate responses to that acknowledgment.

CU Boulder must strive for salary equity, and therefore Human Resources and the Office of Faculty Affairs should engage in exploratory efforts to this end for staff and faculty, respectively.

The IDEA Plan works in service of academic excellence—upholding our campus values of inclusive excellence and ensuring that all qualified individuals have an equitable opportunity to find their success at CU Boulder. To that end, the plan requires that the CCI also work in collaboration with campus partners to engage in system-wide efforts to enhance student success and diversity. In particular, more attention should be given to the strategic and systematic uptake of High Impact Practices as a means of joining a national conversation on student success mechanisms with data-driven results.

## Call to Action

The IDEA Plan concludes with galvanized optimism for our collective forward momentum. The committee truly believes that together, with sustained effort toward our shared goals, we will make excellence inclusive at CU Boulder.

The time to succeed in this effort has never been more urgent, as our community—like campus communities across the nation—struggles to adopt a supportable and sustainable vision of diversity, inclusion, and equity amid cultural, political, and racial divisions not seen in decades. There are real wounds to heal. There is real trust to be built. There is accelerated progress that needs to be made. There are real and tangible rewards awaiting our students, faculty, and staff that must be bestowed.

The way we have chosen to answer these needs and undertake this plan is to own them in a new way that builds on decades of community efforts but that incorporates new thinking, new vision, and new approaches: first, as the work that all of us must do as individuals as a matter of conscience and commitment; second, as a community devoted to partnership, shared responsibility, and combined transformation; and finally, as an organization with identified challenges and clear roles at the central administrative level that complement the roles played by colleges, schools, and departments.

This is the very definition of a comprehensive approach to diversity, inclusion, and equity: not top-down, but down-up, top-down, sideways, and all directions in between. We seek to institutionalize our plan not just at high levels but at all levels. It is *our* work, as surely as is teaching, scholarship, creative work, and service.

## Executive Summary

### *Purpose*

CU Boulder's commitment to build an inclusive, diverse, and equitable campus community contributes directly to our strategic imperatives to shape the leaders of tomorrow, be the top university for innovation, and positively impact humanity. To prepare leaders drawn from all segments of society, we must create an environment in which everyone feels a sense of belonging and ability to contribute. To encourage innovation, we must invite collaboration among people with different cultures, histories, beliefs, and experiences. To positively impact the widest portion of humanity, we must understand and work to eliminate barriers and inequities. Our work toward inclusion directly impacts our success as an institution overall.

### *Goals of the Plan*

The IDEA 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 building programs to support underserved populations and eliminate barriers to access and success, hiring and retaining diverse faculty and staff, and recruiting, retaining, and graduating students who reflect the state of Colorado, the nation, and the global community the university serves; regularly collecting, assessing, and engaging with climate and success data; and enhancing a sense of belonging among students, faculty, and staff by nourishing the growth of interpersonal connections and engagement with the institution.

The second goal 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 building a culture of continuous improvement measured through inclusive assessment; developing financial resources to support inclusion and diversity work; providing professional development opportunities; ensuring that organizational learning occurs regularly; establishing systems and policies that ensure accountability and reward positive actions; and integrating inclusion into all of our fundamental practices, such as teaching, curricula development, and performance evaluations.

The third goal is to create a permanent focus on diversity, equity, and inclusive excellence as an understood shared priority among campus central and distributed **leadership**, including the development of an equity mindset that comprehends how to address ongoing challenges, evaluate progress, and communicate success to the broad CU Boulder community and beyond. This requires infusing our values throughout our organization by ensuring that leaders at all levels and in all segments of the campus community take ownership of localized inclusion and diversity work within their domains and integrate local work with campus initiatives. (This distributed leadership includes central administrators and heads of colleges, divisions, departments, and units, as well as leaders of student organizations and governmental organizations like CU Student Government and United Government of Graduate Students, and shared governance bodies including Staff Council and Boulder Faculty Assembly.)

### *Together We CLIMB*

The Inclusion, Diversity, and Excellence in Academics Plan seeks to achieve its three main goals through a series of strategies and recommendations occurring within five action 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 on the CLIMB toward institutional distinction in inclusion, diversity, and academic excellence through actions that engage students, faculty, staff, and alumni in transforming the university's fundamental processes of learning, teaching, researching, and supporting these activities.

### *Localized Plans and Next Steps*

While the IDEA Plan document serves the entire campus, it does not serve as a specific roadmap for individual departments or units. As set forth in the fifth action area, to build institutional infrastructures and human capacity to implement the plan, each department or unit should publish its own iteration of the IDEA Plan, drawing on the same core goals and customizing the recommendations to fit a more specific context with localized needs and solutions. These local IDEA plans should articulate how they are connected to the broader campus IDEA Plan and should adopt similar structures in identifying accountability and changes that need to be made to achieve specific goals.

## 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<sup>\*</sup> 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.

<sup>\*</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, and political philosophy. Please also refer to Regent Policy 10P.



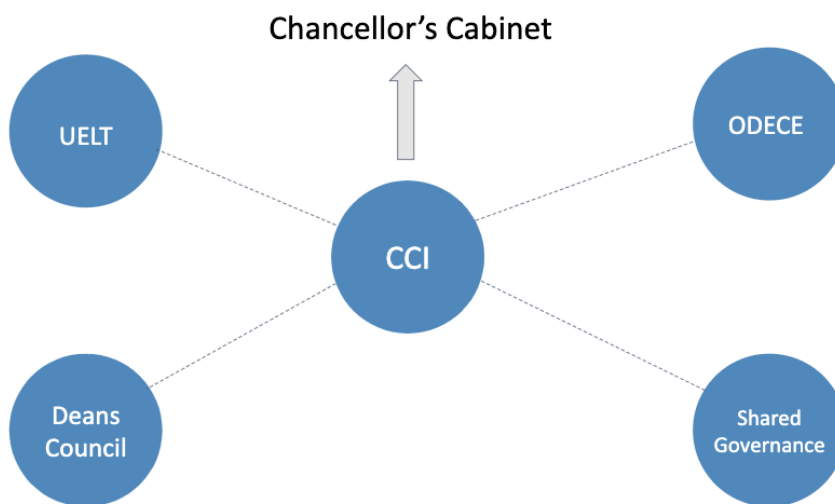
## Appendix B

### The Council for Community and Inclusion (CCI)

- 1) Purpose and Charge
  - a) The purpose of the Council for Community and Inclusion (CCI) is to implement the spirit and specific recommendations of the IDEA Plan for the University of Colorado Boulder.
  - b) The CCI exists for two overarching purposes:
    - i) To oversee implementation of the recommendations in the IDEA Plan.
    - ii) To inform institutional strategy regarding inclusion and diversity.
- 2) Specific Responsibilities
  - a) Determine strategic directions related to the recommendations in the IDEA Plan.
  - b) Ensure that recommendations identified in the IDEA Plan are implemented.
  - c) Advise on policy decisions regarding diversity, inclusion, and inclusive excellence.
  - d) Manage the CCI budget.
  - e) Establish metrics to assess inclusion and diversity.
  - f) Publish accountability reports and maintain communications related to diversity, inclusion, and equity to campus constituency groups.
  - g) Produce an annual review of the IDEA Plan and make changes to the plan as appropriate.
  - h) Serve as a channel of communication between, and enable networking among, diversity, equity, and inclusion advocates across campus.
- 3) Authority, Autonomy, and Structure
  - a) The CCI is a standing, regularly convened, and permanent body of the University of Colorado Boulder, which derives its authority from the University of Colorado IDEA Plan.
  - b) The CCI reports to the Chancellor.
  - c) The CCI maintains regular communication and contact with the Chancellor's cabinet, University Executive Leadership Team, shared governance groups (BFA, Staff Council, CUSG, and UGGS), Dean's Council, and ODECE.
  - d) The CCI acts as the monitoring and implementing body that furthers the goals and strategies identified in the IDEA Plan. This includes the authority to convene groups, coordinate groups and activities, engage in assessment and data gathering, and call upon individuals and units named in the plan to produce results.
- 4) Membership and Leadership
  - a) Membership
    - i) CCI's membership is determined by both appointment and election.
    - ii) The CCI is composed of 12-16 faculty, staff, and students:
      - (1) Appointed:
        - (a) Faculty member (1)
        - (b) Staff member (1)
        - (c) Undergraduate student (1)
        - (d) Graduate student (1)
        - (e) Representative of the associate deans of the colleges and schools (1)
        - (f) Former member of the IDEA Plan authoring or revising committee, for the first three years of the CCI's existence (1)
        - (g) A representative from each of the shared governance groups: BFA (1), Staff Council (1), CUSG (1), and UGGS (1)

- (2) Elected:
  - (a) At-large faculty member (1)
  - (b) At-large staff member (1)
  - (c) At-large student (1)
- (3) Ex officio
  - (a) Project manager (1)
  - (b) Financial advisor (1)
  - (c) Advisor from ODECE (1)
  - (d) Advisor from Office of Data Analytics & chair of subcommittee on data (1)
- iii) Member appointments last for three academic years and follow a transition cycle of incoming, service, and outgoing members to allow for consistency and appropriate succession planning.
- b) Leadership
  - i) The CCI is led via a tri-chair executive leadership group (one faculty member, one student, and one staff member) elected by the council from among its members.
- c) Compensation
  - i) The CCI tri-execs are compensated as follows: 20% service appointment for faculty and staff, and 10 hours/week payment for students at the appropriate rate.
  - ii) Members are compensated at 10% service appointment for faculty and staff and five hours/week payment for students at the appropriate rate.
- 5) Relationship to the Office of Diversity, Equity, and Community Engagement (ODECE)
  - a) A member of ODECE serves as an advisor to CCI to provide historical context and ensure an administrative relationship and regular communication.
- 6) Charge Authors
  - a) The revising committee of the IDEA Plan authored this charge.

The reporting structure for the CCI is diagrammed below as follows: The CCI reports directly to the Chancellor's Cabinet, with dotted lines connecting it to Dean's Council, the University Executive Leadership Team (UEL), shared governance, and ODECE.



The CCI is poised to carry out the strategic implementation work of the IDEA plan, and works in tandem with the entities described above as well as the Chancellor's Advisory Committees (CAC). The CAC work to promote a sense of community on campus and engage in special projects related to diversity, equity and inclusion; some of this work might overlap with recommendations in the IDEA plan and therefore signal opportunities for collaboration and strong utilization of existing resources toward shared goals.

## Appendix C

### 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 underserved student, staff, and faculty populations and to be a role model for the state of Colorado.<sup>63</sup> Early efforts also prioritized the creation of academic programs and departments focusing on minority populations<sup>64</sup> as well as building and sustaining a “sense of community” and promoting civil discourse within the university environment.<sup>65</sup>

The university’s most structured diversity plan, entitled “A Blueprint for Action,” was drafted in 1998<sup>66</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>67</sup> as well as precedential court cases involving student admissions.<sup>68</sup> Similar to the efforts of today, the “Blueprint for Action” relied not on top-down edicts but rather was a comprehensive campus plan—implemented in a decentralized system and guided by the newly created Office of Diversity and Equity<sup>69</sup>—where “success” was measured by the “day-to-day diversity efforts by

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<sup>63</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>64</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>65</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>66</sup> The Colorado Commission on Higher Education mandated that all public universities in the state create a campus diversity plan.

<sup>67</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 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>68</sup> *Regents of the University of California v. Bakke* (1978), *Gratz v. Bollinger* (2003) and *Grutter v. Bollinger* (2003).

<sup>69</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.

schools, colleges, departments, governance groups and other units of campus—as well as individual faculty, staff, administrators and students.”<sup>70</sup>

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>71</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>72</sup> as well as the annual Diversity Report presented to the Regents, which reviewed the university’s progress each year in this critical area.<sup>73</sup>

## *Where Are We Now?*

### *Students*

Based on the University of Colorado 2016-17 Diversity Report,<sup>74</sup> the undergraduate enrollment of diverse students on the Boulder campus was 24% of the total undergraduate enrollment in 2016-17, whereas ten years earlier it was only 15%. The proportion of diverse students in the first-year 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 in 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.

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<sup>70</sup> Blueprint for Action at 5.

<sup>71</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>72</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>73</sup> Diversity reports can be accessed at: <https://www.cu.edu/oa/reports-policy-briefs>.

<sup>74</sup> <https://www.cu.edu/doc/oaareportdiversity-2016-17pdf>. The diversity reports are prepared by the University of Colorado System Office of Institutional Research.

### *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. Overall, the percentage of minority faculty was 18% of total faculty and the percentage 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, minority staff was 22% of total staff and female staff was 52% of total staff.

The university's current Affirmative Action Plan<sup>75</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—2% less 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>76</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>77</sup> (including the Pre-Collegiate Development Program, which has

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<sup>75</sup> The annual Affirmative Action 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 ("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>76</sup> <https://www.colorado.edu/odece/>

<sup>77</sup> <https://www.colorado.edu/odece/pre-collegiate-outreach>



been on the campus for 34 years), CU LEAD Alliance<sup>78</sup> (a network of academic learning communities to promote inclusive excellence for underrepresented and first-generation students), Colorado Diversity Initiative (STEM programs focusing on graduate students), inclusive pedagogy workshops and communities of practice,<sup>79</sup> Disability Services<sup>80</sup> (focusing on equal access and accommodations for students with disabilities), and the annual Diversity Summit.<sup>81</sup>

**Division of Student Affairs**<sup>82</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>83</sup> Cultural Unity and Engagement Center,<sup>84</sup> Dennis Small Cultural Center,<sup>85</sup> Gender & Sexuality Center,<sup>86</sup> and Women's Resource Center.<sup>87</sup>

**Human Resources (HR)** provides tools and staff<sup>88</sup> to (1) operationalize CU Boulder's commitment to diversity and inclusive excellence by defining the knowledge base and delivery employment; (2) contributes to and helps drive campus efforts to increase diversity; (3) enhances work-life experience for frontline service employees through transformative career development; and (4) ensures affirmative action compliance.

*Programmatic highlights include:* diversity and inclusive learning and development (IDI and e-learning);<sup>89</sup> frontline service employees career development and ESL;<sup>90</sup> diversity search and hiring;<sup>91</sup> resources and tools;<sup>92</sup> and affirmative action.<sup>93</sup>

**Office of Institutional Equity and Compliance (OIEC)**<sup>94</sup> is a comprehensive and integrated civil rights office with dedicated staff for case resolutions, education (including prevention and

<sup>78</sup> <https://www.colorado.edu/odece/culead>

<sup>79</sup> <https://www.colorado.edu/odece/strategic-innovations>

<sup>80</sup> <https://www.colorado.edu/disabilityservices/>

<sup>81</sup> <https://www.colorado.edu/odece/diversity-inclusion-summit>

<sup>82</sup> <https://www.colorado.edu/studentaffairs/inclusion>

<sup>83</sup> <https://www.colorado.edu/ceb/>

<sup>84</sup> <https://www.colorado.edu/cue/>

<sup>85</sup> <https://www.colorado.edu/involvement/dscc>

<sup>86</sup> <https://www.colorado.edu/gsc/>

<sup>87</sup> <https://www.colorado.edu/wrc/>

<sup>88</sup> Staff include a diversity search and outreach program manager, diversity and 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>89</sup> <https://www.colorado.edu/hr/diversity-inclusive-excellence/diversity-inclusion-learning-and-development>

<sup>90</sup> <https://www.colorado.edu/hr/diversity-inclusive-excellence/frontline-service-employees>

<sup>91</sup> <https://www.colorado.edu/hr/diversity-inclusive-excellence/diversity-search-hiring>

<sup>92</sup> <https://www.colorado.edu/hr/diversity-inclusive-excellence/resources-tools>

<sup>93</sup> <https://www.colorado.edu/hr/policies-guidance/affirmative-action>

<sup>94</sup> <https://www.colorado.edu/institutionalequity/>



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 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 campuswide 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** provides inclusive pedagogy offerings 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 D

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

The steering committee for the original IE narrative process had read through the narratives and produced different summary reports based on similarities and themes that the committee noticed across different campus contexts. What follows is an overall summary of said reports and narratives; for more information about this data, contact the Office of Diversity, Equity and Community Engagement directly at [odece@colorado.edu](mailto:odece@colorado.edu).

#### *Overall Findings*

The overarching findings across all narratives can be distilled into the following three 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

#### *Process*

In addition to the call from the Chancellor in the fall of 2015, divisional meetings were held during the fall of 2015 and spring of 2016 in which units were asked to participate in the Inclusive Excellence process. Many units assembled committees with broad representation from undergraduate and graduate students, faculty, and staff. Although many units already had standing committees charged with addressing issues of diversity and inclusion, some used the exercise to form them anew and suggested that the newly convened Inclusive Excellence committees would continue to operate in the coming years, a sign of how serious and active some units are in making excellence inclusive.

#### *Definitions of Excellence*

Academic units for the most part defined excellence in the context of research/creative work and teaching that contributes to their professional reputation.

Non-academic units defined excellence within the framework of the service that they provide to the university community.

#### *Definitions of Inclusivity (examples illustrating the range of responses)*

“We are crystal clear that increasing equity, diversity, and parity requires action, continual engagement, and reflexive examination.”

“[We] focus on integrating science, policy and values to solve problems at the intersection of the environment, society, and issues of sustainability. Thus, each time we frame a problem, we strive toward the ideal of inclusiveness.”

“[We] support the advancement of cultural sensitivity and global awareness across the unit and the campus and [strive] to build a culture that inspires diversity in every aspect of the department, college, university, and society.”

“Inclusive excellence represents a way of conducting our work on a daily basis that fosters respect, teamwork, and the recognition that every individual’s efforts are necessary, valued, and crucial to our enterprise.”

“In our view, a zero-sum approach that assumes a tradeoff between excellence and diversity will serve to secure neither excellence nor inclusion at CU. We would argue instead that excellence without inclusion is not excellence.”

#### *Values and Behaviors Associated with 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.

Accountability/Integrity: 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.

Engage in Effective Communication: open dialogue, listening and communication, being respectful of others’ unique backgrounds and perspectives. Ensure that key and critical information is shared within the unit and provide timely information across the campus community.

#### *Aspirational Goals/Recommendations*

Foster better communication by the university and between units to highlight the resources available to promote and foster making excellence inclusive.

- Build successful practices that result in the recruitment and inclusion of diverse students, staff and faculty.
- Foster inclusive practices that enhance the classroom and campus climate.

Enhance community and professional identity development through:

- Student participation in discipline-based clubs and other activities
- Seminars and events that foster faculty, staff and student interactions
- Develop spaces for informal interactions for promoting a supportive and inclusive environment

Recruitment and inclusion of graduate students, staff and faculty from groups historically underrepresented at the university.



- Provide university resources that enable units to more effectively create an inclusive culture, recruit a more diverse population, and include those successfully recruited once they arrive to retain them.
- Create and implement clear policies that promote successful recruitment and inclusion.

## Appendix E

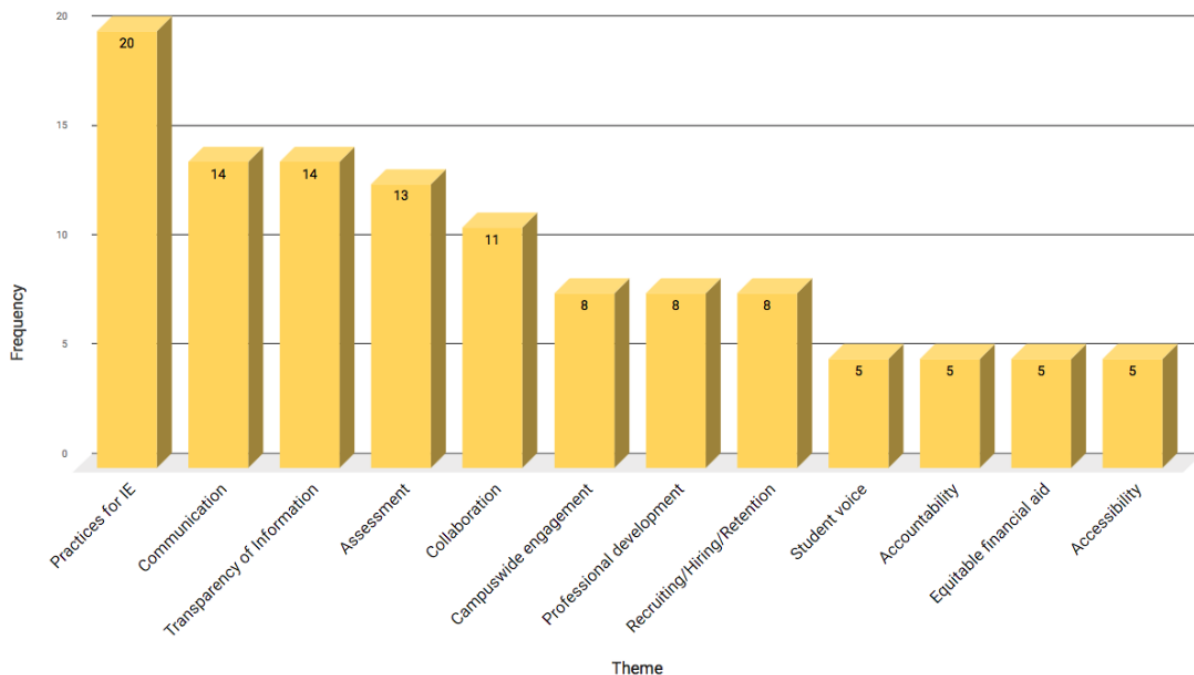
### Results of ODECE Update Sessions

ODECE hosted eight update sessions during April-May 2018 to solicit campuswide feedback on the campus definition of Inclusive Excellence (available on the ODECE website) and provide an update on the process of drafting the IDEA Plan. 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 three 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 F

### Authoring Committee and Process

#### *Committee Members*

The 28 members of the IDEA Plan authoring and revising committees comprised a thoughtful assemblage of faculty members, graduate and undergraduate students, staff members, and administrators. Provost Moore and Vice Chancellor Boswell convened the authoring committee beginning in May 2018, and the group met over the duration of the summer. Beginning in the fall of 2019, the revising committee met to refine the document to prepare for campuswide publication, and then continued to meet to process campuswide feedback until the final draft was submitted on March 1st, 2019 to the Vice Chancellor. Given additional feedback from the Vice Chancellor, additional content was vetted and added, producing the final version that was sent to the Chancellor's Cabinet in late April, 2019.

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

Luke Anderson

Assistant Vice Chancellor, Budget and Fiscal Planning

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 and 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 authoring committee met weekly for 90 minutes across 14 sessions, from May 17, 2018, to November 8, 2018. The revising committee met weekly for two-hour sessions from January 2, 2019, to February 28, 2019.

Inspiration phase: May 17 to June 14, 2018

- Discovering, observing, empathizing
- Go over resources, existing data, reports, etc.

Ideation phase: June 21 to July 12, 2018

- Ideation, defining, connecting
- Meet with additional strategic partners
- Coalesce as a group, given all inputs

Writing and revising phase: July 19 to November 9, 2018

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

“30-Day” review phase: November 9 to December 14, 2018

- Publication of the draft of the plan on the ODECE website
- Fourteen town hall sessions across campus, including two sessions at the Fall Diversity and Inclusion Summit and two sessions specifically for students
- Over 50 submissions of feedback on the ODECE website

Final revising phase: January 2 to February 28, 2019

- Review of all feedback from review phase
- Discussion over additions and clarifications to the plan
- Edits and changes made to the document prior to submission to VC Boswell on February 28, 2019

### *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>95</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 institutionally shared values of diversity, inclusion, and equity and the common goals of the IDEA Plan (climate, infrastructure, and leadership), grounded in our campus definition of inclusive excellence. Using content as a bedrock, 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 build on the recommendations articulated in the IDEA Plan to further identify the greatest localized needs of their units, propose solutions, provide support for unit-level 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 on issues of diversity and inclusion.

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<sup>95</sup> Damon Williams (2013).

## Appendix G

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