

## **1.C - The institution understands the relationship between its mission and the diversity of society.**

### **Assurance Evidence**

The University's commitment to diversity is longstanding and reflects the essential function a diverse community, spanning international boundaries, plays in the furtherance of its role and mission as a land-grant institution. CSU embraces the ways the land-grant mission can be used to provide access to new audiences seeking to gain the opportunities afforded by higher education. The benefits derived from an educational environment that includes individuals reflective of our society cannot be overstated. It is only in such an environment that individuals come together to prepare themselves most effectively for their roles in a global society.

Therefore, a major section of the *Strategic Plan* (Area 5, Goals 35-37) addresses diversity with the objective that CSU is committed to enhancing its diversity through the inclusion of individuals reflective of the broadest possible range of characteristics, as defined below. Many other goals of the *Strategic Plan*, such as Goal 4: Assuring Undergraduate Access, Diversity, and Internationalization, also emphasize actions to enhance the diversity of the University. The University strives to foster for its members recognition of their role in a global community with greater understanding of their own and other cultures and perspectives.

As further evidence of the University's commitment to diversity, it established the new position of Vice President for Diversity in Spring 2010. The position provides leadership and coordination for new and existing efforts to increase campus diversity and to increase the success of underrepresented students. The Diversity SPARC report provides additional details of internal performance assessment, prioritizes program initiatives and provides rationale for supporting budget requests.

### **1. The institution addresses its role in a multicultural society.**

A new, more inclusive definition of diversity was developed during the *Strategic Plan* refresh in 2011, acknowledging that all the various dimensions of diversity are important. This revised definition includes age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, socioeconomic status, and veteran status. This definition includes a number of categories previously excluded, thereby acknowledging that it is unacceptable to leave out groups simply because it may be more difficult to assess whether or not the University is responding positively to their individual needs. Providing language that promotes a climate of inclusion was a high priority.

The Diversity SPARC adopted a definition of campus climate that helped to guide the *Strategic Plan* refresh and review discussions. Every individual on campus, regardless of rank, employment or student status contributes to campus climate and to how the institution is viewed as a place to work or study. Everyone also contributes to the creation of community and, by their actions, helps to define our campus as one where each individual is valued and affirmed. Implementing programs and procedures that help us learn about and evaluate our institution's campus climate for faculty, staff, and students is crucial. Identifying those issues that contribute to a negative campus climate are the highest priority.

The *CSU Internationalization Plan* drafted in 2006 provides additional focus and elaboration of specific initiatives to provide a systematic approach that will benefit the entire institution's internationalization efforts. The senior administration, including the President, Provost, the Vice Provosts, the Vice Presidents, and the deans of the eight Colleges, have been strong supporters of international initiatives. The President has been the driving force behind these efforts, and the *Strategic Plan* is explicit in setting out benchmarks for internationalization. In 2008, CSU won a Senator Paul Simon Spotlight Award for its programs linking research and internationalization as described in the *NAFSA: Association of International Educators 2008* report for its outstanding accomplishments in comprehensive strategic planning for internationalization.

CSU has focused the past several years on increasing the number of international students on

campus, and upgrading numerous programs and facilities to better accommodate additional students. CSU's international recruitment efforts, particularly in China, have been enhanced to let more prospective students know about CSU's outstanding research and educational opportunities. The new INTO partnership is also designed to increase enrollment. CSU's effort to forge global partnerships has been key to increasing the number of students from China coming to Fort Collins. CSU has working agreements with five major Chinese universities – East China Normal University, Northwest Agriculture and Forestry University, Hunan University, China Agricultural University, and Beijing Normal University – and has sought out additional partnerships around the world. CSU has also boosted its efforts to encourage education abroad experiences for domestic students. Last year, CSU showed a 12 percent increase in participation, with nearly 750 students studying abroad for credit and 400 more participating in non-credit programs. In recognition of these achievements, CSU will receive the Senator Paul Simon Award for Campus Internationalization in November, 2013 at the annual NAFSA reception in Washington, D.C. This is CSU's second significant NAFSA award in recent years.

## **2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

We find that the University continues to demonstrate support for diversity efforts through effective programming, celebrations, and recognitions of diversity, and through the introduction of new activities aimed to assimilate underrepresented populations. The extent to which these activities positively influence the lives of University faculty, staff and students has not been **comprehensively evaluated**. However, an *Employee Climate Survey* was completed in 2012 to begin the process of more accurately assessing our progress. Results will provide a baseline for **continuous quality improvement and serve as a way for us to learn about ourselves and as a catalyst for both formal and informal campus discussions.**

### **Campus Climate**

- CSU complies in all respects with appropriate accessibility guidelines, regulations, and best practices. The University continues to implement legal standards for disabled people's accessibility.
- Faculty, staff, and students have demonstrated progress toward enhanced understanding and appreciation of cultural and other differences. In Fall 2011, a segment of Ram Welcome: Experience CSU, included speaker Juana Bordas, who addressed concepts of diversity in an hour-long keynote speech. This was followed by having all new students participate in small group discussions related to her talk. Students who attended Preview also learned information regarding the historical contributions of Native Americans to the area now occupied by the University. The 2011 Diversity Symposium, *The Challenge of Civility*, offered 36 sessions to its 1,747 participants. Participation increased by 12% compared to the previous year despite offering 5 fewer sessions. In Fall 2013, participation in the annual Diversity Symposium continued to grow, engaging 2,035 participants.
- Continuous improvement has been noted in the teaching, learning, and work environment. The 2012 *Employee Climate Survey* provided specific information regarding employees' work environment. Results from the *College Senior Survey*, administered in Spring 2010, show that 57.6% of respondents believe their "ability to get along with people of different races/cultures" was stronger or much stronger upon leaving the University compared with when they first entered. See Component 3.B.4 for more information on educational programs espousing diverse cultures.
- Research, scholarship, and artistry illuminate major issues relating to a global society. A *University Diversity website* was launched in 2012 that includes a section for faculty and students to showcase their research and scholarly activities. Although a complete inventory of work being done is not currently available, it is expected that awareness of the website will encourage faculty and students to provide additional content.
- Continuous improvement has been made in outreach and service activities to diverse communities. Two annual receptions for multicultural staff and faculty were hosted starting in 2012, one by the President in the spring and the other by the Provost at the end of fall semester. The Rams for Diversity program was held at the University's Denver Center, and the agenda focused on student retention. Alumni were asked to identify activities they felt contributed to their success at the University. *Somos CSU*, the Hispanic Alumni interest group, continued to host alumni activities, and in November the creation of a CSU Black Alumni group received unanimous approval from the Alumni Association Board. In March

2011, the Provost and other University staff met with representatives from the Ute Mountain Ute and the Southern Ute tribes in Durango, Colorado, as part of the President's Community Tours. The President's Multicultural Student Advisory Committee was resurrected and includes representatives from the Culture and Resource Centers, International Programs, Ethnic Studies, ASCSU, and Athletics. Additionally, the Multicultural Staff and Faculty Network was re-established.

- Continuous improvement has been accomplished in engagement activities that are reflective of our 21st century land-grant mission. The University introduced the Commitment to Colorado program beginning in Fall 2010 (details in Component 3.D.1). This program makes available a "high-quality, affordable higher education" to a broader segment of the state's population through strategic packaging of financial aid resources. Implemented in 2011, the Native American Legacy Award recognizes the original residents of Colorado and reduces the financial burden for students who enroll at CSU. Eligible students transferring from tribal colleges and universities benefit from this program as well. Other programs that work directly with prospective first-generation college students, low income families, and/or racially and ethnically diverse communities continue a history of success. These include pre-collegiate programs such as Upward Bound, Talent Search, and Educational Opportunity Programs in three different counties. The Dream Project, Reach Out, and the Alliance Partnership have all experienced great success working with students and communities. Collaborations with the Daniels Fund, the Denver Scholarship Foundation, and Gear Up also help to solidify our relationship with programs aimed at serving underrepresented populations. Students from the Skinner Neighborhood Center are involved with a residential program that featured sessions from the Colleges of Veterinary Medicine and Biomedical Sciences, Agricultural Sciences, Warner College of Natural Resources and the Department of Atmospheric Sciences. The University also hosts the College Horizons Program that brings college-bound Native American students on campus for a week-long residential experience. The LDZ Leadership Program for Latino/Hispanic students and the Black Issues Forum continue to be successful experiences for college-bound students.
- Continuous advancements are evident in the level of engagement of the university community in dialogue and action around the diversity of thought, expression, ideology, and culture with the goal of promoting a welcoming and respectful community and workplace. The High School Diversity Conference was enhanced this year to focus on the development of leadership skills for participants. Programs, intended for all campus employees, community members, and students, have become a tradition at CSU through celebration of Martin Luther King Day, Hispanic Heritage Month, Asian Fest, Native American Heritage Month, Black History Month, Holocaust Awareness Week, Cesar Chavez Day, GLBTQ History Month, and International Programs activities.
- The teaching, learning and work environment is "universally accessible." The interpretation of this metric is that the University represents a welcoming atmosphere for all who work and study here. The student surveys reveal that they feel increasingly "Welcome at CSU" and they feel as though they belong to the campus community (5.34 in the 2011 survey compared to 5.30 in 2009). The President's Commission on Women and Gender Equity completed a survey that revealed lower levels of dissatisfaction with the number of women in positions of leadership (28% in 2010 compared to 56% in 1996) as well as the level of fairness between genders when setting salaries, granting raises, and evaluating performance (38% in 2010 compared to 41% in 1996). There was improvement in virtually all measures compared to 1996 levels. A new initiative to continue improvements of the campus environment for women is described in Component 5.A.4.
- An enhanced appreciation and understanding of cultural and other differences among faculty, staff, and students has been observed. The Employee Climate Survey and a survey administered to students reveal that they generally agree with the following statements as the mean scores have improved from 2009 to 2011. [Likert scale of 1-7: Strongly disagree = 1, Neutral =4, Strongly agree = 7].

Student Responses	2009	2011
CSU provides an environment for the free and open expression of ideas, opinions and beliefs	5.56	5.72
I would recommend CSU to siblings or friends as a good place to go to college	5.88	5.97
An environment that includes people different from me improves my quality of education	5.87	5.88
Overall, I am satisfied with my experience at CSU	5.82	5.84

## Employee Profile

Diversity of employees (*Fact Book 2012-13*, p. 115-196):

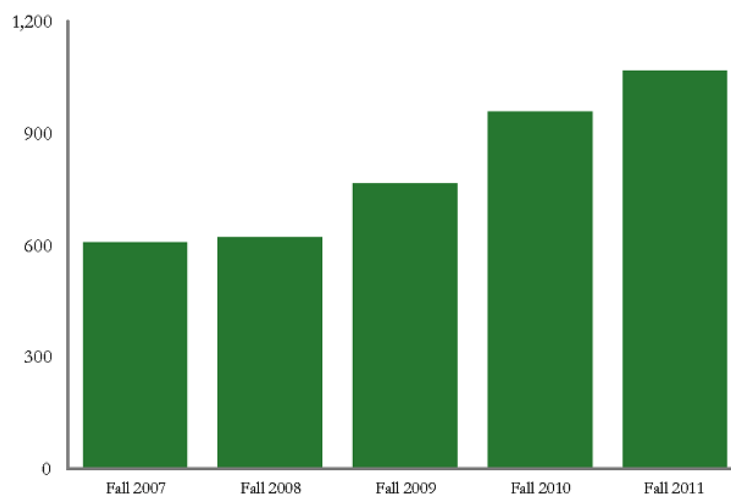
- In Fall 2012, 14.5% of faculty identified as ethnic minorities, up from Fall 2009, when 12.2% were of minority status. Women faculty as a percent of tenure-track faculty was 34.7%. Minority faculty as a percent of new hires remained consistent at 17% in FY11 and FY12, although the total number of minority faculty hires was small. For women faculty hires as a percentage of new hires, the range was from 44% to 61% during the past three years (51% in FY12).
- In Fall 2012, 13.8% of 1,541 administrative professional staff (excluding research associates) were of minority status compared to 10.61% two years earlier.
- In Fall 2012, 18.7% of 1,910 State Classified personnel identified as minority status. Although this represented an increase in percentage from 17.2% of 2,035 two years previously, the absolute number of minorities only increased from 351 to 357. The percentage of women State Classified employees is currently 59%.

### Student Diversity

CSU is committed to efforts to increase enrollment, retention, and graduation of underserved students through the Performance Contract established with the Colorado Department of Higher Education. Note: "For the purpose of this Performance Contract, 'underserved students' shall be defined to include students who are: (a) low-income (would satisfy income requirements for a Federal Pell Grant); (b) members of an ethnic or racial minority group; (c) males; and (d) such other classes or types of students determined by CSUS as necessary to achieve a diverse student body." Retention and graduation success of diverse groups of students are discussed in Component 4.C.

In the analyses below, receipt of the Pell Grant is used as a proxy measure of **low income**. CSU has successfully increased the proportion of the entering cohort who are from low-income households.

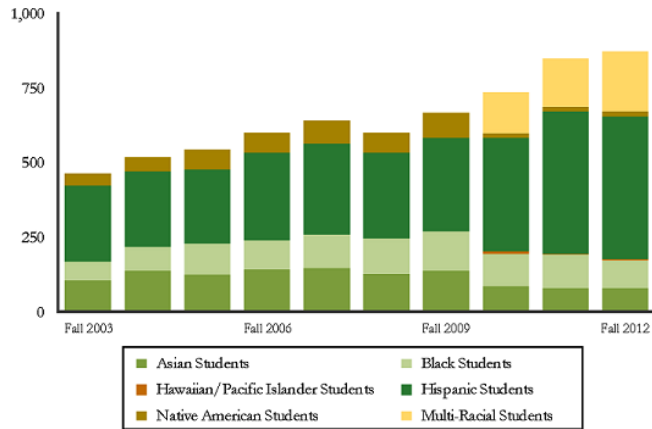
Number of Pell Grant Recipients in the Entering Cohort Over the Last Five Fall Terms



Through the Fall 2008 cohort, enrollment of first-time, full-time students awarded the Pell Grant in the students' first semester was relatively stable. Over the subsequent three years, however, the proportion of students receiving Pell Grants has risen substantially, from 14.4% in the Fall 2008 cohort to 22.8% in the Fall 2011 cohort. A factor that is likely contributing to this increase is the "Commitment to Colorado," a financial aid program developed by the University to encourage access by students from low- and moderate-income families.

Enrollment of students from **underrepresented ethnic or racial groups** increased substantially over the last four fall cohorts. The proportion of students from underrepresented ethnic or racial groups has increased from 12.2% in the Fall 2003 cohort to 19.2% in the most recent Fall 2012 cohort.

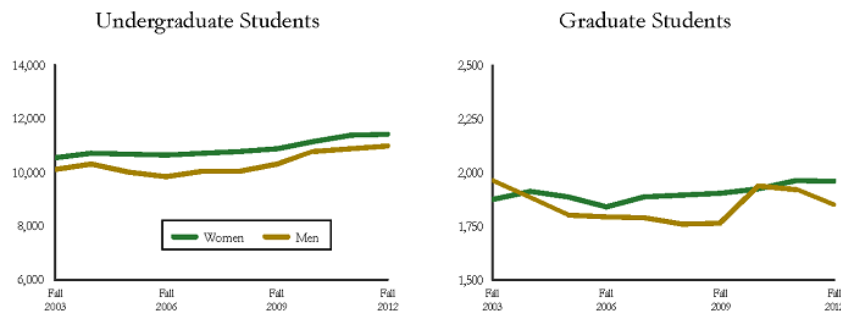
## History of Ethnicity of Minority Entering Freshmen



Source: *Fact Book 2012-13*, p. 26

Consistent with national **gender** trends, females have been enrolling at the University at higher rates than males. For new freshmen, the difference has ranged eight to 15 percentage points during the past decade. For the Fall 2012 cohort of new freshmen, the difference was 12 percentage points.

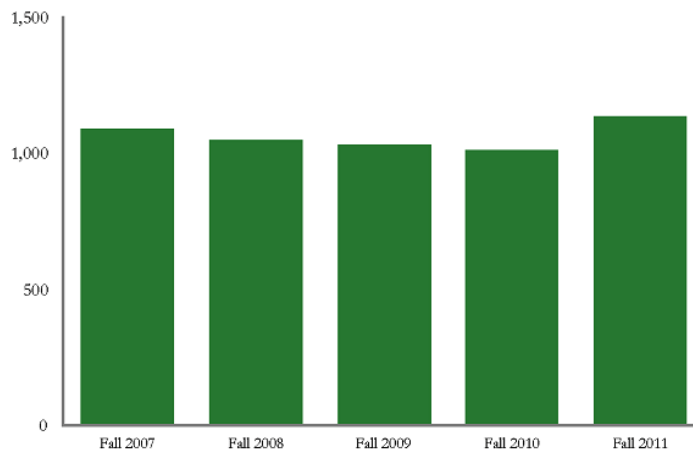
## Students by Gender



Source: *Fact Book 2012-13*, p. 21, 52

National data show that students who are **first generation** -- that is, those whose parents did not attain bachelor's degrees -- enroll, persist, and graduate at rates far lower than those of other students. Students from first-generation backgrounds compose close to a quarter of the new freshman cohort.

Number of First-Generation Students in the Entering Cohort Over the Last Five Fall Terms



A variety of efforts to promote the success of underserved students have been undertaken as highlighted below:

- The significance of first-generation status was confirmed by a University study demonstrating that, even when controlling for a variety of other factors, first-generation students were far less likely to graduate. A number of programs, including the First Generation Award Program, are already in place. In addition, the Orientation and Transitions unit of the Center for Advising and Student Achievement initiated a session within its new student orientation programs for parents of first-generation college students. The sessions provide parents with information and strategies for supporting their students in their first experiences at the University.
- The Academic Advancement Center provides a variety of academic support services to increase the success of students from first-generation and low-income backgrounds, and students with disabilities. The program consistently reports that its participants are retained and graduated at rates higher than the average for the University. The Academic Advancement Center submitted a proposal for another five years of funding through the Federal TRIO Programs (Student Support Services competition) and in 2012 was awarded a new grant for more than \$2 million over a five-year period. The program serves 275 students.
- The University has promoted the expansion of learning community strategies by augmenting the infrastructure for learning community coordination as well as the provision of support for new and continuing programs. Recent assessment confirmed that learning community programs are successful in retaining their participants at rates higher than the University average. In particular, the data showed that students from underrepresented ethnic/racial groups and first-generation students who participated in learning community programs in their first year were retained at higher rates than similar students who did not participate. Students of color in the Key Communities, in particular, were retained to the second year at a rate 10 percentage points higher than nonparticipants, and through six years at a rate nine percentage points higher.
- A number of University efforts to develop college aspirations and readiness among middle and high school students have been gathered under a new organization within the Enrollment and Access Division, identified as the Access Center. This organization includes such programs as the Federal TRIO Programs (Upward Bound, Educational Talent Search, Educational Opportunity Center), the Bridge Scholarship Program, the Alliance Partnership, the Reach Out – CSU Program, and the Dream Project. The new organization gives greater visibility to these programs, promotes greater coordination among them, and consolidates infrastructure for programs serving middle and high school students from underrepresented backgrounds.
- The Office of Alumni Relations, in cooperation with other University departments and the Office of the Vice President for Diversity, has initiated a “Rams for Diversity” program. The program has attracted a significant number of diverse University alumni, and facilitated the involvement of those alumni in campus activities designed to recruit and retain underrepresented students.

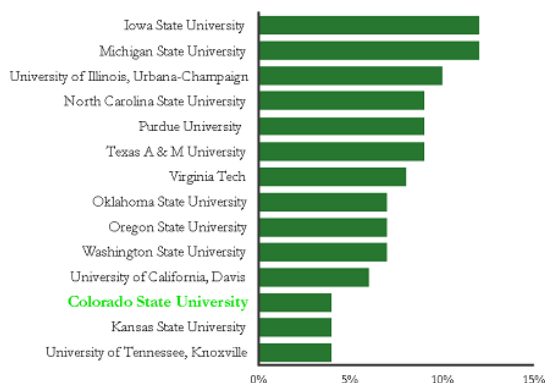
- The Transition Coordinating Committee has been established to increase the coordination and connection among activities and programs aimed at recruiting and enrolling students and those designed to retain and graduate students. The committee has concentrated its early efforts on the enhancement of support for students in those scholarship and award programs that have high proportions of underrepresented student participants.
- In Fall 2010, the University announced the "Commitment to Colorado," a program through which students from low- and moderate-income backgrounds are assured financial support for tuition at the University. The program was implemented in the 2011-2012 academic year, and provides encouragement and substantive support for students and families of limited financial means to attend and succeed in higher education at one of the state's premier research universities.

In summary, the University has continued its focus on the recruitment, retention, and graduation of students from underrepresented backgrounds, consistent with its land-grant mission and *Strategic Plan*. Enrollment of students from underrepresented ethnic/racial backgrounds and students from low-income backgrounds has increased significantly in the last two years. The commitment to not just enroll students, but to retain and graduate them, is evident in the comprehensive set of strategies and programs implemented the last several years and the new initiatives being planned.

### International student enrollment

CSU's history of international engagement goes back decades. In the early 1960s, a team of CSU researchers conducted a feasibility study that helped lead to the creation of the Peace Corps. In recent years, CSU has seen several programs garner international acclaim, including a partnership between CSU, Coca-Cola and four Chinese universities to send promising college students from China to study and conduct research on sustainable water usage at CSU.

Board of Governors' Peer Comparison  
International Students as a Percent of All Students - Fall 2011



Source: *Fact Book 2012-13*, p. 57-60

In Fall 2010, international students made up 4 percent of CSU's student body (1,140 students). For the past three years, most of the increase (more than 100 additional international undergraduate students) was from China. However, even with this progress, CSU lagged behind peers for enrollment of international students.

### INTO Colorado State University

In February 2012, CSU and INTO University Partnerships announced a joint program to further increase international student enrollment and enhance the cultural diversity of the campus experience for all students. Beginning in August 2012, INTO is using its extensive network to help enroll, as of this writing in March 2013, 439 additional students in the INTO-CSU program from key international markets. Enrollment is forecast to reach about 1,000 additional students within five years.

INTO and CSU support the success of international students at CSU with a new, on-campus international study center and the use of innovative study programs – called "Pathway"

programs – that help foreign students adapt to an American university environment. Undergraduate and graduate Pathway programs are taught by University instructors and provide international students with a combination of academic coursework and English language training. These Pathways prepare international students to transition to standard undergraduate and graduate degree programs at CSU.

To address the learning support and instructional needs of international students whose English language skills are insufficient to provide for academic success, the University has transitioned its Intensive English Program into a larger language and student support center: INTO Colorado State University. This joint venture program with INTO University Partnerships develops English language curricula for three audiences:

1. Pathway students whose English is strong enough that they can handle regular academic course work if given some English support,
2. Academic English students whose English needs improvement before they move into regular course work, and
3. General English students who seek English language training but do not plan to seek a university degree.

In addition to several levels of English language curricula, the INTO CSU Center provides support for arrival and housing, a living-learning community, orientation, co-curricular activities, advising, tutoring, a conversation partner program, and a Learning Resource Center. Class sizes are small (12-16) and student progress is carefully monitored. The INTO CSU partnership prides itself on the fact that CSU retains complete control over all curricula offered (including Academic English and General English), in association with Pathways and the INTO CSU Center. All academic managers and all faculty employed in the INTO Center are CSU employees and report directly to the CSU Department of English and, through that department, the CSU College of Liberal Arts. CSU also maintains thorough control over admissions to the Center's programs, ensuring that CSU standards of excellence are maintained.

## Sources

-  CSU Internationalization Plan 2006
-  Diversity at CSU
-  Diversity SPARC 2012
-  Diversity SPARC 2012 (Page 3)
-  Employee Climate Survey 2012
-  Fact Book 2012-13 (Page 115)
-  Fact Book 2012-13 (Page 21)
-  Fact Book 2012-13 (Page 26)
-  Fact Book 2012-13 (Page 60)
-  INTO Colorado State University 2013-14 brochure
-  NAFSA 2008 Spotlight Award (Page 67)
-  Strategic Plan 2012 (Page 29)
-  Strategic Plan 2012 (Page 8)