University of Colorado
Vision 2010
Diversity Task Force Report

Prepared for
President Elizabeth Hoffman
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CU Vision 2010
Diversity Task Force Member Roster

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Vision Statement

University of Colorado President Elizabeth Hoffman has publicly endorsed diversity among students, faculty, and staff as fundamental to the mission of the University of Colorado as it fulfills its goal of providing a quality education to the citizens of the state and the world. The hope is that the University of Colorado system will lead the way in diversity scholarship, research, and opportunity that promotes civic life with a genuine dedication to forging a common destiny for all citizens.

In August 2002, the Diversity Task Force (DTF) was established to advance the University's diversity goals and priorities. The Task Force was given a charge and specific tasks (identified below). Throughout fall 2002, the Task Force met, collected data, and engaged in focused and intensive deliberations about the history, accomplishments, and status of diversity initiatives at the University of Colorado. These efforts culminated in a set of recommendations to the President, listed at the end of this document.

The interdependent relationship between diversity and excellence informs the ideas of the Diversity Task Force's recommendations. The DTF's principle assumption is that if the University of Colorado faculty, students and staff are to embrace diversity as not only the "right thing to do," but a worthwhile intellectual endeavor, then we must invest in the most promising ideas that will allow us to become an exemplar of diversity and scholarship in higher education. Moreover, because diversity, by definition, calls for major shifts in the academic culture and ways of knowing, faculty, students and staff throughout the University of Colorado system should be assured that the shift will result in a more productive and enriching sense of self and community.

The Diversity Task Force acknowledges that culture is a product of meaning-making practices and symbolic interactions. Accordingly, the DTF encourages a vision of diversity that involves all—historically marginalized groups as well as the general population—in the meaning-making process. Diversity, in the DTF's view, encompasses actions that lead to meaning-making activities that remove exclusionary practices of the past and promote forward-thinking ideas for new ways of seeing, believing and knowing. The goal of such a diversity vision is to create a sense of belonging, resulting in long-term symbolic interactions for all University of Colorado citizenry.

The Diversity Task Force maintains that goodwill and cooperation best serve the vision of diversity. While conflict may, on occasion, enter the landscape of the diversity effort, the resolve to foster a better, diverse society must remain uppermost in our endeavor.

Rationale for Diversity at CU

National demographic data projections forecast the year 2050 as the point at which almost half the US population will be made up of racial minorities. Demographic data already show significant increases over the last few decades of minorities, women, and persons with disabilities entering colleges and universities. Heightened consciousness of

a range of gender identities and sexual orientation among students, regardless of ethnic-racial heritage and ability status, also has become a widespread facet of academic communities in the same period. In order to compete effectively with other universities in attracting and educating the best students, CU must create a climate in which the valuing of diversity is integral to a high-quality educational experience.

According to a recent national survey of student engagement in colleges and universities, diversity related experiences, particularly active contact within the classroom among students of different backgrounds, benefit all students. Classroom diversity is positively correlated with more progress in personal and cognitive growth, more involvement in active and collaborative learning, higher levels of satisfaction with the college experience, and more critical and complex thinking skills (National Survey of Student Engagement, 2002).

Furthermore, research evidence suggests several additional positive outcomes associated with diversity, such as increased productivity, competitiveness, interpersonal harmony, creativity, and better-quality decisions (Chrobot-Mason & Quinones, 2001). Principles of equity, fairness, and social justice argue for a university climate which is not only inclusive of a range of human differences, but also is one in which all students, faculty, and staff, regardless of sexual orientation, gender, race, or ability status, feel comfortable and safe. No human being should have to face challenges due to a socially imposed stigma, marginalization, or exclusion on the basis of race, ethnicity, class, gender, age, sexual orientation, disability, or religion.

Recent national research reveals that the great majority of faculty favors campus diversity and that completion of diversity course requirements significantly reduces student prejudice (American Association of University Professors, 2000). Strong empirical evidence demonstrates that campus diversity represents an educational benefit for all students that cannot be duplicated in a racially and culturally homogeneous academic environment (ACE & AAUP, 2000). The ACE & AAUP (2000) study presents empirical evidence that strongly suggests that a lack of diversity drastically limits the educational opportunities available at colleges and universities, gravely compromises institutions' capacity to fulfill their missions and, further, denies universities an important educational tool for preparing students for their own futures and for the future of society.

University Accountability

Leaders, through their personal and professional actions, play a critical role in the success or failure of diversity initiatives (Chrobot-Mason & Quiñones, 2001; Ferdman & Brody, 1996; Rynes & Rosen, 1995). When organizational leaders actively mentor, develop, and place people of color and women within their own ranks, they send a powerful message to their employees about the organization's commitment to diversity (Fernandez, 1999). Leaders also serve as role models who shape organizational norms, practices, and policies regarding diversity.

Managing diversity is a long-term, comprehensive effort requiring cultural change for full implementation (Thomas, 1991). This involves critically examining organizational

processes, policies, and practices to understand where bias and discrimination may be occurring. It also means taking steps to correct those issues and constant monitoring of the work environment for diversity. The University of Colorado has already taken steps toward advancing diversity through its many programs (See Appendix A) and must build on those successes. However, we feel it is time for CU to initiate bold, new, innovative strategies to overcome the barriers that still exist. Only with strong, visible commitment from the top levels of leadership can CU become recognized as an academic community that is a model for diversity in all arenas.

Thus, we believe that a key component of the diversity initiative must be to establish methods for holding University leaders accountable for diversity goals and objectives. In addition, University leaders (e.g., faculty, staff, or student leaders) must be recognized and rewarded for their efforts to create a more diverse and inclusive environment.

Diversity researchers and scholars agree that cultural change is a difficult yet attainable goal, when the organization holds members accountable for specific diversity behaviors and objectives. Successful organizations tend to monitor their progress on multiple criteria (Gilbert & Ivancevich, 2000) such as:

- Diverse representation at all levels of the organization
- Retention rates
- Employee satisfaction survey data
- Customer satisfaction survey data

Definition of Diversity

The Diversity Task Force promotes an inclusive definition of diversity that focuses on historically underrepresented and disadvantaged groups; i.e., one that embraces race and ethnicity, gender, gender identity, socioeconomic class, sexual orientation, disability, nationality, and religion. The Task Force advocates a vision of the University of Colorado as an institution that promotes the free flow of ideas and perspectives, values diverse pedagogies and interactions, and encourages constructive engagement across lines of difference.

Charge to the Task Force

The charge to the Task Force was to recommend an action plan for the implementation of diversity initiatives at the University of Colorado, to promote the development of a university culture in which diversity and excellence are seen as interdependent, and to empower the President with evidence for making the case with internal and external constituencies for diversity as integral to excellence at CU. Furthermore, the charge was to identify models of success both within and outside of CU, to propose outcomes for the system that embody diversity, and propose outcomes measures and benchmarks for accountability in our pursuit of Vision 2010.

Objectives of the Diversity Task Force

The Diversity Task Force developed the following objectives:

Provide the President with supporting evidence, data, and examples from other universities to support her rationale and expand her influence for diversity as an integral component of excellence.

Identify best practices and policies for a diverse university.

Recommend specific strategies for creating a university culture that eliminates obstacles for historically disadvantaged groups.

Provide support for the creation, perpetuation, and growth of diversity initiatives, especially with regard to faculty development and curriculum transformation.

Identify strategies for engaging faculty, staff, and students in diversity dialogue and action. The Task Force can be a model for the process of engaging in difficult dialogues in a constructive manner. Communicate the thinking of the Task Force back to the campuses, Faculty Council, Staff Council, and the Inter-Campus Student Forum, and ideas from these constituencies back to the Task Force via ongoing collaboration with appropriate representatives. Set up opportunities to discuss diversity in a manner that begins to change the campus culture.

Examine the current admissions process to see if changes in theory and process would increase diversity. How can CU enhance the diversity of its students? What alternative admissions policies and processes exist? What criteria should be used in rating a student's ability to succeed at CU? How can we better communicate CU opportunities to low income and minority communities?

Summarize the literature that documents the outcomes that result from creating a diverse faculty, student and staff community, and determine what benchmarks and measures will provide accountability.

Determine what level of funding will be needed to reach the benchmarks.

Prepare a report for the President, the university community, and the community-at-large that defines diversity and further outlines the path to achieving it at the University. This path must be broad enough to allow for the differences among the four campuses. Each campus will then adapt the report's recommendations to its existing diversity planning consistent with the role, mission, and circumstances of the campus.

Task Force Process

The Diversity Task Force met monthly from August 2002 throughout fall semester to identify a plan of action for diversity initiatives. Activities included dialogue with

campus faculty, staff, and administrators; data gathering; data synthesis; and report preparation. Further, individual members talked to constituents on their campuses about diversity, attended Town Hall meetings, and engaged in dialogue with various campus and system committees.

Method of Data Collection

Information from a variety of sources was collected and integrated into the DTF's recommendations. Sources included: available campus diversity plans and annual reports, publications describing diversity practices at CU, web-based information about national "promising practices" in diversity, literature on national diversity initiatives and strategies, campus Town Hall meetings, interviews with diversity program directors and other constituents, meetings with system-wide diversity committees (such as the Gay, Lesbian, Bisexual, Transgender Committee, Women's Committee, and Ethnic Minority Affairs Committee), and a review of historical achievements related to diversity at CU.

Task Force members also gathered information, primarily through individual interviews, campus Town Hall meetings, and campus committee meetings, about barriers to successful diversity outcomes, and campus-specific "next steps," that is, strategies for bolstering diversity at CU. As data were gathered, the information was posted and continually updated on the CU Vision 2010 website (See Appendix A for a sampling of existing CU diversity initiatives posted on the Vision 2010 website).

Data from CU Campuses

In fall 2002, Town Hall meetings took place at each CU campus. Breakout sessions at the Town Halls centered on discussion of best practices, barriers, and next steps for increasing diversity. (See Appendix C for summaries of Town Halls.) In addition, representatives on the Diversity Task Force from each of the campuses canvassed their campuses for more extensive data on best practices, barriers, and next steps. (See Appendix D for individual campus reports). Diversity Task Force members gathered specific data about disability issues and student issues as well (See Appendices E and F.)

Data from these sources have been synthesized into the recommendations listed at the end of this document.

Data from Other Universities

As mentioned above, data on promising diversity practices at other universities also was gathered, via researching both web-based programs, and programs described in national academic journals, in an effort to build a data base from which CU could draw for strengthening its own diversity programs. The Task Force quickly discovered a wealth of data about faculty, student, and staff programs in a wide range of diversity arenas, including ethnic, gender, sexual orientation, and disability programs and services.

The number of diversity programs the Task Force found as a result of its search was so great that we narrowed our initial focus to faculty initiatives. These programs address recruitment, retention and development of minority and women faculty, changes in the university structure for accountability in implementing diversity, resources for faculty, faculty awareness of and education about diversity, and partnerships with government and the community to develop innovative strategies for diversity.

A small sample of the numerous programs for enhancing faculty diversity is included in this report (See Appendix B). A review of faculty diversity programs at other academic institutions reflects three primary foci for increasing faculty diversity:

- Strong leadership and accountability from top levels of university administration
- Structured mentoring programs
- Clear search committee policies and procedures

Diversity Task Force Recommendations to President Hoffman

The Diversity Task Force encourages the University of Colorado to undertake bold initiatives to transform our academic communities into model diverse communities. Consistent with this goal, the Diversity Task Force recommends the following:

1. A vision of the University of Colorado as an institution that promotes the free flow of ideas and perspectives, that values diverse pedagogies and interactions, and that encourages constructive engagement across lines of difference. Within this context, the DTF recommends that an inclusive definition of diversity be adopted by CU:

    Diversity at the University of Colorado focuses on populations historically underrepresented and disadvantaged by virtue of race, ethnicity, gender, gender identity, socioeconomic class, sexual orientation, disability, nationality, and religion.

2. Specific diversity goals and evaluation measures be implemented on each campus and at the system level. All members of the University of Colorado community—administration, departments, faculty, staff, and student leaders—should be held accountable for addressing diversity goals. Diversity should be a component of annual performance plans and objectives for University leadership, faculty, and staff. Resources should be made available to train and support faculty, staff, and students in their efforts to augment diversity at CU.

3. A permanent position for diversity be created at the system level and funded appropriately. This position would be responsible for providing ongoing oversight of all University of Colorado diversity initiatives.

4. A permanent committee, with representatives from each campus and appropriate university committees, be established as an advisory body for the system diversity position (see #3) and to assist in the implementation and evaluation of ongoing diversity initiatives.

5. A thorough evaluation of current admissions policies and practices be conducted to determine if changes would increase diversity among students.

6. Implementation of clear directives, procedures, and resources for search committee and recruitment processes occur to increase diversity among administration, faculty, staff, and students. In order to better serve our constituent populations and to develop effective recruitment efforts, system administration would orchestrate data collection strategies with particular emphasis on our most vulnerable communities (e.g., people with disabilities, glbtq, etc.), and our persistently under-represented communities.

7. Adequate funding for system and campus initiatives be made available as part of campus annual base budgets with specific expectations for implementation of diversity initiatives with accountability. Specific outcome measures would be required.

8. System administration promote high quality, empirical research, using a multi-campus strategy that can lead to demonstration projects for the system, state, and nation. Such a research program would begin with and build on the several effective and successful promising practices that exist throughout the CU system.

9. The annual Diversity Summit be a public forum for system and campus collaboration of diversity activities, initiatives, and evaluation of data. The Summit would provide for a public accounting of the vision of diversity as presented in this document and model diversity-in-practice. As such, the Summit would include, but not be limited to: 1) members from all sectors of the system's communities, 2) presentations on research/scholarship/creative works related to diversity and representative of the faculty/staff/students' promising efforts, and 3) targeted workshops centered around a well-chosen theme.

10. Leadership development programs be coordinated and centralized, and that they address diversity as an ongoing component of leadership training.

11. Diversity-related content in the core curriculum, leadership programs, and certificate programs be strengthened.

12. System-wide annual data on diversity practices, outcomes, and goals continue to be collected. Best practices that are identified would be publicly recognized and expanded. Data would be publicized through the CU website.

Next Steps:

The DTF proposes as an immediate next step establishing an Implementation Committee to:

1. initiate and oversee on-going, empirically driven research to collect data and analyze diversity practices at CU. The empirical research of Sylvia Hurtado et al. (2002) on diversity and democracy could be considered as a possible model for CU;
2. identify specific strategies and procedures for strengthening accountability to diversity throughout the University of Colorado.

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APPENDICES

Appendix A: Sampling of Existing CU Diversity Initiatives

<u>Recruitment and Retention Programs – Faculty</u>

- <u>IMPART Award Program</u> (Implementation of Multicultural Perspectives and Approaches in Research and Teaching) - UCB
  Faculty grant program with priority given to junior faculty research on diversity.

- <u>Opportunity Hires</u> – UCCS
  Made possible by the President's Fund for the Recruitment and Retention of Women and Faculty of Color, this fund enables UCCS to increase numbers of diverse faculty.

- <u>Junior Faculty Mentoring Program</u> – UCD
  The School of Education has initiated a 3-year pilot research mentoring program matching junior and senior faculty.

- <u>Best Hiring Practices Brochure</u> – UCCS
  This pamphlet is designed to assist search committees with position descriptions and other resources.

- <u>Early Faculty Hiring</u> – UCD and UCB
  CLAS and Public Affairs at UCD have programs aimed at identifying potential faculty members. UCB has brought in potential faculty for post-doc positions.

- <u>Travel to Historically Black Colleges</u> – UCB
  Funds made available for early recruitment of potential faculty of color.

- <u>Women's Studies/Women Faculty Grant Program</u> - UCCS
  Supports women faculty's travel to conferences.

- <u>Grants for Junior Faculty</u> – UCHSC
  Supports research for tenure-track faculty.

- <u>Innovative Search Committee Procedures</u>
  All four CU campuses have initiated innovative search committee procedures for faculty recruitment. These include the requirement that committee membership be diverse and that professional networks with significant numbers of minorities and/or women be contacted early in the search procedure. The Office of Diversity at UCHSC has a Diversity website featuring a minority/female recruitment resources list as an aid to search committees.

<u>Recruitment and Retention Programs – Students</u>

- <u>Culture of Excellence for Diversity Grant</u> – UCHSC
  The School of Pharmacy was awarded a 3-year federal grant for the recruitment of minority faculty, minority faculty fellowships, minority faculty seed grants, and professional development funds. In 2002, over 40% of the students in the School of Pharmacy are minority.

- <u>Summer Bridge Program</u> – UCHSC
  The School of Pharmacy offers a summer preparatory program for incoming students.

- <u>2010 Fund for Doctoral Excellence</u> – UCD
  Fund to enhance tuition for new Ph.D. students.

- The American Economic Association Summer Minority Ph.D. Program in Economics – UCD
  The goal of the American Economic Association Summer Minority Program is to create Hispanic, Black and Native American leaders who will pursue careers in economics and policy and to increase minority economics faculty.

- Pre-Collegiate Development Program – UCCS
  Helps students as early as 7th grade to build academic skills in preparation for attending college.

- CU-LEAD – UCB
  The Leadership, Excellence, Achievement, and Diversity Alliance is a consortium of Boulder campus units that provide academic support and scholarships for students of color and first generation students.

- CU-Succeed – UCD
  Pre-collegiate development program offering services and activities to help minority students meet or exceed admission proficiency standards.

- Minority Health Professions Opportunity Days – UCHSC
  Minority undergrads from around the state come to the campus for a day of hands-on experiences in different health care professions--learn to suture pigs' feet, drill teeth in the patient simulator lab, and other activities to interest them in the health sciences.

- Graduate Experiences for Multicultural Students (GEMS) Program -- UCHSC
  Minority undergrads come to campus for 9-week summer program to learn about and conduct their own research.

- Colorado Rural Health Scholars – UCHSC
  Science and medical program for students from rural areas interested in careers in the health sciences (large Hispanic population in rural areas). Provides instruction, group projects, hospital volunteering, field trips and time with a mentor--fully funded for students to come to UCHSC for five weeks.

Campus Resource Centers

- Gay, Lesbian, Bisexual, & Transgender (GLBT) Resource Center – UCB
  Advocacy for GLBT students, staff, faculty, and alumni. Addresses needs of the community such as: creating safe spaces, providing resources and referral information, enhancing educational programs, building coalitions, outreaching to various constituencies, and advocating for GLBT issues.

- GLBT Student Services - UCD
  Provides support services and advocacy for GLBT students at the Auraria campus. Speakers Bureau schedules lectures on sexuality, diversity, human rights, and other issues for campus classes and events. Offers GLBT Awareness Month, Safe Zone Project, leadership training, and other programming.

- Women's Resource Center – UCB
  Provides support services for women students, faculty, and staff. Offers workshops on gender, diversity, and other issues

- Disability Services – UCD, UCB
  Provides academic accommodations to students with disabilities. Offers education for faculty, staff, and students about a range of disability issues.

Curriculum Initiatives

- Transforming the Curriculum Project – UCCS
  Co-sponsored by Ethnic Studies and Women's Studies, provides financial support and mentoring
  for faculty on syllabus construction and integration of race and gender into existing courses.

Diversity Conferences at CU

- Annual Campus Diversity Summit – UCB, UCCS, UCHSC
  These annual programs, open to the entire campus community, examine a number of key diversity
  issues.

- Sponsorship of Diverse Conferences – UCHSC, CU System
  The UCHSC School of Dentistry and Office of Diversity sponsored the Society of American
  Indian Dentists Annual Conference in Denver (2001). The CU System sponsored the annual
  Hispanic Association of Colleges and Universities Annual Conference in Denver (October, 2002).

Faculty and Staff Committees – CU System

- Committee on Women
  Serves the needs of women on all CU campuses. Accomplishments include creation of a Parental
  Leave policy, participation in the re-evaluation of the CU sexual harassment policy, and
  administration of the Elizabeth Gee Memorial Lectureship Award.

- Gay, Lesbian, Bisexual Committee
  Responds to and advocates for the needs of the University of Colorado GLBT communities.
  Achieved same-gender domestic partner benefits for CU Medical and Dental Plans, approved by
  the Board of Regents effective January 1, 2003.

- Ethnic Minority Affairs Committee (EMAC)
  Addresses issues of ethnic and racial diversity on the four campuses including recruitment and
  retention, cultural climate, and advancement of minority faculty.

Appendix B: Sampling of Faculty Diversity Programs at Other Universities

1) The University of Arizona   www.u.arizona.edu
The Millennium Project was initiated in 2000 to correct the under representation of women in faculty positions at different levels at the University of Arizona including salary disparities, research funds, lab space, teaching assignments, advising workload, collegial support, appointments to key committees, and roles in departmental college and university decisions. The Executive Summary (found on the Web site above) includes an extensive list of goals to be accomplished by 2005 addressing each of these areas. The conclusion of the Executive Summary says, "The changes *The Millennium Project* proposes will not be realized without institutional accountability to ensure that they are carried out."

2) Harvard Medical Center   www.med.harvard.edu
The Office for Diversity and Community Partnership at Harvard Medical School was created to promote increased recruitment, retention and advancement of under-represented minority faculty at Harvard Medical School. The minority faculty development program increases the pool of minority students interested in careers in science or medicine.

3) University of Minnesota   www.omaweb.stu.umn.edu
The Diversity Institute provides services to students, faculty, and staff and implements training, workshops, retreats, internships, outreach, and other innovative strategies. These are offered to departments, units or individuals to assist in their promotion of diversity. *Keeping Our Faculties: addressing the recruitment and retention of faculty of color.* This annual program includes round table discussion topics to improve the recruitment and retention of faculty of color in higher education. Resolutions were to focus on strategies and action plans. Sponsored by the University of Minnesota since 1998.

4) Brown University
LAB is partnership with The Northeast and Islands Regional Educational Laboratory At Brown University (LAB) and is one of ten regional labs funded by the Institute of Education Sciences (formerly, Office of Educational Research and Improvement) of the U. S. Department of Education. A significant portion of their work is to understand the educational needs of linguistically and culturally diverse students and to develop classroom-level and systemic approaches to meet those needs. In all of the LAB's work, equity is the highest priority and we are committed to helping all learners achieve excellence. In December 2000, the LAB was awarded its second five-year contract by the U.S. Department of Education. Brown University also has a Curriculum Council/Subcommittee on Diversity in Curriculum. There are well over 60 specific courses across all disciplines that address the contributions of Minorities to American society.

5) Pennsylvania State University www.equity.psu.edu
CORED or the Commission on Racial/Ethnic Diversity was crated in 1989 as a University-wide advisory body to the president of Penn State on enhancing the University climate for diversity. The Office of the University Provost for Educational Equity was created to oversee the implementation of diversity at Penn State and create additional systems of accountability for diversity. An external team of reviewers has been set up to conduct an independent review of diversity programs at Penn State. Penn State also has resources set aside specifically for the recruitment of minority and female faculty. The Diversity Support and Education Center promotes the development of multicultural understanding and cross-cultural competence for departments and work units within the PSU System.

6) The University of Washington
The University of Washington has three key diversity web sites for easy access by faculty, staff and students. The faculty site focuses on classroom accommodations for students with disabilities with faculty resources. The GO-MAP site is for graduate opportunities and minority achievement program. The CAN-DO site is a collaborative access network on diversity outreach focusing on coordinating the outreach and recruitment efforts.
www.washington.edu/doit/faculty www.grad.washington.edu/gomap/diveristy
www.depts.washington.edu/uwcando

7) Virginia Institute of Technology

Virginia Tech's recent push to diversify its faculty is even more aggressive than most. They have built in several checkpoints in the hiring process that would force (their word) professors to give every consideration to candidates who are not white men.

National and Regional Resources for Diversity in Higher Education

1) Diversity Web www.diverstityweb.org
This is an interactive resource hub for higher education developed by the Association of American Colleges and Universities and the University of Maryland, College Park. This web site is rich with research on recruitment and retention, faculty and staff involvement, promotion,

2) The National Initiative for Women in Higher Education www.campuswomenlead.org
The goal of this conference is to develop and maintain an agenda for women in higher education in this new century. The agenda addresses not only educational institutions, but also government, community and business organizations. Nearly 200 colleges and universities have participated. Participants developed action plans to improve campus climates for women and the status of women in higher education, focusing on teaching/learning/research, work/life, partnerships/outreach, leadership in a new century.

3) Western State Commission for Higher Ed (1996) *An Integrated Approach to Diversity.*
It is sometimes difficult to promote faculty involvement in diversity initiatives because faculty receive conflicting messages. If faculty hear on the one hand that diversity efforts are important and on the other that diversity efforts are peripheral or undervalued they will be wary of participating regardless of the strategic plan. This article addresses encouraging faculty involvement, obstacles to faculty involvement, and actions to take. (The University of Wisconsin and the University of Hawaii are highlighted in this report.)

4) National Minority Faculty Identification Program at Southwestern University at Georgetown
NMFIP provides a bridge between all member institutions and minority candidates seeking first-time or advanced faculty positions in higher education. The service is provided as part of the Office of Human Resources at Southwester University.
Contact: 512-863-1208 natfacid@southwestern.edu

Appendix C: Summary of Breakout Discussions at CU Town Hall Meetings

The Town Hall breakout sessions on diversity addressed three issues: (a) best practices, (b) barriers, and (c) strategies or next steps for increasing diversity. (Note: the UCCS Town Hall did not include a breakout session.)

CU-Boulder

Best Practices

- Search committee procedures (AVC for Faculty Affairs)
- Continuing Education
- "Building Community" program (Student Affairs)
- Northeastern University's GLBT policy statement

Barriers

- Limited resources
- Different needs for the various communities covered in diversity
- Need to look more creatively at GLBT issues
- Lack of incentives for diversity training
- Boulder campus is in a non-diverse area
- Lack of staff development activities
- Campus culture is difficult to change
- Training is perceived negatively by faculty
- No faculty best practices at CU for 30 years (due to slow turnover, individualistic culture, etc.)
- Building design creates separations

Strategies

- Revive GLBTQ High School Day
- Promote inclusive language
- Clarify priorities with regard to diversity
- Include a voluntary self-identifier on forms for GLBT persons
- Tie resources to success with diversity
- Identify culture-change strategies
- Include staff in annual Diversity Summit
- Ask the question, "Why *doesn't* CU want diversity?"
- Investigate why people stay (not just why they leave)
- Increase opportunities for contact across differences
- Continue to build on opportunities for international students
- Bold, innovative steps are needed to make a difference

CU-Denver

Barriers

- Some aspects of diversity are visible (e.g., race, gender), others are not (e.g., GLBT status, religion, class, etc.), making it not always easy to measure progress.
- Lack of consensus about what should be included in diversity.
- Financial constraints
- "Selling the idea" to internal and external constituents.
- Traditional "culture of scholarship."

Strategies

- Promote an inclusive definition.
- Make UCD's diversity goals bolder.
- Identify benchmarks: e.g., peer urban institutions, urban demographics, etc.
- Designate a department or unit to launch a pilot project.
- Conduct periodic surveys of job satisfaction.
- Identify incentives for increasing diversity.
- Become more proactive about recruitment:
  - Early contacts with doctoral students
  - Postdoctoral positions
  - Summer programs for students
  - Position announcements should stress diversity
- Broaden the definition of scholarship
- Institutionalize mentoring programs.
- Communicate internal best practices – "nobody knows what we're already doing well." (PostExpress a possible vehicle)
- Tie faculty/staff promotion to involvement in diversity activities.
- Look at corporate models for best diversity practices.
- Continue to emphasize link between diversity and excellence.

CU-Health Sciences Center

Best Practices

- Diversity Week
- Cultural Competence Modules (School of Nursing Curriculum)
- Summer Enrichment Program (School of Pharmacy)
- GLBT Interdisciplinary Project
- Diversity Seminars (Ruth Fuller's series)
- Word-of-Mouth by Minority Graduates (School of Pharmacy)
- GEMS Program
- Language Skills Classes
- Minority Health Professions Opportunity Day

Barriers

- Budgetary constraints
- Keeping diversity a priority
- Keeping the momentum going
- Two personnel systems
- Admissions criteria
- Lack of diversity on search committees
- Lack of selection of "house staff"
- Physical environment impedes community-building

Next Steps

- More collaboration among the various diversity committees
- More visibility of diversity programs
- Identify best practices for recruiting students with disabilities
- Partnerships with diverse communities
- Make diversity *everyone's* responsibility

- Sharing resources; e.g., joint faculty hires, joint campus programs, etc.
- Encouraging attendance at campus diversity events
- More student scholarships
- Review admissions criteria
- Recruit more men in Nursing

Appendix D: Individual Campus Reports

CU-Boulder

<u>Best Practices</u>
Campus
AVC position and Office of Diversity and Equity
Chancellor's Advisory Committees:
       Chancellor's Advisory Committee on Minority Affairs
       Chancellor's Committee on Women
       Program Accessibility Committee (Disabilities)
       Chancellor's Standing Committee on GLBT
Centers:
       Cultural Unity Center
       Women's Resource Center
       Disability Services Center
       GLBT Center
Website for Diversity: groups, policies, classes, etc.
Blueprint for Action-- Campus Diversity Report
State of the Campus Diversity Report
Divisional Diversity Committees
       Academic Affairs
       Administration
       Student Affairs
Annual Status of Women Report and public presentation
Annual Diversity Summit
Building Community Campaign
Sexual Harassment Policy Office
Parents as Partners Program
Childcare Coordinator
Student Academic Services Center
Diversity Newsletter to campus
Diversity Education Team
Multicultural Development Team
Assistive Technology Conference-Disabilties
Lavender Month
African Awareness Month
International Women's Week
Semana de la Chicana
International Festival
Native American Awareness Month
Asian American Awareness Month
International Women's Week
Semana de la Chicana

Students
CU-LEAD Alliance
CU-LEAD Academic Neighborhoods
       Multicultural Engineering Programs
       Minority Arts and Sciences Program
       Diversity Scholars Program, Leeds School of Business
       School of Journalism and Mass Communication, Diversity Program
       McNeill Academic Neighborhood
       Honors Multicultural Neighborhood

Chancellor's Leadership Residential Academic Program and the
   Ethnic Living and Learning Community
McNair Post baccalaureate Achievement Program
First Generation Scholars Program
CU-LEAD Alliance Participation 4-year Scholarships
Daniels Foundation Scholars
Pre Collegiate Development Program
     Boulder Campus
     Southern Ute Project
     Roaring Fork Project
I Have a Dream Foundation Partnership
High School Partnerships
Multicultural Career Fair
SMART graduate student recruitment program
Case Statement for Diversity
Trio Programs
     Academic Excellence Program
     Upward Bound-Math/Sciences
     McNair
Study Abroad Campus Scholarships
UCSU Diversity Commission

Faculty
Faculty-Appreciation Lunch (students bring supportive and caring faculty)
Implementation of Multicultural Perspectives in Research and Teaching (IMPART) Fellowships
Faculty Teaching Excellence Program Diversity Coordinator
Office of Diversity and Equity Faculty Associate
Funding to Bring in Diversity Candidates ($70,000)
Two Diversity Postdoctoral Fellows

Staff
Leadership Classes: Campus Perspective, University Perspective
English as a Second Language Classes
Staff Training in English, Spanish and Laotian: New Employee Orientation & Sexual Harassment Policy
CUWomen's Network
Office of Employee Development Mentoring Program Pilot
Staff Council Mentoring

Other
Disabilities Task Force
Equity Library
Minority Chamber of Commerce visits through Career Services
Department of Equal Opportunity
Classroom Behavior Policy

<u>Barriers</u>
1. Funding for Diverse Faculty Recruitment (competitive salaries and packages)
   Need to increase non-need based as well as need-based scholarship funding
   Lack of funding for recruitment of out of state students of color
   Lack of funding for graduate fellowships in the Humanities and Social Sciences
   Need for academic neighborhood funding for growth
2. Lack of Awareness in our incoming student populations of the issues of diverse communities on our
     campus
3. State personnel system that poses obstacles for diversity recruitment, retention
      and upward mobility
4. Perceptions of the broader Boulder University and City

5. Lack of preparation of many students of color by the K-12 educational system in Colorado
6. Need for a foundation development officer for diversity
7. Need to improve centralized and accurate student, faculty and staff diversity data
8. Lack of Faculty of Color representation on VCAC (campus promotion and tenure committee)
9. Need for more integration of diversity issues in the curriculum
10. Need for better understanding and support of diversity issues within search committees
11. Broader definitions of scholarly work

<u>Solutions</u>
1. Funding
2. Assigning a Foundation development person
3. Strengthen freshman orientation
4. Development of more comprehensive database
5. Funding for faculty summer institutes for curriculum integration of diversity issues--Women, GLBT, Disabilities, Minority Affairs
6. Reward or sanctions for chairs and departments
7. Training for search committees
8. Change is culture

CU-Denver

Best Practices for Enhancing Diversity of Faculty and Students

- CU-Denver has several pre-collegiate development programs, which have been extremely successful in increasing the enrollment of students of color. It is because of these programs that students of color have made up 36% to 40% of the entering freshman class in the past 5 years. Currently students of color constitute 27% of CU-Denver's undergraduate enrollment. Pre-collegiate programs have been instrumental in increasing significantly the pool of students of color who desire to pursue a college education and who are admissible to CU-Denver. The programs also front-load retention services, which help the campus retain and graduate program participants at rates higher than those of students overall.

- Support services, policies, processes, and practices reflect the needs of students of color, beginning with the admission process. Many students of color are not eligible for automatic admission to CU-Denver. A committee comprised in part of the directors of the Educational Opportunity Programs and the director of the Pre-Collegiate Development Program evaluates these students on an individual basis for admission through the admission window. These same individuals sit on a campus scholarship committee to ensure that students of color have an equal opportunity to receive institutional and private scholarship support. Students of color may avail themselves of a network of academic and other support services, which include those provided by the directors of four minority student support services programs. Together, these services and practices have contributed to a graduation rate of students of color that surpasses that of students overall.

- Searches for tenure-line positions are not approved until a recruitment plan has been submitted. The plan needs to contain strategies for enhancing the diversity of the applicant pool.

- Some schools and colleges are identifying promising doctoral students in disciplines in which they anticipate having openings and are cultivating relationships with these students to develop a pool of minority candidates for future positions. This strategy has been very effective, particularly in disciplines in which there are few minority Ph.D.s.

- Some deans are requiring that the applicant pool and/or the final pool of candidates in a search be diverse, otherwise the position will not be filled.

- Newly hired minority faculty can receive support, guidance, and mentorship from senior faculty through YUMPS (Young Upwardly Mobile Professors). Mentors in this program acclimate junior faculty to the academic structure and help them with their teaching and research.

Barriers

- The number one barrier to recruiting and retaining more students of color is financial support. The campus does not have sufficient resources to support needy students through their entire academic program. In recent years, students who have participated in the Pre-Collegiate Development Program have chosen not to enroll at CU-Denver because they were able to receive much better financial aid at other state or out-of-state institutions.

- Financial resources are an even greater barrier to recruiting and retaining faculty of color. Inadequate financial resources prevent deans of schools and colleges from providing to their departments the kinds of incentives that could enhance the diversity of the faculty. Applicant pools for faculty positions have become more diverse; however, scant resources frequently prevent deans from making competitive offers to minority finalists. Likewise, the campus has lost very good minority faculty in recent years, because other institutions have been able to lure them away with higher salaries and greater support for their research.

- Because there is not a critical mass of faculty of color on the campus, and because there are not concentrations of them in any one school or college, there lacks on the campus a sense of community and collegiality among faculty of color. This is a barrier both to recruitment and retention faculty of color for whom these aspects of the campus are important.

Next Steps

- Expand pre-collegiate programs and find ways to provide financial support to the students who matriculate to the campus from these programs. Without these resources the campus will continue to prepare students of color to go to other institutions.

- Examine the manner in which searches are conducted on the campus to ensure that they are true searches and not merely the posting of posting of positions and reviewing of applicants. Strategies that have been employed successfully by some schools and colleges should become standard, perhaps required, practices in searches.

- Create a cohesive community of faculty of color across school and college lines.

CU-Colorado Springs

Best Practices

A number of people responded that we have nothing they would identify as a "best practice," which at the very least tells us we need to better publicize and share news about the diversity practices we do have that work

Curriculum

The Writing Program has re-invented itself with a primary focus on diversity in the English 131, Rhetoric and Writing I (composition) curriculum. This is an important step toward integrating race and gender into the mainstream curriculum. The program has set up a multicultural focus group. This group has approximately eight members. One member of our multicultural focus group is Black. All the other members come from various ethnic backgrounds. All of the members are current Writing Program instructors. We teach using materials that focus on providing our students with an understanding of multicultural rhetoric.

Our Summer Ethnic Studies/Women's Studies Transforming the Curriculum Workshop (which provides faculty members with a stipend and support to integrate race and gender into a course, or develop a new diversity course)

Occasional brown bag workshops during the school year focus on issues that arise when teaching diversity and provides support for faculty in dealing with these issues

Our Women's Studies/Women's Faculty Committee small grant program for enhancing the curriculum, or for research or travel

We had a faculty member receive a president's fund grant to bring in women, and a number of women of color writers, and design a course around them: this was precedent setting and motivating for other faculty

Recruitment

The Faculty Minority Affairs Committee, in collaboration with the office of Academic Affairs, created a campus-wide Opportunity Hire Policy, which was approved and signed by the Chancellor this fall 2002.

The communication department has recruited its one minority tenure track faculty member through a strategy I call "grow your own." Adelina Gomez was an instructor in the department when I arrived. With departmental encouragement she earned her Ph.D. from Boulder and converted over to a tenure track position. Right now we have a good number of minority students in our masters program who are very capable of earning Ph.Ds. and likely to do so. These people have family ties to this community; and that will probably give us an edge in recruiting them as faculty. Unfortunately, some are probably limited to studying within Colorado, or worse, financially unable to pursue a terminal degree. I think Boulder might want to consider or expand a *program that provides tuition waivers and assistantships to increase the pool of minority Ph.D.s in the state.* Yes, some will leave, but some will stay.

Campus Programming

Best things we do: 1) produce work by playwrights of color, women, etc. on a regular basis; 2) cast shows non-traditionally; 3) actively seek out audiences that are ethnically diverse; 4) collaborate with organizations to promote diversity--ie. working with Urban League when we brought Danny Glover to the Pikes Peak Center or the gay community when we created our adaptation of Plato's Symposium.

Diversity Programs, workshops, and events such as the EST/WMST Film Series and the Rosa Parks Scholarship Competition.

Retention

The existence of the Women's Faculty Committee and the Faculty Minority Affairs Committee at UCCS. system wide I would point out the Faculty Council Committee on Women and other committees representing the interests of minority faculty. I think it's crucial that such committees have budgets large enough to support research, travel, and/or on-campus social/academic events for women faculty and faculty of color. This is key for retention. Thinking of long-terms goals, I would argue that these committees are essential to increasing the participation of women and faculty of color in higher leadership positions.

The Office of Academic Diversity and Development is currently in the process of creating a faculty development/mentoring program.

Campus Culture

 We offer a "Valuing Diversity" segment as a part of the Partners customer service/service excellence training program for our student employees. Partners is offered twice in the fall and once in the spring. (3 times per year). We have had a variety of facilitators/presenters for this 45 minute "Valuing Diversity" segment including: former Women's Studies chair, and past & present Ethnic Minority Studies chairs, the Student Employment Coordinator , the program director and former assistant director in the Office of Academic and Multi-cultural Affairs, the University Counseling Center , and, most recently. We have wonderful talent on this campus for exploring this topic. It has not been uncommon in the past few years for the Partners evaluations to indicate that the "Valuing Diversity" segment of Partners was one of the most valuable segments in the program.

Barriers

Many chairs have not taken leadership roles on this issue. This is a major barrier: in general chairs do not define this as a priority

Although the opportunity hire policy was approved, there is no current plan to set aside monies to fund the policy.   The money that was set aside for this purpose is being used to balance our deficit.

Due to the fact that the classified system provides guidelines that do not always allow for a large pool of applicants we don't always get a choice of whom we interview.

Lack of diversity on the campus and in the community at large has discouraged several minority candidates from accepting positions at UCCS

The absence of a dual career hire initiative

We no longer have the money to compete nationally for minority faculty. In fact, my department has been unable for the last 19 years to recruit ANY tenure track faculty who were not already personally tied to this area and it was not for lack of trying. (Numerous people identified that lack of funding to recruit/retain minority faculty. Many mentioned that other schools can offer higher salaries, better benefits, and a larger network of minority faculty on campus already. We need an infusion of funds into this area to jumpstart the process)

 A key vocal person or two who have particularly cynical attitudes toward discussions of diversity.

Hiring in a focused area that generates very few persons of color has made it very difficult to generate a large enough pool to get ethnically diverse candidates. We need to broaden our areas in searches and specifically design them to attract minority candidates

Lack of funding for diversity programming on campus

Lack of faculty and funding in Ethnic Studies and Women's Studies. These programs have no faculty in them. Cureently, only the directors have half-time appointments. We NEED greater support for these programs, which not only shape the curriculum, but contribute to recruitment and retention of diverse faculty

Women and faculty of color are grossly over-extended and are, therefore, burning out.

Lack of leadership from the top on diversity issues. We need our President, Chancellor, VCs and Deans to strongly support and demand diversity.

Lack of rewards for diversity efforts. There is no reward in the merit review nor promotion process. This should be an explicit criterion.

Lack of Campus Awards for faculty who make significant efforts to enhancing diversity, and to University service. The system-wide awards are not taken seriously or given much attention like other awards are. How about creating President's Diversity Scholars? Or a Diversity newsletter showing off the important efforst being made one ach campus and giving recognition to those efforts?

Lack of diversity in the curriculum. As one person explained, in many departments the "curriculum is antiquated--Male-centered, imperialist-centered, in a word--elitist. As a woman, I feel it marginalizes my theoretical concerns. I can't imagine being anyone with a non-caucasian background wanting to teach in this curriculum. Frankly, I'm worried about our next job search."

In terms of college and campus, I think the biggest barrier is financial.

 The most significant barrier to diversity on campus is the makeup of the student population- it is on the conservative side and resistant to diversity issues, which means we need even more diversity programming than many other campuses. ("this is Southern Colorado.You have five military bases and a conservative population to deal with. Most of our students are white and feel that the diversity issue does not concern them. They think the problem is blown out of proportion, and they are resistant to discussing the issue. This is also the case with discussing gender issues. For the most part, the students are mirroring the feelings and beliefs of their parents.")

Next Steps

Encourage all departments to develop courses that will satisfy the global diversity, and diversity awareness requirement.

Require all departments to encourage at least one of their faculty members to participate in the summer EST/WMST Transforming the Curriculum Workshop

 Provide further funds for small stipends for faculty to integrate a unit or emphasis on diversity issues into their existing courses

Develop a 'grow your own' program.

Implement the opportunity hire policy in order to top salaries, offer post doctoral fellowships, and hire visiting professors at the junior and senior levels.

 Expand the notion of diversity to something beyond the traditional norms of gender, race & sexuality---intellectual diversity must be included as well, and the campus ought to do more to encourage debate and exchange so we can have a vibrant & active inter play of ideas. Where is the debate on Iraq, for instance? Why aren't we making a greater effort to understand/confront our relationship with Islam? We ought to identify crucial issues and prioritize our focus.

Continue to recruit a more diverse student body

Actualize the promise of the Opportunity Hire policy and strengthen it to give it solid financial footing and to allow more hires on a yearly basis. Do not rely on replacing retiring faculty with minority faculty.

Recruit women and faculty of color at the senior level.

We have a program in our graduate track that has responded very well to military students. The first student referred others. As long as we do a good job...I believe word of mouth through the military community will be our best strategy. I am thinking the same about diversity challenges on this campus. What do the students say? We need to examine students of color's experiences on campus to identify areas for improvement

 Funding our Opportunity Hire Policy!!!! Passing this and garnering widespread support was a major accomplishment- it must be funded! (Secure full-time positions in order to retain faculty of color/faculty who currently contribute to EST/WMST, such as Kim Searcy and Glen Whitehead).

Establishing a center for scholarship that would attract diverse faculty (something along the lines of what Rob tried to do with a NEH seminar proposal). I think we can use the Hellerman estate along these lines. A creative diversity angle, perhaps.

Continue presenting the material in the same manner but by include some of the following: Coordinate the presentations. Work together with other departments and put together lectures and presentations that Women's Studies, Sociology, Ethnic Studies, Art, and English Composition classes can get credit for attending. Work with Admissions and Counseling to get the word out and advertise the possibilities.

Present Freshmen seminars that deal with the issue of diversity.

Coordination of diversity efforts, resources and communications.

Off-loads for faculty over-committed to diversity service and advising of under-represented students and faculty

Make the Assistant Vice Chancellor position for Academic Diversity a Full Time job- because it is.

Funds for k-12 outreach aimed at girls in non-traditional fields, and minority students groups

Provide travel and research funds for faculty working in EST and WMST, since these fields are different and have their own specialized conferences, journals, etc.

Continued growth and support of campus clubs and organizations that promote diversity. Increased dialogue on the topic of diversity, discrimination, "political correctness," religious beliefs, sexuality, etc. Increased educational opportunities on all diversity related topics-for instance I attended the "Islam 101"

yesterday-it was a wonderful opportunity for me to learn more about that faith and its followers. Creating opportunities for friendships/fellowship among people of different culture, races, religions, sexual preferences, ages, etc.

Diversity must be made a priority for our Foundation and the foundation reps. We need concentrated fundraising for diversity efforts.

Diversity should also be a priority for grant writing initiatives. Hire a full-time grant writer, who would work with the Chancellor to bring in funding to fund diversity initiatives and programs and bring in a more diverse faculty.

Create a permanent structure for addressing diversity, rather than continuing to exploit women and faculty of color by expecting them to devote time year after year to taskforces and committees such as this one- in a sense these types of efforts reproduce and exacerbate the problem

Make sure diversity service work is recognized and valued in the merit and P and T process

Need to provide more family friendly policies for faculty, such as family leave, elder care, etc.

Need to develop a trailing partner program, so we can retain the faculty who come here

CU-Health Sciences Center

Best Practices

- Center of Excellence for Diversity – School of Pharmacy
- Summer Enrichment Program – School of Pharmacy
- Post-baccalaureate Program – School of Medicine
- GEMS Program – Graduate School – summer research opportunities for diverse students
- Monthly Diversity Seminars (Dr. Ruth Fuller)
- Campus Diversity Week – Diversity Office
- Cultural competence modules and "train-the-trainer" program for culturally competent health care – School of Nursing
- Minority Health Professions Opportunity Days (high school and undergraduate students)-Diversity Office
- Student Cancer Research Fellowship Program – Cancer Center-minority recruitment
- Medical Scientist Training Program (MD/PhD) - minority recruitment
- Advanced Clinical and Training Service (ACTS) Program – School of Dentistry – dental care in underserved communities – student service learning project
- Healthy Smiles Clinic – School of Dentistry
- Public Health Outreach to New Americans (PHONA) – School of Nursing
- Stout Street Clinic
- Samaritan House Clinic
- AHEC pipeline activities
- Partnership with Manual High School Millennium Quest (math, science, and medicine)
- Partners in Prevention – Gove Middle School/School of Nursing
- Service Learning – School of Pharmacy, School of Nursing
- Center for Studies on Clinical Excellence – School of Medicine
- GLBTI group interdisciplinary focus – social, cultural support and resource for students, faculty, staff
- Medical Spanish for students and health care providers
- English as a second language classes for students and post-doctoral fellows

Barriers

- Budgetary constraints
- Campus climate
- Limited availability of diverse faculty in academic medicine and health care disciplines
- Lack of resources to support minority faculty diversity efforts
- Lack of diversity and lack of focus on diversity on search committees
- Lack of institutional accountability in diversity efforts
- Lack of collaboration across disciplines
- Physical environment that impedes community building
- Workload
- Not maintaining diversity as a priority

Next Steps

- Promote collaboration across disciplines
- Formalize role of campus faculty Ethnic Minority Affairs Committee (EMAC)
- Identify specific strategies and seek funding for recruitment of minority faculty
- Enhance curricula development inclusive of all diversity identities (race/ethnicity, ability, sexual orientation)
- Promote inclusive campus climate – Create a "campus without walls"

- Identify ways to ensure Fitzsimons campus design that establishes community spaces and promotes community building
- Seek funding for faculty development of curricula, practice and service
- Implement revised search policy
- Expand pipeline activities for recruitment of diverse faculty and students
    - Identify best practices for recruitment and retention of students with disabilities
    - Seek external funding for middle school, high school, and undergrad pipeline programs
- Expand partnerships with diverse communities and community organizations

Appendix E: Disability Related Goals

No human being should have to face challenges due to a socially imposed stigma, marginalization, or exclusion on the basis of race, ethnicity, class, gender, age, sexual orientation, disability or religion. Diversity fluency that includes disability assists the entire UC community in developing a welcoming climate for any person socially assigned a negative, objectified and/or pathologized identity.

Accommodations, Services, and Programs for Students
- Continue to insure that reasonable accommodations are provided to students with disabilities
- Continue to provide student-centered excellence in disability services, including these critical academic access resources: one-on-one support, academic advisement, skills and strategy development, training in assistive technology, exam and alternate format accommodations, notetaking services, and interpreting and captioning services,
- Constantly refine and share understanding of best practices with students, colleagues, and faculty to through outreach, in-services, and committees in order to enhance the learning environment
- Continue to provide screening and psychoeducational assessment services
- Continue to provide scholarship opportunities for students with financial need
- Continue to provide transition assistance for life at the university and career planning for life beyond
- Continue to provide students with disabilities empowerment training through leadership opportunities

Central Funding for ADA-related Expenditures
- Initiate a "central access fund" to be used by all departments for interpreting services, and other accommodations such as those related to commencement ceremonies

Disability Studies
- Formally develop an academic discipline in Disability Studies at the University of Colorado
- Continue to develop curriculum of theoretical and critical analysis of disability as a field of academic study that encourages shifts in traditional representations of the disabled body as a negative social construction with a history of denying persons with disabilities full personhood and/or citizenship due to normality-based standards of oppression

Continue collaborations and partnerships to bring state-of-the-art disability cultural programs to campuses

Information Technology
- Develop comprehensive policy and mechanisms to insure information access, including access to electronic information systems, communication systems, resources, and smart classrooms
- Continue to develop assistive technology resources for students, faculty, and staff with disabilities
- Continue to expand assistive technology stations where demand indicates the need for expansion

Physical Environment
- Improve primary access to buildings and grounds as mandated under ADA
- Provide and update accessibility maps to campus, both online and on destination signage maps

Research and Development
- Continue, and expand, developed partnerships led by the Coleman Institute for Cognitive Disabilities
- Include persons with disabilities on advisory boards for research and development

University Employees
- Increase recruitment and retention of faculty, staff, and administrators with disabilities
- Improve services and accommodations for faculty, staff, and administrators with disabilities
- Include disability awareness training in new faculty and staff programs
- Include disability as an aspect of all department and/or unit diversity plans

Appendix F: UCB Student Summary on Diversity

As students of UCB we also embrace an inclusive definition of diversity, similar to that of the Vision 2010 Diversity Task Force. This includes those of different race, ethnicity, gender, socioeconomic class, sexual orientation, disability, and religion. We agree with the Task Force that other dimensions of human differences (such as intellectual diversity, differences in perspectives) are seen as infused in the concept of diversity. As members of the Diversity Commission, we have set out to create a summary of the current condition of diversity on our campus from a student perspective.

Best Practices
- Diversity Training for Faculty and Staff
- LEAD Alliance efforts (including MASP)
- Global Jam (the cultural picnic in the fall on Farrand Field)

Barriers
- Limited Resources
- Retention of underrepresented students on campus
- Retention of underrepresented faculty
- Intolerant acts on campus (towards groups like Hillel and GLBT students)
- Lack of education on cultural/diverse issues
- Limited funding for diverse students, student programs, etc.
- Non-specific contacts for diverse students on diversity issues

Strategies
- Revising the Diversity Action plan when necessary
- Creating mentorship program for diverse students with diverse staff and faculty
- Including Faculty and Staff in annual Diversity Summit
- Create a master list of contacts for diverse students, faculty, and staff
- Create more effective incentives for diversity training
- Increase funding and publicizing for Diversity programs (ex: LEAD)
- Reach out more to diverse populations with encouraging letters of appreciation and reiterating and Open Arms policy.