Strategic Plan 2020—Goals, Actions and Measurable Outcomes

**Diversity & Inclusiveness Subcommittee**

### I. K-20 Pipelines

Strengthen relationships with students, schools, families, and communities to foster a college-going mindset among underrepresented groups and to expand K-20 pipelines for diverse participation in higher education.

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| Design and implement culturally responsive recruitment and outreach initiatives to increase diversity of the undergraduate and graduate student body to reflect the population of Colorado. | • The diversity of the undergraduate and graduate student population will reflect the emerging demographics of the state.  
• Annual evaluation of the effectiveness and cultural responsiveness of UCCS recruitment and outreach in building educational access for diverse populations will show continued progress relative to demographic trends.  
• By 2020 the Leadership Team will determine the institutional commitments, timing and value of becoming designated a Hispanic Serving Institution.  
• Strong working relationships with Ute Nations to promote UCCS as college of choice for tribal members.  
• Scholarships and need-based financial aid for diverse and first-generation students will have expanded proportionally to the increased diversity of the student population.  
• Targeted strategy for recruitment in Pueblo and Southern Colorado.  
• The engagement of diverse faculty, staff and alumni in outreach and the recruitment of underrepresented students is recognized and rewarded.  
• Faculty work to engage in outreach and the recruitment of underrepresented students is documented through Faculty Report on Professional Activities.  
• Annual review of recruitment strategies and promotional materials assures that they are inclusive and welcoming to all students.  
• Annual campus workshops showcase UCCS to middle/high school counselors, principals and community college transfer advisors.  
• Comprehensive outreach and on-campus efforts prepare students and families from diverse cultures for college, including Spanish language events.  
• Robust and coordinated collaboration with P-20 outreach, such as CESDA, Educating Children of Color, Pikes Peak Community Development, and College Summit. |
The number of diverse students who are admitted and supported by the CU Opportunity through holistic evaluation has doubled from 2012 to 2020.

### Strengthen Pre-Collegiate, STEM, Gomez Scholars and other pipeline programs and coordinate with recruitment and retention offices.

- The growth of Precollegiate programs will be on pace with undergraduate enrollment growth including effective satellite programs in the Lower Arkansas Valley and Upward Bound support.
- Sustainable Gomez Scholars program for Denver Public Schools students and replicated programs in other school districts will have strengthened the presence of UCCS in at-risk school districts.
- Strengthened relationships with community colleges throughout the state modeled after partnership with PPCC.
- Strategic coordination of all UCCS pipeline programs.

### Lead efforts of Southern Colorado Higher Education Consortium to foster and grow a college-going culture in Southern Colorado.

- Participation rates in higher education will have doubled for Southern Colorado students involved in Sócolo Reach through broad engagement in dual enrollment programs.
- The number of Southern Colorado schools sending students to UCCS will have doubled in 2020 compared to 2012.
- The numbers of new resident freshman at UCCS from Southern Colorado, including Eastern Plains, Eastern Mountains, and San Luis Valley, will have doubled in 2020 compared to 2012.

### II. Student Success

**Provide effective and culturally responsive professional support to the diverse student body for academic success, personal development, community engagement, workforce preparation, and other student needs.**

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<td>Coordinate student support offices, centers of academic excellence and campus life to assure culturally responsive service and support for all types of students.</td>
<td><strong>Robust support for the growing number of students who are English Language Learners within academic learning centers, departments and in the writing program.</strong>&lt;br&gt;<strong>The needs of distinct student populations are communicated and addressed among all units of student success.</strong>&lt;br&gt;<strong>All campus units regularly evaluate customer service to assure that every type of student feels welcomed and served.</strong>&lt;br&gt;<strong>Retention, persistence and graduation rates for underrepresented students match the UCCS student population.</strong></td>
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<td>Provide focused support centers with appropriate funding for approved goals to build the capacity of diverse students, (including students of color, multiracial, LGBT, international, military, students with disabilities and others) and to engage with academic programs and student</td>
<td><strong>40% increase in utilization of MOSAIC, LGBT Resource Center, Disability Office, International Services and Programs Office, and Veterans Affairs for focused support, professional development and engagement in 2020.</strong></td>
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Focused support centers (MOSAIC, LGBT Resource Center at MOSAIC, Disability, Veteran’s Affairs, and International Services and Programs) will have been adequately funded and staffed as determined by an annual review of needs and utilization.

Support for international students and faculty, international student recruitment, and global studies is consolidated in the Office of International Programs and Services.

Participation rates of faculty and staff in mentoring diverse students and advising student organizations is increased by 20% in 2020 as compared with 2012.

Participation rates in student clubs and organizations is increased by 20% 2020 as compared with 2012.

Retention and graduation rates for students using focused support centers exceed that of the UCCS student body in general.

Invest in sustainable, campus-wide diversity and inclusiveness programs to complement strategies that are integrated throughout departments, colleges and divisions.

The leadership of Diversity Catalysts in each college and division in guiding diversity initiatives is recognized and rewarded.

Adequate funding for diversity and inclusiveness at campus level and within colleges and divisions.

Annual on-campus publication of best practices from colleges and units to recognize innovative models of excellence for diversity and inclusiveness initiatives.

**Faculty and Staff Development** — Cultivate diverse staff and faculty, support their advancement at all levels, and develop an inclusive and respectful work environment for every employee, regardless of position.

### Actions

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<th><strong>Colleges and divisions will develop annually updated diversity recruitment plans for faculty and staff that address patterns of underrepresentation by unit and job classification</strong></th>
<th><strong>Articulation and yearly review of diversity recruitment goals by departments, colleges and staff units.</strong></th>
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<td><strong>Provide strong program of training, support and accountability for search committees and hiring authorities regarding the availability of qualified diverse candidates and effective outreach and recruitment practices.</strong></td>
<td><strong>Diversity Champions will have played an active role in all faculty and professional searches with strong, program of training, support and accountability for search committees.</strong></td>
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<td><strong>Best practices and challenges from faculty and professional exempt searches will have been regularly collected and disseminated</strong></td>
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Provide mentorship, support and professional development to maximize the advancement of faculty and staff of all backgrounds and social identities

- 25% of faculty and staff participate in inclusive mentorship programs
- Strong program for professionally and socially integrating new faculty in departments and campus life.
- Faculty and staff are broadly engaged in professional development addressing diversity and inclusiveness as reflected in merit review.

Assure safe and inclusive working environments for faculty and staff at all levels.

- Faculty and staff surveys show that UCCS is considered an inclusive and safe university.
- Faculty and staff roles are mutually understood and respected as reflected in healthy collaboration across campus.
- Retention rates for staff and faculty from historically marginalized groups match overall retention rates.
- Environmental safety for employees at all levels is assured as a component of the sustainability program.

- **Learning Inclusiveness** — Improve methods of teaching, learning, and scholarship to advance inclusiveness and to prepare students, faculty, staff, and community members for both local and global multicultural realities.

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| Support and disseminate leading edge scholarship and teaching on inclusiveness, building intersectional approaches for understanding the full range of social differences | • Internal and external communication of advances in scholarship and teaching on diversity and inclusiveness across departments and colleges.  
• Development of resources for the Matrix Center and other mechanisms for promoting interdisciplinary research on diversity and inclusiveness.  
• Broad participation by administrators, faculty and staff in University of Colorado Diversity Summits and other system-wide conferences building inclusiveness.  
• Faculty work as inclusiveness resources for K-12 schools and community institutions is documented through Faculty Report on Professional Activities. |
| Integrate global and multicultural education to serve diverse students and communities. | • An academic center will have been established to promote collaborative and interdisciplinary research and instruction integrate global and multicultural education to serve diverse students and communities. |
| Invest in sustainable, campus-wide diversity and inclusiveness programs to complement strategies that are integrated throughout departments, colleges and divisions. | • The leadership of Diversity Catalysts in each college and division in guiding diversity initiatives is recognized and rewarded.  
• Adequate funding for diversity and inclusiveness at campus level and within colleges and divisions  
• Annual on-campus publication of best practices from colleges and units to recognize innovative models of excellence for diversity and inclusiveness |
Inclusive Campus Community — Assure an open campus environment based on mutual respect, engagement, and learning for all of the campus community including the full spectrum of backgrounds, social identities, abilities, cultures, and university roles.

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| Maintain and communicate a clear process for effectively addressing inclusiveness concerns to safeguard the full participation of all faculty, staff and students in the campus community. | • Inclusive Campus Action Team (ICAT) provides a focal point for communication among units responding and addressing inclusiveness concerns and for proactively promoting inclusiveness campus-wide.  
• Policies and procedures for responding to bias incidents are clearly articulated, broadly understood and effective. |
| Develop regular programming of activities to foster dialogue among diverse groups to productively engage with social differences | • Regular educational programs and support materials facilitate inclusive engagement in the classroom and workplace and provide baseline understanding of diversity and inclusiveness.  
• Strong linkage of academic and co-curricular programming engages students across the full range of social, cultural, and ideological differences.  
• Vibrant social spaces for formal and interaction among faculty staff in both academic and student support facilities  
• Students report engagement with perspectives and people of different backgrounds and perspectives, at levels surpassing UCCS peer institutions (NSSE). |
| Provide community outreach and specific support to students who feel on the margins of campus culture, for example students of color, LGBT, military students, international, and non-traditional. | • Offices that focus on the needs of specific student populations (MOSAIC, LGBT Resource Center at MOSAIC, Disability, Veteran’s Affairs, and International Services and Programs Support) are adequately funded and staffed as determined by an annual review of needs and utilization.  
• Diverse student leadership within MOSAIC organizations, student government, and clubs and organizations.  
• Implementation of LGBT Task Force recommendations and yearly reporting  
• Faculty engagement with focused support offices and mentorship programs documented through Faculty Report on Professional Activities. |
Invest in sustainable, campus-wide diversity and inclusiveness programs to complement strategies that are integrated throughout departments, colleges and divisions.

- The leadership of Diversity Catalysts in each college and division in guiding diversity initiatives is recognized and rewarded.
- Adequate funding for diversity and inclusiveness at campus level and within colleges and divisions
- Annual on-campus publication of best practices from colleges and units to recognize innovative models of excellence for diversity and inclusiveness initiatives.
- Encourage creation of departmental and unit diversity plans to support recruitment, engagement, and retention of first generation students, low-income students, under-represented populations, and other student groups at higher risk of attrition at rates comparable to the overall student population.
- By 2015, departments and units will have published mission statements that include a diversity component.