Developing an Institutional Diversity Plan

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Governance Leadership Institute on Diversity
American Association of Community Colleges
Board of Trustees
UNM Student Demographics
Beginning *Freshmen Class Profile

Total population - 2,545 (*Fall 2006, From New Mexico Schools only-recent high school graduates)

Note: 43% Male; 57% Female
UNM Workforce Representation
Total* Faculty Diversity

- Hispanic: 12%
- African-American: 1.6%
- Asian: 5.4%
- American Indian: 2.8%
- Non-Minority: 78.2%

Total # of Faculty Employees - 3,019 (*Tenure/Tenure Track/Research/Clinician Educators/non-Tenure/Temporary)
Community College Enrollment
Nationally

Enrollment by Attendance Status %

Full-time 41%
Part-time 59%

Source: IPEDS Enrollment Data
Data are derived from the most current information available as of January 2008.
Community College Enrollment
New Mexico

Enrollment by Attendance Status %

- Full-time: 35%
- Part-time: 65%

Source: IPEDS Enrollment Data
Data are derived from the most current information available as of January 2008.
Community College Enrollment Nationally

Enrollment by Gender
- Female: 59%
- Male: 41%

Source: IPEDS Enrollment Data

Enrollment by Ethnicity
- American Indian/Alaska Native: 15%
- Asian/Pacific Islander: 2%
- Black, non-Hispanic: 6%
- Non-resident Alien: 1%
- White, non-Hispanic: 58%
- Hispanic: 6%
- Race Unknown: 1%

Source: BPS

Data are derived from the most current information available as of January 2008.
Community College Enrollment
New Mexico

Data are derived from the most current information available as of January 2008.
Community College Degree Attainment
Nationally

Source: BPS

Data are derived from the most current information available as of January 2008.
Community College Faculty Demographics Nationally

Source: NCES

Data are derived from the most current information available as of January 2008.
Community College
Executive/Administrative and Managerial Staff
Nationally

Source: NCES

Data are derived from the most current information available as of January 2008.
Four Strategic Drivers for Diversity Planning

- Legal and political dynamics
- Changing demographics
- Emergence of a post-industrial knowledge economy
- Persistent social inequities

Williams and Clowney, “Strategic Planning for Diversity and Organizational Change.”
Definition

- Diversity is broadly defined to include all aspects of human differences, including but not limited to economic status, race, ethnicity, languages, nationality, sex/gender, religion, sexual orientation, disability and age.

- Involves priority actions that need to be taken regarding differences in order to advance social equity and inclusion and to promote a healthy campus climate.
Three Existing Diversity Models

- **Affirmative Action/equity Model** - to reduce overt forms of discrimination, spur changes in demographic representation

- **Multicultural Model** - culturally aligned services, programs, initiatives and offices

- **Academic Diversity Model** - defines diversity as an essential environmental condition for providing a high quality learning experience.

*UNM decided to develop a multi-dimensional model that capitalized on the strengths of each.*

- Williams and Clowney, “Strategic Planning for Diversity and Organizational Change.”
Chief Diversity Officers

- **Collaborative Officer Model**: oversees a small staff focusing on lateral coordination. Collaboration, coordination and partnership are key.

- **Unit Based Model**: Creates more vertical capability, other diversity officers, program specialists, etc.

- **Portfolio Divisional Model**: most vertically integrated, with as many as 10 units.

All are change agents and relational leaders who encourage and drive change.

*Williams and Wade-Golden, “The Chief Diversity Officer.”*
What Diversity Plans Usually Include

- Documentation regarding diversity issues and campus climate
- Recommendations to increase the diversity of the student, faculty, staff and administrative bodies
- Recommendations to improve climate
- Recommendations for training
UNM’s Plan went further

- Documented **existing diversity capabilities** and identified how to strengthen efforts
- Recommended how to bring *continuity and cohesiveness* to efforts
- Defined leadership and team responsibilities
- Developed strategies for implementation and accountability
- Recommended marketing and communication strategies
- Delineated the resources needed for support
UNM’s Diversity Plan
Goals

- Build Minority Student Success in Undergraduate & Graduate Programs
- Recruitment and Retention of Minority Female Faculty
- Faculty Development to Support Diversity, Equity and Inclusion
- Diversity and Inclusion Development for Staff and Students
UNM Goals

- Leadership and Management Development
- Promote a Healthy Campus Climate
- Develop Marketing, Outreach, and Communications to Support Diversity Initiatives
- Develop a Structure for Implementation and Continuous Quality Improvement
Montgomery Community College Diversity Plan

- Established Diversity & Cultural Activities Team
- Board of Trustees expected D&CAT to assess the diversity of the College’s service area
- D&CAT was responsible for creating cultural awareness through cultural activities
MCC Goals

- Create opportunities for discussion and experiences on diverse issues
- Mentoring Program (males & minority groups)
- Commitment to Diversity through CC publications
- Open access to programs & activities
- Diversity as Value-Added
- Mutual respect and appreciation for cultural differences
Gadsden State Community College
Diversity Plan

☐ Created GSCC Diversity Resource Office (DRO)

☐ Established internal college diversity committee – advisory to president & DRO
GSCC Goals

- Institutionalize commitment to a campus climate that values & supports diversity
- Equal access for underrepresented groups
- Diversify faculty and staff
- Community outreach to diverse groups
Wake Tech Community College
Diversity Plan

☐ President and Senior Administrators responsible for Diversity Program

☐ Examined national and state data on demographics of students and faculty/staff

☐ Focus on recruitment and retention of a diverse faculty and staff (advertising, recruiting, upgrading opportunities, hiring, etc)
Central Oregon Community College Diversity Plan

- President appointed a Diversity Steering Committee
- Steering Committee worked for two semesters on reviewing documents and formulating the plan
COCC Goals

- Professional development for faculty & staff
- Student recruitment & retention
- Diversify faculty & staff
- Cultural diversity through events, activities, exhibits, artwork, etc.
- Provide release time for faculty to develop and adapt curriculum to reflect the importance of diversity
Organizing Principles for the Steering Committee

- Creates dialogues with a relatively small group of committed learners and change agents.
- Reviews internal recommendations and best practices
- Is committed to being inclusive and holistic
- Recognizes the value of diversity
- Promotes organizational consistency
- Embraces the complexity of Organization
- Acts toward creation of a change model
The Planning Process

- Enlist, engage and charge a Diversity Planning Committee
- Utilize a planning model that will work for you
- Review diversity literature and best practices for community college diversity efforts.
- Identify and review any valuable documents providing recommendations on diversity efforts.
- Identify and conduct focus groups from key constituent groups
- Document and confirm key themes
- Committee identifies overarching goals
- Recommend strategic actions to meet the goals
UNM’s Process

August:
- Organized and communicated the planning strategy
- Identified the steering committee, organized campus wide meetings

September:
- Campus-wide dialogues to strengthen decisions and advocacy
- Senior leaders and others championed and guided the change journey
- Steering Committee began to convene

October-November:
- Developed the strategic plan for diversity with ongoing dialogue
- Collaborative teams provided implementation and continuous improvement plan.

December: Presented plan to Regents.
Questions to Ask in Developing Your Own Plan

- What is your purpose?
- What areas do you want to address?
- Why are those areas important?
- How did you arrive at their importance?
- What will your operating structure look like?
- What kind of resources do you plan to commit?
Questions to Ask in Developing Your Own Plan

☐ How will you institutionalize the plan?
☐ What are your expected outcomes?
☐ How, when, who of assessment/evaluation?
Make the Plan Just Right for Your Institution!

The Plan must be attainable.
The Plan must have the support of the president and board.
The Plan must lead to buy-in.
Progress on your goals must be demonstrated annually.
Alone we can do so little, together we can do so much.

Helen Keller

I WISH YOU WELL ON YOUR JOURNEY!