

Developing an Institutional Diversity Plan

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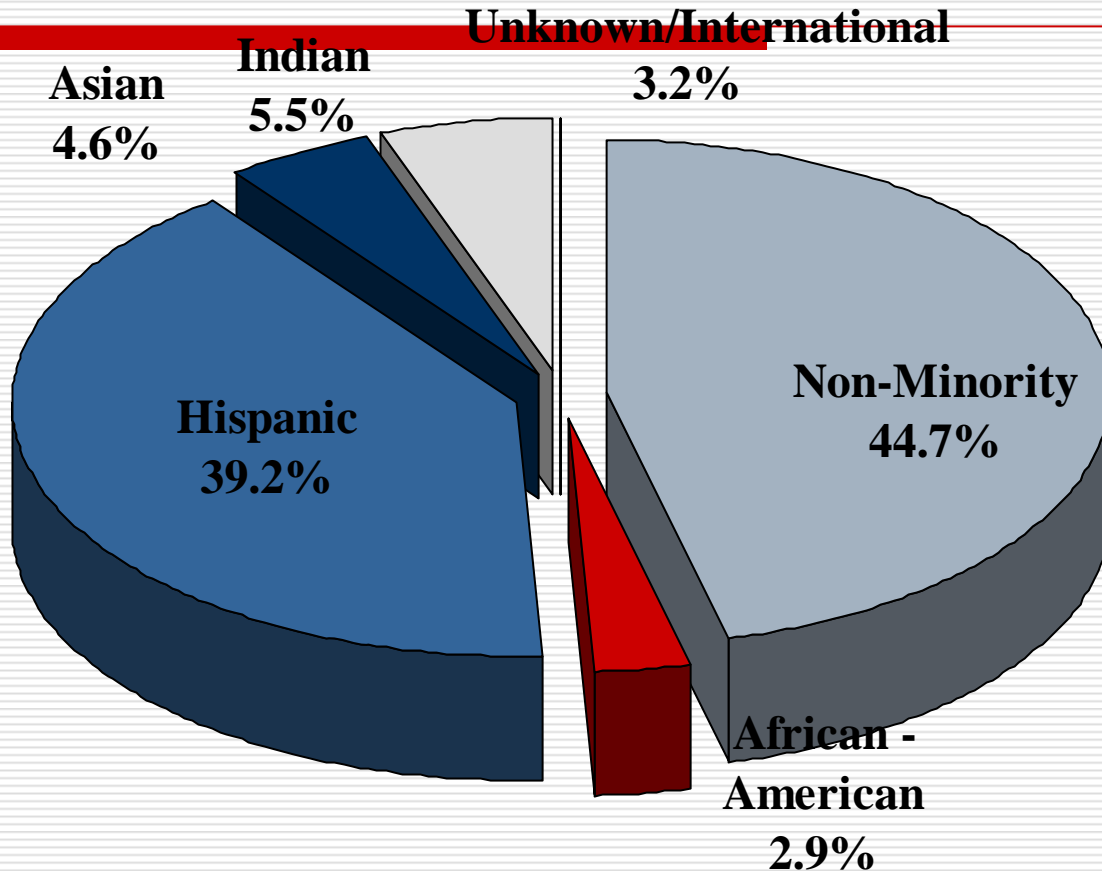
August 8, 2006

Governance Leadership Institute on Diversity

*American Association of Community Colleges
Board of Trustees*

UNM Student Demographics

Beginning *Freshmen Class Profile

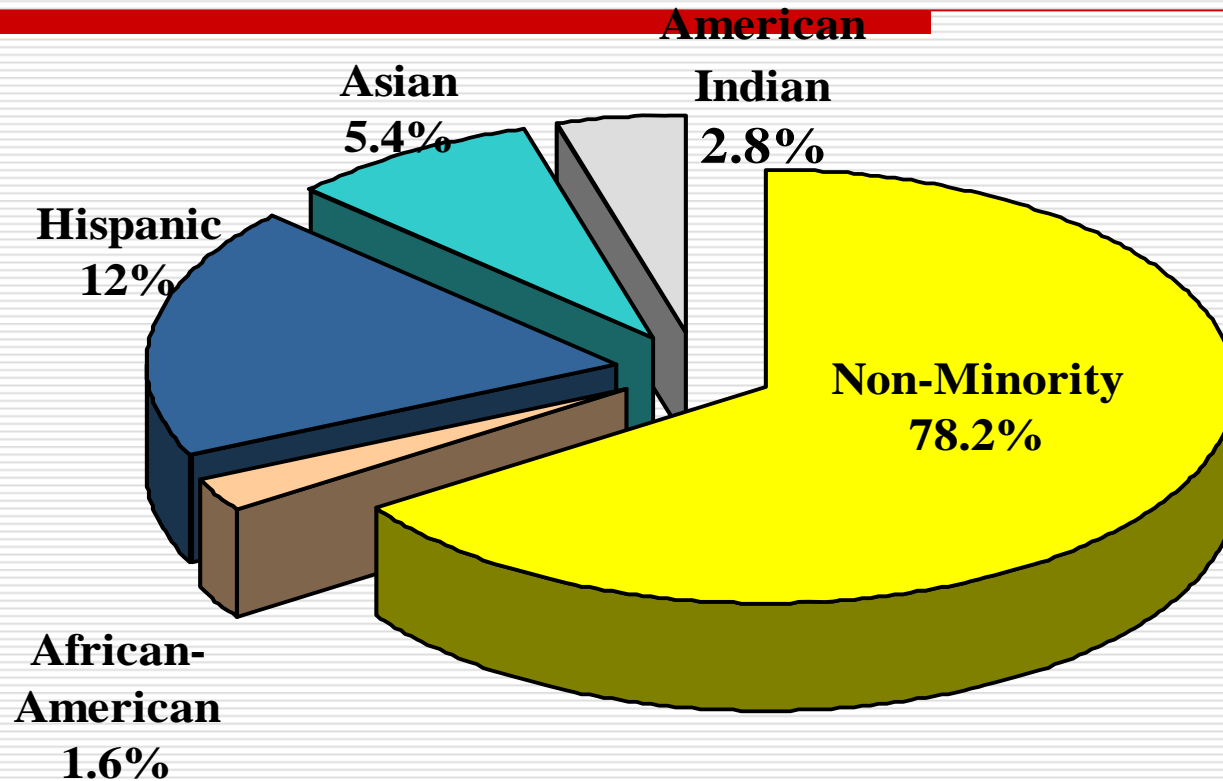


Total population - 2,545 (*Fall 2006, From New Mexico Schools only-recent high school graduates)

Note: 43% Male; 57% Female

UNM Workforce Representation

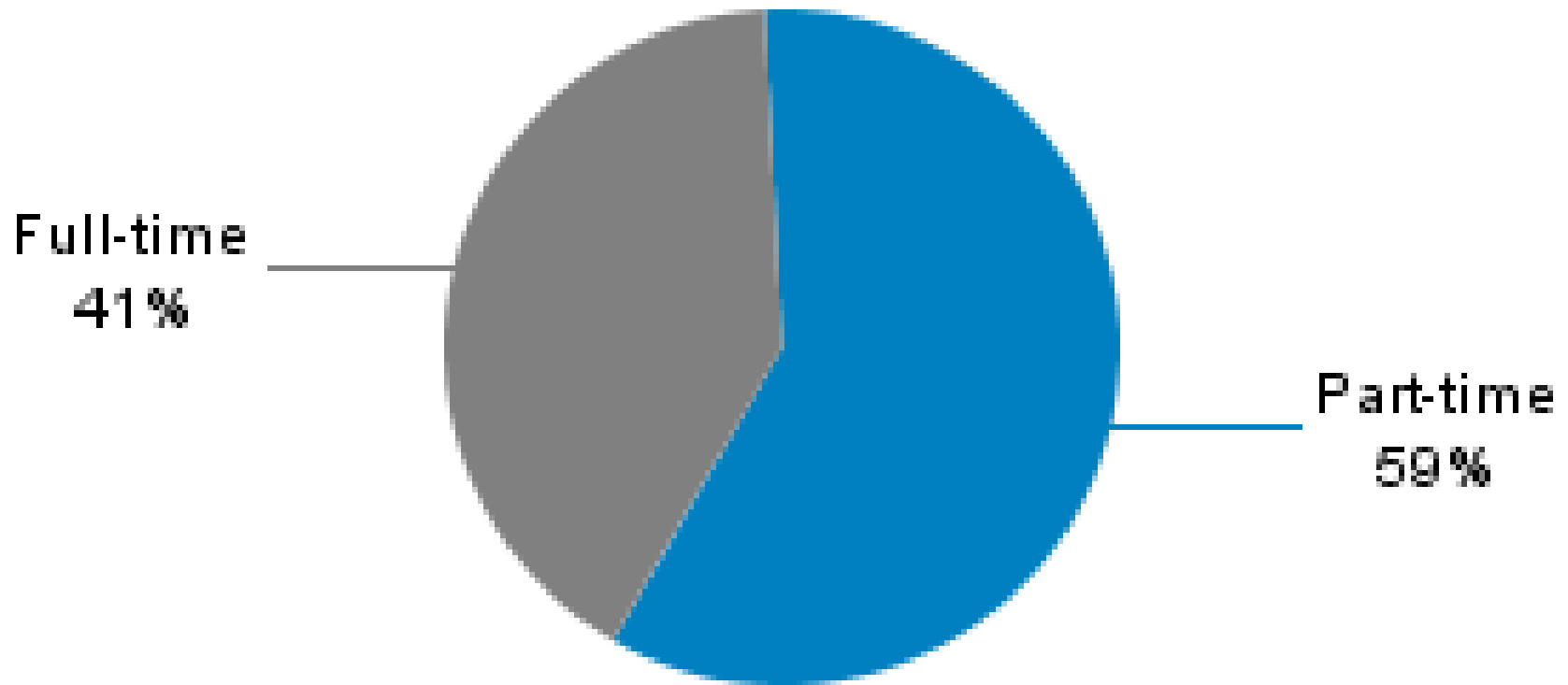
Total* Faculty Diversity



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

Community College Enrollment Nationally

Enrollment by Attendance Status %

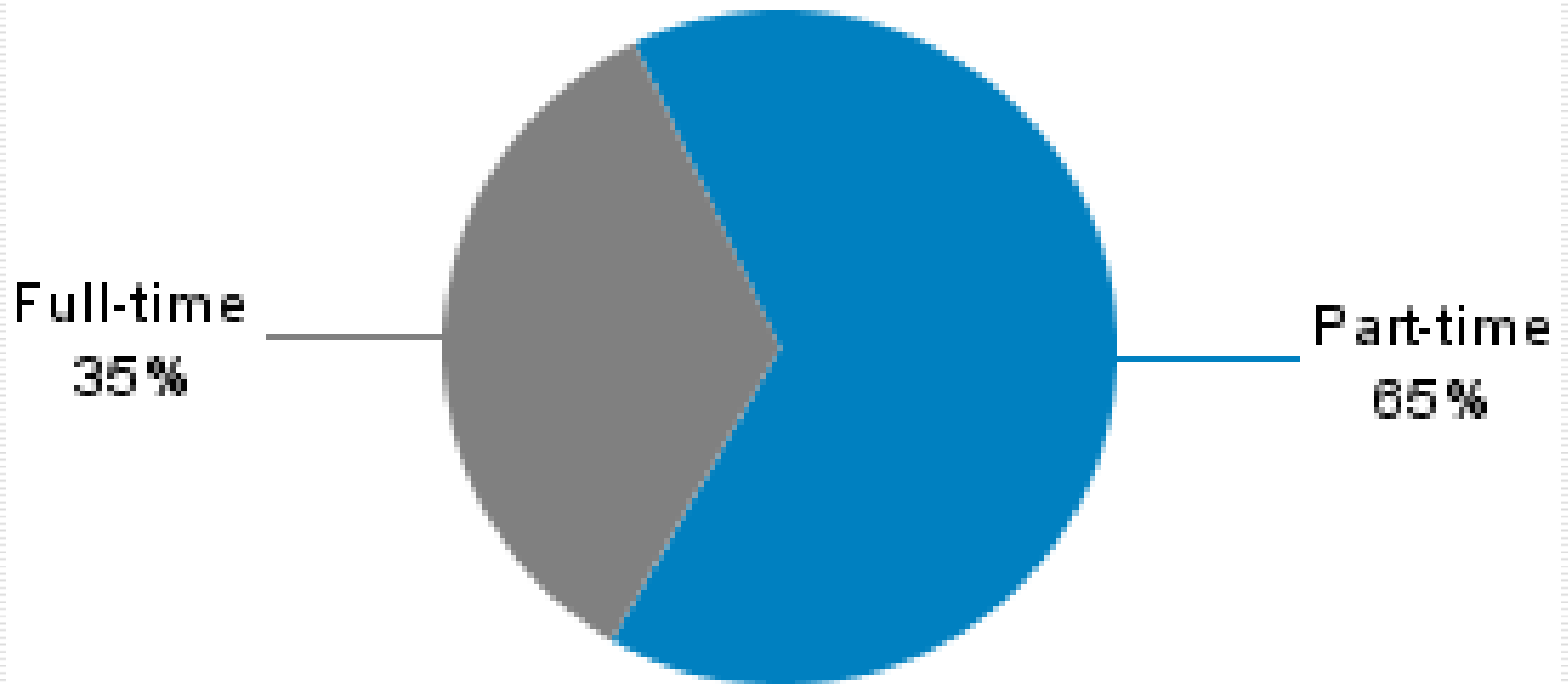


Source: IPEDS Enrollment Data

Data are derived from the most current information available as of January 2008.

Community College Enrollment New Mexico

Enrollment by Attendance Status %



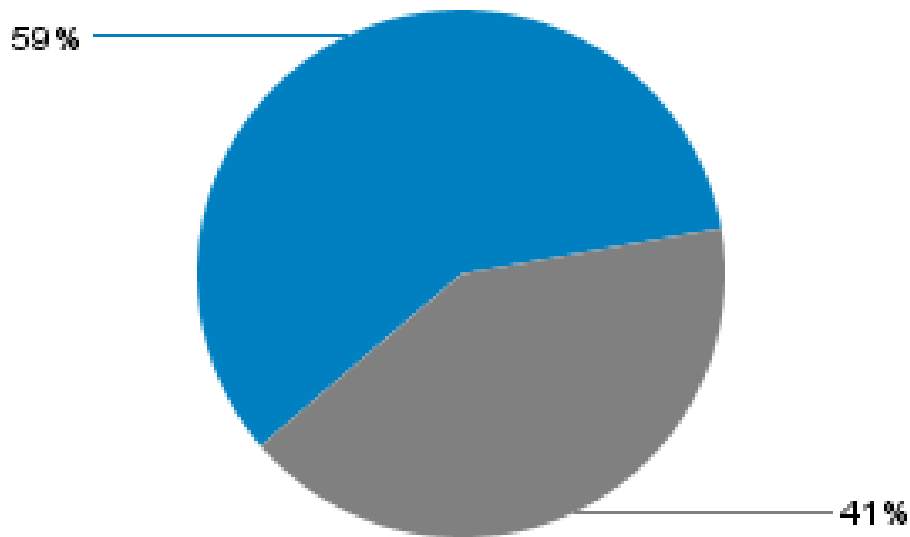
Source: IPEDS Enrollment Data

Data are derived from the most current information available as of January 2008.

Community College Enrollment Nationally

Enrollment by Gender

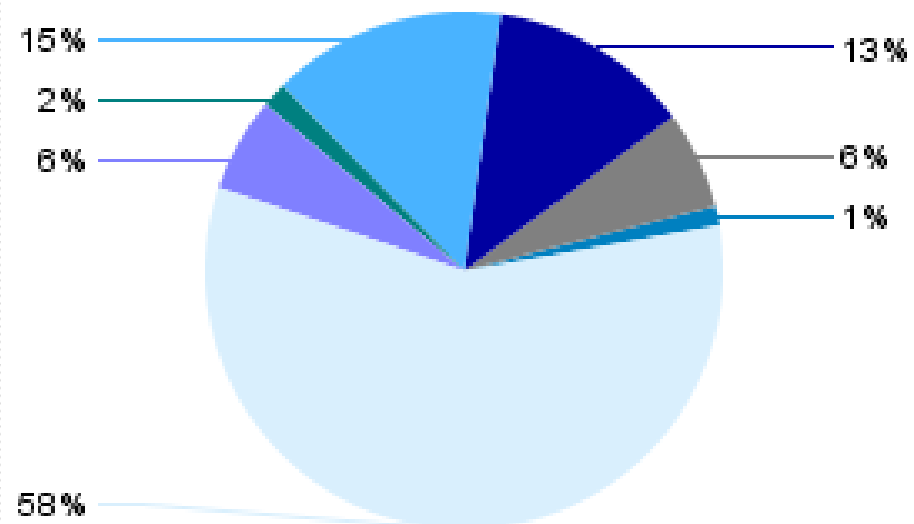
Female Male



Source: IPEDS Enrollment Data

Enrollment by Ethnicity

American Indian/Alaska Native Asian/Pacific Islander
Black, non-Hispanic Hispanic
Non-resident Alien Race Unknown
White, non-Hispanic

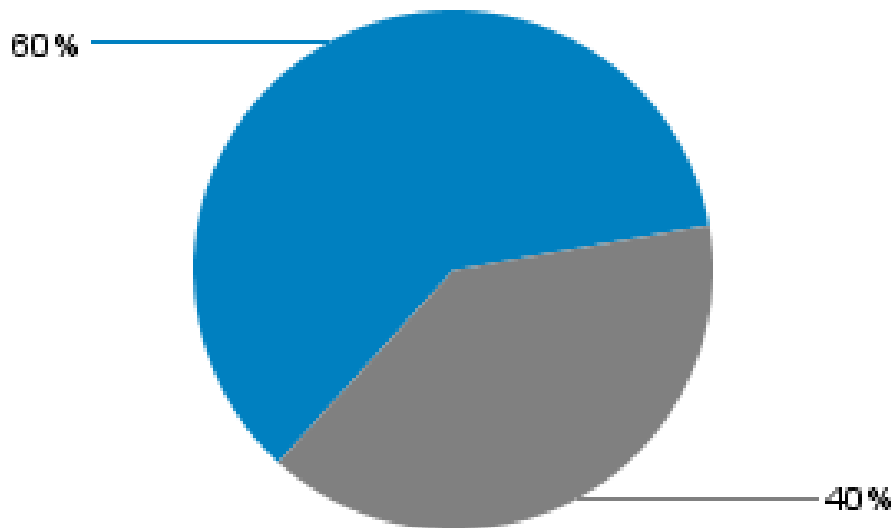


Source: BPS

Community College Enrollment New Mexico

Enrollment by Gender

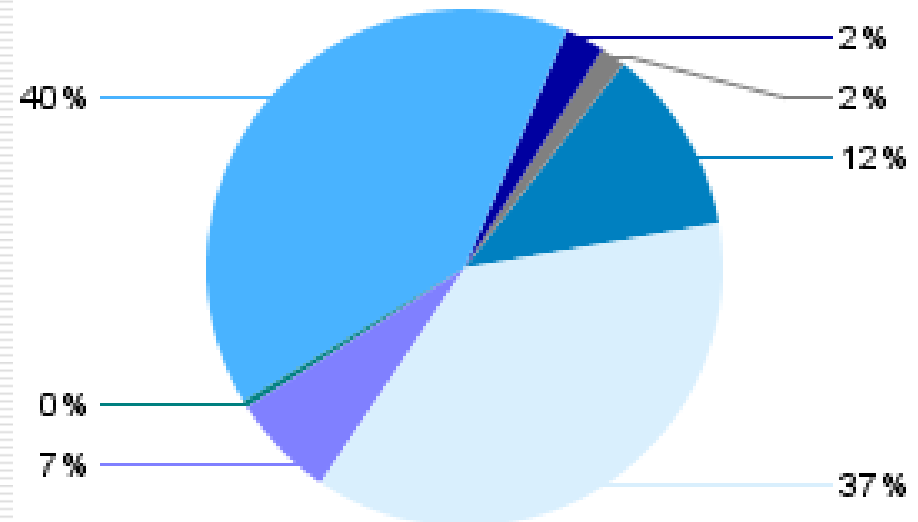
Female Male



Source: IPEDS Enrollment Data

Enrollment by Ethnicity

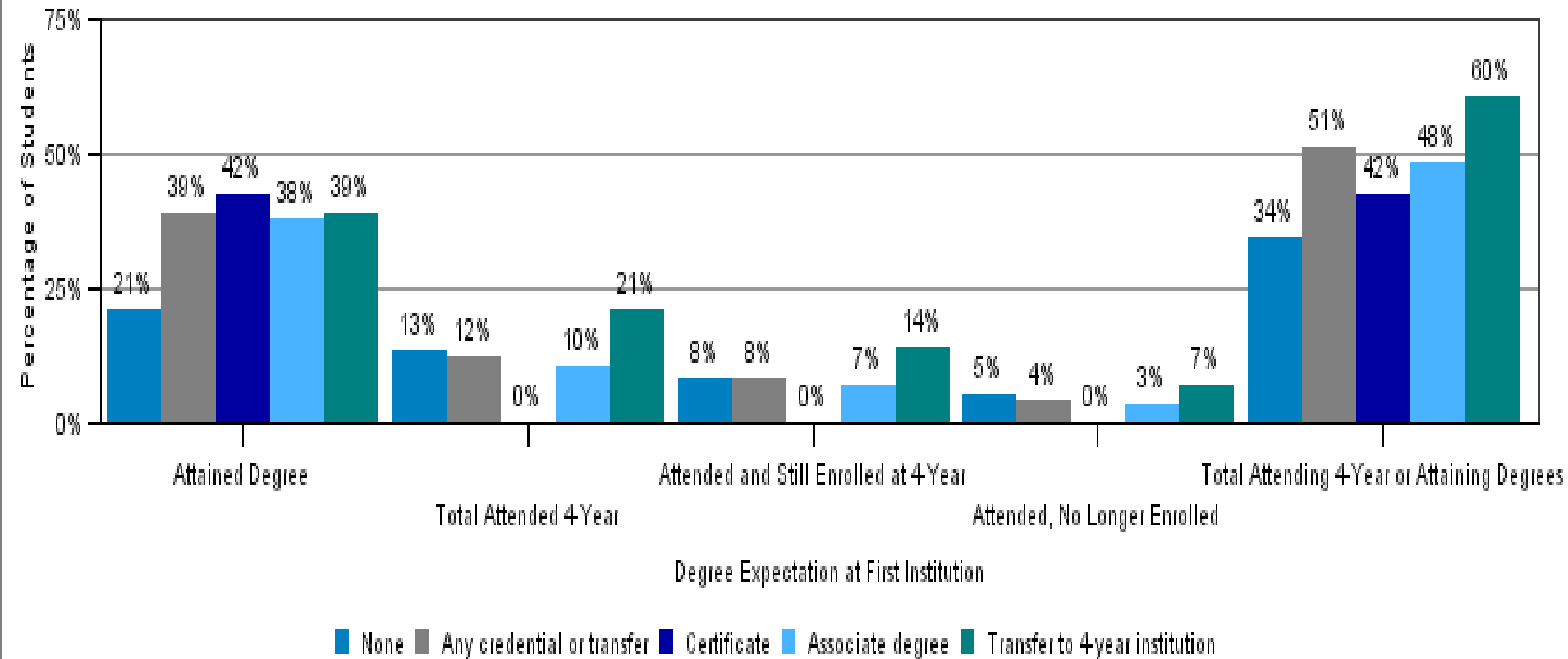
American Indian/Alaska Native Asian/Pacific Islander
Black, non-Hispanic Hispanic
Non-resident Alien Race Unknown
White, non-Hispanic



Source: BPS

Community College Degree Attainment Nationally

Degree Attainment

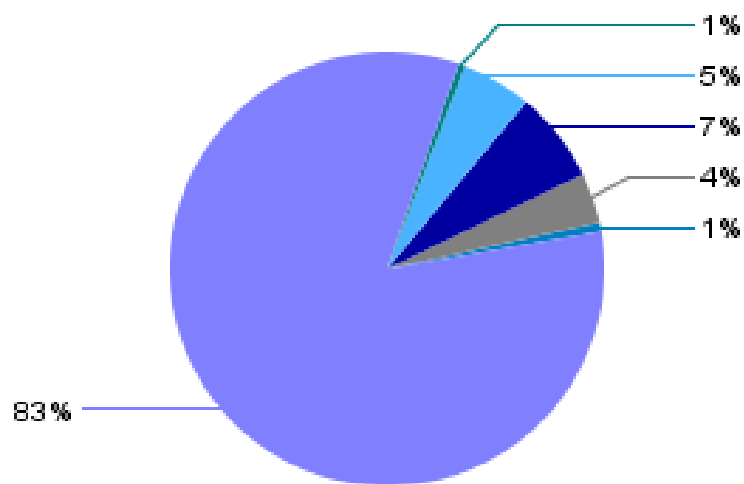


Source: BPS

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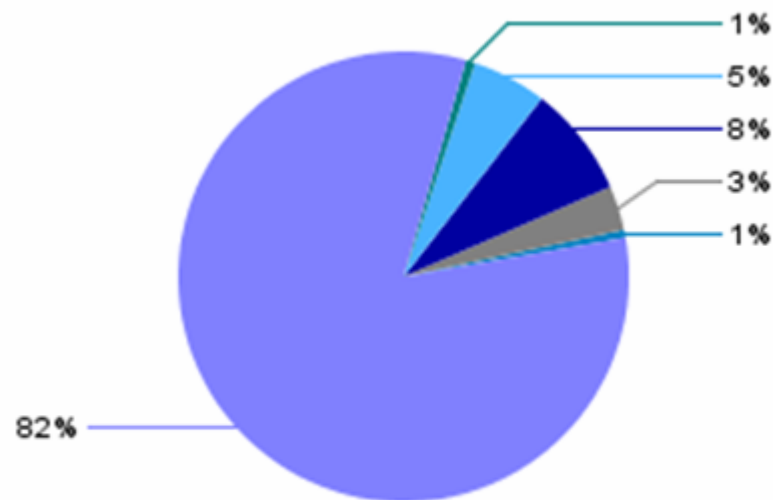
Community College Faculty Demographics Nationally

**Full-time Staff Employment Distribution by Ethnicity
for Faculty**



■ American Indian/Alaska Native	■ Asian/Pacific Islander
■ Black, non-Hispanic	■ Hispanic
■ Non-resident, Alien	■ White, non-Hispanic

**Part-Time Staff Employment Distribution by Ethnicity
for Faculty**



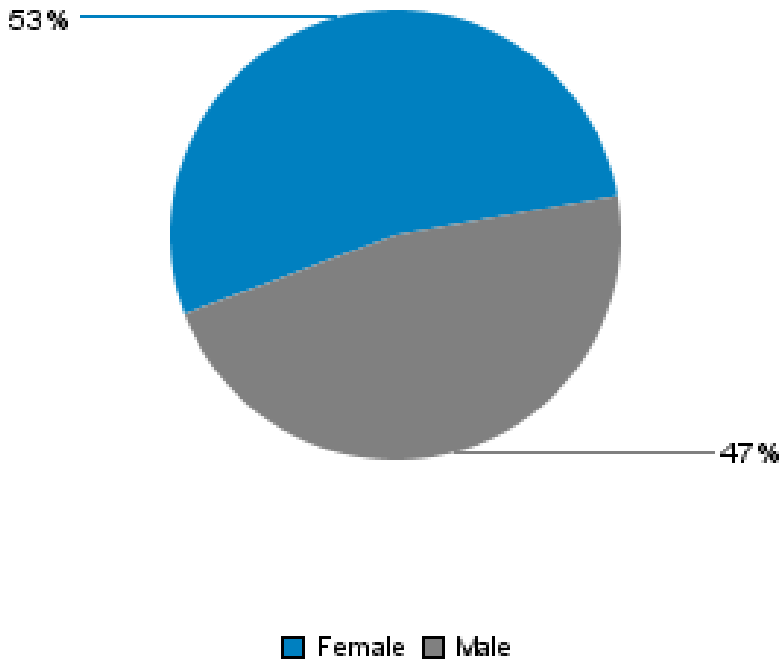
■ American Indian/Alaska Native	■ Asian/Pacific Islander
■ Black, non-Hispanic	■ Hispanic
■ Non-resident, Alien	■ White, non-Hispanic

Source: NCES

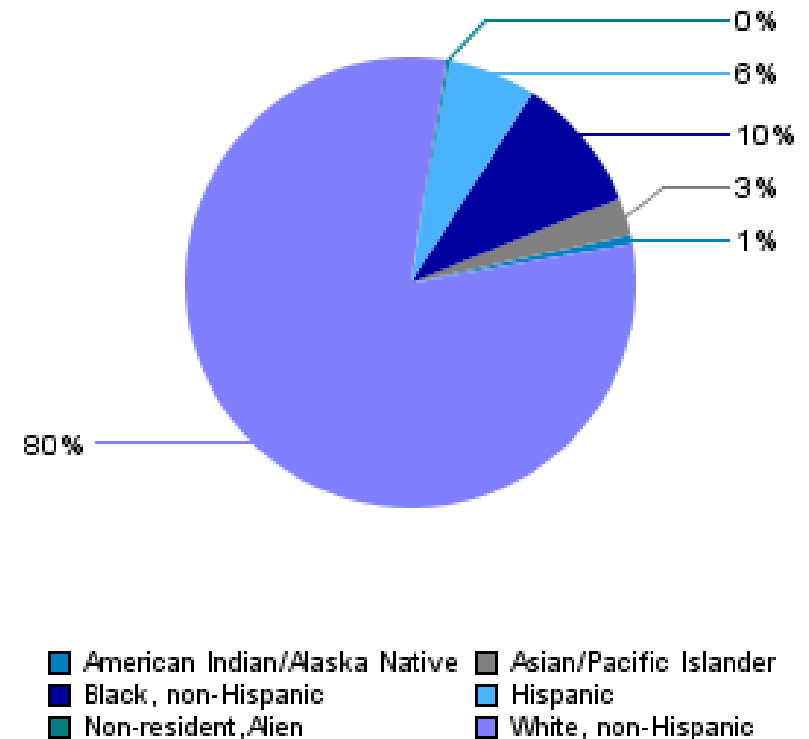
Data are derived from the most current information available as of January 2008.

Community College Executive/Administrative and Managerial Staff Nationally

**Full-Time Staff Employment Distribution by Gender
for Executive/administrative and managerial**



**Full-Time Staff Employment Distribution by Ethnicity
for Executive/administrative and managerial**



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.
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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
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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
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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
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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
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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
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Gadsden State Community College Diversity Plan

- ❑ Created GSCC Diversity Resource Office (DRO)
 - ❑ Established internal college diversity committee – advisory to president & DRO
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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
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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)
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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
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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
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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**
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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
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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?
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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?
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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!**
