A FRAMEWORK FOR DIVERSITY AT UCR

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THE UNIVERSITY OF CALIFORNIA RIVERSIDE
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I. The UCR Diversity Strategic Framework

The process that initiated the development of this document began in fall 2003 when the Chancellor asked the Special Assistant for Excellence and Diversity to prepare a diversity strategic plan as a part of her duties. During Fall 2003 and Winter 2004 quarters the special assistant conducted individual interviews and focus groups with administrators, faculty, staff and students. In addition, she received and extensively analyzed documents from former consultants, committees and task forces on such issues as staff morale, civility and tolerance, general education and reorganization to create a more effective response to conflict resolution on campus.

The purpose of this document is to build on the strength of the existing commitment to excellence and diversity in the student body, for which UCR is already nationally recognized. This commitment means looking at what it means to be a preeminent research university that sees diversity as one of its measures of distinctiveness. It also builds on the vision and commitment of the Chancellor and Executive Vice Chancellor to make UCR a premier research university that values and promotes diversity and excellence at all levels of the university. This document provides a framework within which that work can be done.

Respectfully submitted:

Yolanda T. Moses
Special Assistant for Excellence and Diversity
May 2004
II. From The Chancellor

As a part of my ongoing commitment to excellence and diversity, I appointed a special assistant for the 2003-2004 academic year. I am pleased to share with you the plan called, “A Framework to Promote Diversity at the University of California, Riverside.”

The Framework suggests challenges that we must meet in fulfilling our obligation to prepare students for life and work in a pluralistic democracy in the twenty-first century. It also recommends concrete action plans to help both academic and administrative units to meet these challenges.

In the core of the Framework you will find the following four basic concepts that I have promoted as Chancellor:

• We must do more to challenge our already diverse student body to think about and experience diversity in new ways that will prepare them for their futures;
• We must continue to nurture and foster a humane University community in which everyone feels welcome, by eliminating disrespect and harassment and by working toward the goal of civility and acceptance of everyone; and
• We must consider one of our most important educational goals to be character development, conscience, civic and social responsibility and respect for others.
• All of the above must take place in an intellectually stimulating and challenging academic environment as the faculty can produce

The values and goals found in the Framework will rest at the core of all future planning for the institution. Therefore, I recommend the Framework to you and ask that you work closely with your colleagues, your directors, deans, department chairs and senior administrators to implement the action plans in order that we, as a university community, can embrace the multicultural reality of UCR.

France A. Córdova
Chancellor
III. INTRODUCTION

This document describes the actions that will be undertaken during the period 2004-2006 to strengthen UCR’s efforts to promote diversity as an essential ingredient in its quest for greater excellence. As UCR positions itself to strengthen its role as a national leader in higher education for the twenty-first century, we must understand the parallel necessity to transform ourselves into a diverse institution at all levels, not just the student body.

The thrust of UCR’s efforts over the next two years will be to increase the synergies between diversity initiatives and the other missions and goals set forth in the University’s strategic planning processes. UCR’s leaders understand that experiencing diversity at many levels is a major component of a high quality educational experience for students. They further understand that in order to achieve excellence in research and service, it is also important and necessary to foster a greater diversity of perspectives and backgrounds among faculty, staff, and students.

While the imperatives that lead UCR to enhance its diversity efforts are clear to many, there are, at the same time, increasing political and legal challenges to certain types of programs designed to foster educational access and equity. UCR’s response as a campus of the University of California has been to refine and modify its programs to ensure compliance with all legal guidelines. But more important is our internal commitment to institutional and public accountability, which emphasizes efficient use of resources (especially as California is experiencing a major budget crisis) and establishing concrete measures of progress.

Higher education is uniquely challenged by changing national and regional demographics. California is a case in point. As student populations become more diverse, colleges and universities are expected to create and maintain a healthy learning environment among students, many of whom have had few opportunities in the past to develop deep familiarity with other cultures. As a consequence, campuses are facing growing interpersonal and intergroup conflicts that can sometimes lead to expressions of intolerance. At UCR in the fall of 2002 the Chancellor established a Task Force on Respect, Civility, and Tolerance to explore the problem on the campus. The recommendations from the report are currently being implemented in various policies and practices on the campus.

UCR’s diversity can clearly be seen in the enrollment figures. For Fall 2003 UCR’s undergraduate student demographics were 6.4% African American, 0.4% Native American, 23.5% Hispanic, 42.1% Asian/Asian American, 21.8% White/Caucasian, 5.7% Other/Unknown.

UCR boasts the most diverse student body in the University of California. How does that diversity translate into success for graduation of those diverse students? Those statistics
tell another kind of story. One that indicates that access is only part of the equation. A review of the last 5 years of 6-year graduation rates indicates that for those who entered as freshmen in 1997 (the most recent group for which we have a 6-year graduation rate) the retention and graduation rates for all of the racial/ethnic groups is very close to or above the campus average. That is the good news. The bad news is that UCR’s six year graduation rate continues to be one of the lowest in the UC system (67% for UCR and 69% for the UC system). The success of those diverse students on all indicators must be our ultimate goal. We can aim for nothing less if we profess to be the best.

In the future UCR will be expected to play an even greater role in the state’s diversity enhancement efforts as the new University of California Comprehensive Review Policy is implemented. Our special role is based on both our mission to serve the top 12½% [1/8] of California’s high school graduates, and that we tend to attract a larger number of students of color than any other UC campus. In addition, potential employers of our students are increasingly challenging us to produce a more diverse group of graduates, and to ensure that they have the necessary cross-cultural communication skills. This will require refinement of the existing curricula, the encouragement of new course and program development, certification options, and research projects in emerging fields that have potential to broaden students’ understanding of diversity.

The action plans presented in this document are designed to build upon UCR’s strengths in ways that improve outcomes. We seek improvement not only in areas for which traditional measures of progress are readily available, such as group representation and retention and graduation rates, but also in less quantifiable dimensions of a multicultural environment such as the quality of the climate in which all members of the University community work or pursue their educational goals. This will mean that all units will be taking some part of the responsibility for creating and maintaining this cultural transformation.

The process that initiated the development of this document began in the fall of 2003 when the Chancellor appointed a special assistant for excellence and diversity. This document addresses continuing challenges that are common to many units on campus. The specific challenges to be discussed are:

1. Developing a shared and inclusive understanding of diversity.
2. Creating a welcoming campus climate.
3. Recruiting, retaining, and successfully graduating a diverse student body.
4. Recruiting, advancing, and retaining a diverse faculty and staff.
5. Developing a curriculum that supports the diversity goals of the University.
6. Diversifying university leadership and management.
7. Organizing for change to support diversity goals.

Addressing these challenges effectively requires some university wide coordination such as closer cooperation between academic and students affairs and among and across academic departments and programs. In the end, the creation of a truly diverse and
multicultural campus will require the collective understanding and commitment of the entire University community.

IV. DEVELOPING A SHARED AND INCLUSIVE UNDERSTANDING OF DIVERSITY

The first challenge in our efforts to enhance UCR’s diversity initiatives is the development and collective acceptance of an inclusive understanding of diversity. Much of the history of diversity at UCR, as with other universities, has been shaped by a combination of experiences with legal mandates and policies promoting equal opportunity and prohibiting discrimination. As a result, the groups that most often come to mind when the term diversity is used are racial/ethnic minorities and women. While efforts to address the inequities experienced by these groups continue to be an important foundation and focus for our diversity efforts, they by no means represent the scope of efforts necessary to integrate traditionally underrepresented groups more fully into the life and culture of the University.

A case in point, The Americans with Disabilities Act (ADA) clearly establishes a mandate that equity of access to academic programs and employment opportunities be provided for individuals with disabilities, including appropriate accommodations to facilitate successful program completion and/or to perform job responsibilities. In a similar way, UCR has developed policies and language to include sexual orientation as an additional category for which protection against discrimination is mandated. Veterans and returning adult students (especially in the Graduate School of Education) also contribute to the richness of diverse classroom experiences. There is also religious diversity among UCR undergraduates; 7% of entering freshmen are Buddhist and 15% are from non-traditional Christian groups. In cases where underrepresented groups are not easily identifiable in the non-discrimination statement and/or are not particularly visible or vocal, there is a tendency to exclude them from dialogues about diversity.

Meaningful diversity initiatives at UCR must also encompass initiatives targeted at both domestic and international groups, and success in one area does not allow units to forgo aggressive and proactive action in the other. There is a tendency in some areas to assume that it is possible to trade off success in recruiting international graduate students and faculty against limited success in recruiting domestic students, faculty of color, and women.

Misunderstandings regarding diversity are not limited to the issue of the relationship between domestic and international recruitments and hires. There is some misunderstanding about how diversity and excellence are tied together. Based on some interviews that the writer has had with students, staff, and faculty, some people are concerned that undue attention to diversity may send a signal that UCR is not committed to excellence, but to mediocrity. Such misunderstandings clearly provide potential fuel for resistance and non-acceptance of diverse individuals on campus.
To counter those beliefs, UCR should seek to create an environment characterized by equal access and respected participation for all groups and individuals regardless of cultural differences (See UCR Principles of Community Statement). This will be a university where diversity is not merely tolerated, but valued for the added excellence that it brings to the campus.

Our current understanding of diversity emerges from a variety of sources and messages. Some of these understandings are generated through informal dialogue and experiences among students, faculty, staff, and administrators as well as among information in the public media. Such dialogue takes place in classrooms, in the Commons, in residence halls, offices, and in out-of-the-classroom educational experiences. While the content of such informal interactions and information sources will vary widely, it is important that UCR make every effort to disseminate accurate information through formal channels that will help to enhance and even focus some of those informal conversations and dialogues.

Currently, “official” messages about the University’s diversity objectives are communicated through a variety of units including the Chancellor’s and EVC/Provost’s offices, the office of Marketing and Media Relations, the office of Academic (Faculty) Personnel, Affirmative Action, Human Resources, and Student Affairs to name a few. It will be important to develop a consistent message from the leadership of the campus so that it can be communicated regularly through individuals in a variety of positions, including University executives, department chairs, faculty leaders, supervisors, and professional staff.

A conception of diversity generated from the leadership on campus will provide a viable foundation for official efforts to describe the University’s diversity efforts and can serve as the basis for continuing exploration of the implications of diversity in enhancing UCR’s excellence. This process for the development of the statement should be broad enough to allow for campus-wide discussion and refinement. The end result should produce not only broad principles, but a concise operational definition that is used by all units and stakeholders. The actions that should be undertaken to achieve the goal of developing an inclusive definition of diversity by critical units at UCR are indicated in the following set of proposed actions.
ACTION PLAN

GOAL: Develop and communicate clear and consistent descriptions of UCR’s diversity and excellence objectives and initiatives

EXECUTIVE VICE CHANCELLOR/PROVOST – All Campus

- Work toward a concise institutional definition of diversity and excellence through several activities during the 2003-2004 and 2004-2005 academic years. One such activity would be the establishment of a faculty group who would be charged with exploring the intellectual relationship between excellence and diversity.
- With the support of the Chancellor, establish a senior level position to oversee, help monitor and evaluate all campus diversity efforts. This position would report to the Chancellor and to the EVC/PROVOST. The title would be called Associate Vice Chancellor for Diversity/Vice Provost for Equity and Conflict Resolution (or some such title).

EXECUTIVES

- Produce videos, websites and written materials that explain UCR’s diversity objectives to new students, faculty, and staff
- Undertake a review of materials describing diversity initiatives in unit-specific publications including the new enrollment management plan

FACULTY & STAFF AFFIRMATIVE ACTION OFFICE

- Coordinate the review of the content and scope of existing diversity training efforts with a specific focus on program content

VICE PROVOST FOR FACULTY AFFAIRS

- Incorporate detailed information about the University’s diversity initiatives in orientation sessions for new department chairs

DEPARTMENT CHAIRS AND OTHER UNIT HEADS

- Disseminate and discuss detailed information about the University’s diversity initiatives to new and existing faculty and non-academic personnel

STUDENT SPECIAL SERVICES

- Disseminate Faculty Handbook outlining faculty responsibilities under ADA (Americans with Disabilities Act) to all academic units
HUMAN RESOURCES

- Collaborate with Affirmative Action and Special Assistant for Excellence and Diversity in examining the content of diversity courses offered through Human Resources Department.
- Ensure that curriculum and workshop recommendations appropriately incorporate specific information about UCR’s overall diversity vision, goals and initiatives.

STUDENT AFFAIRS

- Hold discussions on the meaning of diversity in each unit.
- Disseminate information on religious diversity and opportunities for student spiritual development.

UNDERGRADUATE EDUCATION/STUDENT AFFAIRS

- Disseminate specific information to incoming students about the University’s diversity initiatives through new student orientation programs and other appropriate venues.
- Incorporate diversity materials in Freshman Seminar.
- Develop and promote study abroad opportunities for all UCR domestic students.

V. CREATING A WELCOMING CAMPUS CLIMATE

Understanding and valuing diversity is only the first step in the process of institutional change. These understandings must translate into activities undertaken by all members of the University in order to create an inclusive and welcoming climate for students, faculty, and staff. This process is multifaceted, involving interactions both in and outside of the classroom, within work units, and in the residence halls. A welcoming and inclusive climate is grounded in respect for others, nurtured by dialogue between those of differing perspectives, and is evidenced by a pattern of civil interaction among community members. This vision for UCR is clearly consistent with the goals of the Chancellor to build on the excellence of UCR by enhancing its diversity efforts.

The creation of a welcoming and inclusive environment has its challenges. One major barrier is the general concern about the workplace climate, which can be largely unrelated to diversity initiatives. Evidence of such concerns was revealed in the responses to the recent Staff Survey. For example, in those areas undergoing lay-offs and major reorganization, employees are anxious about issues like job stability and changing job performance expectations as employees redefine their workloads. Some of the occupations that are perceived to be tenuous have a high proportion of women and people of color. As a consequence, initiatives that reassure employees that they and their work are valued enhance the climate for diversity. For example, the open budget forums held earlier this year provided an opportunity for faculty, staff, and students to hear first-hand from the Chancellor and her senior administrators what the state of the budget cuts are and the impact that those cuts could have on the campus and their jobs.
Another barrier to the creation of a welcoming environment is that a single, highly visible act of intolerance or hate or violence can undo years of efforts to create a sense of community. In such situations, one of the best measures of the quality of the climate is the willingness of the community members to sanction collectively the negative behavior. It is absolutely imperative that the University community speak with a united voice in the condemnation of acts of violence. (See Chancellor’s e-mail message to the campus on October 22, 2003, which was published in the Highlander on October 28, 2003). For example, a forum was held in the Fall Quarter of 2003 to develop a set of protocols for dealing with issues of difference and intolerance. The specific issue had to do with a poster that displayed a sign that equated the Star of David with the Nazi Swastika. That incident created an opportunity for dialogue around the issue of how UCR will engage these kinds of controversial incidents now and in the future. Such responses must be built upon institutional credibility that has been previously established through regular reiteration of the University’s commitment to an inclusive and multicultural community. These reiterations must come from a variety of responsible persons at all levels of the University and in all venues. For example, regular reinforcement of the University’s diversity objectives in the residence halls is especially important, because it is a place where diverse students live and work, and the potential for acts of intolerance can be especially high.

The Chancellor took the initiative to create a climate of inclusion when she established the task force on Respect, Civility and Tolerance in the fall of 2002. The report of the Task Force is available at http://www.chancellor.ucr.edu/documents/tfrc.html. The recommendations of that task force report are currently being implemented in the appropriate offices across the campus. While this task force is one example, it is by no means the only way to communicate the value of diversity on campus. UCR needs to develop opportunities and structures to assess and improve the campus climate for diversity on an on-going basis at all levels of the institution. One way to do this is to develop a campus-wide diversity strategic planning process where each unit of the campus will be responsible for establishing and monitoring diversity enhancement strategies on a regular basis. Another way to provide current data into the planning process is through the establishment of diversity and climate assessment summits led by established campus commissions or committees such as the Chancellor’s Committee on the Status of Women, The Chancellor’s Committee on Racial/Ethnic Diversity, Chancellor’s Advisory Committee on Lesbian, Gay, Bisexual and Transgender Persons and so on. This grass roots approach will provide a “bottom up” way to collect data and get buy-in from the underrepresented groups as well.

For underrepresented and first generation university students, the initial challenge of learning to navigate a highly bureaucratic environment like UCR adds to the sense of discomfort associated with being in a distinct minority. On the other hand, in a place like UCR you also have the example of students who are confronting or dealing with their “identity” for the very first time. It can also be challenging for a new student to understand the importance of diversity and community in the UCR context, which may
be very different from their high school experience. Some of the most successful programs to improve the hospitality of UCR for students have been:

- African Student Programs
- Asian Pacific Student Programs
- Chicano Student Programs
- International Services Center
- Lesbian, Gay, Bisexual, and Transgender Resource Center
- Native American Student Programs
- Student Life and Leadership Center (which coordinates student clubs and organizations, including religious, ethnic, etc. organizations)
- Student Special Services

Many of the most effective efforts to improve the campus climate for students simply involve providing programming assistance to student oriented programs in Student Affairs and academic departments and to ASUCR student organizations.

There is a need for improved support for student initiatives and additional venues in which student leaders can provide feedback and suggestions to offices with responsibility for improving campus climate. For example, student leaders of umbrella organizations representing African American, Asian American, American Indian, and Chicano/Latino students could meet monthly or quarterly with the Vice Chancellor for Student Affairs and other key officials. This would also help to promote a sense of multiculturalism and unity among the leaders who often work and develop similar programming in isolation. There is a need for a focused workshop for leaders of all student organizations to increase their familiarity with the University’s diversity objectives.

The diversity strategic planning process should lead to a more systematic focus on climate enhancement and assessment in individual academic and academic support units and in the enrollment management process. Academic and administrative units should establish diversity committees to assist in the preparation of diversity plans. The committees should oversee plan implementation. They should also have overall responsibility for monitoring the climate within the unit on campus.

The diversity strategic planning process should lead academic and academic support units to systematically assess the climate for students, faculty, and staff. A variety of techniques should be employed including surveys, focus groups, and discussions between managers and groups. These assessments will provide participating colleges and units with valuable information about the ways in which they might solve problems specific to their own areas. At the same time, it is very important for units to share the results of their climate surveys with centralized areas charged with monitoring the overall University climate for diversity. No unit or college or school functions in isolation. A climate that is less welcoming in any part of the University affects the whole community.
It is also very important that units make effective use of information obtained from other sources, including the proposed new UCR Staff/Faculty Survey, to identify climate issues and develop both unit-wide and individualized approaches to enhance overall climate and individuals’ satisfaction with their environment.

The action plan focusing on improving the climate for diversity at UCR is presented below.

**ACTION PLAN**

**GOAL:** Institute systematic climate improvement initiatives and assessment process at all levels and locations

**HUMAN RESOURCES/ACADEMIC PERSONNEL/AFFIRMATIVE ACTION**

- Develop a plan to enhance the climate to support diverse students, faculty, and staff (for example, build on existing programs such as new faculty and staff orientation programs)
- Support units’ climate assessment efforts and coordinate comparison of climate assessment across campus
- Continue efforts to involve students actively in climate assessment and enhancement initiatives
- Seek external funding when appropriate

**EXECUTIVE**

- Initiate a multifaceted climate assessment process including: regular meetings with faculty, staff, and students from diverse backgrounds, statistical climate assessments via surveys, and qualitative assessments via focus groups; Report findings to the Chancellor on a regular basis
- Establish a process to monitor progress in improving campus climate

**CREATE A CAMPUS-WIDE ENVIRONMENT TEAM**

- Create a plan to monitor campus climate
- Initiate pro-active, ongoing media campaigns to support efforts to create a welcoming campus climate for everybody

**HUMAN RESOURCES**

- Monitor Staff Review and Development Plan submissions to identify climate issues
- Institute a diversity training workshop for all UCR staff offices

**STUDENT AFFAIRS**
• Assess the effectiveness of residence life and programs designed to familiarize students with UCR’s commitment to creating a welcoming climate
• Develop a plan to enhance the climate for all new students
• Develop and offer a diversity training workshop for all student leaders of registered organizations
• Offer diversity training workshop for all student affairs staff
• Involve students in the development and execution of all of the above recommendations

VI. RECRUITING AND RETAINING AN EXCELLENT AND DIVERSE STUDENT BODY

UCR’s commitment to continue to diversify its student body is rooted in its historic land grant mission; to serve the people of the State of California. It is also rooted in the mission of the California Master Plan; the education of the top 12½% of high school graduates in the State of California. Yet in an increasingly global society, UCR has also reached beyond the borders of California in an effort to build a student body that is truly inclusive and diverse. UCR has the most diverse undergraduate student body in the UC system. It currently boasts a 6% African American undergraduate student population, the largest population on any of the UC campuses. The proportion of Asian-Pacific American students at UCR is greater than their representation in the pool of potential students. The representation of Native American students in both UCR and in the University of California is extremely small. However, in most cases, especially over the past 10 years, the enrollment trend has been upward, with the strongest growth occurring among Asian-Pacific American students which is now the largest group of students of color at UCR. UCR will need to look at innovative recruitment strategies to keep parity as the institution heads into a more selective admissions environment.

At the undergraduate level, principal responsibility for recruiting students from historically underrepresented groups has been vested in the outreach offices and programs of Student Affairs. Activities include high school and community college visitations, visits to churches, weekend enrichment programs, and summer programs that bring prospective students to the campus. The professionals in these programs have, until recently, been able to help prospective students define their academic interests more clearly and assist in identifying available University-based financial aid for economically disadvantaged students. With looming budget cuts, The Office of the Governor of the State of California has decided to cut funds to the outreach programs of the University of California. UCR is in the process of regrouping to figure out how to continue outreach efforts in spite of the funding cuts. Efforts have included obtaining grants to partially affect the loss of state funding.

In the case of graduate students, the process for recruiting students is shaped by the traditions of the schools and colleges, and the Office of the Dean of the Graduate Division. The schools and colleges identify graduate students through a variety of ways
including written applications and through trips to conferences and alumni networks. In the end, graduate admissions decisions are made primarily by individual departments rather than centrally.

UCR’s long term goals of recruiting and successfully graduating diverse undergraduate and graduate students will require an increasing involvement in early intervention programs to increase the pool of prospective students. Major efforts should focus on projects aimed, for example, at middle school districts and helping disadvantaged students develop the necessary skills and aspirations to attend college or a university. The efforts of the projects and the work of Dr. Pamela Clute are relevant here. Her projects have the potential to provide the kind of links to the public schools that we need. There will also be the need to establish community/University partnerships to coordinate these activities and help to raise funds necessary for some of these outreach programs to continue to operate as well as to develop new ones. Longstanding programs such as the Saturday Academy and the National Youth Sports Program should be strengthened with the necessary institutional support so that they may grow and thrive.

While recruitment, retention, and pool-building initiatives described above for UCR are impressive, the measurable enrollment outcomes do not compare well with other UC campuses. Consequently, every opportunity must be explored to improve our results. Recruitment and retention efforts will become even more complicated with the cutting of enrollment and the implementation of a more selective admissions process here at UCR, but the institutional commitment to underrepresented students does not have to be abandoned. In fact, the challenge for UCR will be how to stay the course and thrive in the face of adversity.

Similar efforts are needed to increase the pool of graduate students. Undergraduate research opportunities, like UC LEADS and the MARC Program are some of the most extensive efforts to date. The Office of the Graduate Division and the schools and colleges need to be systematic in looking nationally at where the most successful programs are, and initiate some of their best practices here at UCR.

New and continuing challenges will also be faced in the recruitment of graduate students from underrepresented groups. For example, the successful recruitment of graduate students from underrepresented groups is increasingly competitive, and will not occur in the absence of a concerted and coordinated effort by all units and personnel involved; including departmental faculty and administrators, college and school graduate coordinators and the Office of the Graduate Division. The recruitment and retention of greater numbers of minority faculty is also essential to the recruitment of students from underrepresented groups, and is often regarded by prospective students as an indication of the institution’s commitment to educational equity.

As UCR looks to the future, the institution’s horizons must also be broadened to recruit students actively from additional underrepresented groups including adult learners, veterans, students with disabilities, lesbian, gay, bisexual, and transgender students, different religious groups, and different economic levels. As our connections to the
global community increase, we must increase the numbers of matriculated out of state and international undergraduate students, as well as the number of our California and U.S. students who study abroad. A more diverse student body, both nationally and internationally, will mean a more competitive UCR, helping to ensure our external stakeholders that we recognize the need to educate graduates who can live and work in both a global and pluralistic world.

But, even as we broaden the boundaries of the UCR student body, it is important to maintain a continued commitment to the recruitment of historically underrepresented racial/ethnic groups. There must also be a focus on ensuring diverse enrollments in course offerings through Extension and Distance Education, as well as through the traditional education focus.

The action plan associated with the goal of continuing to recruit and retain a diverse student body is indicated in the following text.

**ACTION PLAN**

Goal: Reduce intergroup disparities in enrollment, retention, and graduation rates through improvements in recruitment processes and retention initiatives.

Goal: Develop and implement proactive strategies to recruit and retain more high achieving students, especially students of color

**ASSOCIATE VICE CHANCELLOR FOR EXCELLENCE/DIVERSITY**

- Review the impact of recruitment and retention programs and make recommendations for future new creative initiatives
- Monitor and ensure compliance with commitments related to the UC Comprehensive Admissions Plan

**UNDERGRADUATE EDUCATION**

- Review the organization and effectiveness of current retention initiatives; Develop and implement improved procedures

**DEANS**

- Develop a comprehensive retention plan to reduce intergroup retention rate disparities

**GRADUATE DIVISION**

- Monitor and report the effect of pre-application screening on enrollments of minority, disabled, and international students
• Recruit more underrepresented minorities through innovative strategies
• Evaluate the role of financial support in achieving diversity objectives

ENROLLMENT MANAGEMENT

• Review the organization and effectiveness of existing efforts to recruit students from underrepresented groups; Improve and expand efforts as needed
• Monitor retention data

CONTINUING AND DISTANCE EDUCATION

• Develop recruitment plans and an array of programs that will continue to ensure diverse representation

VII. RECRUITING, PROMOTING AND RETAINING A DIVERSE FACULTY AND STAFF

The need for a diverse workforce is a part of the human resource requirements associated with a University that is focused on strengthening excellence. A diverse workforce in which the contributions of each member—faculty, staff, or administrator—are respected and valued is an institution’s most important asset. In this kind of environment employers can build on established individual and group strengths and develop policies that create environments to get the best out of each individual.

A critical factor in the recruitment and retention of a diverse workforce is the development of managers and supervisors within the faculty and staffs who have the skills to recruit, manage, and mentor diverse populations. Managing diversity within the university means creating an environment where each faculty and staff member is empowered to contribute to the work of the unit and is sensitive and alert to the interactions among and between faculty and staff. It also means articulating clear expectations about behaviors in the workplace. Effective mentoring in a multicultural setting involves offering opportunities for faculty and staff to learn about diverse peoples and cultures. It means understanding diverse learning styles and approaches to problem-solving. Most significantly, however, mentoring in a diverse workplace requires provision of appropriate feedback to those supervised about the contribution of their work to a multicultural UCR.

A diverse and multicultural workforce at UCR will include more than token representation of racial/ethnic minorities, lesbian, gay, and bisexual people, veterans, women and people with disabilities, different religious groups, etc. within all faculty, staff, and administrative ranks. Data on UCR’s faculty diversity suggest that the University’s efforts must be even more extensive than those of our sister campuses in the UC system. One reason for this commitment is that we have one of the most diverse student bodies in the nation. A diverse faculty sends a signal to our students that we are intentional about the recruitment of the best diverse faculty in the country.
As is the case in most institutions, the constraints affecting the recruitment and retention of a diverse workforce vary for different types of occupations. Faculty and many professional staff are hired from national applicant pools, while other employees are hired from local and regional labor markets. The demographics of the geographical area surrounding UCR provide tremendous opportunities to diversify nonprofessional positions through normal hiring processes. At the same time, the geographical location of UCR in the Inland Empire of the Southern California region may provide a challenge to recruit faculty and higher level professional staff who are members of underrepresented groups.

UCR has implemented several strategies to address these concerns including the use of professional search firms for some executive leadership positions, and year round faculty hiring and target of opportunity hiring for faculty.

Despite these various efforts to diversify the pool of potential employees, there is still a continuing complaint from academic and nonacademic units that there are insufficient numbers of candidates from underrepresented groups in job applicant pools. The Office of Affirmative Action, the Office of Academic Personnel, currently provide guidelines, resources and information to facilitate the identification of strong and diverse external candidate pools. It is clear from the interviews and conversations conducted by the Special Assistant for Excellence and Diversity with the chairs of search committees across the academic units that the screening processes that some departments use inadvertently screen out well-qualified women and candidates of color. To counter this possibility, every search committee must be given clear instructions to ensure equitable treatment as is stated in the faculty recruitment handbook.

Hiring units should also have sufficient information about non-work related concerns of potential employees to create a comfort level with respect to such issues as religious worship, options for childcare, and primary and secondary education options for their children, housing options, and cultural specific opportunities for social interaction. There is a need to update and enhance the standard body of information that UCR has established for new hires, as well as to enhance the network of contact persons who can provide specialized information to candidates who are members of various underrepresented groups.

Problems of promoting and retaining faculty and staff of underrepresented groups are also multifaceted. One of the most serious problems at present is the aggressive recruitment of high-caliber faculty and staff by other institutions. The success of these efforts is compounded by limited opportunities for upward mobility and other rewards within UCR. In the case of the faculty, it is recommended that the University establish more proactive mentoring programs where senior faculty work with untenured faculty to maximize the probability of successful navigation of the tenure and promotion process. Faculty development opportunities and services should include individual consultations, workshops on the promotion and tenure process, publishing, proposal writing, and vitae preparation. Support for staff needs to be enhanced through understanding the needs of
staff of color at all levels by providing them with opportunities for professional growth and development, as well as establishing and enhancing existing mechanisms to acknowledge and reward significant involvement in efforts to promote diversity. A comprehensive mentoring program for staff should be established, for example.

Future success in recruiting and retaining a diverse workforce will depend significantly on the University’s success in implementing “family friendly” policies and programs such as flexible scheduling throughout the University. We will need to extend childcare programs and seize every opportunity for spousal/partner hiring to attract high quality faculty and professional staff.

There is an ongoing need to treat all employees as respected individuals and to provide them with maximum opportunities for personal and professional development. The results of the last staff survey conducted a few years ago revealed a high level of discontent with the workplace climate, which does not encourage the retention of the highest caliber faculty and staff. A new staff/faculty survey that is proposed by the Chancellor’s Committee on Campus Morale can assist by identifying barriers that prevent employees in some job classifications from taking full advantage of educational and other opportunities. The University must be willing to develop creative ways to reward faculty and staff for their contributions, and such reward systems must appropriately recognize the diversity of individuals and types of contributions if a truly multicultural workplace of the type desired is to emerge.

Finally, there is a need for better information about why employees leave UCR so that the institution can do a better job of retention. The University should establish a centralized faculty/staff exit policy. It is important that this process address the issues of specific concern to underrepresented groups, in addition to focusing on generic issues.

The action plan to address the goals associated with recruiting, promoting, and retaining a diverse workforce is presented in the following section.

**ACTION PLAN**

Goal: Develop and implement strategies to improve the success of search processes in identifying and assessing the credentials of women and minority employee candidates for faculty and staff positions

Goal: Expand faculty and staff promotion and retention programs to include all underrepresented groups

Goal: Accelerate the introduction of “family friendly” policies and programs, expanded reward systems, and expanded personal and professional development opportunities

**EDUCATIONAL EQUITY (Associate Vice Chancellor for Diversity and Vice Provost for Equity and Conflict Resolution – EVC’s Office)**
• Monitor the success of efforts to create a diverse workforce

**AFFIRMATIVE ACTION /HUMAN RESOURCES AND DIVERSITY EDUCATION**

• Develop information packets and a list of contact persons to assist units in recruiting faculty and staff from underrepresented groups
• Develop and implement a plan to establish a functional staff development program serving women and underrepresented minorities
• Prepare annual updates on workforce composition

**DEANS**

• Create faculty diversity plans; develop monitoring processes
• Appoint coordinators/directors of minority programs to departmental and school/college search committees

**DEPARTMENT CHAIRS/UNIT HEADS**

• Diversify all search committees
• Provide diversity training for the search committee members
• Incorporate diversity information about the University in job descriptions for all academic searches
• Provide appropriate resources so that members of the search committees can recruit the widest possible pool of applicants
• Develop effective mentoring programs

**GRADUATE DIVISION**

• Partner with minority serving institutions to develop graduate students for faculty career paths
• Develop a plan to support services provided by senior faculty to mentor graduate students who want to be professors

**HUMAN RESOURCES/ACADEMIC PERSONNEL**

• Complete design and implementation of a systematic exit interview process; Use the findings to recommend policies to reduce disproportionate attrition of faculty and staff who are members of underrepresented groups
• Maintain support for minority professional staff development programs; solicit increased participation as feasible
• Continue design of and advocacy for “family friendly” employment and augmented reward systems

**VIII. DEVELOPING A CURRICULUM SUPPORTIVE OF OUR DIVERSITY PLAN**
Nothing more profoundly articulates the values of a university than its curriculum. Our UCR community will not be diverse, nor will we be able to educate our students for participation in a diverse and multicultural world, unless our curriculum is diverse and multicultural as well.

UCR graduates need to be prepared to work and continue to learn in a world that is increasingly interconnected. The advance of communication technology and the changing demographics of our state, nation and the world have transformed the concept of the “global village” from an abstract idea into an economic, social/cultural, and political reality. The most successful of our students will be those who will be able to maneuver back and forth cross those cultural boundaries.

This perspective has led many colleges and universities to mandate that students complete courses addressing diversity subject matter in order to graduate. One such objective is the cultivation of cross-cultural communication skills. Such skills become analogous, in many respects, to the basic skills of literacy and computational ability. Another objective is to help students develop a repertoire of problem/issue identification skills and approaches to analysis/solution (critical thinking skills). This approach is also increasingly being used in industry and the private sector.

UCR has adopted a four-unit ethnicity requirement in all three undergraduate colleges. Courses satisfying the requirement deal with general concepts and issues in the study of race and ethnicity in California and the United States. Lists of courses that satisfy the requirement are available in the college offices.

Faculty will need assistance in developing and/or modifying courses to align them with a proposed new general education plan if and when it is adopted. In the past, a limited amount of central support for curriculum integration projects has been provided by several offices. In the future such support is still needed for curricular reform and integration. For example, a new fund should be established that will provide broad support for general education curricular development, including focusing on cultural diversity skills and international competence. The fund should provide opportunities to extend the process of the dissemination to faculty undertaking curriculum integration efforts. It is proposed that curriculum integration projects are sponsored by the appropriate departments on campus who have the expertise. The UCR Library can play a vital role in providing the necessary resources to support curriculum development and transformation initiatives. There is also an important and enhanced role for the Instructional Development Program and the Learning Center in creating a wholesome learning environment for students of all backgrounds.

RESEARCH- Development of a multicultural curriculum is not limited to the issues described above. Another critical ingredient in a multicultural academic learning environment is the presence of viable and visible units engaged in instruction and research examining the experiences of groups historically ignored or stereotyped in the curriculum. The Ethnic Studies Department and the Women’s Studies Program have
long served as the principal contributors to reflecting this dimension of a multicultural curriculum. Other departments and programs such as religious studies, anthropology, sociology and psychology that have traditionally focused on these issues are also found in the College of Humanities, Arts and Social Sciences. As we move forward, it is very important that we support systematic strategies to establish course development, certification options, and research options in other fields, especially in the College of Natural and Agricultural Sciences, Bourns College of Engineering, A. Gary Anderson Graduate School of Management, Biomedical Sciences and the Graduate School of Education.

There is also the need to highlight and support existing research. For example, The Center for Ideas and Society enriches research and study in the humanities. It fosters inquiry from multiple perspectives and disciplines and looks at the intellectual roots of diverse perspectives. The Galarza Center for Applied Social Science Research focuses on social, economic, and health issues affecting Hispanic/Latino communities in particular. These are just two examples of sites where research is being done that needs to be shared more widely within the campus community.

As new specialized areas and locales for research and teaching about traditionally underrepresented groups expand, it is also important that linkages with traditional departments and research institutes are strengthened. Such linkages will maximize the overall impact of the “continually evolving new scholarship” on curricula and research. In a similar vein, the expanding number of UCR partnerships with minority serving institutions (MSI’s) in the United States and international institutions should be seen as an opportunity to infuse curricula and research with a more diverse and global character.

- The action plan to promote the goal of enhancing and creating a multicultural curriculum is indicated in the following

**ACTION PLAN**

Goal: Institute curricula and research initiatives that provide students with the skills and orientation to function effectively in multicultural workplaces and social environments

**DIVISIONAL ACADEMIC SENATE**

- Establish a Diversity Skills and International Competencies Requirement
- Develop framework to assess student learning outcomes associated with the Diversity Skills and International Competencies Requirement
- Establish a working committee to develop strategies for enhancing existing programs and establishing new programs in new fields.

**DIRECTOR FOR UNDERGRADUATE EDUCATION**
• Develop a plan for providing fiscal and consultative support to assist faculty in designing courses satisfying a Diversity Skills and International Competencies Requirement.

COLLEGE DEANS/VICE CHANCELLOR FOR RESEARCH

• Implement strategies for developing and introducing programs and curricular offerings on multicultural issues (with Department Chairs).
• Explore opportunities to establish and enhance intercollegiate research programs focusing on multicultural issues.
• Develop an inventory of existing college-based diversity-related research initiatives.
• Fund a summit or conference to bring researchers together to share work and create an integrated research agenda.

DEPARTMENT CHAIRS

• Implement strategies for developing and introducing programs and curricular offerings on multicultural issues (with college deans and VP for Research).

UNIVERSITY LIBRARIES

• Continue aggressive acquisition of resource materials focused on underrepresented populations and work closely with academic units in curriculum transformation efforts.
• Support a diversity research lecture series featuring UCR faculty and other scholars.

VICE CHANCELLOR, PUBLIC SERVICE AND INTERNATIONAL PROGRAMS

• Provide guidance to colleges, departments, and the Divisional Academic Senate in effective utilization of international partnerships to foster enhanced international perspectives in curricula.
• Provide additional international opportunities for faculty development (research teaching and study abroad opportunities).

IX. DIVERSIFYING UNIVERSITY LEADERSHIP AND MANAGEMENT

The development of a diverse and multicultural management team is closely related, indeed vital, to the recruitment and retention of a diverse and multicultural workforce. UCR’s commitment to diversity must be visible in its most public face, that of the senior managers and leaders of the University. The charge to colleges, units, and departments to
recruit and retain a diverse faculty and staff rings hollow if not modeled in the leadership and management of the University.

UCR has made significant strides in diversifying its senior leadership ranks. We have three women in key leadership roles. We have a female and Latina Chancellor, a female Executive Vice Chancellor/Provost, and the Vice Chancellor for Academic Planning is also a female. There is one Latino Vice Chancellor, and there are currently two Asian/Pacific males among the School/College Deans. While there are no women or African American or Native Indians at the Deans level, there will be two Dean’s searches underway in the fall of 2004 that will hopefully provide a wide range of diverse candidates to choose from.

UCR must also look at diversity at the Director and the Supervisor levels as well. Short-term efforts to address these issues do not require massive dislocations. As an example, in appointing important committees, if administrators use some appointments as a professional development vehicle, then employees’ overall productivity, as well as managerial potential, could be enhanced.

One program used to address these problems on other campuses around the nation has been a version of the Administrative Fellows Program. This program provides an opportunity to enhance the administrative talents and qualifications of women and minorities by involving them in mentorship experiences with top-level administrators. There is a need to develop such a program at UCR and one that reaches even further down into the organization and involves a wide range of employees. Such a program could include three-month job rotations, providing opportunities to learn the functions of various areas of the University. There is also a need for a structured program that provides interested employees with an opportunity to gain insights from women and minorities who have been successful in moving into higher level positions.

Realistically, in the short term, short- and intermediate-term efforts to diversify middle- and upper-level management positions will continue to rely extensively on external hires. However, UCR, like all institutions, must strike a delicate balance between infusing new blood into the organization and providing promotional opportunities for insiders with specific institutional knowledge. This places a special responsibility on search committees for middle- and upper-level administrative positions. These search committees must not only be broadly representative, but also knowledgeable of the University’s diversity objectives. Demonstrated ability to manage diversity should become a standard qualification expected of both internal and external candidates for leadership positions at all levels. There is also a need to scrutinize the interview process carefully to ensure that external candidates have the opportunity to engage diverse populations within the University and acquire a sense of the community’s social values.

In the longer term, efforts to diversity UCR’s management team will be heavily influenced by the hires that the executive leadership makes. But it is also imperative that women, minorities, and other traditionally underrepresented populations have equal
access to the vehicles by which skills are required that place them on a track or a path that would give them the ability to compete for those positions.

The action plan associated with the goal of developing a diverse leadership team is summarized in the following text.

**ACTION PLAN**

**Goal:** Develop a diverse management team at all levels of the organization

**EXECUTIVES**

- Require demonstrated skills in managing diversity as a standard qualification for all leadership positions
- Ensure diverse representation on search committees and provide complete information about expectations regarding candidates’ skills in managing diversity
- Include in merit evaluation of executives an assessment of the degree to which diversity objectives in their unit are being met

**HUMAN RESOURCES**

- Explore the feasibility of establishing an Administrative Fellows Program targeted at middle-level opportunities; Report on resource implications
- Monitor participation in the campus’ Leadership and Management Curriculum to ensure equitable participation by women and minorities
- Promote staff leadership development opportunities using the expertise of leaders on the campus. Establish a campus mentoring or shadowing program for staff to learn about the various paths to leadership
- Seek external funding where appropriate

**X. ORGANIZING FOR CHANGE TO SUPPORT DIVERSITY GOALS**

Successful implementation of the action plans in the preceding sections requires a solid fiscal resource base and an effective institutional infrastructure. Making funds available, even in tight budget times, to support diversity initiatives is an especially difficult challenge in an environment in which inadequate levels of public support have become the norm. Nevertheless, creative strategies at UCR must be developed to ensure that critical needs do not go unmet due to resource limitations. Significant additional expenditures will be legally mandated in some areas, such as compliance with ADA regulations.

At present, some units rely solely or heavily on grants to fund diversity initiatives. Originally, funds such as these were meant as start up funds or seed money with the idea that units would take responsibility for institutionalizing programs in their areas after a reasonable amount of time. In addition, the Office of the President of the University of California has historically funded diversity initiatives such as UC LEADS, the
President’s Fellows Program, and the Management Fellowship Program. It is not clear that those funds are going to be available in the future due to the budget cuts that the UC is expected to take over the next few years. So the strategies for strengthening diversity initiatives will have to be internal, strategic and innovative. For instance, units should be encouraged to collaborate where possible to implement the most effective designs for specific types of programs.

Since large sums of new monies are unlikely to become available, existing and new programs will be funded through internal reallocation and obtaining external funds. It is therefore imperative that strategies are developed to ensure that all existing campus resources must be used to contribute to the realization of the University’s diversity objectives. The upcoming capital campaign for example, provides an excellent long term opportunity to expand the resources available to support diversity initiatives. There are various projects that would be attractive to potential donors including scholarships and fellowships, endowed chairs, and endowed lectureships just to name a few. The various alumni interest groups also constitute a natural base for initiating solicitations to support diversity projects. The Chancellor’s Community Advisory Groups could also be another source of support.

Resources alone cannot guarantee desired outcomes. There is a need to ensure that the infrastructure supporting diversity initiatives is organized appropriately and is functioning in an efficient manner. Since the early 1990’s, coordination of diversity efforts has been centered around the Office of Affirmative Action on the academic side, the various ethnic student offices, the Women’s Resource Center, and the (LGBT) Lesbian, Gay, Bisexual and Transgender Resource Center in student affairs, and in a number of critical units housed in other areas of the university; especially in schools and colleges. This organizational pattern reflects an effort to strike a balance between centralized activities where collaboration and efficiency can be maximized, and decentralized activities that require critical functional areas to assume direct responsibility for ensuring equitable delivery of services to all constituents.

While understanding that implementing this diversity plan is a university wide effort in which every office and individual plays a role, there is a need to assess the efficacy of the existing configuration of offices and current reporting relationships. While benchmarking with peer institutions can provide some insights, one of the principal problems we face is that units serving underrepresented groups within larger organizational structures often have few resources at their disposal. In such cases, the critical decision is how to focus on improving the delivery of services within and across those organizations. The success of UCR’s diversity efforts rests with each and every unit on campus. The question should be are we organized to do this work? and if not, then how do we get organized.

Any reorganization or coordination proposals should assign the highest priority to improving the alignment between academic and academic support initiatives. From this vantage point; there is a need for more formal linkage among the Office of the Executive Vice Chancellor/Provost, Divisional Academic Senate, and the Office of the Vice
Chancellor for Student Affairs, schools and colleges, and with individual faculty with interests in promoting the university’s diversity objectives. There is also a need for better alignment between co-curricular educational programming and in-class explorations of diversity topics.

Reorganization or coordination proposals should also focus on the delivery of diversity-related programming. For example, The Chancellor’s Advisory Committee on the Status of Women and other campus advisory groups are advisory bodies comprised of volunteers and supported through the Office of the Chancellor. These committees and task forces have increasingly taken on ongoing educational and advocacy activities. In many cases this is the result of the failure of line organizations to initiate appropriate diversity-related programming and other activities. While the activities undertaken by advisory bodies certainly broaden the involvement in efforts to make UCR a multicultural institution, they tend to have relatively limited involvement with, and impact on, the formal academic mission of the University or on strategic decisions that affect the long term future of the University.

A variety of changes have been announced over the last year including the revamping of the Biomedical Sciences Program to be more inclusive, and the establishment of an Interim Director for Undergraduate Education. There are major efforts underway to revamp the Subject A Program, and to put a Comprehensive Review Admissions Program in place for fall 2005. All of these programs are designed to impact the presence of or success of diverse students. It is imperative that planning for major changes build in or assign a weight to the assessment of diversity impacts. We need to know the kind of impact that these programmatic changes will have.

Finally, there is a need to establish formal expectations for strategic planning units (programs, centers, departments, divisions, schools and colleges) in reporting on diversity initiatives in the annual updates of their strategic plans.

The action plan to address these issues is in the following text.

**ACTION PLAN**

Goal: Institute the necessary organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies necessary to ensure realization of the University’s diversity goals

- Establish a campus-wide diversity oversight committee to coordinate the execution of many of the recommendations adopted in this report
- Coordinate review of current organizational arrangements involving offices providing services to underrepresented groups including benchmarking with peer institutions
• Establish Faculty Diversity Advisory Committee (in collaboration with the Divisional Academic Senate)
• Develop recommendations for reducing reliance on volunteer organizations to provide critical services to underrepresented groups

EXECUTIVES

• Chancellor/EVC should create position of Associate Vice Chancellor for Diversity to oversee the coordination of all campus diversity activities and initiatives.
• All CLC members should provide detailed assessments of diversity initiatives in annual strategic planning updates
• All CLC members should prioritize diversity initiatives in capital campaign solicitations
• All CLC members should promote and reward diversity initiatives at the divisional and unit levels
• CELT members should promote and reward diversity initiatives at the university level

OFFICE OF UNIVERSITY DEVELOPMENT

• Work with divisional and unit heads to develop detailed plans to solicit funds to support university-wide diversity initiatives

DEANS OF COLLEGES/SCHOOLS

• Develop plans to ensure coordination of diversity initiatives college/school wide
• Establish benchmarks to measure diversity success
• Establish rewards for excellence and diversity initiatives
• Establish and enhance existing college-school based funding opportunities for diversity research, program and curricula development
• Establish programs that are innovative and proactive to attract diverse faculty and graduate students