

# Institutional processes

DESIGNED TO PROMOTE DIVERSITY AND  
EQUITY AT METROPOLITAN STATE UNIVERSITY  
OF DENVER\*

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## RESUMEN

Esta investigación presenta información sobre el proceso, la aplicación y los datos recibidos de las iniciativas de investigación del 2010 Campus Climate Survey and Equity Scorecard realizadas en la Universidad Estatal Metropolitana de Denver (Denver MSU). Dichas iniciativas dieron una mirada institucional a la diversidad y la equidad, a la vez que observaba de cerca los departamentos, los programas, los currículos y las actividades de los estudiantes alineados con el plan estratégico de “aceptar la diversidad”. Esta encuesta fue diseñada para establecer una evaluación inicial de la situación actual del campus en torno a la diversidad. Este estudio se enfocó en lo que la institución hacía bien e identificó áreas potenciales que necesitan promover un ambiente acogedor e inclusivo para los profesores, el personal y los estudiantes. La encuesta solicitaba la opinión sobre el ambiente académico en general, las actitudes hacia la diversidad, la satisfacción con la institución, la sensación de comodidad y pertenencia, el tratamiento de varios grupos, y la inclusión de la fuerza laboral en lo que respecta a múltiples grupos de identidad social (edad, raza, género, origen étnico, origen nacional, discapacidad, orientación sexual, religión y diferencias intelectuales). Además, se destacan las presentaciones realizadas en torno al tema en la comunidad universitaria.

**Palabras clave:** ambiente universitario, diversidad, educación superior, encuesta sobre ambiente académico, equidad, excelencia inclusiva

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## ABSTRACT

This research presents information regarding the process, implementation, and data received from the 2010 Campus Climate Survey and Equity Scorecard research initiatives conducted at Metropolitan State University of Denver (MSU Denver). These initiatives took an institutional look at diversity and equity while viewing closely departments, programs, curriculum and student activities aligned with the strategic plan, “to embrace diversity”. The “2010 Campus Climate Survey” was designed to establish a baseline appraisal of the current campus climate towards diversity. This survey looked at things that the institution was doing right and identified potential areas to be addressed to promote a welcoming and inclusive environment for all faculty, staff and students. It solicited opinions related to the overall climate, attitudes toward diversity, satisfaction with the institution, feeling of comfort and belonging, treatment by various groups, and inclusiveness of our workforce in regard to multiple identity groups (age, race, gender, ethnicity, national origin, disabilities, sexual orientation, religion, and intellectual differences). The communication of the planning of the 2010 Campus Climate Survey and Equity Scorecard processes, leading to university community presentations are highlighted.

**Keywords:** climate survey, diversity, equity, inclusive excellence, higher education, university environment.

## ■ Introduction

The Metropolitan State University of Denver (MSU Denver), founded in 1965, is an urban land grant university with a vision to provide an urban education with affordable tuition, professors who are experts in their fields, and a curriculum attuned to the real world. This academic institution takes a pro-active and balanced approach to diversity. It supports and values diversity in all forms in a teaching and learning community marked by mutual respect, inclusion and cooperation. Diversity is reflected in the curriculum, in activities of the university, and in the composition of faculty, staff and students. MSU Denver offers individualized, relevant bachelor’s and select master’s degrees to more undergraduate Coloradans than any other school in the state. It has 24,000 students with 93% from the Denver area, 75% remaining in Colorado, and 70,500 alumni calling the institution their alma mater. In addition, MSU Denver’s student population is made up of 68.4% Caucasian, 18.2% Hispanic or Latino, 6.2% African

American, 3.5% Asian, 2.6% Bi- or Multi-racial, 0.8% American Indian or Alaskan Native, and 0.3% Native Hawaiian or Pacific Islander. About 335,000 Coloradans have taken classes for personal or career advancement purposes, which places MSU Denver in the unique position of preparing people to take their place in the state's workforce. Every program and class is designed to help students develop the intellectual and professional skills needed to meet the challenges of the 21st-century economy.

MSU Denver has a workforce that consists of approximately 1,900 faculty and staff committed to student success, making possible a high-quality academic experience. Its full-time faculty population is made up of 77% Caucasian, 9% Hispanic or Latino, 4% African American, 6% Asian, 2% Bi- or Multi-racial, 1% American Indian or Alaskan Native, 0% Native Hawaiian or Pacific Islander and 1% Other. Furthermore, MSU Denver's administrative staff population is made up of 64% Caucasian, 19% Hispanic or Latino, 6% African American, 6% Asian, 3% Bi- or Multi-racial, 1% American Indian or Alaskan Native, 0% Native Hawaiian or Pacific Islander, and 1% Other. The institution's commitment to small classes, individualized attention, academic research, and professional development provide a framework for workforce continuous growth and service to the MSU Denver community.

MSU Denver presents a very diverse institution and believes that placing a high value on diversity and inclusivity are essential elements in providing excellence in education. This belief is why the institution provides support for projects like the 2010 Campus Climate Survey and the Equity Scorecard.

The purpose of the 2010 Campus Climate Survey was to establish a baseline appraisal of the current campus climate towards diversity. *The survey identified areas that needed to be addressed so that MSU Denver could move forward with "goal four" of the institution's strategic plan to "embrace diversity" and be a leader in creating a welcoming and inclusive environment for all faculty, staff and students.* MSU Denver partnered with ModernThink, Inc., a nationally recognized higher education assessment company, to involve a third-party entity to promote anonymity and trust to the participants. In addition, it allowed for the use of the ModernThink *Higher Education Insight Survey*® (2007), an established survey

instrument, to provide valid and reliable results for benchmark purposes and future comparison analysis between similar institutions across the nation.

ModernThink, Inc. convened a “Blue Ribbon” panel of experts and professionals from higher education to solicit input to best reflect the dynamics, systems and demographics unique to higher education. The *Higher Education Insight Survey*® instrument has been used in over 50 “Best Places to Work” programs with more than 5,000 organizations. It measures the strength of critical organizational capabilities and relationships that directly impact your culture and the daily experiences of your employees. The instrument is regularly tested by a third-party organization with an expertise in the statistical analyses of survey and test instruments. It has been found to be “...an exceptionally strong instrument... highly reliable... an instrument that accounts for 69% of the variance in an industry where 30% variance accountability is considered good”. Reliability analysis of the standard survey yielded a Cronbach’s alpha coefficient of 0.9836. This correlation has been in excess of 0.9500 on similar analysis conducted on previous versions of the instrument since 2004. The correlation of survey items resulted in high inter-item correlation coefficients among all items. A factor analysis using principal components with eigenvalues greater than 1.00 produced total variance explained of 69.5%. A single factor on which all items loaded significantly and positively, accounted for 53.5% of the total explained variance.

The 2010 Campus Climate Survey examined *all 1,900 faculty and staff at MSU Denver*. It solicited opinions broadly related to the overall climate, attitudes toward diversity, satisfaction with the institution, feeling of comfort and belonging, treatment by various groups, and inclusiveness of our workforce with regard to multiple identity groups (e.g. age, race, gender, ethnicity, national origin, disabilities, sexual orientation, religion, as well as intellectual differences). More specifically, it measured the organizational dynamics and competencies that most directly impact the workforce’s experience and institution’s culture. The survey’s 60 core belief statements are mapped to fifteen thematic areas/dimensions, which provide a framework for a comprehensive assessment of employee engagement and workplace quality. These confirmed

dimensions via a series of factor analyses: Job Satisfaction, Teaching Environment, Professional Development, Compensation and Life Balance, Facilities, Resources and Efficiency, Shared Governance, Pride, Supervisors, Senior Leadership, Faculty and Staff Relations, Communication, Collaboration, Fairness, Respect and Appreciation.

The article has a three-tier focus, process, implementation, and data received in the discussion of two institutional processes. To this end, we have elected to focus solely on process in regards to the “2010 Campus Climate Survey” and present information on implementation and data received in relation to the Equity Scorecard initiative.

### ■ The process

This campus climate survey began in the Spring Semester 2010 and included the complete workforce of MSU Denver. The campus climate survey had five phases:

- Phase I, Consensus and Survey Design
- Phase II, Communication Marketing Plan and Diversity Symposium
- Phase III, Survey Implementation
- Phase IV, Data Analysis
- Phase V, Final Reports and Sharing of Results

#### Phase I: Consensus and Survey Design

The 2010 Campus Climate Survey Committee chaired by the Associate to the President for Diversity, included representatives from the major leadership units in the University. They were given the charge, from President Stephen Jordan, to develop and administer the 2010 Campus Climate Survey and, in response to information gathered, develop implementation strategies for action items identified from the results. The committee met in November of 2009 to discuss the overall aspects of the survey, review possible survey materials and arrive at a consensus on the instrument, delivery methods and other phases.

The survey instrument was administered in a format to provide reliable data. It measured climate via perceptions and experiences of campus community members. The MSU Denver leadership

team was involved through all aspects of the survey and included representatives from the major leadership units. This allowed the leadership to contextualize the survey instrument, at the onset, address the needs and concerns of the campus, and to provide insight in the assessment and implementation phases. In addition, ModernThink, Inc., was used to assess survey results and provide objectivity to Phases IV and V. Completion date: December 2009.

#### Phase II: Communication, Marketing Plan and Diversity Symposium

During this phase, the leadership team developed a comprehensive communication and marketing plan to alert the MSU Denver community of the upcoming survey. In coordination with the MSU Denver communications staff, the leadership team developed communications materials, including letters of invitation, electronic and print marketing pieces, and the official 2010 Campus Climate Survey website. In addition, a Diversity Symposium was held during the MSU Denver Professional Development Conference in January 2010 to “kick-off” the survey. The symposium provided a forum to promote cultural competence and an opportunity for the leadership to gain knowledge on campus diversity issues. Completion Date: January 2010.

#### Phase III: Survey Implementation

ModernThink, Inc., administered the survey for two weeks, from February 1-15, 2010. All faculty and staff members were invited to take the survey hosted on ModernThink’s secure website. On February 1, each MSU Denver employee received an e-mail from ModernThink, Inc., inviting him or her to participate in the survey. The invitation included a username and password needed to take the survey. After selecting the link, survey respondents went directly to the ModernThink, Inc. website, where asked to enter their assigned username and password to begin. Faculty and staff were able to take the survey at any time, 24 hours a day, 7 days a week, from work or from home on any computer. Internet access was required.

This project surveyed all MSU Denver employees, including, faculty, staff, part-time faculty, administrators, classified staff and exempt professionals. This sample group had a numerical

representation of 1,924 categorized as all employees and 1,041 categorized as full-time employees. The 2010 Campus Climate survey yielded a 41% response rate from the all employee category and a 63% response rate from the full-time employee category. These high response rates provided a rich data set to inform the institution's decisions in the future. Completion Date: February 2010.

#### Phase IV: Data Analysis

During the month of March, ModernThink, Inc. analyzed the data collected during the survey implementation. Specific tasks included the following:

- Data coding and database management
- Data analysis (descriptive statistics, frequency tables)
- Initial development of overall institutional reports
- Completion Date: March 2010.

#### Phase V: Final Reports and Sharing of Results

In April 2010, ModernThink, Inc. provided the committee with institutional reports, including an executive summary, data presentation, and report findings. The committee disseminated the findings to the MSU Denver community. In addition, the committee began its review of the final report to begin to develop climate related recommendations for MSU Denver leadership to address. Completion Date: April 2010.

After receiving the results of the 2010 Campus Climate Survey, the MSU Denver leadership developed an action plan to develop and implement strategies to use the survey data as a tool to improve MSU Denver's climate. Survey results to be presented in future publications.

#### About The Equity Scorecard Project

The Equity Scorecard "is an ongoing initiative designed to foster institutional change in higher education by helping to close the achievement gap for historically underrepresented students. The core premise is that evidence about the state of equity in educational outcomes for underrepresented students "can have a powerful effect in mobilizing institutional attention and action" (Bensimon, 2004, p. 45). In 2001, the James Irvine Foundation



awarded a grant to the University of Southern California Center for Urban Education (CUE) to fund the Equity Scorecard project. A partnership of 14 California organizations researched existing institutional data to monitor their progress toward equity for their historically underrepresented students in four areas: access, retention, institutional receptivity and excellence. The Equity Scorecard project occurs in two phases. Phase I focuses on gathering evidence and baseline data to illuminate any current inequities. Phase II focuses on deeper inquiry and action research projects to address the findings of Phase I. This paper only focuses on Phase I, and presents one measure of each data area.

### Phase I: The Process

The Equity Scorecard Taskforce was charged to conduct Phase I of the project during the 2004-2005 academic years. During the initial phase, the primary goal was to describe the status of equity for students of color at MSU Denver. In simple terms, the taskforce focused upon “what is the status of equity” as opposed to answering the subsequent question of “why inequity is occurring.” It reviewed institutional data, primarily from the Office of Institutional Research, to find areas where there were inequities in the educational outcomes for students of color at MSU Denver.

### Beginning with the University Mission

The university’s mission was central to the taskforce’s review, discussion, and analysis of data. As an urban commuter campus with a modified open-admissions policy, MSU Denver is unique among Colorado institutions of higher education. In addition to being the most affordable baccalaureate granting institution in the state, MSU Denver’s student profile is unique: 56% of students are women; the mean student age is 26, and the university serves the most ethnically diverse student body attending a 4-year university in Colorado (23%) at the time of this project.

The mission of MSU Denver is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education, and lifelong learning in a multicultural, global, and technological society. The university fulfills its mission by working in partnership with the community at large and by fostering an atmosphere of scholarly inquiry, creative



activity and mutual respect within a diverse campus community (as stated in MSU Denver Mission Statement).

### Clarification of race/ethnic language

As with any discussions of race-based equity, it is important to clarify how these groups are categorized at MSU Denver and in the larger Denver-metropolitan area. In addition to the “standard” race categories found in most race-aggregated data, Hispanic ethnicity includes all races, “other” refers to students who may have opted to choose this category due to multiple race/ethnic identities or may refuse to self-identify, and international students are students attending with the assistance of educational visas. The term “Hispanic” is used throughout the report to coincide with MSU Denver’s use of the term in its institutional research reports. The team opted to use the identification categories used by the Office of Institutional Research for the sake of consistency. The breakdown of MSU Denver’s student population (2001-’02 – 2003-’04) is as follows:

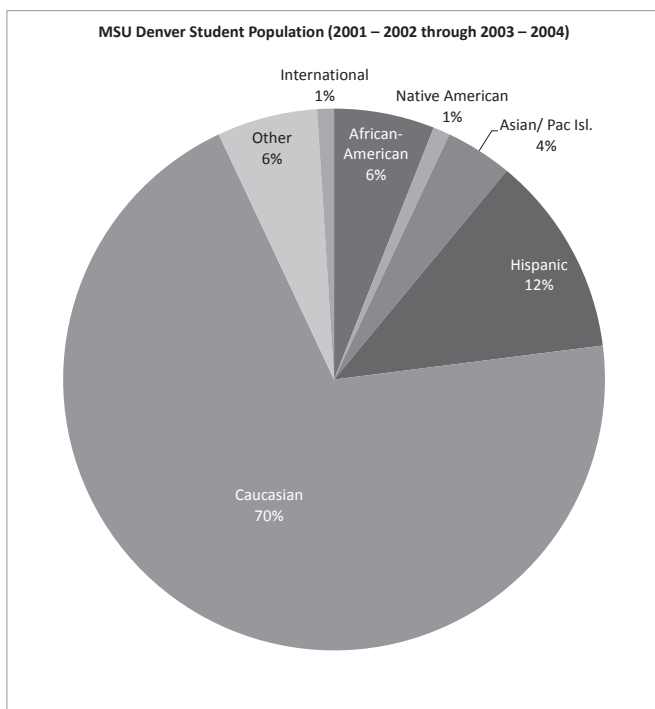


Figure 1. MSU Denver Student Population.

## Equity Perspectives

The Equity Scorecard constitutes a set of objectives and measures aimed at providing institution's leadership, faculty, and staff with a comprehensive view of the academic performance of historically underrepresented students. It is intended to be used as a tool to raise consciousness and expand awareness regarding critical information associated with campus diversity issues. The goal is that the data presented in this report will assist the university community in understanding where some of the gaps in equity exist at MSU Denver.

Specifically, the taskforce reviewed data in the areas of Access, Retention, Excellence and Campus Receptivity which are defined in the following chart:

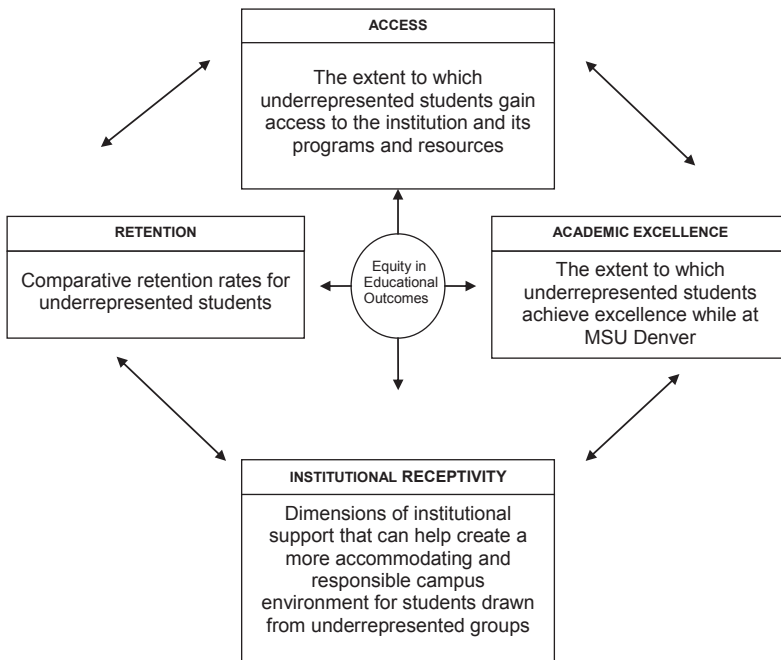


Figure 2. Adapted from Bensimon, 2004, 47.

For each of the four focus areas, a “measure” was set or a question was asked regarding equity, and data was reviewed for the answer. The taskforce reviewed far more data than are presented

in this final report. The focus was on data and subsequent reports on areas where there was a gap in equity. Where appropriate, this report made mention of areas where equity existed.

As an additional aid to interpreting the taskforce report, the following definitions are included to clarify terminology used in this summary.

- *Measure.* An indicator that illustrates areas of equity or inequity of educational outcomes among ethnic/racial groups of students.
- *Baseline Data.* The historical or current status, determined by the data for each measure.
- *Equity.* In this project, each measure will have its own definition of equity. Equity would be the point at which equity would be achieved for a given measure.
- *Equity Gap.* The equity gap is the difference between the baseline measure and equity.

## ■ Access

Access to an institution and its various programs, services, and resources is the crucial starting point from which to view all areas of equity for students. MSU Denver's modified open admissions policy provides admissions access to a diverse student population. The "window" allows the university to admit students, under the age of 20, who do not meet the Colorado Commission on Higher Education (CCHHE) Freshman Admission Eligibility Index standard of 76. In addition, any individual who is 20 or older, with a high school degree or its equivalent, or 30 hours of transferable credit, will be admitted to the university. The taskforce reviewed scholarship data and discovered that students from diverse ethnic/racial backgrounds are being supported.

Nonetheless, even with a modified open admissions policy and a wide distribution of scholarship support, equity in access to the university and its educational opportunities and programs is a vital area of concern for determining the current status of equity at MSU Denver. The taskforce asked three questions to begin the dialogue about the status of equity in access at the university: Does the current student population reflect the population of the seven counties, which feed the university's enrollment? Is there

any disparity in the impact of the remediation program between different ethnic/racial groups of students? What is the success rate of different racial/ethnic groups in the Level I General Studies courses?

*Measure 1.* Does the MSU Denver student population reflect the surrounding 7-county population from which the university draws its enrollment? The taskforce reviewed population data from the 2000 Census for the seven counties and compared it to data on the ethnic/racial make-up of MSU Denver students, taking into consideration county additions, ethnic make-up changes, and the university's and census' differences in tracking "Hispanics".

As indicated in Table 1, Hispanic students are currently underrepresented at MSU Denver. The other ethnic groups are represented in accordance with the ethnic distribution of the seven-county region from which MSU Denver draws its students.

*Equity Objective.* Equity will occur when the MSU Denver student population matches that of the seven-county feeder region. MSU Denver should endeavor to increase the percentage of Hispanic students enrolled at MSU Denver from 12% to 19%.

## ■ Retention

Retention data reflected information about characteristics of the university that contribute to or detract from the persistence of students. Characteristics of individual students such as motivation, financial resources, and study skills, though very related to retention, were not investigated as the focus of the Equity Scorecard is on institutional programs, services, and data.

MSU Denver is unique in that students attend the university with a variety of goals in mind. While many students come to seek a baccalaureate degree, others need only a few courses to attain their goals (e.g., taking courses to help with work promotions, for certificate programs, to prepare for admission to other schools, among others). In addition, approximately 64% of the student body transferred to MSU Denver from another institution. Thus, while the taskforce reviewed traditional retention data, we are aware that a narrow definition for "success" that is intended to apply to all students does not accurately reflect the individual educational goals of MSU Denver's students nor the

Table 1

*Student Body and 6-county Region Comparison*

African-American	Native American	Asian/Pac Isl.	Hispanic	Caucasian	Other	International	Total
6%	1%	4%	12%	70%	6%	1%	100%
6%	1%	3%	19%	70%	3%	NA	102%

Note. Line 1: Composition of MSU Denver's Student Body (2001-'02 – 2003-'04)

Line 2: 2000 Census data for surrounding 6-county region. (Total = 102% due to rounding error)

Table 2

*Retention Rates by Ethnicity and Full-time Status and MSU Denver Degree-seeking First-time Freshmen, Fall 2001 – Fall 2003*

African-American	Native American	Asian/Pac Isl.	Hispanic	Caucasian	Other	International
47.1%	46.8%	61.1%	57.2%	58.1%	60.9%	67.6%

2<sup>nd</sup> Year Fall-to-Fall Retention Rate

actual success of the university in serving the needs of the community. Nonetheless, retention data is vital to a more complete picture of equity at the university. The taskforce asked three questions on the status of equity in university retention. Is there an equity gap in basic retention data for students from diverse ethnic/race backgrounds? Is there a disparity in the impact of the academic jeopardy intervention system at the university on students by race/ethnicity? What are the graduation rates for students by ethnicity/race?

*Measure 1. What are the retention rates for students from different race/ethnic groups?* Table 2 presents the retention rates by ethnicity, from 2001, 2002 and 2003 (cohorts combined).

The first year of college is a crucial time in terms of retention for all students. Retention in this chart is measured by a Fall-to-Fall enrollment. African American and Native American students have the lowest retention rates from the first to second year at the university. Less than 50% of African American and Native American students in these cohorts were retained into their second year.

*Equity Objective.* Equity will be achieved when there are comparable retention rates for all groups of students.

MSU Denver should endeavor to increase the rate of African American and Native American students who persist from their first year to their second year.

## ■ Excellence

Excellence examines the extent to which underrepresented students succeed while at the university. Academic achievement has a direct impact on the ability for students to be competitive in a number of arenas including scholarships, admittance to graduate and professional schools, internship opportunities, and, ultimately, careers. In addition, just as K-12 is the pipeline for students to higher education, colleges and universities are the pipeline to graduate school. In order to take a snapshot of equity in relation to issues of excellence we asked three questions. What are the proportion of A grades earned disaggregated by race/ethnicity? Is there a gap in grade point average when compared among students with similar CCHE Freshman Admission Eligibility Index

scores? What are the mean GPAs for graduating seniors by race/ethnicity?

*Measure 1. What is the proportion of grades of A awarded to students of color?* Table 3 includes all A grades assigned during the time period. All ethnic minority groups earn a lower percentage of grades of A than Caucasians. African American students earned the lowest percentage of grades of A. On average, African Americans earn 15% fewer grades of A than Caucasian students.

*Equity Objective.* Equity will be achieved when MSU Denver increases the percentage of students of color who receive grades of A to numbers similar to Caucasian and international students, between 35% and 40%.

## ■ Institutional Receptivity

Institutional Receptivity included goals and measures of institutional support that have been found to be influential in the creation of an affirming campus environment for underserved populations. Institutional Receptivity is somewhat elusive and difficult to measure because it incorporates the “climate” of an institution. In other words, the receptivity of an institution is, in essence, how individuals and groups perceive and experience the institution.

MSU Denver offers a number of programs that provide support for specific populations of students including GLBT Student Services, Women’s Services, CAMP, Summer Bridge, and Student Support Services. While the university has academic departments and programs that focus research and study on specific populations including women’s studies, African American studies, Chicano studies and Native American studies, the university has not developed staff positions or service programs that provide specific ethnic/race populations with support. Nor has the university done a systematic outcomes review of the programs that are currently in place to assess whether the programs enhance the campus climate for students in those populations, increase retention, and/or enhance academic excellence.

Often, universities will conduct campus climate surveys of faculty, staff and students to gather data that would reflect the experiences and perceptions of campus constituencies. Given that



Table 3

*Percentages of A Grades Assigned to Each Ethnic Group, 2001-2002 through 2003-2004*

African-American	Native American	Asian/ Pac Isl.	Hispanic	Caucasian	Other	International
23.19%	30.57%	27.77%	27.72%	38.17%	35.83%	41.39%

Table 4

*Faculty Compared to Local Population*

African-American	Native American	Asian/ Pac Isl.	Hispanic	Caucasian	Other	International	Total
6%	1%	3%	19%	70%	3%	NA	102%
3%	2%	6%	8%	81%	0%	No data	100%

*Note.* Line 1: 2000 Census data for surrounding 6-county region. (*Total = 102% due to rounding error*)

Line 2: Tenured/Tenure Track Faculty, 2004

the focus of the Equity Scorecard is not to produce new data, but rather to illuminate existing data, the team chose to focus on a review of the diversity of the faculty, staff, administration, and board of trustees as a starting point for dialogue.

*Measure 1. Do the faculty, administration, staff, and Board of Trustees reflect the diversity found in MSU Denver's seven feeder counties? Do recent employment trends reflect support for diverse populations?* Data for this measure is presented in Tables 4, 5 and 6.

The Board of Trustees is currently comprised of nine voting members who are appointed by the Governor. Of the nine current members, two are Hispanic and one is African American for a total of 33% of the board. Locally, communities of color make up 29% of the population. Thus, given the small size of the Board of Trustees, the representation of ethnic minorities reflects the local population.

*Recent Employment Trends.* From 1992 to 2004, the number of tenured/tenure track faculty fell from 377 to 304, a 19.4% decrease. An area of critical concern is the decline in the representation of African Americans as tenured/tenure track faculty. The total number dropped from 26 to 10, a 61.5% decrease.

From academic year 1999/2000 to 2004/2005, the total number of administrators at the university dropped from 240 to 199, a 17% drop. The number of Hispanic administrators fell by 25% during that time period from 31 to 23. The total number of classified staff has remained constant in the years for which we were able to attain data, 2002/2003 through 2004/2005.

*Equity Objectives.* Equity will be achieved when the diversity of faculty, staff, and administrators reflect the population in the seven counties which feed the university.

- *Faculty.* Increase the representation of faculty of color to match the surrounding Denver metropolitan community. Specifically, increase the percentage of African American tenured/tenure track faculty from 3% to 6% and the percentage of Hispanic tenured/tenure track faculty from 8% to 19%.
- *Administrators.* Increase the representation of administrators of color to match the surrounding Denver metropolitan

Table 5

*Administrators Compared to Local Population*

African-American	Native American	Asian/Pac Isl.	Hispanic	Caucasian	Other	International	Total
6%	1%	3%	19%	70%	3%	NA	102%
11.5%	1.5%	2%	11.5%	72%	1%	No data	99.5%

*Note.* Line 1: 2000 Census data for surrounding 6-county region. (Total = 102% due to rounding error)  
Line 2: Administrators, 2004-2005 (Total = 99.5% due to rounding error)

Table 6

*Classified Staff Compared to Local Population*

African-American	Native American	Asian/Pac Isl.	Hispanic	Caucasian	Other	International	Total
6%	1%	3%	19%	70%	3%	NA	102%
3.5%	1.3%	5.3%	20%	66%	3.5%	No data	99.5%

*Note.* Line 1: 2000 Census data for surrounding 6-county region. (Total = 102% due to rounding error)  
Line 2: Classified Staff (Total = 99.6% due to rounding error)

community. Specifically, increase the percentage of Hispanic administrators from 11.5% to 19%.

- *Staff.* The representation of classified staff of color matches or exceeds the seven county population with the exception of African American employees. Increase the African American staff from 3.5% to 6%.

## Equity Scorecard Recommendations and Application of the Results

It is said that what gets measured gets noticed. While celebrating ethnic and racial diversity on our campuses is laudable, it is not the same thing as achieving equity. We must deliberately and energetically remove the conditions that deny or impede equitable outcomes for all students. (Bensimon, 2004, 46)

1. Establish a Presidential Diversity Leadership Team to design and implement a university-wide Diversity Plan focused on recruitment and retention of diverse faculty, staff and students. Incorporate a plan for periodic review to track equity progress in targeted areas.
2. Ask the Vice President of Student Services and each of the three deans to develop Equity Scorecards for their divisions with guidance from the university Equity Scorecard taskforce.
3. Support the recommendations of the Faculty Senate Ad Hoc Committee report on Faculty of Color. This includes more consistent and user-friendly data on faculty and staff.
4. Create a 1/2 reassigned time position for a faculty member to provide leadership for the development and implementation of the recruitment and retention plan for faculty of color.
5. Develop an assessment plan for university programs and services that provide the tools, support and training to assess programs and services related to recruitment, retention, and academic success for all students with the ability to disaggregate the data by race/ethnicity.
6. Assess whether it is appropriate to develop and implement a Campus Climate survey.

7. Using the data from this report, review the feasibility of developing positions or programs for specific populations with a focus on recruitment, retention and academic success.
8. Develop a “grow your own” strategy for enhancing the diversity of applicant pools for faculty and administrative positions at the university. Maintaining contact with alums and communicating opportunities may be one aspect of the program.

## ■ Conclusion

This paper focused on two ways in which an institution of higher education can implement processes that lead to receiving data to measure its own progress towards equity and diversity. It is apparent that both methods of self-evaluation require a commitment at the highest administrative levels to review critically positive and negative results and information that may be unflattering to the institution. In addition, the university’s philosophy must be that through rigorous, intensive, and honest self-evaluation, strengths and weakness can be evaluated allowing strengths to be celebrated and weakness to be addressed.

The “2010 Campus Climate Survey” was a tool to establish a baseline appraisal of the current campus climate towards diversity, yielding in-depth knowledge in regards to overall climate, attitudes toward diversity, satisfaction with the institution, feeling of comfort and belonging, treatment by various groups, and inclusiveness of our workforce. The strategic process consisting of consensus and survey design, a communication marketing plan and a diversity symposium, survey implementation, data analysis, and final report and results sharing can be duplicated at any institution. The key characteristics of this process were consistent communication throughout every phase and every level of constituency, and the development of campus buy-in and inclusiveness at the onset and maintained throughout the process.

The Equity Scorecard demonstrates a way to examine institution’s progress towards diversity goals using an efficient and unbiased approach. This method is highly efficient because it only uses data that had already been collected by the institution.

It is unbiased in that a team of individuals who have various perspectives and backgrounds are used to evaluate the data. Thereby, the process yielded a clear evaluation of equity within the institution.

The “2010 Campus Climate Survey” and “Equity Scorecard” are processes that any higher education institution can use to assess its progress towards diversity and equity. These institution-wide initiatives were not solely used to assess the current state of equity and diversity at MSU Denver, but to provide a bench-mark for the institution to use to measure future progress towards designing and developing more equitable outcomes for employees and students.

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#### DEFINITIONS

**Diversity** - supporting and valuing differences in all forms (age, race, gender, ethnicity, national origin, ability, sexual orientation, religion, intellectual differences and gender identity and expression) in a teaching and learning community marked by mutual respect, inclusion, and cooperation.

**Equity** - not discriminating on the basis of race, color, creed, national origin, sex, age, sexual orientation, gender identity and expressions or disability in access, treatment, and programs.