On Improving Campus Diversity
Draft Action Plan, March 12, 2005

The exceptional information and guidance provided by the Commission on Campus Diversity form the basis for the following discussion of proposed actions as indicated in the March 1, 2005, statement. These proposals, submitted for campus and community review during the period March 12 to April 1, outline the first steps in what is likely to be an extended process over several years. We recognize the complexity of the issues we address, the long history of achievement on which we draw for insight and inspiration, and the intense commitment expressed by so many voices reflected in the Commission report. We have no illusions that the measures outlined here will win universal approbation from every campus constituency. Some will think we propose too much and others that we propose too little. Nonetheless, what is overwhelmingly clear from the testimony and recommendations of this Commission's report is that the campus cannot continue as before. We must be more explicit in our actions, clearer in our goals, and more specific in our measures for success. The following draft plan, presented to the campus for review, proposes action in the two major areas of Academic Affairs and Student Affairs.

Our first and most important principle is that the campus is responsible for its actions, its behavior, and its programs in the areas addressed by the Commission. Faculty and the Faculty Senate; Students and Student Government; the Chancellor, Provost, and Vice Chancellors; the Deans, Department chairs, and program directors; Administrators and staff in finance, budget, administration, and physical plant; Development and Alumni Affairs personnel, all of us are responsible for the execution of this plan. The Chancellor is the accountable official for this purpose. Consequently, we will not assign responsibility for our success to a special diversity official. We believe that diversity is a core issue and part of the mainstream of campus life.

We also see the key areas for engagement and immediate impact in Academic Affairs and Student Affairs with strong support as needed from other campus units. It is through the success of our academic programs that we best serve our students, most effectively engage our faculty, and most productively enhance the Commonwealth. At the same time, every study indicates that students learn most on residential campuses when they find active, engaged, and diverse student activities, support and cultural programs, and multiple leadership opportunities. We know that the quality of the academic and student life here, as is the case for every high quality public campus, depends on the recruitment and retention of a talented student body drawn from across the Commonwealth, the nation, and around the world. Reflective of the state's college-ready high school graduating classes, the recruitment, advising, and retention of students requires effective staff, strong financial aid systems, and a welcoming and engaged campus environment.

We offer the following beginning measures as an opportunity to make significant progress on the agenda laid out so carefully, fully, and thoughtfully by the Commission. These actions will require resources, and the only immediate source of funding for these changes must come from a reallocation of funds. This means some things we had planned to do we must postpone so we can implement these measures. The entire campus will participate in the reallocation process through a special Chancellor's Tax on general funds. This tax will generate approximately $800,000 in reallocated funds for investment in the initiatives outlined below, although the impact of reorganization and refocusing of current resources will multiply this investment. Other measures we might hope to implement and activities requiring significant investment in the physical plant will likely wait for additional funding from private or public sources.

The key areas for immediate response appear below for <u>Academic Affairs</u> and <u>Student Affairs</u> with an enhanced workplace-training component from Administrative Affairs.

<u>ACADEMIC AFFAIRS</u>

I. IMPROVING UNDERGRADUATE ADVISING

A. Comprehensive Re-focusing of First-Year Advising

The campus has already conducted a comprehensive review of its advising and support programs for first-year students, especially those at-risk academically. Our research resulted in several findings that will guide changes to the advising system:

- Students who fail to achieve good academic standing after their first year were less well prepared emerging from high school than others in their entering cohort, and this weaker preparation manifested itself in their first semester courses.
- These students were more likely to have specific weaknesses in terms of time management skills, study habits, motivation, and other considerations important to success in college.
- They seemed to be generally aware of their academic limitations, but showed no strong inclination to seek out advising assistance.
- The greatest demand for advising services during the first year centers on course selection and specific curricular requirements, with less focus on choice of career or even major.
- The students with first-semester GPAs below 2.0 appeared to be struggling in all kinds of courses, not just the traditionally "difficult" subjects.

While some ALANA students tended to be disproportionately represented among at-risk students, these findings were consistent across all groups of students. The findings argue for a strategy focused on identifying at-risk students as early as possible, responding to their specific academic and other needs, and engaging them in a close relationship with trained advisors to monitor progress and make appropriate referrals. We are therefore moving forward with plans to enhance and expand first-year advising and academic support in the following ways:

1. Develop a mid-semester "Report Card" to identify students in academic trouble early in their careers.
2. Realign and upgrade one-on-one academic advising, to include more case management approaches, promote "ownership" of advisees, facilitate hand-offs from first-year advising to advising in the major, and increase the number and quality of students' advising interactions. This effort will involve investments in both professionally trained advisors and technologies to support effective advising (including "tracking" and web-based and email support tools).
3. Expand Learning Support Services (LSS) to include greater coverage of high-impact courses and more comprehensive study skill, time management, and related services.
4. Develop new pre-enrollment academic refresher and enrichment programs.

B. The "Learning Commons": A Portal to Success

The Office of the Provost is developing a Learning Commons [LC] for the campus. The LC will provide an environment that can be used to address problems cited by the Commission on Campus Diversity, especially those regarding student support and advising available to students. This LC will be located on the main floor of the W.E.B. Du Bois Library. Its purpose is to support students in both their learning and their campus life—especially those students new to UMass Amherst and without rich support services in their field of study. It will be a welcoming

academic gathering place for studying and socializing right in the heart of the campus. Complete with comfortable chairs, ample table space with flexible arrangements, group study rooms, and wireless Internet access, the LC will serve as a central access point to a variety of campus resources.

To help students in their courses the LC will offer:
- Library experts to guide students in using the library's extensive collection of resources including print, digital, audio, and video
- Expanded access to Learning Support Services
- Availability of TAs and instructors during scheduled hours in key courses
- Help in forming study groups by matching students around particular courses or assignments
- Help from student "rovers" trained to answer general questions and to refer students to the right people to assist them
- Writing help
- Technology assistance from forgotten passwords to computer software questions

To help students adjust to campus life, the LC will offer:
- Access to a range of advising services focused on the needs of first and second year students
- A service point near the entry to the LC staffed with resources from Pre-Major Advising Services [PAS] and with upper-class students trained in the most commonly asked questions
- Referrals to PAS and other locations as needed for additional help from trained advisors and counselors throughout the University
- An opportunity to learn about potential majors and links to advising services in those majors
- A supportive environment especially for those who have not yet found one in a college, school or department

The LC will improve the student experience at UMass Amherst and, in consequence, improve student success and retention. It is anticipated that pilot programs of these proposed services can begin in Fall 2005 with the LC completed by Fall 2006.

C.   Encouraging ALANA Students to Get the Most from their UMass Education

Currently, many ALANA students who are eligible to participate in the distinctive experience of Commonwealth College, the campus's comprehensive honors program, do not take advantage of that opportunity. The reasons are complex, but several steps have been identified to help encourage ALANA students to take advantage of this unique resource.   Commonwealth College proposes to partner with the several units on campus that serve as centers of support for ALANA students so as to increase the number of ALANA students who choose to act on their eligibility to join the College. These actions may also help students on the threshold of eligibility find a successful path into Commonwealth College. The plan includes a combination of communication tactics and preparation programs:
- Commonwealth College routinely holds "admit sessions" to explain the College's requirements and procedures to eligible students. Last year some of these sessions were held in centers within Housing that serve specific ALANA groups. Some of these were well attended and led to students choosing membership. This practice will continue. This year, to prepare the way for the 'nuts and bolts' sessions, a forum will be hosted by the Office of ALANA Affairs, featuring faculty and staff who are known and respected

by this community of students. This panel can present academic and career-based arguments for membership, and Commonwealth College staff will be present to listen, to answer questions, and to correct misperceptions.

- ALANA students whose profile at entrance suggests they have the potential to earn membership but who weren't invited to membership at entrance will be identified and contacted. These would typically be students with very strong high school records but somewhat lower SAT scores. These students will be invited to be part of Freshman Learning Communities with a "pre-honors" focus. Members of these Learning Communities will have an honors colloquium associated with one of their courses, and will have the opportunity to become comfortable with the expectations of discussion, independent work, and presentation, that are part of honors work.

More generally, the University will make an explicit effort through the recruitment process to reach out to the population of high-achieving ALANA students who do not now count the University of Massachusetts among their college choices. This effort should include dedicated staff time for building relationships with feeder schools and with agencies such as METCO that serve and advise the population we wish to attract. Individual units, such as Commonwealth College, the Isenberg School of Management, and the College of Engineering, can be presented as part of what makes the University a desirable destination, but the outreach effort should be centrally funded and coordinated.

II. FACULTY RECRUITMENT AND RETENTION

The goal of increasing the diversity of the faculty — and supporting the long-term success of faculty from underrepresented groups — requires a coordinated strategy of several components:

1. Each Dean should develop and distribute faculty hiring plans based on availability data and departments at peer institutions where available. The Provost's Office will put in place an incentive structure to reward colleges that succeed in increasing diversity.

2. Searches for faculty may benefit from utilizing recruiting firms or other external support with proven success in recruiting diverse faculty. The University will consider establishing an ongoing relationship with a firm to be used on short notice with searches throughout the campus. The search should include checkpoints (e.g., applicant pool, interview pool) to assess if more aggressive recruitment steps must be taken before reaching the recommendation stage. Because timing is essential in the recruitment process, this may require additional staff in an office that supports and oversees searches. A brief booklet or handbook that outlines the search process for faculty will be developed.

3. The Provost's office will develop guidelines to support and facilitate the recruitment of a diverse and high quality faculty and will create a Pipeline recruitment fund to improve the effectiveness of academic units in the recruitment of a superb and diverse faculty. The Pipeline fund should create incentives for high priority faculty positions including salary when needed, start-up where appropriate, and support for tailing spouses and partners when required. The guidelines for the Pipeline recruitment funds will be articulated to search committees, Deans and faculty.

4. The Provost's Office, in collaboration with deans, will develop a program to institute "cluster" hiring. The clusters should be defined as areas that tend to attract a higher number of diverse faculty and lecturers to these fields (e.g. immigration, Latino/Latin American, black diaspora, etc.). Funds would be made available for hiring faculty and lecturers within these clusters across departments. Guidelines would be developed by the

Provost's office to ensure that hiring is not disproportionate in some departments but rather is distributed across campus in order to encourage interdisciplinary clusters.

5. A faculty mentoring program should be instituted in departments and managed by department chairs. The Provost's Office, in collaboration with deans and department chairs, will develop general guidelines for departments. Chairs must ensure that junior and associate faculty of color are paired with appropriate senior faculty either within a department or a related department. This activity will be noted and reviewed as part of the Annual Faculty Review process.

6. The Provost's office, in collaboration with the Deans, will develop a support structure for junior faculty of color that may include monthly forums, meetings, workshops, and social activities. Additionally, a leadership program for mid-career faculty of color who may be interested in pursuing chair or other administrative positions will be developed.

III.   FACULTY DEVELOPMENT

The Commission report findings suggest the great strength UMass Amherst has in the quality of its faculty. This finding is reinforced by survey results from the Community, Diversity, and Social Justice (CDSJ) initiative where faculty express strong support for diversity as central to the University mission and to their interactions with students. The following actions are designed to build upon these inherent strengths by supporting instructors' genuine desire to enhance diversity on this campus.

1. **Provide Incentives at the School/College Level**. One important method for engaging faculty in diversity-related development opportunities is to imbed these opportunities within faculty members' disciplinary contexts. Incentives may be in the form of awards, special recognition, money, programmatic support, or valuing of diversity work within existing departmental/University structures. Each College/School will review its existing rewards and incentives, and create new ones as needed. Each Dean will be asked to reward faculty initiation of and participation in diversity-related initiatives most appropriate to their disciplinary culture and context.

2. **External Consultants**. The Commission recommended that "professionally qualified experts" help faculty to understand the needs of students. It is recommended that the campus hire the services of nationally recognized external consultants to work with faculty on issues of race. We will reward schools and colleges whose search committees participate in these workshops and who set up orientation programs for newly hired faculty and graduate teaching assistants, to engage faculty in discussions as the issues relate to their own college/school perspectives.

3. **Preparing Future Faculty**. Currently, Teaching Assistant (TA) development across the disciplines is not consistent, providing little regular opportunity for graduate students to develop networks or purposefully develop competency necessary to teach and advise a diverse student population. Opportunities for TA development will be expanded both at the school/college and campus-wide levels so that they are available at regularly scheduled intervals throughout the year and designed such that TAs can participate on an ongoing basis.

4. **Realign Incentives for Part-Time Instructors, Lecturers, and other Non-Tenure Track Instructors**. Many of the current development opportunities are most widely available to tenured and tenure-track faculty. Part time faculty, lecturers, and adjuncts generally have limited access. These instructors also confront different professional challenges than faculty more permanently connected to their department. Ongoing development opportunities for non-tenure track faculty will be provided, as well as the

incentives necessary to encourage participation in diversity initiatives related to the teaching and research mission.

5. **Increased Support for the Center for Teaching's (CFT) Ongoing Efforts**. The CFT provides multiple resources for faculty and graduate students related to these issues and their ongoing efforts should continue to be supported. Following from the recommendations of the Commission report, new TA and Instructor/Lecturer initiatives described above will be conducted in coordination with the CFT.

IV.   RE-THINKING GENERAL EDUCATION

The Commission noted several issues related to the inclusion and exploration of diversity within the campus's curriculum. In the parlance of the campus, these issues tend to focus on the "US Diversity" aspect of the General Education requirements. Improving the availability and effectiveness of these offerings has several dimensions:

1. The primary challenge is related to course size. For US diversity courses to have maximum effectiveness, class or section sizes must not be too large. A commitment should be made for all "U" designation courses to be taught in classes no larger than about 30 students or, when the lecture-and-discussion format is used, to have discussion sections with no more than 30 students each.

2. Faculty recruitment is also relevant. The General Education program suffers from a shortage of faculty whose research and teaching focus is related to US diversity. (A related possibility is the creation of teaching post-doctoral positions that may lead in about two years to an offer of a tenure-track position.) These faculty will also contribute to fulfilling another of the Commission's recommendations: "Departments should consider developing diversity courses within majors at the graduate level, such that advanced study and research might be enhanced on relevant diversity topics by graduate students and faculty." Graduate students will become interested and involved in these topics if their teachers and mentors are already working on them.

3. Funding will be identified for a program of incentive grants for faculty to develop new or improved US diversity courses. An appropriate initial commitment is three years, with up to 10 grants every year of about $6,000 each. These grants would be awarded by the General Education Council and would be particularly targeted toward: a) proposals that offer pedagogical innovations that can be scaled up and transferred to other courses, b) proposals that more fully integrate US diversity into the major, and c) proposals from departments that are currently offering few or no courses with a U designation.

   Simply awarding these grants is not enough; there must be significant follow-through. The Center for Teaching will continue and expand its programs of support for faculty and teaching assistants in U designation courses. Monthly meetings for the grant recipients, workshops for other faculty, and training for TAs should all figure into this mix.

4. The curriculum itself deserves careful examination. A commitment will be made to conduct a study of the current US diversity requirement and the courses that fulfill it. This study will be supervised by the General Education Council and the Office of Academic Planning and Assessment. Funding may include staff assistance and one or two outside consultants.

   The purpose of the study is to answer questions like these: Does having a US diversity requirement accomplish its aims? What are the characteristics of better US diversity courses at this University and elsewhere? What are the best models for both small courses and larger, lecture-and-discussion courses? Have some courses with the U designation drifted away from the original intent, merely tacking US diversity topics onto the

syllabus? These questions would be answered by obtaining assessment data from students and faculty, examining course descriptions and syllabi, consideration of course size, format, and staffing, and comparison with similar programs at other universities.

5. Major changes in the University's US diversity requirement or courses, beyond those contemplated above, should await the results of this study. An example: a proposal to create a single diversity course, modeled after the Writing Program, that would be taken by all first-year students.

6. In addition to the above, there are additional possibilities for improving the University's US diversity courses at no cost:

   a) Encourage instructors in these courses to explain in the syllabus and in their first lecture why the University has this requirement and how the course fulfills it. It is clear that many undergraduates (and some faculty) do not understand the U requirement or the reasons for it. The University should also explore ways of making this information available to students in the course catalog and on SPIRE.

   b) Make the US diversity requirement an important consideration in advising first-year students in their course choices. The University community will benefit if students take good, effective U courses as early as possible in their undergraduate careers.

   c) Encourage every department to examine the courses within its major for opportunities to cover issues of diversity and inclusion.

   d) Ask the General Education Council to examine the following questions: Are there ways of more fully integrating US diversity into the curriculum by getting more departments involved in teaching these courses? Could some of the larger departments that now offer only one or two courses be doing more? Is the language used to describe the US diversity requirement acting as a barrier to wider departmental involvement?

V.   EVALUATION AND ASSESSMENT

The effectiveness of all these efforts will be assessed on an ongoing and systematic basis. Coordinated by the office of Academic Planning and Assessment, the assessment plan and implementation will be collaborative in nature, drawing from the expertise and varied perspectives of the members of the campus community involved with these initiatives. The plan and its results will be widely disseminated.

For a number of the assessment elements, we will be able to draw from and adapt tools and strategies from the University's current array of data collection and evaluation processes. For example, the Office of Institutional Research (OIR) collects detailed demographic information on all faculty, staff, graduate and undergraduate students. This information will continue to be central to assessing progress in admissions, hiring, and retention initiatives. In addition, a second administration of the Community, Diversity, and Social Justice (CDSJ) employee and TA climate survey (administered in Academic Affairs in Fall 2002) and the undergraduate academic experience survey (administered in Spring 2003) can provide valuable information on the progress made in improving the experiences of racially and ethnically diverse populations on campus. Similarly, the current regular review of general education diversity courses by the Faculty Senate can be adapted to more directly focus on the teaching and learning goals outlined in the general education recommendations.

Assessing the effectiveness of other initiatives will require new assessment strategies, as well as additional assessment collaborators. For example, a number of recommendations focus on the recruitment, hiring, and retention of faculty of color. Assessing the effectiveness of these initiatives will require close collaboration with the schools and colleges and the Equal

Opportunity and Diversity office to identify the information sources and evaluation strategies necessary for tracking progress on these dimensions.

Plans for enhancing diversity and inclusion are also presently being developed by CDSJ teams in each Executive Area, including School/College teams within Academic Affairs. Recognizing the need for systemic and context-specific planning, action, and assessment across the University, the campus will introduce additional initiatives coming from the CDSJ teams and articulate these in terms of the recommendations from the Commission's report.

<u>Resources</u>

$500,000 Faculty hiring pool—From the Chancellor's Tax
$100,000 Support staff, search support, and other resources—Chancellor's Tax

STUDENT AFFAIRS

The Office of Student Affairs will initiate a broad based reorganization of its programs and activities in order to address the many issues of confused lines of authority, confused mission, and outdated models identified by the Commission and the many individuals and groups whose voices appear in the Commission reports. These changes represent a significant commitment to the notion that UMass Amherst will have one student body and that all students will have full access to the campus' resources and support within our community. While retaining the highly valuable commitment to a wide range of cultural support groups and other affinity organizations within Student Affairs, this proposal consolidates much of the administrative support and develops a framework for effective and accountable administration.

Among specific recommendations offered by the Commission on Campus Diversity, the plan addresses the following:
1) placing the primary responsibility for diversity and inclusion with senior administrators of the Amherst campus.
2) linking services and programs offered by Student Affairs and Campus Life with curriculum and Academic Affairs.
3) optimizing the educational experience of all students through intercultural dialogue.
4) redefining and restructuring the ALANA Support Programs to eliminate the evident lack of connections between students of color with the general campus community as well as within ALANA student communities.
5) creating an organizational structure to help transform the existing diversity on campus into a fuller, richer and more inclusive community.
6) establishing a student advisory council to assist a new position of Associate Vice Chancellor with development of programming and services for inclusion and diversity.
7) creating the infrastructure for planning, targets, assessments and benchmarks.

The key organizational structure for achieving these goals is a reorganized Center for Student Development

The Center for Student Development

About Student Affairs and Campus Life

The mission of Student Affairs and Campus Life has been multifaceted. The division strives to deliver excellent services and programs that foster goodwill, reinforce positive institutional image, and insure the safety and well-being of the University community. This division aids the academic mission of the institution by delivering many services necessary to support the student in the classroom and enhance the quality of life by adding value to the total educational experience of students.

While this core mission remains the same, the dynamics and expectations surrounding the "college experience" have changed dramatically over the last 20 years. Students and families continue to attach a great deal of importance to the overall quality of student life in areas such as diversity, school spirit, mentoring opportunities, residence hall safety, and the quality of services such as technology, dining, and mental health counseling. What has changed is the importance placed on the types of opportunities for educational experiences: student and faculty interactions outside the classroom through faculty in residence programs; living and learning communities and collaborative research projects; leadership development; and internships and co-operative education opportunities.

While the University of Massachusetts Amherst campus has many services and programs that support the personal and intellectual development of students, our efforts lack direction and coordination. Most of the programs operate independently and with little sense of common purpose. Many of these services and programs exist in semi-isolation scattered throughout the campus bureaucracy. The organizational structure contributes to ineffectiveness, reduces efficiency and fails to support the holistic development of students. This results in a frustrated and dissatisfied student.

About The Center for Student Development

The Mission
This proposal creates The Center for Student Development, which coordinates and delivers services in support of student retention and student success. The Center's mission emphasizes providing opportunities for student development and an emphasis on understanding and valuing human diversity.

The Center for Student Development (CSD) will create a sense of community and shared responsibility by fostering cross campus collaboration. It will provide diverse and interesting opportunities for students to explore choices, make informed decisions, partake in health and wellness and clarify values in preparation for careers as well as for creative citizenship, leadership success and community responsibility. The opportunities help students develop problem-solving and decision-making skills, apply academic learning and critical thinking, develop self-awareness and self-esteem, enhance civic commitment, and increase their options for employment after graduation.

Student development will be accomplished by connecting programs and services in Student Affairs and Campus Life that contribute to a student's well being. Primarily, the CSD will focus on educational and social engagement and student development programs. It will foster the interpersonal, social and intellectual development that occurs inside and outside the classroom. Partnerships among faculty and staff as well as Academic Affairs and Research are essential. The CSD will work closely with faculty in creating an environment in support of a community of student scholars.

In addition to academic support and personal development, the CSD will prepare students for life in a global community. As the University fosters a diverse and inclusive campus that supports all students, the CSD will help students explore this environment through opportunities that encourage an openness and willingness to appreciate and accept ideas and perspectives that may differ from their own.

The Center for Student Development will bring together the various programs within Student Affairs and Campus Life to create more effective and inclusive programs serving students. The CSD will also work collaboratively with Academic Affairs to create an environment defined by educational and developmental opportunity. By creating higher quality services that intersect with the academic experience, students will have the opportunity to explore themselves in relation to a complex world, often through the diverse microcosm of our campus. The result will be more students who, having experienced an initial understanding of the world, can leave the campus as independent and creative thinkers ready to continue their commitment to learning.

Organizational Structure

To accomplish the mission of the Center for Student Development, leadership for the CSD will come from an individual in a newly created Associate Vice Chancellor position. This individual identified through a national search will serve on the Vice Chancellor's senior management team with the immediate goal of designing and implementing an infrastructure that:
- aligns student development services and programs within the Division of Student Affairs and Campus Life.
- fosters cross-campus collaboration and more closely links student development services offered by Student Affairs with those offered by Academic Affairs.
- ensures that co-curricular and academic services support all students without isolating non-majority students from mainstream opportunities.
- places accountability and responsibility for the success of the CSD with the Associate Vice Chancellor.
- ensures that certain professional services (e.g, student recruitment, academic advising) are managed solely by the Office of Admissions, the Undergraduate Advising and Academic Support Center and the Learning Support Services staff.

The Associate Vice Chancellor will also be responsible for the following administrative services:
- budget preparation with Executive Director of Finance and Personnel
- oversight and approval of expenditures
- annual performance review of staff including success of diversity and inclusion objectives
- development of organizational goals and objectives including diversity and inclusion
- accountability and responsibility for evaluating each program and service
- development of a student advisory council board that will help to initiate and recommend student programs and services to meet the changing expectations of the student body
- intentional and inclusive community building
- an annual report on the successes and challenges facing the Center for Student Development

Two directors will complement the Associate Vice Chancellor with responsibility for day-to-day management of the Center for Student Development. This leadership team will have the primary responsibility for fulfilling the CSD mission. These are newly created positions that will be identified through a national search.

The respective staffs from the Student Activities Center, the Support Programs and other areas that provide services for student development will fold into the mission of the Center for Student Development. As proposed in *A Blueprint for Change*, this plan will redefine and restructure the Support Programs and the offices in support of ALANA students; it will eliminate the pattern of balkanization that often results in a disconnection of students of color from the general campus community, as well as within ALANA student communities. To accomplish the mission of the CSD, the Bilingual Collegiate Program, Native American Student Support Services, United Asia Learning Resource Center and Committee for the Collegiate Education of Black and Other Minority Students will be reengineered into appropriate offices in support of ALANA students and activities consistent with the mission of CSD. The primary multicultural student program centers will receive leadership and event planning support from the Director of the CSD.

This plan to create the Center for Student Development also aligns the Commuter Services and Housing Resource Center with Housing Services.

Student Affairs and Campus Life currently has more than 40 critical centers that provide support to many campus constituencies. These centers will work within the context of the Center for Student Development to create a collaborative structure that meets the mission of the center by providing opportunities for learning and support for all students. Some opportunities for reconfiguring and strengthening some of the programs listed here will emerge in a review of these activities as they become connected and supported within the Center for Student Development.

These centers include:
  Anacoana Cultural Center
  Bilingual Collegiate Program and the Latin American Cultural Center
  Career Services, Internships, Co-Ops, Volunteerism
  Center for Alcohol and Drug Education
  Center for Student Businesses
  Committee for the Collegiate Education of Black and Other Minority Students
  Craft Shop
  Daily Collegian
  Dean of Students
  EPOCH and the First Year Experience Program
  Everywoman's Center
  Greek Affairs
  Hampden Student Center
  Health Education
  Josephine White Eagle Cultural Center
  Leadership Development
  Lesbian, Gay, Bi-Sexual, Transgender
  Malcolm X Cultural Center
  Martin Luther King Jr. Cultural Center
  Native American Student Support Services
  New Student Orientation
  Office of ALANA Affairs
  Office of Jewish Affairs
  Registered Student Organizations
  Religious Affairs
  Residential Life Living and Learning Communities
  Residential Life Special Interest Floors
  Senior Year Experience Program

Special Events
Stonewall Resource Center
Student Center for Educational Research and Advocacy
Student Government
Student Legal Services
Student Organization Advising
Summit Outdoor Exploration
Sylvan Cultural Center
United Asia Learning Resource Center
UVC-TV19
WMUA Radio
Women of Color Leadership Network
Yuri Kochiyana Cultural Center

Student Development and Services

The Center for Student Development provides the organizational structure and unifying mission to bring together these various centers to define clearly the undergraduate experience at UMass Amherst. This approach emphasizes that learning does not begin and end in the classroom but is a continuous process found in the unique experience of campus life. Among the many activities that build the total undergraduate student experience, the following provide examples of the depth of opportunity that supports student learning:

- living and learning in our residence halls and participating in a Residential Academic Program or Talent Advancement Program
- visiting the Career Center for resume writing workshops
- participating in one of 200 multicultural student organizations
- engaging in service learning or community service programs
- pledging to Greek Life
- pulling an all-nighter
- joining an honor society
- cheering at an athletic event
- learning the University fight song
- attending a candlelight vigil
- participating in a rally
- understanding responsible alcohol management
- spending a semester abroad
- experiencing and accepting a different culture
- appreciating the affect of healthy living on academic performance
- voting in campus, regional, and national elections
- learning the difference between being a leader and providing leadership
- securing an internship or co-operative education opportunity
- applying to graduate school
- attending a play or opera at the Fine Arts Center
- connecting with faculty on a field trip or a research project
- taking advantage of the vast resources the community has to offer by visiting the art galleries and museums
- or participating in a Five College program

Education Services

Quality education of the whole individual is of primary importance. The integration of the formal and informal learning experience is necessary as learning and development occur inside and outside the classroom. Our focus will provide educational programs that support and enhance the

classroom experience and it will help create open and engaged community life that supports students in their pursuit of knowledge.

- collaboration with Academic Affairs including colleges and schools in support of learning initiatives
- appointed faculty advisors with school specific linkage for Student Government, UVC-TV19, WMUA Radio, Student Legal Services, Student Center for Educational Research and Advocacy, and Daily Collegian
- collaboration with Higher Education Administration Masters Program to design a series of Leadership Classes
- collaboration with Higher Education Administration Masters Program to create internships in Student Affairs
- collaboration with the Dean of Students, Residential Life, and New Students Program
- collaboration with the International Program Office to assist international student transition
- development, implementation and evaluation of learning assessment outcomes for programs offered
- art exhibits
- multicultural student program centers
- performing arts
- theater and dance
- music recitals
- pre-professional endeavors; internships, co-ops, volunteerism

Programming Services
These services address cultural programming and enrichment with the purpose of educating a campus community on the value of cultural history and significance to the world at-large. The CSD will provide responsive, quality programming to foster broad student involvement and participation in university life, provide opportunities designed to increase awareness, knowledge, and understanding of different cultures and perspectives, and to improve integration of all students into campus life, emphasizing the understanding and appreciation of human diversity and common values.

Programming Examples:
- Black History Month
- Hispanic Heritage Month
- Religious Awareness Month
- AIDS Awareness Day
- International Day of Disabled Persons
- Pride Week
- Universal Human Rights Month
- Martin Luther King Celebration
- Latino Awareness Month
- Asian/Pacific Islander Heritage Month
- Women's Month
- First Week
- Homecoming
- Family Day

Collaborations for Programming:
- special interest floors in Residential Life
- Greek letter organizations

- nationally recognized honor societies
- registered student organizations
- Alumni Relations

Student Development:
Student development addresses the acquisition of a set of personal skills that graduates will carry into the world at-large. These activities assist students in examining and developing their beliefs and values and assist them in understanding their rights, responsibilities and opportunities. The skill set includes life management, decision-making and learning skills:
- leadership conferences
- personal leadership skills
- civic responsibility
- community responsibility
- diversity of opinion
- public speaking
- conflict resolution
- legal statutes and implications
- critical thinking skills
- time management
- cause and effect skills
- advocacy skills
- organizational skills
- organizational management
- experiential learning
- personal marketing
- personal health and well-being

Creation of the Center for Student Development will also allow the University to place strong emphasis on academic advising and counseling by ensuring that all students have equally effective access to the campus academic support services the Undergraduate Advising and Academic Support Center and Learning Support Services. This commitment requires that the campus primary academic support services help all students effectively and it prevents the isolation of non-majority students from the mainstream opportunities of the campus academic programs.

Student Affairs and Campus Life will have administrative and programmatic oversight for the offices that support ALANA students and activities. Funding for these offices that currently come from the Student Government Association will be provided by Student Affairs, relieving the Student Government Association of its current obligation. This is consistent with the Commission on Campus Diversity's final report, which states that primary responsibility for diversity and inclusion should be the responsibility of the University.

Budget Center for the Center for Student Development:
The Associate Vice Chancellor for Student Affairs and Campus Life will have administrative oversight for the Center for Student Development. The Associate Vice Chancellor in consultation with the Executive Director for Finance and Personnel will determine the respective budgets for each area. The Associate Vice Chancellor will have complete responsibility and be accountable for implementing the mission of the Center for Student Development. It is the campus' commitment that these programs, central to the campus success, receive funding from campus sources, relieving the Student Government Association of its current obligation to provide funding support for the core activities of the campus.

Timeline for Implementing The Center for Student Development

Personnel/Human Resources:
- Conduct a national search for an Associate Vice Chancellor for Student Affairs and Campus Life who will have administrative oversight for the Center for Student Development. A national search firm will be retained for this service. Search firm will plan and direct the job placement announcement and identification of candidates. Timeline: April 29
- University search committee is initiated and chairperson identified for Associate Vice Chancellor search. Timeline: April 29.
- Student Affairs identifies funding source for Associate Vice Chancellor salary. Timeline: April 1.
- Associate Vice Chancellor for Student Affairs and Campus Life/Center for Student Development hired and onsite September 1.
- Conduct a national search for the two Director of CSD positions utilizing the same search firm as for the Associate Vice Chancellor position. Job description developed and graded by Human Resources. Search firm will plan and direct the job placement and identification of candidates. Timeline: April 29.
- Student Affairs identifies the funding source for the two Director positions. Timeline: April 1.
- Initiate search committee and chairperson for the two Director of CSD positions. Timeline: April 29.
- The two Directors of CSD are hired and onsite September 1.

Finance/Budget Action:
- The new Associate Vice Chancellor in consultation with the Executive Director for Finance and Personnel develops a budget for the Center for Student Development. Timeline: September 1.
- A business center will be established to process the paperwork for the Center for Student Development. Timeline: September 1.
- The Chancellor's reallocation tax will provide the $200,000 needed to fund the offices in support of ALANA students and activities without any need for support from the Student Government Association budget beginning in September 2005. Timeline: September 1.

Space Review:
- Office space identified for the new Associate Vice Chancellor. Timeline: April 29.
- Office space identified for the two Directors of CSD. Timeline: April 29.
- The Associate Vice Chancellor will review the space needs of the services and programs that support the Center for Student Development and make the appropriate changes and recommendations to create greater efficiencies and staff collaboration. Timeline: Continuous.

Administrative Action:
- In creating the Center for Student Development, the recommendations from the Commission on Campus Diversity will be reviewed and implemented where appropriate. Timeline: Continuous.
- All University publications, web sites, and other forms of communication will be updated to reflect the new Center for Student Development. Timeline: August 1.
- The new Associate Vice Chancellor plans and organizes a retreat with the programs and services which he/she has administrative oversight. Associate Vice Chancellor begins

integrating the various services and programs within Student Affairs and Campus Life into one cohesive division that engages and develops students intellectually, personally, and socially. Timeline: September 30.

Enrollment Management Plan for Recruitment of a Diverse Student Body

Upon completion of the currently in progress national search, Student Affairs will appoint a Director of Admissions. The Director will work with the Provost, Academic Affairs, Continuing Education, and Financial Aid to develop a strategic plan of action for student of color recruitment to include first year and transfer students.   The Director will open a national search to identify a Senior Associate Director for Freshmen Admissions who will add a senior admission counselor to focus on diverse student recruitment. In addition, the director will hire a transfer admission counselor to improve the recruitment of diverse students from community colleges.

This program will require enhanced print and web-based communications targeted to specific underrepresented individuals and financial aid packaging will need to take the objectives of this initiative into account when designing financial aid support, particularly for promising students from difficult economic circumstances.

Resources for this initiative will be in the $850,000 range of which $600,000 will come from a reallocation internal to Student Affairs and $250,000 from the Chancellor's Tax.

Evaluation and Assessment

Student Affairs will convene a committee to assist in its development of assessment tools and benchmarks to evaluate the effectiveness of its current programs and services. In addition, Student Affairs will work with Academic and Administrative Affairs on joint support for data collection and evaluation to ensure that the Chancellor receives a full accounting of the investments, the results, and the targets identified and achieved each year.

WORKPLACE LEARNING INITIATIVE

In light of the recent report from the Commission on Diversity, the Workplace Learning Development unit will contribute to addressing the recommendations in the report in the following ways:

- Re-instate the supervisory training program on campus which integrated issues of multiculturalism and diversity.
- Provide training and orientation to all new employees regarding the expectations for valuing and respecting diversity on this campus.
- Provide consulting services to groups working on diversity initiatives as well as on retention of diverse staff.

Resources

This expansion of the existing services on campus will require about $60,000 from the Chancellor's special Tax fund.

Conclusion

This draft proposal outlines what we can begin to do now. It does not complete our response to the issues raised and the advice given by the Commission in response to the systematic, widespread, and thorough campus discussion of these issues. This work has been in progress for at least a generation or more, and we will not complete it in a year or two. We can recommit the institution to this task; we can take guidance from the Commission, building in new and more effective ways on the exceptional work of our predecessors; and we can begin now. We look forward to comments and suggestions, because this initial draft requires careful review before implementation. Once the comment period closes at 5 pm on April 1, we will review all the suggestions, modify the plan, post the plan on line at this location, form the working groups for implementation, and begin our work.

John V. Lombardi
Chancellor

Comments by e-mail should be addressed to: CampusDiversity@umass.edu

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