

UNIVERSITY OF MASSACHUSETTS AMHERST

On Improving Campus Diversity
Action Plan, April 29, 2005

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Introduction and Background

The exceptional information and guidance provided by the Commission on Campus Diversity form the basis for the following actions. This plan, developed through an extensive public review and comment process outlined in the documents on the Campus Diversity Website, outline the first steps in what is likely to be an extended process over several years. This campus recognizes the complexity of the issues addressed here, the long history of achievement that provides insight and inspiration, and the intense commitment expressed by so many voices reflected in the Commission report and during the extended commentary period. No one should imagine that the measures outlined here have received universal approbation from every campus constituency. Some will think this plan attempts too much and others that it attempts too little. Nonetheless, what is overwhelmingly clear from the testimony and recommendations of the Commission's report is that the campus cannot continue as before. This plan expects the campus to be more explicit in its actions, clearer in its goals, and more specific in its measures for success. The following plan reflects the extensive campus conversation that extends over many years on these and related issues, brought into focus through the work of the Commission. The plan proposes action in the two major areas of Academic Affairs and Student Affairs.

The 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 agenda for diversity and inclusion is a core issue within the mainstream of campus life. The Chancellor is responsible for ensuring that all academic and administrative officers fulfill the commitments outlined in this plan.

The plan outlines many new programs, reaffirms the importance of current programs, and calls for a variety of initiatives. The plan also requires clear, measurable indicators to track accomplishments and improvement. To monitor the development of these indicators and oversee the improvements described in the plan, Associate Chancellor Esther Terry, professor of Afro American Studies, will assume responsibility for monitoring and tracking the implementation of this plan and will coordinate with all relevant units the development of an implementation schedule. The Associate Chancellor will also assume responsibility for the organization of the Chancellor's Ad Hoc Review Committee for the Action Plan and will recommend the members of this ad hoc committee to the Chancellor. No senior administrative officers or others with major budgetary authority over programs and activities reviewed will serve on this ad hoc Chancellor's review committee. Chaired by Associate Chancellor Terry, the ad hoc committee will advise the Associate Chancellor on diversity issues related to the implementation of this plan and meet with Chancellor soon after the close of the coming fiscal year to review the campus' progress in achieving its goals.

The key areas for engagement and immediate impact for this plan reside in Academic Affairs and Student Affairs with strong support as needed from other campus units. It is through the success of the 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 and diverse student body drawn from across the Commonwealth, the nation, and around the world. To be 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 for all students. The test of our achievement will always be the achievement of our students.

This plan offers us 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 Diversity Tax on general funds. This tax will generate approximately \$800,000 in reallocated funds for investment in the initiatives outlined in this action plan, and 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 in improving the campus' effectiveness appear below for Academic Affairs and Student Affairs with an enhanced workplace learning initiative from Administration and Finance.

Action Plans of Academic Affairs and Student Affairs and a Workplace Learning Initiative

The campus response to the report
Diversity and Inclusion at UMass Amherst: A Blueprint for Change
(2005)

ACADEMIC AFFAIRS

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.
5. Work in close collaboration with Student Affairs on a wide range of other first-year 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 trailing 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.

6. **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.

Resources

\$400,000 Faculty recruitment and retention—From the Diversity Tax

\$100,000 Support staff, search support, and other resources—Diversity Tax

STUDENT AFFAIRS

Student Affairs and Campus Life will reorganize its structure and support systems to ensure closer integration with the academic programs of the institution. While that reorganization addresses many issues of process, function, responsibility, and organization, the following actions address specific issues identified in the Commission Report and captured in the Commission Recommendations.

These actions fall into three main areas: Undergraduate Recruitment, Retention of Undergraduate Students, and Evaluation and Assessment.

The work outlined here speaks to a specific view of the campus' purposes and focus. The campus response to the Commission on Diversity's report reemphasizes the central importance of the academic mission. Students and faculty work together at UMass Amherst to achieve academic success for a diverse group of students. This means that the ultimate measurement of the success of our work is the academic success of our students. While much of this success depends on the units in Academic Affairs, not only the schools and colleges but also the academic advising structure and other academic support initiatives, Student Affairs has a fundamental responsibility as well.

This responsibility rests first in the process of identifying, recruiting, admitting, and enrolling a diverse, high quality, and academically purposeful student body. This activity engages the entire campus. The quality of our academic programs and the vital engagement in campus life attract the attention and interest of the diverse pool of prospective students we require. The primary responsibility for managing this process of recruitment, admission, and enrollment resides in Student Affairs in the offices of Admissions and Financial Aid. The Commission recommended the following:

“Establish a planning and assessment process to govern undergraduate and graduate enrollment management with particular attention to reversing the current decline of minority student on the Amherst Campus through intensified efforts to recruit, enroll, retain, undergraduate and graduate students from underrepresented groups. Establish an organizational structure that strictly aligns financial aid and admission.”

The actions described in Part I. Undergraduate Recruitment directly address these issues with the exception of the graduate student process addressed by Academic Affairs.

The Commission also recommended that the campus should “*Re-structure and improve the institution’s academic advising services...*” and went on to say in the same recommendation, “*The advising office should liaise with the ALANA support programs.*” In addition, two other Commission recommendations speak to the need to “*Re-define and re-structure ALANA support programs, including ALANA Honors..*” and to ensure that “*Re-structured support programs should work, in strict cooperation and collaboration with respective academic and student affairs units,...*” While some of the actions to implement these recommendations are appropriately addressed in the Academic Affairs sections, Student Affairs implements its responsibility for realigning and refocusing the ALANA support programs to liaise effectively with the academic advising process on campus though the actions outlined in Section II: Creating a Coordinated Approach to Diversity Activities.

The Commission also called for UMass Amherst to find the “*..funds necessary to provide the structures, educational experiences, and infrastructures required to address the academic and campus climate issues contained within this report.*” The implementation of this recommendation appears at the end of the Student Affairs section with a summary of the reallocations within Student Affairs and the additional funding from the Diversity Tax required.

Finally, the Commission recommended: “*Student voices should be valued and the integrity of student government and its agencies respected in the pursuit of diversity and inclusion goals.*” Part II, Student Retention, Section A Creating a Coordinated Approach to Diversity Activities, Part 3) Role of Student Government Association and Student Organizations, explicitly outlines the role of student government and its many agencies and funded activities, clearly reaffirming the campus commitment to the goal of effective, independent, student government organizations as outlined in the Commission’s recommendation.

While the Commission’s report focuses on the issues of diversity and inclusion, its holistic approach recognized that the campus must engage everyone in this process and that the major administrative units of the institution that focus on students and faculty must operate in closer collaboration. The actions outlined here achieve this collaboration and address directly the recommendations of the Commission. Even though this represents a beginning and significant refocusing and reorganization in support of diversity and inclusion, the Student Affairs evaluation and assessment process will identify improvements and additional changes as required. Success in the goal of achieving an effectively diverse and inclusive campus will not occur from any single set of actions but from the continuous improvement that comes from constant action, review, and evaluation.

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, diverse 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.

I. Undergraduate Recruitment

A search committee is currently formed and the university has contracted the firm of Spellman and Johnson to identify a national pool of candidates for the position of director of undergraduate admissions. Upon completion of a national search, Student Affairs will appoint a director of admissions who 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 admissions counselor to focus on diverse student recruitment. In addition, the director will hire a transfer admissions counselor to improve the recruitment of diverse students from community colleges.

A. Developing an Enrollment Management Plan

Surveys in the higher education field point to increased student of color enrollment in high schools, increased ALANA students taking standardized test for college admission, and an increased number of ALANA students graduating from high school and continuing on to college. Nationally, by 2013-2014, slightly more than half (58%) of high school graduates will be white, non-Hispanic; the other half will be from racial minorities: 19.6% will be Latina/o; 13.2% African-American; 6.9% Asian/Pacific Islander; and American Indian/Alaska Natives 1.1%.

The UMass Amherst campus must have a comprehensive Enrollment Management Plan that strategically positions the campus to meet its goals for recruitment, retention, and graduation of undergraduate students of color.

1) Recruitment Strategy: The Office of Undergraduate Admissions is affiliating with several national organizations who work with multicultural students to meet their goals of attending college. Working with these groups, Undergraduate Admissions will have increased opportunities to recruit students of color:

- A Better Chance (ABC) works to increase the number of ALANA youth who attend college and upon graduation assume positions of responsibility and leadership.
- The Council for the Advancement of Hispanic Leaders, founded by the Hispanic College Fund, increases the number of qualified Hispanic students applying to top-tiered institutions of higher learning.
- National Hispanic Institute provides eight different leadership programs that serve between 3,000 and 4,000 students a year. The organization provides high achieving Latino youth in high school and college with key leadership experiences.
- National Scholarship Service and Fund for Negro Students (NSSFNS) offers a series of college fairs for African-American students. These college fairs are well attended, with many high schools providing transportation for the students.
- National Merit and National Achievement finalists and semifinalists may receive scholarships up to the full amount of tuition. Scholarships will be renewed each semester, covering up to eight semesters of continuous enrollment at UMass Amherst.
- The Venture Scholars identifies high achieving secondary and college students from historically underrepresented groups who have expressed an interest in science, medicine, engineering, technology, or the allied sciences.
- Coachnet is a Boston based student recruitment service that assists students of color with the admission application process and completion of the FAFSA forms. UMass Amherst will accept the Common Application and waive the application fee for any students working with Coachnet.

2) Undergraduate Admissions is also working on a variety of initiatives to increase applications from under-represented students:

- The Undergraduate Admissions Visitor Center will coordinate our High School Visit Program. Each year we will incorporate our current UMass Amherst student-

- body into our recruitment efforts, bringing them to visit their former high schools to meet with students, talk about their college experience, and answer questions.
- Undergraduate Admissions will also expand outreach efforts with members of the Native American community to increase applications from Native American high school students. As part of this outreach effort, Student Affairs and Campus Life will provide financial support for the annual Pow Wow.
 - The Office of Undergraduate Admissions will emphasize increased student recruitment with community colleges and transfer students. Efforts will be made to incorporate a seamless transition from two-year colleges to the Amherst campus. This could include evaluating transcripts at college fairs and admitting students on a conditional basis. We have strengthened our relationships with Holyoke Community College, Greenfield Community College, and Springfield Technical Community College, where we are opening a satellite admissions office.
 - We will continue our emphasis on increased efforts to build relationships and connect UMass Amherst with high school counselors and principals in low-income and underrepresented areas.
 - In addition to college fairs sponsored by high schools, Undergraduate Admissions will also have a strong presence at the Boston National College Fair, the NSSFNS College Fair, and the Boston HERC Open House and College Fairs – all of which are attended by large number of ALANA students.
 - Undergraduate Admissions will purchase mailings lists from the College Boards and ACT with specific emphasis on high school sophomores and juniors who are first-generation and low-income students. This initiative will enable the university to begin an earlier recruitment effort with these students.

3) Upward Bound Program: This federal grant provides fundamental support to students in preparation for college entrances through opportunities for success in pre-college performance. The program serves high school students from low-income families, high school students from families in which neither parent holds a bachelor degree, and low-income and first-generation military veterans who are preparing to enter postsecondary education. We are now preparing for the next application cycle in 2006.

We will also apply for an Upward Bound grant with a concentration in math and science. This program strengthens the math and science skills of participating students, and encourages them to pursue postsecondary degrees in these fields.

- 4) Transfer Students: Undergraduate Admissions is more actively recruiting ALANA transfer students to the UMass Amherst campus and increasing related efforts:
- A search is currently in development for a new transfer admissions counselor.
 - We are expanding our community college contacts to include ALANA organizations and support contacts. We are working with students to ease the transfer process with application filing, transfer credit evaluation, and financial aid filing.
 - We are encouraging any students who apply to UMass Amherst as freshmen, but cannot be admitted, to attend a community college. We will remain in contact with

these students to monitor their progress and facilitate their reapplication process as sophomores or juniors.

- Our transfer counselors will visit high schools with large numbers of ALANA students, and specifically be available to those students who may not wish to leave their communities immediately upon high school graduation. This contact allows us to offer both freshmen and transfer options to students, and to provide connections to the community college programs, which offer the greatest transferability upon completion.

B. Campus Climate and Recruitment

Improving the campus climate includes efforts to create an inclusive and welcoming environment during recruitment. By breadth and depth, the campus tone should clearly indicate that UMass Amherst values diversity and that all students, faculty, and staff participate in these efforts.

- 1) Student representatives of the campus are an important part of this process. In choosing students for campus tours and the New Students Program Orientation, we will continue to hire a diverse student staff. Accessible daily campus tours and information sessions are made available for those families that are not able to attend Autumn Event or other recruitment programs.
- 2) To ensure that all interested high school students receive the necessary admissions materials, including information about academics, financial aid, and the admissions process, all off-campus organizations who bring prospective students and families for information sessions and tours will coordinate these requests through the Undergraduate Admissions Visitor Center.
- 3) Student Affairs and Campus Life will explore developing a program that invites high school juniors to campus for a two-day conference that provides leadership skill exercises as well as exposure to a variety of different leadership styles. Part of our recruitment strategy is to bring more high school students to campus for experiential learning activities that expose them to the value of an education at UMass Amherst.
- 4) UMass Amherst Continuing Education will offer a series of pre-college programs for high school sophomores and juniors beginning summer 2006. Students will live on campus and take courses that increase their chances for a successful college career.
- 5) While it is always important to demonstrate an environment that supports cultural diversity, it is particularly crucial that our commitment to continuing to grow a diverse campus is communicated to our prospective ALANA students. Throughout all of our admission materials, we will continue to highlight our ALANA faculty, students, and alumni. Our recruitment campaign materials must emphasize our support programs, cultural centers, and ALANA student groups.

6) Student Affairs and Campus Life recognizes the importance that first-generation and low-income families place on community and a connection to the university. The Office of Parent Services will specifically design programs this recruitment cycle to help these parents with questions and concerns about their student's transition to the Amherst campus.

7) Student Affairs and Campus Life has developed a collaboration with Higher Education Administration Masters Program to create internships that include the Dean of Students, Residential Life, New Students Program, Admissions, GLBT Concerns, Leadership, and Programming. Through this ongoing collaboration, we will develop potential future staff who are well prepared and competent to address the unique social, academic and personal issues and needs often faced by underrepresented students of color.

8) To foster a diverse staff, in its personnel recruitment strategies, Student Affairs and Campus Life will expand dissemination of employment opportunities in venues that include minority audiences and participation: select publications; Historically Black Colleges and Universities; conference networking; and contacting related professional organizations.

9) Student Affairs and Campus Life will initiate an orientation program for all new hires that emphasizes the value and respect that UMass Amherst places on multiculturalism.

C. Balanced Participation of Campus Involvement

Clearly, a successful enrollment management strategy requires that the entire campus participate in efforts to recruit, retain, and graduate more students of color.

1) During recruitment events, such as the annual Autumn Event and Spring Receptions all related areas will need to participate in our efforts to encourage ALANA students to attend the university:

- Representatives from the schools and colleges could host information sessions, and major fields of study will be discussed.
- The Office of Undergraduate Admission will review the admission process and application filing.
- The Office of Financial Aid will address completion of the FAFSA form and federal aid programs.
- The Support Programs will be present with staff and students available to address questions regarding the ALANA community on campus.

2) In addition, admissions is involved with the following programs aimed at increasing representation of students of color in specific disciplines.

- The Northeastern Louis Stokes Alliance for Minority Participation (LSAMP) program with the National Science Foundation supports students from underrepresented populations in science, technology, engineering, and mathematics (STEM) disciplines. This northeastern regional alliance is comprised of the

Universities of Massachusetts Amherst, Connecticut, and Rhode Island, Northeastern University and Worcester Polytechnic Institute. The primary goal of this Alliance is to double over five years the enrollment, retention, and graduation of under-represented minority STEM students beyond that possible through the initiative of any single institution. Each partner participates in Alliance-wide activities in addition to offering LSAMP-supported activities on their own campus. Currently, direct support to undergraduate students is offered in the form of research opportunities, pre-college and college academic preparation, and graduate school support. Undergraduate admissions is currently working with the Learning Resource Center in Engineering to recruit first year ALANA students to participate in the program.

- The University of Massachusetts Amherst is leading a consortium of colleges and universities with assistance from a National Science Foundation AGEP grant to assist underrepresented minority persons seeking advanced degrees in science, mathematics, technology, and engineering. Recognizing the need for a highly skilled work force and the lack of minority applicants for these positions, UMass Amherst is at the forefront of the charge to assist minorities with graduate studies and postdoctoral fellows.
- The Isenberg School of Management Diversity in Management Education Services (DiMES) Program works to increase the number of students of color exposed to the management curriculum and all its divisions. Counselors from the Isenberg School of Management recruit high school students throughout New England. During the academic year, the DiMES staff visits high schools and attends college fairs.
- The Minority Engineering Program in the College of Engineering helps retain and successfully graduate traditionally underrepresented minority students (African American, Native American, Hispanic, and Cape Verdean descendents with U.S. citizenship or permanent U.S. residence) in the field of engineering. MEP staff actively recruit students through visits to high schools in Massachusetts and college fairs nation-wide.
- Undergraduate Admissions will actively pursue additional collaborations with other schools and colleges to develop specific programs for recruiting a diverse study body.

II. Retention

Student retention is an integral element in creating a campus that values diversity – and it is a critical phase of Enrollment Management: we must provide an environment that allows our students to return each semester and successfully continue their intellectual, personal, and social development. Successful retention requires that UMass Amherst meet the needs of our students through a wide range of factors including resources for academic success and the ability to develop through co-curricular activities that complement the classroom and create welcoming connections for students. Retention tools for success must be available to students from the moment they are accepted into the university.

A. Creating a Coordinated Approach to Diversity Activities

To develop a structure that allows for ongoing planned initiatives that are based on the study of best practices cited throughout institutions of higher education, Student Affairs and Campus Life will create the Center for Student Development (CSD). The CSD will bring together various areas to foster intentional, collaborative initiatives. The Center will provide a structure that connects all programming efforts and increases the likelihood of diverse and inclusive activities.

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. The search committee, chaired by the Dean of Students/Associate Vice Chancellor, will include a member from both the SGA and the Graduate Student Senate.

1) 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 ensure 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 require better direction and coordination. These programs must operate cooperatively and with a sense of common purpose that will prevent any valuable service or program from struggling in semi-isolation scattered throughout the campus bureaucracy. We must improve our organizational structure to ensure that we are effective, efficient, and support the holistic development of students. Only in this way can we ensure that our students do not become frustrated or dissatisfied with their college experience.

2) About the Center for Student Development

- **The Mission** - This proposal creates The Center for Student Development (CSD), which coordinates and delivers services in support of student retention and student success. As its mission, the Center provides opportunities for student development with an emphasis on understanding and valuing human diversity. The leadership of the CSD will work collaboratively with their Academic Affairs counterparts, especially in academic advising, to ensure that students find the right combination of support for their academic and personal success. While Academic Affairs and advising and Student Affairs operate in distinct organizational contexts, the collaboration described here will allow the student to see the university's support services (whether Academic or Student Affairs driven) as focused on each student's requirements for ensuring success.

The Center for Student Development 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. 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.

3) Role of Student Government Association and Student Organizations

Student Affairs and Campus Life, and the Student Government Association (SGA) currently have more than 40 critical centers that provide support to many campus constituencies. Those centers in the portfolio of the Vice Chancellor for Student Affairs and Campus Life 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.

- The process by which students register their new student organization will remain the same. The methodology implemented by the Student Government Association that provides funding to the Registered Student Organizations remains the same or can be adjusted by the Student Government Association and Senate. The Center for Student Development staff will continue to provide RSOs with expertise and event planning skills as well as advising services and administrative support: booking venues, negotiating contracts for off-campus speakers and entertainers, acting as liaison with other campus departments, and help with publicity.
- The Center for Student Development will encourage cultural student organizations and diverse programming. Students will be at the center of these efforts, responsible for conceptualizing, planning, and implementing these programs, while CSD staff provide advising support.
- The Student Government Association will continue to flourish within the context of the Wellman Document (Trustee Document T73-098). The document recognizes that students along with other campus constituencies have the right, the responsibility, and the privilege of advising on policies affecting the university. The SGA has the capacity to initiate recommendations. Numerous vehicles exist within the current campus infrastructure to explore and initiate these recommendations:
 - a) The student elected leadership has representation as a Student Trustee on the Board of Trustees.
 - b) Undergraduate and graduate students are represented on Faculty Senate Committees: Academic Matters Council, Academic Priorities Council, Athletic Council, General Education Council, Graduate Council, Health Council, Program and Budget Council, Research Council, Research Library Council, Status of Minorities Council, Status of Women Council, Student Affairs and University Life Council, Undergraduate Education Council, University Advancement Council, University Service, Public Service and Outreach Council, Campus Physical Planning Committee, Service Departments Committees, University Computer and Electronic Communications Committee, and University Writing Committee.
 - c) The new Associate Vice Chancellor will initiate a student advisory council with representation from undergraduate and graduate students.

4) Funding and the mechanism through which the SGA receives its funding from university sources remain intact. Because these funds are mandatory university fees that are collected and dispersed through normal university procedures, the annual allocations provided to the Student Government Association are subject to the same accounting and disbursement procedures as other university departments.

- The SGA receives a student fee of \$81 (\$40.50 per semester) per academic year from each enrolled student. This reaches about \$1.3 million in this fiscal year. In addition, the SGA has supplemental funding from the Student Activity Trust Fund, prior year balance, and administration overhead recharge. This brings the total 2005 SGA budget to \$1.970 million.

The \$81 student fee is allocated proportionally:

Program Reserves \$15.90
 Registered Student Organizations \$11.22
 SGA Administrative Overhead \$12.54
 SGA Agencies \$34.87
 Student Governance \$6.47

The actual dollar expense for each area for this fiscal year:

Agencies \$783,000
 Other Programs \$357,000
 Registered Student Organizations \$252,000
 SGA Administrative Overhead \$282,000
 Student Governance \$145,000

Additionally, the Student Government Association has a reserve account with a current balance of \$341,000.

5) Coordinating Diversity Activities

In response to the lack of centralized coordination, the efforts of the Student Activities Center, the Support Programs, the Cultural Centers, the Office of ALANA Affairs (OAA), and other areas that provide services for student development will be included in and report to the Center for Student Development. As proposed in *A Blueprint for Change*, this will align all of these disconnected efforts, providing stronger support for ALANA students, and eliminating the pattern of balkanization that often results in a disconnection of students of color from the general campus community, as well as within the ALANA student communities.

- The current missions of the Support Programs and Cultural Centers and the services they provide are consistent with the mission of the CSD. These student success centers provide mentoring, personal counseling, programming, student development, tutorial service, peer counseling, and referrals to academic departments. Under the structure 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, and their respective Cultural Centers, will continue to provide these areas of support for students. Currently, these centers report through the Dean of Students office. Within the context of the Center for Student Development, these centers will be aligned with other services that support student development and report through the new Associate Vice Chancellor. Services for academic advising will remain in their current location within Academic Affairs.

- Consistent with the Commission on Diversity’s recommendation for centralized coordination, the Office of ALANA Affairs (OAA) will come together with the Support Programs, the Cultural Centers, and the Student Activities Center. While the OAA currently reports to the director of the Student Activities Center, funding for the office comes from the Student Government Association. Student Affairs and Campus Life will relieve the Student Government Association of its current obligation, enabling the SGA to reallocate the current OAA budget of approximately \$200,000 to RSOs or other services. This is consistent with the Commission on Campus Diversity’s final report, which states that primary responsibility for diversity and inclusion belongs to the campus on a permanent basis.
- Bringing together the Support Programs, cultural centers and the Office of ALANA Affairs under the CSD will foster intentional, collaborative initiatives, allowing students the advantage of working with advisers in each of these areas on their respective programs and events. For example, staff from the Committee for the Collegiate Education of Black and Other Minority Students and the Malcolm X Center will collaborate with students from Registered Student Organizations to develop programming. While some such collaborations do currently exist, the CSD will provide a structure that ensures an encouraging environment for these programming effort and increases the likelihood of diverse and inclusive programming.
- The Center for Student Run Businesses, WMUA, and UVC-TV 19 value the integrity of student voices, while also benefiting from the leadership provided by their respective advisers who possess the necessary areas of expertise and provide the guidance that allows these students to maintain successful ownership of their organization. These three organizations continue in their current model. Student members of these organizations continue with their current level of responsibility. The directors of each organization continue as employees of the university, reporting to a director in the Center for Student Development.
- Three other agencies also currently report to the director of the Student Activities Center: Commuter Services and Housing Resource Center (CSHRC); Student Center for Educational Research and Advocacy (SCERA); and Student Legal Services Office (SLSO):

a) Commuter Services and Housing Resource Center will align with Housing Services. This adjustment will increase the available resources to a growing population of undergraduate and graduate commuter students.

- b) The Student Center for Educational Research and Advocacy (SCERA) has been without a permanent director but is now preparing to conduct a search for that position.
 - c) Both SCERA and Student Legal Services Office (SLS) will continue their current practices, with the director of each agency reporting to the Center for Student Development rather than the Student Activities Center.
- 6) The CSD will create a National Leadership Series to sponsor more guest speakers of color to the UMass Amherst campus in support of student programming.

B. First Year Emphasis

A new student's first six weeks on campus is a critical time and often determines whether the student will succeed. The university must actively construct opportunities for connections with other students, faculty, and staff. Resources for academic success and personal development should be clearly available. To improve the retention of our students, the campus must actively participate during this time of transition. To enhance this first year experience, the Student Affairs and Academic Affairs staff and leadership will need to collaborate and coordinate services and activities to present first year students with a student-centered focus on adapting successfully to campus life.

1) New Students Program Orientation (NSP). Our orientation programs are being restructured to make students more aware of the various campus resources available for academic and personal development. The sessions have also developed a component that welcomes members of the family to campus during orientation, thus strengthening the entire connection between the student, the family, and the university.

2) Power Up for Success. Working with Continuing Education, we have created a pilot program with our Support Programs to offer a one-credit course that assists first year ALANA students with their transition to the university and preparation for the start of the academic year.

3) Fall 2005, Residential Life will expand EPOCH, its new First Year Living and Learning Community in Pierpont/Moore. Designed to facilitate and support a smooth transition to UMass Amherst, this residential program promotes student development by fostering a sense of connection with the university community, and teaching students to take ownership for their academic and personal development.

4) Residential Academic Programs (RAPs) are designed to ease the transition from high school to university life. These programs for first year students offer a wide range of courses taught in the student's residence hall. This program in particular requires close collaboration between the offices in Academic Affairs and Student Affairs to ensure that the faculty, academic advising, and student affairs expertise informs the design and delivery of these activities.

- General Education. Students in a variety of majors, as well as those who have not yet declared a major, can take their General Education requirements and other introductory courses in their residence halls.
- Talent Advancement Programs (TAPs) enable first-year students to live and learn with other students in one of 14 different majors.
- Thatcher Language Program. Students can live on a floor in a residence hall dedicated to learning Chinese, French, German, Italian, Japanese, or Spanish as part of the Thatcher Language Program.

5) Freshmen Year Experience Program is an interactive co-education program that will facilitate student transition from high school and assist with navigating the UMass Amherst campus.

6) Freshmen Year Advising Workshop is a proposed one-credit course that would be team taught by a faculty member, staff person, and upperclassman and be required for all first year students. The course would cover topics that include diversity issues and how those issues are present on the campus, for instance as roommate conflicts or interactions with members of the campus community. Although Student Affairs provides the context for this workshop, its content will require careful development by faculty and academic advising experts from Academic Affairs.

7) The Multicultural Greek Council (MGC) is very active on the campus, and provides a long tradition of cultural connectivity through friendship, leadership, and community service. As efforts are made to improve and enhance fraternities and sororities on campus, we will continue to actively recruit multicultural chapters to UMass Amherst and expand the MGC presence on campus.

C. Specialized Success Programs

1) The Support Programs and Cultural Centers continue to provide and maintain individual and group identity and connections to the larger community. They offer cultural programming as well as peer counseling, mentoring, tutorials and referrals.

2) Student Affairs and Campus Life also offers the following Living and Learning Communities designed to ease student transition into university life and assist with retention. Working closely with Academic Affairs, we will begin to foster stronger connections between academics and the activities within these communities. As part of this increased academic emphasis, we will explore the possibility of a Faculty in Residence Program.

Additionally, accessing the event planning advising and cultural connections provided through the Center for Student Development, students who participate in the following Living and Learning Communities will receive financial resources to plan and implement events and programs associated with their respective interests. These activities will provide student development opportunities for the communities that are orchestrating the

events, while also providing educational experience for the larger campus community who will attend.

- Nuance is a multicultural living environment for Asian, African American, Latino/a, Native American, multiracial, and Caucasian students. The program addresses the social, academic, and cultural needs of students of color while they are attending a predominantly white university. Nuance residents learn about diversity through peer support programs and by participating in cultural awareness and educational activities. Involvement with the Nuance House Council, discussion groups, intramural teams, and multicultural movie nights encourages residents to get to know one another in informal surroundings.
- The Asian/Asian American Student Program is designed for Asian and Asian American students and for others interested in Far Eastern culture. The program seeks to create a supportive living/learning environment that encourages personal growth and academic achievement. Community members can draw on the resources of two campus agencies in the Northeast area. The United Asia Cultural Center, a home away from home for students of Asian heritage, hosts social and cultural activities. The United Asia Learning Center offers tutoring, academic advising, and personal counseling.
- The Harambee Program aims to foster the educational success of students of African descent through the celebration and study of African history and culture. Additional support for Harambee students is available from the Committee for the Collegiate Education of Black and Other Minority Students (CCEBMS) and the Afro-American Studies Department.
- Kanonhsesne is a residential community for Native American students and other interested in native cultures. Many nations are represented, and residents have the opportunity to affirm their own identities and learn about the customs and traditions of other tribes. Kanonhsesne is Iroquois for Long House. The program works closely with the Josephine White Eagle Cultural Center, also located in Chadbourne Hall, to sponsor educational support services and social events. Residents take part in an annual powwow, prepare communal dinners, and plan field trips to study local Native American history and culture.
- The International Program allows international and U.S. students to become better acquainted across diverse cultures as part this program. Open 9 months, from September through May, students with an interest in international living, whether or not they have ever lived abroad, are encouraged to join the community.
- The 2 in 20 Program is a supportive residential community for gay, lesbian, bisexual, and transgender students and their allies. Residents are committed to working together to end homophobia and heterosexism. Through its annual open house, the 2 in 20 Showcase, the program welcomes the entire university to learn about the GLBT and Ally community. Residents actively participate in organizing program activities such as potluck dinners, movie nights, coffeehouses, and educational workshops.

3) Each year, the Campus Center Network hosts the ALANA Job Fair. Scores of employers participate in the event, giving students an opportunity to gather information about varying industries while also creating significant networking opportunities. The

ALANA Job Fair assists students with co-ops, internships, and permanent placement searches.

III. Evaluation and Assessment

Student Affairs and Campus Life will develop a set of assessment tools for measuring and evaluating both success and areas that fall below the mark in achieving institutional inclusion and diversity through the mission of student development. As an ongoing process, we will re-evaluate and retool, as needed, to meet these goals.

1) As part of its ongoing evaluation and assessment, Student Affairs and Campus Life will use the data from the Community, Diversity and Social Justice assessment as a benchmark for measuring progress while using the following recommendations as the impetus to move forward:

- Attention to process, meaning that the team needed to attend to its own, internal, CDSJ-related issues (i.e. the team should be committed to working through and resolving conflicts among team members that stem from cultural, and other human identity-based differences).
- Movement beyond “civility” and “tolerance” to real inclusion.
- Conceptualizing of change as systemic. Cultural change is required – not simply individual change.
- An emphasis on practical ways and means. Change means focusing on what is “do-able” given organizational realities pertaining to budget and human capacity.
- Emphasis on results-based action. Real impact is demanded, not just “good intentions.”
- Emphasis on assessment/evaluation. Measurement of the impact of change efforts is ongoing. Change needs to be conceptualized as discernible.

2) 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 Affairs and Administration and Finance 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.

3) In their annual report, all senior level directors will include specific actions they have taken and will take in their respective management areas to support the concepts of CDSJ.

Resources for these initiatives 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 Diversity Tax.

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 that 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 Diversity Tax.

CONCLUSION

This plan, reflecting the advice and comment of a wide range of campus constituencies, outlines what we can begin to do now. It does not mark the end to the campus response to the issues raised and the advice given by the Commission reflecting the systematic, widespread, and thorough campus discussion of these issues related to diversity and campus climate. 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 recommit the institution to this task; we take guidance from the Commission, building in new and more effective ways on the exceptional work of our predecessors; and we must begin now begin our work.

John V. Lombardi
Chancellor

April 29, 2005

Appendix

The Commission Recommendations and the Campus Response

The Commission report provided fifteen recommendations to guide our efforts. These recommendations speak to everyone on campus and affect the activities of almost all units, academic or administrative. Because the focus of our effort is always on the academic enterprise, and in this context, the work of students and faculty, Academic Affairs and Student Affairs are the principal units engaged in formulating the campus response. Even in the case of Student Affairs, the focus for this response is always on the achievement of the academic success of students. Because the actions that constitute the campus response span various units within Academic Affairs and Student Affairs, we provide here a short summary of the relationship between the Commission recommendations and the campus response. We also provide a clear indication where we choose not to implement a Commission recommendation and outline the reasons. The fifteen recommendations appear in *Diversity and Inclusion at UMass Amherst: a Blueprint for Change: a Report by the Commission on Campus Diversity* (Amherst, 2005, p. 8-11). This document also appears on the Campus Diversity Website at: http://www.umass.edu/campusdiversity/pdfs/final_report.pdf

Recommendation 1: “Appoint a senior level administrator with adequate staffing, budget and resources to report directly to the Chancellor to review and coordinate all diversity and inclusion activities at the Amherst Campus.”

Campus response: The campus did not adopt this recommendation although the functions described in the recommendation belong to senior level administrative officers in Academic Affairs and Students Affairs, as described in the plans for each of these units presented above. In addition Associate Chancellor Terry will provide direct review and monitoring of the campus progress in implementing the action plan. The *Chancellor’s Q&A on the Commission Report and the Campus Response*, posted on the Campus Diversity website at: http://www.umass.edu/campusdiversity/pdfs/040605_qa.pdf contains the following explanation.

This recommendation at first look is attractive. It would allow the campus to consolidate everything that affects programs of diversity under one executive leadership. However, even if this were desirable, the segregation of diversity-oriented activities into one office relieves all other parts of the institution of responsibility for these issues. We do not believe that this is an effective way to achieve the results recommended by the Commission. In practice, the creation of such a position does not advance the objectives outlined in the Commission’s report or reflect the campus’ goal. The goal of the campus is to provide a supportive and inclusive environment that enhances the academic success of all students, regardless of race, class, gender, or other characteristics. A Vice Chancellor for Diversity would need to have a significant portfolio of responsibility and the authority to manage the budget necessary to implement that responsibility. Without a portfolio or budget, such a position would simply serve as an empty symbolic gesture. The creation of a Vice Chancellor for Diversity with the authority and responsibility necessary would require a reorganization of the institution to move some significant portion of the funding and responsibility for academic affairs especially and some portions of student affairs into the office of the new Vice Chancellor.

Recommendation 2: “Establish an advisory council for the proposed senior diversity official consisting of individuals from a cross-section of the university community to assist in planning and assessing diversity and inclusion goals, policies and programs.”

Campus response: The campus response in Academic Affairs and Student Affairs includes various processes to plan and assess the achievement of diversity and inclusion goals. In addition, the action plan creates a top-level advisory group, chaired by Associate Chancellor Esther Terry who also has the responsibility of overseeing the implementation of the campus action plan, to meet the advisory council recommendation of the Commission report. As described in the Q&A mentioned above:

That process will include the appointment of an ad hoc review committee to advise the Chancellor on the progress made in all units. This group will include representatives from various campus constituencies: faculty, staff, students, and community. The Chancellor will appoint individuals to this ad hoc committee annually, including some who served on the Commission, some who represent different areas of the campus mission, and some who have a historical perspective on the campus’ efforts in this area. No senior administrative officers or others with major budgetary authority over programs and activities reviewed will serve on this ad hoc Chancellor’s review committee. The ad hoc committee will meet with the Chancellor soon after the close of the fiscal year to review the campus’s progress in achieving its goals.

Recommendation 3: “Restructure the institution’s administrative organization to enhance the achievement of inclusion and diversity goals, including the assignment of increased responsibility and oversight by the Office of the Provost in pursuing such goals, particularly those that relate directly to academic functions such as student advising.”

Campus response: The campus implements this recommendation as described in considerable detail in the Academic Affairs section and in the Student Affairs section with particular emphasis on the close integration between recruitment, admission, financial aid, retention, and campus life and the academic success of students and the coordination required between these two units of the campus.

Recommendation 4: “Establish a planning and assessment process to govern undergraduate and graduate enrollment management with particular attention to reversing the current decline of minority students on the Amherst campus....”

Campus response: The campus implements this recommendation in both the Academic Affairs and Student Affairs sections of the plan. Described in considerable detail in those sections above, the implementation places particular emphasis on the need to align recruitment, admission, and financial aid with the Academic Affairs and academic advising services. Both Academic Affairs and Student Affairs outline the programs and activities that take specific actions to reach populations of underrepresented prospective undergraduate and graduate students, and recruit and support them. In addition, both Academic Affairs and Student Affairs include specific programs to improve the advising and support functions and to coordinate them more effectively to achieve improvement in the retention of both minority students and all students.

Recommendation 5: “Re-structure and improve the institution’s academic advising services such that these advising services become more available and effective for all students and sensitive to the unique issues and concerns of students of color.”

Campus response: The campus implementation of this recommendation appears primarily in the Academic Affairs section of the plan. These plans have direct links and

support outlined within the Student Affairs section because the attention and focus on academic advising is central to campus effectiveness on these issues.

Recommendation 6: “Re-define and re-structure ALANA support programs including ALANA Honors.”

Campus response: The campus implements this recommendation primarily through the plans reflected in the Student Affairs section. The campus response institutionalizes the functions described in Recommendation 6 by assuming full institutional responsibility for the funding of the ALANA staff. In addition, the Honors function in this recommendation will need to become part of the Academic Affairs activities as it speaks to the academic distinction of ALANA students. As is the case with all the recommendations the campus has implemented, the Associate Chancellor and the ad hoc advisory committee, as well as the Student Affairs assessment and evaluation process, will monitor the effectiveness of this redefinition and restructuring.

Recommendation 7: ”Re-structured support programs should work, in strict cooperation and collaboration with respective academic and student affairs units...”

Campus response: The campus implements this recommendation by addressing throughout the plan the cooperation and collaboration required of both Academic Affairs and Student Affairs. This collaboration appears in various places throughout the plans of these two units. The assessment and evaluation processes described in both units will measure the effectiveness of this collaboration and the Associate Chancellor and the ad hoc advisory committee to the Chancellor will reviewed the results.

Recommendation 8: “Launch a systematic and coherent drive to reverse the current decline of faculty and administrators of color on the Amherst campus...”

Campus response: The campus implements this recommendation by engaging all units on campus, whether Academic, Student Affairs, Administration and Finance, Advancement, Athletics, or Auxiliary Enterprises. The clear description in the Academic Affairs section of its plan to improve the campus’ ability to successfully recruit and retain minority faculty and staff serves as a model for other campus units. The Associate Chancellor and the ad hoc advisory committee to the Chancellor will review the success of these efforts in all units as described above.

Recommendation 9: “Increase accountability and incentives for deaneries, departments, and administrators across executive areas to establish and implement benchmarks, targets, and assessment procedures to govern diversity efforts within their units.”

Campus response: The campus implements this recommendation through a variety of different mechanisms. At the core level, the CDSJ process reaches into every department, program, and unit on campus with programs to assess and enhance diversity and inclusiveness among other important goals. In addition, every unit has programs to track their success in achieving improvements in their diversity goals. Each of the key units in this discussion, Academic Affairs and Student Affairs, has an assessment and evaluation process described in this plan. At the campus level, the Associate Chancellor and the ad hoc advisory committee to the Chancellor will review these improvements on an annual basis.

Recommendation 10: “Review, assess and strengthen, as needed, the general education requirement and courses within majors for undergraduate and graduate students to enhance their knowledge of and competence in diversity and inclusion topics.”

Campus response: This recommendation’s implementation falls primarily within the purview of the Faculty Senate. Academic Affairs has asked the appropriate committees of the Faculty Senate to address these issues and make recommendations to the faculty for curricular changes needed after the review and assessment to strengthen the campus’ curriculum in this regard.

Recommendation 11: “Review, assess and strengthen, as needed, opportunities for staff, administrators and faculty to acquire the sensitivities and competencies required to meet the unique needs of racially and ethnically diverse students.”

Campus response: The campus implementation of this recommendation again requires multiple engagements with various units. Some of the opportunities needed appear in activities in Student Affairs and Academic Affairs that link programs related to students with those related to faculty and staff. Much of this activity again reflects the work of CDSJ in all the programs and units on campus. Another portion involves the enhanced training of administrative staff sponsored by Administration and Finance that reaches out to all administrative units to ensure that supervisors have the skills necessary to manage and support a diverse population of students, faculty, and staff.

Recommendation 12: “Require all members of the Amherst campus’s leadership community to develop plans to intensify and assess efforts to achieve an improved climate for enhancing diversity and inclusion within their areas of responsibility.”

Campus response: The campus’ implementation of this recommendation appears in comments on other related recommendations in this plan. However, the long-standing commitment to CDSJ as the primary vehicle for this activity has the involvement of every division of the university and has activities, committees, and review and evaluation projects in every unit of the institution.

Recommendation 13: “In full recognition of the current serious budgetary challenges, UMass Amherst must find or raise the funds necessary to provide the structures, educational experiences and infrastructures required to address the academic and campus climate issues contained within this report.”

Campus response: The campus will established a Diversity Tax that will reallocate approximately \$800,000 to support the initiatives described in this document. This represents just a specific portion of the investment in the agenda described here, as the hiring of a diverse faculty and staff, the recruitment and retention of a diverse student body, and the improvements in advising and other elements reflect increased investment. An explanation for identifying the specific investment as a Diversity Tax appears in the Q&A mentioned above and on the website as follows:

The campus does not have \$800,000 in new unrestricted funding to allocate to this or any other project. The Diversity Tax reallocates \$800,000 from existing academic, administrative, and other units to support the programs described in the plan. The reason for the explicit Diversity Tax is to recognize that the success of these programs is everyone’s responsibility and that the investment of resources is the commitment we all make to achieve a more diverse campus. While some have

objected to the notion of a tax, we have chosen this word to describe the reallocation because, like the taxes we all pay for other important services, the Diversity Tax reflects the reallocation of funds to permit us all to invest in the programs and activities that will enhance this campus.

Recommendation 14: “Establish a regularized and annual process for assessing the progress toward the achievement of the institution’s inclusion and diversity goals by a body similar to the current Commission...”

Campus response: As mentioned in various places above, the Associate Chancellor will have the responsibility for overseeing the implementation of the action plan and will recommend the members of the Ad Hoc Committee on Campus Diversity to the Chancellor. The Q&A on the website describes the ad hoc committee’s functions as follows:

[The] ad hoc review committee [will] advise the Chancellor on the progress made in all units. This group will include representatives from various campus constituencies: faculty, staff, students, and community. The Chancellor will appoint individuals to this ad hoc committee annually, including some who served on the Commission, some who represent different areas of the campus mission, and some who have a historical perspective on the campus’ efforts in this area. No senior administrative officers or others with major budgetary authority over programs and activities reviewed will serve on this ad hoc Chancellor’s review committee. The ad hoc committee will meet with the Chancellor soon after the close of the fiscal year to review the campus’s progress in achieving its goals.

Recommendation 15: “Student voices should be valued and the integrity of student government and its agencies respected in the pursuit of diversity and inclusion goals.”

Campus response: The campus implements this recommendation as described in detail in the Student Affairs section Part II, Student Retention, Section A Creating a Coordinated Approach to Diversity Activities, Part 3) Role of Student Government Association and Student Organizations. In addition, the campus includes student representatives in the Faculty Senate, on Faculty Senate committees, has student advisory groups in all colleges and schools, and student representation on a wide range of ad hoc committees created on campus for various purposes. Students serve on committees related to athletics and recreation, and students elect and lead the Area Governments for the residence halls.

Consultation and Conclusion

The campus received the Commission report with enthusiasm and gratitude, both for the effectiveness of its recommendations and for the exceptional work that went into its deliberations.

This process has engaged the entire UMass Amherst extended community. Although the campus has been working on improving its programs in Academic and Student Affairs for some time, the appointment of the Commission on October 15, 2004, launched the formal process of change that has produced this action plan. The Commission conducted an extensive review of the campus and its performance on issues of diversity and inclusion. It heard testimony from a wide range of interested groups, individuals, and organizations. It received a large quantity of written testimony. It asked for and received a comprehensive set of statistics on the institution and its characteristics, budget, and performance. It conducted its deliberation in complete confidence, without any

involvement or consultation with the Chancellor. After working for many months, the Commission, led with great ability and distinction by Dr. Orlando Taylor, presented its report and executive summary to the campus on March 1, 2005.

Following the presentation of the report, and drawing on the extensive reviews already underway related to these issues in the key academic and student support units, the campus prepared a first draft proposal in response and posted it on the campus website on March 12th. Considerable discussion followed this posting, and in response, the campus revised the schedule to extend the comment period on the first draft proposal to April 22. In addition, the campus posted a Question-and-Answer document on the website to address questions raised by various constituencies and individuals. The campus also posted on the website an alternative proposed response to the Commission report drafted by the presidents of the Student Government Association and the Graduate Student Senate.

The second draft proposal, posted to the website on April 11, included revisions resulting from the extensive consultation that preceded its posting. At the conclusion of a second comment period on April 22, the campus made final revisions to the second draft proposal and posts this final plan on the campus website today, April 29. Implementation of the actions described in the proposal begins immediately and will continue during the following months. Associate Chancellor Terry will monitor the progress of the plan continuously, and the first performance review by the Chancellor's ad hoc committee on diversity, chaired by Associate Chancellor Terry, will take place after July 1, 2006, to capture the work of the previous fiscal year (July 1, 2005 through June 30, 2006).

April 29, 2005