

The Crisis of Inclusion in Higher Education: A White Paper

Based on a Symposium, held on February 12, 2009, co-sponsored by the Colorado Center for Public Humanities at UCD, the UCD Faculty Assembly Minority Affairs Committee, the P-20 Education Initiatives at UCD, and the UCD School of Public Affairs

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Acknowledgments

In planning the Crisis of Inclusion symposium, then researching the white paper, and finally revising it for maximum clarity and effect, the authors of this paper depended on a vast number of people, most of them part of the University of Colorado Denver community. Although it is impossible to thank everyone individually, we would like to single out several people who have played a crucial part in many stages of this effort.

Zen Camacho and Paul Teske have been supportive in every way, providing contacts to people outside the university, resources for realizing the ongoing project, and general energy and enthusiasm to keep the momentum going. Members of the Faculty Assembly Minority Affairs Committee—Lorne Bregitzer, Ji Chen, Dorothy Garrison-Wade, Rod Muth, Denise Pan, Ira Selkowitz, and Maria Talero—all made substantial contributions in organizing the symposium and publicizing it after the event. We are also deeply grateful to Christine Stroup-Benham, Nathan Schwab, and William Lind, all providers of the data on which we based many of our recommendations. Diane Carmen has been a tremendous resource in the effort to publicize this white paper. Finally, Allan Wallis and Maria Talero helped to shape this document through their excellent feedback on an early draft. Allan was also instrumental in planning the symposium's breakout sessions and facilitating the plenary. To all of the above individuals, we offer our deep appreciation.

The Crisis of Inclusion in Higher Education: A White Paper

I. Executive Summary

A. The Crisis of Inclusion Symposium

This white paper represents the culmination of a process begun on February 12, 2009, when over 150 attendees, many of them leaders in the region, gathered at the University of Colorado Denver to discuss “The Crisis of Inclusion in Higher Education.” Collectively organized by the Colorado Center for Public Humanities at UCD, the UC Denver Faculty Assembly Minority Affairs Committee, the P-20 Education Initiatives at UCD, and the UCD School of Public Affairs, the symposium sought to address the challenges that a 21st-century American urban university faces in attempting to educate the citizens of its home region.

Representatives from 47 external community organizations, government offices, colleges, high schools, and foundations attended the symposium. Participants included the Denver Mayor’s Office on Education and Children, the Colorado Dept. of Education, the State Higher Education Executive Officers (SHEEO), the Denver Office of Economic Development, the Denver Scholarship Foundation, Padres Unidos, regional high schools, and all the major universities from the Denver area and the CU system.

The symposium centered around a keynote address by Dr. Paul Lingenfelter, President of SHEEO, the national organization for the State Higher Education Executive Officers. Following the keynote address, and a response by Dr. Christine Johnson, symposium guests participated in one of five breakout sessions on the following topics: Admissions, Undocumented Immigrants and Higher Education, Teaching Strategies for Student Retention, Recruitment/Retention of Faculty and Graduate Students from Underrepresented Groups, and Action Research and Community Partnerships. This white paper is the result of the information gathered and the ideas generated at the event on February 12.

B. Toward a Model of Inclusion

One of the goals of the symposium was to work toward developing a model of inclusion that could be used not only by University of Colorado Denver administrators and faculty, but also by other colleges and universities in our region. As a public institution, encompassing a major urban campus with the most diverse student body in the CU system, the University of Colorado Denver is uniquely positioned (and perhaps obligated) to develop such a model. Toward that end, and based on ideas from the Crisis of Inclusion symposium, we include a section in this document highlighting six areas of emphasis, each of which forms an essential component in any effort to achieve a richly textured and synergistic culture of inclusion.

The six areas that we emphasize in this paper are:

- Successful Outreach (with sections on outreach to families, to high schools, to community colleges, and to community groups)
- Faculty Rewards and Training
- Active Pursuit of a Diverse Faculty
- Financial Assistance
- Student Acculturation and Student Success
- Advocacy

C. Suggestions for Best Practices

In addition to serving as a useful model for universities in our region, this white paper is intended to measure current practices at the University of Colorado Denver against the model that emerged from the symposium. In one section of the document, therefore, we look at current practices at UCD in each of the six areas that we identify above. After describing these practices, we go on to make recommendations about how the university might build on and improve what it is currently doing.

Based on expert opinion and information gathered, we highlight the following 9 goals at the outset of the white paper:

- **Educate Adult Learners and Family Units** so that we increase the number of B.A.'s in our region, improve the region's economic competitiveness, and create a better informed citizenship (*see* Successful Outreach, Families)
- **Promote Faculty Participation in Pre-Collegiate Programs** so that students involved in pre-collegiate have exposure to faculty with whom they will interact once they transition from high school into the university (*see* Successful Outreach, High Schools).
- **Address the Gap in Arts/Humanities, Education and Public Policy Pre-Collegiate Programs** so that students who are involved in pre-collegiate programs can have greater exposure to the variety of majors and career opportunities available at the urban universities (*see* Successful Outreach, High Schools).
- **Encourage Faculty Mentoring, 1-on-1 Instruction, and Research Partnerships Between Faculty and Students** so that students develop meaningful relationships with faculty and the university more generally and, as a consequence, persist to the attainment of a B.A. degree (*see* Faculty Rewards and Training, High Quality Teaching; and Student Acculturation and Student Success).
- **Create a Path to Tenure/Promotion for Faculty Who Choose a Teaching Track** so that students can be exposed to excellence in pedagogy, as well as research (*see* Faculty Rewards and Training, High Quality Teaching).
- **Design Innovative Work/Study/Co-op Programs** that provide meaningful career opportunities for those students who continue to work while attending college (*see* Financial Assistance).
- **Reward the Scholarship of Engagement and Coordinate Engagement Efforts** in order a) to tether research more closely to the needs and interests of local communities, b) bring adult learners back into the fold of the university, and c) abet efforts to recruit faculty from underrepresented groups (*see* Successful Outreach, Community Engagement; Faculty Rewards and Training, Scholarship of Engagement; and Active Pursuit of a Diverse Faculty).

- **Provide Academic/Professional Support to Faculty from Underrepresented Groups through Centers and Cluster Hiring** to provide more faculty role models for an increasingly diverse student body (*see* Active Pursuit of a Diverse Faculty).

D. The Metaphor of the Pathway: Access Versus Inclusion

Attendees at the symposium agreed that education needs to be approached as a continuous process rather than a series of discrete stages (pre-K, Kindergarten, Elementary, High School, College, Graduate). As one part of a continuous educational process, universities not only provide knowledge and skills commensurate with a post-secondary education; they also build on previous schooling and prepare students for the next (i.e. graduate) stage in the process.

A variety of metaphors have been used to refer to this comprehensive vision of education, among them “the pipeline,” “the conveyor belt,” and “the pathway.” Following up on discussion in the plenary session of the symposium, we prefer the metaphor of “the pathway” to some of the other descriptors mentioned above. Providing a “pathway” (as opposed to a “pipeline” or a “conveyor belt”) humanizes the student and recognizes her agency in the educational process.

While recognizing student agency, the concept of the pathway also allows us to emphasize that access to higher education does not ensure full inclusion in a university. Simply getting students through the gates of a university, in other words, is not nearly enough to guarantee that all eligible students have the chance to realize the dream of attaining a B.A. or even a graduate degree.

The *primary student pathway* is contingent on creating a richly textured culture of inclusion, with the goal of making upward mobility in education real for the broadest spectrum of talented individuals in our region. We stress that this culture of inclusion must target populations like adult learners, and it must prioritize the recruitment and retention of students from underrepresented groups. A *secondary pathway*, offering faculty from underrepresented groups a real chance at mobility and professional advancement at a home institution, is an important precondition for realizing the primary student pathway.

II. The Urgency of Higher Education Inclusion

A. *Conditions for a Symposium*

In American higher education, inclusion is a sacred value. Universities pride themselves on providing access to all students with ambition and the potential for achievement. Throughout American history, the nation's foremost philosophers—Thomas Jefferson, W.E.B. Du Bois, John Dewey, among them—have all regarded higher education as the guarantor of our democracy, ensuring, on the one hand, upward mobility and, on the other hand, an adequately informed citizenship. In recent years, economists and policy experts have also emphasized the importance of access in an increasingly competitive global marketplace. A world where corporations can relocate instantaneously in order to find a better trained workforce is a world that places a premium on postsecondary success. No region can expect to compete in such a world without large numbers of individuals with a college degree, and no individual can hope to find a decent and rewarding job without the skill set, knowledge, and credentials that are attractive to global businesses.

Yet despite the urgency of ensuring access to higher education, the U.S. is falling behind. Relative to other nations, we are only 9th in the world in entry rate to baccalaureate education; among adults between the ages of 25 and 34, we rank 10th in the attainment of an associate degree or higher. These statistics become even more alarming when we take into consideration a) the well documented disadvantages faced by students from low socio-economic families, and by minority students; b) the current economic downturn, which has placed enormous pressures on low- and middle-income families seeking higher education for their children; c) the rate of tuition, rising well in excess of the rate of inflation, and d) the decreases in state spending on higher education.

These conditions have combined to make access perhaps *the* central question affecting the American university today. The health of our economy, the strength of our democracy, and the hope of our civic communities are all at issue.

B. *Shifting Demographics and the University of Colorado Denver*

In the 2008 Strategic Plan one of the top priorities identified by the University of Colorado Denver (UCD) is to enhance diversity university-wide and to foster a culture of inclusion. At UCD the framework for diversity includes historically underrepresented student groups that take into account race, ethnicity, gender, sexual orientation, veteran status and ability. Within this priority the university aims to recruit and retain a critical mass of traditionally underrepresented ethnic and racial minority¹ students, to strengthen our pipelines from local high schools and community colleges, to improve retention and graduation rates, and to recruit and retain a diverse faculty and staff through the university (UCD Strategic Plan, 2008). All of these efforts communicate and demonstrate the university's commitment to diversity.

¹ Underrepresented ethnic and racial minorities in this paper refer to African American, American Indian and Latino populations for both students and faculty. These are the three largest underrepresented groups on our campus and in the state Colorado.

As UCD strives to create a culture of inclusion it does so from both a social justice perspective but equally important from an economic imperative. The states with the highest per capita income and the states with the strongest, most resilient economies have the highest percentages of citizens with a baccalaureate degree. In order to compete in the global economy UCD must improve at reaching those who are less well educated: the poor, the children of the less well educated, and those who, as a result of social condition (poverty, race/ethnicity, or recent immigration to the US), tend not to participate and graduate from postsecondary education (Lingenfelter, 2009).

Current population projections indicate that shifting demographics will create substantial increases in the population of American youth who historically have been the most poorly served, least economically successful, and most under prepared for college-level work. The projections emphasize the influx of students of color—particularly Hispanic, Black and Asian—into our K-12 and higher education system. This, in conjunction with the retirement of the most well-educated population in the United States, will create a drop in education levels of U.S. workers (Murdock, 2006). For our nation to retain a competitive advantage in the global marketplace, states must do a better job of raising the educational levels of all ethnic/racial groups. The National Center for Higher Education Management Systems estimates that in order to reach the top of the international ranking for proportion of the workforce with a college degree, the US will need to have at least 55 percent of the workforce with a postsecondary credential by 2025. NCHEM predicts that this will require 16 million more postsecondary credentials than we are currently producing—one million more each year for the next 16 years at minimum.

Appendix B of this white paper outlines the national, regional and university-specific contexts of inclusion efforts at the University of Colorado Denver, in particular the inclusion of historically underrepresented ethnic/racial groups. The statistics on which students do and which students do not complete a postsecondary education, as reported in the appendix, constitute the grounds for arguing that UCD and other universities need to persist in addressing how to make college more accessible.

III. A Model of Inclusion for the Urban Research University

A. Successful Outreach

- **Families:** Providing a pathway through higher education begins with programs that educate students and their parents/caregivers on college admissions, preparation, and financing. In order to make college a realizable goal for students, colleges need to communicate effectively with parents/caregivers. Effective communication with families helps parents/caregivers understand how exactly to manage a college education for their children, and it helps to make college a part of the student's life plan. This is especially true with the children of parents who have not participated in postsecondary education. Research continuously shows that "the strongest predictor of participation in higher education is the education of one's parents" (Lingenfelter 7). The challenge, then, is to offset the disadvantages facing students whose parents have not gone to college.
- **High Schools:** We must do our part to ensure that high school curricula provide a foundation for success in the college classroom. The evidence clearly demonstrates that "a rigorous college preparatory curriculum in high school has been a better predictor of college success than test scores or high school grades" (Lingenfelter 8). Keeping students on the pathway after they enter college requires exposing them to the standards and expectations of a college curriculum when they are still high school students. This means that we must keep open lines of communication between high school teachers and college professors in all knowledge areas: science and math, social sciences, and humanities. It means, in addition, that we must make our pre-collegiate programs a university priority, successfully integrating them into the work life of departments. Finally, it means that we must offer services, free-of-charge, to Denver Public School system students.
- **Community Colleges:** Many highly motivated, and capable high school students do not have the preparation or financial means necessary for the rigors of pursuing a B.A. It is, therefore, essential that we provide guidance and support to students who are currently enrolled at 2-year community college, but are interested in transferring to a 4-year college.
- **Community Engagement:** Academic centers and programs that send scholars into the community make the university more inclusive on a number of levels: First, they facilitate the spread of knowledge generated within the university, allowing adult learners and other interested parties an opportunity for edification and intellectual community that they wouldn't ordinarily have. Second, these programs can become the basis for "action research." UCD's strategic plan states that "engagement is the application of knowledge in action, as well as the production of knowledge from action" (UCD Strategic Plan, Priority #6, 31). Thus, centers that send scholars into the community promote a coordinated relationship between academic knowledge production and concrete action to improve civic communities. Third, programs that send scholars into the community help to bring adult learners back into the fold of the university, with the ultimate goal of having them matriculate. Our keynote speaker noted that in order to lead the rest of the

world in production of the postsecondary credential, the U.S. will need to focus on “serving older adults who did not succeed in completing a degree or certificate or who never enrolled” (Lingenfelter 3). In order to double the number of degrees and certificates in Colorado, one of Governor Ritter’s primary goals in the Colorado Promise, it will be necessary to recapture those students who left universities with a large number of credits before finishing their degrees. Providing adult students with a way onto (or back onto) the pathway toward a B.A. has traditionally been a great strength of the University of Colorado Denver. Centers/programs that facilitate the scholarship of engagement are the best way to ensure that this continues as a strength.

B. Faculty Support and Rewards

- **High-Quality Teaching:** In order to encourage students to remain on the pathway after entering college, we must encourage teachers to invest time and thought into their classrooms and their work with individual students. Skillful, committed teaching is a crucial component of student retention. Criteria for salary increment, and tenure/promotion must provide adequate incentives for college-level teachers, both tenured/tenure-track professors and adjunct faculty. Incentives should reward: the creation of culturally relevant pedagogy, work with individual students, the mentoring of students at risk of dropping out, the effective use of assessment data to gauge student learning, the incorporation of technology in significant ways, innovative pedagogy, and involvement of students in the research process.
- **Scholarship of Engagement:** For the reasons listed above (under A: Successful Outreach, Community Engagement), scholars need to be rewarded for their efforts to inform, invigorate, and otherwise benefit communities external to the university. In many disciplines, the important work of community engagement is overlooked or minimized in reward processes. Often such work is slotted into the less valued category of “Service.” For this reason, we prefer a reward model that assesses the overall profile and well roundedness of a scholar, in relation to the university’s mission; rather than a model that simply breaks up the functions of the scholar into the discrete components of research, teaching, and service.

C. Active Pursuit of a Diverse Faculty

By maintaining a faculty with adequate numbers of minority members, we provide role models to minority students, many of whom are the first in their families to attend college. Students inevitably locate themselves within identity groups based on race, ethnicity, gender, sexual orientation, and disability. In order to remain on the pathway to the B.A. after entering college, they need to know that others who affiliate as they do have been able to achieve success within the system. Attracting minority faculty requires that university administrators provide strong direction to all hiring committees, with well funded programs in place to identify and pursue talented faculty from underrepresented groups. Retaining such faculty requires that the university invest not only in a welcoming

“climate” for these faculty members, but, perhaps more importantly, in their scholarly endeavors.²

D. Financial Assistance

Getting students into college, and helping them to stay there, depends fundamentally on the affordability of a college education. The ability to pay greatly affects whether a student interacts with her/his college environment (Cabrera et al. 1992). To this end the full-funding of low-income students, who at UC Denver now demonstrate higher graduation rates than their peers, may increase students’ academic and social integration on campus, which ultimately affects their persistence to degree. While federal loan programs provide assistance, such programs need to be supplemented by state-level aid (Lingenfelter 11), and by an institution’s financial aid office working to make all available programs (both federal and state, scholarship and loan) highly visible and comprehensible to the student body. Providing robust financial aid packages that lessen the amount of student loan debt should continue to be a priority.

E. Acculturation of Students

Students who belong to the first generation in their family to attend college frequently experience the college campus as an alien environment, with unfamiliar rules and styles of communication. In order to familiarize first-generation students with the norms of the academy, the university must facilitate connection between incoming undergraduates and relevant student groups, EOP offices, and faculty mentors. It must also provide academic support services to freshman- and sophomore-level students who are struggling to meet requirements. Finally, it must adequately fund curricular programs, such as the First-Year Seminar, designed to provide students with the experience of being part of an intimate learning community.

The same need to focus on successful acculturation applies to students who may feel excluded from a campus community as a result of race, religion, language, gender, sexual orientation, and/or disability. In order to combat the alienation that accompanies these different forms of exclusion, the university must identify student peers and faculty mentors in a position to reach out to students at risk of feeling alienated. In addition, it must empower these students by conveying to them the proper channels for making suggestions and filing grievances related to the campus climate. Finally, it must adequately fund curricular initiatives and public programming designed to enhance the learning experience of students at risk of feeling marginalized.

F. Advocacy

An issue that emerged with special relevance during the previous academic year was the extent to which a public university and its employees can play a role in advocating for a legislative issue that will affect the inclusiveness of a college campus. Because inclusion has been a core value defining and legitimating the American university since the advent of mass education after the Civil War, we encourage university officers to make clear the

² For more information on faculty minority population please see the appendix.

university's position on issues related to serving the regional population at large. Residents of a given state rightly expect a university to advocate on behalf of their access to higher education. We cannot fulfill our mandate to educate the full range of a diverse population without help from politicians; whenever laws interfere with this mandate, those who work within the university should feel entitled, even obligated, to make the contradiction apparent.

IV. Best Practices

A. Successful Outreach

- Families

Current Programs

The UCD programs designed specifically to educate parents/caregivers on college admissions, preparation, and financing include the CU Denver Scholars, the Pre-Collegiate Middle School Academic Programs, and the Health Careers Pre-Collegiate Program. These programs require (in the former case) or allow (in the latter two cases) parents/caregivers to attend an orientation and then a series of workshops/seminars on admissions, financial aid, and the academic expectations of college. The Scholars Program has been particularly successful in raising the number of scholars that matriculate to UCD (see below, *Successful Outreach, High Schools*, for statistics).

Future Program Possibilities/Suggestions

- i. Extension of Current Programs.

The model for informing parents/caregivers employed in the Denver Scholars Program might be extended to the Early College Scholars Program. The Center for Pre-Collegiate and Academic Outreach Programs will be piloting a program of this sort during fall 2009.

- ii. Center for Family Learning.

The Crisis of Inclusion symposium emphasized the need and opportunity for educating adult learners. As stated by our keynote speaker, we can only reach our goals for raising the numbers of B.A.'s by "better serving older adults who did not succeed in completing a degree or certificate or who never enrolled" (Lingenfelter). As we are envisioning it, a Center for Family Learning would offer courses for college credit to high school students and their parents/caregivers simultaneously. This structure would involve the entire family unit in the college preparation process. In doing so, it would a) increase the likelihood of matriculation and retention for the high school student; and b) create a pathway to higher education for adult learners who might be in a position to attend school once their children have left the home.

- High Schools

Current Programs

Current pre-collegiate programs aimed at impacting the high school environment, in order to improve the chances of student admission to and success in college, fall into five categories: Programs that offer college credit, programs of enhancement

or preparation for high school students, programs that emphasize collaboration between college and high school educators, service learning programs, and programs aimed at exposing high school students to particular areas of concentration in the university.

- i. Programs that offer college credit include the CU Denver Scholars Program, the CU Succeed Silver and Gold Programs, and the Early College Scholars Program. The Scholars Program, in which students complete a 3-credit college course on the downtown campus, has been especially successful in raising both the numbers of students served and the numbers of students who matriculate to UCD. In 1999, the scholars program had 32 graduates; in 2008, that number had increased to 83. Between 1999 and 2003, an average of 26 percent of those graduates went on to matriculate at UCD; between 2004 and 2008, an average of 38 percent went on to matriculate at UCD.
- ii. Pathway programs that focus on the preparation of high school students for success in college include Aurora Lights, the Pre-Collegiate Development Program, the Health Career Pre-Collegiate Program, the Pre-Collegiate Middle School Academic Program, the Upward Bound-Power Up Program, the Colorado Rural Health Scholars Program, the Summer Institute for Health Careers, the PACT Summer Program, UCD's participation in the Colorado MESA program (College of Engineering), and the Ethnic Studies Department Outreach Programs. In addition, the Office of Disabilities Resources & Services reaches out into the K-12 community to inform students that a learning disability does not hinder them from becoming successful in college. Visiting high schools throughout multiple districts and holding evening open houses each year, the Office educates K-12 students and their families on the appropriate steps necessary to receive help for learning disabilities in the higher education community.
- iii. Programs that emphasize collaboration between college and high school educators include: STEMAPALOOZA, the Denver Writing Project, the Scholars for Knowledge in Learning and Leadership Partnership, the Teaching American History grant, the Learning Landscapes program, the Cold Springs Harbor Training program, SEHD's Professional Development Schools, the Colorado Principals' Center, SEHD's Teach for America MA option, UCD's Linguistically Diverse Education endorsement program, and the Professional Learning Access in Science and Mathematics through Internet Delivery (PLASMID) grant.
- iv. UCD's service learning initiatives are coordinated by the Experiential Learning Center. Special programs in service learning include the following: the Smart-Girl Leadership Institute, the Social Studies Internship, the Urban Citizen and CU at the Capitol, AVID Mentors, and ArtsBridge.
- v. Finally, UCD offers a number of programs aimed at cultivating the interest of high school students in specific areas of university study. These programs include the GK-12 Graduate Fellows, the Virginia Tech project PREP, the

Colorado Microenterprise Technology Center, the Starz Film Center program, the Denver Public Schools Shakespeare Festival, the Scholastic Art and Writing Competition, Colorado History Day, AMC's High School Departmental Outreach, AMC's Partnership with the Denver School of Science and Technology, the Aurora Public School Rangeview High School Career Day, the Cell & Developmental Biology Open House, AMC's HOMES program, the Colorado/Wyoming Junior Academy of Sciences spring seminar, the Denver Metropolitan Regional Science and Engineering Fair, and the Health Professional Opportunity Day.

Future Program Possibilities/Suggestions

i. Publicity and Faculty Rewards for Participation

The CU Denver Scholars Program, the CU-Succeed Silver Program, and the Early College Scholars Program all involve UCD faculty in teaching high school students and collaborating with high school teachers. Yet many UCD faculty are not aware of these programs. Nor are they rewarded sufficiently for participating in them. In coordination with the pathway moving students through the educational system, we recommend creating a pathway moving faculty toward participation in pre-collegiate programs. Such a pathway would entail disseminating information on pre-collegiate programs to faculty members. And as a complement to this publicity, the pathway would provide faculty members with adequate incentives for contributing to pre-collegiate programs.

ii. The Deficit in Arts, Humanities, Teacher Education, and Public Policy

Of the eight pathway programs that focus on preparation/enhancement, five of them seek to bolster skills in the STEM fields and to prepare students for careers as health providers. While we applaud the amount of investment in these STEM and health-related pre-collegiate programs, we also call attention to the absence of college preparation programs targeting students with an interest in the arts and humanities, in teacher education, or in public policy. At present, the university sponsors a number of programs that facilitate collaboration between college and high school educators in the arts and humanities. But we offer no programs that seek to prepare students for college-level study in these fields. The university might encourage faculty in CLAS, CAM, the College of Architecture and Planning, the School of Education and Human Development, and the School of Public Affairs to develop their own pre-Collegiate programs, preparing students for college work in fields like filmmaking, creative writing, literary study, history, musical performance, teaching, architecture, and government, and perhaps offering credit to students who take college-level courses in such fields.

iii. Consolidation/Oversight in Post- and Pre-secondary Collaboration, and in Area programs.

We recognize and applaud the significant part played by the Pre-Collegiate Programs/Academic Outreach office and the Experiential Learning Center in

overseeing many of the above programs. With regard to programs of collaboration between high school and college educators, as well as programs designed to cultivate the interest of high school students in particular areas of study, however, UCD appears to have no umbrella organization aimed at developing a comprehensive strategic plan, evaluating effectiveness of current programs, and identifying areas of weakness.

- Community Colleges

Current Programs

UCD currently offers the Denver Transfer Initiative (DTI), an important program aimed at ensuring a pathway from a two-year community college to a four-year BA-granting institution. Funded by a Title V grant, DTI serves lower-income and Hispanic students who are attending the Community College of Denver. The program currently provides support to 102 students, and has a goal of adding 20 students per month. The students in the program receive academic and personal guidance, advocacy, and other forms of support in order to help them transfer to UCD. Although the Title V grant that funds DTI has initially limited the students this program serves by ethnicity and income-level, the program is now in a position to offer services to non-Hispanic and middle-income students, as well. The Denver Transfer Initiative works with the UCD Admissions Department to ensure that students understand and can complete the application process.

Future Program Possibilities/Suggestions

- i. Dual Admission

UCD is exploring the possibility of implementing a program whereby promising students, not yet prepared for a 4-year college, are offered admission simultaneously to CCD and UCD. In order for community colleges not to suffer losses in state or federal funding, this program should incentivize completion of an Associate's Degree before transfer to UCD. The university also needs to advocate at the state level for a system of funding that rewards community colleges for transitioning their students to 4-year institutions.

- ii. Community College Partners

UCD Admissions currently offers the Community College Partners program, which provides information regarding transfer to students who are not admitted to UCD. Expanding the service provided by this program, Admissions might follow-up with such students every semester, to see whether they have enrolled in a community college and, if so, whether they are on a pathway to matriculation in a BA-granting institution.

- Community Engagement

Current Programs

A number of academic centers/initiatives on campus actively emphasize community engagement as part of their mission. Among these are: the Colorado Center for Public Humanities (CLAS), the Copper Nickel Literary Journal (CLAS), the Children, Youth, and Environments Center for Research and Design (CAP), the Colorado Center for Community Development (CAP), the Center for Preservation Research (CAP), the Colorado Center for Sustainable Urbanism (CAP), the Bard Center for Entrepreneurship (Business School), the Center for Information Technology Innovation (Business School), the School and Community Counseling Center (SEHD), the Center for American Indian and Alaska Native Health (CSPH), the Mountain and Plains Education and Research Center (CSPH), the Rocky Mountain Prevention Research Center (CSPH), the Wirth Chair in Environment and Community Development Policy (SPA), the Denver Community Leadership Forum (SPA), and the Rocky Mountain Leadership Program (SPA). In addition many individual faculty members commit time and expertise to collaborations with community groups.

Future Program Possibilities/Suggestions

UCD's strategic plan lists, as Priority #6, a commitment to "grow strong mutually beneficial partnerships that engage our local, national, and global communities" (UCD Strategic Plan, 31). In addition, the sheer numbers of centers/initiatives that emphasize community engagement testify to the centrality of this issue to UCD's mission. Yet as of now, the majority of these centers/initiatives operate independently; there are, therefore, no mechanisms in place for creating synergies between centers/initiatives, recruiting faculty members interested in this kind of work, developing and publicizing major public programs, or for "assess[ing] the depth and impact of the university's engagement with key communities" (UCD Strategic Plan, Goal 6.4, 32). With this absence in mind, we inquire about the possibility of an umbrella Center, part of whose charge would be to coordinate community engagement work at UCD.

B. Faculty Rewards and Training

- High-Quality Teaching

Current Programs

i. Diversity and Excellence Grants

University of Colorado Diversity and Excellence grants provide "assistance for projects initiated by faculty and/or staff that seek to contribute to building inclusion and a climate of cultural competence." Awards of up to \$5000 are made to recipients of these grants.

ii. Differentiated Workload Proposals

One of the ways that UCD has sought to accommodate the accelerated research programs of R1-level scholars, without compromising the number of students we

teach, is to offer professors the opportunity to select a teaching track for purposes of evaluation and promotion. A teaching track can, in theory, allow time for faculty members who select it to cultivate relationships with students at risk of falling off the pathway to the BA. In order for a differentiated workload program to benefit the classroom and increase the level of one-on-one attention to students, however, the program needs to be implemented in a methodical way. Otherwise it serves only to free up time for research-oriented faculty, without improving the quality of instruction and mentoring (*see* below under *Future Program Possibilities*).

Future Program Possibilities/Suggestions

i. Curricular Development and Teacher Training

UCD currently has no active program devoted to encouraging curricular transformation and providing teacher training in the areas of diversity and inclusion. While the Diversity and Excellence grants reward curricular transformation that enhances the learning experience of minority students, they do not substitute for a program that provides counsel, expertise, and supervision to faculty in this area. As a model for such a program, we would point to the Knapsack Institute at the University of Colorado, Colorado Springs. This summer institute, which operates as a major program of the UCCS Matrix Center, provides guidance in the creation or revision of courses advancing the goal of inclusion. According to the website of the Matrix Center, “[o]ver 50 UCCS faculty members have attended the KI over the past 7 years, from disciplines as diverse as sociology, nursing, special education, psychology, math, and engineering. As a result, a range of new courses have been created and taught, including Black Feminist Thought, Race and Shakespeare, and Introduction to Race and Gender, and considerations of diversity have been incorporated into a range of existing courses in all disciplines.” In addition to supporting changes in curricular content, the Knapsack Institute also advises faculty members on their pedagogy in a further attempt to make classrooms more inclusive.

ii. Mentoring

There is currently no program at UCD that matches students struggling to succeed in school with individual faculty mentors within their major (or potential major). The EOP offices connect students from underrepresented groups with peers from their identity group, but students often have limited access to faculty members within their major. The Early Alert system, which serves as an effective tool for identifying students in need of academic services, might also be the basis for a faculty mentoring program. Faculty who choose a differentiated workload that emphasizes teaching (*see* Differentiated Workload Proposals, below) might be given the option of meeting their requirements, in part, by participating in such a program.

iii. Differentiated Workload Proposals

While we support these proposals in principle, we also emphasize the necessity of implementing them effectively, with the sincere intention of improving the quality of teaching. We suggest two components of an effective plan for implementing a

differentiated workload proposal: 1) Provide adequate incentives/rewards to faculty who choose this path, and 2) Construct a teaching track that recognizes and encourages one-on-one instruction, not simply an increased number of courses.

In relation to #1, we believe that faculty who choose the teaching track should have a clear, unambiguous path to tenure, and ultimately to full professor. It is up to administrators to articulate what it would mean to achieve tenure and promotion in the teaching track. Moreover, those who wish to focus on teaching as a route to promotion ought to be rewarded proportionally to peers who focus mainly on research: Just as researchers receive reduced teaching loads, those who specialize in teaching ought to receive commensurate reductions in research expectations.

In relation to #2, the teaching track could, ideally, consist of an obligation not only to take on a new course, but also to participate in a mentoring program. Such a program would link faculty members in a particular discipline to students majoring in that discipline who are at risk of dropping out of college.

- Scholarship of Engagement

Current Programs

There is currently a Faculty Roles/Rewards Committee at UCD (chaired by Dr. Robert Damrauer, Special Assistant to the Provost and Dean of the Graduate School) that has been considering both the Iowa State Model for rewarding the scholarship of engagement, and the School of Medicine model. We support wholeheartedly these efforts to bring our faculty reward structure in line with our strategic plan, as quoted above.

Future Program Possibilities/Suggestions

As mentioned above (Successful Outreach, Community Engagement), UCD's strategic plan lists, as Priority #6, a commitment to "grow strong mutually beneficial partnerships that engage our local, national, and global communities" (UCD Strategic Plan, 31). Yet we do not have a reward system in place that encourages scholars to collaborate with community groups external to the university. In a recent report entitled "Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University" (Imagining America: Artists and Scholars in Public Life, 2008), NYU professor Craig Calhoun encapsulates the situation on our campus: "[S]ome branch campuses of state universities....are doing a lot of work to reach part of the public, open up access to higher education, shape what a variety of different constituencies will know about important issues for public debate....But [faculty on these campuses] don't have much prospect of tenure" (xii).

This problem is directly related to the challenges we face in trying to retain faculty of color and women. Nancy Cantor, President of Syracuse University, and Steven Lavane, President of California Institute of the Arts, write that many faculty of color and women "experience a frustrating clash between their intellectual goals, which

include pursuing community-based scholarship and art-making, and institutional tenure policies” (“Scholarship in Public,” *Imagining America*, iii).

While deans and department heads will make the final decisions on how to value the scholarship of engagement, we believe that fostering a culture of publicly engaged scholarship depends on active leadership—mainly on the encouragement of changes in tenure/promotion criteria. We suggest the following as guidelines to consider in making recommendations to departments and chairs:

- i. Expand the range of legitimate scholarly artifact: The forms in which scholarship has traditionally appeared (peer-reviewed article, conference paper, and book monograph) may be adequate to scholars who prioritize the advancement of knowledge within a group of disciplinary experts, but not necessarily to those who prioritize impacting a wider public.
- ii. Expand the range of legitimate scholarly audience: According to orthodox tenure and promotion criteria, in order for work to be considered as “research,” it must be directed at an audience of experts, credentialed within their field. Yet scholarship that is valuable to the university and to the region in which it resides is currently being produced/performed on websites, on Youtube, at museums, in community centers, in local bookstores and cafes, and the like.
- iii. Recognize locally based scholarship. While some scholars focus on impacting an international field of study, others prioritize knowledge dissemination in the local environment where a university resides.
- iv. Change who counts in peer review. Evaluation of scholarship has traditionally rested on a select group of experts within a field. Those who pursue publicly engaged scholarship, however, must be able to use evaluations that come from university administrators, community group leaders, government officials, and audience members.
- v. Recognize pertinence of scholarship to the university mission/strategic plan. Traditionally, scholarship that makes an original contribution to a discipline is the type that is valued in tenure/promotion procedures. An alternative measure of value, however—and one that is more in line with the pursuits of publicly engaged scholars—is the degree to which the scholarship advances the specific mission of the university.
- vi. Evaluate the overall scholarly profile. The tri-partite division of the scholar’s work into research, teaching, and service leads to a) a conception of research devoid of civic responsibility and b) a conception of service limited to participation in often meaningless university committees. Publicly engaged scholarship often blends research, teaching, and service. The evaluative system, therefore, needs to allow for such blending by rewarding a cohesive scholarly agenda rather than simply minimizing non-traditional scholarly work as “service.”

C. Active Pursuit of a Diverse Faculty

Current Programs/Practices

i. Constitution and Training of Hiring Committees

According to UCD's Administrative Policy on Hiring Faculty, the "[s]earch committee should be developed with a focus on diversity, training, expertise, and experience." Members of search committees take an online training course entitled "Recruiting Diverse Faculty—Search Committee Training." Currently, UCD's chief diversity officer also meets with all hiring committees to provide guidance on the recruitment of faculty from underrepresented groups.

UCD clearly has an urgent need to hire faculty from underrepresented groups. As of Fall 2008, 13 percent of the number of total regular faculty at UCD (including tenured/tenure-track and full-time non-tenure track) were people of color. Of that 13 percent, Asian Americans represented about half of the faculty of color. Conversely, American Indians, Latinos, and African Americans *together* constituted less than six percent of our faculty. These numbers should remind us to weigh heavily the administrative policy on faculty hiring, which aspires, at minimum, to take under careful consideration the representation of a diverse candidate field.

ii. Campus Climate

Objective 5.2.3 from the Strategic Plan states that in order to achieve our goals for recruitment and retention of diverse faculty, the university must "support an institutional climate of inclusiveness, mutual respect, and understanding." Toward this end, the results of a campus climate survey—developed in the School of Education and Human Development (Rod Muth, Allan Wallis)—are currently being processed.

Future Program Possibilities/Suggestions

i. Point Persons on Hiring Committees

The University of Colorado at Colorado Springs currently appoints a point person on diversity to all hiring committees. This policy, as opposed to one that places a representative person of color on the committee, ensures that someone is responsible for monitoring the conduct of the search and reporting back to the chief diversity officer. Additionally, this policy helps to protect junior faculty of color from the disproportionate number of service obligations that they often face, as a result of the university's efforts to become more broadly representative.

ii. Academic Centers and Support

While we applaud the effort to improve the overall "climate" for diversity at UCD, attendees at the symposium also stressed the importance of a) providing faculty of color with adequate support for scholarly pursuits and b) creating academic centers in areas that might appeal to large numbers of faculty of color.

iii. Reward System

As noted under Faculty Rewards and Training, Scholarship of Engagement, many faculty of color and women “experience a frustrating clash between their intellectual goals, which include pursuing community-based scholarship and art-making, and institutional tenure policies” (“Scholarship in Public,” *Imagining America*, iii). Developing a reward system that allows for community-based scholarship is, therefore, crucial to our efforts at retaining diverse faculty.

iv. Cluster Hiring

In their efforts to retain diverse faculty, UC Boulder has implemented a strategy referred to as cluster hiring, where the university seeks several new recruits at once in a particular subject area. One of the major objective of such a program is to provide incoming junior faculty from underrepresented groups with an intellectual cohort, a small community of scholars available for collaboration, scholarly feedback, and support.

v. Mentoring

Providing academic mentors who offer advice, as well as a professional network, to incoming junior faculty from underrepresented groups can be an important component of retention efforts. At the University of Denver, incoming junior faculty from underrepresented groups can choose a faculty mentor located at another university. This mentor visits the campus to give a lecture, while at the same time dispensing advice to the faculty member and helping her/him forge professional relationships.

D. Financial Assistance

Current Programs/Practices

Work study opportunities, which create involvement and attachment to our campus, have been shown nationally to produce positive effects on student persistent rates. In 2007-2008 nearly 430 students earned funds under UC Denver’s work study programs. Students on the campus are typically offered \$5000 over a 9-month period but many students decline because they are already working or decide not to work while in school. UC Denver should continue to encourage students to take advantage of work study opportunities, and may advocate at the federal level for increases to the current \$8 hourly wage.

Possible Suggestions

i. Work study/Co-op or Intensive Internship.

The National Survey of Student Engagement (NSSE) results demonstrate that a significant portion of our students (who more often than not take 5+ years to graduate) are working at least part-time jobs to help supplement their income. As we struggle to

meet the needs of both our non-traditional student population and our more traditional first-year class, we should consider innovative work-study/co-op programs that offer students a unique opportunity to engage simultaneously in coursework and meaningful work experience aligned with their career interests. Co-op experiences also allow the university to develop partnerships with leaders in a particular industry sector. A work-study co-op connects the skills and knowledge gained in the classroom to the application of those skills in the career field.

ii. Tracking

As we consider the role financial aid plays in the retention and persistence of our students, the university must remain vigilant in tracking data on how financial aid packages affect access to the university. Some examples of this tracking include looking carefully at unmet need averages as well as the financial threshold required to improve student retention/success, and tracking all scholarships and allocation. Based on this data collection the university may consider modifying financial aid packages in order to ensure that more money is allocated to the most critical years (e.g. first/second).

E. Student Acculturation and Student Success

Current Programs

i. Office of Undergraduate Experiences.

Acculturation of students is deeply interconnected to the overall retention efforts of the campus. In the last years, UC Denver has worked carefully to build a culture where retention and graduation rates are a high priority. A primary example of this focus is the Office of Undergraduate Experiences' recent participation in the Foundations of Success research, which focused on improving first-year experiences. In addition, the university has continued to prioritize building staff infrastructure and capacity to serve UC Denver students. Continued commitment to student retention is essential.

ii. First-Year Seminar Courses and Early Warning System

Research supports that nearly 25 percent of students attending four-year colleges and universities leave before their sophomore year (ACT, 2006). To this end, the sustained efforts to improve the first year experience—including the creation of first-year seminar courses, and an early warning system—are key efforts to improving the first-year experience for students.

iii. Educational Opportunity Programs

Increasing student's intellectual and social engagement is also paramount to the process of acculturation. The Educational Opportunities Program Offices provide programming and academic support services to American Indian, African American,

Asian American and Hispanic Students. An outstanding example of successful intellectual and social engagement of students is the Society of Hispanic Professional Engineers. Working in collaboration with Hispanic Student Services, this student organization has received top honors locally and nationally for encouraging and nurturing Latino students in the engineering programs.

iv. Office of Disabilities Resources and Services.

This Office offers a great number of services for students with different levels of learning needs, as well as physical impediments. The office also helps our own faculty understand how to assist and encourage students with particular learning needs.

Possible Suggestions

i. Advising

According to Thomas (1990), advising is the most important component of any institutional effort. More recent studies have also shown that institutions with high graduation rates have proactive advising programs.³ The interaction with faculty and staff in intrusive advising programs, and the improvement of our early warning system, must continue to remain a priority for the successful retention of our student body.

ii. Research Partnerships

Student interaction with the faculty and staff has consistently shown to increase student persistence. For this reason opportunities for meaningful interaction must continue to be supported, nurtured and expanded. Programs such as the UCD Research and Creative Activities Symposium, and additional opportunities for undergraduates to participate in research partnerships with faculty, must be encouraged and financially supported.

iii. Strengthening First-Year Experience Programs

Improving first-year experience must continue to remain a priority of the university's retention efforts. A number of efforts that are already underway, including first-year seminar, must be strengthened and embedded in the operational budget of the campus. In addition evidence-based programming—such as residence halls with the opportunity for living and curricular-based learning communities—should also be explored and funded when possible.

iv. Supplemental Instruction and Academic Support

A commitment to the successful integration of our students means that we must be aware of academic needs, in addition to social ones. Recent research has

³ Research on campus retention refers to proactive advising as part of a series of what are coined “intrusive” programs and practices.

demonstrated the effectiveness of supplemental instruction (SI), which provides peer-assisted academic support to students in introductory “gatekeeping” courses (Pascarella & Terenzini, 2005). Increasing coordinated efforts for SI, and improving overall instruction in gatekeeper courses (i.e. decreasing class size etc.), must be priorities as we work to ensure the academic success of our at-risk students.

iv. Tracking

As the university works to create a culture of inclusion for all students, evaluation of student programming (both academic and social) and university policies must remain at the center of improving student experiences. Reliable data should be maintained on gatekeeper courses (courses with largest number of failure, withdrawal or incomplete), attempted vs. completed credit hours, and level of engagement in academic support programs and activities. In addition the university should continually examine its own policies in order to make sure that these policies do not impose any unnecessary barriers to success (e.g. late course add policies, attendance policies, re-admit policies and payment policies).

F. Advocacy

Possible recommendations

i. Clarity of Procedures

Faculty and staff must have a clearer understanding of how to approach administration regarding issues that they would like the university to consider advocating for at the state or federal level. Whether the university (UC Denver) or the CU system decides to take action (legislative, publicly, privately etc.) on an issue is the ultimate decision of the administration, but faculty and staff must understand the appropriate channels/protocol to follow regarding advocacy for inclusiveness. At the system level, the CU System Office of governmental relations must make the process to engage the system office more transparent.

ii. Advancing and Safeguarding Affirmative Action

Recognizing and building on citizen support of affirmative action programs (the no vote on Amendment 46 in November 2008), the university must continue to support educational programs and outreach for underrepresented minorities. These programs and support systems help to counter alienating campus climate conditions, and create a culture of inclusion for all students to feel safe, welcome, and successful at UC Denver.

V. Concluding Remarks

Our choice of “the pathway” as an organizing metaphor, describing the ideal of a richly textured culture of inclusion reaching from early childhood education to graduate school, conveys the philosophy that underwrites this white paper. The pathway recognizes the extraordinary efforts (both within the walls of a school and outside of them) that many current students make in order to achieve the ultimate goal of a postsecondary degree. In addition, in so far as a pathway is part of a built environment, the metaphor also suggests the extraordinary thought, care, and investment required of university administrators and faculty in order to realize a culture of inclusion in education. The university is perhaps the most crucial “builder,” providing support for talented students from a wide variety of backgrounds as they proceed down the pathway toward a B.A.

In order to help the university to play this part, we have asked four key questions about the creation and maintenance of the pathway:

- *Which populations do we need to target as we seek to guide a diverse body of students down the pathway toward a B.A.?*

Like many documents that address issues related to inclusion in higher education, we emphasize populations that are traditionally identified as “underrepresented” in the modern university. Institutions must continue to address the American university’s historical neglect of ethnic minorities (especially Latino, African American, and Native American), disabled persons, and individuals who identify as gay, lesbian, bisexual, or transgendered.

In addition, the Crisis of Inclusion symposium (especially the keynote address by Dr. Paul Lingenfelter) focused on the need for outreach to adults in a position to return to school after a prolonged absence. If we hope to reach our goals for number of B.A.’s achieved—and if we hope to remain economically competitive in the global economy—the university will need to bring adult learners onto, or back onto the pathway. Some of our key recommendations (e.g. a Center for Family Learning, a reward system that values the scholarship of engagement) reflect the importance that we place on this goal.

- *What are the major organizational areas that deserve attention as we seek to build a pathway that provides the necessary services to students?*

Using the information that we collected at the symposium and after it, we have identified six major areas as our basis for a model of inclusion:

- Successful Outreach
- Faculty Rewards and Training
- Active Pursuit of a Diverse Faculty
- Financial Assistance
- Student Acculturation and Student Success
- Advocacy

We see the model of inclusion that emerges from a focus on these six areas to be widely applicable to any number of urban universities and colleges, regardless of size and specific location.

- *To what extent does the building of a pathway for a diverse body of students require us to focus not simply on students, but also on other members of the university community?*

At a number of moments in this white paper, we have emphasized the value to a university of having a diverse faculty, broadly representative of the identity groups that make up the university's home region. Because faculty serve as role models for students, especially for those who are the first in their family to attend college, it is essential 1) to recruit faculty from underrepresented groups, 2) to put these faculty into close contact with students through mentoring programs, and 3) to ensure that these faculty members have an achievable route to tenure/promotion, and one that accords with their career goals.

Giving faculty from underrepresented groups a satisfactory path to tenure/promotion means recognizing that the primary student pathway to the B.A. is not the only one that we need to build and maintain. We must also pay attention to the secondary pathway of faculty retention. This goal requires the allocation of resources toward the research of faculty from underrepresented groups, investment in centers that will situate these faculty in supportive intellectual environments, and the recognition of community outreach as a legitimate scholarly activity.

The goal of maintaining this secondary faculty pathway demonstrates the close connection between the six organizational areas that we identify. The active pursuit of a diverse faculty (area #3) is crucial to student acculturation and success (area #5). Meanwhile, successful recruitment and retention of a diverse faculty requires us to rethink the faculty rewards system (area #2), with the goal of enabling both high quality teaching and scholarly work in the community. These synergies are what we mean when we refer to a richly textured culture of inclusion. Creating such a culture requires that we commit simultaneously to a variety of related practices.

- *Given the tightness of resources within the University of Colorado system, which practices deliver the greatest dividend for our investment?*

The goals that we identify in the Executive Summary of the white paper provide a framework for thinking about which practices to prioritize as the university works toward realizing a richly textured culture of inclusion. These nine goals are:

- Educate Adult Learners and Family Units
- Promote Faculty Participation in Pre-Collegiate Programs
- Address the Gap in Arts/Humanities, Education and Public Policy Pre-Collegiate Programs
- Encourage Faculty Mentoring, 1-on-1 Instruction, and Research Partnerships Between Faculty and Students
- Create a Path to Tenure/Promotion for Faculty Who Choose a Teaching Track

- Design Innovative Work/Study/Co-op Programs
- Reward the Scholarship of Engagement
- Coordinate Efforts in the Scholarship of Engagement
- Provide Academic/Professional Support to Faculty from Underrepresented Groups through Centers and Cluster Hiring (*see* Active Pursuit of a Diverse Faculty)

We provide all of the above recommendations knowing full well how relatively easy it is to make suggestions, and how challenging to implement them. At the same time, we provide them in the belief that the value of inclusion is a value that all university employees ought to share. Our hope is that this white paper will serve as a helpful resource for administrators and faculty who are committed to offering all students in the educational system a real pathway to college graduation.

Appendix A: Description of the Crisis of Inclusion in Higher Education Symposium

A. Criteria for a Successful Symposium

The organizers of the Crisis of Inclusion symposium approached the planning of the event with four criteria for success in mind:

- **Scope:** The February 12 event was a follow-up to a debate on Colorado's Amendment 46, held on October 14, 2008, and sponsored jointly by the Center for Public Humanities and the Faculty Assembly Minority Affairs Committee. This time, however, rather than focusing on a single policy issue, the organizers of the Crisis of Inclusion symposium sought to address the variety of challenges related to the core value of inclusion, and to enhance understanding of the local and national situation of a public university, operating in Colorado.
- **University-Wide Planning:** In the lead-up to the symposium, the organizers sought to involve a broad spectrum of leaders from the UCD community, both administrative and faculty. The steering committee consisted of 25 members, with representatives from the Provost's team; from AMC, as well as DDC; from 4 different Colleges on the Downtown campus; from the Admissions office; and from EOP, as well.
- **Community Groups:** A total of 47 external community organizations, government officials, colleges, high schools, and foundations were represented at the symposium. With so many different players involved in addressing the problem of higher education accessibility, the conversation needed to include as many relevant voices as possible. Participants included the Denver Mayor's Office on Education and Children, the Colorado Dept. of Education, the State Higher Education Executive Officers (SHEEO), the Denver Office of Economic Development, the Denver Scholarship Foundation, Padres Unidos, many high schools in the region, all the major universities from the Denver area and the CU system, and many other institutions, as well.
- **Timeliness:** Throughout the discussions leading up to the event, the organizers emphasized two recent developments that had made the symposium especially pressing: the current economic downturn, as it was affecting both the student loan market and the state budget for higher education; and the failure of Amendment 46, which reinforced the need for higher education to be inclusive along lines of race, ethnicity, gender, sexual orientation, and disability.

B. Format of the Symposium

- **Keynote Speaker and Respondent:** Our keynote speaker was Dr. Paul Lingenfelter, President of SHEEO, the national organization for the State Higher Education Executive Officers. Dr. Lingenfelter spoke on the topic of "More Student Success: Why, Who, and How," emphasizing the consequences of failure for American global competitiveness, and the relative lack of access for lower income and minority students. Christine Johnson, Special Assistant to the Provost, responded

to Dr. Lingenfelter's remarks, largely agreeing with the picture he painted and with the policy solutions that he offered.

- **Breakout Sessions:** Following Christine Johnson's response, we held 5 breakout sessions, each one led by a UCD affiliate with experience in the subject area:
 - i. **Admissions: Access and Selectivity in an Urban University** (Dr. Frank Sanchez, Associate Vice Chancellor for Enrollment and Student Engagement)
 - ii. **Undocumented Immigrants and Higher Education** (Dr. Janet Lopez, Director of the P-20 Initiative, and Dr. Rene Galindo, Associate Professor and Coordinator in the School of Education and Human Development)
 - iii. **Teaching Strategies for Student Retention** (Omar Montgomery, Director of Black Student Services)
 - iv. **Recruitment/Retention of Faculty and Graduate Students from Underrepresented Groups** (Dr. Malaika McKee-Culpepper, Postdoctoral Fellow, School of Public Affairs)
 - v. **Action Research and Community Partnerships** (Dr. Tony Robinson, Associate Professor of Political Science)
- **Plenary Session:** The culminating session was led by Allan Wallis, Associate Professor of Public Policy. The purpose was to gather the ideas generated during the breakout sessions and to record them for inclusion in the white paper.

C. Desired Outcomes

- **Dissemination of Reliable Knowledge:** The organizers wanted to expose conference attendees to current research, empirical data, and anecdotal evidence on the issue of higher education accessibility. Dr. Lingenfelter's keynote address was the primary vehicle for achieving this goal.
- **Dialogue:** The organizers wanted to provide a forum for an inspired exchange of ideas on the subject. The breakout sessions were the primary vehicle for achieving this goal.
- **Network for Future Advocacy:** The organizers hoped to establish a network of individuals and organizations committed to addressing the problem, in order to facilitate future action. Toward this end, we collected email addresses of attendees and set up an email distribution list. In addition, we created a blog to continue the dialogue begun at the symposium.
- **Permanent Record:** The organizers designed the symposium so that it would provide the basis for the writing of the white paper, which was envisioned as the culmination of the process.

Appendix B: Contexts for Understanding the Issue: National, Regional, and University-Specific

A. The National Context

In his keynote address at the Crisis of Inclusion Symposium, Dr. Paul Lingenfelter emphasized that from a global perspective the United States is losing its competitive edge. The US now ranks 9th in entry rate to baccalaureate education and 15th in the entry rate to postsecondary education. We are tenth in the world in the percentage of our younger adults, aged 25-34, with an associate's degree or higher, and we are only one of two OECS countries where adults are better educated than the young adult age group (OECD Education at the Glance, 2007).

As the United States slips from its top ranking in many such categories, the population of the country is aging in aggregate. Moreover, the growth of the younger generation derives partly from population increases in communities of color, communities that historically have not had success in our higher education system. Looking ahead to 2050, nearly percent of the population is projected to be between the ages of 45-85 years old. Only 31 percent of the population will be between the ages of 20-44, and a mere 26 percent of the population will be between the ages of 4-19 years of age. The growth rate of the Anglo population will slow over the next 50 years, and the growth rate of African Americans, Asians and Latinos will far exceed Anglo population growth. By 2050 the Anglo population is projected to be near 211 million people, the black population 61 million people, the Latino population 103 million people, and the Asian population nearly 33 million people (Murdock, 2006).

Children in the K-12 education system, who will become the consumers of our higher education system, will look drastically different than anything we might imagine today. While the total Anglo population in schools today is nearly 70 percent, in fifty years the Anglo student population will represent a little less than 45 percent of the total student population. The African American and the Latino student population will account for another 45 percent of the student population in the future. And if population predictions are correct, by 2040 these students of color will represent over 50 percent of the public 4-year-college student population (with Latino students accounting for 44 percent, African Americans representing 8.1 percent and Asians representing slightly over 15 percent of the 4-year-college population) (Murdock, 2006). Currently students of color are over-represented in low socioeconomic status (SES) categories, which are the groups most at risk of not attending 4-year colleges. In fact, lower SES students at every level of academic ability obtain a baccalaureate degree at substantially lower rates than students with higher SES and comparable SAT scores (Carnevale, 2008). This has particularly strong implications for immigrant populations, where currently 1 in every 4 children of an immigrant is low-income (Capps et al. 2005). The primary challenge of all universities will be to significantly increase the degree production rates and to achieve equal rates for students regardless of SES, and race and ethnic background. Nationally this will mean an emphasis not only on the high school pipelines but the community college population, where over 50 percent of students of color begin their transition into a 4-year university. Simply put, higher education must get better at recruiting and retaining a more

economically and ethnically diverse student body because this is who will be transitioning through the pipeline in the not-so-distant future.

B. Colorado & Denver Context

Colorado's demographic changes mirror the national trends. While 10 years ago 20 percent of Colorado's high school graduates were minorities, today nearly 30 percent are minority, and if population projections are correct (and they are typically incorrect in that they are *underestimated*), in 10 years nearly 50 percent of our high school graduates will be students of color. The question remains whether higher education will rise to the challenge of educating a more diverse student body. Currently, Colorado is not doing a particularly good job of educating our entire student population. A phenomenon known as the "Colorado Paradox" refers to the reality that although we are ranked in the top 5 states with a college-educated population, we are also ranked 35th in sending low-income students to college and 48th in sending minority groups on to college.

The problem of lack of access to higher education reflects that many kids are not completing high school in Colorado (in our urban corridors many districts have 50 percent or higher dropout rates) and that we are not doing a good job of transitioning those that are high school graduates on to postsecondary education. In a climate of changing student bodies and diminishing state funds we face many challenges of recruiting and retaining Colorado students.

A statewide picture of the higher education landscape demonstrates that in 2007-2008 just 11.7 percent of undergraduate degrees awarded were earned by underrepresented racial and ethnic minority groups, just 8 percent of all master's degrees, and only 6.2 percent of doctoral degrees. Paralleling those numbers, in 2006 only 10 percent of the new faculty hires at public universities were underrepresented minorities. If public universities in Colorado wish for their own populations to reflect the Colorado state population at large, they will have to commit themselves to increasing the number of underrepresented minorities in the student and also the faculty population.

The need to raise these numbers becomes even more urgent when we consider statistics recently released by the Denver Public School system, where in fall 2008 we recruited over 11 percent of our first-year student population. (In fall 2008, 126 DPS students in a class of 1110 enrolled as first-year students.) Many Denver high schools have higher than 50percent dropout rates, meaning that there is a significant portion of the student population, even beyond high school graduates, who never enroll in college. Among all DPS graduates from 2002-2007, 56 percent were enrolled in college, with Hispanic enrollment rates the lowest at 39 percent, compared to 63 percent of African American students and 71 percent of non-Hispanic White graduates. The low rates of college-going Hispanics is especially disturbing considering that nearly 55 percent of DPS' student body is Hispanic (Buckley, 2009).

Of those DPS students who do continue on to postsecondary education, the graduation rates from college by the end of the sixth year show disparities by ethnicity as well. Among DPS college-going students, non-Hispanic white students persist and obtain degrees at the highest rate, as compared to their Hispanic and African American

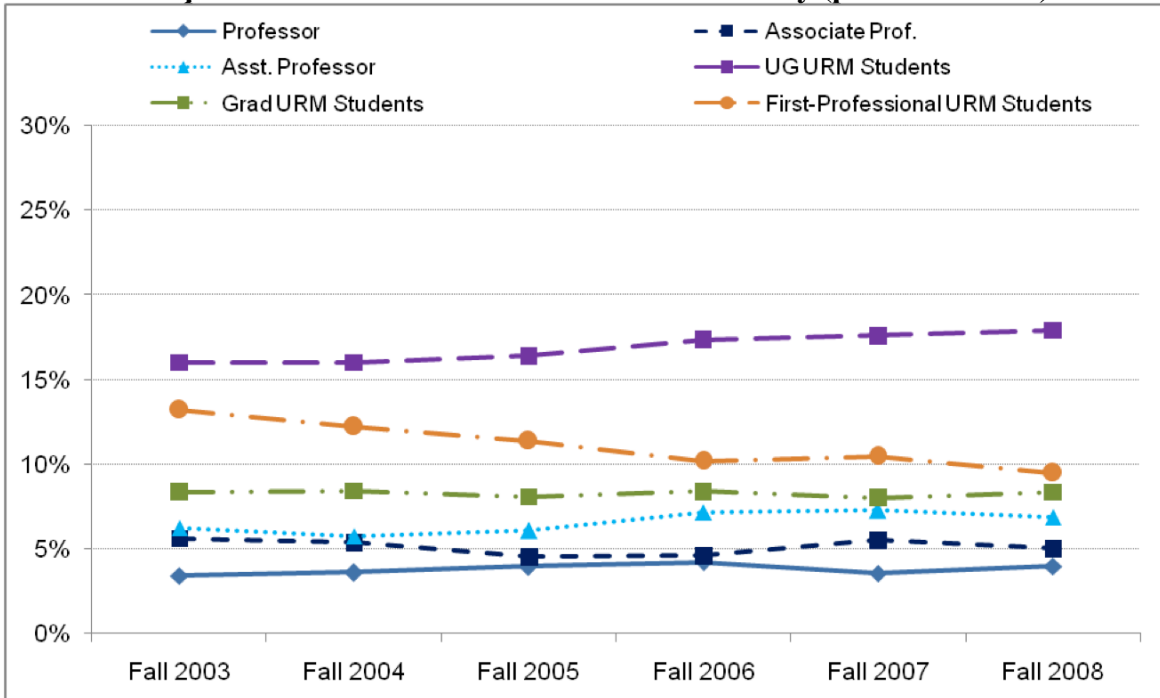
counterparts. And among early college entrants (matriculated within 12 months of graduation) non-Hispanic white students have substantially higher graduation rates than their Hispanic and Black counterparts (Buckley, 2009).

C. The University of Colorado Denver

We conclude this appendix with a lens focusing inward on the UCD campus. The following numbers paint a picture of a university that has made important strides in becoming more accessible to ethnic minorities and lower-income students. At the same time, we need to recognize those areas where we have not fared as well, for instance in the recruitment of faculty from underrepresented groups. Overall these numbers—coupled with the national and regional statistics above, as well as the recommendations offered at the Crisis of Inclusion symposium—help us to frame how we move forward with a logical model for defining inclusiveness on our campus.

- 40 percent of our undergraduate population is first-generation college students and nearly 25 percent of our undergraduate students are Pell-eligible.
- In 2008 nearly 41 percent of first-year students on the downtown campus were ethnic minorities.
- In 2008 28.6 percent of the undergraduate population were students of color; 13.1 percent of the graduate population, and 20.9 percent of the professional student population were students of color. Underrepresented minority students represented 17.9 percent of the total student population and 8.3 percent of the total graduate student population.
- In 2007 22 percent of B.A. degrees were given to students of color, and 11 percent of the graduate degrees. In 2007 14 of the 98 doctoral degrees were awarded to students of color.
- First-year retention rates for students of color have been higher than Non-Hispanic white students since 2001 (except in 2005). These higher retention rates have also resulted in higher graduation rates.
- Pell-recipients have had higher retention rates than our average student body from 2002 to 2006.
- On the downtown campus we have 219 students that utilize disability resources and 22 students who utilize the services on the medical campus. Disabilities include cognitive, learning/ADHD, vision, hearing and physical/systemic illness.
- As of Fall 2008, 13 percent of the number of total regular faculty (including tenured/tenure-track and full-time non-tenure track) were people of color. Of that 13 percent, Asian Americans represented exactly half of the faculty of color. This means that together, American Indians, Latinos, and African Americans constitute less than six percent of our faculty.
- The distribution of underrepresented minority faculty in Fall 2008 points to a shortage of minority full professors: 7 percent of assistant professors, 5 percent of associate professors, and only 4 percent of full professors were underrepresented minorities.
- As the underrepresented minority student body enrollment has grown significantly in the last 5 years, the number of underrepresented minority faculty has not kept pace with the growth of the underrepresented minority student body (see chart below).

University of Colorado Denver
Underrepresented Minorities: Students versus Faculty (percent of total)



Note: Under-represented minority includes African American, American Indian, and Latino.

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