

SECTION I

PART Q POLICY ON AFFIRMATIVE ACTION

1.00 Introduction

The Commission has been directed by the General Assembly to establish an affirmative action policy for the Commission, governing boards, and institutions. Since 1989, the Commission has annually reviewed reports on minority faculty, staff, and student representation in Colorado higher education. The reports conclusively demonstrate that minorities are underrepresented in higher education when compared with their percentages in the state population.

This policy addresses the following issues:

- That CCHE develop and implement an affirmative action policy for higher education that represents a continuous improvement model for institutional success;
- That this model includes multiple indicators of institutional progress;
- That the model provides more flexibility so that each institution, within its role and mission, will have more options for success; and
- That governing boards and institutions support having a variety of precollegiate programs as a budgetary priority in seeking new appropriations for higher education.

This policy reflects the Commission's commitment to increasing diversity. It establishes a continuous improvement model and an adjustment process to be followed for institutions that do not show improvement.

2.00 Statutory Authority

By statute, the Colorado Commission on Higher Education has the responsibility to establish affirmative action policy. The statute (C.R.S. 23-1-108(f)), duties and power of the commission with regard to systemwide planning, reads:

Adopt statewide affirmative action policies for the commission, governing boards and state-supported institutions of higher education. Responsibility for implementation of such policies shall be reserved to the boards.

3.00 Statewide Model for Continuous Improvement

Based upon the annual reports from each institution of public higher education, CCHE staff will generate an annual report for the Colorado public higher education system, that includes the most recent five-year trend data on the percentages and number of minority students, faculty and staff. In March of each year, CCHE will review a five-year trend of the specific information listed in section 4.00. The review will focus on the achievement of continuous improvement. Continuous improvement may be shown in percentage increases or numeric increases of underrepresented groups. It may also be shown in a variety of other forms, which represent best practices that are designed to increase the presence of underrepresented groups.

In addition, CCHE will monitor state demographics to provide background information on population distributions and high school enrollment to present a comparative context for the continuous improvement model.

The annual reports are intended to provide some measures related to the following statewide *Best Practices* for diversity planning.

3.01 Best Practices

- 3.01.01 Each institution will establish a diversity plan, which is both long-term and short-term in character. This plan will contain a leadership statement outlining a vision that is consistent with the institution's role and mission. Institutional plans will also include a timetable for the achievement of progress and mechanisms for the monitoring, accountability, and evaluation of diversity plans. Each institutional plan will include appropriate best practices to increase the enrollment, retention, and graduation of underrepresented minority students. Such plans will also address the hiring, retention and promotion of underrepresented minority faculty and staff. Institutional plans and the timetables for goals achievement will be incorporated into the statewide plan.

- 3.01.02 Each institution will issue an annual report, beginning on January 15, 1999, and repeated on the 15th of January in every following year, on its diversity related achievements. CCHE will issue an annual diversity report in March, which will include five-year trend data as well as a statewide analysis of progress and the continuous implementation of institutional diversity plans. Institutions must respond to the analysis of their plans and the trend data presented in the CCHE report by no later than July 1 of each year.

3.02 Five-Year Review

The Commission will conduct a five-year review in 2003 that will address the following issues:

- 1) Comparison of statewide demographic data including population changes and high school enrollment to evaluate the progress made toward improving enrollment, retention, and graduation rates.
- 2) The calculation of African American, Asian American, Hispanic, and Native American higher educational representation will determine if each group continues to be underserved.

3.03 For institutions not showing improvement:

- 1) In March of each year CCHE will notify those governing boards whose data elements show performance declines in that current year. CCHE will identify student enrollment, retention, and graduation rates, as well as faculty/staff hiring, promotion, and tenure as critical areas for improvement in diversity at institutions of higher education. These areas are interrelated. A lack of progress in any one or a combination of these areas will suffice to trigger an external review. The decision to initiate an external review will remain a prerogative of the Commission.
- 2) CCHE, in cooperation with the governing boards, will establish a performance review process based upon institutional diversity plans, consistent with section 3.01. If necessary, CCHE and the governing boards will intervene with those institutions exhibiting a lack of progress over a two- to three-year period or greater.
- 3) Beginning with the institutional diversity reports submitted in January 1999, whenever an annual institutional diversity report reveals a continuous lack of progress, CCHE will direct the institution so identified to initiate an external review of its diversity plan execution and performance. The governing board will evaluate the report of the external review team and its recommendations to improve institutional performance. The governing board will report to the Commission concerning the action it is taking based upon the report and recommendations suggested by the external review team.

4.00 **Definitions of Data Elements to be Considered in the Annual Report for Each Institution.**

General Report Format for Annual Evaluations and Report

The Commission staff will generate a report for each campus showing the most recent five years of data for each element. The staff will also generate statewide summary reports based upon the data. Minority student data will include Colorado residents only, except for Fort Lewis College where all Native American students will be included. An annual report will be published annually in March to provide information on the achievement of diversity in higher education and will include campus, high school and Colorado population data.

Definitions for Reported Data Elements

STUDENT DATA - All data for this category will be extracted from the CCHE Student Unit Record Data System

- 1.a.) Undergraduate Resident Headcount - Number and percentage of Colorado resident minority students among all enrolled resident undergraduate students excluding extended studies.
- 1.b.) Undergraduate Headcount - Number and percentage of minority students among all enrolled undergraduate students excluding extended studies.
- 2.a.) Graduate Resident Headcount - Number and percentage of Colorado resident minority students among all enrolled resident graduate students excluding extended studies students.
- 2.b.) Graduate Headcount - Number and percentage of minority students among all enrolled graduate students excluding extended studies.

3) **Retention and Graduation Rates**

Retention: The number and percentage of first-time, full-time degree seeking resident minority freshmen entering in a fall term still enrolled full-time at the same institution in the following fall.

Graduation: For first-time, full-time degree seeking resident minority freshmen entering in a fall term, the number and percentage who have graduated from the original institution within six years for colleges and universities and within three years for community colleges.

- 4) **Transfer Students and Degree Recipients** - the number and percentage of resident minority transfer students and degree recipients in following categories:

Certificates
Associate of Arts/Sciences
Associate of Applied Science

Two-year to four-year transfer
Baccalaureate
Master=s
Doctoral
First Professional

FACULTY/STAFF DATA - All data for this category will be reported from the Integrated Postsecondary Education Data System (IPEDS) Fall Staff Survey and the CCHE Supplemental Fall Staff Survey. Note: Faculty data by tenure status will include four-year colleges and universities only; community college faculty will not be reported by rank and tenure.

- 1) **Full-time faculty headcount** - Number and percentage of full-time minority faculty members.
- 2) **Full-time faculty with tenure** - Number and percentage of full-time tenured minority faculty members.
- 3) **Full-time non-tenured faculty on tenure track** - Number and percentage of full-time non-tenured minority faculty members that have the potential of receiving tenure.
- 4) **New hires** - Number and percentage of newly hired minority full-time faculty members in tenured and tenure-track positions.
- 5) **Other staff** - Number and percentage of full-time permanent minority employees in the following categories:

Executive, administrative and managerial
Other professionals
Technical and paraprofessional
Clerical and secretarial
Skilled crafts
Service/maintenance

5.00 Legislative Initiative

CCHE and the Governing Boards of Higher Education will develop a proposal to request state funding for fiscal year 1999-2000 for a variety of precollegiate programs. The purpose of this effort will be to increase higher educational opportunities for disadvantaged students. The proposal will address the following:

- 1) Geographic priorities for new or expanded programs.
- 2) Academic priorities (such as test preparation) for participating students.
- 3) Accountability measures.

4) State funding request.