



DIVERSITY AND MULTICULTURALISM COMMITTEE

JUNE 15, 2010

10:00 AM

**BOARD ROOM
WELLS FARGO PLACE
30 7TH STREET EAST
SAINT PAUL, MN**

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

Committee Chair Duane Benson calls the meeting to order.

- (1) **Minutes of May 19, 2010** (pp. 1-5)
- (2) Diversity and Multiculturalism Division Update
- (3) Access, Opportunity and Success Initiative Update (pp. 6-13)
- (4) Diversity and Multiculturalism Division Annual Performance Report (pp. 14-17)

Members

Duane Benson, Chair
Clarence Hightower, Vice Chair
Christopher Frederick
Thomas Renier
Louise Sundin
Terri Thomas

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
DIVERSITY AND MULTICULTURALISM COMMITTEE
MEETING MINUTES
May 19, 2010**

Diversity and Multiculturalism Committee Members Present: Trustees Duane Benson, Chair; Clarence Hightower, Vice Chair; Christopher Frederick, Thomas Renier

Diversity and Multiculturalism Committee Members Absent: Louise Sundin, Terri Thomas

Other Board Members Present: Trustees Cheryl Dickson, Jacob England, Ruth Grendahl, Scott Thiss, James Van Houten

Leadership Council Members Present: Whitney Harris, Executive Director; Edna Szymanski, President

A meeting of the Diversity and Multiculturalism Committee was held on May 19, 2010, at Wells Fargo Place, 4th Floor Board Room, 30 7th Street East, St. Paul. Chair Benson called the meeting to order at 8:39 a.m.

1. Minutes of the April 20, 2010 Diversity and Multiculturalism Committee

The minutes of the April 20, 2010 meeting were approved as written.

2. Minutes of Joint Meeting: Advancement and Diversity and Multiculturalism Committee

The April 20, 2010 minutes of the joint meeting of the Advancement and Diversity and Multiculturalism Committees were approved as written.

3. Diversity and Multiculturalism Division Update

Trustee Benson called on Dr. Whitney Harris to give the update.

Planning

- The staff of the Diversity and Multiculturalism division completed nine campus meetings/work sessions since the last Board meeting. Most of these sessions were devoted to reviewing the colleges' and universities' Access, Opportunity and Success programs. The division works in collaboration with the Academic and Student Affairs division with those programs, meeting with those in charge of the programs and participating in some of the activities. Recently, Dr. Harris participated in a graduation program for Preparing to Achieve a College

Education (PACE). The PACE program was presented to the committee at the April 2010 meeting.

Evaluation, assessment and accountability

- The Diversity and Multiculturalism division has been analyzing its use of time. This is something that the division does regularly, but it is focusing on this issue in response to the Office of the Legislative Auditor evaluation. This is part of an ongoing effort to improve accountability and determine the best use of resources. The purpose is to look at the four areas of priority and how the staff uses its time to achieve those goals. The results will be reported to the Board in June.
- As suggested by a member of the committee, Dr. Harris has been meeting individually with the presidents on the Leadership Council's Diversity and Multiculturalism Committee to discuss the findings of the OLA report to gain further insights into responses.

Operations

- The division recently offered a session called "Statistics for Diversity Officers." This is consistent with the Board's desire to develop more accountability. In order to do this, diversity officers must develop the skills and tools needed for assessing the outcomes of their programs.
- The division recently launched an online sexual harassment prevention training module. It was developed in-house in cooperation with the Office of General Counsel and the Human Resources division. The module allows employees to access it at any time, and the program provides a record of those completing the training. This is a cost-effective method of providing training to all units of the system.

In response to a question about whether the meetings with the presidents have shed light on the OLA findings that about one third of the presidents gave the division a low ranking in importance, Dr. Harris and Dr. Szymanski both emphasized that most of the presidents believe that Diversity and Multiculturalism division should be kept. Dr. Harris also said that the question was a forced choice and that thus far he has only met with two of the presidents from his committee on this issue. He has been advised to focus on things that campuses cannot provide. Dr. Szymanski added that she thought the fact that the potential cuts needed were so large may have affected how presidents answered the question. Dr. Szymanski said that she did not think that there was a desire to cut diversity, especially given the changing demographics.

Trustee Hightower emphasized that he believed the role of the division in oversight of diversity is vital and central. The numbers show that many more students of color are choosing to be educated in system institutions, and it is important to make sure that campuses are welcoming and inviting and that students not only come to system institutions but graduate from them.

In reference to a conversation in the Finance Committee the previous day, Trustee Hightower requested further information about the \$10.8 million designated for diversity. He asked that Dr. Harris discuss how the system is currently using that money, what flexibility there is in reconsidering those choices, and some alternative possibilities if the system chose to use that money differently. Dr. Harris said this would be addressed at the next meeting.

4. Follow-up to OLA Evaluation of the System Office

Trustee Benson said that a goal is to be able to understand system diversity activities more clearly, both in terms of the finances and in terms of the activities. Dr. Harris said that this meeting's agenda item is an informational piece. Action items will be addressed in June. In the Board documents, Dr. Harris addressed the issue of how to distinguish what this office does and what the campuses do. There is not a clear cut distinction: The division provides technical assistance to campuses, as well as training and other assistance. Many of the campuses rely heavily on the monitoring and technical support from the division. The chart addresses the four areas, and separates the specific role of the Diversity and Multiculturalism division from the role of the campuses. The division's outcome evaluations will be based on the Office of the Chancellor functions. In November, there will be financial information from the campuses based on the new code for diversity-oriented programs.

Trustee Benson said he would like Diversity and Multiculturalism to move further than the OLA, moving toward a cost benefit analysis to decide which activities produce the best return.

5. American Indian Initiative Update

Dr. Harris introduced David Isham, Access and Opportunity Specialist, and asked him to update the Board regarding the American Indian Initiative.

Mr. Isham said that since last fall he has met twice with the National Association of System Heads (NASH) Access to Success task force on Native American Student Success. This group collects information about best practices for Native student access and success in state university systems. Key topics discussed include cultivating relations with Tribal Colleges and Universities, facilitating transfer, and creating welcoming and supportive environments at state university systems. This is a collaborative endeavor, with participation from educational institutions across the nation.

On April 23, Mr. Isham attended the 24th annual Twin Cities American Indian Graduation Banquet. Twenty-three tribal nations were represented. The banquet includes American Indian graduates from the Twin Cities metropolitan area.

Of the 68 graduates honored, about 40 were from system schools. The majority of these graduates were from Normandale Community College, Minneapolis Community and

Technical College and Metropolitan State University. The event was also attended by both Chancellor James McCormick and Dr. Whitney Harris.

Part of the system's outreach to underrepresented populations includes advertisements in student planners for middle school students. Mr. Isham was able to locate three additional schools to participate in the program, nearly tripling the number of American Indian students potentially reached by the program, increasing that number to 976.

Trustee Dickson said that there are private colleges in the state which have good reputations as places for American Indian students to go. She asked if they are doing anything different from what the system is doing. Mr. Isham said that he collaborates and discusses best practices with private colleges, but that many of the things they do cannot be done, or done effectively, by the system as a public institution.

Trustee Benson asked for information about how well the K-12 pipeline is doing for American Indian students. He asked what percentage of children who enter first grade graduate from high school and what percentage go to college. Mr. Isham answered that American Indian students are being lost at an early age. There are complex issues, sometimes survival issues, that he and others are working to find ways to address. He does not have exact figures. Dr. Harris said he would provide the exact figures at a future meeting, but that last time he checked, about 55 percent of those who start first grade finish high school.

In answer to a question, Mr. Isham said that tribal colleges seem to be effective, but they have not been around very long. For those who enter college below the desired skill level, early intervention and the provision of support services have been useful retention techniques.

In answer to a question regarding partnering with tribal leadership to effect change, Dr. Harris said that the Chancellor has been meeting with the Chippewa educational committee on about a quarterly basis. This is a way to give an accounting of the system's work and get programmatic suggestions. Research shows that an important predictor of student success is whether the students find a community on campus.

President Szymanski said that shortly after starting her position, she visited with Chairwoman Vizenor of the White Earth Tribal Nation to ask advice on better reaching tribal members. Chair Vizenor said that most important thing the University could do is create a sense of community. There are now both a Native American Research and Resource Center and a Native American living learning community. The latter allows students coming from rural communities and the reservations to be together in a supportive environment. Many of the campuses work closely with the nearby tribal nations.

In response to Trustee Dickson's concern, the Chancellor said that University of Minnesota Morris gives tuition waivers to Native students. This is mandated by the Minnesota Legislature because of the historical roots of the campus. The Chancellor has

also been meeting with Native faculty. About two years ago the system had about 3,000 Native students. Now there are about 3,600. It is still important to improve the completion rate.

Trustee Hightower said that it is important to address the issue of how to impact the number of students that graduate from high schools, rather than just recruiting from those who do graduate. Dr. Harris cited a couple of system programs that are addressing the issue of cultural competency for teachers that work with Native students.

The meeting adjourned at 9:25 a.m.

Respectfully submitted by Gale Rohde

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Diversity and Multiculturalism **Date of Meeting:** June 15, 2010

Agenda Item: Access, Opportunity and Success Initiative Update

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

The Board of Trustees approved the funding of the Access, Opportunity and Success Initiative to support the recruitment and retention of underrepresented students. The system allocated \$7.4 million per year directly to the colleges and universities, based upon their enrollment and other factors, to encourage innovative approaches and expand proven programs. Another \$3.4 million per year was allocated to set up three Access and Opportunity Centers at the institutions through a competitive process. The other \$200,000 was earmarked each year to develop recruitment materials and system-based diversity activities. Staff is required to conduct assessments and provide periodic updates to the Chancellor and the Board of Trustees.

Scheduled Presenter(s):

Whitney Harris, Executive Director for Diversity and Multiculturalism
Mike López, Associate Vice Chancellor for Student Affairs

Outline of Key Points/Policy Issues:

The periodic updates provide an opportunity for the Board of Trustees to monitor the progress of the initiative and provide appropriate guidance and direction to the Chancellor.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

INFORMATION ITEM

ACCESS, OPPORTUNITY AND SUCCESS INITIATIVE UPDATE

BACKGROUND

The system implemented an Access, Opportunity and Success Initiative to improve recruitment, retention and success of underrepresented students in Fiscal Year 2008.

- For FY 2010, \$11 million was allocated to support the Access, Opportunity and Success Initiative.
 - The system allocated \$7.4 million directly to the colleges and universities, based upon their enrollment and other factors, to encourage innovative approaches and expand proven programs. (See list of campus programs and activities.)
 - Another \$3.4 million was allocated to set up three Access and Opportunity Centers at the institutions through a competitive process.
 - The other \$200,000 was earmarked to develop recruitment materials and system-based diversity activities.
- Enrollment information for the Access, Opportunity and Success Initiative will be provided as a handout at the Board June 2010 meeting.
- Retention information will be provided at a later Board meeting.
- The “Make College Part of your Future” brochure has been translated into eight languages. The brochure is in English, Spanish, Hmong, Somali, French, Russian, Vietnamese, Ojibwe, and Dakota. More than 90 percent of the brochures have been distributed. This campaign has received numerous awards and recognitions.
- The translation of the Web pages has been completed. The same languages as those used for the brochures are used on the Web pages.
- A second phase of the underrepresented media campaign began in May 2010 and will run through August 2010. It consists of:
 - Bus shelter signs
 - Bus and transit signs
 - Ads in diversity newspapers

Access and Opportunity Centers of Excellence

Throughout Minnesota, significantly fewer underrepresented students graduate from high school, attend college, and earn a college degree as compared with peers. The changing demographics of Minnesota's communities and the disparities in the academic performance of students of color and other underrepresented students underscore the need for immediate action. To address this critical shortfall, in 2007, the Minnesota State Colleges and Universities Board of Trustees established three Access and Opportunity Centers of Excellence to improve participation and success in higher education among underrepresented groups. The centers were established through a competitive process among the 32 Minnesota State Colleges and Universities at a cost of \$3.4 million.

Century College and Inver Hills Community College – Access and Opportunity Center of Excellence

The center focuses on 1) rigorous programming and intrusive student services, 2) parental and family engagement, 3) teacher collaboration and professional development, and 4) evaluation, research, and dissemination. Underrepresented students receive age-appropriate programs and services. Programming includes college-preparatory and college-level courses, summer bridge programs, college readiness initiatives, tutoring, mentoring, and enrichment experiences. Family members participate in activities that promote the importance of post-secondary education and help them support their student's success. The center also provides translation services for family members and encourages them to explore their own options for postsecondary education.

Minnesota State Community and Technical College – Minnesota Partnership for College Readiness

The partnership provides outreach services to underrepresented students in grades eight through twelve and their teachers by using interactive technologies to form learning communities. Various activities provide students with strategies to become successful at each grade level in college-preparatory and dual-credit courses. One program, Ready or Not Writing, assists students and their high school teachers in diagnosing students' writing abilities to help ensure they are ready for college-level courses when they graduate from high school. Synchronous online instruction includes video and audio interaction. A contextual math program uses real-world, workplace applications, and lab activities to make math practical and relevant. Plans call for expanding these projects to a broader audience in Minnesota. In addition, a reading readiness program and contextual science program are under development. Summer youth programs in science and technology also are offered by college partners.

St. Cloud State University – Research and Demonstration Center for Educational Access and Opportunity

This project uses proven methods, such as intrusive in-school advising, summer bridge programs, culturally sensitive academic enrichment courses, tutoring, financial aid application support, and mentoring to support goal setting and academic achievement of underrepresented students in grades eight through twelve in the St. Cloud Area School District 742. Students are recruited and assigned to in-school Academic Advising Teams. After their academic skills are assessed relative to college readiness, advisors assist students with career and educational planning. Student progress is monitored by team leaders, student mentors, tutors, and a teacher advisor.

**Minnesota State Colleges and Universities
Access, Opportunity and Success Initiative**

FY 2010 College and University Strategies

Alexandria Technical College- \$104,141

- Enhance outreach activities including Academic Bridge Program
- Early identification and extended orientation program
- Provide intrusive advising
- Increase tutoring and learning support

Anoka Ramsey Community College- \$319,829

- Focus on developmental math
- Early Alert System will identify students at risk
- Establish intrusive advising system
- Provide online tutoring for developmental math students
- Provide Supplemental Instruction in some developmental math courses

Anoka Technical College- \$94,191

- Provide faculty student success advisor for underrepresented students
- Implement Early Alert system
- Initiate First Year Experience course

Central Lakes College- \$181,063

- Advisor assigned to work with schools with large underrepresented student populations
- Retention specialist to provide services to underrepresented students
- Diversity coordinator to provide outreach to new students
- Diversity coordinator to provide advising and support to current students

Century College- \$422,449

- Establish Learning Communities program, primarily for developmental courses
- Enhance Supplemental Instruction program
- Establish Intensive Faculty Advising and Mentoring program pairing students and faculty

Dakota County Technical College- \$124,670

- Focus on underrepresented student athletes
- Provide intrusive advising
- Provide peer tutoring
- Involve faculty in providing academic progress reports

Fond du Lac Tribal and Community College- \$85,632

- Focus on low performing students at risk of academic suspension
- Provide academic skills instruction and workshops
- Intrusive advising and mandatory study sessions
- Use of PLATO web learning network

Hennepin Technical College- \$247,045

- Expand high school outreach efforts with high school advisor liaison
- Implement case management approach for students on academic probation
- Provide College Lab Assistant support for anatomy and physiology students

Inver Hills Community College- \$201,572

- Expand iConnect underrepresented student outreach and recruitment program
- Develop Structured Learning Assistance program for high risk courses
- Expand On Course first-year experience program

Lake Superior College- \$186,690

- Implement professional mentor program
- Expand High School Connections and Summer and Winter College Bridge Program
- Begin underrepresented student ambassador, student worker and peer mentor programs
- Expand First Year Experience program

Minneapolis Community and Technical College- \$465,424

- Enhance Power of YOU retention efforts
- Provide intrusive advising
- Provide additional tutoring support
- Make referrals to community resources for personal concerns

Minnesota State College- Southeast Technical- \$102,194

- Increase faculty participation in Academic Progression Reporting System
- Initiate Boys to Men summer bridge program
- Establish E-mentoring program
- Increase outreach to underrepresented students in Southeast Perkins IV Consortium

Minnesota State Community and Technical College- \$289,337

- Underrepresented student advisors on each campus will provide intrusive advising
- Establish learning communities at Moorhead and Detroit Lakes campuses
- Establish New Start program for academically at risk transfer students

Minnesota West Community and Technical College- \$121,090

- Increase Native American outreach and recruitment efforts
- Enhance Fast Track readiness program for underprepared first generation students
- Increase use of case management approach for students on academic probation

Normandale Community College- \$365,375

- Implement Supplemental Instruction for anatomy and physiology courses
- Expand English for Academic Purposes program and provide tutoring
- Enhance Level Up! summer bridge program
- Increase underrepresented student participation in Academy of Math and Science
- Expand Math Summer Bridge program
- Initiate web-based early warning system for academically at risk students

North Hennepin Community College- \$291,939

- Expand Cornerstones college readiness summer program
- Expand First Year Experience programming
- Increase student participation in Pathways orientation program
- Increase number of learning communities offered

Northeast Higher Education District- \$255,395

Hibbing Community College

- Student Success Coordinator will provide services for underrepresented students
- Increase tutoring services
- Develop early warning/early intervention system
- Develop peer mentoring program

Itasca Community College

- Increase outreach to Native American communities
- Initiate early warning interventions
- Increase advisement and engagement activities
- Coordinate efforts of Multicultural Affairs, Trio, and Counseling departments

Mesabi Range Community and Technical College

- Increase Academic Journey outreach program to high school students
- Expand educational offerings at Bois Forte reservation

Rainy River Community College

- Increase targeted high school and reservation outreach
- Expand use of retention tools including student academic notebook/success program
- Provide mid-term follow-up on academic progress and required interventions

Vermilion Community College

- Expand Vermilion Summer Bridge program
- Expand Overtime Program study group/tutorial sessions
- Expand mentorship program for underrepresented women in nontraditional careers

Northland Community and Technical College- \$171,234

- Expand intrusive advising program
- Initiate Supplemental Instruction program
- Enhance social integration and cultural awareness activities

Northwest Technical College- \$69,006

- Implement College Success Mentoring program
- Initiate Early Alert system for academically at risk students
- Increase services and activities for American Indian students

Pine Technical College- \$42,484

- Focus on underrepresented students in developmental courses
- Initiate early identification and continuing monitoring program
- Provide tutoring and study skills instruction

Ridgewater College- \$175,528

- Increase outreach and recruitment efforts to Latino and Somali communities
- Expand Student Success Program for underrepresented students
- Establish Learning Communities program
- Initiate Summer Bridge program

Riverland Community College- \$149,313

- Expand outreach and recruitment to Hispanic community
- Develop Easy Enrollment program as alternative to traditional process
- Initiate Summer College Prep Academy program for underprepared students
- Expand advising and support services for students on academic probation

Rochester Community and Technical College- \$241,287

- Continue College Transition/Advisor services with Rochester Public Schools
- Enhance intrusive advising services
- Increase use of UCR Learning Center by underrepresented students
- Implement RETAIN program to track performance of underrepresented students

St. Cloud Technical College- \$190,057

- Increase recruitment efforts targeting ABE and GED students
- Expand Summer Bridge program
- Continue intrusive advising program
- Expand Supplemental Instruction for developmental courses

Saint Paul College- \$283,757

- Expand recruitment and retention efforts for Power of YOU
- Expand Early Alert Referral System
- Provide intrusive advising to POY students
- Provide tutoring for students in developmental math courses

South Central College- \$162,816

- Multicultural Advisors will expand outreach and recruitment efforts
- Increase student engagement with the college
- Develop student identification and tracking mechanism

Bemidji State University- \$175,719

- Retention counselors will provide intrusive advising
- Offer First Year Experience course for underrepresented students
- Establish peer tutor/mentor program
- Expand outreach and recruitment efforts in Native American communities

Metropolitan State University- \$241,556

- Hire four faculty to teach "Access" math and writing/composition courses
- Provide workshops for community faculty on teaching underrepresented students
- Build relationships among campus units to facilitate better use of support services

Minnesota State University, Mankato- \$454,507

- Increase recruitment efforts aimed at underrepresented students
- Expand College Access Program to serve more students
- Expand Institutional Diversity English Institute
- Identify and provide academic intervention strategies to academically at risk students
- Continue summer bridge and college preparation programs

Minnesota State University Moorhead- \$239,170

- Target recruitment efforts toward Latino and Native American communities
- Develop Academic Apprenticeship program for underrepresented students
- Develop summer bridge program for underrepresented students
- Establish living and learning community program
- Establish American Indian Resource and Research Center

St. Cloud State University- \$539,489

- Continue recruitment efforts aimed at Latino, Somali and American Indian communities
- Implement STEM careers awareness activities for underrepresented students
- Fully implement learning communities program
- Continue Study Abroad Short-Term Programs for underrepresented students
- Hire a multicultural undergraduate academic advisor
- Continue faculty coordinator for students of color retention position

Southwest Minnesota State University- \$179,065

- Increase recruitment efforts for underrepresented students
- Implement Summer Bridge program
- Establish AOS Living Learning Community

Winona State University- \$249,060

- Continue use of Academic Progression Reporting System
- Develop peer mentoring program
- Continue Summer Bridge Boys to Men program
- Expand diversity recruitment efforts
- Expand academic advising for underrepresented students

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Diversity and Multiculturalism

Date of Meeting: June 15, 2010

Agenda Item: Diversity and Multiculturalism Division Annual Performance Report

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

In response to a recommendation of Minnesota Office of the Legislative Auditor (OLA) that the Board of Trustees exercise more oversight over the system office, each division is required to submit the *Office of the Chancellor Division Performance Reporting Template*.

Scheduled Presenter(s):

Whitney Stewart Harris, Executive Director, Diversity and Multiculturalism

Outline of Key Points/Policy Issues:

Through its committee, each division is to report on its progress in responding to the OLA evaluation.

Background Information:

- The OLA evaluation was requested by the Chancellor and the Board of Trustees Chair and was completed early in 2010.
- One recommendation of the OLA report was that the Board of Trustees should exercise stronger oversight of the system office. This template is designed to assist the Board of Trustees with fulfilling that suggestion.

Office of the Chancellor Performance Report
Diversity and Multiculturalism Division

I. Multi-year Financial and Personnel Data

Cost Category / Financing	2008-09 Biennium		2010-11 Biennium	
	2008 Actual	2009 Actual	2010 Estimate	2011 Projected
Salaries & Benefits	\$446,151	\$515,872	\$564,053	\$563,147
Consulting Contracts	22,709	6,459	28,081	23,000
Other Administrative Costs	177,115	129,527	163,101	127,500
Total Administrative Costs	\$645,976	\$651,859	\$755,235	\$713,647
Less: External Funding	0	0	0	0
General Fund Financed Costs	\$645,976	\$651,859	\$755,235	\$713,647
<u>Distribution of General Fund Activities</u>				
Direct Services to Colleges/Universities	\$352,348	\$415,133	\$453,141	\$428,188
Systemwide Services	293,628	236,726	302,094	285,459
Division Employee FTE	6.0	7.0	6.5	

II. Explain the structural distribution between the functional duties performed by this division and similar activities performed by the colleges and universities.

Office of the Chancellor Functions	Colleges and Universities Functions
Conduct Office for Civil Rights (OCR) campus reviews as required by federal law and policy.	Create OCR Voluntary Compliance Plans to address areas where corrective action is needed.
Monitor the progress of campus compliance plans developed from the Office for Civil Rights reviews.	Implement OCR Voluntary Compliance Plans.
Develop the biennial report that goes to the Department of Education concerning OCR audits.	No action required.
Conduct Policy 1B.1 Nondiscrimination in Employment and Education Opportunity investigations at the Office of the Chancellor.	No action required.
Conduct 1B.1 investigations of senior campus administrators.	Conduct most other 1B.1 investigations, with technical assistance from the Diversity and Multiculturalism division.
Provide technical assistance to campuses in implementing, monitoring and conducting 1B1 investigations.	Conduct most other 1B.1 investigations, with technical assistance from the Diversity and Multiculturalism division.
Monitor the systemwide access, persistence and completion rates of underrepresented students. Note that the Diversity and Multiculturalism division has only indirect influence on these outcomes.	Each institution monitors its own access, persistence and completion rates.

Office of the Chancellor Performance Report Diversity and Multiculturalism Division

Develop systemwide policies related to equal opportunity, affirmative action and compliance.	Colleges and universities are charged with implementing the policies.
Provide technical assistance to campuses in their work to achieve student recruitment, retention and success.	Direct recruitment of students is done by the colleges and universities.
Assist in the implementation of federal, state and board policies related to equal opportunity, affirmative action and compliance.	Colleges and universities are charged with implementing the policies.
Conduct affirmative action, harassment, discrimination and anti-racism training on campuses. Technical assistance is provided to colleges and universities that conduct this training for their campuses.	Campuses with appropriate resources conduct affirmative action, harassment, discrimination and anti-racism training on their campuses.
Research best practices for the recruitment and retention of students and employees from traditionally underrepresented communities and communicate them to campuses.	Colleges and universities implement best practices, as appropriate. Student recruitment is primarily the responsibility of each campus.
Facilitate the systemwide Community Action Diversity Council; and provide technical assistance, best practices and feedback from the Community Action Diversity Council regarding access, opportunity and success for students.	Some campuses establish local diversity councils.
Provide resources and technical assistance for targeting systemwide employee recruitment.	Each campus manages the recruitment and retention of its employees.

III. Cite any recent or planned redistribution of costs or personnel between this division and colleges/universities for this functional area.

The Diversity and Multiculturalism division will continue to shift its focus from direct community outreach to facilitating, providing models and best practices to campuses, and sharing community-based town and gown opportunities with campuses. The division will conclude its direct participation in student recruitment activities. The goal is to eliminate duplication of campus services. However, in collaboration with Academic and Student Affairs, the staff will provide technical assistance to campuses regarding the recruitment, retention and success of all students, especially those from underrepresented groups. In addition, the division, under the direction of the chancellor, will monitor and report on the success of campuses in these areas. This will lead to personnel reassignment and other changes in the division.

IV. Cite performance metrics and major accomplishments from the past year (tie to prior year division/committee work plan, if possible).

Enrollment of male students from spring 2009 to spring 2010 increased by 11.9 percent, from 54,142 to 60,595 students.

Office of the Chancellor Performance Report Diversity and Multiculturalism Division

Enrollment of students of color from spring 2009 to spring 2010 increased by 21.9 percent, from 22,554 to 27,483 students.

With regard to the above increases, it is important to note that while no direct causal relationship can be easily established between the work of the division and the increases, research indicates that many of the campus activities and programs that received support from the Diversity and Multiculturalism division result in increases in recruitment and retention of underrepresented students.

Approximately 100 administrators and staff members completed Investigator (51) and Decisionmaker (49) training.

Completed four U.S. Department Office for Civil Rights campus audits.

In cooperation with the Human Resources division, a new guideline, Searches for Unclassified Vacancies, was approved and published.

Completed professional development sessions for campus diversity officers regarding the use of statistics in the development and assessments of diversity programs that support access, opportunity and success for students and the creation of a diverse innovative workforce.

Completed an online training module for preventing sexual harassment.

V. Identify major division/committee work plan activities planned for upcoming year.

Report and analyze campus spending for diversity-oriented cultural support services.

Conduct four regional best practice seminars focused on the recruitment, retention and success of underrepresented students.

Conduct U.S. Department of Education Office for Civil Rights campus audits during Fiscal Year 2011. In addition, monitor and provide technical assistance to campuses which need corrective action.

Develop an electronic training program on affirmative hiring for campus and Office of the Chancellor search committees.

Work with colleges and universities to assess the effectiveness of the programs and activities supported by the Access, Opportunity and Success Initiative. Technical assistance will be provided for any modifications that are needed.