University of Denver Campus Climate for Students Working Group
Report of Findings and Recommendations
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Introduction

The University of Denver's commitment to embedding inclusive excellence into the fabric of our dynamic learning environment is done with everyone taking shared responsibility and shared ownership through education and training, intentional planning and implementation, assessment, and accountability. The Campus Climate for Students Working Group report focuses on how to improve the students' experience by creating a more welcoming and affirming campus climate for all students with purposeful focus on three subset populations of students (international students, domestic students of color, and LGBTIQ students) whose responses to the most recent campus climate survey suggested the need for focused attention to improving their experience as valued members of our campus community. The following sections will include an explanation of the working group's focus, a brief history of the past 20 years of progress, and recommendations to create a more inclusive campus climate.

Creation and Purpose of the Working Group

The idea of a Campus Climate for Students Working Group was conceived in the fall of 2013 by Dr. Frank Tuitt, Associate Provost for Inclusive Excellence. An important motivating factor was the need to follow-up on the results of campus climate surveys that had been administered at DU, the most recent of which was conducted in the fall of 2012 (http://www.du.edu/cme/resources/campus-climate.html).

While the 2012 survey was administered to faculty, staff and students across campus, an analysis of *student* responses suggested that many students believe that DU is moving in the right direction when it comes to the establishment of an inclusive, welcoming campus climate. In their responses, many students indicated that this was true both in and outside of classroom environments. At the same time, the responses also revealed some troubling perceptions of significant lingering problems in our campus climate. This was especially the case for undergraduate and graduate student respondents from historically underrepresented and marginalized communities, including three subgroups in particular: domestic students of color, international students, and LGBTIQ students.

In general, the goal established for the Campus Climate for Students Working Group was to unpack the quantitative and qualitative results of students' responses to the 2012 survey. A part of the plan included

collaborating with a newly created faculty research team that was assembled to assist the working group by conducting a new research study. The focus of the planned study was to explore, using selected focus groups, the lived experiences of historically underrepresented students at DU.

The working group was charged with coming up with concrete, executable recommendations for advancing inclusive excellence at DU, with particular attention to issues of climate, culture, retention, barriers and opportunities for success for historically underrepresented undergraduate and graduate students at DU.

The Big Picture: Evolution of Diversity and Inclusion Efforts at DU*

Over the last 20 years there has been a steady increase in institutional efforts focused on diversity and inclusion at DU. Dating back to the early 1990s, an Office of Minority Affairs, located in a small house on High Street, near the northwest end of campus, operated support services for students of color on campus. At the same time, the admissions office began efforts to increase the compositional diversity of the student population.

In 2001, when Dr. Robert Coombe was appointed as provost, the Office of Minority Affairs (renamed Office of Multicultural Affairs) moved to a new, larger facility on University Blvd, near the northeast corner of the campus. The position of Director of the newly named Office of Multicultural Affairs was elevated to the level of Associate Provost. Dr. Sallye McKee was the first person hired under this new title. New staff positions were created and the scope of responsibility of the office was expanded to include responsibility for overseeing and supporting diversity and inclusion efforts for the whole campus.

In 2002, under the leadership of Dr. Jesus Treviño, the name of the Office of Multicultural Affairs (OMA) was changed to the "Center for Multicultural Excellence (CME)," to reflect a different philosophy and perspective regarding campus diversity. Specifically, the change represented a movement away from the deficit model, which conceptualizes diversity as a problem involving disadvantaged, under-prepared, and culturally deprived people, to an asset-based validation model that conceptualizes diversity as an asset involving talented and gifted individuals who contribute to the very teaching, learning, service, and research mission of the University. In addition, CME began to work with students, staff, faculty, administrators, and alumni using a more inclusive definition of diversity, which includes race/ethnicity, gender identity and expression, religion, sexual orientation, disability, nationality, age, and other salient social dimensions. And in 2002, the first Diversity Summit was presented on campus, drawing participants from on campus and throughout the region in what has now become an annual, high-level conference exploring innovative practices in diversity and inclusion in higher education.

In 2006, the Center for Multicultural Excellence initiated a campaign to introduce the concept and practice of Inclusive Excellence at DU. The concept was unveiled at the 2006 Diversity Summit by Dr. Alma Clayton-Pedersen, then Vice-President for Institutional Renewal with the Association of American Colleges and Universities (AAC&U). The AAC&U concept of Inclusive Excellence was adopted in an effort to move the University of Denver away from a simplistic definition of diversity to a more inclusive, comprehensive, and omnipresent notion of diversity that transfers the responsibility for diversity on the campus to everyone, (i.e.,

administrators, faculty, staff, and students) as opposed to one unit or department shouldering the work of diversity. Inclusive Excellence in practice, also sought to shift the concept of diversity from a numerical representation (numbers only) of diverse faculty, staff, and students to transforming the institution into a vibrant community that embeds diversity throughout the institution in multiple areas including (but not limited to) demographics (numbers), curriculum, policies, pedagogy, financial resources, leadership, hiring, student learning, marketing, technology, teaching, student advising, and much more.[i]

In 2005 Dr. Coombe was appointed to Chancellor. In 2007, during his Convocation address, Chancellor Coombe affirmed the University's commitment to Inclusive Excellence when he stated, "DU will be a university where diversity, inclusion and excellence mold leaders for a changing America." This theme was expanded upon in a new University of Denver Diversity Statement, which in part stated:

> The University of Denver community is strongly committed to the pursuit of excellence by including and integrating individuals who represent different groups as defined by race, ethnicity, gender, sexual orientation, socioeconomic background, age, disability, national origin and religion. The University's commitment to diversity in particular requires that we attract members of historically under-represented racial and ethnic groups. To create a rich academic, intellectual and cultural environment for everyone, our concern must extend beyond representation to genuine participation.

In 2011, Chancellor Coombe formed an Inclusive Excellence Advisory Group (chaired by Interim Associate Provost Jim Moran), which was charged with developing an Inclusive Excellence Strategic Plan for the University. The advisory group used the University's Diversity Statement to form the basis of their strategic plan, which prioritized four major areas for strategic action, one of which was "creating a supportive climate for diversity."

Understanding that making progress in these four goals would depend on the "commitment of the central administration to using its power and influence to advance change" the IE advisory group recommended that that the scope of responsibilities and authority for the Associate Provost for Inclusive Excellence be formulated to include collaborative work across areas such as admissions, human resources, faculty development, marketing and communication, academic deans, curricula, and institutional advancement in an effort to enhance diversity across the institution. In completing their work, the advisory group acknowledged that their report was "Stage One" in that it described "many of the goals, objectives, and suggested action steps but did not provide detailed guidelines for implementation of the actions." For this plan to come alive, there was an acknowledgment that the University would need to develop a "Stage Two" that would address implementation.

In 2012, Dr. Frank Tuitt was appointed as the Associate Provost for Inclusive Excellence, with the understanding that under his leadership the Center for Multicultural Excellence would play a major role in the University's effort to implement the IE strategic plan. Shortly after Dr. Tuitt's arrival and in alignment with the University of Denver's Inclusive Excellence Strategic Plan, CME adopted a number of goals that prioritized an

increase in compositional diversity across all sectors of the university, the imbedding of principles of Inclusive Excellence within the fabric of the learning environment, an external focus on the realization of inclusively focused, "public good" engagement with external constituencies, and a focused effort to "sustain a supportive, challenging, welcoming and inclusive **climate** where all members are respected and their contributions valued." In addition to the above goals, several changes were made in the organizational structure of CME to ensure that its activities were in alignment with 2011 IE Strategic Plan Goals, and the office has continued to work with the administration to move to the next, important step of focused implementation.

This brief historical sketch demonstrates the fact of an expanding commitment to diversity and inclusion at the University over the last 20 years, including an understanding that the building of a diverse campus community requires attention to both numbers (compositional diversity) *and* institutional climate. However, the current working group, as well as the working groups on the Status of Women and Status of People of Color, were formed with a clear concern, based on quantitative and qualitative survey data, that the issue of institutional climate is highly complex. While there has been progress, the survey results demonstrate that the University has a long way to go to reach its goal of building a campus culture that is truly welcoming and inclusive. And since the University exists primarily to serve students, it is especially important that we do everything we can to ensure that all students experience the University as a place where they are welcomed, respected, and valued for their contributions to the University community. The efforts of the current Campus Climate for Students Working Group were directed at coming up with recommendations to assist DU in its continuing commitment to making that goal a reality.

*Major parts of this history are drawn from the website of the University of Denver Center for Multicultural Excellence (http://www.du.edu/cme/about/history.html)

Working Group Membership

Molly Hooker, Arthur Jones and Niki Latino were invited to serve as co-chairs of the Campus Climate for Students Working Group, and the following staff, faculty and student members comprised the final working group, in response to invitations from Dr. Tuitt and the co-chairs:í
Douglas Allen (Daniels College of Business: Globalization)
Frédérique Chevillot (Arts, Humanities and Social Sciences: Languages and Literature)
Katie Fredrick (Sturm College of Law: Student Affairs)
Alejandro García Fernandez (Undergraduate Student Representative: On-Campus Senator and Diversity Committee Chair, Undergraduate Student Government)
David Gowdey (Office of Internationalization)
Jennifer Hoffman (Natural Sciences and Mathematics: Physics and Astronomy)
Gina Johnson (Institutional Research and Analysis)
Devin Joshi (Korbel School of International Studies)
Johnny Kim (Graduate School of Social Work)
Pilyoung Kim (Arts, Humanities and Social Sciences: Psychology)

Fernand Lubuguin (Graduate School of Professional Psychology)
Linda Olson (Learning Communities and Civic Engagement)
Tracey Peters, (Center for Multicultural Excellence)
Michael Shay (Veteran Services)
Billy Stratton (Arts, Humanities and Social Sciences: English)
Vanessa Teck (Graduate Student Representative: Director of Inclusive Excellence, Graduate Student Government)
Frank Tuitt (Associate Provost for Inclusive Excellence), Ex-officio

Recruitment of Fourth Working Group Co-Chair

As the group's work progressed to data gathering, Gina Johnson, Executive Director of the DU Office of Institutional Research and Analysis, was invited to serve as a fourth co-chair of the working group. She was already an active member of the group.

Faculty Research Team

Four faculty members comprise the research team to examine the lived experiences of historically underrepresented students at DU. For a variety of reasons, including some technical glitches in the review process of the Institutional Review Board, the research group was significantly delayed in organizing and conducting their planned focus groups. As a result, our working group proceeded to pursue alternative data gathering strategies aimed at meeting our charge. Those alternative data gathering strategies are summarized below.

The research group will present the results of their research to the DU community in a separate report, upon completion of data collection and analysis. The group includes the following DU faculty members:

Patton Garriott (Morgridge College of Education)
Judy Kiyama (Morgridge College of Education)
Lisa Martinez (Arts, Humanities and Social Sciences)
Sam Museus (Morgridge College of Education)

Overlap With Other Campus Climate Working Groups

The work of the Campus Climate for Students Working Group complements two other working groups on campus, whose preliminary reports of findings and recommendations have recently been completed: The Working Group on the Status of Women, and the Working Group on the Status of Faculty and Staff of Color (http://portfolio.du.edu/statusstudies). As the university engages in a comprehensive strategic planning process, the findings and recommendations from the studies conducted by all three working groups are intended to be considered together in the creation of executable recommendations aimed at advancing the goals of access, diversity and inclusivity at DU.

**Summary of Data Gathering Efforts**

This group's original charge was to spend the 2013-2014 academic year working to develop institutional recommendations based on the student feedback from the 2012 Campus Climate Survey as well as additional newly collected qualitative student data gathered through focus groups from the research team. As noted above, unforeseen delays in the work of the research team resulted in a refocusing of the current working group's data gathering plan. A decision was made to gather a variety of information on factors that contribute to an affirming campus climate for students. The information was gathered through learning about current practices employed in different areas across campus that could further inform institutional recommendations. Additionally, the working group reviewed student compositional diversity data at DU over the last ten years, to give context to the campus climate issues currently being examined.

Compositional Diversity Data

To begin its consideration of campus climate related to diversity, the working group reviewed compositional diversity data for the University. The group acknowledged that increasing compositional diversity is necessary but not sufficient to develop a climate of inclusion. Provided below is a brief visual summary of the data reviewed by the group. While data are included for all campus constituents, this summary focuses on student data. U.S. Census data were compared to DU data for purposes of viewing the differences between the campus and populations of Colorado and of the United States, since the majority of students come from outside of the state. Peer data were also provided to allow for comparison with universities that substantial numbers of prospective DU students also consider when selecting where to enroll.
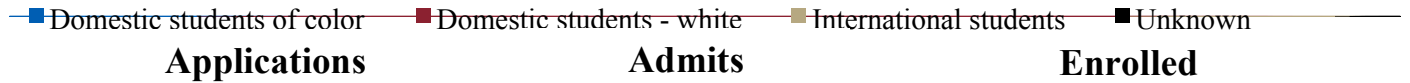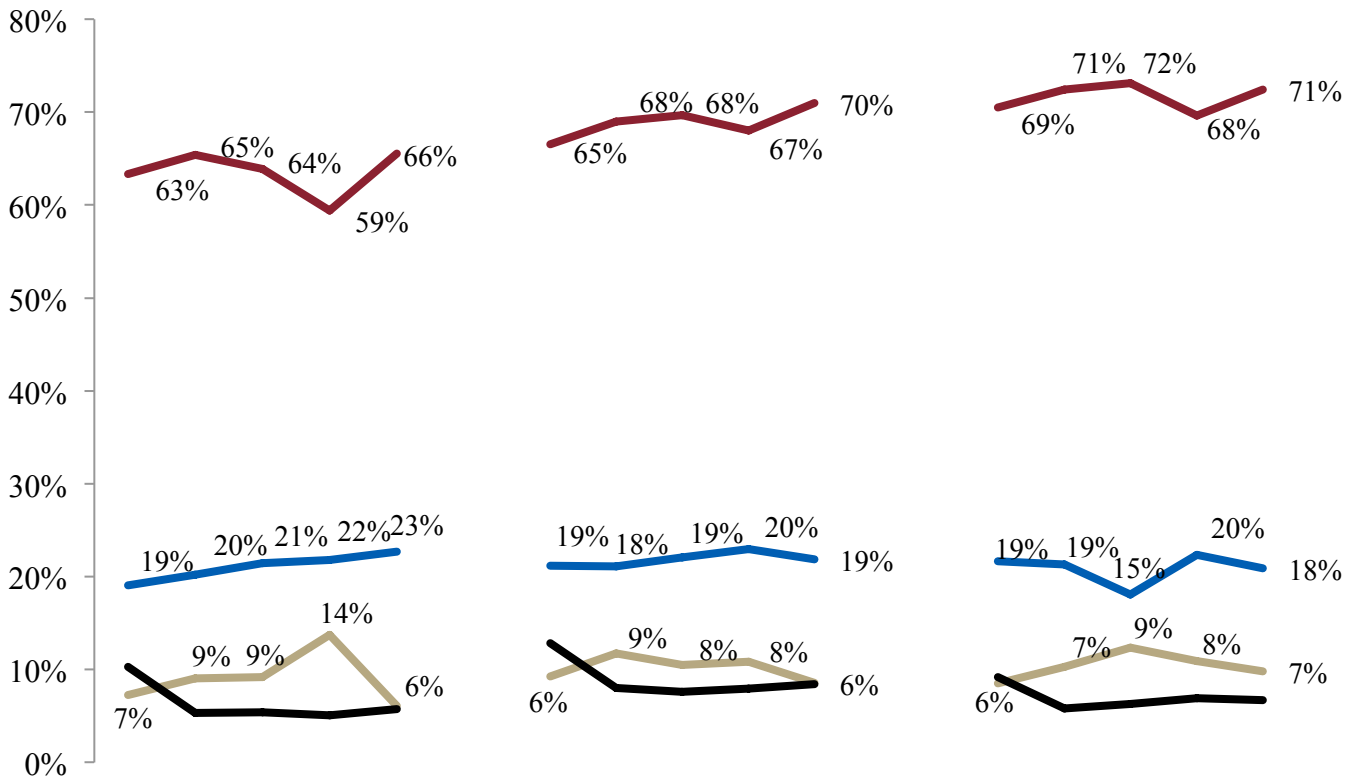
Percent of Persons of Color as Portion of Total DU Population by Constituent Category
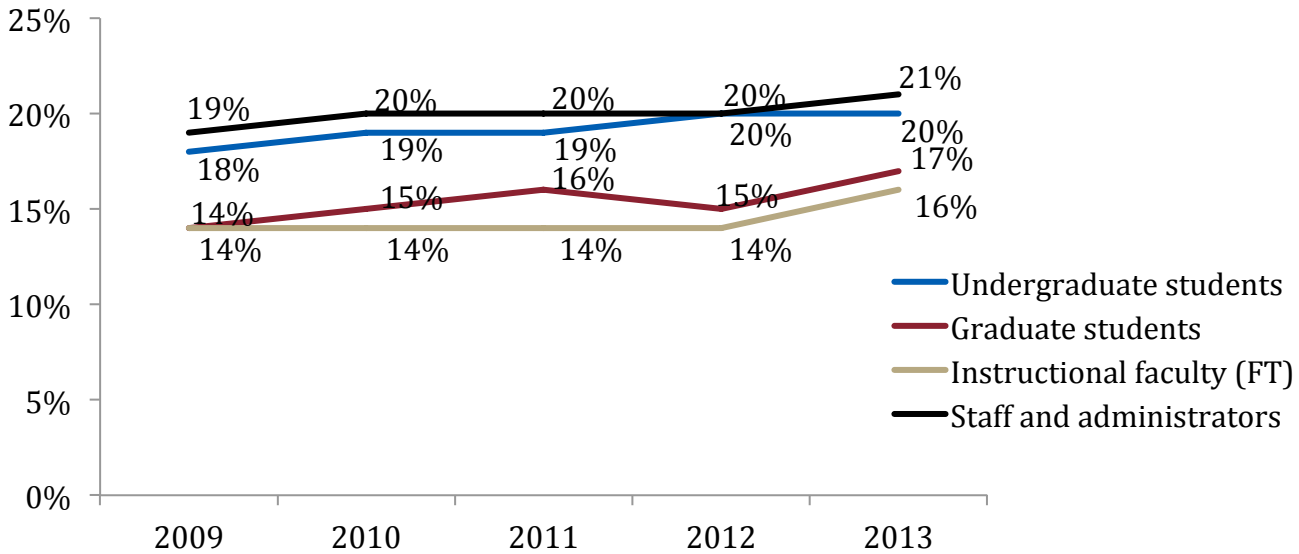
Data from DU Institutional Research & Analysis

Traditional Undergraduate Admission Funnel 2009-2013

Domestic students of color — Domestic students - white — International students — Unknown

| Applications | Admits | Enrolled |

Data from DU institutional Research & Analysis

Percent of Domestic Undergraduate Enrollment by Race and Ethnicity, 2009-2013

	2009	2010	2011	2012	2013	*2012 Census* CO	U.S.
American Indian or Alaska Native	1	1	1	1	1	2	1
Asian	5	5	5	5	5	3	5
Black or African American	3	4	3	4	3	4	13
Hispanic or Latino	9	9	10	10	10	21	17
Native Hawaiian or Other Pacific Islander	0.1	0.1	0.1	0.1	0.1	0.2	0.2
Two or More Races	2	3	3	4	4	3	2
White	79	78	78	78	78	70	63

Data from DU Institutional Research & Analysis

Percent of Domestic Graduate Enrollment by Race and Ethnicity, 2009-2013

	2009	2010	2011	2012	2013	*2012 Census* CO	U.S.
American Indian or Alaska Native	1	1	1	1	1	2	1
Asian	4	4	4	3	3	3	5
Black or African American	4	4	4	4	4	4	13
Hispanic or Latino	8	7	7	8	9	21	17
Native Hawaiian or Other Pacific Islander	0.1	0.1	0.1	0.1	0.1	0.2	0.2
Two or More Races	1	1	2	2	3	3	2
White	82	82	82	82	80	70	63

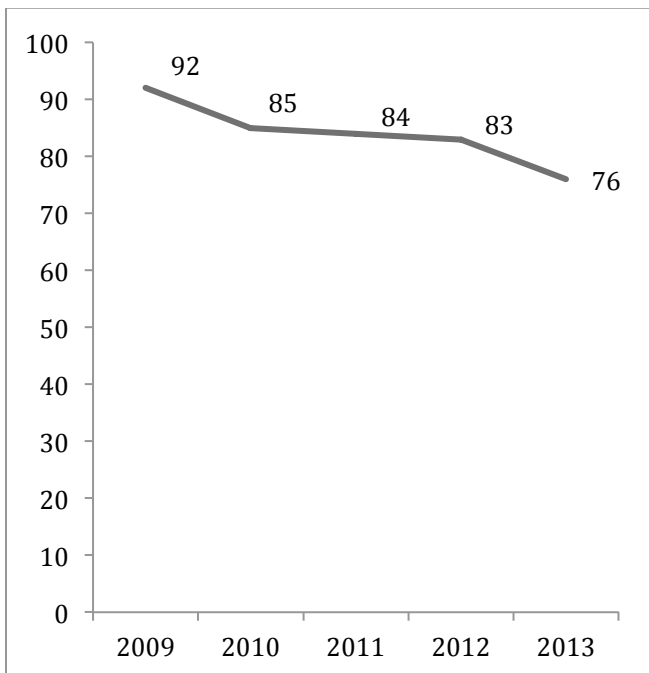Data from DU Institutional Research & Analysis

It is clear from the comparison to U.S. Census data that the University's compositional diversity is not reflective of the compositional diversity of either the state of Colorado or the United States as a whole. In general, DU has more white students in its population than does Colorado or the U.S. and it has fewer Latino students than does the U.S., and particularly Colorado. This difference is more pronounced in the graduate student population than with the undergraduate students. Population projections indicate that the populations of persons of color will increase in the state and nation, particularly the population of persons identifying as Latino.

Percent of Student Enrollment by Race and Ethnicity, Including International Status 2009-2013**

	2009	2010	2011	2012	2013
Undergraduate Students					
Domestic students of color	18	19	19	19	20
Domestic students – white	68	68	68	68	68
International students	6	7	9	9	9
Unknown	8	5	4	4	3
Graduate Students					
Domestic students of color	14	15	16	15	17
Domestic students – white	64	68	69	70	68
International students	7	8	9	10	11
Unknown	14	7	5	4	4

Data from DU Institutional Research & Analysis

Number of Countries Represented by International Students, 2009-2013

2013 Top 10 Countries by number of students

China
Canada
Saudi Arabia
India
Norway
Mexico (tie)
South Korea (tie)
United Kingdom
Iran
Taiwan

Data from DU Institutional Research & Analysis **Note: for these data, international and undeclared race/ethnicity are not included in order to accurately compare to Census Data. Therefore the percentage of white

students will not match the percentage in other graphs because only domestic students are included in these calculations.

DU and Peer Percent of Student Population by Race/Ethnicity Category and International Status, 2009-2013
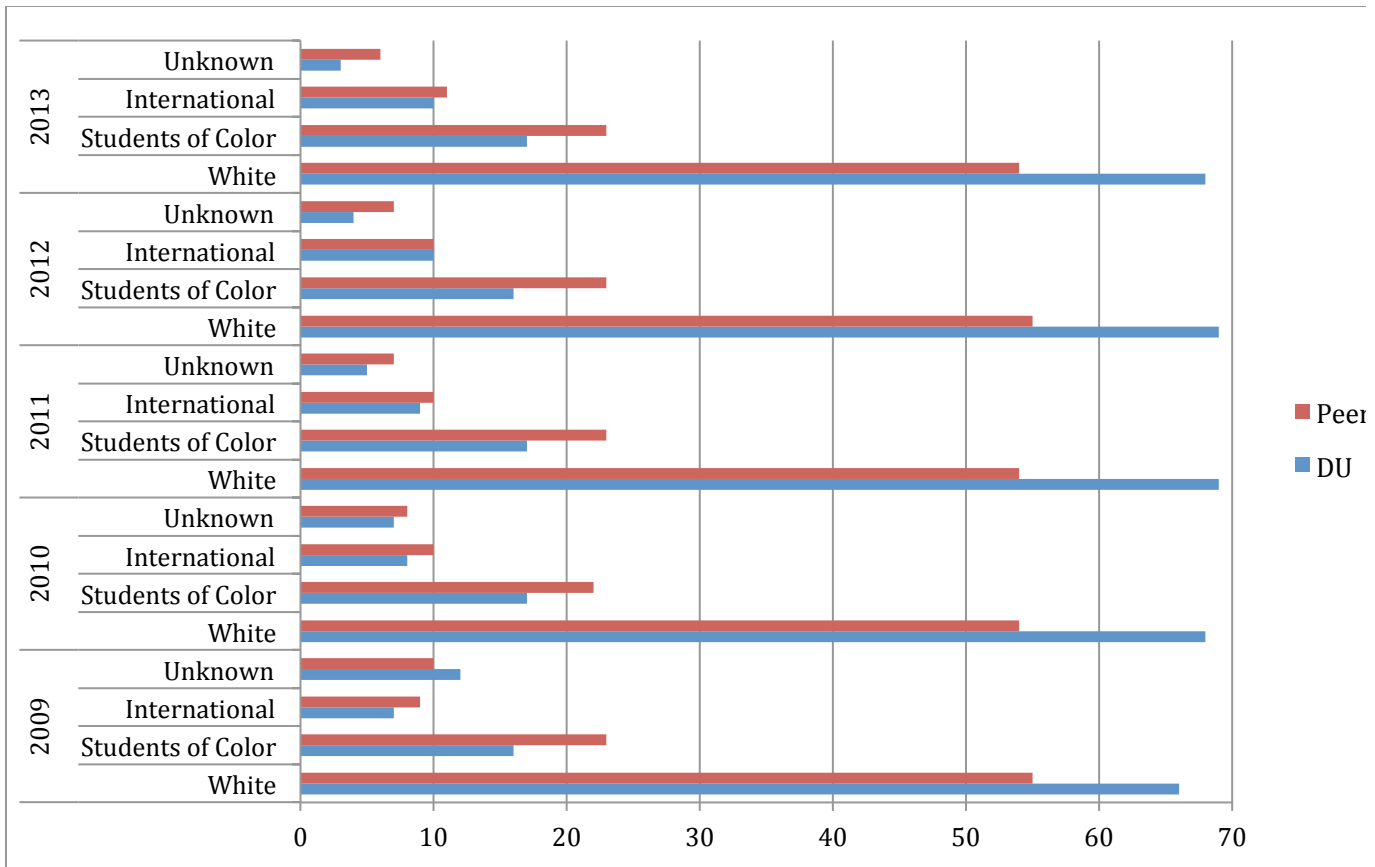
Data from IPEDS Data Center, National Center for Education Statistics

Peer comparison data on race/ethnicity and international status includes the following peer institutions:

- American University
- Boston University
- Colorado College
- George Washington University
- Gonzaga University
- Santa Clara University
- Southern Methodist University
- Syracuse University
- University of Miami
- University of Puget Sound
- University of San Diego
- University of Southern California

When compared to a group of peer institutions, DU shows higher percentages of white students and students with unknown race/ethnicity. At the same time, DU shows lower percentages of international students and domestic students of color.

Currently there is a lack of longitudinal data on sexual orientation and other areas of compositional diversity. This is because the University does not currently have a structure in place by which to collect these data from all members of the community. While these demographics are collected as part of climate surveys conducted by DU, they are not captured at the point of application as race/ethnicity and international status are. Therefore it was not possible to provide similar data on other areas of diversity at this time.

Working Group Methodology

Beginning in the winter of 2014, the working group gathered additional data in two different ways: first, the working group invited staff and faculty from within the group and outside of the group to participate on panels; and, second, the working group facilitated four campus conversations that were attended by staff and faculty who work intensely with our students. In addition, graduate students who have supplemental jobs on campus also attended these conversations. The results of both the panel and campus conversations can be found in the recommendation section. The following provides more detail about the process and content focus for both the panels and the conversations.

Panel Presentations

Faculty and staff throughout campus who work with both undergraduate and graduate students participated on the panels and addressed the following questions:

- What are the messages that you are hearing in terms of students' experiences with the campus climate?
- Describe some strategies that you are currently using to address the climate.
- What does student success look like?
- Based on your experience, what do you see as potential opportunities that could inform recommendations for institutional strategies to more systemically transform the climate for our students?

Themed Focus Groups With Staff Support Personnel

The working group employed the Strengths, Opportunities, Aspirations, and Results (S.O.A.R.) strategic planning framework to facilitate four campus

conversations. The first three conversations focused on one of the following identities: international students, LGBTIQ students, and domestic students of color. The fourth, and final, conversation focused on all three populations. The S.O.A.R. framework centers the conversation on what the organization is doing right that can be built upon to continue to improve. A central component of this framework is to understand the whole by including the voices of all stakeholders. This process is action oriented, attentive to results, and centers on innovation for planning and implementation (Stavros & Hinrichs, 2009)***.

Participants were given an index card to write their personal answers to the questions below. They engaged in a larger group discussion to share their ideas. Each card was collected to ensure that all voices were heard.

Questions:

- Describe what you think are the current strengths of the University in creating a welcoming and affirming campus climate for_____ students. (Strengths)
- What are _____students asking for? (Opportunities)
- What do we care deeply about in terms of our _____students experience with the campus climate? (Aspirations)
- How will we know we are succeeding in improving the campus climate for our _____ students? (Results)

After all four campus conversations were complete, the session notes and individual notecards were reviewed for themes. This theming was completed both by one of the co-chairs and a small group of graduate students employed by the Center for Multicultural Excellence. The resulting themes were used as a source of data for the recommendations listed in this report.

***Stavros, J., and Hinrichs, G. (2009). The Thin Book of SOAR: Building Strength-Based Strategy

Conclusions and Recommendations

At the outset of this project, this working group committed itself to the task of coming up with a set of recommendations that could be forwarded to the University to be translated into implementation strategies. In formulating recommendations, it was understood that compositional diversity and students' experience of institutional climate are interconnected. In other words, there needs to be a critical mass of underrepresented

student populations on campus, *and* an institutional climate that welcomes and values those students.

The following recommendations emerged from both the panel presentations and the campus conversations. There are five recommendation categories for both undergraduate and graduate students. The first three categories have both overarching and identity specific recommendations to demonstrate the macro and micro nature of a more welcoming and affirming campus climate. The final two are inherently both macro and micro, which is why there are only overarching categories.

1. *Academic Recommendations*
   Overarching Recommendations
   - Embed diversity and inclusiveness into the curriculum that includes cultural competence and universal design for learning.
   - Every student should graduate from the University with skills that will equip them for working in a pluralistic world.
   - Develop a reputation as a university with scholars and thinkers who are competent with theory, research, and practice connected to issues of access, diversity, and inclusion.
   - Intentional teaching in an inclusive manner
   - Explore expanding non-English language options taught in the curriculum to: (1) permit a wider range of languages to fulfill the language proficiency requirements; and, (2) to expand the number of languages taught in the curriculum.

   Specific Recommendations
   - Opportunities to improve English language skills in classroom situations.
   - De-stigmatize and expand the ways in which writing, editing, and citation tutoring assistance are currently offered, particularly for international students.
   - De-stigmatize and expand the ways in which tutoring and academic support are currently offered.
   - Queer studies major or minor program (undergraduate) or cognate (graduate).
   - Ethnic studies major or minor program (undergraduate) or cognate (graduate).

2. *Physical Environment*
   Overarching Recommendations
   - Representation of portraits, artifacts, and symbols that represent the diverse identities, backgrounds, and experiences of students attending the University.
   - Expand housing options on campus to include ELC and ECA students, students with families, and graduate students.

   Specific Recommendations

- Hang flags that represent the various countries that students represent somewhere prominent on campus.
- Offices that support international students, students of color, and LGTBIQ students should have a more prominent location in the student center which would provide both better access and collaboration across centers.
- Separate from support offices, have designated facilities where students from various affinity groups can gather informally.
- Include support offices including CME, ISSS, DSP, etc. on campus tours.
- Increased availability of gender neutral bathrooms on campus including the residence halls.

3. *Policies and Procedures*
   Overarching Recommendations
   - Implement the *Biased Incident Response Team* and reporting system. This campus-wide team would allow campus community members to report an incidence of possible bias and ensure that a follow-up of the report will occur.
   - Review admission applications, University policies, and practices to determine where improvement needs to be made with regard to access to these areas and feeling welcomed.
   - Purposefully raise endowment funds to provide more scholarships and assistantships for students.
   - Ensure that espoused inclusive excellence values during recruitment are part of the practice in each department, with accountability controls included.
   - Commit to and provide avenues for broader student representation, beyond official student government leaders, to participate on campus committees.
   - Commit to and provide avenues for more hourly staff, who are often underrepresented, to participate and have voice in policies and climate focused committees of the University.
   - Commit to a more participatory democratic process in the selection of participants for informal and formal University committees. In addition, commit to an increase in opportunities for open, voluntary dialogues.
   - Explore opportunities for preferred names to be on ID card, email address, class rosters, etc.
   - Comprehensive audit of policies and procedures to: (1) create more inclusive policies and procedures; (2) develop a shared understanding of the policies and procedures; and, (3) fairly and consistently enforce policies and procedures.
   - Explore how to create a more centralized structure of support for navigating the various bureaucratic structures.

   Specific Recommendations
   - Evaluate our data collection process, including what is captured on the application and what can be updated and changed over time. What is legally required and what is University specific?

- Intentional recruitment to increase the number of countries represented by international students, with targeted scholarships.
- Intentional recruitment of the student body to more accurately represent the ever evolving multicultural and global society.
- Acknowledge and review the composition of the applicants, admits, and enrolled students in the admission pipeline to develop solutions for diversifying the student population to better reflect the diversity of Colorado and the US population.
- Continue and expand the practice of universal design (i.e., provide information in multiple modes to reach diverse learning styles).

4. *Training and Education*
   Overarching Recommendations
   - All students, staff, administrators, faculty, and trustees should engage in a themed training each year to develop skills, tools, and increased knowledge in inclusive excellence at the personal, interpersonal, and climate levels. Topic ideas include but are not limited to unconscious bias, micro-aggressions, cultural competence, intercultural awareness, and universal design..
   - Administrators, staff, and faculty who have experience in engaging students in conversations to help them find a sense of belonging could have a decal that demonstrates this openness so that students know who they can engage in these types of conversations.
   - Training and education for awareness in the classroom to ensure that students are not invisible or hyper-visible.
   - Communicate widely the ways in which all of these efforts ultimately benefit the entire University, and not just students from underrepresented groups.

5. *Partnerships and Collaboration*
   Overarching Recommendations
   - Dedicate staff, faculty, and administrators to oversee bodies such as the Green Light Initiative (which brings offices on campus together to streamline services and messaging for students) and the I.E. Collective (an open, campus-wide collaborative group consisting of various students, staff, and faculty members dedicated to IE efforts) to give more authority and voice to these committees. These are campus partners coming together to enhance the overall student experience.
   - Promote collaborations among domestic and international inclusive excellence events/programs across campus and implement specific plans to integrate domestic students/faculty/staff to the events.

When the Campus Climate for Students Working Group was first convened in the fall of 2013, there was unanimous agreement among the working group members that it was essential that the work of the group should conclude with a set of recommendations that would be handed off to

someone in the University who would be accountable for implementation. Virtually all of the members of the working group have had past experiences of working on committees and task forces at the University whose contributions were acknowledged and honored, but whose actual recommendations were not advanced to an implementation phase. And as noted in the summary of the laudable diversity and inclusion efforts that have been forged at the University over the last 20 years, the next step in the process needs to be focused on the development of accountable systems of implementation, building on the wisdom that has been drawn from so much good work on campus.

The Campus Climate for Students Working Group is therefore pleased with the publicly visible, action-oriented, multi-step strategic planning process being driven by the Chancellor's office, with the clear aim of substantive institutional transformation, with principles of inclusive excellence at the center of the process. It was in this context that we pushed to complete this report on the timetable advertised for the submission of recommendations to the four Phase One task forces (Equity, Diversity and Inclusive Excellence; Student Access and Support; Professional Development for Faculty and Staff; and Expanding Sustainability on Campus), which have been charged with the translation of recommendations from the various working groups into implementable action items for the next stage in the strategic planning process. Accordingly, this report is being shared with the Chancellor's office for appropriate distribution to those task forces, who are preparing their final, executable recommendations.