

## DIVERSITY, EQUITY, AND INCLUSION THREE YEAR STRATEGIC FRAMEWORK

2020 - 2023



Pedro Romero painted this mural, *Los Seis de Boulder*, on the wall of the United Mexican American Student Organization (UMAS), at the University of Colorado Boulder. It commemorates *Los Seis* who were killed in two car bombings in Boulder, CO in 1974. It is believed they were killed because of their activism in addressing racial issues including access to education, employment, and healthcare. This mural is now on display at the Pueblo Community College Orman campus. It is part of the *El Movimiento* exhibit, documenting the Chicano Rights Movement of Colorado.

**Pueblo Community College** has developed this three year Strategic Framework to advance the important work of Diversity, Equity, and Inclusion within all aspects of the institution. PCC is responding to the Urgent Call to Action set forth by the Colorado Commission on Higher Education (CCHE). CCHE established a statewide credential attainment goal of 66% of the Colorado adult population by the year 2025.

[Colorado Rises Master Plan of the Colorado Department of Higher Education](#) (Click to view)

Since Colorado has the second largest equity gap in the nation regarding postsecondary credential attainment, it is critical to institutionalize Diversity, Equity, and Inclusion in Higher Education. The Strategic Framework provides a pathway for continuous advancement. The NERCHE Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education has been utilized to develop this document. The New England Resource Center for Higher Education (NERCHE) is located at the College of Education and Human Development at the University of Massachusetts in Boston. According to the rubric, there are three stages of development: 1) Emerging, 2) Developing, and 3) Transforming. PCC is at the first level, where “a campus is beginning to recognize diversity, inclusion and equity as strategic priorities and is building a campus-wide constituency for the effort.”

As an Emerging institution, our initial goals address fundamental components to establish a foundation for growth.

## GOALS

- I. Increase knowledge and awareness of diversity, equity, and inclusion.
- II. Build capacity for faculty involvement and leadership in diversity, equity, and inclusion initiatives.
- III. Increase student engagement and awareness in diversity, equity, and inclusion.
- IV. Build capacity for institutional support and administrative leadership in diversity, equity, and inclusion.

**COVID19.** Due to the pandemic, there were disruptions to normal campus operations when this framework was developed. As we recover, there will be additional changes to modes of operation, staffing, and funding, which could impact the Strategic Framework. As a result, any revisions to this framework will be submitted to the Office of the Associate Vice Chancellor for Student Affairs, Equity, and Inclusion for the Colorado Community College System.

**GOAL 1: Increase knowledge and awareness of diversity, equity, and inclusion (DEI).**

Strategies/Methods	Outcomes	Responsible Parties	Resources	Timeframe
<b>1.1</b> Develop campus-wide definitions for Diversity, Equity, and Inclusion.	Universally accepted definitions are used in all aspects of operation on campus.	DEI Committee	<ul style="list-style-type: none"> <li>CDHE Equity Toolkit</li> </ul>	Fall 2020
<b>1.2</b> Email distribution of a DEI Quarterly Newsletter.	Increase knowledge and awareness of DEI concepts, initiatives, and resources.	IDEA Committee	<ul style="list-style-type: none"> <li>Various web resources</li> <li>CCCS E&amp;I Council</li> </ul>	Fall 2020 and ongoing
<b>1.3</b> Ensure that DEI is formally and purposefully tied to important high profile efforts on campus.	DEI initiatives are linked to grant writing efforts, HCL accreditation, and Program accreditations.	<ul style="list-style-type: none"> <li>Grant writer</li> <li>Institutional accreditation teams</li> <li>Academic Departments</li> </ul>	DEI Committee can address this with institutional entities.	Spring 2021 and ongoing
<b>1.4</b> Develop a DEI website page which will include, but is not limited to, the following. <ul style="list-style-type: none"> <li>Statement of PCC's commitment to DEI</li> <li>The Strategic Framework &amp; Goals</li> <li>PCC's DEI Definitions</li> <li>Highlights of IDEA Committee Events</li> <li>Links to Student Organization and/or Affinity Group pages</li> <li>DEI Resources for Students and Instructors</li> <li>Highlights DEI initiatives</li> </ul>	This will be a communication tool to vastly increase awareness of numerous DEI initiatives taking place. It provides greater visibility and encourages discussion and engagement.	<ul style="list-style-type: none"> <li>DEI Committee</li> <li>Marketing Department</li> </ul>	<ul style="list-style-type: none"> <li>Marketing Department</li> <li>Grant Writer</li> <li>CDHE Equity Toolkit</li> <li>NERCHE Rubric</li> </ul>	Spring 2021 and ongoing

<b>1.5</b> Provide a compilation of DEI events, trainings, and resources for students, staff, and faculty to increase their knowledge and awareness.	<ul style="list-style-type: none"> <li>The campus community will utilize these resources for projects and goal setting for personal and institutional development.</li> </ul>	<ul style="list-style-type: none"> <li>IDEA Committee</li> <li>DEI Committee</li> </ul>	<ul style="list-style-type: none"> <li>CCCS E&amp;I Council</li> <li>CDHE Equity Toolkit</li> <li>Office of Educational Equity</li> </ul>	Spring 2021 and ongoing
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**GOAL 2: Build capacity for faculty involvement and leadership in diversity, equity, and inclusion initiatives.**

Strategies/Methods	Outcomes	Responsible Parties	Resources	Timeframe
<b>2.1</b> DEI activities will be marketed and participation will be highly encouraged by Academic Deans and Senior Administration (e.g. Equity Toolkit, Educational Equity Day of Dialogue, and Excellence Through Equity Minded Teaching Symposium).	There will be an increase in exposure to DEI concepts and principles, with some faculty involvement and support.	<ul style="list-style-type: none"> <li>Academic Deans</li> <li>Faculty Members</li> <li>IDEA Committee</li> </ul>	<ul style="list-style-type: none"> <li>CDHE Equity Toolkit</li> <li>CCCS E&amp;I Council; Equity University</li> <li>CDHE Office of Educational Equity</li> <li>Marketing Department</li> </ul>	Spring 2021 and ongoing
<b>2.2</b> Explore funding options to support faculty capacity to perform sustainable DEI related work.	Funding incentivizes faculty engagement in DEI activities and Professional Development. Funding could be, but not limited to, grants, course releases, and budget allocations.	<ul style="list-style-type: none"> <li>CCCS E&amp;I Council representative</li> <li>Senior Leadership</li> </ul>	<ul style="list-style-type: none"> <li>CCCS E&amp;I Council; Funding Subcommittee</li> <li>Grant writer</li> </ul>	Spring 2021 and ongoing
<b>2.3</b> The Faculty Evaluation Committee will review evaluation processes that incorporate DEI principles. The Committee will discuss proposed revisions with Faculty Council for review and consideration.	Formal evaluation processes that address DEI practices highly incentivize DEI work and expand DEI knowledge and awareness.	<ul style="list-style-type: none"> <li>Faculty Evaluation Committee</li> <li>Faculty Council</li> <li>DEI Committee</li> </ul>	<ul style="list-style-type: none"> <li>CDHE Equity Toolkit</li> <li>NERCHE Rubric</li> <li>CDHE Office of Educational Equity</li> <li>CCCS E&amp;I Council</li> </ul>	Fall 2022
<b>2.4</b> PCC Faculty participating in a new statewide Teaching and Learning Collaborative led by CU Boulder will request that trainings and activities include DEI content.	PCC Faculty will develop the knowledge to be DEI faculty leaders at PCC.	<ul style="list-style-type: none"> <li>Faculty Council</li> <li>Individual Faculty members interested in participating.</li> </ul>	<ul style="list-style-type: none"> <li>Center for Teaching and Learning at CU Boulder</li> </ul>	Spring 2021 and ongoing

**GOAL 3: Increase student engagement in diversity, equity, and inclusion.**

Strategies/Methods	Outcomes	Responsible Parties	Resources	Timeframe
<b>3.1</b> Showcase college opportunities and resources which support student success as lifelong learners on the IDEA website and other sources of information.	<ul style="list-style-type: none"> <li>Improved access to resources will increase utilization, thereby improving student completion and retention rates.</li> </ul>	<ul style="list-style-type: none"> <li>IDEA Committee</li> </ul>	<ul style="list-style-type: none"> <li>CCCS Equity University</li> <li>CCCS E&amp;I Council</li> <li>GlobalMindED</li> </ul>	Spring 2022 and ongoing
<b>3.2</b> Conduct a <i>Compassion Campaign</i> to acknowledge intersectional identities and inclusive values of the Pueblo Community College community.	<ul style="list-style-type: none"> <li>Create awareness of campus entities where students can engage to develop leadership skills for advocacy and change (e.g. student organizations).</li> </ul>	<ul style="list-style-type: none"> <li>IDEA Committee</li> <li>Student Government</li> <li>Dean of Students</li> </ul>		Fall 2021
<b>3.2</b> Explore opportunities across the institution for students to: 1) develop expertise through DEI co-curricular activities, and 2) advance DEI initiatives through extracurricular activities.	<ul style="list-style-type: none"> <li>Students can articulate why DEI knowledge and experience are essential to their education and future work.</li> <li>DEI activities are organized by Student Organizations.</li> </ul>	<ul style="list-style-type: none"> <li>IDEA Committee</li> <li>Student Government</li> <li>Student Organizations</li> <li>DEI Committee</li> <li>Dean of Students</li> </ul>	<ul style="list-style-type: none"> <li>AAA 109 Team</li> <li>CDHE Equity Toolkit</li> </ul>	Initiate Spring 2022. Ongoing. Activities included in annual report.

**GOAL 4: Build capacity for administrative leadership and institutional support in diversity, equity, and inclusion.**

Strategies/Methods	Outcomes	Responsible Parties	Resources	Timeframe
<b>4.1</b> Research funding options to support DEI initiatives.	<ul style="list-style-type: none"> <li>Ensure that grant proposals have a DEI funded initiative whenever possible.</li> <li>DEI funding will be explored for sustainability by PCC Leadership.</li> </ul>	<ul style="list-style-type: none"> <li>Grant Writer</li> <li>PCC Leadership Team</li> <li>Academic Divisions</li> </ul>	<ul style="list-style-type: none"> <li>DEI Committee</li> <li>CCCS E&amp;I Council</li> <li>DOL Grant Announcement website</li> </ul>	Spring 2021. Ongoing.

<b>4.2</b> DEI trainings are being reviewed and will be adopted by PCC as required Professional Development for all employees.	All employees will gain a greater understanding of DEI. This includes how DEI principles and values impact student success in the classroom and their careers, how DEI work impacts economic development, and how it builds engaged citizenship.	<ul style="list-style-type: none"> <li>• Chief HR Officer</li> <li>• College Departments</li> </ul>	<ul style="list-style-type: none"> <li>• CCCS HR Office</li> <li>• PCC Leadership Team</li> </ul>	Fall 2021
<b>4.3</b> The following survey processes will be reviewed to ensure data is collected, evaluated, and reported annually with an equity lens. 1) The survey of new employees and their supervisors. 2) Employee exit survey.	<ul style="list-style-type: none"> <li>• Utilizing survey data, HR will review job descriptions and minimum qualifications for implicit biases and accessibility.</li> <li>• Job descriptions and minimum qualifications will be reviewed for accuracy.</li> <li>• Top reasons why candidates apply to PCC will be identified.</li> <li>• Data will be obtained to determine if DEI issues were factors for employees leaving.</li> </ul>	<ul style="list-style-type: none"> <li>• Chief HR Officer</li> <li>• HR Selection Manager</li> </ul>	<ul style="list-style-type: none"> <li>• PCC employees and supervisors</li> </ul>	Spring 2021 and ongoing
<b>4.4</b> Evaluate recruitment strategies and selection procedures with an equity lens.	<ul style="list-style-type: none"> <li>• Ongoing analysis of applicant and hiring data will identify areas for improvement.</li> <li>• Effective measures are in place to attract diverse, highly qualified candidates for all employment opportunities.</li> <li>• A comprehensive implicit bias component will be incorporated into the training of Hiring Committees.</li> </ul>	<ul style="list-style-type: none"> <li>• Chief HR Officer</li> <li>• DEI Committee</li> <li>• PCC Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• DEI Committee</li> <li>• CCC Vice Chancellor for DEI</li> <li>• CDHE Office of Educational Equity</li> <li>• CCCS HR Office</li> </ul>	Spring 2021
<b>4.5</b> Incorporate DEI training into the Onboarding Process of new employees.	<ul style="list-style-type: none"> <li>• This sets a cultural tone of acceptance, inclusion, and respect at the beginning of an employ's tenure.</li> </ul>	<ul style="list-style-type: none"> <li>• Chief HR Officer</li> <li>• HR Selection Manager</li> <li>• DEI Committee</li> <li>• PCC Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Implicit Bias Assessments</li> <li>• CCCS HR Office</li> </ul>	
<b>4.6</b> Develop a Native American Land Acknowledgement Statement.	The statement will be read at college-sanctioned events to acknowledge the cultural history of the communities PCC serves. This is important to build inclusive community relations in the present and future.	<ul style="list-style-type: none"> <li>• PCC Leadership Team</li> <li>• IDEA Committee</li> <li>• DEI Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Existing Statements from other institutions of higher education and the Colorado Department of Higher Education.</li> <li>• CCCS E&amp;I Council</li> </ul>	Spring 2021

<b>4.7</b> A report will be submitted to PCC Leadership at the end of each spring term, indicating progress or barriers related to this document.	This strategy provides a pathway for continuous, consistent growth.	DEI Committee	<ul style="list-style-type: none"> <li>• Institutional Research Office (IR)</li> <li>• NERCHE Rubric</li> <li>• CCCS E&amp;I Council</li> </ul>	Spring 2021 and every spring thereafter.
<b>4.8</b> Prior Learning Assessment (PLA) processes and procedures will be assessed and streamlined so that it is easier to access and navigate for students and staff.	PCC leadership will work with the CCCS PLA Team to increase accessibility. Prior Learning Assessment will be leveraged to increase degree and certificate attainment.	<ul style="list-style-type: none"> <li>• All Academic Departments</li> <li>• PCC PLA Committee</li> </ul>	<ul style="list-style-type: none"> <li>• CDHE</li> <li>• CCCS PLA Team</li> <li>• PCC Institutional Effectiveness Team</li> </ul>	Fall 2021 and ongoing
<b>4.9</b> Conduct an audit of all PCC Policies and Procedures to ensure all are aligned with anti-racist, equitable practices.	This measure ensures that policies are the foundation for cultural, sustainable change.	<ul style="list-style-type: none"> <li>• PCC Leadership Team</li> <li>• DEI Committee</li> </ul>	<ul style="list-style-type: none"> <li>• CDHE's Equity Toolkit</li> <li>• USC Center for Urban Education's <a href="#">Protocol for Assessing Equity-Mindedness in State Policy</a></li> </ul>	Starting in 2021 and rotating in 3 year cycles
<b>4.10</b> PCC's institutional goals are aligned with CCCS's goals. All are aligned with CDHE's Master Plan, in accordance with SB 17-297.	By meeting quantifiable goals to close the achievement gaps in CO, PCC plays an active role in addressing this disparity.	President and Cabinet		Annually
<b>4.11</b> College reports will contain disaggregated data, particularly those associated with student success performance indicators.	Quantifiable data will be used to identify barriers and implement targeted strategies at the institution, program, and course levels. Constructs will include: <ul style="list-style-type: none"> <li>• Race/Ethnicity</li> <li>• Gender</li> <li>• Pell Eligibility</li> <li>• Full Time/Part Time Status</li> <li>• Student Type               <ul style="list-style-type: none"> <li>○ New First Time Anywhere</li> <li>○ Continuing Readmit</li> <li>○ Transfer</li> <li>○ High School</li> <li>○ Other</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• College Departments including Academic Departments Student Support Services</li> <li>• Grant Administrators</li> <li>• Student Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• IR Office</li> <li>• CDHE statistics</li> <li>• CCCS Student Affairs</li> <li>• LINK Success Coaches</li> <li>• Title V Grants</li> <li>• COSI Grants, especially Community Partner Program Grants</li> <li>• TRIO Student Support Services</li> </ul>	Spring 2021 and ongoing