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May 19, 2005

Dear President Likins and Provost Davis,

The Diversity Coalition would like to acknowledge your leadership in developing an environment where diversity is discussed and promoted throughout the campus. We appreciate the opportunity to partner with you to identify issues that demand attention and to help with the development and implementation of systemic changes that will help address these issues today and in the future. We are hopeful that transformation is underway, but understand that implementing diversity initiatives is an arduous challenge.

We have prepared this report as an overview of the strides made, the challenges that remain and the priorities that must be addressed. We ask that you continue to encourage the implementation of the Diversity Action Plan by all members of the campus community. We also ask that accountability measures be put in place that will make diversity part of the evaluation process across positions on campus. We would like to emphasize the importance of implementing one Diversity Action Plan recommendation in particular, *the development of plans by vice presidents and deans to increase diversity in their units*.

Diversity is essential to excellence; it must be woven into the fabric of the institution. Perhaps the most important yet elusive goal of the Diversity Coalition is to increase the representation of minorities and women among students, faculty and staff. To that end, we ask that you and your administration make diversity efforts, hires and retention top campus priorities.

Another very important goal is the continuous development of a safe and enriching environment for all who study and work here. We believe that diversity awareness and sensitivity are important first steps. During the 2005-2006 academic year, a broad campus effort will be initiated by the Diversity Coalition to develop an environment that is safe and enriching. We ask that you join us in enlisting the campus community to implement diversity initiatives for the 2005-2006 academic year. The Diversity Committee will report the progress of these initiatives as part of the next Diversity Action Plan report.

We look forward to maintaining our partnership and continuing to work with you to effect systemic change on this campus.

Respectfully,

UA Diversity Coalition



The University of Arizona
Diversity Action Plan Progress Report
Summary Year One
Diversity Coalition

May 19, 2005

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The University of Arizona
Diversity Action Plan Progress Report
Diversity Coalition
Summary Year One

Introduction

We are fortunate that a number of different groups have worked to advance the diversity agenda described in this document. Accomplishments to date could not have been achieved without their commitment and many years of hard work.

This report constitutes the Diversity Coalition's assessment of progress made on the University of Arizona's (UA) Diversity Action Plan for the academic year 2003-2004. The Diversity Action Plan, created by the Diversity Coalition, delineates specific goals and action steps, and identifies the key UA administrators responsible for oversight and implementation of each item. In April 2003, the President's Cabinet reviewed the Diversity Action Plan and identified short-term and long-term priorities. Deans and vice presidents met with the Diversity Coalition during 2003-2004 to report their progress in implementing the Diversity Action Plan priorities.

In the spring of 2004, the President and the Provost asked the vice presidents to summarize their progress. We examined those responses, looking for actions initiated as a result of the Cabinet priorities. While there are some signs of new initiatives in selected parts of the campus, we conclude that there has not been enough time for substantial change to occur as a result of the Diversity Action Plan. One notable example is the Cluster Hiring Initiative that was introduced by a conference in fall 2003; we recognize that such activities take time to plan, implement and institutionalize. We expect to receive a more complete report on cluster hires in the coming year. Campus progress on the Diversity Action Plan

Recommendations under the auspices of Vice Presidents will be available online at <http://diversity.arizona.edu> in May. It will include a compendium of the Vice President's responses, a comparison of the reported results with the Diversity Action Plan, and the action steps prioritized by the Cabinet. We hope that the initial steps taken are the beginning of changes that will be institutionalized and will withstand challenges of time, ideology and resources.

While we have not made as much progress as we would like in diversifying our university community, there is increased recognition on campus that diversity is essential for institutional excellence and long-term success. Our university community is increasingly engaged in discussing the need to address diversity and is developing the creative approaches necessary to increase the diversity of all who work and learn here. Clearly, there is evidence that transformation is under way. For example, we note significant increases in the diversity of the President's Cabinet. Of the 20 Cabinet members, seven are women and five are ethnic minorities. Of the 18 deans, five are women and three are ethnic minorities (See Appendices 1-2, Employee Profile Administrators, Professionals, and Classified Staff, and Table 1 University of Arizona Employee Profile).

We are also pleased that the President and Provost are requiring greater accountability with regard to increasing the University's diversity. Through this process we have observed that some administrators are more advanced than others in their understanding and implementation of the mechanisms and structural changes required to advance diversity, and there remain many challenges to furthering the diversity agenda.

Progress to Date

- The President and Provost have worked in partnership with the Diversity Coalition to have continuous dialogue and assessments of diversity efforts
- UAdiscusses...Diversity, a day devoted to exploring diversity, engaged many faculty, staff, students, and community leaders in conversations about critical issues of diversity. Plans are underway for the second annual event
- A more sophisticated, thoughtful and deliberate approach to conducting searches at all levels has been adopted, but requires broader implementation
- Publication of *The Guide to Successful Searches*, and the proposal developed by the Deans' Diversity Subcommittee *The Recruitment and Retention of a Diverse Faculty* are further evidence of institutional mechanisms developed to increase diversity
These documents may be found at:
http://www.hr.arizona.edu/01_rec/searches/searchguide.php
<http://diversity.arizona.edu/pdf/DiverseFacultyReport.pdf>
- The Millennium Project Oversight Committee, including the Diverse, Fair, and Hospitable Environment Task Forces, continue to monitor and advocate for progress on the recommendations of the Millennium Report, and the Diversity Action Plan
These activities are summarized in the MROC progress report, available at:
<http://diversity.arizona.edu/pdf/summarymill.pdf>
- Six community Diversity Advisory Councils were established to provide communication with the University President:
 - African American Advisory Council
 - American Indian Advisory Council
 - Asian Pacific Islander Advisory Council
 - Disability Advisory Council
 - Hispanic Advisory Council
 - LGBT Advisory Council

Diversity Coalition Priorities

At the end of 2004, the Diversity Coalition developed the following set of Diversity Action Plan priorities:

Students

(Appendices 3-4 Student Enrollment Profiles)
(Table 3-4 Enrollment Profile- Undergraduate and Graduate Student Total)

- Expand early outreach efforts for both students and parents
- Develop a marketing plan to reach populations such as minorities, first generation and low socio-economic status students who may not have easy access to higher education information
- Provide timely information regarding changes in tuition and admissions requirements
- Increase outreach efforts to community colleges
- Increase college programs that retain underrepresented students and expand mentoring
- Develop “Best Practices in Student Recruitment and Retention” handbooks for each college

The number of students registered with Disability Resource Center may be found in Table 2 - Active Students* 2001-2005

Faculty

(Appendices 5-6 Faculty Profile by Rank Fall 1999 and Fall 2004)
(Table 1 Employee Profile)

- Expand education and training on strategies required to increase the diversity of applicant pools, finalists and hires
- Increase accountability for recruitment of diverse faculty
- Increase relationship recruiting
- Use networks proficient in the identification of minority candidates
- Create a Provost-level team to help colleges attract underrepresented scholars
- Gather annual faculty recruitment and retention data and make it publicly available
- Institutionalize exit and pulse interviews
- Implement salary and workload equity protocols to include annual review, continuous monitoring and remediation of identified inequities
- Identify and implement ways to support junior faculty
- Continue to support efforts leading to implementation of domestic partner benefits

Staff

(Appendices 1- 2)
(Table 1 Employee Profile)

- Continue to support the work of MPAC in addressing the many campus climate concerns identified in the UA Millennium Project Phase II study
- Collect independent data on climate in each campus unit and hold managers accountable for improving climate as necessary
- Review search processes and develop recommendations for increasing diversity of applicant pools
- Increase the rigor of the recruitment and search process to include accountability for diversity goals
- Review leadership programs for participation rates and outcomes

Climate

- Expand conflict resolution training and the Ombuds Program
- Establish performance review guidelines to evaluate administrators' (VPs, Deans, and Heads) contributions to diversity
- Identify ways to increase respect among all groups
- Work toward a campus climate that is inclusive and values each member of the campus community
- Recommend that during the next year, each college and unit sponsor or assist with implementation of a program designed to develop cultural competency on campus
- Require a plan from each dean and VP for creating and maintaining a climate inclusive of diversity within their colleges and units
- Report the results of college/unit efforts in the next Diversity Action Plan Report

Call to Action

While progress has been made in advancing the University's overall diversity goals, we must also acknowledge that this progress has been uneven. It is vital that all units and offices of the University acknowledge the importance of diversity goals for themselves and establish their own agendas for how goals will be met. If diversity is essential to excellence, as the University leadership has said on many public occasions, then it cannot be a separate focus for our work; rather, it is a general orientation that should be imbedded in everything we do. Diversity should inform our relations with students, the development of curriculum and programs, the hiring of faculty and staff, the criteria we use to evaluate exceptional performance, and all other aspects of our responsibility. We acknowledge that there is much good will throughout the University. However, the ways to go about acting on it are less well-understood.

The Diversity Coalition asks the President and Provost to challenge each college and campus unit to develop action plans that support the coalition's aforementioned priorities related to students, faculty, staff and climate. The Coalition also asks that the efforts of units and organizations who are actively engaged in developing and implementing diversity initiatives be acknowledged by the President and the Provost. The next Diversity Action Plan progress report will incorporate these activities, projects and the outcomes.

Appendix 1

Employee Profile Administrators, Professionals, and Classified Staff Fall 1999 and Fall 2004

Race/Ethnicity¹

Administrators

There was a decrease in the total number of administrators from 155 to 153 (-2).

There were increases in each of the following groups: African American (6 to 7), American Indian (1 to 2), Asian American (3 to 6) and Hispanic (11 to 14).

There was a decrease in the number of white administrators (133 to 120).

Professionals

There was an increase in the total number of professionals from 1,999 to 2,531 (+532).

There were increases in all groups: African American (49 to 71), American Indian (28 to 37), Asian American (100 to 141), Hispanic (122 to 190), and white (1,395 to 1,681).

There was an increase in the total percentage of minority professionals from 15.1% in 1999 to 17.3% in 2004.

Classified Staff

There was an increase in the total number of classified staff from 5,997 to 6,136 (+139).

There were increases in the number of classified staff in the following groups: African American (131 to 134), Asian American (149 to 169), and Hispanic (1,291 to 1,404).

There were decreases in American Indian (138 to 135) and white (4,114 to 3,852).

There was an increase in the total percentage of minority classified staff from 28.6% in 1999 to 30% in 2004.

¹ The race/ethnicity groups African American, American Indian, Asian American, Hispanic, and White do not include non-resident aliens or unknowns.

Source: Office of Institutional Research and Evaluation, Monday, March 7, 2005.

Appendix 1-Continued

Women

Administrators

There was a decrease in the total number of administrators from 155 to 153.

There was a decrease in the total number of female administrators from 67 to 66.

There was an increase in the number of female African American administrators from 4 to 5.

There were decreases in the numbers of female American Indian (1 to 0), Hispanic (5 to 4), and white (54 to 53) administrators.

There was no change in the number of female Asian American administrators which remained constant at 2.

Professionals

There was an increase in the total number of professionals from 1,999 to 2,531 (+532) and an increase in the number of female professionals from 875 to 1,185 (+310).

There were increases in the number of female professionals in all groups: African American (27 to 34), American Indian (13 to 27), Asian American (40 to 62), Hispanic (66 to 93), and white (642 to 826).

There was an increase in the total percentage of female professionals from 43.9% in 1999 to 46.7% in 2004.

Classified Staff

There was an increase in the total number of classified staff from 5,997 to 6,136 (+139) and an increase in the number of female classified staff from 3,733 to 3,828 (+95).

There were increases in the number of female classified staff in the following groups: African American (72 to 75), Asian American (96 to 115), and Hispanic (800 to 898).

There was a decrease in the number of female white classified staff (2,567 to 2,376) and the number of female American Indian classified staff remained constant at 93.

There was an increase in the total percentage of female classified staff from 62.2% in 1999 to 62.3% in 2004.

Appendix 2

Employee Profile Administrators, Professionals, and Classified Staff Fall 2003 and Fall 2004

Race/Ethnicity²

Administrators

There was a decrease in the total number of administrators from 164 to 153 (-11).

There was an increase in the number of Hispanic administrators from 11 to 14.

There were decreases in each of the following groups: Asian American (8 to 6) and white (131 to 120) administrators. The number of African American and American Indian administrators remained constant at 7 and 2 respectively.

Professionals

There was an increase in the total number of professionals from 2,384 to 2,531 (+147).

There were increases in the following groups: African American (68 to 71), Asian American (133 to 141), Hispanic (169 to 190), and white (1,598 to 1,681).

There was a decrease in the number of American Indian professionals from 42 to 37.

There was an increase in the total percentage of minority professionals from 17% in 2003 to 17.3% in 2004.

Classified Staff

There was an increase in the total number of classified staff from 6,088 to 6,136 (+48).

There were increases in classified staff in the following groups: American Indian (126 to 135), Asian American (150 to 169), and Hispanic (1,403 to 1,404).

There were decreases in African American from 135 to 134, and white from 3,932 to 3,852 classified staff.

There was an increase in the total percentage of minority classified staff from 29.8% in 2003 to 30% in 2004.

5/5/05

² The race/ethnicity groups African American, American Indian, Asian American, Hispanic, and white do not include non-resident aliens or unknowns.

Source: Office of Institutional Research and Evaluation, Monday, March 7, 2005.

Appendix 2 - Continued

Women

Administrators

There was a decrease in the total number of administrators from 164 to 153 (-11) and a decrease in the total number of female administrators from 75 to 66 (-9).

There was an increase in the number of female Hispanic administrators from 3 to 4.

There were decreases in the numbers of female Asian American (3 to 2) and white (61 to 53) administrators.

The number of female African American and American Indian administrators remained unchanged at 5 and 0 respectively.

Professionals

There was an increase in the total number of professionals from 2,384 to 2,531 (+147) and an increase in the number of female professionals from 1,090 to 1,185 (+95).

There were increases in the number of female professionals in the following groups: Asian American (56 to 62), Hispanic (87 to 93), and white (766 to 826).

There were decreases in the number of female professionals for African Americans (36 to 34) and American Indians (29 to 27).

There was an increase in the total percentage of female professionals from 45.6% in 2003 to 46.7% in 2004.

Classified Staff

There was an increase in the total number of classified staff from 6,088 to 6,136 (+48), however, there was a decrease in the total number of female classified staff from 3,838 to 3,828 (-10).

There were increases in the number of female classified staff in the following groups: African American (73 to 75), American Indian (88 to 93), Asian American (103 to 115), and Hispanic (892 to 898).

There was a decrease in the number of female white classified staff from 2,471 to 2,376.

There was a decrease in the total percentage of female classified staff from 63.1% in 2003 to 62.3% in 2004.

Table 1
Employee Profile Fall 1999 - Fall 2004

				Fall		Fall		Fall		Fall		Fall		Fall			
				1999		2000		2001		2002		2003		2004			
				N	%	N	%	N	%	N	%	N	%	N	%		
Administrators	Minority	African American	Men	2	1.3%	2	1.2%	2	1.2%	1	0.6%	2	1.2%	2	1.3%		
			Women	4	2.6%	4	2.4%	4	2.4%	5	3.0%	5	3.0%	5	3.3%		
		American Indian	Men							1	0.6%			2	1.2%	2	1.3%
			Women	1	0.6%	1	0.6%										
		Asian American	Men	1	0.6%	3	1.8%	4	2.4%	4	2.4%	4	2.4%	5	3.0%	4	2.6%
			Women	2	1.3%	2	1.2%	3	1.8%	3	1.8%	3	1.8%	3	1.8%	2	1.3%
		Hispanic	Men	6	3.9%	7	4.2%	7	4.1%	7	4.2%	8	4.9%	8	4.9%	10	6.5%
			Women	5	3.2%	5	3.0%	4	2.4%	3	1.8%	3	1.8%	3	1.8%	4	2.6%
	Other	Unknown	Men						1	0.6%	2	1.2%	2	1.2%	2	1.3%	
			Women	1	0.6%			1	0.6%	1	0.6%	3	1.8%	2	1.3%		
		White	Men	79	51.0%	88	53.0%	89	52.4%	75	45.2%	70	42.7%	67	43.8%		
			Women	54	34.8%	54	32.5%	56	32.9%	64	38.6%	61	37.2%	53	34.6%		
Total				155		166		170		166		164		153			
Regular Faculty	Minority	African American	Men	13	0.8%	14	0.9%	12	0.7%	12	0.7%	13	0.8%	14	0.8%		
			Women	7	0.4%	6	0.4%	8	0.5%	7	0.4%	9	0.5%	8	0.5%		
		American Indian	Men	9	0.6%	8	0.5%	7	0.4%	7	0.4%	7	0.4%	7	0.4%		
			Women	6	0.4%	7	0.4%	8	0.5%	8	0.5%	10	0.6%	12	0.7%		
		Asian American	Men	60	3.7%	63	3.9%	63	3.8%	64	3.9%	65	3.9%	71	4.3%		
			Women	20	1.2%	20	1.2%	22	1.3%	21	1.3%	31	1.9%	29	1.8%		
		Hispanic	Men	58	3.6%	54	3.3%	57	3.5%	59	3.6%	59	3.6%	55	3.3%		
			Women	18	1.1%	20	1.2%	21	1.3%	20	1.2%	23	1.4%	21	1.3%		
	Other	Non Resident Alien	Men	27	1.7%	37	2.3%	46	2.8%	43	2.6%	49	3.0%	47	2.8%		
			Women	8	0.5%	9	0.6%	15	0.9%	16	1.0%	18	1.1%	19	1.1%		
		Unknown	Men	10	0.6%	11	0.7%	22	1.3%	24	1.5%	20	1.2%	23	1.4%		
			Women	8	0.5%	5	0.3%	17	1.0%	16	1.0%	15	0.9%	21	1.3%		
		White	Men	1015	62.3%	991	61.0%	975	59.3%	964	58.7%	946	57.3%	946	57.1%		
			Women	371	22.8%	379	23.3%	372	22.6%	381	23.2%	387	23.4%	383	23.1%		
Total				1630		1624		1645		1642		1652		1656			
Other Faculty	Minority	African American	Men	7	0.9%	7	0.9%	8	1.0%	8	1.0%	9	1.1%	12	1.2%		
			Women	9	1.1%	11	1.4%	10	1.2%	8	1.0%	7	0.8%	8	0.8%		
		American Indian	Men	6	0.8%	5	0.6%	3	0.4%	3	0.4%	4	0.5%	3	0.3%		
			Women	9	1.1%	5	0.6%	5	0.6%	5	0.6%	8	1.0%	8	0.8%		
		Asian American	Men	24	3.0%	26	3.3%	19	2.3%	20	2.4%	18	2.1%	22	2.2%		
			Women	8	1.0%	10	1.3%	13	1.6%	9	1.1%	9	1.1%	11	1.1%		
		Hispanic	Men	13	1.6%	13	1.6%	11	1.3%	17	2.1%	19	2.3%	21	2.1%		
			Women	20	2.5%	20	2.5%	22	2.7%	23	2.8%	21	2.5%	29	3.0%		
	Other	Non Resident Alien	Men	31	3.9%	32	4.0%	34	4.2%	33	4.0%	40	4.8%	42	4.3%		
			Women	16	2.0%	14	1.8%	12	1.5%	11	1.3%	17	2.0%	18	1.8%		
		Unknown	Men	9	1.1%	21	2.6%	36	4.4%	40	4.9%	27	3.2%	47	4.8%		
			Women	7	0.9%	23	2.9%	33	4.0%	35	4.3%	34	4.0%	41	4.2%		
		White	Men	350	44.0%	331	41.6%	313	38.4%	309	37.8%	330	39.2%	408	41.7%		
			Women	286	36.0%	278	34.9%	296	36.3%	296	36.2%	298	35.4%	309	31.6%		
Total				795		796		815		817		841		979			
Graduate Assistants	Minority	African American	Men	17	0.6%	14	0.5%	9	0.3%	9	0.3%	9	0.3%	11	0.4%		
			Women	14	0.5%	14	0.5%	15	0.5%	20	0.7%	18	0.6%	26	0.9%		
		American Indian	Men	10	0.4%	9	0.3%	6	0.2%	8	0.3%	8	0.3%	8	0.3%		
			Women	26	1.0%	31	1.2%	36	1.3%	24	0.8%	27	0.9%	23	0.8%		
		Asian American	Men	29	1.1%	33	1.2%	30	1.1%	20	0.7%	22	0.8%	38	1.3%		
			Women	44	1.7%	43	1.6%	33	1.2%	32	1.1%	37	1.3%	47	1.6%		
		Hispanic	Men	52	2.0%	58	2.2%	58	2.1%	50	1.7%	43	1.5%	54	1.8%		
			Women	58	2.2%	62	2.3%	68	2.4%	69	2.4%	70	2.4%	71	2.3%		
	Other	Non Resident Alien	Men	529	20.2%	587	22.2%	661	23.8%	681	23.7%	675	23.1%	681	22.5%		
			Women	249	9.5%	290	10.9%	360	13.0%	391	13.6%	407	13.9%	418	13.8%		
		Unknown	Men	72	2.8%	98	3.7%	133	4.8%	194	6.8%	197	6.7%	216	7.1%		
			Women	40	1.5%	72	2.7%	125	4.5%	188	6.6%	157	5.4%	182	6.0%		
		White	Men	745	28.5%	665	25.1%	627	22.6%	617	21.5%	665	22.7%	632	20.9%		
			Women	731	27.9%	674	25.4%	616	22.2%	567	19.8%	591	20.2%	622	20.5%		
Total				2616		2650		2777		2870		2926		3029			

Notes:

1. Regular faculty includes departmental heads and directors of instructional units; excludes administrators, dean and above with tenure.
2. Other faculty includes adjunct, clinical, emeritus, research, and visiting titles.
3. Data does not include non-salaried and faculty on leave without pay.

Source: - Office of Institutional Research and Evaluation Diversity action.BQY -- Monday, March 7, 2005 - The University of Arizona

Table 1
Employee Profile Fall 1999 - Fall 2004

Professionals	Minority	African American	Men	22	1.1%	33	1.6%	33	1.5%	33	1.4%	32	1.3%	37	1.5%
			Women	27	1.4%	30	1.4%	34	1.5%	35	1.5%	36	1.5%	34	1.3%
		American Indian	Men	15	0.8%	17	0.8%	13	0.6%	11	0.5%	13	0.5%	10	0.4%
			Women	13	0.7%	11	0.5%	15	0.7%	20	0.9%	29	1.2%	27	1.1%
		Asian American	Men	60	3.0%	67	3.2%	66	3.0%	72	3.1%	77	3.2%	79	3.1%
			Women	40	2.0%	35	1.7%	41	1.9%	49	2.1%	56	2.3%	62	2.4%
		Hispanic	Men	56	2.8%	70	3.3%	74	3.4%	78	3.4%	82	3.4%	97	3.8%
			Women	66	3.3%	72	3.4%	76	3.4%	72	3.1%	87	3.6%	93	3.7%
	Other	Non Resident Alien	Men	195	9.8%	195	9.3%	192	8.7%	197	8.6%	218	9.1%	219	8.7%
			Women	67	3.4%	69	3.3%	69	3.1%	82	3.6%	88	3.7%	105	4.1%
		Unknown	Men	23	1.2%	32	1.5%	50	2.3%	47	2.0%	40	1.7%	49	1.9%
			Women	20	1.0%	20	1.0%	44	2.0%	30	1.3%	28	1.2%	38	1.5%
		White	Men	753	37.7%	753	35.9%	764	34.7%	814	35.4%	832	34.9%	855	33.8%
			Women	642	32.1%	692	33.0%	733	33.3%	759	33.0%	766	32.1%	826	32.6%
Total				1999		2096		2204		2299		2384		2531	
Classified Staff	Minority	African American	Men	59	1.0%	57	0.9%	59	0.9%	62	1.0%	62	1.0%	59	1.0%
			Women	72	1.2%	72	1.2%	75	1.2%	76	1.3%	73	1.2%	75	1.2%
		American Indian	Men	45	0.8%	42	0.7%	49	0.8%	43	0.7%	38	0.6%	42	0.7%
			Women	93	1.6%	84	1.4%	81	1.3%	78	1.3%	88	1.4%	93	1.5%
		Asian American	Men	53	0.9%	45	0.7%	55	0.9%	44	0.7%	47	0.8%	54	0.9%
			Women	96	1.6%	96	1.6%	110	1.7%	106	1.8%	103	1.7%	115	1.9%
		Hispanic	Men	491	8.2%	495	8.1%	514	8.1%	490	8.1%	511	8.4%	506	8.2%
			Women	800	13.3%	850	14.0%	888	14.1%	865	14.3%	892	14.7%	898	14.6%
	Other	Non Resident Alien	Men	25	0.4%	24	0.4%	28	0.4%	36	0.6%	53	0.9%	43	0.7%
			Women	32	0.5%	41	0.7%	53	0.8%	42	0.7%	65	1.1%	56	0.9%
		Unknown	Men	44	0.7%	56	0.9%	107	1.7%	113	1.9%	78	1.3%	128	2.1%
			Women	73	1.2%	111	1.8%	227	3.6%	190	3.1%	146	2.4%	215	3.5%
		White	Men	1547	25.8%	1515	24.9%	1498	23.8%	1440	23.8%	1461	24.0%	1476	24.1%
			Women	2567	42.8%	2588	42.6%	2563	40.6%	2454	40.6%	2471	40.6%	2376	38.7%
Total				5997		6076		6307		6039		6088		6136	

Notes:

1. Regular faculty includes departmental heads and directors of instructional units; excludes administrators, dean and above with tenure.
2. Other faculty includes adjunct, clinical, emeritus, research, and visiting titles.
3. Data does not include non-salaried and faculty on leave without pay.

Source: - Office of Institutional Research and Evaluation Diversity action.BQY -- Monday, March 7, 2005 -The University of Arizona

Table 2

**Disability Resource Center
Active Students* 2001-2005**

Disability	2001	2002	2003	2004	2005
Learning Disability/ADHD	790	838	945	921	1,006
Blind/Low Vision	40	38	46	42	46
Deaf/Hard of Hearing	34	37	48	47	52
Mobility Impairment	115	97	88	99	107
Psychiatric	26	51	60	84	95
Other (Chronic Health)	54	122	102	119	142
Total	1,059	1,183	1,289	1,312	1,448

Source: Disability Resource Center (DRC)

This table represents the number of disabled students who are registered with the DRC. It is not the number of disabled students who are enrolled at the UA.

*Active Students are students who are registered with the DRC.

Appendix 3 Student Enrollment Profile Fall 1999 and Fall 2004

Race/Ethnicity³

Undergraduate Total

The headcount increased from 26,258 to 28,368 (+2,110).

The number of undergraduate students increased in the following groups: African American from 755 (2.9%) to 866 (3.2%); Asian American from 1,433 (5.6%) to 1,583 (5.9%), Hispanic from 3,779 (14.7%) to 4,290 (16.1%), and white from 18,106 (70.3%) to 18,528 (69.4%).

There was a decrease in the number of American Indian undergraduate students from 604 (2.3%) to 547 (2.0%).

Graduate Total

The headcount increased from 8,068 to 8,564 (+496).

The total number of graduate students increased in the following groups: American Indian from 151 (1.9%) to 216 (2.6%), Asian American from 351 (4.5%) to 402 (4.9%), and Hispanic from 636 (8.2%) to 734 (8.9%).

There was a decrease in the number of African American graduate students from 173 (2.2%) to 136 (1.7%) and white graduate students from 5,111 (65.8%) to 5,061 (61.4%).

Women

Undergraduate Total

The number of female undergraduate students increased from 13,875 (52.8%) to 15,036 (53%).

Graduate Total

The number of female graduate students increased from 4,116 (51%) to 4,523 (52.8%).

3/22/05

³ The race/ethnicity groups African American, American Indian, Asian American, Hispanic, and white do not include non-resident aliens or unknown/other.

Source: Office of Institutional Research and Evaluation, Monday, March 7, 2005.

Appendix 4

Student Enrollment Profile Fall 2003 and Fall 2004

Race/Ethnicity⁴

Undergraduate Total

The headcount decreased from 28,482 to 28,368 (-114).

The number of undergraduate students increased in the following groups: African American from 845 (3.1%) to 866 (3.2%); American Indian from 526 (1.9%) to 547 (2.0%); and Hispanic from 4,211 (15.6%) to 4,290 (16.1%).

There was a decrease in the number of undergraduate students in the following groups: Asian American from 1,595 (5.9%) to 1,583 (5.9%), and white from 18,880 (69.8%) to 18,528 (69.4%).

Graduate Total

The headcount decreased from 8,601 to 8,564 (-37).

The total number of American Indian graduate students increased from 188 (4.5%) to 216 (4.9%), Asian American graduate students increased from 378 (4.5%) to 402 (4.9%), and Hispanic graduate students from 636 (8.2%) to 734 (8.9%).

There was a decrease in the number of graduate students in the following groups: African American graduate students from 150 (1.8%) to 136 (1.7%), Hispanics from 739 (8.9%) to 734 (8.9%), and white graduate students from 5,141 (61.7%) to 5,061 (61.4%).

Women

Undergraduate Total

The number of female undergraduate students decreased from 15,134 (53.1%) to 15,036 (53%).

Graduate Total

The number of female graduate students increased from 4,402 (51.2%) to 4,523 (52.8%).

3/22/05

⁴ The race/ethnicity groups African American, American Indian, Asian American, Hispanic, and white do not include non-resident aliens or unknown/other.

Source: Office of Institutional Research and Evaluation, Monday, March 7, 2005.

Enrollment Profile - Undergraduate Total

	Fall '92	Fall '93	Fall '94	Fall '95	Fall '96	Fall '97	Fall '98	Fall '99	Fall '00	Fall '01	Fall '02	Fall '03	Fall '04
HC Headcount	26,352	26,558	26,468	26,153	25,293	25,617	26,157	26,258	26,404	27,532	28,278	28,482	28,368
Undergraduate HC	26,352	26,558	26,468	26,153	25,293	25,617	26,157	26,258	26,404	27,532	28,278	28,482	28,368
Graduate HC	0	0	0	0	0	0	0	0	0	0	0	0	0
First Professional HC	0	0	0	0	0	0	0	0	0	0	0	0	0
Undergraduate Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Graduate Percent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
First Professional Percent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Residents	18,788	18,767	18,478	18,202	17,626	17,772	18,091	18,042	18,038	18,655	19,404	19,861	20,085
Non-Residents	7,564	7,791	7,990	7,951	7,667	7,845	8,066	8,216	8,366	8,877	8,874	8,621	8,283
Residents Percent	71.3%	70.7%	69.8%	69.6%	69.7%	69.4%	69.2%	68.7%	68.3%	67.8%	68.6%	69.7%	70.8%
Non-Residents Percent	28.7%	29.3%	30.2%	30.4%	30.3%	30.6%	30.8%	31.3%	31.7%	32.2%	31.4%	30.3%	29.2%
Full-Time	21,450	21,664	21,589	21,511	20,477	21,114	21,393	21,604	21,690	23,324	23,676	24,217	24,595
Full-Time Percent	81.4%	81.6%	81.6%	82.3%	81.0%	82.4%	81.8%	82.3%	82.1%	84.7%	83.7%	85.0%	86.7%
Attempted Credits									342,037	361,236	367,186	375,402	378,518
Mean Attempted Credits									13.0	13.1	13.0	13.2	13.3
ABOR FTE									24,715	25,906	26,264	26,905	27,155
ABOR SCH									337,430	354,772	359,083	367,610	370,094
ABOR Lower SCH									204,547	219,939	220,012	224,186	221,447
ABOR Upper SCH									132,588	134,414	138,628	142,992	148,367
ABOR Grad SCH									295	419	443	432	280
ABOR Lower SCH percent									60.6%	62.0%	61.3%	61.0%	59.8%
ABOR Upper SCH percent									39.3%	37.9%	38.6%	38.9%	40.1%
ABOR Grad SCH percent									0.1%	0.1%	0.1%	0.1%	0.1%
Female	12,809	13,068	13,219	13,283	13,017	13,232	13,654	13,875	13,950	14,503	14,898	15,134	15,036
Female Percent	48.6%	49.2%	49.9%	50.8%	51.5%	51.7%	52.2%	52.8%	52.8%	52.7%	52.7%	53.1%	53.0%
African American	574	627	637	676	650	660	699	755	766	767	830	845	866
American Indian	442	482	515	555	564	595	627	604	583	547	526	526	547
Asian American	1,122	1,242	1,373	1,420	1,404	1,394	1,395	1,433	1,446	1,579	1,553	1,595	1,583
Hispanic	3,106	3,367	3,585	3,692	3,668	3,791	3,792	3,779	3,796	3,963	4,122	4,211	4,290
White	19,924	19,522	19,008	18,521	17,738	17,744	18,091	18,106	18,168	18,832	19,061	18,880	18,528
Nonresident Alien	761	881	877	835	841	960	1,010	1,089	1,154	1,157	1,106	1,002	875
Unknown/Other	423	437	473	454	428	473	543	492	491	687	1,080	1,423	1,679
African American Percent	2.2%	2.4%	2.5%	2.6%	2.6%	2.6%	2.7%	2.9%	3.0%	2.9%	3.1%	3.1%	3.2%
American Indian Percent	1.7%	1.8%	2.0%	2.2%	2.3%	2.4%	2.4%	2.3%	2.2%	2.0%	1.9%	1.9%	2.0%
Asian American Percent	4.3%	4.8%	5.3%	5.5%	5.6%	5.5%	5.4%	5.6%	5.6%	5.9%	5.7%	5.9%	5.9%
Hispanic Percent	12.0%	12.9%	13.8%	14.4%	14.8%	15.1%	14.8%	14.7%	14.6%	14.8%	15.2%	15.6%	16.1%
White Percent	76.8%	74.7%	73.1%	72.1%	71.3%	70.6%	70.6%	70.3%	70.1%	70.2%	70.1%	69.8%	69.4%
Nonresident Alien Percent	2.9%	3.4%	3.4%	3.2%	3.4%	3.8%	3.9%	4.2%	4.5%	4.3%	4.1%	3.7%	3.3%
Total Minority Percent	20.2%	21.9%	23.5%	24.7%	25.3%	25.6%	25.4%	25.5%	25.4%	25.5%	25.9%	26.5%	27.3%

	Fall '92	Fall '93	Fall '94	Fall '95	Fall '96	Fall '97	Fall '98	Fall '99	Fall '00	Fall '01	Fall '02	Fall '03	Fall '04
HC Headcount	8,777	8,721	8,838	8,624	8,211	8,120	8,170	8,068	8,086	8,215	8,569	8,601	8,564
Undergraduate HC	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduate HC	7,733	7,661	7,759	7,506	7,090	7,026	7,075	6,946	6,997	7,118	7,449	7,450	7,387
First Professional HC	1,044	1,060	1,079	1,118	1,121	1,094	1,095	1,122	1,089	1,097	1,120	1,151	1,177
Undergraduate Percent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Graduate Percent	88.1%	87.8%	87.8%	87.0%	86.3%	86.5%	86.6%	86.1%	86.5%	86.6%	86.9%	86.6%	86.3%
First Professional Percent	11.9%	12.2%	12.2%	13.0%	13.7%	13.5%	13.4%	13.9%	13.5%	13.4%	13.1%	13.4%	13.7%
Residents	5,146	4,995	5,102	5,103	4,702	4,598	4,569	4,313	4,228	4,202	4,326	4,255	4,253
Non-Residents	3,631	3,726	3,736	3,521	3,509	3,522	3,601	3,755	3,858	4,013	4,243	4,346	4,311
Residents Percent	58.6%	57.3%	57.7%	59.2%	57.3%	56.6%	55.9%	53.5%	52.3%	51.2%	50.5%	49.5%	49.7%
Non-Residents Percent	41.4%	42.7%	42.3%	40.8%	42.7%	43.4%	44.1%	46.5%	47.7%	48.8%	49.5%	50.5%	50.3%
Full-Time	5,323	5,541	5,597	5,493	5,327	5,264	5,193	5,346	5,344	5,522	5,813	5,932	5,902
Full-Time Percent	60.6%	63.5%	63.3%	63.7%	64.9%	64.8%	63.6%	66.3%	66.1%	67.2%	67.8%	69.0%	68.9%
Attempted Credits									65,378	66,821	69,611	70,401	70,048
Mean Attempted Credits									8.5	8.6	8.5	8.6	8.6
ABOR FTE									6,285	6,554	6,825	6,902	6,863
ABOR SCH									63,921	66,533	69,325	70,126	69,721
ABOR Lower SCH									1,031	878	1,048	1,007	913
ABOR Upper SCH									4,350	4,183	4,356	4,630	4,737
ABOR Grad SCH									58,540	61,472	63,921	64,489	64,071
ABOR Lower SCH percent									1.6%	1.3%	1.5%	1.4%	1.3%
ABOR Upper SCH percent									6.8%	6.3%	6.3%	6.6%	6.8%
ABOR Grad SCH percent									91.6%	92.4%	92.2%	92.0%	91.9%
Female	4,240	4,140	4,343	4,333	4,092	4,086	4,188	4,116	4,119	4,186	4,397	4,402	4,523
Female Percent	48.3%	47.5%	49.1%	50.2%	49.8%	50.3%	51.3%	51.0%	50.9%	51.0%	51.3%	51.2%	52.8%
African American	129	151	144	151	155	140	164	173	164	153	155	150	136
American Indian	96	123	131	120	124	129	135	151	164	185	198	188	216
Asian American	236	254	317	334	358	365	323	351	367	339	352	378	402
Hispanic	555	585	632	650	590	590	632	636	685	698	733	739	734
White	6,233	5,973	6,024	5,850	5,532	5,452	5,408	5,111	4,944	4,880	5,108	5,141	5,061
Nonresident Alien	1,400	1,434	1,388	1,315	1,246	1,214	1,259	1,345	1,481	1,677	1,772	1,730	1,693
Unknown/Other	128	201	202	204	206	230	249	301	281	283	251	275	322
African American Percent	1.5%	1.8%	1.7%	1.8%	1.9%	1.8%	2.1%	2.2%	2.1%	1.9%	1.9%	1.8%	1.7%
American Indian Percent	1.1%	1.4%	1.5%	1.4%	1.5%	1.6%	1.7%	1.9%	2.1%	2.3%	2.4%	2.3%	2.6%
Asian American Percent	2.7%	3.0%	3.7%	4.0%	4.5%	4.6%	4.1%	4.5%	4.7%	4.3%	4.2%	4.5%	4.9%
Hispanic Percent	6.4%	6.9%	7.3%	7.7%	7.4%	7.5%	8.0%	8.2%	8.8%	8.8%	8.8%	8.9%	8.9%
White Percent	72.1%	70.1%	69.8%	69.5%	69.1%	69.1%	68.3%	65.8%	63.3%	61.5%	61.4%	61.7%	61.4%
Nonresident Alien Percent	16.2%	16.8%	16.1%	15.6%	15.6%	15.4%	15.9%	17.3%	19.0%	21.1%	21.3%	20.8%	20.5%
Total Minority Percent	11.7%	13.1%	14.2%	14.9%	15.3%	15.5%	15.8%	16.9%	17.7%	17.3%	17.3%	17.5%	18.1%

Appendix 5

Faculty Profile by Rank Fall 1999 and Fall 2004⁵

Regular Faculty⁶ – Race/Ethnicity⁷

Professors

The total number of professors increased from 813 to 830.

There was an increase in the number of professors in the following groups: African American (2 to 9), Asian American (39 to 47), and Hispanic (29 to 31).

There was a decrease in the number of American Indian (11 to 9) and white (722 to 720) professors.

Associate Professors

The total number of associate professors decreased from 460 to 429.

There was an increase in the number of American Indian (1 to 3) and Asian American (26 to 28) associate professors.

There was a decrease in the number of African American (12 to 11) and white (389 to 348) associate professors. The number of Hispanic associate professors remained constant at 22.

Assistant Professors

The total number of assistant professors increased from 297 to 334.

The number of American Indian (3 to 6) and Asian American (14 to 24) assistant professors increased. The number of Hispanics remained constant at 20, and the number of African American (5 to 2) and white (223 to 210) assistant professors decreased.

The only group that increased in each rank over this period of time was Asian American.

⁵ Data does not include non-salaried and faculty without pay.

⁶ Regular faculty includes department heads and directors of instruction units, excludes dean and above with tenure. Regular faculty includes faculty with continuing status. Regular faculty does not include adjunct, clinical, emeritus, research, or visiting titles. For the purposes of this summary, the data includes professors, associate professors, and assistant professors. However, lecturers, instructors, and faculty with no faculty rank are not included. Therefore, the sum of total number of professors, associate professors, and assistant professors does not equal the total number of regular faculty in the accompanying table.

⁷ The race/ethnicity groups African American, American Indian, Asian American, Hispanic, and White do not include non-resident aliens or unknowns. Therefore, the sum of the number of faculty in the race/ethnicity groups included in this summary does not equal the total number of faculty in each rank in the accompanying tables.

Appendix 5 - Continued

Regular Faculty – Women

During this period, the total number of women in the ranks of professor, associate professor, and assistant professor increased from 408 to 465 (+57) while the total number of faculty in these ranks increased from 1570 to 1593 (+23).

The number of female faculty increased in each rank throughout this period.

Professors

The total number of female professors increased from 128 to 175 (+47) while the total number of professors increased from 813 to 830 (+17).

There were increases in the number of female professors in the following groups: African American (0 to 3); Asian American (6 to 11), and white (111 to 151).

There was no increase in the number of female American Indian professors which remained at 4 and a decrease in the number of female Hispanic (5 to 3) professors.

Associate Professors

The total number of female associate professors increased from 156 to 160 (+4) while the total number of associate professors decreased from 460 to 429 (-31).

There were increases in the number of female associate professors in the following groups: American Indian (0 to 2); Asian American (8 to 9), and Hispanic (4 to 7).

The number of white female professors decreased (137 to 130) and the number of African Americans remained constant at 4.

Assistant Professors

The total number of female assistant professors increased from 124 to 130 (+6) while the total number of assistant professors increased from 297 to 334 (+37).

There were increases in the number of female assistant professors in the following groups: American Indian (2 to 5); Asian American (5 to 8), and Hispanic (6 to 10).

There were decreases in the number of female assistant professors in the African American (3 to 1) and white (98 to 80) groups.

The only group of women that increased in each rank throughout this period was Asian American.

Appendix 6

Faculty Profile by Rank Fall 2003 and Fall 2004⁸

Regular Faculty⁹ – Race/Ethnicity¹⁰

Professors

The total number of professors increased from 807 to 830 (+23).

There was an increase in the number of African American (8 to 9) and Asian American (42 to 47) professors; no change in the number of American Indian professors which remained at 9; and a decrease in the number of Hispanic professors from 35 to 31.

The number of white professors increased from 705 to 720.

Associate Professors

The total number of associate professors decreased from 444 to 429 (-15).

The number of Hispanic professors increased from 20 to 22, while the number of American Indian and Asian American associate professors remained constant at 3 and 28 respectively.

The number of African American (12 to 11) and white (363 to 348) associate professors decreased.

Assistant Professors

The total number of assistant professors decreased from 345 to 334 (-11).

The number of American Indian (4 to 6) assistant professors increased. The number of African American assistant professors remained constant at 2.

The number of assistant professors decreased in the following groups:
Asian American (25 to 24), Hispanic (24 to 20), and white (222 to 210).

5/5/05

⁸ Data does not include non-salaried and faculty without pay.

⁹ Regular faculty includes department heads and directors of instruction units, excludes dean and above with tenure. Regular faculty includes faculty with continuing status. Regular faculty does not include adjunct, clinical, emeritus, research, or visiting titles. For the purposes of this summary, the data includes professors, associate professors, and assistant professors. However, lecturers, instructors, and faculty with no faculty rank are not included. Therefore, the sum of total number of professors, associate professors, and assistant professors does not equal the total number of regular faculty in the accompanying table.

¹⁰ The race/ethnicity groups African American, American Indian, Asian American, Hispanic, and White do not include non-resident aliens or unknowns. Therefore, the sum of the number of faculty in the race/ethnicity groups included in this summary does not equal the total number of faculty in each rank in the accompanying report.

Appendix 6- Continued Regular Faculty – Women

The total number of female faculty in the ranks of professor, associate professor, and assistant professor decreased from 466 to 465 (-1) while the total number of faculty in these ranks decreased from 1596 to 1593 (-3).

Professors

The total number of female professors increased from 161 to 175 (+14) while the total number of professors increased from 807 to 830 (+23).

There were increases in the number of female professors in the following groups: African American (2 to 3); Asian American (9 to 11), and white (140 to 151).

There was no increase in the number of female American Indian professors which remained at 4 and a decrease in the number of female Hispanic (5 to 3) professors.

Associate Professors

The total number of female associate professors decreased from 166 to 160 (-6) while the total number of associate professors decreased from 444 to 429 (-15).

There were increases in the number of female associate professors in the following groups: Asian American (8 to 9) and Hispanic (5 to 7).

The number of white female professors decreased from 139 to 130 and the number of African Americans decreased from 5 to 4.

The number of female American Indian associate professors remained constant at 2.

Assistant Professors

The total number of female assistant professors decreased from 139 to 130 (-9) while the total number of assistant professors decreased from 345 to 334 (-11).

There were increases in the number of female American Indian (3 to 5) assistant professors. There were decreases in the following groups: African American (2 to 1), Asian American (13 to 8), Hispanic (12 to 10), and white (88 to 80).