

DIVERSITY ACTION PLAN
For
The University Of Arizona

Fall

**University of Arizona
Diversity Action Plan**

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**University of Arizona
Diversity Action Plan
Executive Summary
October 2002**

Increasing the diversity of the faculty, staff and student body is a necessary priority, and as we focus on excellence, we need to understand diversity as an element of excellence.

President Peter Likins
Arizona Daily Star
9-15-02

Diversity is essential to excellence. At the University of Arizona, a diverse environment is not only central to our mission but also essential to advance our goal of excellence.

Thus, we must create an environment

- with equal access and respected participation for all groups and individuals, irrespective of differences and
- in which differences are understood and valued.

The Diversity Coalition offers this *Diversity Action Plan* for every member of the University of Arizona community. It is meant to bridge the gap between our stated goals and our many challenges to diversity and excellence. Specifically, our aims are to:

1. recruit and retain excellent and diverse faculty, staff, students, and administration;
2. establish equity in every aspect of academic opportunity in our campus community;
3. incorporate diverse perspectives as a matter of course in every activity on our campus; and
4. become a model academic community that celebrates diversity and excellence.

The *Diversity Action Plan* and the *Focused Excellence Initiative* are mutually dependent plans for the future of the University of Arizona. They must work in tandem to ensure a better future for the entire University community.

Background. The *Diversity Action Plan* is a living document. It has been widely reviewed, revised and will continue to undergo improvement. While initially developed by the Diversity Coalition, it incorporates the efforts of numerous stakeholders including the President's Council on Diversity, Deans Diversity Subcommittee, and the Vice Provost for Academic Affairs. Moreover, this plan is a reality because many groups and individuals have worked for a number of years to document inequities at the UA. Indeed, their reports and surveys, including the President's Council on Diversity Campus Climate Survey for Underrepresented Groups, Millennium Projects I and II, The GRACE (Generating Respect for All in a Climate of Academic Excellence) Report, the North

Central Association (NCA) Report, and others, have found us wanting in various areas for faculty, staff, and students of underrepresented groups including salary equity, campus climate, course content, disparate workloads, and startup packages, to name several.

Diversity Defined. Because we seek an inclusive understanding of diversity, we define diversity as a qualitative concept, applying not only to numbers and to percentages, but to ways we interact with people who are different, while they are at the UA and beyond. While we believe that the quantitative concept of diversity is essential, we believe our ultimate goal is the qualitative objective of a campus climate that is inclusive, understanding, respectful and appreciative of the full range of human experience. We are interested in elaborating for our students and ourselves the benefits of truly embracing different ways of understanding the world and relationships and participating in societal systems and institutions, in addition to the pragmatic need to get along in an increasingly multicultural, multiethnic, and international set of social connections.

Accountability. Accountability is the key to success for any diversity action plan. Without strong accountability, we will remain in stasis, with plenty of rhetoric but little progress. Therefore, we offer the following action steps to ensure full implementation and ongoing monitoring of the progress of this plan:

1. The UA President and University Council embed accountability for diversity as a primary aspect of excellence in the regular annual review process of every vice president, vice-provost, dean, department head, director, faculty member, manager, and supervisor on campus.
2. The UA President and Provost utilize the Diversity Coalition in an advisory capacity to
 - integrate diversity into all major policy changes;
 - set annual priorities based on this diversity plan;
 - monitor the implementation, effectiveness, and accountability of the action steps related to those priorities;
 - update and keep the diversity action plan current; and
 - issue an annual report to the university community.

Strategies and Goals. The goals of the UA *Diversity Action Plan* and the strategies that have been outlined to meet them are extensive. The plan is separated into four categories of actions related to faculty, students, staff, and campus climate, each with goals and long- and short-term action steps, which are located at the end of this document.

University of Arizona Diversity Action Plan

INTRODUCTION

In March 2002, University of Arizona President Peter Likins convened a Diversity Coalition with membership from underrepresented groups across campus. Their charge was to form a cohesive plan to broaden diversity at the University. This document contains that plan.

The Diversity Coalition developed this Diversity Action Plan for every member of the University of Arizona community. It is meant to bridge the gap between our stated goals and our many challenges to diversity and excellence. While initially developed by the Coalition, it incorporates the efforts of numerous stakeholders including the President's Council on Diversity, Deans Diversity Subcommittee, and the Vice Provost for Academic Affairs. Moreover, this plan is a reality because many groups and individuals have worked for a number of years to document inequities at the UA. Indeed, their reports and surveys, including the President's Council on Diversity Campus Climate Survey for Underrepresented Groups, Millennium Projects I and II, The GRACE (Generating Respect for All in a Climate of Academic Excellence) Report, the North Central Association (NCA) Report, and others, have called for improvement in various areas for faculty, staff, and students of underrepresented groups including salary equity, campus climate, course content, disparate workloads, and startup packages, to name several.

Five principles emerged to guide the development of the University of Arizona's *Diversity Action Plan*. These principles, interrelated and inseparable, form a solid foundation and a clear vision for action:

1. *Diversity must become a primary measure of quality and excellence.*
2. *Diversity is essential for student success.*
3. *The promotion of diversity has both ethical and practical implications.*
4. *Diversity benefits everyone.*
5. *Responsibility for improving diversity at the University of Arizona lies with each of us.*

1. Diversity must become a primary measure of quality and excellence. For decades the UA has worked to earn its place as a premier university among institutes of higher education. We have embraced those measures of quality that contribute to that goal: world-class excellence in research through the efforts of exceptional faculty and staff, the strength of graduate programs, the acquisition of research dollars through grants and contracts, and, more recently, teaching excellence and student service. Diversity of people and programs within a university setting is an integral part of the qualities of excellence on which universities are judged.

To make significant progress in creating a more diverse faculty and a campus that truly embraces diversity, the advancement of diversity must be established as a *primary indicator* of quality. This does not mean lessening our commitment to excellence in

research and teaching, but recognizing the intrinsic importance of diversity in carrying out research, teaching, and service. Embracing diversity includes embracing multiple ways of being effective teachers and learners. Until diversity is included in the institutional family of primary indicators of quality, other indicators will continue to trump it – especially in the hiring of new faculty. Most important, diversity must be included as a primary indicator of quality and excellence at the individual, unit, college, and institutional levels.

2. Diversity is essential for student success. Recent research indicates there is a direct connection between a diverse educational experience and student success. Studies conclude that a strong institutional commitment to diversity and a climate that welcomes and supports people from diverse backgrounds are essential for the success of all students. The studies attest to the importance of diverse curricula and experiences in preparing *all* students for success in the workplace and as citizens in a diverse world. Furthermore, the U.S. Census demographic studies indicate that non-Hispanic whites will no longer be the majority population by the year 2055, and all Americans must be intellectually and emotionally prepared for that new reality.

For our students to succeed, they must be able to function amidst conflicting ideas, a variety of approaches, and within different teaching and learning styles. Thus, our faculty and the curriculum play the formative role in shaping students' perspectives. Ideally, professors of diverse ethnic, gender, and racial backgrounds, using many different teaching styles, will teach UA students who reflect a diverse state, nation and world, from curricula that embrace many viewpoints.

The UA prides itself on being student-centered and, as our mission statement asserts, committed to “preparing students for an increasingly diverse and technological world.” To ignore the importance of diversity in a student’s educational experience would lead to our eventual failure as an institution to serve students and society.

3. The promotion of diversity has both ethical and practical implications. Said differently, promoting diversity is the right thing to do and the smart thing to do. As human beings, we understand and express the importance of ethical values such as honesty. As teachers and scholars, we understand and carry out teaching and scholarship. Promoting diversity is something that every member of the campus community can and should do, as part of our institutional ethic and work ethic. Equal opportunity is woven into our national and institutional rhetoric. It makes common moral sense to have a working environment that welcomes and supports everyone.

Moreover, it is essential that we embrace diversity on practical grounds. As stated above, a diverse institution gives our students the best chance for success in addition to keeping our employees engaged, attracting business partners (who often require a diversity component), and forging strong community relations in a diverse community. If the UA is to continue among the leaders in education, we must accept the fact that a diverse education for students is essential in maintaining a competitive edge. Thus, an environment that is supportive of a diverse faculty is also essential. Diversity makes good business sense.

4. Diversity benefits everyone. The UA resides in a borderland region and serves an increasingly diverse student population and an ethnically rich people. We must have a university that welcomes a diverse faculty, staff, and student population. A diverse community creates a part of that welcoming, as do the art and culture of the place, the programs, and the programmatic connections to the communities.

The valuing of diversity goes far beyond student success. It creates a climate in which everyone's work is valued, in which everyone feels comfortable, in which everyone has an equitable opportunity for advancement and success. It is inclusive and supportive. It applies to and benefits all members of the University community, as well as the surrounding Tucson community. It actualizes the UA Mission Statement's phrase "...an environment and culture that support all members of the University community."

5. Responsibility for improving diversity at the University of Arizona lies with each of us. There is a perception in the UA community that promoting diversity is someone else's responsibility. The barriers to diversity lie in someone else's portfolio, in someone else's domain, in someone else's title, in someone else's mind. Each of us has some sense of how we can work as an individual to advance diversity in our own sphere of influence. Every member of the UA community must shoulder individual and collective responsibility for the active advancement of diversity.

DIVERSITY DEFINED

Because we seek an inclusive understanding of diversity, we define diversity as a qualitative concept, applying not only to numbers and to percentages, but to ways we interact with people who are different, while they are at the UA and beyond. While we believe that the quantitative concept of diversity is essential, we believe our ultimate goal is the qualitative objective of a campus climate that is inclusive, understanding, respectful and appreciative of the full range of human experience. We are interested in elaborating for our students and ourselves the benefits of truly embracing different ways of understanding the world and relationships and participating in societal systems and institutions, in addition to the pragmatic need to get along in an increasingly multicultural, multiethnic, and international set of social connections.

THE NEED FOR CHANGE

Diversity has been a topic of discussion, contention, and confusion at the UA for many years. Even without clear agreement on the definition of the word or the philosophy behind it, many have criticized the UA for lack of it, particularly the need to hire substantially more women and diverse faculty. In addition, diversity in the curriculum – the inclusion of themes and beliefs outside the usual, traditional "norms" - has stirred controversy reaching to the Arizona Legislature and beyond.

During the past decade, the UA has had to respond to many different dimensions of the diversity issue. For example, increasing numbers of students with different or challenged physical and learning abilities, of students outside the traditional university-age ranges, of students with heavier family and work demands – all these have placed new challenges on the University.

The results of the Millennium Project I, and the GRACE (Generating Respect for All in a Climate of Academic Excellence) Project, the North Central Association (NCA) Report, and the President's Council on Diversity survey have made it clear that there is an adverse climate and environment for women and diverse, underrepresented faculty and staff. These studies have found the UA wanting in various areas for faculty, staff, and students of underrepresented groups, including salary equity, campus climate, course content, disparate workloads and startup packages, to name several.

Additionally, data on faculty demographics show that, while some progress has been made in increasing the numbers of women and minorities in the faculty ranks, it has been very slow. Similarly, data on promotion, tenure, recruitment, and retention show some women and many more minorities leaving the institution before tenure, with some evidence indicating that campus climate and actual and perceived inequities contribute to the losses.

The concept of diversity is woven into the UA's stated tenets. Included in our Mission Statement is the idea that "*The University of Arizona, a public, Land-Grant, research institution, is dedicated to preparing students for an increasingly diverse and technological world...*" Among its stated objectives are "*To provide distinguished educational programs and support services that will attract, educate and graduate an excellent and diverse student body,*" and "*To offer an environment and culture that support all members of the University community.*"

Clearly, diversity has an almost endless scope and offers fertile ground for many definitions, agendas, philosophies, and initiatives. In a large, complex, research and land-grant institution such as the UA, diversity includes, and can be examined through the lenses of student and employee characteristics, curriculum, learning and teaching styles, gender, ethnicity, sexual orientation, physical and cognitive abilities, family status, age, socioeconomic status, and community relations.

The Story is Not All Bad. The UA has responded to many of the challenges with some success, particularly those related to student success and student quality of life. Course schedules increasingly recognize that students often work part- or full-time and that many students are married with families. The UA has acquired a reputation for responsiveness to disabilities, and the Strategic Alternative Learning Techniques (SALT) Center supports students with learning disabilities. The ethnic cultural centers and ethnic programs and departments contribute in many ways to a diverse environment and curriculum. The entire General Education program has been revamped to support the needs of students in the 21st Century, and many courses and programs reflect new teaching and learning styles in exciting and creative ways: OldPuebloMOO and the Southwest Project (on-line education communities), and the Business Math courses, to name only a few. The Integrated Learning Center provides an innovative venue for exploration into further teaching and learning possibilities. Moreover, the UA is experiencing a large increase in the numbers of programs, task forces, committees, and initiatives focused on the important issues of diversity confronting the institution.

Furthermore, there is a move to increase diversity through new hires. Recently, the Provost Office and the Office of Human Resources, working in partnership with the Diversity Coalition, developed *A Guide to Successful Searches* to help search committees develop diverse and qualified applicant pools and improve screening and selection to increase the quality and diversity of the university community. In addition, the Vice Provost for Academic Affairs has established an *Executive Search Team* to enhance the diversity of executive candidate pools.

NATIONAL TRENDS

Data show that the UA follows national trends closely in the (lack of) progress of women and minorities in higher education. Nationally, between 1989 and 1997,

minority faculty employment in higher education increased 29.1 percent. At the UA, according to figures from Decision and Planning Support (DAPS), between 1989 and 1997, minority tenured and tenure track faculty increased by 30 percent. At the UA, between 1989 and 2000, the number of women in the tenured/tenure track ranks increased from 18 percent of the whole to 26 percent of the whole. The 1999 data compiled by Dr. Cathy Trower* indicate that women represent only 23 percent of the full-time faculty at research universities, up from 18 percent in 1972. According to Trower's study, in the year 2000, women earned 44 percent and minorities earned 19 percent of the doctorates awarded.**

According to the 2000-2001 annual report published by the American Council on Education, colleges and universities employed more faculty of color in 1997 than in 1995. The number of full-time faculty of color increased by 9.5 percent in this two-year period compared with gains of less than 2 percent for whites and 2.8 percent for all faculty. However, growth varied considerably for different ethnic groups. All four major ethnic minority groups achieved moderate to large gains in the number of full professors from 1995 to 1997. Overall, faculty of color recorded a 12 percent increase at the full professor level during this period. Tenure rates for faculty of color increased by 2 percentage points from 1995 to 1997. However, 75 percent of white faculty received tenure in 1997, compared with 64 percent of minority faculty.

At the UA, using the same methodologies described in the note above, the increase in faculty of color between 1995 and 1997 was 3 percent. From 1995 to 1997, the increase in full professors of faculty of color at the UA was 20 percent, but the numbers are small – from 54 to 65 out of a faculty of 1560. Indeed, the data can be very misleading: at the UA, from 1989 to 2000, the data for African Americans show a 36 percent gain! However, this represents a growth of just 14 to 19, still only 1 percent of the faculty overall.

Data show that, nationally, 91 percent of full professors at research universities are white, and 90 percent are male, while at the UA 90 percent of full professors are white and 85 percent are male. Data from the American Association of Universities Data Exchange (AAUDE) show that, nationally, women at the full-professor rank are paid \$9,079 less than men, while at the UA the figure is \$8,007 less than men. At the assistant-professor rank, the national gap is \$4,123, while at the UA it is \$1,648.

* Senior Research Associate of the Harvard Graduate School of Education

** These figures are not directly comparable, because the ACE data includes only full-time, and non-tenured faculty, while the UA data included part-time and only tenured/tenure-track faculty. However, the trends are comparable because each source is using consistent methodology in creating its data.

Adding to the picture of conditions at the UA, The UA Millennium Committee Report found that in assessing UA faculty beliefs

- Male faculty are significantly less likely to believe that --creating a diverse community is an institutional priority (21 percent of the men called the goal “not important” compared to 3 percent of the women)
- Female faculty are significantly less likely to believe that --women are treated fairly at the UA (90 percent of the men surveyed responded yes, compared to 57 percent of the women)
- Faculty of color are significantly less likely to believe that --faculty of color are treated equitably at the UA (90 percent of white faculty surveyed responded yes, compared to 56 percent of faculty of color)

In addition, the report found that at the UA, overall, women faculty earn 82.6 percent of what male faculty earn, compared to national data showing that in other four-year institutions, women earn between 91 percent and 95 percent of what men earn.

These data show that the UA is generally aligned with national norms—ahead of the norms in some areas, and behind in others. However, national norms paint a disappointing picture. Even where the UA results exceed national norms, the data indicate serious problems that must be resolved if we are to become a campus that truly values and promotes diversity. The conformity with national data is nothing to be proud of when the data are indicative of failure to make progress in a persistent problem.

“The goal of equal opportunity on our campus remains elusive,” wrote President Likins in his April 24, 2002 ABC Bulletin #1. Even though over time, the UA has tried to embrace the idea of valuing diversity, there has not been an over-arching movement, or an institutionally accepted philosophy, or a campus-wide plan, or a comprehensive structure from which to go forward. Thus, the many individual endeavors on behalf of diversity have gone largely unnoticed and unrewarded, and, most important, without the energizing momentum that comes from a synergy of effort. Such a synergy of effort needs some common commitment in order to exist. This plan attempts to lay out the elements needed to bring about a common commitment at the UA.

Appendix A contains information about many people who have worked to promote and value diversity at the University of Arizona for many years.

ACTION PLAN OVERVIEW

The Diversity Coalition offers this *Diversity Action Plan* for every member of the University of Arizona community. It is meant to bridge the gap between our stated goals and our many challenges to diversity and excellence. Specifically, our aims are to:

1. recruit and retain excellent and diverse faculty, staff, students, and administration
2. establish equity in every aspect of academic opportunity in our campus community;
3. incorporate diverse perspectives as a matter of course in every activity on our campus; and
4. become a model academic community that celebrates diversity and excellence.

The goals of the UA *Diversity Action Plan* and the strategies that have been outlined to meet them are extensive. The plan is separated into four categories of actions related to faculty, students, staff, and campus climate, each with goals and long- and short-term action steps, as follows:

1. Recruitment, retention, and equity of a diverse faculty;
2. Recruitment, retention, and equity of a diverse student body;
3. Recruitment, retention, and equity of a diverse staff; and
4. Creation of a welcoming and supporting campus climate through visibility, communication and education.

For each action step, responsibility is assigned for implementation, oversight, and effectiveness evaluation.

This plan is a living document. The goals of the plan and the strategies that have been outlined to meet them are extensive. The actions steps of this plan will be entered into a database for more effective communication, prioritization, and assessment.

Accountability. Accountability is the key to success for any diversity action plan. Without strong accountability, we will remain in stasis, with plenty of rhetoric but little progress. Therefore, we offer the following action steps to ensure full implementation and ongoing monitoring of the progress of this plan:

1. The UA President and University Council embed accountability for diversity as a primary aspect of excellence in the regular annual review process of every vice president, vice-provost, dean, department head, director, faculty member, manager, and supervisor on campus.
2. The UA President and Provost utilize the Diversity Coalition in an advisory capacity to
 - integrate diversity into all major policy changes;
 - set annual priorities based on this diversity plan;
 - monitor the implementation, effectiveness, and accountability of the action steps related to those priorities;
 - update and keep the diversity action plan current; and
 - issue an annual report to the university community.

I. Recruitment, retention, and equity of a diverse faculty

The University of Arizona has made slow but steady progress over the past two decades in diversifying its student body. However, the University will need to accelerate these efforts in the coming years as America's and Arizona's diverse population swells. According to a recent study conducted by the Educational Testing Service, a significant transformation will occur over the next decade. By 2015, the number of African American, Latino, Asian/Pacific Islander, or American Indian college students will increase from 29.4 percent to 37.2 percent. In Arizona, the number of Latino (mainly Mexican American) students enrolled in Arizona's higher education institutions is expected to grow even more rapidly.

As the premier state institution, the University of Arizona has a major responsibility for educating the future leaders of this state and this nation. We must prepare our increasingly diverse and heterogeneous student population for the complexly diverse world that is their future by creating a working and learning environment that values diversity and the right of all students, faculty and staff to participate fully in university life. Studies have shown that students are more successful when they have professors with whom they can identify. In addition, a diverse faculty gives students the opportunity to learn from individuals who differ from them, fosters mutual respect and teamwork, and helps students to communicate effectively with people of varied backgrounds. It is therefore urgent that we undertake the challenge of recruiting and retaining a faculty that reflects the rich diversity of our University, Arizona, and the country.

The hiring of new faculty is a critically important issue in promoting diversity because faculty turnover is so slow – on average, around 3 percent of the tenured/tenure-track and continuing/continuing-track population each year. In contrast, the undergraduate student body turns over every 5-6 years, and staff and professional turnovers average 10.6 percent and 16.1 percent per year, respectively. Since the occasion to bring new perspectives into the faculty is relatively rare, it is essential that those doing the searches and hires seize each opportunity to include the valuing of diversity in the process. This includes the makeup of the search committee, the writing of the position description, the methods used to advertise the search, and the criteria used to make a final choice. Searches must be proactive and follow the model used by executive search firms, where candidate pools are built by aggressive and thorough action.

The University has taken first steps to increase diversity through new hires. Recently, the Provost Office and the Office of Human Resources, working in partnership with the Diversity Coalition, developed *A Guide to Successful Searches* to help search committees develop diverse and qualified applicant pools and improve screening and selection to increase the quality and diversity of the university community. In addition, the Vice Provost for Academic Affairs has established an *Executive Search Team* to enhance the diversity of executive candidate pools

Establishing a diverse faculty demands a highly developed, multi-faceted, and rigorous action plan that is embraced by the entire campus. This plan must demonstrate through actions as well as resources this institution's commitment to diversity.

I. FACULTY: RECRUITMENT AND RETENTION OF A DIVERSE FACULTY

Faculty Goal I: To recruit a diverse faculty

Short-term Action Steps

1. Appoint senior faculty members who are recognized for their commitment to diversity to search committees to ensure that the committee remains dedicated to diversity throughout the process.
2. Provide all search committees with information and education about diversity. Committee chairs should discuss the importance of a diverse faculty as well as how to evaluate individual candidates properly **before** the search is initiated.
3. Assign an individual(s) responsibility for monitoring the actions of the search committee and reviewing the committee's recruitment plan to determine whether it will be effective in recruiting a diverse faculty, recommending alterations in the plan as necessary.
4. Assign a college-based committee or university-wide committee who will work in a prompt, efficient manner to monitor the actions of the search committee and reviewing each committee's recruitment plan for diversity effectiveness, recommending alterations in the plan as necessary.
5. Reject and reformulate recruitment plans that violate Title VII or the Equal Protection Clause.
6. Within departments, identify and professionally network with a diverse pool of potential faculty candidates as an ongoing process.
7. Include language in the faculty position description that encourages candidates with a strong history of diversity such as "The department is seeking an individual who is able to work with diverse students or colleagues, and who has experience with a variety of teaching methods and curricular perspectives." Avoid delineating narrow or overly stringent criteria.
8. Advertise faculty positions across a wide array of media in addition to the usual disciplinary listservs, jobs lists, and publications, including journals specifically marketed to underserved populations. Consult diverse faculty in appropriate divisions for input on recruiting a diverse pool of candidates.
9. Contact promising candidates directly and early in the search process and encourage them to apply.
10. Provide candidates with opportunities to meet diverse faculty, staff, and students when they come for campus visits.
11. Provide candidates with information on community-based cultural, political, social, and religious organizations, and provide the candidates the opportunity to visit with representatives from these organizations.
12. Provide potential candidates with relevant UA documents and materials related to diversity.
13. Continue to monitor and review all start-up packages for equity.

Longer-term Action Steps

1. Create a fund to assist colleges and departments in offering competitive starting salaries to diverse candidates who are entertaining offers from many schools.
2. Create a fund for research packages and guaranteed summer stipends for colleges and departments that have not had access to such funds in the past.
3. Invest in a retention fund to encourage diverse faculty to remain at the UA.

4. Facilitate cross-department hires with the Vice Provost for Academic Affairs in a close working relationship with deans and heads.
5. Encourage hiring faculty with interconnected fields of expertise with a view to enhancing cultural and intellectual diversity and playing to University strengths.
6. Create a program to hire diverse post-docs or ABDs as prospective faculty and encourage them to remain as full-time faculty once the term of post-doc has ended.
7. Create a “pipe-line” project to encourage advanced graduate students to remain at the UA as tenure-track faculty members or to return to the UA after several years at another institution.
8. Initiate partnerships with other institutions such as Historically Black Colleges, Hispanic-Serving Institutions, and Native American Institutions to attract their graduates to faculty positions.

Faculty Goal II: To retain a diverse faculty

Short-term Action Steps

1. Publicize the new University pilot Research Career Development program; make internal resources for research and faculty development visible and available to all.
2. Establish and maintain modes of public and academic recognition; and reward via part-time teaching schedules, special grants, etc, faculty who make exceptional contributions to academic and educational diversity via research, teaching, or service activities.

Longer-term Action Steps

1. Create a vigorous mentoring program at the college level to provide incoming and current diverse faculty strong support during the early years of employment.
2. Restructure promotion and tenure policies to allow for recognition for all aspects of the faculty role that contribute to the learning environment.

Faculty Goal III: To create an equitable environment for all faculty

Short-term Action Step

1. Include evaluations of subtle discriminatory behavior in informal feedback as well as in annual administrative reviews.
2. Create an open exchange among diverse faculty and those in positions of leadership and administration.
3. Clarify criteria for promotion. Make redacted promotion packets of recently promoted faculty available as examples. Department heads, senior faculty and others interact with junior faculty beyond annual meetings.
4. Encourage departmental projects to increase the level of inclusion of diverse faculty, thereby improving productivity and job satisfaction for all. Report and compare departmental projects. Address work practices that discriminate through projects of mutual change.
5. Compare faculty teaching and service responsibilities annually and redistribute as needed.
6. Conduct a University-wide salary review process, identify salary inequities by department and college, identify funds to redress inequities, and adjust salaries as needed starting with the most egregious inequities first.
7. Create a process that ensures all departments communicate resources and opportunities for research and development equitably to all faculty and a process to report communication problems.

8. Encourage departments to include representation of all ranks of faculty in the review processes.
9. Communicate an understanding of the current review mechanism for tenure, promotion, and annual reviews for faculty involved in non-traditional research. Evaluate the process for fairness and effectiveness. Address problems through the Academic Council, and embed diversity initiatives in annual reviews.
10. Review grievance procedures to ensure they are equitable, and investigate patterns of complaints in the handling of grievances.
11. Create Millennium Report Oversight Committees in each college to examine the climate for women faculty and faculty who are members

II. Recruitment, retention, and equity of a diverse student body

The University of Arizona's commitment to diversifying its student body is grounded in our historic land-grant mission to educate and serve the citizens of Arizona. Although we have made progress in recent years at recruiting a more diverse student body (in 2001 23.1 percent of students enrolled were from underrepresented groups compared to 17.09 percent in 1991), at a minimum, the diversity of our student population should mirror Arizona's demographics. We fall significantly short of that goal in several areas, most notably in our ability to recruit Hispanic and Native American students from our state:

	UA Enrollment, Fall 2001	Arizona Demographics
Hispanic or Latino Origin	13.0 %	25.3 %
American Indian	2.0 %	5.0 %
African American	2.6 %	3.1 %
Asian	5.4 %	1.8 %

We also fall short in our ability to retain students from many underrepresented groups. The six-year graduation rate for white and Asian students is 59 percent. For Hispanic students it is 44 percent; for African American students, it is 37 percent; and for American Indian students, it is 25 percent.

By 2025, it is estimated that Hispanic Americans will comprise nearly 18 percent of the U.S. population. The University of Arizona is ideally situated to serve the growing number of Hispanic college students, and it is our goal to become a Hispanic-Serving Institution. To be so defined under the Higher Education Act, we must increase our Hispanic enrollment to at least 25 percent and meet other criteria. Based on our land-grant mission and the demographics of our state, this is a realistic and appropriate goal for the University of Arizona.

The NCA team made this comment in their report to the UA after their February 2000 visit: *Although progress has been made to increase the diversity of the students, efforts should not languish. Indeed, the university's geographical location might afford the opportunity to focus on local Latino and Native American populations, where its expertise and resources may contribute to an understanding of and outreach toward these ethnic populations.*

Below we note numerous steps that can be taken to improve our efforts to recruit and retain a more diverse student body. However, many of the steps are dependent upon an appropriate level of staffing and resources, and our success rests entirely on imbedding accountability across the campus in the appropriate spheres of power.

II. Recruitment, retention, and equity of a diverse student body

Student Goal I: To increase the diversity of our student body

Short-term action steps

1. Revise marketing, admissions, and recruiting materials to include more emphasis on diversity. Provide group specific literature to attract students from underrepresented groups (e.g., literature in Spanish, literature specific to Native American students)
2. Identify colleges and programs with low numbers of underrepresented students and develop plans to increase those numbers

Longer-term action steps

1. Recruit academically high profile students from diverse groups through more personal contact such as home visits, phone calls, campus visits, etc.
2. Increase accessibility and amount of financial assistance available to students from underrepresented groups, including scholarships tagged specifically for transfer students, non-traditional students and disabled athletes.
3. Increase all types of outreach to K-8 students from underrepresented groups and set up additional programs that give them early interest in and incentive to attend the UA.
4. Expand efforts with targeted middle and high schools to better prepare students for college.
5. Expand outreach efforts to parents of potential students from underrepresented groups.
6. Expand outreach efforts to underrepresented groups enrolled in Arizona community colleges.
7. Develop a plan to become a Hispanic-Serving Institution within the next ten years.

Student Goal II: To increase graduation rates of students from underrepresented groups, and ensure equity of all students

Short-term action steps

1. Create a team to mentor and work on behalf of students from underrepresented groups, to act as liaison between colleges and students to help them to adjust to UA during their first year and on issues of probation, disqualification, and re-admission.
2. Evaluate programming in residence life to ensure environments of inclusion and respect, and educate students with the UA's commitment to a richly diverse living and learning environment.
3. Ensure diverse staffing in all student services offices across campus.

Longer-term action steps

1. Increase staff to improve monitoring and tracking of students from underrepresented groups and allow for a more personal approach to deal with specific and unique circumstances (e.g., helping Mexican nationals fill out necessary paperwork).
2. Develop a University-wide, comprehensive student retention plan for all students in a way that is personalized for and implemented in every academic college. Encourage faculty involvement in student recruitment and retention, and hold deans accountable for success of students in their colleges.
3. Implement a plan in each college to examine curricula, course content and methods, classroom climate, teaching styles to eliminate bias of underrepresented groups and barriers to full participation and enhance the education of all students.

III. Recruitment, retention, and equity of a diverse staff

Like faculty, University staff members regularly interact with students in academic and research programs and especially in the myriad departments that provide student programming and services. A broad category encompassing classified staff, and non-faculty appointed personnel individuals in these classifications possess a broad range of job descriptions with sometimes unclear compensation structures. As such evaluating diversity and equity in this area is a special, but important challenge.

***Note: This section will be revised accordingly based on the October 25, 2002 Millennium II Report.**

III. Recruitment, retention, and equity of a diverse staff

Staff Goal I: To recruit and retain a more diverse staff, and to ensure equity of all staff

Short-term action steps

1. Encourage diversity to be considered a critical factor in the hiring and appointment of all of University leadership positions, considering the applicant's commitment to educational excellence through diversity and experience in putting that commitment into operation.
2. Develop a consistent and equitable compensation and classification structure for classified and appointed personnel.

Longer-term action steps

1. Implement a plan in each department/unit to evaluate diversity and equity of all staff positions and analyze jobs to determine essential functions; and rectify inequities.
2. Conduct a study (in conjunction with the results of the Millennium II study) to evaluate classified staff and appointed personnel in terms of demographics and pay equity.
3. Implement a systematic exit interview process. Use the findings to evaluate attrition rates among underrepresented groups in particular staff categories.
4. Develop a plan to establish a staff development program designed specifically for staff with positions in job families in order to enhance their ability to progress within the University.
5. Establish peer-peer networks to provide incoming and current staff from underrepresented groups support and information during the early years of UA employment.

IV. Creation of a welcoming and supporting campus climate

A diverse environment is essential for our long-term success. An inclusive climate with equal access and respected participation by all groups and individuals will encourage full engagement of those who work and learn here. This engagement will be our competitive advantage.

The following plan describes the strategies required to create a vital and vibrant academic community well-positioned for recognition as a world-class university.

IV. Creation of a welcoming and supporting campus climate

Campus Climate Goal I: Create a welcoming campus climate through a visible institutional commitment to diversity.

Short-term action steps

1. Create a UA diversity resource office and clearinghouse staffed to coordinate, maintain, and assess certain diversity initiatives; research best practices; provide assistance and collaboration; provide "diversity facilitation"; and centralize diversity efforts by gathering and maintaining a knowledge base and inventory of all UA diversity-related programs, resources, and initiatives.
2. Create and widely publicize safe and effective reporting and assistance procedures for victims of hate incidents, harassing and discriminating behavior, and all other questionable actions or practices for students, faculty and staff.
3. Design and maintain a comprehensive official UA diversity website with a direct link from the UA homepage.
4. Begin each academic year with a celebratory inaugural diversity event to demonstrate clearly, from the first moment of the year, the importance of diversity at the UA.
5. Implement a speaker series to bring leading thinkers on issues of race, class, gender, disability, sexual orientation, etc., from around the nation to the UA campus. Such a series would spark discussion and keep diversity issues at the forefront of the campus consciousness as well as improving the campus climate and giving the UA national exposure as an institution intent on becoming a more diverse community.
6. Create a program to give grants to campus departments/units and awards to individuals to encourage innovative approaches to improving campus climate and to recognize those who have gone the extra step to promote diversity. Publicize and celebrate the recipients through an annual awards ceremony, announcements in campus newspapers, on the diversity website.

Longer-term action steps

1. Require a plan from each dean and vice president for creating and maintaining a climate inclusive of diversity within their colleges and units.
2. Promote interdisciplinary study of diversity issues and create opportunities for inter-college research programs focused on race, class, gender, disability, sexual orientation.
3. Develop and implement a domestic partner benefits plan.
4. Fully implement a program for domestic care assistance.

Campus Climate Goal II: Create a welcoming campus climate by disseminating information regarding diversity priorities and initiatives to the UA community and the Tucson community, in addition to building a state and national reputation as a campus devoted to diversity as a significant aspect of excellence.

Short-term action steps

1. Identify EO/AA liaisons in the offices of the vice presidents and deans. Provide liaisons with continuing training so they can serve as information resources for search committees in conducting recruitment and hiring activities that encourage diverse candidates to apply and as resources for inquiries regarding possible discrimination.
2. Continue to send ABC Bulletins from the president in the form of 3D memos to keep the campus informed of our diversity initiatives progress, including key issues of recruitment, retention, and equity, and to discuss in a thoughtful way current diversity topics or incidents as they arise.
3. Engage the campus and the Tucson community in a town hall meeting once each semester to discuss the implementation, assessment, and success of the diversity action plan and allow for Q&A.
4. Create and maintain media relationships with local, state, and national publications through personal relationships, advertising, and press releases making readers aware of our intent to become an institution of choice for those who wish to work and study in an inclusive and richly diverse environment.
5. Create an ongoing communication with diversity offices at our peer institutions by setting up a consortium that would communicate regularly on-line and meet once each academic year to share ideas and successes.
6. Engage in the national dialog regarding higher education diversity initiatives through participation in organizations such as AACU and ACE's Council of Minorities in Higher Education as an opportunity for learning from others and for building a national reputation as an inclusive institution.
7. Encourage the president and provost to act as our diversity spokespersons, to articulate in every possible setting our diversity goals and to reiterate their belief in diversity as a primary measure of excellence at the UA.
8. Encourage the president to be a strong diversity advocate before the Board of Regents regardless of the political atmosphere, pushing relentlessly for changes that need to happen at the state level without regard to the likelihood of success. The symbolic significance of his efforts to right injustices and argue for the inclusiveness of our entire community should not be underestimated; such an act can go a long way in setting the tone and expectations of our community.

Longer-term action steps

1. Implement a strategy to assure that every new student and new employee at the UA begins with an understanding of the richness and importance of a diverse learning and working environment, in addition to knowledge about current campus diversity initiatives and programs available to them.
2. Initiate a multifaceted climate assessment process that includes community conversations with faculty, staff, and students from diverse backgrounds as well as statistical climate assessments via surveys and qualitative assessments via focus groups. Establish a process to monitor progress in improving climate.

Appendix A

PEOPLE WHO HAVE WORKED TO PROMOTE AND VALUE DIVERSITY

Many people at the University of Arizona have worked to promote and value diversity for years. Several years ago, the phrase “learner-centered” caught hold nationally and in Arizona. Our Board of Regents championed the idea of student-centered education and launched a number of activities designed to promote and support it. As the universities continued to claim that there was already a multitude of “student-centered” activity at all three campuses, the Board called for an inventory, which bore out the claim. The creation of a new phrase belied the fact that the concept had existed for years without the label. In addition, the many faculty who had actively engaged in student-centered research and teaching were hurt and angry that their hard work seemed to go unrecognized, at first.

As we move toward a campus plan for diversity, we do not want to make that same mistake and should therefore acknowledge the many organizations and efforts valuing diversity already in place at the UA. Some of them have existed for years, and could form the nucleus of a “best practices” list for the UA. To name a few:

The **College of Agriculture and Life Sciences** has conducted special workshops and other events to support its women faculty. It publishes *Desert Roses*, a national newsletter for Women in Agricultural Education, recently established a chapter of Sigma Alpha, the professional sorority for women in agriculture, and convened a Diversity Committee in 1992 to promote an awareness of diversity within the College.

The Association for Women Faculty began in 1982, “to achieve a campus climate which fosters the careers of women faculty and academic professionals.”

The office of the **Vice President for Campus Life** strives to “foster a dynamic, diverse, multicultural, just, and caring campus community” through its many units (some listed below) and its facilitator program, which helps students navigate the services, systems and organizational structure of the university, and offers referral services to parents and prospective students.

The Arizona Board of Regents created the **Commission on the Status for Women** in 1989 “for the purpose of assessing the conditions of employment for women at the three universities. The 12 goals “focus on areas of compensation and equity, campus climate, and career and professional development.”

In March 2002, the **Committee of Eleven** assessed diversity at the UA, which included a summary of past efforts and action options.

In July 2002, the **Deans’ Diversity Subcommittee**, charged by the Provost to create an action plan for faculty hires, created a document containing short-term strategies to recruit and retain faculty of underrepresented groups and identifying long-term strategies as well.

The **Disability Resource Center** is committed to facilitating full access for students, faculty/staff and campus visitors with disabilities through reasonable accommodations, innovative programming, consultation, collaboration and systems change.

The **Diversity Coalition** was formed in March 2002, to bring representatives from many of the groups listed here together along with others to form a cohesive plan and a focused effort for diversity at the UA.

Faculty initiatives, courses, and outreach activities across campus have long targeted underrepresented groups and made profound differences in the lives of many students. Tutoring, mentoring, sponsorships, special workshops, and programs in the K-12 grades bring students from underrepresented groups into the pipeline – a long-term investment that is the key to the future of successful diversity initiatives.

During a time of severe budget restraint, the **College of Fine Arts** established a new, cross-disciplinary, multi-cultural position aimed at finding new pathways to promote and value diversity in the College and on campus.

The GRACE Report, 2001, investigated the “causes of the disparity between male and female faculty in the College of Medicine in track assignment, promotion to higher ranks, and leadership positions with the ultimate goal of identifying and implementing solutions to documented barriers.” <http://www.medicine.arizona.edu/grace/>

The **College of Humanities’** “New and Notable” website is a potpourri of diversity in action: <http://www.coh.arizona.edu/newandnotable/new.htm>. The faculty and curricula represent some of the most diverse offerings on campus, and the college maintains an active diversity oversight in its hiring practices.

Human Resources has traditionally provided a wealth of support to promote sensitivity to diversity issues for all employees, through its online resources, workshops on specific topics, expert assistance in grievance resolution and conciliation, and other educational programs. HR is often “ahead of the curve” in recognizing important issues and providing the resources and support to confront them. With the Vice Provost for Academic Affairs, HR has created a handbook for searches and hires (located at http://www.hr.arizona.edu/01_rec/searches/searchguide.php) aimed at creating more diverse candidate pools (located at, and is developing a comprehensive website on diversity issues and resources.

The **UA Library** has a powerful diversity statement and maintains proactive hiring and accountability systems designed to promote diversity among its employees.

The Library has used creative hiring strategies to attract the finest minority candidates to the UA, in spite of persistent budget constraints.

The **Millennium Project** was launched in 1999, “to allow all faculty, staff, and students to be productive and unhindered by any impediments due to considerations of gender or race/ethnicity.” The results of its Phase I Report, which received national attention, have stimulated action on many fronts throughout campus. u.arizona.edu/~millen

The primary focus of the **Department of Multicultural Programs and Services** is “the retention and graduation of historically underserved students at the UA.” It offers “innovative and nationally recognized academic, cultural, and leadership programs that build successful students and leaders . . . and guides the University in shaping a multicultural campus that promotes mutual learning, understanding, and respect.”

President Peter Likins formed the **President’s Council on Diversity** in 2000, “to understand, confront, and eliminate institutional barriers to an equitable and diverse educational and work environment at the University of Arizona.” The website for the Council lists 31 other diversity links at the UA: <http://w3fp.arizona.edu/pcd/links.htm>. Many council members also served on the President’s Council on Diversity’s predecessor, the **Diversity Action Council**, which was created in 1987.

Through its oversight of the academic personnel, and working with the deans, the **Office of the Provost** has continued to monitor, support, and retain the careers of women and minorities. The annual workshops on promotion and tenure/continuing status emphasize issues for faculty from underrepresented groups, and special workshops are regularly given just for women and minorities. The Vice Provost

tracks and reports the comparative outcomes for women and minorities in the hiring and promotion and tenure/continuing status processes and in the annual Retention and Loss reports. With a cross-campus committee, the Provost's Office created a policy for dual career couples, strongly supporting a more diverse faculty.

The **SALT (Strategic Alternative Learning Techniques) Center** offers an enhanced program of support for students with Learning Disabilities and/or ADHD. One of the largest programs in the nation, it provides individualized academic support, learning and career workshops, tutoring in a variety of content areas, writing skill enhancement and a computer lab.

UA presents, educates, enlightens and inspires by bringing performing arts and artists from cultures around the world together with the diverse communities of southern Arizona.

The **University Compensation Advisory Team (UCAT)** grew out of a smaller team organized by the Vice Provost for Academic Affairs, with the goal of providing deans and directors with national comparative data to enable equitable hiring and salary levels. Decision and Planning Support provide these data annually. UCAT now recommends processes for all state salary increases, and works with the Millennium Project and Human Resources on salary-related equity issues.

These examples are only a few of many, citing those who have worked to advance and support diversity in some way. Clearly, diversity is now on the agenda for many groups and individuals from every part of campus. The problem is not lack of interest or good ideas or sincere involvement. Numerous reports, surveys and white papers have confirmed our lack of adequate improvement in campus climate, the hiring and retention of underrepresented groups, and equitable employment practices. The groups cited above have been working on diversity long before it became the current topic of emphasis, and now that it has become a highly visible priority we must acknowledge and learn from the efforts of so many, and let them help guide our plans for action.