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INTRODUCTION

In September of 1988 a statewide task force delivered to the Arizona Board of Regents a report entitled "No Challenge Too Large, No Step Too Small." One fourth of the twenty-four recommendations dealt with improving the status of minority students and employees in Arizona’s universities. Even the casual reader of that report cannot help but be struck by the idea that Arizona’s universities have not met the challenges of diversifying their student bodies and providing employee role models given the rapidly changing demographics of the Southwest. What the Task Force on Excellence, Efficiency, and Competitiveness (EEC) recommended was not different from many publicized diversity plans from across the country such as the Michigan Mandate and the Madison Plan.

For example, an EEC task force subcommittee on barriers to minority access and persistence in Arizona’s universities concluded the following:

1. High schools are not preparing minority students for college.
2. Recruiters need to reach out to students in all under-represented groups.
3. There is not enough effort expended in recruiting students, particularly African-Americans and American-Indians.
4. Some people in the university lack sensitivity to minority and other under-represented group issues.
5. Minority is not a homogeneous category and minorities are not homogeneous groups.
6. The basic problem is fostering human attention when the number of minorities and other under-represented groups are small; the challenge is creating programs that meet their needs.

There is no end to reports available which document diversity issues and make recommendations. A report entitled Hiring and Retaining Women Faculty at the University of Arizona (Kathryn M. Moore, 1988), commissioned by The Association For Women Faculty (AWF) and the Provost’s Office, outlined six major areas of concern:

1. Academic Climate
2. Professional Isolation
3. Hidden Workload
4. Hiring
5. Retention
6. Monitoring Progress

Included in the academic climate section were recommendations including the initiation of a series of workshops on gender bias, to include such topics as perceptual bias, the treatment of women faculty in informal professional interactions, the denigration of research on women and research in areas dominated by women. These are only a few of the conclusions of one task force and a study by a private consultant, but they are
illustrative of continuing concerns on all of Arizona's campuses. Equally important is the rapidly changing demographic picture. The EEC task force, for example, noted that in 1988:

The percentages of Hispanics and American-Indians within Arizona's population will increase significantly during the next decade. We do not need to produce elaborate estimates. We already know that ethnic minorities total 36 percent of this year's national elementary school population, and that those students will reach college age in the years 1998-2004.

That figure for Arizona's elementary school population is currently 40 percent. It is clear that the "minority" will become the "majority" in the state of Arizona by the year 2005.

The under-represented population of the United States is the fastest growing part of the general population. In 1990, one in four Americans are minorities. By the year 2000, that figure will shift to one in three. In a number of major cities in the United States, the "minorities" are a majority of the local population. Atlanta, El Paso, Los Angeles, San Antonio, San Francisco, and Washington, D.C. are examples.

The term "minority" has outgrown its usefulness. It has been argued that we ought to use terms like diversity, diverse populations or underrepresented groups. Under the umbrella of diversity you will find racial and ethnic minorities but you will also find the increasing number of elderly, increasing number of individuals with physical challenges and the increasing number of single-parent households in America. For example, Americans aged 75 to 84 are expected to increase in number from 9.9 million in 1990 to over 12 million in 2000 -- an increase of 21 percent in one decade. During the same period those 85 to 94 are estimated to grow by 40 percent. The majority of this population will be female.

Other underrepresented groups currently comprise significant proportions of America's pluralistic society -- the gay/lesbian population (estimated at 10 percent of U.S. population), veterans (especially disabled veterans), single parent families (by the year 2000 expected to be 25 percent of all American households), various religious groups (with rising membership in "new" religious organizations), and the rapidly emerging chronically poor urban underclass.

Even the commonly used term "racial and ethnic minority" populations holds one overriding characteristic -- variety. For example, in the American-Indian population, there are 505 federally recognized tribes, including 197 Alaskan native villages. You also find 16 subgroups within the category of Asian/Pacific Islander. Mexican-Americans are the largest and fastest growing of the varied Hispanic ethnic groups which made up a 19.4 million estimated population in 1988. This is a 34 percent increase since 1980 and represents a growth rate of five times the American population as a whole. African-Americans made up 28.9 million of America's population in 1987 and certainly is not a homogeneous group when compared by income, education,
occupation, or any other social-economic characteristic. Outreach for education and employment of previously "under-used" women, racial/ethnic minorities, immigrants, the physically challenged, as well as other underrepresented groups, is by far the greatest challenge Arizona's universities face as we move into the twenty-first century.

The economic globalization of America means that Arizona's economy will become more international. This puts new demands on the education system for a highly trained work force. Nearly three out of five of all new workers will be members of under-represented and under-used groups or immigrants in the decade of the 90's. Our work force will become increasingly multi-cultural and multi-lingual. More importantly, the work force will become a mosaic of values and lifestyles.

Colleges and universities can no longer deny the changing demographics or economic globalization of America. But we have barely moved beyond denial to a reactionary stance which responds to various vested interest groups. The predominant form of communication is still basically ethnocentric. This is a view which focuses on "reducing" racial tensions. Ethnocentrism denies the heterogeneous "majority" culture the benefits of a pluralistic society. Both majority and under-represented group members must move toward the difficult work of learning to value and live with diversity. It is not easy to be asked to understand and respect the myriad lifestyles and intellectual traditions which make up America. This challenge -- indeed imperative -- requires a reexamination of our entire campus climate.

Campus climate was defined in the following way by ACE in Minorsities On Campus: A Handbook for Enhancing Diversity:

Campus climate embraces the culture, habits, decisions, practices, and policies that make up campus life. It is the sum total of the daily environment, and central to the comfort factor that minority students, faculty, staff, and administrators experience on campus. Students and other members of the campus community who feel unwelcome or alienated from the mainstream of campus life are unlikely to remain. If they do remain, they are unlikely to be successful.

A recent American Council on Education report noted that an educational experience that does not reflect the pluralism of our country and the importance of underrepresented individuals and cultures is simply deficient. Few campuses in America are effectively involving students who are different. Non-majority students confront stereotypical attitudes, unfamiliar values, ineffective teaching and a bureaucracy which does little to help them succeed. Students who come from homogeneous communities are usually quite ignorant of the impact of prejudice and inequality on under-represented groups. Conventional courses teach students from privileged backgrounds an often unstated (and perhaps unintended) lesson regarding their assumed superiority in human societies and encourage them to identify against rather than with the concerns, activities, and aspirations of others.
Students from diverse backgrounds who have experienced discriminatory attitudes and practices because of their age, color, ethnicity, gender, national origin, physical and mental ability, race, religion, sexual orientation, Vietnam Era veteran status, socioeconomic background or individual style are often denied identity and information by the traditional curriculum. This experience diminishes their sense of self-worth (if "only" by rendering them invisible) and handicaps them in handling those problems and issues which are central in their lives. This occurs as a matter of course even as they receive what some might call an equal education -- after all, they take the same courses, hear the same lectures, and read the same texts as their peers.

The commitment of the DAP committee -- a commitment we are asking each of you to also make -- is to work toward a productive and humane learning and working environment at The University of Arizona. This is not an easy task or one that can be dealt with simply. This is a commitment that will take us well into the next century and will provide us with immense challenges we cannot yet discern. Our goal is to move toward a sense of campus community where pluralism is expected, valued, and seen as a strength. Moving from a mono-cultural organization to an organization which embraces diversity does not lend itself to easy solutions with quick fixes. Our efforts must be comprehensive, and well-planned. It is very clear that a few workshops on racism and sensitivity training for employees and students will not be enough.

The Diversity Action Plan arose out of expressed African American student concerns which culminated in a written presidential agreement. At the same time, the DAP responds to recommendations of the Arizona Board of Regents Task Force on Excellence, Efficiency and Competitiveness (1988) and Kathryn Moore’s Report on Retention of Women Faculty (1988). The DAP specifically addresses issues surrounding personal understanding of differences, understanding and accepting diversity, and cooperative problem solving.

There are many other diversity efforts across the University. Initiatives addressing employment recruitment and retention and minority/economically disadvantaged student recruitment and retention are delineated in the Arizona Board of Regents’ Five Year Employment Diversity Plan and Our Common Commitment. For example, the activities and programs to be carried out within the Five Year Employment Diversity Plan include:

1. Annual Affirmative Action Plans;
2. "Grow Your Own" Initiatives;
3. Faculty Development Initiatives;
4. Administrative and Staff Development Initiatives;
5. "Target of Opportunity" Placement Initiatives;
6. Multi-cultural and Racial Sensitivity Training;


*Our Common Commitment* (1989), a report of the Arizona Board of Regents Ad Hoc Committee on University Access and Retention, provided goals and recommendations for:

1. Early Outreach;

2. Minority Student Recruitment;

3. Minority Student Retention to Graduation;

4. Accountability.

The *Diversity Action Plan* Committee began its efforts in June 1989. The complexities of the task necessitated two committees. A large advisory committee which was representative of all of the differences reflected in the philosophy of the committee's approach was formed to review the efforts of a smaller planning committee. The DAP planning committee was the working group which took leadership for the formulation of this document. Each of the planning committee members led a task force in one of the major components of the plan and invited advisory committee members as well as other faculty, staff, and students from across campus to join them in developing the plan.

Why is this diversity effort important? We all have much to benefit if we meet this challenge. Any efforts we make toward a renewed sense of campus community can have a positive impact on the retention of employees and students, regardless if they are under-represented or in the mainstream. What else can be gained? We would hope for a reduction of the number of incidents of racism and other intolerance on campus. But these kinds of efforts cannot be achieved until we elevate diversity to the highest institutional priority, just as we have done with excellence. We can no longer tolerate a perceived conflict between excellence and diversity. The best academic institutions of the future will be those which have embraced diversity and have learned to turn their diversity into a strength for both themselves and this country.

John Steinau Lester from Equity Institute, Inc. in Boston identified seven essential components to shift from what he called a mono-cultural to a multi-cultural organization. By far the two most important components include a comprehensive, focussed, and well publicized long-term plan for change and institutionalization of the change process. This Diversity Action Plan is intended to serve as these two crucial building blocks for change. It is a framework for continuing dialogue over the next decade among all University groups, alumni, and friends who join us in our commitment to understand, accept and embrace diversity.
Diversity: A Definition

As discussed in this plan, diversity encompasses differences in age, color, ethnicity, gender, national origin, physical or mental ability, race, religion, sexual orientation, socioeconomic background, Vietnam Era veteran status, or unique individual style.
MISSION STATEMENT

The purpose of the Diversity Action Plan is to develop a campus climate which understands, accepts, and embraces the value of diversity among students, faculty and staff. This will be accomplished through a comprehensive and broad application of the concept of diversity. Diversity encompasses differences in age, color, ethnicity, gender, national origin, physical or mental ability, race, religion, sexual orientation, socioeconomic background, Vietnam Era veteran status, or unique individual style. The program comprises the following components:

1. Initial and ongoing assessment of the attitudes, expectations, and needs of students, faculty, staff, and administration relevant to issues of diversity

2. Provision of educational information and resources regarding the unique characteristics of various groups

3. Facilitation of personal understanding, tolerance, acceptance and valuing of diversity through structured training programs which will be required of all members of the University community

4. Enhancement of general social awareness of the value and importance of diversity through public activities, celebrations, and events

5. Integration into academic and training curricula specially-designed courses which promote positive attitudes and understanding of diversity and the incorporation of materials addressing diversity into all areas of the academic curriculum

6. Evaluation of the impact of the program through utilization of a variety of assessment methods

The focus of this program will be to assure that all persons affiliated with this institution believe that their individual characteristics, talents, and contributions are valued.
ADMINISTRATION

RATIONALE

The Diversity Action Plan is a document which outlines strategies for valuing the contributions of diverse populations, recognizing changes in societal and workforce demographics, and enhancing campus climate. The planning committee, in its development of institutional goals and actions, recognized that there were several overarching issues which were inherent to the successful achievement of its mission. The following strategic goals and actions address those issues which were identified as prerequisite to the successful implementation of the various components of the Diversity Action Plan (DAP).

STRATEGIC GOAL

The University's administration and its constituent groups will formalize their commitment to diversity.

STRATEGIC ACTION

The University of Arizona mission statement will include the attainment and effective utilization of diversity as a top priority. The Faculty Senate, the Staff Advisory Council, and the Associated Students of the University of Arizona, as the duly elected representatives of the campus populations, will issue a statement of commitment to diversity.

STRATEGIC GOAL

The University will establish the position of vice president for diversity action which will report directly to the president.

STRATEGIC ACTION

The vice president for diversity action will implement the Diversity Action Plan and its associated Public Relations Plan. This individual will be responsible for coordination of the Diversity Action Plan with the Five-Year Employment Diversity Plan and student and community diversity action initiatives. The vice president will conduct ongoing evaluation of progress toward achievement of diversity goals and will report regularly on the impact of DAP programs and services on the campus climate. This position will be responsible for monitoring University policies and procedures which prohibit discrimination and ensure equality to students, faculty, and staff. Management of the Diversity Resource Center, performance facility, and library will be the responsibility of the vice president.
STRATEGIC GOAL

The administration will establish a Diversity Action Board of Advisors to provide advice and guidance to the vice president for diversity action in matters pertaining to campus diversity. Existing committees and task forces which currently address diversity issues, including the DAP planning committee, will be combined to form the Board of Advisors. Members will include representatives from community constituency groups.

STRATEGIC GOAL

The University will eliminate usage of the term "minority" in all written documents, position descriptions and titles, and in the designations for all organizational and administrative units. Use of the term "minority" will, whenever appropriate, be exchanged with "diversity", "diverse populations" or "under-represented groups".

STRATEGIC GOAL

The University will provide increased funding and institutional support to units contributing to scholarship and pedagogical expertise on diversity in the curriculum and classroom.
ASSESSMENT

Initial and ongoing assessment of the attitudes, expectations, and needs of students, faculty, and administration relevant to issues of diversity

RATIONALE

So we may understand and respond to problems and needs associated with diversity, there must first be a measurement of the current level of awareness and understanding held by students, instructional personnel, and employees regarding the various forms of diversity. To obtain this baseline measurement, the University should systematically appraise the attitudes of all campus populations, the curricula and programs in place to serve them, and the overall campus climate as it relates to racism, sexism, ageism, heterosexism, and other forms of oppression. In the course of carrying out the assessments, specific components such as hiring and retention policies, student service programs, and undergraduate and graduate curricula should be examined.

STRATEGIC GOAL

The current demographic profile will be assessed through analysis of statistical reports reflecting student and employee populations. Summaries will be generated and made public on an annual basis. These reports will also include information on services, programs, and activities throughout the campus which promote and embrace diversity. Quarterly reports will be generated and submitted to the administration.

STRATEGIC ACTION

In the development of demographic profiles, existing offices and units including the Student Resource Center, Center for Research, OMSA, OMAR, and the Affirmative Action Office will coordinate in compiling information.

STRATEGIC GOAL

An annual survey will be conducted which will focus on retrieving information which will reflect individuals' experiences and attitudes regarding diversity. The survey will focus on campus climate, personnel mobility, curriculum content, and participation in diversity programs and events. Analysis of this information will be submitted to the University administration to be incorporated into policies, practices, and activities.
INFORMATION

Provision of educational information and resources regarding the unique characteristics of diverse groups

RATIONALE

While it is important that the differences and uniqueness of diverse groups be understood, tolerated, appreciated, and celebrated, the University should promote cooperation and sharing between and among all groups. Resources and information about American cultures and customs should be available. Information regarding the processes and power structures of the predominate anglo/male system should be readily available. Materials which provide strategies, techniques, and activities that can be used to develop awareness, acceptance, and respect for diversity within and beyond the classroom should be accessible to all instructional personnel. Many diversity-related activities and programs exist on campus without a system of networking; a central "clearing house" for information about these activities should be established to enhance the entire campus climate and promote exchange among the University’s diverse groups.

STRATEGIC GOAL

A centralized Diversity Resource Center will collect, house, and disseminate information and coordinate programs, services, and activities pertaining to diversity.

STRATEGIC ACTIONS

The Diversity Resource Center represents a commitment by the University to diversity and pluralism on campus. It will be centrally located in a high traffic area of the campus.

The Diversity Resource Center will be staffed by a diverse group of employees and will be under the direction of an individual with experience in diversity issues. All staff will receive diversity awareness training. Staff will also be skilled in the collection, evaluation, cataloging, and dissemination of information, and in assisting others to make effective use of such resources.

All information housed in the Diversity Resource Center will be accurate, current, and effectively presented and readily understandable. Resource materials to be included in the center will also meet one or more of the following conditions:

1. Recommended by a recognized international, national, regional, or local organization
2. Recommended by recognized authorities in the field
3. Possess a basis in evidence -- successful programs and/or research data bases

4. Recommended by representatives of the appropriate homogeneous group

The Diversity Resource Center will serve as the repository for all data pertaining to institutional analyses regarding diversity in the University community and will cross reference all useful informational resources that exist in other units of the University and the larger community.

**STRATEGIC GOAL**

Vehicles for the effective exchange and dissemination of information in the Diversity Resource Center will be developed.

**STRATEGIC ACTIONS**

Publications designed to cultivate diversity awareness, promote cultural events on the campus and in the community, spotlight different cultures, and give recognition to individuals and groups who contribute to cross-cultural understanding and respect will be developed for distribution to all campus groups and organizations. The Diversity Resource Center will have responsibility for development and coordination of these publications.

A group of resource people within the University and the Tucson community who are willing to assist with diversity awareness will be trained as Diversity Specialists. Teams of Diversity Specialists will be available to present information modules regarding diversity to organizations upon invitation and to orient new students and employees to the campus environment.

A mobile unit which emulates the function of the Diversity Resource Center will be developed to extend understanding and appreciation of diversity to the community at large and especially to the public schools. The mobile unit will be staffed by Diversity Specialists.
TRAINING

Facilitation of personal understanding, tolerance, acceptance and valuing of diversity through structured training programs which will be required of all members of the University community.

RATIONALE

As we move from a monocultural society to a diverse society, we must learn to understand, tolerate, respect, and value diversity. Diversity training programs provide settings where discussion and exploration of issues is made easier, using a variety of formats which aid understanding and involvement. Training workshops vary from lecture formats utilizing speakers and panelists to experiential and consultative formats utilizing structured dialogue. Lecture formats are useful for sharing information and raising the value of a topic among participants. Experiential and consultative formats provide a structured environment enabling people to manage the anxiety they feel at a personal level when faced with their own reaction to difference. Together these formats encourage people to learn to cooperatively solve the problems that such differences may represent to them. Programs to promote a "diversity literate campus" are already developing, independent of coordinated resources. Efficient use of resources will require the coordination and development of Diversity Specialists within all sectors of the campus community. A coordinated effort to train Diversity Specialists is the primary strategy for providing the programs needed to create dialogue about diversity on campus.

STRATEGIC GOAL

A comprehensive training curriculum will be developed which will provide support to administrators, instructional personnel, employees and students in a fearless and searching self-assessment of beliefs and attitudes that direct reactive behavior in the face of racial, ethnic, gender and other differences. The training program will provide opportunities for exchange and skill development in communicating and problem solving related to diversity.

STRATEGIC ACTIONS

An inventory of resources in the area of diversity awareness training will be developed. The inventory will include campus, community, state, regional, national, and global resources, and will identify speakers, consultants, mediators, workshop facilitators, and trainers who may be utilized in the development of campus-wide diversity training programs.

Diversity awareness training and planning sessions for administrative personnel will result in goals, commitments and assigned responsibility for the
implementation of campus-wide training programs.

Training sessions for department heads and directors will emphasize issues of recruitment and retention.

Managers and supervisors will participate in workshops designed to incorporate diversity-related issues into management techniques. This training will be integrated into existing Effective Supervisory Practices and Performance Appraisal Fundamentals training curricula.

Employees and students will be trained to serve as Diversity Specialists. These Specialists will conduct diversity training for the student and employee populations in return for compensation and/or release time.

The existing Minority Achievement Program, which provides leadership development training for emerging populations, will be expanded.

A videotape which illustrates the diversity among University students, instructional personnel, and employees will be produced. The videotape will be incorporated into new student and new employee orientation programs and will be utilized in general University public information efforts.
PUBLIC EVENTS

Enhancement of general social awareness of the value and importance of diversity through public activities, celebrations, and events

RATIONALE

Development of the following programs and activities illustrates the University’s commitment to diversity. The implementation of this component should establish an environment in which to celebrate the diversity offered by students, instructional personnel, and employees. The objective is to focus on observable activities which emulate the individual contributions of the various diverse groups.

STRATEGIC GOAL

Critical to the implementation of the Diversity Action Plan is the administration’s active and visible involvement in its implementation. This will be accomplished in part through the presidential declaration of the 1990's as the "Decade of Diversity".

STRATEGIC ACTIONS

A committee comprised of campus and community representatives will be formed to plan and coordinate the "Decade of Diversity" activities calendar. This group will report directly to the vice president for diversity action.

An performance facility will be located on the mall as part of the Open Space Project. Campus events which illustrate or celebrate diversity will be held in the amphitheater facility. The facility will represent an observable statement to all who visit of the University's commitment to diversity. Dedication ceremonies of this facility will be incorporated into the public relations plan.

Celebrations and events which illustrate or celebrate diversity will be recorded and utilized in curriculum, made available to public and/or private TV and radio, and incorporated into new student and new employee orientation.
CURRICULUM

Integration into academic and training curricula specially-designed courses which promote positive attitudes and understanding of diversity and the incorporation of materials addressing diversity into all areas of the academic curriculum

RATIONALE

The structure of the curriculum and classroom dynamics are key components of the university culture. Therefore, changes in pedagogy and curriculum are essential to effective university response to prejudice and discrimination. Systematic attention to classroom dynamics and course content is critical for all students to understand cultural differences of power, prestige, and well-being in human societies. Recent scholarship in the social sciences reveals the power of socially constructed prejudices in all settings, including the classroom. Most instructional personnel do not intend to discriminate in their course content or classroom conduct. Prejudices, however, are deeply rooted; they cannot be easily undermined through the presentation of information or through moral exhortation. Most instructional personnel have not been trained in the new scholarship on cultural and political differences. Instructional personnel can develop the pedagogical skills that will enable them to confront prejudice and teach effectively in a multicultural classroom/curriculum.

STRATEGIC GOAL

Instructional personnel and the administration at the University of Arizona will assume the responsibility for ensuring that all students receive equal treatment in the classroom and that each student is able to learn about and value diversity in human societies. The University will provide substantial institutional support and funding to instructional personnel to transform the curriculum by developing courses and course material on the cultural, social, psychological, and political meanings of difference in human societies. All colleges, faculties, degree programs, and departments will undertake this commitment to an education which embraces diversity.

STRATEGIC ACTIONS

A permanent committee on diversity in the curriculum will be created to plan curriculum changes, work with departments and other units to strengthen requirements on diversity, assist in the planning and implementation of instructional personnel development projects, and work with administrators at all levels to ensure that new courses and requirements can be staffed as they are implemented. This committee will be appointed by the vice president for undergraduate academic affairs and will consist of instructional personnel from all colleges and faculties as well as student representatives. Committee membership will reflect the diversity present on this campus.
A core of critical inquiry courses that focus on cultural difference and power relations will be established. These courses will be comparative and cross-disciplinary, cover all major diversity issues, and develop critical insights regarding diversity. "Majority" groups will be studied relative to their experiences, perceptions, values, and roles in cultural and political systems. All undergraduate students will be required to complete one general course on diversity and at least one additional course that focuses systematically on age, color, ethnicity, gender, national origin, disability, race, religion, sexual orientation, or socioeconomic.

The diversity component of undergraduate requirements will be revised and strengthened to ensure enough qualified course offerings in this area. Courses available for the race, gender and non-western requirements in the general education requirements of the College of Arts and Sciences will be increased. As other units implement diversity requirements, funding will be made available to staff them at the outset. By fall 1995, enough courses will be offered so that students can fulfill diversity requirements in their freshman year. At least one class on diversity will be small enough to permit all students to participate in discussions. In order to ensure this, data on enrollment projects and course scheduling will be gathered.

The provost's Teaching Improvement Awards Program will set aside funds for instructional personnel 1) to revise courses to incorporate matters on diversity and 2) to work cooperatively within or across departments and programs to plan and implement changes in courses or curricula on diversity.

External funding for curriculum diversity projects will be obtained.

Colleges and departments will be provided incentives to develop new courses, revise existing courses, and include a diversity component from within their discipline in their major requirements for undergraduate and graduate students.

The general education committee of the College of Arts and Sciences will include an instructional personnel member whose research or teaching focuses systematically on issues of diversity.

Funding for instructional personnel travel and release time to conferences and workshops on diversity in the curriculum will be provided.

STRATEGIC GOAL

The University will demonstrate its commitment to the value of educational equity by improving classroom dynamics and enabling all students to learn and communicate while respecting the opinions and experiences of others. Pedagogical techniques that take into account the different learning styles and experiences represented in a diverse student population will be developed.
STRATEGIC ACTIONS

In all academic units, instructional personnel will have the opportunity to attend workshops on teaching methods for a diverse student body. These workshops will include scholarship on discriminatory teaching behaviors and strategies to change those behaviors, teaching strategies for "controversial" subject matter, skills in promoting open discussion (where all students can speak and be heard by others) and careful explication of complex issues in undergraduate classes. The University Teaching Center and the Diversity Resource Center will promote programs on diversity.

All new instructional personnel will attend a seminar designed to inform them regarding the student populations they will impact, develop team building skills, provide information regarding resources available to them, and suggest methodology in teaching diverse populations. In addition, new instructional personnel will attend training in professional development and personal growth.

All instructional personnel who are not new to the University will attend a seminar designed to provide information and training on creativity in teaching, different learning styles, methods for delivering information to a diverse population, and media resources on diversity.

STRATEGIC GOAL

Increased instructional resources on diversity will be provided to instructional personnel. Academic units that make special contributions to research and teaching on diversity will be recognized and strengthened.

STRATEGIC ACTIONS

Library and media materials on diversity will be added to current library resources. Non-print acquisitions with a budget for performance rights will be included, along with "ephemeral" and small-press publications and support for film series on diversity. These materials will augment resource materials held in the Diversity Resource Center. A diversity librarian will be hired to oversee acquisition policies, develop public programs, and coordinate outreach to instructional personnel and students so that library materials will be widely used in the classroom and elsewhere.

To increase the University's expertise on diversity, a postdoctoral "fellows" program will be established. It will include lecturer positions, renewable up to three years. These lecturers will teach two or three courses a year. The University will also fund one or two positions for senior visiting faculty.
specializing on diversity to teach three courses on diversity and mentor or work with students. They could co-teach one course with a member of UA faculty attempting to develop that course for the future.
EVALUATION

Evaluation of the impact of the Diversity Action Plan through utilization of a variety of assessment methods

RATIONALE

In light of changing attitudes and ideas regarding dedication of resources toward educational programs and services, it is critical that implementation of the strategic goals and actions outlined in this plan be carried out with efficiency and effectiveness. Adjustments in program design should be made as they become apparent; programs and services should be streamlined as appropriate to allow them to impact as many individuals as possible while utilizing funds efficiently. Positive changes in the campus climate should be identified and should be reflected in public information.

STRATEGIC GOAL

An annual report of progress toward the implementation of the Diversity Action Plan will be conducted by the vice president for diversity action, and will be made public.

STRATEGIC ACTIONS

Attitudinal and behavioral information will be gathered to evaluate the positive and negative impact of DAP programs and services upon the campus climate. Impact will be measured in terms of participation in programs and events, utilization of facilities, changes in demographic profiles, and rate of occurrence of acts of intolerance.

Strategies will be developed and implemented which will build upon the positive impact of DAP programs and services and/or to counter any negative impact identified through the evaluation process. Strategies will be included in the annual progress report.