

**Promoting Diversity at  
The University of Arizona:  
A Blueprint for Action**

**A Report  
Prepared by**

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Promoting Diversity at the University of Arizona: A Blueprint for Action" was completed in July, 2002, as a sabbatical project by Elizabeth Ervin, Vice Provost for Academic Affairs at the UA. It has since been incorporated into a larger campus-wide action plan, developed by the Diversity Action Coalition, chaired by Patti Ota, Vice President for Executive Operations. For permission to reproduce all or part of the Blueprint, please contact Anna Elias-Cesnik, Office of the Provost, at 520 621-6701, or [eliasces@email.arizona.edu](mailto:eliasces@email.arizona.edu)

## **Author's note**

Please note that the terms “minority” and “of color” have been used interchangeably throughout the document, and are meant to be synonymous here.

E. Ervin

In working on this project I have visited numerous websites, read all or part of many books and monographs, attended a conference, and consulted with many wise colleagues. My research has not been exhaustive, and I would not claim this report as deep scholarly work. There are excellent people contributing to the growing body of scholarly work on the subject, whose research will continue to support action initiatives, and whose ideas have enriched this report. Rather than adding to the scholarship, I have built upon the ideas of others in creating an open-ended action plan for the University of Arizona, aimed at those areas that we know are lacking. While the Blueprint focuses mainly on the faculty, it contains ideas and models to serve the other employee groups as well.

This Blueprint urges each member of the campus community to share in the responsibility for promoting diversity at the UA. It is based upon five driving principles that, to me, are appropriate for our institution and provide a framework for the suggested action steps. Ideally, each individual and governing group would move forward with particular initiatives, and coordinate with the many efforts in place throughout the campus. All of these efforts together can make a profound difference in the near future. The Blueprint is easily separable into parts for implementation. It is not intended for imposition, but for adoption, in whole or in part. In handing it off to the Provost and to the campus community, my hope is that the Blueprint will enable positive action, optimism for our future as an institution, and contribute to “...an environment and culture that support all members of the University community.”<sup>1</sup>

E. Ervin  
July 2002

<sup>1</sup> University of Arizona Mission Statement

## INTRODUCTION TO THE BLUEPRINT

### **Background**

**Diversity has been a topic of discussion, contention, and confusion at UA for many years.** Even without clear agreement on the definition of the word or the philosophy behind it, many have condemned the lack of it at UA, particularly the lack of progress in hiring substantially more women and minority 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.

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 concept of diversity is woven into the UA’s stated tenets. Included in the UA’s 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.”*

**During the past decade the UA has had respond to many different dimensions of the diversity issue.** For example, increasing numbers of students with different or challenged 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.

In addition, reports and surveys conducted by the Commission on the Status of Women, The Millennium Project, The Grace Report, the NCA Report, and others, have found the UA wanting in various areas for faculty and students of underrepresented groups: salary equity, campus climate, course content, disparate workloads and startup packages, to name several.

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. (See Appendices B and C)

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. (See Appendix D)

*“Despite serious efforts over several decades to make the University of Arizona an equally fine learning and working environment for everyone who strives to succeed here, the hard evidence of the past year or so demonstrates beyond reasonable argument that the goal of equal opportunity on our campus remains elusive.”*

**Peter Likins,  
President, 2002**

*“Evidence suggests that exposure in college to a diverse faculty along with diversified curricula and teaching methods produces students who are more complex thinkers, more confident in traversing cultural differences, and more likely to seek to remedy inequities after graduation. Diversity among faculty, then, ensures greater educational benefits for students and for society.”*

**Caroline Sotello  
Viernes Turner,  
*Diversifying the  
Faculty, 2002***

***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 physical disabilities, and the S.A.L.T. 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 21<sup>st</sup> century, and many courses and programs reflect new teaching and learning styles in exciting and creative ways: the Old Pueblo MOO, the Southwest Project, 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. And, 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.

To this writer it seems inevitable that as the world rapidly shrinks, as language and monetary barriers dissolve, as the world evolves from industrial-based to knowledge-based economies, our students will succeed only if they are prepared for these new and diverse environments. The institutions of higher learning that adapt to this will endure, while others, in an age of harsh competition and financial drought, will fade. In order to tackle our own issues related to diversity we must embrace this notion of change, played out in a multitude of ways.

### ***National and local 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%. At UA, between 1989 and 1997, minority tenured and tenure track faculty increased by 30%.<sup>1</sup> At UA, between 1989 and 2000, the number of women in the tenured/tenure track ranks increased from 18% of the whole to 26% of the whole.<sup>2</sup> 1999 data compiled by Dr. Cathy Trower, Sr. Research Associate of the Harvard Graduate School of Education, indicate that women represent only 23% of the full-time faculty at research universities, up from 18% in 1972. According to Trower’s study, in the year 2000, women earned 44% and minorities earned 19% of the doctorates awarded.<sup>3</sup>

<sup>1</sup> Decision and Planning Support (DAPS), The University of Arizona

<sup>2</sup> Ibid.

<sup>3</sup> Trower, Cathy A. ***Winning at Recruitment and Retention***, Presentation at UA, February, 2002. [Note: 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 can be compared since each source is using consistent methodology in creating its data.]

According to the 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 minority full-time faculty 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 minority 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.<sup>1</sup>

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

Data show that, nationally, 91% of full professors at Research Universities are white, and 90% are male, while at the UA 90% of full professors are white and 85% 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 UA the figure is \$8,007 less than men. At the assistant professor rank, the national gap is \$4,123, while at UA it is \$1,648.<sup>2</sup>

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% of the men called the goal “not important” compared to 3% of the women)
- ◆ Female faculty are significantly less likely to believe that:
  - women are treated fairly at UA (90% of the men surveyed responded yes, compared to 57% of the women)
- ◆ Faculty of color are significantly less likely to believe that:
  - faculty of color are treated equitably at UA (90% of white faculty surveyed responded yes, compared to 56% of faculty of color)

In addition, the Report found that at UA, overall, women faculty earn 82.6% of what male faculty earn, compared to national data showing that in other 4 year institutions, women earn between 91% and 95% of what men earn.<sup>3</sup>

*“National data indicate that women are underrepresented at the top ranks; in fact, the numerical disparity of tenured women to men has not changed since the early 1980s...The numbers of faculty of color have remained stagnant.”* **The Millennium Project Summary Report**, Phase One, The University of Arizona, 2001

<sup>1</sup> American Council on Education. 2000-2001: Eighteenth Annual Status Report on Minorities in Higher Education

<sup>2</sup> Trower, Cathy A. *Winning at Recruitment and Retention*, Presentation at UA, February, 2002

<sup>3</sup> *The Millennium Project Summary Report*, Phase One, The University of Arizona, 2001

*“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.” Deans’ Diversity Subcommittee. The Recruitment and Retention of a Diverse Faculty, Draft Proposal, 2002*

These data show that 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.

**Many people at UA have been working 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. And 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 action, we do not want to make that same mistake, and should therefore acknowledging the many organizations and efforts valuing diversity already in place at 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 Association for Women Faculty** began in 1982, “to achieve a campus climate which fosters the careers of women faculty and academic professionals.”
- ◆ 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.”
- ◆ 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 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.
- ◆ President Peter Likins formed the **President’s Council on Diversity** in 1997, “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 UA <http://w3fp.arizona.edu/pcd/links.htm>
- ◆ In July, 2002, the **Deans’ Diversity Subcommittee**, charged by the Provost to create an action plan for faculty hires, created a document of short-term strategies to recruit and retain faculty of underrepresented groups and is currently working on long-term strategies as well.
- ◆ 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.
- ◆ Similarly, **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.”



- ◆ 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.
- ◆ 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 **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. These data are provided annually by Decision and Planning Support. UCAT now recommends processes for all state salary increases, and works with the Millennium Project and Human Resources on salary-related equity issues.
- ◆ 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, has just established a chapter of Sigma Alpha, the professional sorority for women in agriculture, and, has convened a Diversity Committee since 1992, to promote an awareness of diversity within the College.
- ◆ During a time a 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.
- ◆ **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.
- ◆ **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 is developing a handbook for searches and hires, aimed at creating more diverse candidate pools, and is developing a comprehensive website on diversity issues and resources.
- ◆ 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.

*"Our deepest aspiration for the University of Arizona is to create an environment that stimulates each member of our University community to achieve his or her full potential for learning. This is the goal for our freshmen, and this is the goal for our most advanced scholars, whose personal learning elevates human understanding worldwide."*

**Peter Likins,  
President, ABC  
Bulletin #2**

*“Our success as a university will require unambiguous expression that we are part of a diverse global community, to be evidenced in our people, programs, curricula, values, and communication networks.”*

**George H. Davis,  
Provost, 2002**

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.

***“The goal of equal opportunity on our campus remains elusive.”<sup>1</sup>***

Even though over time, the UA has tried to embrace the idea of valuing diversity, there has not been an over-arching movement, nor an institutionally accepted philosophy nor a campus-wide plan, nor 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 Blueprint attempts to lay out the elements needed to bring about a common commitment at the UA.

The Blueprint touches upon many dimensions of diversity, but focuses mainly on the faculty as the academic mission. For all of the attention, rhetoric, reports and surveys, the numbers of faculty members from underrepresented groups have not moved very much over the last decade. In addition, our record of retention of minority and women faculty continues to be disappointing as shown by the data mentioned above and in the Appendices.

This Blueprint offers action steps that can be immediately taken up at every level of the institution, that are largely not resource-dependent and that can be continuously added to and assessed. The Blueprint can be used in part or as a whole, *and the responsibilities it outlines rest with every individual who works at the UA*. In this sense, it can serve as a toolkit with different mechanisms for different situations. It is meant to be a beginning, and a stimulus for other, far more creative minds to build upon. It may serve as a model for other, non-faculty areas in the University to create action items to promote diversity in those areas.

<sup>1</sup> Peter Likins, *ABC Bulletin #1*, April 24, 2002

## A Blueprint for the University of Arizona

The Blueprint that follows builds on current efforts underway at UA, as well as new ideas for action. It involves everyone, not just managers. It is based upon our regular annual accountability systems. Ideally, it involves full participation of the entire campus.

### ***Driving principles***

The Blueprint is founded on five principles, which then drive the action ideas. In reviewing the literature on promoting diversity, and in analyzing the dynamics particular to UA, these principles have emerged as ones that seem logical, are practicable, and have the potential for extensive acceptance across our campus. These principles are interrelated and inseparable.

1. ***Diversity must become a primary measure of quality.*** For decades the UA has worked to earn its place on the map as a premier Research 1 AAU institution. 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, and the acquisition of research dollars through grants and contracts. Until recently, these measures have trumped all others, even including excellence in teaching. The importance of teaching excellence and student service have emerged as competing measures of quality under pressure from students, parents, the Board of Regents, and the Legislature. In order 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 complementary importance of diversity in carrying out research, teaching, 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 at the individual, unit, college and institutional levels.
  
2. ***Diversity is essential for student success.*** Recent research indicates that the connection between a diverse educational experience and student success is no longer in question. A 1996 study by Gilliard concluded that “an institutional climate that supports and affirms people from racially and ethnically diverse backgrounds is important for the success of all students.”<sup>1</sup> A study by Smith, Wolf and Morrison concluded that “institutional commitment to diversity contributes to the satisfaction and success of all students, both of which are central to the

*“But true equity does not exist even in those places ranked high in the ratings released recently by U.S. News and World Report... That challenge or goal is to demonstrate that there is a true mutuality between excellence and equity... To do any less would be to stamp those highly sought and celebrated top ratings for diversity as meaningless indices, which are, at best, measures of our futility in creating an academic environment that is more humane as well as more excellent.”*

**John B. Slaughter,  
President, Occidental  
College, Leadership  
Statement**

<sup>1</sup> Smith, Darryl G., 1997. *Diversity Works: The Emerging Picture of How Students Benefit*. Washington, D.C.: Association of American Colleges and Universities

*“...today’s students are graduating into that same diverse world and its job markets. Their university training will best prepare them if it, too, includes a significant experience with that diversity while in college.”*

**Larry N. Vanderhoef,  
Chancellor, UC-Davis,  
Leadership Statement**

goals of higher education.”<sup>1</sup> Studies by Astin (1993), Lopez (1993), Hasslen (1993), Biddell, Lee, Bouchie, Ward and Brass (1994), Duster (1995), Guarasci (1997) and Trigg and Balliet (1997) are several of many that attest to the importance of multicultural curricula and experiences in preparing *all* students for success in the workplace and as citizens in a diverse world.<sup>2</sup>

A June 2002 report from the Deans’ Diversity Subcommittee states that “by 2015, 80 percent of the anticipated 2.6 million new college students in America will be African American, Latino, Asian/Pacific Islander, or American Indian.”<sup>3</sup> U.S. Census demographic studies predict that by the year 2055, whites will no longer be the majority population. Research shows that for students to succeed in the world of today and tomorrow, they must be able to function amidst conflicting ideas, a diversity of approaches, and with different teaching and learning styles. This is a very different climate than the one in which most faculty matured. Harold Shapiro, Princeton’s former president, said: “One aspect of a student’s moral education lies not in the curriculum but in the behavior of the faculty, staff, and administration, and in the policies of the institution.”<sup>4</sup> While I would agree completely with the latter part of his statement, the curriculum *does* play a formative role in shaping students’ perspectives; a narrowly focused slice of a discipline’s global picture is as limiting as the view from the bottom of a canyon. Ideally, professors of different ethnic, gender and racial backgrounds, using different teaching styles, will teach UA students from curricula that embrace a diversity of viewpoints. This is very different from higher education a generation ago, when the creation of students in our own image was the key to their success. Our faculty should not pass on their own limitations to the students of today.

The UA prides itself on being student-centered and committed to “*preparing students for an increasingly diverse and technological world.*”<sup>5</sup> To ignore the importance of diversity in a student’s educational experience would lead to our eventual failure as an institution.

<sup>1</sup> Ibid.

<sup>2</sup> Ibid.

<sup>3</sup> Deans’ Diversity Subcommittee. *The Recruitment and Retention of a Diverse Faculty*. Draft Proposal, 2002

<sup>4</sup> Stanley N. Katz, *Choosing Justice Over Excellence*, The Chronicle of Higher Education, May 17, 2002

<sup>5</sup> University of Arizona *Mission Statement*

3. ***The promotion of diversity has both ethical and “market” implications.*** Said differently, promoting diversity is the right thing to do and the smart thing to do. As human beings, in our lives we understand and express 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, not just a chosen few. Each of us must be responsible for doing all we can to promote a more diverse campus.

Even if we don’t embrace diversity on ethical grounds, doesn’t it make good sense in terms of giving students what they need, keeping our employees engaged, attracting business partners (who often require a diversity component), forging strong community relations in a very diverse community - in other words, the “market” issue? As stated earlier, research indicates that, for students, an education that emphasizes diversity offers important tools for success and satisfaction. If the UA is to stay among the leaders in the “education business,” it must accept the fact that a diverse education for students is essential in maintaining a competitive edge. Moreover, to lose faculty because of low morale or lack of support is a huge waste of money and time, in having to recruit and outfit new hires. Diversity makes good business sense.

In thinking about how to create useful aids for advancing diversity, I have found it helpful to substitute the ideas of teaching, scholarship, and honesty, as litmus tests for various ideas involving diversity. For example, in considering whether it would be helpful to have a Vice Provost for Diversity, if one asks whether we need a Vice Provost for Honesty or a Vice President for Teaching, one jumps to the assumption that those are responsibilities that each of us carries out individually and collectively. We do not have a Vice Provost for Honesty, or a Vice President for Teaching because each of us is accountable for those kinds of things in our work and behavior. Diversity might better be addressed through the imbedding of it into our existing accountability systems, curricula, and hiring practices, rather than to invest one more administrator with the charge of carrying it out. We must all carry it out. To assign the task of promoting diversity to a single individual or group simply distances the rest of us from our own responsibilities. Those individuals and groups who are currently charged with the specific task of promoting diversity could advance the cause by seeking ways to support the many individual and collective efforts needed campus-wide. Some examples might be in providing selective training; helping to maintain a comprehensive and up-to-date website of resources and links to diversity-related sites; seeking ways to link the various activities of the campus to one another, to combine resources and increase synergy.

*“It is so easy to do the right thing.” -*

**Allison Vaillancourt,**  
**Executive Director,**  
**Human Resources,**  
**2002**

*“Diversity is not just a good idea. It is the evidence that we are fair in our thinking and just in our practices. Twenty years ago, a lack of diversity within a university faculty was a consequence of unequal opportunity in American society. Today, a lack of diversity within a university faculty suggest unequal opportunity in that university.”*

**Deans’ Diversity Subcommittee.**  
***The Recruitment and Retention of a Diverse Faculty.***  
**Draft Proposal,**  
**2002**

*“The diversity curriculum also includes diversity in the classroom and on campus, the multiplicity of perspectives, the engagement with questions that are immediately real and significant to those who encounter them. These are important sources of social capital for a nation that, barely fifty years hence, will no longer be majority white.”*

**D.G. Smith, 1997.**  
***Diversity Works: The Emerging Picture of How Students Benefit.***  
 Washington, DC: Association of American Colleges and Universities

Additionally, if we can agree that the valuing of diversity has both ethical and market importance, could we not expedite our efforts in the same way we have had to do for technology? The UA, along with every other institution of higher education, has had to respond to technology’s emergence of as a critical component of every element of its operation. Further, as technology continues to evolve at a staggering pace, we have had to build into our thinking, budgets, curricula, and training, a continual response mechanism in order to keep up – a response mechanism that is, in all likelihood, never-ending. We accept this necessity because it keeps us competitive in the higher education marketplace. Could we not think of diversity in the same way? We must treat our existing inequities, the imbalances in faculty and student demographics, the deficiencies in our support systems for women and minorities, as issues that must be addressed as urgently as we strive to keep up with band-width, access, and technology refresh. The importance of diversity must be moved to the front of the queue, right up with the other things we accept as fundamental to staying competitive. Although diversity should not require the extensive specialized expertise that technology requires, if we agree upon its importance we should be able to give it the same degree of attention that we assign to technology in our institutional priorities.

Finally, universities have traditionally provided leadership in both the ethical and marketplace arenas. Diversity has strong connections to both, and yet data clearly show that our record on the ethical front is nothing to be proud of, and we must act fast to ensure our ability to provide student success. Our continued viability in the education marketplace, and the success of our students in the work marketplace depend upon our immediate action.

**4. *The “magic key” to improving diversity at UA lies with each of us.***

Some approaches to the advancement of diversity treat it like technology, requiring new bureaucracies and specialists to understand, define, and explain it to the rest of us. This has the potential to distance us from direct responsibility and involvement. I prefer to think that each of us has some sense of what diversity means, and how we can work as individuals to advance it in our own spheres. Diversity is a code word that means different things to different constituencies – such as racial and gender differences, sexual orientation, cultural and religious differences, physical and age differences, or different belief systems. In a large educational institution such as the UA, all of these elements belong in our discussions and actions relating to diversity.

A common refrain in UA conversations about diversity places responsibility for problems and the action “somewhere else.” 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. If we can accept all or part of the principles outlined above, then we must also shoulder individual and collective responsibility for the active advancement of diversity. While task forces and consultants and conferences may inform us, they should not defer immediate action. Every moment we spend analyzing, defining, parsing, and criticizing delays us from “doing,” and distances us from our own responsibilities.

We need a plan, not more rhetoric. Talk is fine, but only if we are all also engaged in doing something, and not waiting on someone else to do something, or to tell us what to do. We need a plan.

- 5. Diversity benefits everyone.** 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, not exclusive and competitive. 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." In its broadest sense, the concept of diversity implies the broadest sense.

## Action Steps

The Blueprint consists of five action steps, listed in no intended order. The steps do not have to be taken in sequence. The steps can be implemented separately or simultaneously, and should be continually examined and amended as experience demands. The tempi of the steps will differ, as will the outcomes.

**Step 1. Discuss and adopt the five Driving Principles:**

1. *Valuing diversity must become a primary measure of quality;*
2. *Diversity is essential for student success;*
3. *The promotion of diversity has both ethical and "market" implications;*
4. *The "magic key" to improving diversity at UA lies with us.*
5. *Diversity benefits everyone.*

**Step 2. Identify "spheres of power" and viable actions,** with immediate goals for individuals, units, colleges, standing committees, and other

appropriate groups.

**Step 3. Take stock** of all that is being done currently at UA to value and promote diversity.

**Step 4. Imbed accountability** for goals within the regular annual review process and/or other appropriate review, beginning *now*.

**Step 5. Imbed ongoing discussion and action in all governance entities.**

## Clarifying the Action Steps

**Step 1. Adopting the Driving Principles**

As stated earlier, the five principles emerged from this writer's review of literature and thirty years of experience at UA. Other people might come up with a different list, or want to add or edit this one. And, the principles will certainly not be adopted without the requisite amount of discussion. Once discussed, edited and adopted, they form a solid foundation for action. The first principle places diversity near the top of the hierarchy of institutional priorities, where it will receive the attention and action it merits.

*"... we should be able to cultivate and value diversity within the faculty, and the fact the we have not done so, despite our frequent expressions of good intentions, means that something is going wrong in how we do business."*

**Sally Jackson,  
Vice Provost for  
Educational  
Technology, 2002**

*“Because valuing diversity emphasizes inclusion and mutual respect, it is a change that gives hope to employees who may have felt marginalized or excluded in the past. When diversity initiatives are first introduced in an organization, it is not unusual for some employees to acknowledge that they are choosing to stay on the hope that diversity will make a real difference.”*

**Marilyn Loden,  
Implementing  
Diversity, 1996**

The second principle links diversity to the primary function of the University – to educate students. The third recognizes that valuing diversity has both ethical and market dimensions, and that the University should strive to be a leader on both fronts. The fourth principle posits that action on behalf of diversity should be a part of every employee’s responsibilities, and not relegated to just a few. The last principle posits that the valuing of diversity will benefit everyone – not just a select group or constituency, but the entire campus and surrounding community.

It is quite possible to proceed with the Blueprint without consensus on the driving principles. It is a hallmark of university culture that action initiatives can become so mired in analysis and discussion that nothing ever happens. This author believes that we can move forward with the proposed action items *during* ongoing discussions of the driving principles. The advantage of early agreement on the principles is a clearer, more focused vision for the entire campus. Nevertheless, the lack of that should not keep us from proceeding with a multitude of activities that will surely benefit our students and employees while we engage in our usual business of trying to agree on definitions and terms.

#### **Step 2. Identifying “Spheres of Power” and Viable Actions.**

We each already have spheres of power. This action item seeks to have each individual, each unit, college, standing committee, and other appropriate group identify those areas in which they have the power, or authority, to make a difference in valuing and promoting diversity. The following matrix provides some examples of the many different kinds of actions that can help us move forward, but it is not inclusive. The emphasis in this matrix centers around the faculty, but other employee groups could do similar exercises using campus climate, disabilities, gay and lesbian issues, and cultural and religious differences, for example, as other dimensions of diversity to be explored at the UA. The matrix should be expanded and developed by each constituency – the examples below are just the beginnings of a full-blown plan.

## Responsibility Matrix

Individual/group	Sphere of power	Possible actions
<b>President</b>	Leadership for entire campus; direct leadership of vice presidents and Cabinet; can establish priorities, language, direction for entire campus; connection to external world through ABOR, legislature, Governor's office	Adopt all or part of Blueprint as a campus-wide initiative; coordinate action steps with various other entities engaged in promoting diversity; create campus-wide goals, measure progress, and celebrate successes; establish goals and accountability with vice presidents and Cabinet; continue to stress importance of valuing diversity in communications to campus and external world; set the "tone" for campus action
<b>Provost</b>	As Chief Academic Officer, leadership of and responsibility for entire academic enterprise, all colleges and research units. Sets priorities for deans, with leverage through recruitment planning.	Coordinate with President on the role of Provost's Office in carrying out action plan in Blueprint; provide leadership to colleges through deans' council, Provost's Mgt Group. Establish goals and accountability for deans through links to Recruitment Plans and Annual Reviews. Establish funding links to performance in valuing diversity.
<b>Vice Provost for Academic Affairs</b>	Oversight of promotion and tenure/continuing status processes; oversight of post-tenure review, annual review processes, hiring and grievance processes for academic personnel; analysis of recruitment and retention data and policies	With HR, through websites and new search manual, improve guidance and help for increased hires of faculty from underrepresented groups; increase number of minority workshops for P&T/CS; continue to provide retention and loss data for minority faculty; continue partnership with Harvard on projects related to promotion of diversity; through HeadsUp and in conjunction with HR, provide training on diversity issues to department heads; act as a resource for complaints and grievances involving diversity issue; Provide proactive support and education for all faculty searches and hires.
<b>Deans</b>	Oversight of college and departmental policies and practices and accountability	Provide leadership and direction in setting college philosophies and goals re diversity; help department heads to establish accountability for supporting diversity; provide training as needed for heads and faculty in areas appropriate for the disciplines. Implementation of actions described in Deans' Subcommittee Report
<b>Department Heads</b>	Oversight of unit policies and practices and accountability	Provide leadership in establishing individual and collective goals for diversity in unit; oversee accountability in annual review; provide training as necessary
<b>Faculty</b>	Curricula	Modify old courses to include more different points of view. Invite guest lecturers into existing course to provide different perspectives. Create new courses. Team-teach with others of differing perspectives.
<b>Faculty</b>	Scholarship	Depending upon the discipline, conduct research and contribute to the growing body of knowledge on the importance of valuing diversity
<b>Faculty</b>	Recruitment of undergraduate, graduate and post doc students	Proactively seek wider pools of applicants. Identify promising students of color and establish relationships with schools/colleges with large minority enrollments

<b>Faculty</b>	Recruitment of research fellows, staff	Proactively seek wider pools of applicants. Identify promising students of color and establish relationships with schools/colleges with large minority enrollments
<b>Faculty</b>	Mentoring of junior faculty	Proactively seek out junior women faculty, junior faculty of color, to help them true members of the department; offer to serve as referees on proposals, to read publications, to answer P&T and other questions;
<b>Faculty</b>	Outreach to K-12	Target underrepresented groups in certain schools; track talented students, bring to campus, offer to mentor them in special projects.
<b>Professionals</b>		
<b>Staff</b>		
<b>Human Resources</b>	Broad oversight of all employee issues	With Provost's Office as appropriate, offer training on various topics of concern for promotion of diversity – gender, disability, and legal issues; contribute to a central database on diversity issues; provide conflict resolution on many issues related to diversity. Provide proactive support and education for all searches and hires. Continue to track research on diversity issues in the workplace, provide information and support to various constituencies working on diversity initiatives
<b>Deans Council</b>		
<b>SPBAC</b>		
<b>Faculty Senate</b>		
<b>Committee of Eleven</b>		
<b>President's Council on Diversity</b>		
<b>Diversity Action Coalition</b>		

**Some thoughts on hiring practices:** the hiring of new faculty, research assistants, and post-docs falls within step 2. The hiring of new faculty is a critically important issue in promoting diversity, because faculty turnover is so slow – on average, around 3% 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% and 16.1% 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 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, not passive, and follow the model used by executive search firms, where candidate pools are built by aggressive and thorough action.

Each discipline has its own unique capacity to advance diversity, and hires can be made to bring people to campus who will meet the discipline's standards of excellence and also contribute meaningfully to the promotion of diversity in the unit and on campus.

The Deans' Diversity Subcommittee has developed an excellent Draft Proposal entitled ***The Recruitment and Retention of a Diverse Faculty***, which offers many short- and long-term strategies for improving our searches, including ideas such as include cluster hires, interdisciplinary hires, and pipeline hires.

Oregon State University offers a creative approach to advancing diversity through innovative hiring. Their announcement reads:

**Director, Difference, Power, and Discrimination (DPD) Program -- Oregon State University**

**Difference/Power/Discrimination:** Director, Difference, Power, and Discrimination (DPD) Program: 9-month, fixed term .50 FTE; additional .50 FTE faculty position as tenure track Associate Professor or tenured Professor (depending on credentials) through an academic department on campus. This position is funded by Education and General funds.

**Responsibilities:** Provide instruction in undergraduate and graduate courses with difference, power, and discrimination content through an existing department on campus; engage in scholarship and outreach appropriate with departmental appointment level; administer the DPD Program; supervise a small cohort of teaching assistants and staff; develop and oversee the DPD budget; facilitate professional and curriculum development in areas of difference, power, and discrimination; assist faculty in submitting curriculum proposals to the Baccalaureate Core Committee; participate in university committees and activities related to the DPD Program.

**Qualifications:** Ph.D. or terminal degree; discipline open but requires training in and knowledge of difference, power, and discrimination content; knowledge and understanding of pedagogy related to difference, power, and discrimination content; teaching experience in issues of difference, power, and discrimination; experience with diverse populations; history of effective collaboration; organizational skills; potential for success in university instruction, scholarship, outreach, and administration. Preferred: administrative experience; team-building skills; active participation in professional organizations; willingness to work collaboratively with students, staff, faculty, and administrators; enthusiastic, energetic leadership style.

*“...despite stunning progress in diversifying the collegiate student body over the past four decades, the progress in diversifying the faculty has been discouraging... there are concrete immediate steps that institutions can take to increase the racial and ethnic diversity within their faculty. And search committees are key instruments in accomplishing that feat.”*

**Caryn McTighe Musil, in *Diversifying the Faculty: a Guidebook for Search Committees***

*“Gone are the days when faculty positions were filled in back rooms with gentlemen’s agreements among department chairs.”*

**John Woodford,**  
*Michigan Today,*  
Summer 2002

Submit letter of application, statement of interest, curriculum vitae, and names and contact information of three references to Chair, DPD Director Search Committee, Oregon State University, 328 Snell Hall, Corvallis, Oregon 97331; 541-737-2760. For full consideration apply by May 15, 2002. The university has an institution-wide commitment to diversity and multiculturalism, and provides a welcoming atmosphere with unique professional opportunities for leaders who are women and people of color. All are encouraged to apply. OSU is an AA/EO employer and has a policy of being responsive to the needs of dual-career couples.

Resourceful new hiring strategies such as this could do much to leverage the precious opportunities offered by new hires. The tenets from the deans’ proposal should be woven into search and hire practices this year, and accountability for transforming our searches needs to be a component of the overall plan for promoting diversity.

The Offices of Human Resources and the Vice Provost are creating a new Search Manual, using as its centerpiece Caroline S. V. Turner’s excellent guidebook.<sup>1</sup> Available online in the Fall of 2002, it will provide guidance and consistency in how searches are conducted, as well as sample language to be included in position descriptions.

The principles included in the Deans’ Diversity Subcommittee Proposal, as well as in Turner’s Guidebook can provide excellent models for searches and hires in all employee categories. The goal in improving searches is not simply to increase faculty numbers of underrepresented groups. Instead, it is to actively seek out qualified candidates from such groups, to include them in applicant pools as appropriate, and to include the advancement of diversity in the hiring criteria.

### **Step 3. Taking Stock**

Taking stock of all that is being done currently at UA to value and promote diversity is probably well worth the effort. This important step makes it possible to recognize the hundreds of people and groups for the many activities they are historically or currently engaged that value and promote diversity. This report earlier listed some of the many examples to be found, but a thorough census has yet to be done. For those already engaged in actions that promote and value diversity, it is a year to set benchmarks, gain the recognition for successes already achieved, and perhaps serve as models for others. It may be a year in which the University creates a central inventory of all that is happening, an action that might well give an enormous sense of pride and hope to the many individuals and committees scattered throughout this large enterprise who are already working hard to promote diversity. Such an inventory could also foster new connections to strengthen ongoing and new efforts. One of the most encouraging outcomes of undertaking this report has been to learn of the hundreds of creative, effective, and exciting programs, courses, and initiatives already in place at the UA to foster a more diverse campus and curriculum. A broader awareness of these efforts by all will lend strength and purpose to new initiatives targeted at areas of weakness. A cost-benefit analysis should be done before undertaking a thorough census, to determine the value of spending time and effort on such a project. Even if a

<sup>1</sup> Turner, Caroline S.V. 2002. *Diversifying the Faculty: A Guidebook for Search Committees*. Washington, DC: Association of American Colleges and Universities

full-blown survey is not done at this time, some study and report of all that exists would give momentum to new initiatives and provide a centralized list of resources and models. This step could be done at the unit level for any employee group, and then collated more centrally. As for faculty, the benefit would be to create a better sense of all that is currently happening, and alliances from whom to draw information and support.

#### **Step 4. Imbedding Accountability**

The advancement of diversity at UA cannot be successful unless we set goals within the regular annual review processes and/or other appropriate reviews. Without accountability, we will remain in our current, static state – with plenty of rhetoric but little progress in our areas of weakness, and without a collective sense of our many isolated successes. For those not already actively involved, this first year can be a “hold harmless” year, when goals are set, plans are created, and training is undertaken. It is essential that we use our existing accountability mechanisms, because one of the fundamental premises for this blueprint is that responsibility is driven down into existing structures, and does not require new ones. Because each of us already undergoes some regular annual review, it is in that process that our efforts to promote diversity should be evaluated. During this first year, a diversity component should be added to every review, based upon the spheres of power and individual interests of those under review.

For example, a faculty member might choose to change a particular course to include more different points of view or add content reflecting a more diverse reflection of the discipline. A department head might be evaluated upon the changes s/he makes in the search and hire process for the unit, aimed at proactively seeking out and recruiting more diverse pools of applicants. A dean might be reviewed for the ways in which s/he provides leadership and direction to the college in promoting and valuing diversity – through education, workshops, added training in the search and hire process, incentives to units for effective efforts to promote diversity, or the establishment of relationships with other institutions predominantly graduating people of color. A Vice Provost might be evaluated on the mechanism put into place to track the progress and outcomes of action steps taken to promote diversity.

#### **Step 5. Imbedding Ongoing Discussion and Action in all Governance Entities**

This all-important step means that issues of diversity are on the agenda in every Cabinet, Provost’s Management Group, Faculty Senate, SPBAC, Deans’ Council, SAC, APOC, and University Council meeting, and in the regular meetings of college, department and other standing committees. It means that issues of diversity take their place along with issues of budget, enrollment, space, and other primary concerns. It means that these important groups within our established governance structure assume responsibility for valuing and promoting diversity, each within its own sphere. It means that issues of diversity are not relegated to a single individual or group, but instead permeate all levels of the campus as a shared commitment.

*"Diversity should be seen, I contend, as a necessary prelude to the creation of an environment of equity - the real goal to which we should commit ourselves."*

**John B. Slaughter,  
President, Occidental  
College, Leadership  
Statement**

*“In many respects, then, valuing diversity in organizations addresses issues that our larger society is not addressing.....It challenges each of us to demonstrate respect, cooperation, and cultural sensitivity in our interactions with others.”*

**Marilyn Loden,**  
*Implementing Diversity,*  
1996

It is inevitable that varying degrees of resistance will accompany broad discussion of diversity throughout campus, particularly where action is involved. In her excellent book, ***Implementing Diversity***, Marilyn Loden describes the spectrum of employee profiles from innovators (the least resistant) to traditionalists (the most resistant.) These include the innovators (approx. 2.5% of the population), the change agents (approx. 13.5%), the pragmatists (approx. 34%), the skeptics (approx. 34%), and the traditionalists (approx. 16%).<sup>1</sup> Based upon extensive study of institutions undergoing change, the research indicates that innovators and change agents look to the future, and drive change, while skeptics and traditionalists look to the past, and resist change until it is institutionalized.

As we try to move ahead with mechanisms to value and promote diversity at the UA, and as we take up the issues of diversity in our regular, standing governance bodies, we would be wise to consider the need to address all parts of the spectrum. Much of the work will center on debunking myths (such as the belief that diversity lowers quality), clarifying misperceptions (such as the belief that diversity means quotas or racially-based hiring), and simply replacing ignorance with facts. The July 2 Summer Edition of the *Arizona Wildcat* featured an editorial full of statements that reflect the artless and outspoken wisdom of the ignorant: “...there is little evidence to suggest that a racially diverse campus creates a more intellectual student body...,” and, “There is no reason to care.” Such mindsets must be listened to and addressed in order to create a more enlightened mindset – one that will understand and promote the implementation of diversity initiatives.

Loden describes the four basic beliefs that she believes are fundamental to the “valuing diversity mindset”:<sup>2</sup>

- |            |  |
|------------|--|
| Belief #1: | Valuing diversity requires long-term culture change.               |
| Belief #2: | Valuing diversity is good for people and good for business.        |
| Belief #3: | Valuing diversity implementation must be inclusive, not exclusive. |
| Belief #4: | Valuing diversity benefits everyone.                               |

Loden’s four basic beliefs might serve as jumping off points to stimulate discussion in the various governing groups of the UA.

<sup>1</sup> Loden, Marilyn. ***Implementing Diversity***. Boston: McGraw-Hill, 1996

<sup>2</sup> Ibid.

## Conclusions

It is important to emphasize that the action steps proposed above are not serial. They can and should occur simultaneously, and will move forward at different tempi, with outcomes occurring at different points in time. Some will take longer to achieve, and others can be accomplished within this first year. The pace at which tangible results are achieved depends in good part upon the leadership of the President, Provost, Deans, and department heads.

I am convinced that leadership in promoting and valuing diversity must occur on university campuses if it ever is to make advances in the broader society. Universities are traditionally at the forefront of new knowledge and ideas, and these are fed into society through the faculty and graduates of great institutions. Universities are curious blends of the new and old – poised on the cutting edge of research and scholarship in the disciplines, but staunchly clinging to many old and outdated values and ways of doing things. If we accept John Slaughter’s premise that diversity should be the “*prelude to the creation of an environment of equity – the real goal to which we should commit ourselves,*”<sup>1</sup> and if we commit ourselves to equity for all, then there should be no question of the need to move ahead aggressively in a multitude of actions to promote and value diversity.

We owe a collective thanks to all those at the UA who have been engaged in advancing the diversity agenda, and we owe our individual and collective commitment to joining them in actions that touch every student and employee on the UA campus. We are ideally situated to assume leadership in creating a diverse and equitable environment. Ours is a highly ranked research institution, with a very diverse student population, located in a region rich in history and cultures. The inertia that has plagued other institutions and the UA has become intolerable, in light of simply doing what is right, and serving the best needs of our students and employees. I hope that this Blueprint will help us to move ahead vigorously with a collective sense of commitment, urgency, and hope. C. Adelman provides a fitting close for this report in the form of a title for an article:

***“Walk the walk and drop the talk.”***<sup>2</sup>

*“Once diversity becomes a desired asset, it is easy to recognize the ways in which operating assumptions and systems must change to achieve the end result. Now, valuing diversity is viewed as a fundamental part of the strategic business plan—not a stand-alone effort.”*

**Marilyn Loden,**  
*Valuing Diversity,*  
1996

<sup>1</sup> John B. Slaughter, President, Occidental College, *Leadership Statement*

<sup>2</sup> Adelman, C.. 1997. *Diversity: Walk the walk, and drop the talk.* *Change* 29 (4): 35-45