



## **Interim Progress Report on Diversity of Employees**



**The University of Arizona**

**Prepared for the North Central  
Association of Colleges and Schools**

**August 1, 2003**

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**I. Introduction**

In accordance with the North Central Association (NCA) requirements for ten-year evaluations, the University of Arizona (UA) conducted a comprehensive self-study and, in spring 2000, was evaluated by an NCA on-site team. Following the visit, the team's evaluation report and all relevant materials were submitted to two outside readers for further comment and recommendations. In a NCA memo to UA President Peter Likins (August 2, 2000), NCA Associate Director Mary B. Breslin noted that the readers identified what they perceived as problems with the visiting team's recommendations and required an interim progress report due August 1, 2003, to address "the composition and diversity of the employees: faculty, administration and staff. The report should encompass the Plan for Diversity and the progress made between the comprehensive visit in February 2000 and the completion of the fiscal year 2002-2003" (p. 1).

In the August 2, 2000 memo, Ms. Breslin also offered the following rationale for the readers requesting the interim report:

This university, with a uniquely diverse student population, seems to have made little progress in the way of ethnic diversity of the faculty, and did not speak to that of the total employees. The only explicitly stated progress stated in the self-study was with regard to gender. The diversity issue or challenge must be addressed in a systematic and holistic manner. (p. 1)

In accordance with the NCA requirement to produce a progress report by August 1, 2003, this paper chronicles recent efforts to increase the diverse make-up of the UA faculty, administration and staff and offers preliminary results of these efforts. The paper is organized in chronological order,

beginning with the major UA initiatives focusing on problem areas, noting the work of various projects across campus to address issues related to diversity, including the comprehensive University of Arizona Diversity Action Plan produced by the Diversity Coalition to address faculty, student, staff, and climate issues. Finally we document our early successes. The Appendices, which contain copies of the full reports of the Millennium Projects, GRACE, the Deans' Subcommittee on Diversity and the Diversity Action Plan, should be considered as part of the formal response to the NCA's charge to produce a Diversity Plan.

## II. Background

Diversity of people and programs within a public, Doctoral/Research University-Extensive<sup>1</sup>, land-grant university is an integral part of the qualities of excellence on which such an institution is judged. The UA resides in a borderland region and serves an increasingly diverse student population and an ethnically rich community. We must have an institution that is unambiguously welcoming to diverse students, faculty, staff, and administration and ensure an inviting climate that includes the art and culture of the place; the programs; and the programmatic connections to the communities.

Having made slow but steady progress over the past two decades in diversifying its student body, the UA began the 21<sup>st</sup> Century with a significant focus on diversity issues. A number of factors contribute to this emphasis, including a leadership committed to increasing diversity in every aspect of campus life and several major initiatives, studies, and reports that have identified opportunities for improvement. These initiatives include the Millennium Project, Phase One, which documented the status and campus climate for women and faculty of color, and Phase Two, which assessed the quality of work life of appointed personnel and classified staff; the GRACE (Generating Respect for All in a Climate of Academic Excellence) Project, which documented disparities between male and female faculty at the University of Arizona College of Medicine (COM); the Dean's Subcommittee on Diversity, which identified ways to recruit and retain a more diverse faculty; the Blueprint for Diversity produced by the vice provost

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<sup>1</sup> In 2000, the Carnegie Classification of Institutions of Higher Education adopted new category labels intended to discourage improper inferences about institutional change. The new labels do not use Roman numerals to identify distinct categories (e.g., Research I) due to the Carnegie Foundation's concern that their use might improperly suggest a ranking. <http://www.carnegiefoundation.org/Classification/index.htm>

for academic affairs; and the Faculty Senate Committee of Eleven's assessment of UA diversity.

These initiatives all recognize that the UA must be able to cultivate and value diversity within its faculty, staff, and administration. The fact that we have not been as successful in this regard as we would have liked, despite our frequent expressions of good intentions, means that we must implement comprehensive systemic change. A philosophical commitment to diversity can co-exist with practical barriers to diversity when our decisions and our decision-making process reproduce unexamined preferences and presumptions that make it difficult for our university to make significant strides towards creating a diverse workforce.

This task of increasing the diverse make-up of the UA workforce at all levels demands a highly developed, multi-faceted, rigorous action plan for diversity that is embraced by the entire campus and that demonstrates through actions as well as resources, the institutional commitment to diversity. To this end, Diversity Coalition (DC) was convened by President Likins in March 2002, with members from underrepresented groups and organizations across the university who are committed to facilitating a climate for excellence and diversity. The DC was charged with producing the UA Diversity Action Plan (DAP), a living document created in response to and in collaboration with diversity initiatives throughout the UA. As far as we have been able to tell, the DAP is the only plan of its kind at a major university. It is unique not only because it incorporates the work of many research efforts that document problems at the UA but also because it was developed collaboratively by university administrators and campus leaders who represent various constituencies including Hispanic; African American; Asian and Pacific Islander; Native American; Lesbian, Gay, Bisexual, and Transgender (LGBT); and disability groups. Furthermore, university leadership has embraced the plan as central to our mission and future excellence.

The newly created Diversity Resource Office opened in May, 2003, with two full-time professionals and a part-time administrative assistant. The DRO staff is assisting in the implementation of the DAP by working collaboratively with individuals and groups across campus to initiate diversity efforts and monitor progress.

While a climate for change is very evident at the UA, the North Central Association (NCA) of Colleges and Schools requirement to provide an interim

report on our efforts to increase diversity - a requirement resulting from the NCA ten-year evaluation - provides a welcome opportunity to tell our story. This report summarizes efforts to date.

### **III. Major Diversity Initiatives since NCA Comprehensive Visit**

**A. Millennium Project:** The Millennium Project was commissioned and funded by President Likins in 2000 to enhance the development of an institutional culture at the UA that fosters productivity, creativity and academic excellence in a climate of equity. The UA Commission on the Status of Women (CSW) and the Association of Women Faculty (AWF) co-sponsored the Millennium Project, a university-wide survey of the climate for faculty and staff and an action plan designed to make changes where necessary. The focus of Millennium, Phase One was woman faculty and faculty of color, while Millennium, Phase Two concentrated on classified staff and appointed personnel. Both phases of the Millennium Project were guided by steering committees, campus advisory boards, community advisory boards and national advisory boards.

**1. Millennium Project, Phase One** was designed not merely to assess the campus climate, but, more importantly, to identify ways to rectify inequities. In addition to sponsorship by AWF and CSW, the president, the provost, vice-presidents, and deans provided funding. The project hired a director from outside the institution to ensure objectivity. The full report can be found in Appendix E.

Identified Problems: The UA Office of Decision and Planning Support (DAPS) and the 1998-99 national survey by the Higher Education Research Institute at UCLA (837 UA faculty respondents) provided Phase One numerical data on gender/race distribution of faculty and administrators, workload, salary, and perspectives on working conditions. With these survey results as background, individual interviews and focus groups were conducted on campus. Open-ended questionnaires were used to provide more detailed information.

There were 273 individuals interviewed; 165 faculty members were randomly selected and an additional 109 participated as members of an organized administrative or discussion groups (e.g., Women in

Science and Engineering, Lesbian, Gay, Bisexual and Transgender Studies, etc.). The participants represented all 15 of the university's colleges and professional schools and over 80 departments and offices. The participants included 214 women and 59 men, of whom 175 were white non-Hispanics, and 55 were people of color. The study established that "large numbers of female faculty and faculty of color experience a particularly challenging and sometimes hostile campus climate." (Millennium Project Summary Report, Phase One, November 2001, p. 1)

When compared to public universities in a national survey, faculty at the University of Arizona are less likely to believe that hiring more women faculty and administrators is an institutional priority, that hiring more minority faculty and administrators is an institutional priority, and that creating a multicultural environment is an institutional priority (Millennium Project Summary Report, Phase One, November 2001).

**Recommended Solutions:** The Millennium Project Report, Phase One called for a Millennium Project Report Oversight Committee (MROC) to work with the President's Cabinet to monitor the implementation of the Action Agenda for a New Millennium. More specifically, the Action Plan was designed to address identified problem areas and to "transform the university into a diverse community, a fair community, and a hospitable community" (Millennium Project Summary Report, Phase I, November 2001, p. 2).

**Work in Progress:** There is currently a very active Millennium Report Oversight Committee (MROC) with membership from faculty leaders throughout the university. MROC also has the following three task forces who are working with the administration and campus leaders to monitor specific areas identified in the report:

- MROC Fair Task Force -- mission is to develop strategies and activities to further the creation of a campus that is truly fair, including identifying and rectifying salary inequities.

- MROC Hospitable Task Force - mission is to address climate issues, including subtle discrimination and harassment, and to foster quality mentoring in this academic community.
- MROC Diverse Task Force - mission is to develop strategies and activities to increase numbers of women and faculty of color in UA leadership and tenure-track positions.

Results: Many of the action steps included in the faculty section of the UA Diversity Action Plan come directly from the recommendations of Phase One of the Millennium Project. The three task forces are working collaboratively with the Diversity Resource Office and other groups to put the recommendations into action for women faculty and faculty of color.

The DRO is assisting with the MROC three-year evaluation. Some preliminary results of that evaluation are as follows:

- The UA Office of Decision and Planning Support (DAPS) is developing a database on hiring/retention and will continue collecting and producing an annual report that tracks the numbers of women faculty and faculty of color recruited and retained.
- MROC co-sponsored a conference on subtle discrimination for administration (see Section II below).
- MROC will hold a conference on cluster hires (October 2003) to highlight how the UA can initiate a "critical mass" program to support the hiring of tenure-track women faculty and faculty of color in departments that house an unusually small proportion of such faculty.
- Each college has a MROC of its own to assist in diversity efforts appropriate to the college. The 2002-2003 reports submitted from the college MROCs depict a myriad activities that include:
  - regular meetings with enthusiastic support from college MROC members;

- developing recommendations for leadership to improve climate and promote equity;
- administering and reporting results of climate surveys;
- developing a faculty recruitment process to enrich applicant pools through increased diversity;
- conducting salary reviews;
- monitoring start-up packages for fairness;
- broadening curricular offerings to increase understanding of different cultures;
- adding new curricula that might appeal to women and faculty of color as an attraction for applicants during faculty searches;
- ensuring that diverse faculty are included in open forums and other public/college-wide/department-wide events to serve as role models to students and others;
- consciously inviting outside speakers who represent diverse groups;
- working with leadership to recruit a diverse student body;
- developing a uniform system to determine salary equity issues across the college;
- revising annual review forms to create a supportive work environment;
- creating and monitoring websites;
- encouraging leadership to select one faculty member from an underrepresented group to participate in leadership training and follow the outcomes of the training;
- developing guidelines for flexible employment practices;
- assessing each individual's contribution to diversity during her/his spring evaluation;
- establishing measures for evaluating recruitment and retention practices of department heads;
- establishing an exit interview process for graduate students to include climate and harassment issues;
- widely distributing policies on sexual harassment; and
- making recommendations to deans to improve faculty recruitment and retention of underrepresented groups.

**2. Millennium Project, Phase Two** assessed the quality of work life of the year-to-year appointed personnel and the classified staff in order

to enhance the climate for excellence at the UA. Two questionnaires -- one for year-to-year appointed personnel and one for classified staff -- were designed to reflect concerns and to measure satisfaction with the quality of work lives. The survey had a response rate of over 50% from each group. The full report can be found in Appendix F.

**Identified Problems:** In Phase Two of the project, many employees reported enjoying their jobs, enjoying working for the university, and felt they have positive working relationships with their co-workers. Overall, morale is good, and the majority of respondents report they are not likely to leave their positions or the UA. Many expressed loyalty and commitment to the UA and noted their respect for President Likins. The detailed findings, disaggregated for each group of support personnel and by gender, race and ethnicity, can be found at <http://www.u.arizona.edu/~millen/millen2.htm>.

**Recommended Solutions:** The project found some critical problem areas, and the report notes the need to attend to community building, specifically to build a university community that honors the contributions of all its members in meeting the mission of a student-centered research institution. The Millennium Project, Phase Two found that building such a community means the following:

- Treating all members of the community with respect and civility;
- Recognizing and rewarding good work in all units, at every level;
- Ensuring that all members of the community receive fair compensation and the resources necessary to accomplish their jobs; and
- Creating a safe and open climate for sharing concerns, criticisms and ideas.

The report made a number of recommendations to help alleviate the problems uncovered through the study and recommended that work on these issues begin immediately.

**Work in Progress/Results:** The Millennium Project Action Committee (MPAC), an out-growth of the Millennium Project Phase Two report, was first convened in April 2003. Committee members were appointed

by President Peter Likins to begin the process of prioritizing areas of the report that require further investigation and immediate action. MPAC believes one of the highest priorities is the improvement of the campus climate through the identification and articulation of values. The committee members are exploring the creation of a series of community conversations regarding the institution's value system and the subsequent development of a marketing campaign to articulate those values throughout the university.

While it is too early to determine real results from Millennium, Phase Two, the project's recommendations will be presented to the Diversity Coalition for inclusion into the staff section of the Diversity Action Plan. MPAC is meeting regularly to put their recommendations into action.

- B. GRACE** (*Generating Respect for All in a Climate of Academic Excellence*) Project was designed by the Dean's Committee on Women Faculty to investigate and document causes of disparities between male and female faculty at the University of Arizona College of Medicine (COM) with the ultimate goal of identifying and implementing solutions to identified barriers. The project focused on several areas of the academic setting - salaries, rank attainment, track assignment, leadership issues, institutional resources, and treatment of faculty. The Project consisted of three main parts: collection of institutional data, an on-line survey of faculty members, and interviews with randomly selected faculty and a small group of department heads. These activities provided quantitative and qualitative data from which the presence and causes of gender inequities in the COM can be assessed. The full report can be found in Appendix A.

Identified Problems: Analyses of the institutional data and the survey of faculty members documented gender disparities in 1) salaries -- on average, female faculty members earned 11% less than male faculty in 1999-2000; 2) rank and track -- 63% of female faculty were assistant professors compared to only 31% of male faculty and 63% of women were on nontenure tracks compared to only 37% of men; 3) leadership -- no female department heads and only 11% of section heads were female and while women and men were equally likely to report aspirations for leadership positions, women were significantly less likely to have been asked to serve as leaders; 4) research space -- 73% of female full professors reported sharing research space

compared to only 40% of male counterparts; 5) gender discrimination -- almost 33% of women reported discrimination compared to 5% of men, and 68% of women questioned whether the college responded appropriately to such charges, compared to only 15% of men.

**Recommended Solutions:** To address these gender disparities, the Dean's Committee on Women Faculty developed a series of recommendations for the COM administration to monitor the change process to foster faculty development and diversity, improve campus climate and increase productivity, and make the issue official.

**Work in Progress/Results:** In order to gauge faculty gains and losses, the COM is conducting the GRACE 2 initiative (currently in process) to collect data on salaries, ranks, tracks (i.e., research, clinical and tenure) and leadership positions of women and faculty of color. The data will be compared with the data from the original GRACE Project (1999-2000) at both the college and departmental levels. The COM is also creating an annual report by department that will provide data on the average salaries of faculty by rank, years in rank, track, specialty, and leadership position. The report will compare mean salaries for men and women faculty as well as a comparison to data from the American Association of Medical Colleges (AAMC). The dean will review the data with each department chair during the annual review process and will ask for a rationale for any apparent maldistribution. The dean and department heads will also discuss methods of creating equity and advancing diversity in the departments. There are also plans to develop leadership training and mentoring programs. Many of the GRACE recommendations are incorporated into the Diversity Action Plan.

**C. Deans' Diversity Subcommittee** was charged by Provost George Davis to create an action plan for faculty hires in 2002. The subcommittee created a document containing short-term strategies to recruit and retain faculty of underrepresented groups and identified some longer-term strategies as well. The strategies have been accepted by the deans as guidelines for hiring faculty, and most of the strategies have been incorporated into the University of Arizona Diversity Action Plan. The full report can be found in Appendix B.

**D. *Promoting Diversity at the University of Arizona: A Blueprint for Action*** (July 2002) contains information from Vice Provost for Academic Affairs

Elizabeth Ervin's sabbatical project. The widely circulated paper contains the current literature, research and trends on diversity set in the context of the UA and calls on each member of the campus community to work to promote diversity. Dr. Ervin identifies the following five principles, which emerged from a review of the literature and her analysis of the dynamics particular to the campus:

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

The paper was incorporated into the larger campus-wide Diversity Action Plan, developed by the Diversity Coalition.

**E. *Diversity at the University of Arizona: Assessment and Action Options*** (March 2002) is a report issued by the Committee of Eleven, a Faculty Senate committee formed to deal with faculty rights issues. The purpose of the report was to raise issues and options regarding ways to best address diversity issues at the UA. The committee considered the efforts of major campus committees and reviewed relevant documents. The report provides the Committee of Eleven's assessment of the state of diversity at the UA, offers definitions of diversity, provides information about work in other institutions, and makes recommendations for improvement. As with other reports, a number of the recommendations of the Committee of Eleven are included in the Diversity Action Plan.

**F. *Reorganization*** of administration and staff to better coordinate efforts to improve the environment for women and people of color was announced by President Likins in June 2002. Vice President Patti Ota's duties expanded to include coordination, along with the president, of diversity efforts at the UA. Her title became the vice president for executive affairs and university initiatives. To better coordinate conflict resolution procedures, and perhaps to resolve more differences without formal complaints, the Ombuds Program and the Equal Opportunity and Affirmative Action Office were assigned to Dr. Ota. She also chairs the UA Diversity Coalition.

**G. The University of Arizona Diversity Coalition (DC)** was convened by President Likins in March 2002 with members from underrepresented groups and organizations across the university who are committed to facilitating a climate for excellence and diversity. The President's Council on Diversity (PCD), along with the Millennium Report Oversight Committee (MROC), initiated efforts to bring interested groups and parties together. The work of many individuals and groups facilitated a climate of change in which the convening of the Diversity Coalition itself could occur. Members are dedicated, meeting twice monthly for a total of two and one-half hours as a group, in addition to working on numerous ad hoc subcommittees.

Work in Progress/Results: The first task of the DC -- to develop a Diversity Action Plan (see section IV) to bridge the gap between the university's stated goals and the university's many challenges to diversity and excellence -- was completed in fall, 2002. The DC is currently working to ensure full implementation of the plan, including accountability at each step. The DC will monitor the progress and successes of reaching the primary objective -- creating an environment with equal access and respected participation for all groups and individuals, irrespective of differences and in which differences are understood and valued.

**H. While the university does not keep Lesbian, Gay, Bisexual, and Transgender (LGBT)** statistics on the recruitment and retention of faculty and staff, the Committee on LGBT Studies reports that many potential LGBT hires and students contact LGBT faculty, staff and students concerning the UA environment, which is clearly a central factor in their decision-making. While their information is mostly anecdotal, the committee members believe they are in a position to address issues of equity and climate.

LGBT constituencies on the UA campus have been, at least since the early 1990s, fairly well organized. There are distinct organizations for undergraduates, graduate students, law students, medical students, librarians, faculty, and staff. In addition to these organizations, which provide social networks and some programming for LGBT people on campus, the Committee on LGBT Studies, composed of faculty members from a number of different colleges, has for over ten years provided public programming, scholarly seminars and conferences, and a limited curriculum.

Yet, the LGBT Committee reports the climate for LGBT people is still very much a mixed picture.

**Identified Problems:** Many colleges provide little or no financial support for LGBT Studies, nor do they include LGBT issues in their curricula. The LGBT Committee notes that there is a positive correlation between colleges who provide financial support for LGBT Studies and the climate for LGBT faculty and staff. For nearly a decade, LGBT faculty, staff and other groups have unsuccessfully worked for tuition and health benefits for the domestic partners of university employees -- a recommendation that has recently been endorsed by the Diversity Coalition and included in the DAP.

**Work in Progress/Results:** Since 2000, the Committee reports receiving increasing financial support from the College of Social and Behavioral Science (SBS) and College of Humanities. In addition, the Committee's ongoing funding from central administration and significant success in acquiring grants (e.g., Rockefeller Foundation grant) allows for continuation of ongoing programs (e.g., annual Lesbian Looks Film and Video Festival, speaker and seminar series), development of new programs (e.g., nationally renowned Sex, Race and Globalization project, hosting two postdoctoral fellows per year for three years), and stabilized staffing (e.g., offering General Education Course: Individuals and Societies Department [INDV] course staffed with two teaching assistants). In addition, in June 2003, Arizona Governor Janet Napolitano signed an executive order prohibiting discrimination based on sexual orientation and gender identity in state employment. Her action will strengthen the LGBT appeal for partner benefits at the UA. Very recently the Tucson City Council voted to establish a Domestic Partner Registry, which may be useful to UA efforts. Furthermore, President Likins has met with legislators who are interested in providing health benefits for the domestic partners of university employees and has pledged his support.

- I. The University of Arizona **Disability Resource Center (DRC)** facilitates equal working and learning opportunities for faculty, staff, students, and guests and assists the campus community in meeting its obligations under federal and state mandates. There are ten disability specialists responsible for the coordination of direct services to approximately 1500 UA students and 111 employees. The DRC serve clients with a wide range of disabilities.

Over 20% of the 111 employees with disabilities self-identified as belonging to a minority group.

Work in Progress/Results: Over the previous three years, the DRC partnered with a number of campus departments to increase retention and employment opportunities for disabled, conducted workshops for faculty and staff, and developed relationships with key external agencies to provide employment opportunities for disabled individuals. The DRC staff also consulted extensively with supervisors, business managers, and department chairs regarding adaptive technology, disability vs. medical conditions, and implementation of reasonable assistance and reasonable accommodation. They have been able to move toward a comprehensive program that recognizes employees with serious medical conditions, which extend beyond those under the Americans with Disabilities Act, as needing employment assistance.

#### **IV. The University of Arizona Diversity Action Plan**

##### **A. Background**

The Diversity Action Plan (DAP), initially developed by the Diversity Coalition, incorporates the efforts of numerous stakeholders and draws upon the findings and recommendations of previous studies, as well as the work of many dedicated individuals and groups who have worked tirelessly for many years to improve campus climate.

It is a living document that has been widely reviewed, revised and will continue to undergo improvement. To ensure full implementation and provide ongoing monitoring of the progress, accountability is built into the plan. The introduction to the DAP can be found in Appendix C. The DAP (2002) includes the following:

##### Accountability

The UA president and University Council embed accountability for diversity as a primary aspect of excellence in the regular annual review process of every vice president, vice-provost, dean, department head, director, faculty member, manager, and supervisor on campus.

### Diversity Coalition

The UA president and provost utilize the Diversity Coalition in an advisory capacity to accomplish the following:

- Integrate diversity into all major policy changes;
- Set annual priorities based on this diversity plan;
- Monitor the implementation, effectiveness, and accountability of the action steps related to those priorities;
- Update and keep the diversity action plan current; and
- Issue an annual report to the university community. (p. 4)

The plan addresses four areas -- faculty, students, staff, and climate. The stated goals are to recruit and retain excellent, diverse faculty, students, staff, and administrators as we build a model academic community that celebrates diversity and excellence. The DAP includes a large number of action steps, as well as implementation and oversight responsibility assignments and timeline information for each action step. The DAP action steps follow.

**B. Action Steps: The University of Arizona Diversity Action Plan (July, 2003)**

**Codes**

AWF	Association for Women Faculty
CSW	Commission on the Status of Women
DC	Diversity Coalition
DGC	Dean of the Graduate College
DOS	Dean of Students
DRC	Disability Resource Center
DRO	Diversity Resource Center
EAOD	Early Academic Outreach & Development
EMP	Enrollment Management Policy Group
EOAA	Equal Opportunity and Affirmative Action
EST	Executive Search Team
FCII	Faculty Center for Instruction Innovation
HR	Human Resources
HW	Health & Wellness
MPAC	Millennium Project Action Committee
MPS	Multicultural Programs and Services
MROC	Millennium Report Oversight Committee
VPA	Vice President for Advancement
VPLA	Vice President for Legal Affairs
PCD	President's Council on Diversity
VPCL	Vice President for Campus Life
VPEAUI	Vice President for Executive Affairs and University Initiatives
VPHS	Vice President for Health Sciences
VPRGS	Vice President for Research and Graduate Studies
VPUGE	Vice President for Undergraduate Education
VPAA	Vice Provost for Academic Affairs
VPLIT	Vice Provost for Learning and Information Technologies and Chief Information Officer

## Section I: Faculty

Faculty Goal 1: To Recruit a Diverse Faculty			
Short-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Appoint senior faculty members who are committed to diversity to search committees to ensure that the committee remains dedicated to diversity throughout the process.	VPHS VPRGS Deans EST	Provost	Ongoing
Assign an individual(s) or committee(s) responsibility for monitoring the actions of the search committee and reviewing the committee's recruitment plan to determine whether it will be effective in recruiting a diverse pool of applicants, recommending alterations in the plan as necessary.	Deans EST MROC	Provost	Ongoing
a) Provide all search committees with information and education about diversity. b) Committee chairs should discuss the importance of a diverse faculty as well as how to evaluate individual candidates properly <u>before</u> the search is initiated.	VPAA EOAA HR EST	Provost	Ongoing
Reject and reformulate recruitment plans that do not comply with applicable law and policy.	Deans Dept. Heads	Provost	Ongoing
Within departments, identify and professionally network with a diverse pool of potential faculty candidates as an ongoing process.	Deans Dept. Heads Faculty	Provost	AY 2003-2004
Include language in the faculty position description that encourages candidates with demonstrated skills that foster diversity such as "The department is seeking an individual who is able to work with diverse students or colleagues and who has experience with a variety of teaching methods and curricular perspectives." When possible, avoid delineating narrow or overly stringent criteria.	VPAA Deans Dept. Heads EOAA HR EST	Provost	Ongoing

Advertise faculty positions across a wide array of media in addition to the usual disciplinary listservs, jobs lists, and publications, including journals specifically marketed to underserved populations. Consult diverse and other faculty in appropriate divisions for input on recruiting a diverse pool of candidates.	VPAA Deans Dept. Heads EOAA HR EST	Provost	Already happening at some levels; fall 2003
Contact promising potential applicants directly and early in the search process and encourage them to apply.	Deans Dept. Heads Faculty	Provost	Immediately
Provide candidates with opportunities to meet diverse faculty, staff, and students when they come for campus visits.	Deans Dept. Heads Faculty	Provost	AY 2003-2004
Provide candidates with information on community-based cultural, political, social, and religious organizations and provide the candidates the opportunity to visit with representatives from these organizations.	VPAA Deans Dept. Heads DRO	Provost	Web-based: fall 2003
Provide potential candidates with relevant UA documents and materials related to diversity.	VPAA Deans Dept. Heads DRO	Provost	Web-based: fall 2003
Continue to monitor and review all start-up packages for equity.	VPAA Deans	Provost	Ongoing

## Faculty Goal 1: To Recruit a Diverse Faculty

Longer-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Create a fund for research packages and guaranteed summer stipends to support university diversity efforts for colleges and departments.	Cabinet VPRGS VPHS	Provost	AY 2004-2005
Facilitate cross-department hires with the Vice Provost for Academic Affairs in a close working relationship with deans and heads.	VPAA VPHS Deans Dept. Heads	Provost	AY 2003-2004
Encourage hiring faculty with interconnected fields of expertise with a view to enhancing cultural and intellectual diversity and playing to university strengths.	VPHS Deans	Provost	Ongoing
Create a program to hire diverse post-docs or ABDs as prospective faculty and encourage them to remain as full-time faculty once the term of post-doc has ended.	VPRGS VPHS VPAA	Provost	AY 2004-2005
Create a "pipe-line" project to encourage advanced graduate students to remain at the UA as tenure-track faculty members or to return to the UA after several years at another institution.	VPRGS DGC VPHS	Provost	AY 2003-2004
Initiate partnerships with other institutions such as Historically Black Colleges, Hispanic-Serving Institutions, and Native American Institutions to attract their graduates to faculty positions.	Provost VPAA Deans Diversity Office	President	Three years

Faculty Goal II: To Retain a Diverse Faculty			
Short-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Publicize the new university pilot Research Career Development program; make internal resources for research and faculty development visible and available to all.	VPRGS VPHS Deans Dept. Heads	Provost	Ongoing
Establish and maintain modes of public and academic recognition; and reward via part-time teaching schedules, special grants, etc, faculty who make exceptional contributions to academic and educational diversity via research, teaching or service activities.	VPHS Deans Dept. Heads	Provost	AY 2003-2004

Faculty Goal II: To Retain a Diverse Faculty			
Longer-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Create a vigorous mentoring program at the college level to provide incoming and current diverse faculty strong support during the early years of employment.	VPHS VPAA Deans Dept. Heads	Provost	AY 2003-2004
Restructure promotion and tenure policies to allow for recognition for all aspects of the faculty role that contribute to the learning environment.	VPAA Faculty Governance	Provost	Three years
Invest in a retention fund to encourage diverse faculty to remain at the UA.	Cabinet VPRGS VPHS	Provost	Ongoing

Faculty Goal III: To Create an Equitable Environment for all Faculty			
Short-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Include evaluations of subtle discriminatory behavior in informal feedback as well as in annual administrative reviews.	VPHS Deans Dept. Heads	Provost	AY 2003-2004

Create an open exchange among diverse faculty and those in positions of leadership and administration.	VPAA DC MROC	President Provost	Fall 2003
Clarify criteria for promotion. Make redacted promotion packets of recently promoted faculty available as examples. Department heads, senior faculty, and others interact with junior faculty beyond annual meetings.	VPHS VPAA Deans Dept. Heads	Provost	AY 2003-2004
Encourage departmental projects (e.g., joint appointments) to increase the level of inclusion of diverse faculty, thereby improving productivity and job satisfaction for all. Report and compare departmental projects. Address work practices that discriminate through projects of mutual change.	VPHS Deans Dept. Heads	Provost	Ongoing
Compare faculty teaching and service responsibilities annually and redistribute as needed.	VPHS VPAA Deans Dept. Heads MROC	Provost	Ongoing
Conduct a university-wide salary review process with special attention to underrepresented groups, identify salary inequities by department and college, identify funds to redress inequities, and adjust salaries as needed starting with the most egregious inequities first.	VPHS VPAA	Provost	AY 2003-2004
Create a process that ensures all departments communicate resources and opportunities for research and development equitably to all faculty and a process to report communication problems.	VPHS VPAA Deans	Provost	AY 2003-2004
Encourage departments to include representation of all ranks of faculty in the review tenure, promotion, and annual review processes.	VPHS VPAA Deans	Provost	Ongoing
Communicate an understanding of the current review mechanism for tenure, promotion, and annual reviews for faculty involved in non-traditional research. Evaluate the process for fairness and effectiveness. Address problems through the Academic Council and embed diversity initiatives in annual reviews.	VPRGS VPHS VPAA Deans	Provost	AY 2003-2004

Review grievance procedures to ensure they are equitable and investigate patterns of complaints in the handling of grievances.	VPAA EOAA	Provost	Three years
Create Millennium Report Oversight Committees (MROC) in each college to examine the climate for women faculty and faculty who are members of underrepresented groups.	Deans MROC	Provost	Ongoing
Conduct systematic exit interviews, analyze data, and use information to address patterns of unfair treatment and discrimination.	VPAA	Provost	Ongoing

## Section II: Students

Student Goal I: To Increase the Diversity of our Student Body			
Short-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Revise marketing, admissions, and recruiting materials to include more emphasis on diversity. Provide group specific literature to attract students from underrepresented groups (e.g., literature in Spanish, literature specific to Native American students).	Admissions DGC	VPUGE VPRGS	AY 2003-2004
Identify colleges and programs with low numbers of underrepresented students and develop plans to increase those numbers.	Deans Admissions DGC	Provost VPUGE VPRGS	AY 2003-2004

Student Goal I: To Increase the Diversity of our Student Body			
Longer-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Recruit academically high profile students from diverse groups through more personal contact such as home visits, phone calls, campus visits, etc.	Admissions DGC EMPG	Provost VPUGE	Three years
Increase accessibility and amount of financial assistance available to students from underrepresented groups, including scholarships tagged specifically for transfer students, non-traditional students and disabled students.	Cabinet Financial Aid DGC EMPG	President Provost	Ongoing
Increase all types of outreach to K-8 students from underrepresented groups and set up additional programs that give them early interest in and incentive to attend the UA.	EAOD EMPG	VPUGE	Three years
Expand efforts with targeted middle and high schools to better prepare students for college.	EAOD EMPG	VPUGE	Three years
Expand outreach efforts to parents of potential students from underrepresented groups.	Admissions EMPG	VPUGE	Three years

Expand outreach efforts to underrepresented groups enrolled in Arizona community colleges.	EMPG	VPUGE	Two years
Develop a plan to become a Hispanic-Serving Institution within the next ten years.	Admissions EMPG	VPUGE	Plan: One year

Student Goal II: To Increase the Graduation Rates of Students from Underrepresented Groups and Ensure Equity of All Students			
Short-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Create a team to mentor and work on behalf of students from underrepresented groups, to act as liaison between colleges and students to help them to adjust to UA during their first year and on issues of probation, disqualification, and re-admission.	Cabinet MPS DOS DRC FCII	VPUGE VPCL	AY 2003-2004
Evaluate programming in residence life to ensure environments of inclusion and respect and educate students with the UA's commitment to a richly diverse living and learning environment.	DOS HW	VPCL	AY 2003-2004
Ensure diverse staffing in all student services offices across campus.	DOS	VPCL	Ongoing

Student Goal II: To Increase the Graduation Rates of Students from Underrepresented Groups and Ensure Equity of All Students			
Longer-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Increase staff to improve monitoring and tracking of students from underrepresented groups and allow for a more personal approach to deal with specific and unique circumstances.	VPUGE MPS Deans DRC	VPUGE VPCL	Three years
Develop a student retention plan with emphasis on students from underrepresented groups in a way that is personalized for and implemented in every academic college. Encourage faculty involvement in student recruitment and retention and hold deans	VPUGE VPCL Deans	Provost	Two years

accountable for success of students in their colleges.			
Implement a plan in each college to examine curricula, course content, and methods, classroom climate, teaching styles to eliminate bias of underrepresented groups and barriers to full participation and enhance the education of all students.	VPUGE Deans	Provost	Ongoing

### Section III: Staff

Staff Goal I: To Recruit and Retain a More Diverse Staff and to Ensure Equity for all Staff			
Short-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Encourage diversity to be considered a critical factor in the hiring and appointment of all of university leadership positions, considering the applicant's commitment to educational excellence through diversity and experience in putting that commitment into operation.	President Vice Presidents Deans	President	AY 2003-2004
Develop a consistent and equitable compensation and classification structure for classified and appointed personnel with special attention to women and people from underrepresented groups.	VPAA HR	Provost VPCL	Ongoing

Staff Goal I: To Recruit and Retain a More Diverse Staff and to Ensure Equity for all Staff			
Longer-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Implement a plan in each department/unit to evaluate diversity and equity of all staff positions and analyze jobs to determine essential functions; rectify inequities.	VPUGE MPS Deans DRC	Provost VPCL	Two years
Conduct a study (in conjunction with the results of the Millennium Project, Phase Two study) to evaluate classified staff and appointed personnel in terms of demographics and pay equity.	DAPS HR	Provost VPCL	Two years
Implement a systematic exit interview process. Use the findings to evaluate attrition rates among underrepresented groups in particular staff categories.	VPAA HR	Provost VPCL	Two years
Establish peer-peer networks to provide incoming and current staff from underrepresented groups support and information during the early years of UA employment.	HR DOS	VPCL	Two years

## Section IV: Climate

Campus Climate Goal I: To Create a Welcoming Campus Climate through a Visible Institutional Commitment to Diversity			
Short-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Create a UA diversity resource office and clearinghouse staffed to coordinate, maintain, and assess certain diversity initiatives; research best practices; provide assistance and collaboration; provide "diversity facilitation"; and centralize diversity efforts by gathering and maintaining a knowledge base and inventory of all UA diversity-related programs, resources, and initiatives.	VPEAUI	President	Established and ongoing
Develop and adopt a set of core values that establish standards for appropriate, respectful behavior for all university employees.	MPAC Cabinet	President DC	AY 2003-2004
Create and widely publicize safe and effective reporting and assistance procedures for victims of hate incidents, harassing and discriminating behavior and all other questionable actions or practices for students, faculty, and staff.	DOS EOAA Ombuds	VPEAUI	AY 2003-2004
Begin each academic year with a celebratory inaugural diversity event to demonstrate clearly, from the first moment of the year, the importance of diversity at the UA	PCD DRO	VPEAUI	Plan: AY 2003-2004 Event: fall 2004
Implement a speaker series to bring leading thinkers on issues of race, class, gender, disability, sexual orientation, etc., from around the nation to the UA campus.	PCD MROC CSW Departments	VPEAUI	Two years
Create a program to give grants to campus departments or units and awards to individuals to encourage innovative approaches to improving campus climate and to recognize those who have gone the extra step to promote diversity. Publicize and celebrate the recipients through an annual awards ceremony, announcements in campus newspapers, on the diversity website.	VPRGS VPAA PCD CSW	Provost VPEAUI	Three years
Recognize employees for their participation in university training educational, and career development programs regarding diversity issues in annual performance reviews.	Vice Pres. Deans	VPEAUI	Ay 2003-2004

**Campus Climate Goal I: To Create a Welcoming Campus Climate through a Visible Institutional Commitment to Diversity**

Longer-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Require a plan from each dean and vice president for creating and maintaining a climate inclusive of diversity within their colleges and units.	Vice Pres. Deans	President	AY 2003-2004
Promote interdisciplinary study of diversity issues and create opportunities for inter-college research programs focused on race, class, gender, disability, sexual orientation.	Deans Dept. Heads	Provost	Ongoing
Develop and implement a domestic partner benefits plan.	HR	VPCL	AY 2003-2004
Fully implement a program for domestic care assistance.	HR	VPCL	Three years

**Campus Climate Goal II: To Create a Welcoming Campus Climate by Disseminating Information Regarding Diversity Priorities and Initiatives to the Community, in Addition to Building a State and National Reputation as a Campus Devoted to Diversity as a Significant Aspect of Excellence**

Short-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Identify EO/AA liaisons in the offices of the vice presidents and deans. Provide liaisons with continuing training so they can serve as information resources for search committees in conducting recruitment and hiring activities that encourage diverse candidates to apply and as resources for inquiries regarding possible discrimination.	Vice Pres. Deans EOAA	VPEAUI	Ongoing
Continue to send ABC Bulletins from the president in the form of 3D memos to keep the campus informed of our diversity initiatives progress, including key issues of recruitment, retention, and equity and to discuss in a thoughtful way current diversity topics or incidents as they arise.	President VPEAUI	DC	Ongoing

Engage the campus and the Tucson community in a town hall meeting once each semester to discuss the implementation, assessment, and success of the diversity action plan and allow for Q&A.	PCD DC VPA	VPEAUI	Ongoing
Create and maintain media relationships with local, state, and national publications through personal relationships, advertising, and press releases making readers aware of our intent to become an institution of choice for those who wish to work and study in an inclusive and richly diverse environment.	VPA DRO	VPEAUI	Two years
Create an ongoing communication with diversity offices at our peer institutions by setting up a consortium that would communicate regularly on line and meet once each academic year to share ideas and successes.	MROC DRO	VPEAUI	Ongoing
Engage in the national dialog regarding higher education diversity initiatives through participation in organizations such as AACU and ACE's Council of Minorities in Higher Education as an opportunity for learning from others and for building a national reputation as an inclusive institution.	Vice Presidents Deans PCD DC	VPEAUI	Ongoing
Encourage the president and provost to act as our diversity spokespersons, to articulate in every possible setting our diversity goals and to reiterate their belief in diversity as a primary measure of excellence at the UA.	President Provost DC	VPEAUI	Ongoing
Encourage the president to be a strong diversity advocate before the Board of Regents and the community regardless of the political atmosphere, pushing relentlessly for changes that need to happen at the state level.	President DC	VPEAUI	Ongoing

**Campus Climate Goal II: To Create a Welcoming Campus Climate by Disseminating Information Regarding Diversity Priorities and Initiatives to the Community, in Addition to Building a State and National Reputation as a Campus Devoted to Diversity as a Significant Aspect of Excellence**

Longer-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Implement a strategy to assure that every new student and new employee at the UA begins with an understanding of the richness and importance of a diverse learning and working environment, in addition to knowledge about current campus diversity initiatives and programs available to them.	DOS HR DRC SALT	VPCL	Two years
Initiate a multifaceted climate assessment process that includes community conversations with faculty, staff and students from diverse backgrounds as well as statistical climate assessments via surveys and qualitative assessments via focus groups. Establish a process to monitor progress in improving climate.	HR PCD DC MROC	VPEAUI	Three years

**Campus Climate Goal III: To Create a Welcoming Campus Climate through Education**

Short-Term Action Steps	Responsibility		Timeline
	Implement	Oversight	
Provide education to deans, department heads, and non-faculty administrators, managers, and supervisors on legal and policy issues connected to searches and hiring practices, use of funds, grievances, nondiscrimination, and anti-harassment, reasonable accommodation requirements, and consequences for violation of these policies.	EOAA HR	President	Ongoing
Utilize the University Teaching Center and other campus programs to train faculty in multiple learning techniques and universal instructional design.	VPLIT	Provost	Ongoing

Offer educational programs through Human Resources and the Disability Resource Center that would address inclusive classrooms and worksites, as well as attitudes.	HR DRC	VPCL	Ongoing
Bring in outside experts for target training in areas of greatest need and in recognizing and eliminating subtle organizational discrimination.	VPAA HR AWF PCD EEOA & DC	VPEAUI	Ongoing
Provide focused information and data to deans and department heads on the pragmatic benefits of diversity, its effect on student performance, rankings, and program quality.	VPAA EOAA DOS	Provost VPCL	Ongoing
Invite volunteers from standing governing committees to act as diversity communicators on each committee. Provide diversity workshops and training for these volunteers.	VPAA <b>Deans</b> <b>EOAA</b> <b>HR</b>	Provost VPEAUI	Ongoing
Develop and offer diversity education for all student leaders of official UA organizations including fraternities and sororities.	<b>Dean of Students</b>	VPCL	AY 2003-2004

## V. Diversity Action Plan Accomplishments to Date

The Diversity Coalition began work on the plan in spring of 2002. The president released it in October 2002, and the President's Cabinet set priorities for implementation in April 2003. Some areas of the plan are already in place while others are ongoing, and still others are planned for long-term implementation. While there is much work to be done, this next section chronicles some accomplishments to date.

The newly created DRO opened in May, 2003, with two full-time professionals and a half-time administrative. The DRO staff is assisting the Cabinet and the DC to ensure the Diversity Action Plan (DAP) action steps are implemented by working collaboratively with individuals and groups across campus to initiative diversity efforts and monitor the progress.

The DAP has been embedded into a database to increase usability (e.g., provide a list of the dans' areas of responsibility). In March 2003, the President's Cabinet set priorities for the various action items found in the plan, and Cabinet members are working with their staffs to develop further strategies for implementation with final determination when a budget is in place. Furthermore, quantifiable measures of progress are being developed to track implementation efforts, successes, and areas needing improvement.

The accomplishments to date in the domains of faculty and staff are listed below.

### 1. Faculty Goal I: To Recruit a Diverse Faculty

- a. The Offices of Human Resources and the Vice Provost for Academic Affairs created a Guide to Successful Searches (located at [http://www.hr.arizona.edu/O1\\_rec/searches/searchguide.php](http://www.hr.arizona.edu/O1_rec/searches/searchguide.php)), aimed at creating more diverse candidate pools. In July, 2003, the vice provost for academic affairs disseminated a campus-wide memo to remind deans, directors and department heads that the university is indeed committed to improving the search process in order to promote a more diverse faculty. She noted that, effective immediately, they must utilize the UA Guide to Successful Searches and closely follow the checklist provided in the guide.

The guide:

- clarifies search committee roles and responsibilities;
- provides strategies for developing diverse and qualified applicant pools;
- offers guidance about effective screening and selection criteria;
- describes strategies for effectively communicating with applicants, constituents and the University of Arizona community; and
- suggests protocols designed to protect the University of Arizona against unnecessary liability.

b. An Executive Search Team (EST) is in place to assist search committees in identifying and attracting diverse and high quality candidates for executive-level university positions. The EST consists of a group of individuals experienced in conducting executive level searches who will serve as resources to search committees and hiring authorities working to fill department head, directors, deans, associate and assistant vice presidents, and vice provost positions.

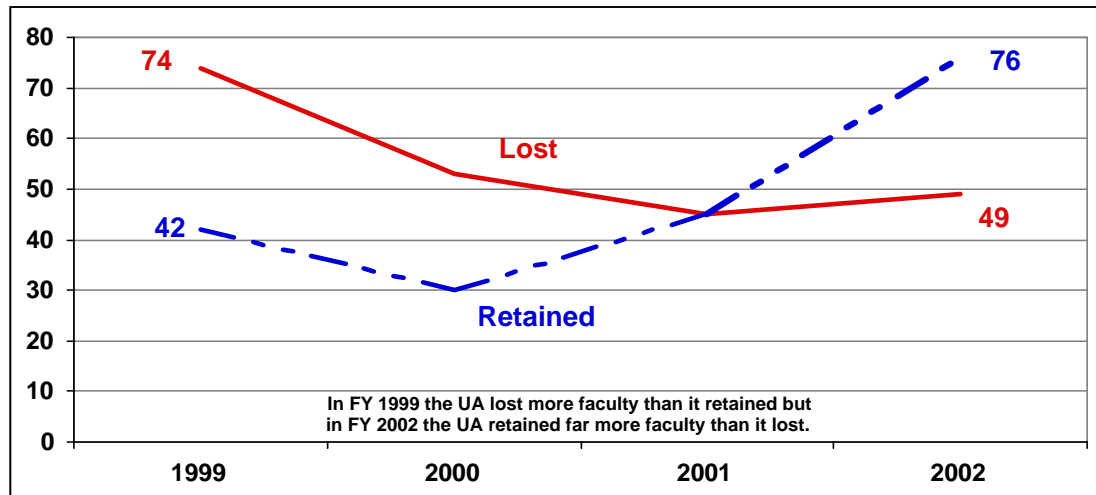
Their work includes:

- giving advice to search committees on search advisory team composition and search design;
- offering assistance in contacting highly sought-after individuals;
- analyzing the composition of search committees and search advisory teams;
- examining the message conveyed in the position announcement, the quality of the initial candidate pool, the quality and diversity of candidates proposed for interviews, and the plan for conducting productive campus visits; and
- reviewing the meaning of information collected during the reference and background check process.

c. The Office of the Provost provided the handbook, "Diversifying the Faculty," to all colleges.

d. Diversity Coalition members participated in the dean candidates' interview process for the College of Social and Behavioral Sciences, the College of Education and the College of Medicine and reported their impressions to the provost.

- e. Efforts are being made in many colleges to contact potential diverse applicants early in the search process to encourage them to apply.
  - f. The Office of the Provost reviews startup packages, which are submitted with hire paperwork. In cases of possible inequity, the Office of the Provost contacts the dean for more information and possible revision.
  - g. Of the 50 tenure-track faculty offers that have been accepted effective fall 2003, 48% are women and 32% are persons of color, including 5 African Americans, 6 Asian Americans and Pacific Islanders, 5 Hispanics, and 2 Native Americans. As of the writing of this report, some offers are still pending.
2. Faculty Goal II: To Retain a Diverse Faculty
- a. The Office of the Provost uses a portion of the retention fund to retain a diverse faculty. The Office of the Vice Provost for Academic Affairs produces an annual Faculty Retention/Loss Report. In 2002, in spite of economic and other problems, the university was able to save 2/3 of the people who would have taken positions elsewhere. While the UA was only able to offer an average of 15% - 17% salary increases to retain faculty, it had to compete with average offers of 35% - 40% increases offered by other institutions. Vice Provost Elizabeth Ervin believes the decision to stay is "not about money" but that people have faith in the future of the University of Arizona. The overall rate of retention rate was 61%, with rates of 58% for women, 94% for men, and 65% for minority faculty. The following chart shows differences in 1999 and 2002. The full report is appended as Appendix D.



b. 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. Annual workshops on promotion and tenure/continuing status emphasize issues for faculty from underrepresented groups, and special workshops are conducted for woman and minority faculty. 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.

### 3. Faculty Goal III: To Create an Equitable Environment for All Faculty

Subtle Discrimination Conference: The DAP recommends bringing in outside experts for targeted training in areas of greatest need and in recognizing and eliminating subtle organizational discrimination. The first DAP action step under this section calls for all evaluations (e.g., annual reviews) to include items on subtle discrimination. In order to do so, department chairs, deans and others who conduct such evaluations must recognize subtle discrimination (e.g., race, gender, sexual orientation) and learn strategies to correct problems.

In March 2003, the Office of the President, Office of the Provost, several colleges, and the MROC Hospitable Task Force sponsored a conference on subtle discrimination for department heads, deans, the President's Cabinet, and others. Two national experts, Dr. Cathy Trower -- a senior research associate at the Harvard University Graduate School of Education -- and Dr. Allan Johnson -- well-known writer, teacher and public speaker -- were engaged to conduct the two-day conference (see bios below<sup>2</sup>).

While conference participants viewed the conference favorably and rated both presenters highly, many also expressed the importance of extending awareness to department chairs and others in leadership who were unable to attend. Thus, a second conference is planned for August 18 and 19, 2003, when Dr. Johnson will address issues of gender and privilege during separate meetings with the President's Cabinet, all the academic department heads, and non-academic department heads.

In addition to the conferences, the MROC Hospitable Tack Force plans a series of short papers (2-3 pages) on subtle discrimination (race, gender, sexual orientation) to be widely disseminated. Each paper will begin with

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## <sup>2</sup> Biographical Sketches for Conference Presenters

**Dr. Cathy Trower**, a senior research associate at the Harvard University Graduate School of Education, has studied faculty employment issues, policy and practices for the past nine years during which she produced an edited volume, numerous book chapters, articles and case studies. Dr. Trower is currently Principal Investigator of a research project called "The Study of New Scholars" funded by the Ford Foundation and the Atlantic Philanthropies. Its primary purpose is to make the academy a more attractive and equitable place for young scholars, with a special focus on women and minorities, by giving voice to junior faculty about the quality of their work life and their level of satisfaction with the workplace including climate, clarity of tenure and promotion processes and criteria, professional development opportunities and the equity of policies and practices.

**Allan G. Johnson** is a sociologist, writer, teacher and public speaker who has worked on issues of privilege, oppression and social inequality for many years. He teaches at Hartford College for Women of the University of Hartford. He is the author of numerous books, including The Forest and the Trees: Sociology as Life, Practice, and Promise (1997); The Blackwell Dictionary of Sociology: A User's Guide to Sociological Language (2000); and Human Arrangements: An Introduction to Sociology, (1996). His work has been translated into several languages and excerpted in numerous anthologies. His most recent books are The Gender Knot: Unraveling Our Patriarchal Legacy (Temple University Press, 1997) and Privilege, Power, and Difference (Mayfield, 2001).

a short story/example of an instance of subtle discrimination to create interest. The first issue will define the topic, the second will address the problems identified at the UA, the third will provide strategies to deal with subtle discrimination, and the final issue will discuss overcoming barriers.

4. Staff Goals: To Recruit and Retain a More Diverse Staff and to Ensure Equity of a Diverse Staff

The second phase of the Millennium Project assessed the quality of work life of the year-to-year appointed personnel and classified staff in order to enhance the climate for excellence at the university. While the project revealed that staff morale is good overall and most employees reported liking their jobs, the project also discovered some areas for improvement. The report points to the need for more community building, specifically one “. . . that honors the contributions of all its members in meeting the mission of a student-centered research institution” (The Millennium Project: Summary Report, Phase Two, Volume I, p. iii). The report includes a number of recommendations to improve the work climate for staff and the MPAC Committee is meeting regularly to put their recommendations into action. A high priority in the coming year will be to explore the development of a values statement for the university. It is expected that MPAC can build on the work of the Ombuds Program, which has been researching values statements at other universities.

5. Campus Climate Goal I: Create a Welcoming Campus Climate through a Visible Institutional Commitment to Diversity

- a. As mentioned earlier, the newly created Diversity Resource Office opened in May, 2003, is assisting the Cabinet and the DC to ensure the Diversity Action Plan action steps are implemented by working collaboratively with individuals and groups across campus to initiative diversity efforts and monitor the progress.
- b. Special task forces of the Commission on the Status of Women issued reports on Child Care and Hate Crimes and presented its recommendations to the President's Cabinet in May 2003.

- In the paper entitled "Childcare: Investing in the Future," CSW urged the UA administration to seek ways to support affordable, high quality childcare for all members of the university community, and to meet the diverse needs of undergraduate and graduate students, faculty, and staff. The paper noted that construction of an on-campus childcare facility at this time is not practical but believes that, in the longer term, such a facility could be a primary focus for and symbol of the university's commitment to working and learning parents. The paper includes other recommendations to support affordable, high-quality childcare for all members of the university community.
  - The CSW paper entitled, "Creating a Hate-Free Environment at the University of Arizona," stressed the need for all UA students and employees to 1) know what a hate crime or bias-motivated incident is, 2) understand issues of bias, 3) know where to report such a crime or incident, and 4) where to get help should such a crime or incident occurs. The paper examined mechanisms currently in place at the UA to educate students and employees about hate crimes and bias-motivated incidents and offered recommendations to improve the existing system.
- c. The DRO is leading a collaborative effort to initiate the inaugural celebratory diversity event in fall 2004. Planning for the event will involve students, faculty, staff, and the members of the Tucson community.
  - d. The DC is working with the LGBT campus and off-campus constituencies to develop and implement a domestic partner benefits plan.
6. *Campus Climate Goal II: Create a Welcoming Campus Climate by Disseminating Information Regarding Diversity Initiatives to the Campus Community, in Addition to Building a State and National Reputation as a Campus Devoted to Diversity as a Significant Aspect of Excellence*
- a. The Office of Equal Opportunity and Affirmative Action is developing a training program for EO/AA liaisons in the offices of the deans and vice presidents to be initiated in fall 2003. These liaisons will serve

as information resources for search committees, inquiries regarding possible discrimination, etc.

- b. President Likins is continuing with the series of ABC Bulletins intended to keep the campus community informed about the progress of our diversity initiatives, including key issues of recruitment, retention, and equity, and to discuss in a thoughtful way current diversity topics or incidents as they arise.
  - c. The president, provost, and vice president for executive affairs and university initiatives held the first in a series of Town Halls to discuss the implementation, assessment, and success of the DAP.
7. *Campus Climate Goal III: Create a Welcoming Campus Climate through Education*
- a. During the spring, 2003, the Ombuds Program and the Diversity Coalition sponsored an open-invitation campus presentation entitled "Managing Diversity: Strategies for Effective Communication," featuring Prany Sananikone, Director of Campus-Community Relations, University of California at Irvine. Dr. Sananikone, a management training consultant for a number of agencies and companies, is an exceptional speaker who is able to educate audiences as he touches their hearts.
  - b. The Ombuds Program continues to address unresolved issues and concerns of individuals on campus and promotes civility and mutual respect with a raised sensitivity to respecting and valuing individual differences in background, ethnicity, race, gender, sexual orientation, and physical disabilities.
  - c. As mentioned earlier, a second conference is planned for August 18 and 19, 2003, in which Dr. Allan Johnson will address issues of gender and privilege during separate meetings with the President's Cabinet, all the academic department heads, and non-academic department heads.

## **VI. Composition of Faculty, Administration, and Staff**

### **A. Tenure-Track Faculty**

As pointed out in the NCA study, the composition of the tenure-track (tenured and on track) faculty has shifted significantly towards women since 1989 (see table 1). Over the period fall 1989 to fall 1998 (FY 1999, the year of the NCA self-study), the number of women faculty went from 280 to 404. More remarkably, the number of female full professors went from 59 to 111. Since then, these trends have continued in spite of a slight decline in the number of tenure-track faculty over all. Today the number of female faculty is at 429, and the number of full professors is at 142. This success has taken place in spite of the fierce retention issues the UA has faced, which have been discussed earlier and are elaborated below.

**Table 1**

**The University of Arizona**

**Minority and Women Faculty by Rank -- Trend Fall 1989, Fall 1998 to Fall 2002**

**Tenure Track Faculty Only**

	1989	1998	1999	2000	2001	2002	% Change
	#	#	#	#	#	#	1989 TO 02
<b>Women</b>							
Professor	59	111	124	135	138	142	141%
Associate Professor	94	166	154	148	153	157	67%
Assistant Professor	124	125	123	124	134	128	3%
Instructor			2	1	1	1	
Lecturer	3	2	1	1	1	1	-67%
<b>Women Total</b>	<b>280</b>	<b>404</b>	<b>404</b>	<b>409</b>	<b>427</b>	<b>429</b>	<b>53.2%</b>
<b>Native American</b>							
Professor	5	10	11	10	10	9	80%
Associate Professor	4	3	1	1	2	3	-25%
Assistant Professor	3	3	3	4	2	1	-67%
Instructor							
Lecturer						1	
<b>Native American Total</b>	<b>12</b>	<b>16</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>14</b>	<b>16.7%</b>
<b>African American</b>							
Professor	1	1	2	4	7	7	600%
Associate Professor	6	13	12	11	10	10	67%
Assistant Professor	7	8	5	4	3	1	-86%
Instructor							
Lecturer							
<b>African American Total</b>	<b>14</b>	<b>22</b>	<b>19</b>	<b>19</b>	<b>20</b>	<b>18</b>	<b>28.6%</b>
<b>Hispanic</b>							
Professor	13	25	26	26	29	31	138%
Associate Professor	15	20	22	20	20	19	27%
Assistant Professor	16	16	20	21	22	23	44%
Instructor	2						
Lecturer	2	2	2	2	2	1	-50%
<b>Hispanic Total</b>	<b>48</b>	<b>63</b>	<b>70</b>	<b>69</b>	<b>73</b>	<b>74</b>	<b>54.2%</b>
<b>Asian</b>							
Professor	26	38	39	42	42	42	62%
Associate Professor	20	25	26	25	27	25	25%
Assistant Professor	21	14	14	14	13	14	-33%
Instructor							
Lecturer							
<b>Asian Total</b>	<b>67</b>	<b>77</b>	<b>79</b>	<b>81</b>	<b>82</b>	<b>81</b>	<b>20.9%</b>
<b>TOTAL TENURE TRACK</b>							
Professor	767	798	803	801	794	794	4%
Associate Professor	432	480	457	438	441	430	0%
Assistant Professor	337	282	296	299	322	330	-2%
Instructor	5	0	2	1	1	1	-80%
Lecturer	19	12	8	7	6	5	-74%
<b>GRAND TOTAL</b>	<b>1,560</b>	<b>1,572</b>	<b>1,566</b>	<b>1,546</b>	<b>1,564</b>	<b>1,560</b>	<b>0.0%</b>

1 Faculty includes dept. heads and directors of instructional units, excludes Admin. Deans on tenure track.

2 Data includes both full time and part time faculty and excludes faculty on leave without pay.

3 Professor category includes faculty with continuing status.

Sources: IPEDS Fall Staff Surveys; Personnel Census Files, PSOS.

Since, 1989, the number and proportion of minorities among the faculty have increased for all minority groups tracked. The largest absolute and percentage increases were among Hispanics, from 48 to 74 for a 54% increase (see table 1 for detail). Further the number of full professors among minority groups has increased markedly, while the total number of full professors has increased only 4%. Large percentage increases for Native American and African American full professors reflect the very small numbers to start with but point to a significant trend towards greater numbers. The increase for Hispanics from 13 to 31 more than doubles their share of the full professors positions.

Since the NCA self study in 1999 (based on 1998 data), minorities as a group continue to grow in absolute numbers as a percentage of the whole and as a percentage of full professors. The number of Native Americans has dropped by 2 overall and by 1 for full professors. African Americans have dropped by 4 overall but have risen from 1 to 7 at the full professor level. All other measures discussed so far have been up. In fact, the only significantly negative percentages have been for some assistant professor groups, which reflect promotion to associate and full professor coupled with limited hiring in recent years. As previously noted, of the 46 tenure-track faculty offers that have been accepted effective fall 2003, 37% are persons of color, including 3 African Americans, 7 Asian Americans and Pacific Islanders, 5 Hispanics, and 2 Native Americans, so these data will improve significantly in 2003. Overall, trends are encouraging.

## **B. Other Groups of Employees**

In looking at other employees, the situation is complicated by a significant increase in the number of people not responding to questions about ethnicity. The following comments reflect analysis of the population that did respond. Obviously this problem is more serious for populations that change rapidly, like graduate teaching assistants, than other groups but also affects the post-doc and medical intern components of the professional category of employees.

Since the NCA self study, women (see tables 2, 3 and 4) have increased as their share of total regular employees in all categories: administrators, regular faculty, other faculty, graduate assistants, professionals, and classified staff. They now account for 63% of all

classified staff positions and over 45% of all other positions except regular faculty (regular faculty are a close match for the tenure-track group discussed above).

Minorities (see tables 5 and 6) have also increased as a share of total regular employees in all categories, but the increases are often small. The one exception is graduate assistants where minorities have increased as a percentage of those reporting from 26% in 1995 to 30% in 1999 (the self-study year), and to 37% in 2003, an increase of more than one percent a year. Although Asian and Pacific Islanders make up the largest increases, all minority groups have increased significantly both as a percentage and in absolute terms.

Table 2

UA Minority and Women Tenure Track Faculty by Rank  
2000 Tenure Track Faculty

	#	%	#
	American		
	Native		
Professor Faculty Rank / Status	10 Faculty	1.2% of Total	4 Faculty
Associate Prof. - Tenured			11
- Tenure Eligible	1	2.0%	
Assistant Professor	4	1.3%	4
Instructor			
Lecturer			
GRAND TOTAL			15 1.0%



**Table 3**

**UA Minority and Women Tenure Track Faculty by Rank  
2001 Tenure Track Faculty**

Faculty Rank / Status	Native American		African American		Hispanic		Asian American		Women		Non-Tenure Track
	# Faculty	% of Total	# Faculty	% of Total	# Faculty	% of Total	# Faculty	% of Total	# Faculty	% of Total	# Faculty
Professor	10	1.3%	7	0.9%	29	3.7%	42	5.3%	138	17.4%	794
Associate Prof. - Tenured - Tenure Eligible	1		10	2.6%	19	4.9%	22	5.6%	139	35.6%	390
	1	2.0%			1	2.0%	5	9.8%	14	27.5%	51
Assistant Professor	2	0.6%	3	0.9%	22	6.8%	13	4.0%	134	41.6%	322
Instructor									1	100.0%	1
Lecturer					2	33.3%			1	16.7%	6
<b>GRAND TOTAL</b>	<b>14</b>	<b>0.9%</b>	<b>20</b>	<b>1.3%</b>	<b>73</b>	<b>4.7%</b>	<b>82</b>	<b>5.2%</b>	<b>427</b>	<b>27.3%</b>	<b>1,564</b>

**Table 4**

**UA Minority and Women Tenure Track Faculty by Rank  
2002 Tenure Track Faculty**

Faculty Rank / Status	Native American		African American		Hispanic		Asian American		Women		Non-Tenure Track
	# Faculty	% of Total	# Faculty	% of Total	# Faculty	% of Total	# Faculty	% of Total	# Faculty	% of Total	# Faculty
Professor	9	1.1%	7	0.9%	31	3.9%	42	5.3%	142	17.9%	794
Associate Prof. - Tenured - Tenure Eligible	3		10	2.6%	17	4.4%	22	5.7%	144	37.4%	385
					2	4.4%	3	6.7%	13	28.9%	45
Assistant Professor	1	0.3%	1	0.3%	23	7.0%	14	4.2%	128	38.8%	330
Instructor									1	100.0%	1
Lecturer	1				1	20.0%			1	20.0%	5
<b>GRAND TOTAL</b>	<b>14</b>	<b>0.9%</b>	<b>18</b>	<b>1.2%</b>	<b>74</b>	<b>4.7%</b>	<b>81</b>	<b>5.2%</b>	<b>429</b>	<b>27.5%</b>	<b>1,560</b>

**Notes**

- 1 Faculty includes dept. heads and directors of instructional units and excludes administrators dean and above on tenure track.
  - 2 Data includes both full time and part time faculty and excludes faculty on leave without pay.
  - 3 Tenured category includes faculty with continuing status; there were 6 in 2000, 9 in 2001 and 9 in 2002.
- Sources: IPEDS Fall Staff Survey; Personnel Census Files, PSOS.

**Table 5 Numbers of Ethnicity Group by Work Category, 1995 - 2003**

Employee Group	Ethnicity	1995	1996	1997	1998	1999	2000	2001	2002	2003
10 Administrators	Am. Indian, Alaskan Native	2	1	1	2	1	1	1		1
10 Administrators	Asian or S Pacific Islander	5	5	5	6	5	3	5	7	7
10 Administrators	Black, Non-Hisp.	3	4	4	5	5	6	6	6	6
10 Administrators	Hispanic	9	10	11	11	12	11	12	11	10
10 Administrators	Whites &Non-Res. Aliens	149	139	137	129	140	133	142	145	139
20 Regular Faculty	Am. Indian, Alaskan Native	14	15	15	16	17	16	16	16	16
20 Regular Faculty	Asian or S Pacific Islander	84	81	80	85	86	90	94	100	106
20 Regular Faculty	Black, Non-Hisp.	21	21	22	24	23	20	20	21	19
20 Regular Faculty	Hispanic	63	63	70	75	72	78	78	82	82
20 Regular Faculty	Whites &Non-Res. Aliens	1450	1454	1455	1438	1418	1408	1398	1380	1382
23 Other Faculty	Am. Indian, Alaskan Native	7	6	3	6	9	15	10	8	8
23 Other Faculty	Asian or S Pacific Islander	27	36	35	44	43	42	46	42	37
23 Other Faculty	Black, Non-Hisp.	17	16	13	15	16	17	18	18	17
23 Other Faculty	Hispanic	35	37	27	38	42	40	38	36	44
23 Other Faculty	Whites &Non-Res. Aliens	584	621	605	663	662	664	638	638	619
30 GTAs	Am. Indian, Alaskan Native	25	27	27	27	26	38	43	47	41
30 GTAs	Asian or S Pacific Islander	472	457	427	436	465	477	481	484	492
30 GTAs	Black, Non-Hisp.	37	30	30	33	29	42	46	43	49
30 GTAs	Hispanic	129	158	143	139	173	175	183	207	214
30 GTAs	Whites &Non-Res. Aliens	1887	1848	1724	1671	1608	1670	1533	1430	1367
40 Professionals	Am. Indian, Alaskan Native	19	30	27	28	30	30	28	32	33
40 Professionals	Asian or S Pacific Islander	176	182	184	176	188	215	204	198	221
40 Professionals	Black, Non-Hisp.	38	37	48	54	52	57	70	70	72
40 Professionals	Hispanic	101	109	117	117	116	139	152	164	165
40 Professionals	Whites &Non-Res. Aliens	1342	1358	1379	1407	1436	1504	1572	1620	1684
50 Classified Staff	Am. Indian, Alaskan Native	146	147	147	127	130	138	126	130	121
50 Classified Staff	Asian or S Pacific Islander	131	136	149	151	153	170	165	191	178
50 Classified Staff	Black, Non-Hisp.	147	152	144	135	139	133	132	138	141
50 Classified Staff	Hispanic	1090	1171	1208	1243	1289	1302	1359	1420	1373
50 Classified Staff	Whites &Non-Res. Aliens	3910	3951	4033	4036	4056	4135	4122	4081	3906

**Table 6 Percentages of Ethnicity Group by Work Category, 1995-2003** (excluding unknowns)

	Ethnicity	1995	1996	1997	1998	1999	2000	2001	2002	2003
10 Administrators	Am. Indian, Alaskan Native	1.2%	0.6%	0.6%	1.3%	0.6%	0.6%	0.6%	0.0%	0.6%
10 Administrators	Asian or S Pacific Islander	3.0%	3.1%	3.2%	3.9%	3.1%	1.9%	3.0%	4.1%	4.3%
10 Administrators	Black, Non-Hisp.	1.8%	2.5%	2.5%	3.3%	3.1%	3.9%	3.6%	3.6%	3.7%
10 Administrators	Hispanic	5.4%	6.3%	7.0%	7.2%	7.4%	7.1%	7.2%	6.5%	6.1%
10 Administrators	Whites & Non- Res. Aliens	88.7%	87.4%	86.7%	84.3%	85.9%	86.4%	85.5%	85.8%	85.3%
20 Regular Faculty	Am. Indian, Alaskan Native	0.9%	0.9%	0.9%	1.0%	1.1%	1.0%	1.0%	1.0%	1.0%
20 Regular Faculty	Asian or S Pacific Islander	5.1%	5.0%	4.9%	5.2%	5.3%	5.6%	5.9%	6.3%	6.6%
20 Regular Faculty	Black, Non-Hisp.	1.3%	1.3%	1.3%	1.5%	1.4%	1.2%	1.2%	1.3%	1.2%
20 Regular Faculty	Hispanic	3.9%	3.9%	4.3%	4.6%	4.5%	4.8%	4.9%	5.1%	5.1%
20 Regular Faculty	Whites & Non- Res. Aliens	88.8%	89.0%	88.6%	87.8%	87.7%	87.3%	87.0%	86.3%	86.1%
23 Other Faculty	Am. Indian, Alaskan Native	1.0%	0.8%	0.4%	0.8%	1.2%	1.9%	1.3%	1.1%	1.1%
23 Other Faculty	Asian or S Pacific Islander	4.0%	5.0%	5.1%	5.7%	5.6%	5.4%	6.1%	5.7%	5.1%
23 Other Faculty	Black, Non-Hisp.	2.5%	2.2%	1.9%	2.0%	2.1%	2.2%	2.4%	2.4%	2.3%
23 Other Faculty	Hispanic	5.2%	5.2%	4.0%	5.0%	5.4%	5.1%	5.1%	4.9%	6.1%
23 Other Faculty	Whites & Non- Res. Aliens	87.2%	86.7%	88.6%	86.6%	85.8%	85.3%	85.1%	86.0%	85.4%
30 GTAs	Am. Indian, Alaskan Native	1.0%	1.1%	1.1%	1.2%	1.1%	1.6%	1.9%	2.1%	1.9%
30 GTAs	Asian or S Pacific Islander	18.5%	18.1%	18.2%	18.9%	20.2%	19.9%	21.0%	21.9%	22.7%
30 GTAs	Black, Non-Hisp.	1.5%	1.2%	1.3%	1.4%	1.3%	1.7%	2.0%	1.9%	2.3%
30 GTAs	Hispanic	5.1%	6.3%	6.1%	6.0%	7.5%	7.3%	8.0%	9.4%	9.9%
30 GTAs	Whites & Non- Res. Aliens	74.0%	73.3%	73.3%	72.5%	69.9%	69.5%	67.1%	64.7%	63.2%
40 Professionals	Am. Indian, Alaskan Native	1.1%	1.7%	1.5%	1.6%	1.6%	1.5%	1.4%	1.5%	1.5%
40 Professionals	Asian or S Pacific Islander	10.5%	10.6%	10.5%	9.9%	10.3%	11.1%	10.1%	9.5%	10.2%
40 Professionals	Black, Non-Hisp.	2.3%	2.2%	2.7%	3.0%	2.9%	2.9%	3.5%	3.4%	3.3%
40 Professionals	Hispanic	6.0%	6.4%	6.7%	6.6%	6.4%	7.1%	7.5%	7.9%	7.6%
40 Professionals	Whites & Non- Res. Aliens	80.1%	79.1%	78.6%	79.0%	78.8%	77.3%	77.6%	77.7%	77.4%
50 Classified Staff	Am. Indian, Alaskan Native	2.7%	2.6%	2.6%	2.2%	2.3%	2.3%	2.1%	2.2%	2.1%
50 Classified Staff	Asian or S Pacific Islander	2.4%	2.4%	2.6%	2.7%	2.7%	2.9%	2.8%	3.2%	3.1%
50 Classified Staff	Black, Non-Hisp.	2.7%	2.7%	2.5%	2.4%	2.4%	2.3%	2.2%	2.3%	2.5%
50 Classified Staff	Hispanic	20.1%	21.1%	21.3%	21.8%	22.4%	22.2%	23.0%	23.8%	24.0%
50 Classified Staff	Whites & Non- Res. Aliens	72.1%	71.1%	71.0%	70.9%	70.3%	70.3%	69.8%	68.5%	68.3%

## **VII. Results of Recruitment of Faculty, Administration, and Staff**

As already mentioned, recruiting has been limited since 1999 due to limited funding. However, recruiting has more than compensated for the slightly higher than proportional losses in minorities in retention cases discussed below, and thus has kept our overall numbers going up.

## **VIII. Results of Retention of Faculty, Administration, and Staff**

Retention of regular faculty has been a particular problem for the UA. The very strong market for women and minorities nationally has meant that, given our record in developing young faculty, they represent a disproportionate share of our retention cases: 36% of retention cases involve women from a population of 29% women. The gap is less significant for minorities, 17% of retention cases and 14% of the population, but it is still there. In both cases, our retention efforts are less successful with these groups: 32% of retained regular faculty are female and 16% are minorities. One positive sign is that the gap between retention successes of these two groups and the rest of the retention population has narrowed over the past two years (2001 and 2002). Fortunately, as discussed above, recruiting has more than made up for these higher losses, with the result that the overall population of regular faculty has continued to shift towards women and minority faculty.

## **IX. Summary**

For decades many individuals and groups have worked to make the University of Arizona an academic community that celebrates diversity and excellence. They have given us scholarly projects that highlight areas of concern, formed organizations to improve the lot of various underrepresented groups, and have been diligent in their pursuit of equity and respect for every group and every individual on our campus. By the new millennium, their efforts had alerted university leadership that deep-seated problems existed that would not go away without decisive intervention. The mandate that the university must "address the composition and diversity of their employees," which resulted from the North Central Association of Colleges and Schools ten-year evaluation, served as an additional catalyst for creating a meaningful plan to produce systemic changes.

Much work has been done over the past three years. A Diversity Coalition is in place that has developed a comprehensive plan to address diversity problems in all aspect of campus life (faculty, staff, students, and climate). The President's Cabinet has accepted the plan and set priorities, a Diversity Resource Office is staffed and operating and measures are being developed to gage progress toward meeting the goals established by the plan. Expectations are high as we accept the challenge to become a model university where every group and every individual is highly valued and respected.

## **X. Appendices**

- A. GRACE Project Report
- B. Deans' Subcommittee Report
- C. Introduction to Diversity Action Plan
- D. 2002 Faculty Retention/Loss Report
- E. Millennium Report, Phase One
- F. Millennium Report, Phase Two