ASU

ARIZONA STATE UNIVERSITY

Diversity Plan: Building Blocks for Success Through People, Programming and Policies
Office of the Executive Vice President and University Provost

"We have to learn how to communicate and teach between all ethnic and cultural perspectives. Not with a dominant cultural perspective and marginal alternative cultural perspectives, but across all of these. We have not figured out how to do this.

We need to embrace cultural diversification in America and change the culture of the university as a critical first step."

President Michael Crow
(remarks delivered at the 2004 *Educating for a Diverse America: A Summit and Symposium,* Austin, TX)

ASU Values Diversity

Arizona State University has been in a state of accelerated transformation since 2002. Its evolution as the New American University presents remarkable opportunity for demonstrating leadership and innovation across the multiple domains of practice in higher education. One of the most critical areas where ASU can have local, regional, and global impact is diversity. As a function of its size, location, and current diversity, ASU is optimally positioned to create and evaluate new models of inclusion and, in so doing, advance the teaching, research and human resource imperatives that will guide higher education in the decades to come. In the sections that follow, we present a conceptual definition of diversity and then, the core components of a comprehensive diversity plan are identified, as are specific initiatives that follow from an application of these components.

Defining Diversity

A widely constituted Diversity Council was charged in 2005 to develop a definition of diversity. That statement reads as follows:

Diversity and excellence are inextricably linked at Arizona State University. In line with recent Supreme Court decisions related to representation, we endorse the idea that engaging diversity facilitates comprehensive understanding, effective practice, and informed responsiveness to national and global imperatives. As an institution,

ASU is committed to these ideals and to creating an environment that promotes inclusion, respect, community, and appreciation for the full tapestry that comprises the human experience.

Diversity is defined in terms of *representation and inclusion*. Representation reflects the extent to which our students, staff, faculty and administrators proportionately reflect the regional and national populations served by our public institution. Inclusion encompasses empowerment and voice among all members of the university community in the areas of scholarship, teaching, learning, and governance. We recognize that race/ethnicity and gender historically have been markers of diversity in institutions of higher education; we further believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Diversity and ASU's Imperatives of Excellence, Access, and Impact

Excellence is not achieved by simply repeating conventional patterns. Access extends well beyond representation to the goal of inclusion. Impact creates reverberations across time and space. Diversification of the academy, thus, requires thinking beyond singular or isolated programs or events, creating a cultural transformation that gives every member of our community an understanding of inclusion and their contribution to the effort. It also allows for measurement of solid indices of success that facilitate achievement of institutional goals. Achieving success in diversification and inclusion requires that ASU's approach involve a philosophical endorsement by the entire leadership and an operational plan that is transparent and is carried out by every person, in every area, and in every transaction.

Integrating the practice of diversity and inclusion in a large, complex organization requires commitment, resources, and cultural transformation. ASU is already one of the most diverse educational communities in the country; our aim is to make it the prototype of inclusion. This goal is achievable because we have a solid foundation and leadership that is characterized by creativity, high energy, and a commitment to university principles. ASU is well on its way to epitomizing the construct of interdependence, whereby each person and unit is aware that all are needed to contribute to the success of the whole and the success (or failure) of any member or group both influences and is influenced by the success (or failure) of other members and groups.

Engaging the '*People, Programming, & Policies*' Approach

ASU's diversity plan acknowledges that an overarching framework that is comprehensible to all stakeholders and compelling in its ideology will yield the greatest success. Consequently, the '*People, Programming, & Policies*' initiative asks each of us to consider 3 basic questions:

How well does the composition of our student and employee population reflect the diversity of our broader constituencies? (people)

To what extent do the planning and design of our deliverables take into account the diversity that is currently in place and/or lacking at ASU? (programming)

How do we create and review our policies to promote equity and success for all members of our university community? (policies)

By engaging these three basic questions in the practice and production of our educational, employment, and research missions, we create a shared understanding of diversity and inclusion, and stand to achieve higher levels of success.

What do these questions look like in practice? In the sections that follow, we elaborate each of these three areas (people, programming, policies), and provide exemplars of initiatives that reflect corresponding efforts respectively. The representative initiatives suggest efforts that can be taken at the department, college, and vice-presidential area levels, as well as university-wide efforts that reflect provost- and presidential-level initiatives. Moreover, the efforts as a whole invite all ASU citizens to be involved in making the New American University a place of inclusion and excellence. Thus, input and responsiveness are encouraged.

People in the context of our diverse stakeholders

ASU is the largest and one of the most diverse public universities in the country. Nonetheless, there is significant room for improvement. In 2005, 58% of our state's high school graduates were white; 29% were Hispanic/Latino; 5% African American; 3% Asian American; and 5% Native American. ASU's current undergraduate population, by comparison, is 68% white and 14% Hispanic/Latino; 10% African American; 5% Asian American; and 3% Native American. Women comprise about 1/3 of tenured and tenure-track faculty positions. The demographic patterns across our student populations, faculty, staff and administrators indicate that representational diversity remains a constant aspiration. To create change, each of our academic units and vice-presidential areas must ask: What is the current level of diversity in our unit? Is our team (students, faculty, staff, administrators) comprised of individuals from diverse groups (e.g., encouraging more women in science and engineering and more men in nursing)? If not, what changes can be made in recruitment and retention to achieve representational diversity?

Representative efforts at promoting inclusion
Representative examples of initiatives that can be undertaken to diversify the membership of our institution include: systematic review by each unit of diversification efforts, inclusive of successes, and areas in need of development; establishment and implementation of assessment procedures to govern diversity efforts within each college and vice-presidential area; development of a plan by each unit for promoting diversification in the composition of its undergraduate majors, graduate students, and workforce and for improving climate; early outreach to underrepresented students; pro-active recruitment activities that yield diverse pools of qualified applicants in order to generate a competitive pool of finalists; recruitment of faculty who contribute to the

knowledge and practice of diversity; recruitment and retention of diverse administrators; resource allocation in an effort to recruit and retain individuals from underrepresented groups across all areas of the university when they are underrepresented; allocation of funds to secure target of opportunity hires for faculty who will increase diversity; initiation of partnerships with institutions that produce Ph.D. graduates from underrepresented groups; engagement of current staff members of underrepresented groups in recruitment and mentoring of new employees; recruitment and hiring of employees and administrators who will actively promote diversity; establishment of connections with current faculty organizations and departments in the service of recruiting diverse faculty and staff.

<u>Programming</u> and deliverables (academics, employment, communication)

As an institution of higher education, ASU:
  ∞ produces significant deliverables, including knowledge, ideas, new models of understanding, employees trained and prepared to contribute to the changing demands of the workforce, and tangible products that advance the human and global condition.
  ∞ engages in the dissemination of information through classroom and research outlets.
  ∞ recognizes that a comprehensive diversification plan in which all members take responsibility will yield the most effective and beneficial deliverables.
  ∞ underscores the importance of leadership in modeling and ensuring quality and accountability for production of a good yield.

Our 'programming' in these and other areas must reflect an appreciation for the role that diversity plays in the world, as well as for strengths inherent in diversification and inclusion. Programming should focus not on the production of isolated events or markers of progress that fail to be integrated into the fabric of the university, but instead emphasize a systematic approach that reflects in word and deed the institution's commitment to the practice and science of inclusion across all areas of production.

<u>Diversity efforts in the academic domain</u>
Diversity and inclusion can be reflected on the academic side via:
  ✓ the research enterprise, through such efforts as defining the intellectual enterprise; inclusion of diverse populations, methodologies, and paradigms; inclusiveness in team composition; targeted beneficiaries of tangible outcomes;
  ✓ teaching, through the development and evolution of new courses with diversity content (inclusive of ASU 101 and focused and general courses); promotion of pedagogical strategies that encourage student involvement and facilitate respect for diverse perspectives; incorporation of diversity as a core element of graduate teaching assistant training; faculty development workshops in the area of intergroup dynamics and diversity; systematic programming on diversity within student residential halls;

✓ service efforts on campus, in the community, and in our respective professions, through promotion of service to underrepresented populations, mentoring of underrepresented students, support for ethnic and women's faculty and staff affinity groups, and educational programs for community members related to diversity.

Diversity efforts in training of employees
On the employment dimension, inclusion can be supported through initiatives such as the development of a Diversity Training Institute in the Human Resource arena (including the implementation of employee training models that take into account the needs and advantages associated with diversity, and general diversity training for all staff, faculty, and administrators to meet the needs of a diverse student body); overall development and support for new and existing programming that encourages interaction across diverse groups (e.g., intergroup dialogue opportunities for employees); increasing professional development opportunities for staff, mentoring individuals from underrepresented groups for advancement to leadership roles; recognition of both individual and unit success in diversity initiatives; mentoring programs for new faculty and employees with a core component that addresses the challenges/opportunities associated with being a member of an underrepresented group; creating liaisons to industry partners to exchange best practices for diversifying the workforce and promoting inclusion (e.g., the Diversity Leadership Alliance).

Efforts related to constructing and disseminating the message of inclusion
In the communication arena, commitment to diversity and inclusion call for systematic and ongoing review of all outreach publications for text and images that are representative; inclusion on the ASU Web site of a coherent inventory of diversity-related events, offices, programs, and groups within the university; conveyance in public appearances by administrators and other ASU representatives to the community of a clear and consistent message that diversity is an institutional priority; establishment of visiting lectureships and fellowships to bring emerging and renowned scholars from diverse backgrounds to contribute to the intellectual climate of the university; sponsorship of a Living Legends town-gown collaboration that highlight contributions of community members from diverse backgrounds; examination of symbols on campus that may reflect exclusion of different and important groups on campus.

Policies that matter

An organization's commitment to diversity must be reflected in recruiting policies, reward structures, and accountability procedures. Support for diversity and inclusion must be demonstrated at all levels of the university from the central administration to the smallest unit on campus. Our policies must be infused with a focus on the needs, benefits, and understanding of dynamics that are associated with successful diversification. Importantly, success in diversification must comprise a component of our evaluations.

<u>Policies that reflect institutional priorities</u>
Among possible examples of how diversity must be reflected in our policies are the
following initiatives: systematic collection and reporting of recruitment, retention, and
promotion rates by gender and ethnicity, and other relevant categories, as well as
administrators from underrepresented groups (in comparison with overall rates); similar
efforts in undergraduate and graduate student recruitment, retention, and graduation
success; identification and implementation of college-specific strategies for increasing
their diversity, and for monitoring and reporting progress annually; regularized self-
assessments by colleges and units on a diversity template to identify progress;
examination and insuring no bias in faculty and staff recognition and awards, faculty
start-up packages, endowed chairs, recruitment of post-docs, and scholarship recipients;
family-friendly policies (e.g., our existing approaches and policies concerning spousal
accommodations and parental leave); inclusion of questions in annual and academic
program reviews about initiatives undertaken by departments to address diversification in
their climate, curriculum, and student, faculty and staff populations; requiring
demonstrated skills in managing and increasing diversity as a standard qualification for
all leadership positions; identification and rectification of inequity in workload and salary
related to gender and race/ethnicity; representation of diversity on committees that have
long-range impact; inclusion in the university's exit interview process questions to assist
in identifying opportunities for improvement in retention of faculty, administrators, and
staff from underrepresented groups; integration of diversity into all major policy changes.

<u>Rewarding diversity</u>
To promote achievement in tangible diversification, the institution will reward the pursuit
of initiatives and efforts to promote inclusion on every level. To achieve the 'highest
rating', contributions to diversity should be evident. Further reflecting our commitment
to achieving diversification, diversity efforts will be rewarded in every possible way,
including recognition, promotion, and participation in key university decision-making.

THE PLAN

In order to achieve the diversity we seek and promote the respect necessary in our
university and society, we are launching an initial six-part initiative. The constituent
elements are:

1. COMMUNICATION

To ensure visibility of our commitment, we shall maintain a web page with
information on initiatives and ensure our communication efforts highlight university
activities related to diversity and the promotion of tolerance.

∞ Create an ASU diversity Web page with links from the president's and provost's
pages and links to other relevant pages. Inclusion on the ASU Web site of a
coherent inventory of diversity-related events, offices, programs, and groups
within the university;

∞ Conveyance in public appearances by administrators and other ASU representatives to the community of a clear and consistent message that diversity is an institutional priority;

∞ ASU home page web images and university publications should reflect the diversity of our faculty, academic professionals, staff and students.

2. UNIVERSITY DIALOGUE

Launch a multi-year initiative to promote dialogue and discussion among students, staff and faculty about the issues and challenges related to diversity. As ASU is situated in a state with a rapidly changing demography and within a region that is changing in similar as well as different ways coupled with the importance of understanding the dynamic global environment, it is important that we promote an active level of engagement of our students, staff and faculty in these issues. This multi-year initiative will have focused areas of attention each year coupled with annual goals to facilitate an assessment of our progress. This Dialogue initiative is an important element to building an environment that is welcoming of all individuals and viewpoints. Such an initiative provides the opportunity to reflect on the university as a place for differences to inform and educate, critical elements of our raison d'etre. This initiative will be funded by the Office of the Executive Vice President and University Provost and designed and developed in consultation with a Provost's Diversity Steering Committee that will be appointed in the coming weeks. Examples of initiatives that may be incorporated into this effort include:

∞ Build on the success of the work of the Intergroup Relations Center (http://www.asu.edu/provost/intergroup/) which has programs for undergraduates, graduates, faculty and staff and the community.
∞ Speaker series from both within and external to the university to explore issues of race, ethnicity, sexual orientation, gender, and diversity.
∞ Focused discussions within residential living facilities for students.
∞ Colloquia or conferences featuring scholarship that addresses issues of race, ethnicity, gender, tolerance and diversity.
∞ Sponsorship of a Living Legends Series, oral histories of members of our university community and those in the metropolitan region to better understand how the University was shaped and formed.

After each year of this initiative, the Provost's Diversity Steering Committee will undertake a review of the initiative to determine what would be the appropriate next steps in continuing to strengthen the University's commitment to diversity. Such a review may include assessment data on changes students report as part of their experiences at ASU, as well as assessment on employee experiences and perceptions. Climate data will be collected at regular intervals in collaboration with groups such as the Commission on the Status of Women, Faculty Women's Association, Office of Academic and Institutional Cultural Change, Classified Staff Association, and Human

Resources, among others. In addition, the Steering Committee may wish to collect data on matters not studied through other data collection efforts.

The Provost's Diversity Steering Committee will serve as a liaison with the Campus Environment Teams, Commissions on the Status of Women, Faculty Women's Association, Office of Academic and Institutional Cultural Change, Intergroup Relations Center, REFOCUS, Chicana/o Latina/o Faculty and Staff Association, Ubiquity, and other organizations on all campuses interested in promoting diversity to contribute to the design, development and evaluation of the multi-year dialogue. The Committee will also work with the Provost's Office to identify opportunities to publicly recognize the research, scholarship, and creative activities of faculty from underrepresented groups.

3. COLLEGE/SCHOOL FOCUS

Recruitment and retention of a diverse faculty is everyone's responsibility, however, deans and academic chairs/directors have a special role to play in this regard and will be rewarded for their success in recruiting, retaining, and promoting excellent faculty and staff from underrepresented groups. The New American University vision cannot be realized without this commitment. To assist with recruiting, information from the Office of Diversity on the availability of minority and female or male candidates will be foundational information. Senior positions being recruited should be characterized by a heightened commitment to ensuring a diverse set of candidates to create a strong cadre of leaders and mentors who reflect ethnic and gender diversity, and recognize the need for minorities and women in such roles. Where deans identify an individual who would be a significant asset to their college or school but who is not someone they were specifically seeking through their search activity, they may make application to the Office of the Executive Vice President and University Provost for funding to support such a person. Deans will be asked to report annually to the University Provost on the success they have had in their efforts to increase the diversity of their faculty and staff and highlight every five years on the increase they have had in the recruitment and retention of the faculty and staff.

While a central mentoring program offers some opportunity for advice to untenured faculty members, the critical issue is mentoring them within their units to ensure the highest probability of success. Each college and school will be expected to develop a mentoring program designed to ensure assistant professors have the opportunity for learning about the expectations they should be meeting, enabling their scholarly success, and helping them become quality teachers (this may be done within departments not just at the college or school level). Such programs may, for example, facilitate writing groups or collaborative efforts in grant writing as suitable to the disciplines involved. As each college will be conducting an orientation program for its new faculty, efforts at mentoring can be initiated through that experience. Deans will also be asked to ensure that start-up commitments and initial teaching assignments are fairly made to avoid differences based solely on gender or ethnicity and this will be monitored by the Office of the Executive Vice President and University Provost. The design of the mentoring program and its impact and allocation of start-up funds to

individual faculty members will be reported annually to the University Provost by each dean.

There is a need to be proactive in the development of faculty from racial and ethnic minorities, women and all members of underrepresented groups. One mechanism is through the creation of a faculty pipeline through postdoctoral fellowships for racial/ethnic minorities (all areas), and in fields where women are underrepresented, such as science and engineering. Units are encouraged to apply for grants from foundations and other sources to target graduate students with fellowships designed to enhance diversity (e.g., doctoral students supported by Ford Foundation fellowships, NIH and other training grants/fellowships to support diversity, etc.), and use faculty networks to identify additional candidates. The Graduate College will be available to assist with this initiative.

The recruitment and retention of faculty from a wide variety of groups and intellectual perspectives strengthens the university by ensuring students are exposed to a diverse set of perspectives. To assist in attracting faculty from underrepresented and other diverse groups, the University will establish two new programs to be called the President's Pre-Doctoral Fellowship and President's Post-Doctoral Fellowship. The Fellowship will provide funding for a College or School to attract a promising new scholar who has only their dissertation to finish or has recently finished the doctoral degree (or other appropriate terminal degree) and whom the College or School is prepared to offer an assistant professorship. The successful candidates will be provided with one year to either complete their dissertation and begin their scholarly activities beyond the dissertation or complete a one year post-doctoral training program to initiate their program of research. During this Fellowship there will be no teaching assignments. Funding will be provided by the Office of the Executive Vice President and University Provost to a maximum of $40,000 for nine months for Pre-Doctoral Fellows and discipline specific funding determined on a case-by-case basis for Post-Doctoral Fellows (benefits are the same as those offered post-doctoral fellows; faculty benefits begin the following year with the beginning of the appointment as an assistant professor).

The University Provost will consider facilitating hiring of qualified spouse/partners at the request of the deans when the partner's position will be in a different college from that of the person originally hired. The funding available will be determined on a case-by-case basis representing the unique circumstances each of these opportunities presents to the university with provost office funds returning to the central administration when the person leaves the university.

It is also essential that we develop a greater capacity within our own faculty to assume leadership roles. To that end, the proposed Faculty Women's Association's Leadership Program is an initiative we would like to support and see extended in each college or school at ASU. Less than a third of all department chairs/directors at ASU are women and even fewer are women of color suggesting that a training initiative such as the one proposed by the Faculty Women's Association has the potential to substantially enhance

the pool of faculty interested and able to assume these important roles. The proposed initiative is one that can be adapted for each college or school.

4. TRAINING FOR CHAIRS AND DEANS

The importance of identifying unexamined biases and development of strategies to overcome such biases and gender (and race) schemas are a primary recommendation of the National Academy of Science report, *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering* (2006). ASU will incorporate diversity training into leadership programs for chairs, deans, and associate deans. Diversity training will include:

- ∞ Speaker series, with highly respected scientists and engineers from top research universities addressing strategies to overcome biases in hiring, promotion, and tenure decisions, and to promote a climate that encourages productivity and fair treatment for all. Time for discussion would follow, and speakers would be available for meetings and consultation with faculty and administrators.
- ∞ Workshops on mentoring, including how to have difficult conversations with faculty designed to help them progress towards tenure and promotion.
- ∞ Workshops on climate, with focus on how to create and maintain a climate in the unit and college that is welcoming and supportive for all members of the faculty (as well as postdoctoral scholars, graduate students, and undergraduates). Subtle biases and gendered and racialized expectations will be discussed, as well as models for creating flexible yet fair policies, procedures and practices that enhance productivity and career satisfaction.
- ∞ Workshop on developing diversity councils within colleges and how to engage these councils most effectively.
- ∞ Training to create a 'diversity template' so that colleges and academic units can conduct self-assessments on a regular basis to determine where progress has been and where continued efforts are needed.
- ∞ Department chairs, directors and deans have the opportunity to be catalysts for enhancing the pool of faculty who may move into leadership roles. Working with groups such as the Office of Academic and Institutional Cultural Change (AICC) established by the President and reporting to the Office of the Executive Vice President and University Provost and other university resources, chairs, directors and deans should consider ways to support the development of women and members of all underrepresented groups into leadership roles.

In addition to training for chairs and deans, there is a need to develop more leaders for senior level leadership roles. In the preceding section, the initiative to train more women for leadership roles at the department level was described. It is also our intent to increase the number of underrepresented groups in leadership roles beyond that of department chair. Therefore, the Office of the Executive Vice President and University Provost will initiate a fellowship program to increase the pool of women interested in and able to assume more senior leadership roles within the university.

5. Building Synergy

There are a number of organizations and units that deal with issues of diversity on a regular basis. These include the Intergroup Relations Center, Commission on the Status of Women, the Faculty Women's Association, and Campus Environment Teams. It would be advantageous to examine ways to build greater synergy arising from their collective efforts to increase the impact within ASU. One consideration would be to co-locate all of the staff in these units in one place so that it might promote greater communication and collaboration while also providing assistance to each other on projects.

6. Building Private Investment to Advance Diversity

Creating bridges to the community and identifying resources to support faculty, staff and students are responsibilities of the deans and the central administration. The deans of the colleges and schools working in collaboration with the efforts of the President, Provost, and President of the ASU Foundation will be encouraged to develop such opportunities.

∞ As such, deans may seek to establish funds and endowments to support scholarships, professorships, chairs, annual lectures, and small conferences. These may include such things as:
  o Expanding existing lecture series (e.g., Wade Smith Memorial Lecture on Race Relations) to include additional lectures conducive of conversations;
  o Establishment of mid-career endowed professorships/chairs to encourage and retain "rising stars," with a substantial percentage directed towards members of underrepresented groups among the faculty;
  o Engaging Industry Partners through creative partnership. These should include but not be limited to businesses that have supported diversity at ASU (e.g., Wells Fargo). Develop venues through which they can help showcase the importance of diversity in higher education from the perspective of industry partners seeking talent.
∞ All fund raising efforts will be coordinated by the Foundation to ensure the best return for the University and the optimization of our supporters interests.

Monitoring and Oversight

The Office of the Executive Vice President and University Provost will engage in monitoring and oversight designed to facilitate and encourage best practices, as well as to ensure compliance with federal law. To recapitulate our commitment:

∞ The University Provost will reward deans for the diversity of their faculty, staff, and students, and will expect deans to reward chairs and directors for diversity in their departments.

- ∞ As a primary component of our Office of Diversity monitoring:
  - o Deans and chairs/directors will be provided with nationally available data for women and racial/ethnic minorities in their fields (from the NSF Survey of Earned Doctorates and/or IPED data).
  - o New faculty hires will be reviewed annually, by college and academic unit, to assess progress in hiring a diverse faculty at all ranks. Salary and start up packages will be reviewed at this time with attention to ensure lack of discrimination by gender or race/ethnicity.
- ∞ The University Provost will appoint or review membership on major awards committees (e.g., Regents Professors, Presidents' Professors) and will review nominations for these awards.
- ∞ Compensation, research support, and other support and teaching loads will be reviewed annually for lack of discrimination in faculty ranks and titles, by gender, and ethnic identity.