Diversity, Equity & Inclusion Committee

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Assessment of Diversity and Inclusion at University of Arizona

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Part I: The Structure for Diversity and Inclusion at Institutions of Higher Learning

➢ Representational diversity does not automatically create "inclusion."

➢ Inclusion requires a set of intentional practices and a commitment to redefine the institution's culture to reflect a shared sense of identity and belonging.

➢ Equity is a process of creating equivalent outcomes for members of underrepresented or marginalized groups.

➢ "Inclusive Excellence" reflects an understanding that the University must adopt specific diversity goals that are in alignment with its academic and research mission in order to operationalize inclusion

Four goals are essential to the success of a University's "diversity" mission:

1. Achieve access and equity for underrepresented groups, including students, staff, administrators and faculty

2. Create a multicultural and inclusive environment for the entire campus community

3. Enhance domestic and international research and scholarship around diversity issues

4. Prepare all students to engage a diverse and international global society

Design features of peer institutions with effective DEI structures:

➢ Centralized Leadership

➢ An effective implementation structure for each of the 10 key functions that are associated with DEI at a large public University, including access to data and data-driven policies and innovations

➢ Alignment of diversity and inclusion with the academic and research mission of the University

Part II: Assessment of Diversity and Inclusion at UA Historical Background

➢ Key Findings:
  ➢ DEI functions are distributed across the UA campus for students and faculty, and colleges and departments have adopted different practices.
  ➢ There are longstanding Campus Cultural Centers and Diversity Community Councils set up to serve particular groups, but little effort to build synergy or inform the campus about key needs or issues
  ➢ There is a history of decentralized leadership and at least since 2014, there have been numerous transitions at the level of UA "Chief Diversity Officer" appointments, with an almost continuous transition between the Office of the President and Office of the Provost.
  ➢ The Diversity Coordinating Council and Diversity Task Force made significant contributions, but unclear whether those efforts were appropriately recognized or translated into policy innovations for the University

Part III: Creating a Blueprint for the Future: Building Institutional Capacity

➢ University of Arizona has considerable Institutional strengths and strong potential for growth in key areas relevant to DEI

➢ University of Arizona has a long tradition of diversity hiring and programmatic development for Native American and Hispanic communities, and houses nationally recognized programs serving Law, Public Health, Medicine, Veterinary Medicine, Education, American Indian Studies, Mexican-American Studies

➢ Hispanic Serving Institution status is important and a key area of strength

➢ Land Grant University status is also important and serves rural communities and tribal communities in important and enduring ways

Concluding Thoughts

➢ As an R1 University, UA is poised to generate transformative research and scholarship on national and global diversity issues.

➢ "We must bring diversity and inclusion into the forefront of who we are as a University and involve the various campus constituents who have knowledge relevant to key issues."

Contemporary Moment: Opportunities and Challenges

➢ Diversity and Inclusion are fundamental to our University and to our society. We can be thought leaders and set a positive example for our state and Nation.

➢ Challenges: political climate, pandemic, access to technology for underserved communities, growing levels of intolerance in state and nation