Welcome
CALS Diversity and Inclusiveness Committee
presents
Perspectives on Diversity and Inclusion

Maria Marzinsky & Brian Berrellez
January 23, 2017
Purpose of the speaker series

- Raise awareness about diversity and inclusiveness
- Open conversations among CALS community
  - Foster an inclusive environment for all
CALS Diversity & Inclusiveness Committee

Ursula Schuch
Plant Sciences

Russell Toomey
Family Studies & Human Devel.

Dawn Gouge
Entomology

Torrey Yuta
CALS CCT

Kerry Schwartz
WRRC, Ag. Education

Karletta Chief
Soil, Water & Environ. Sci.

Dominic Rodriguez
Coop. Extension Admin.

Trent Teegerstrom
Tribal Ext., Ag. Res. Economics

Heather Roberts-Wrenn
CALS Business Services

Ashlee Linares-Gaffer
Nutritional Sciences
TRANSFORMING THE UNIVERSITY OF ARIZONA INTO AN INCLUSIVE EXCELLENCE UNIVERSITY FOR THE 21ST CENTURY:

A Guidebook for Implementing and Practicing Inclusive Excellence

Jesús Treviño and Laura Hunter
Office for Diversity and Inclusive Excellence

http://diversity.arizona.edu/
What is Inclusive Excellence (IE)?

- Moves towards a more inclusive, comprehensive, and omnipresent notion of inclusiveness in which diversity includes but is not limited to disability status, gender identity and expression, sexual orientation, age, religion, race/ethnicity, nationality, veteran status, etc.
What is Inclusive Excellence?

- Moves towards a more inclusive, comprehensive, and omnipresent notion of inclusiveness in which diversity includes but is not limited to disability status, gender identity and expression, sexual orientation, age, religion, race/ethnicity, nationality, veteran status, etc.

- To be excellent we must be inclusive

- Shift responsibility for diversity and inclusiveness to everyone on campus, not just one unit
What is Inclusive Excellence?

- Broaden diversity from numerical goals of diverse constituents to include multicultural perspectives, experiences, worldviews, cultures, and other gifts and talents.
- Focus on the structural cultural transformation of a university into a community that embeds diversity and inclusiveness throughout the institution, including but not limited to demographics, facilities, curriculum, policies, enrollment, financial resources, fundraising, leadership, trainings, retention, marketing, technology, student advising, campus climate, athletics, communications, administration, graduation, promotion and tenure, evaluations...
Transform UA into Inclusive Excellence University

- Achieving this goal will depend on how well the campus community values and engages the rich diversity of students, staff, faculty, administrators, alumni and community constituents.

- Comprehensive, long-term approach engages everyone in complete cultural institutional transformation by embedding and practicing IE in every endeavor, aspect and level of the university.

- The goal is to make diversity and inclusiveness a habit that is implemented and practiced by everyone consistently throughout the university. To practice diversity and inclusiveness is to achieve excellence.

- Diversity and inclusiveness are core values for the University of Arizona and offer a competitive advantage in attracting faculty, staff, students and their partners.

- Diversity allows the institution to prepare students to be leaders in global contexts.

http://diversity.arizona.edu/vision-our-campus
How do we proceed in CALS towards IE?

- Units form IE committees including students, staff, and faculty
- Phase I: Conduct inventory for IE in each unit
- Phase II: Analysis
- Phase III: Developing and IE action plan
- Phase IV: Assessment and metrics
Diversity & Inclusiveness in CALS 101

Maria Marzinsky & Brian Berrellez

January 23, 2017
Overview

1. Current employee composition
2. Projected future
3. Comparison to UA
A Little About the Data
Definitions & Considerations
“Understanding others' views, dealing with varied experiences, perspectives and backgrounds, and representation of multiple groups and approaches within the college. In a word, diversity is inclusiveness.”

- CALS Diversity & Inclusiveness Committee
We respect:

gender identity, gender expression, sex, race, ethnicity, disability, religion, sexual orientation, nationality, age, veteran status, and other important social dimensions.
Focus Points:
Available Quantitative Dimensions

1. Gender
2. Race/Ethnicity
3. Age
Employee Composition

Who Works in CALS?
CALS Employee Groups

- Appointed and Non-Tenure Track Faculty: 281
- Tenure/Continuing Faculty: 216
- Graduate Assistants: 162
- Classified: 673
Trend of CALS Employee Groups

- Appointed and Non-Tenure Track Faculty
- Classified
- Graduate Assistants
- Tenure/Continuing Faculty

Graph showing the percentage trends of different employee groups from 2011 to 2017.
Trend of Self-Reported Gender in CALS
Current Self-Reported Ethnicity in CALS

- White Caucasian: 69%
- Native American/Alaskan Native: 2%
- Nat Hwi Oth Pac Is: 0.1%
- Hispanic Latino: 22%
- Blk African Am: 2%
- Asian: 5%
Trend of Self-Reported Ethnicity in CALS

![Graph showing the trend of self-reported ethnicity in CALS from 2011 to 2017. The graph compares minority and non-minority groups. The minority group shows a slight increase from 2011 to 2017, while the non-minority group shows a slight decrease.]
## Trend of Age in CALS

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Trend of Age in CALS
Comparison to UA

How Does CALS Compare?
Comparisons

1. Employees
2. Students
Employees
Comparing CALS to UA
Trend of Self-Reported Gender at UA
Recap: Trend of Self-Reported Gender in CALS
Trend of Self-Reported Ethnicity at UA
Recap: Trend of Self-Reported Ethnicity in CALS
Trend of Age at UA

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# Recap: Trend of Age in CALS

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Students
Comparing CALS to UA
Self-Reported Gender

- **CALS**
  - Female: 69%
  - Male: 31%

- **UA**
  - Female: 52%
  - Male: 48%
Trend of Self-Reported Gender

- CALS - Female
- CALS - Male
- UA - Female
- UA - Male
Self-Reported Ethnicity

- CALS:
  - Minority: 42%
  - Non-Minority: 58%

- UA:
  - Minority: 40%
  - Non-Minority: 60%
Trend of Self-Reported Ethnicity
Projected Future

How CALS Employees Might Be?
Recap: Self-Reported Gender in CALS
Projection of **Gender** in CALS

Female student population increasing
Recap: Self-Reported Ethnicity in CALS

![Graph showing self-reported ethnicity trends](image)
Projection of Ethnicity in CALS

Minority student population increasing
Projection of *Age* in CALS

No significant patterns in trends to project
Resources

Where to Go?
Ombuds Program

Advances consciousness in communication, collaboration, and organizational climate through preventive support, proactive solutions, and positive response to conflict and other challenges.

Consulting, Confidential, Neutral, Informal, Independent

Human Resources

Office of Institutional Equity (division of HR) is committed to create and maintain a work and learning environment that is safe, inclusive and free of discriminatory conduct prohibited by the Nondiscrimination and Anti-harassment Policy.

Dean of Students

Bias incident reporting for students to maintain a safe and inclusive environment.
Upcoming CALS Safe Zone Training

February 10, 2017
9:30 am – 11:30 am, Marley 230
50 seats available
Google form:  https://goo.gl/forms/hsVfuVNf11zK9jQh1

Safe Zone is a campus-wide program committed to making The University of Arizona a safer, more welcoming, and inclusive environment for members of the lesbian, gay, bisexual, transgender, and questioning (LGBTQ) community.
Perspectives on Diversity and Inclusion

Upcoming presentations

February 20, 2017, Marley 230, 1-2 pm
Addressing Implicit Bias in Health Care
Dr. Jeff Stone, Psychology Department

March 20, 2017, Marley 230, 1-2 pm
Framing/Reframing Disability
Dr. Amanda Kraus, Disability Resources
Conclusion

Questions & Answers