BEST PRACTICES IN EQUITY AND DIVERSITY
A SURVEY OF SELECTED UNIVERSITIES

Project Report for the Equity Office
University of British Columbia
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A) METHODOLOGY

The object of this survey is to review other universities in Canada, the US and Australia, in order to ascertain what initiatives are being undertaken to ensure and enhance equity and diversity on their respective campuses and, further, to identify those initiatives that are interesting, innovative and/or successful such that they might be seen as being a "best practice." The survey was performed by reviewing information on the universities that was publicly available, the majority of which was found on the universities' websites.

The universities surveyed were originally selected for their similarities to UBC, either in size, demographics, location or challenges faced. Ultimately, however, if my queries led me to an interesting program at a university that was dissimilar to UBC I noted it within the report if it was something that could be translatable.

In drafting this report, I have also have had the benefit of reviewing a rough draft of *Best Practices in Equity and Diversity Programming at UBC Vancouver*, a report of the survey of equity and diversity best practices within UBC itself. Accordingly, I have drafted this report to serve as a companion piece of sorts to that report. I have organized my findings into the same six categories as those set out in the previous report while recognizing that these categories are often interconnecting and overlapping (for example, a diverse faculty contributes to a diversity-positive campus climate, which in turn makes it easier to recruit diverse faculty). Also, I have attempted, where possible, to turn my focus away from those categories and initiatives that UBC is already strong in (e.g., Aboriginal support programs) and feature instead programs and practices that suggest models to address gaps in UBC's programs.

B) DETERMINING BEST PRACTICES

What became clear in the course of this survey that all the universities surveyed face the same challenges as UBC in that they are attempting to transform and change the way they do business to accommodate and leverage equity and diversity issues raised by changing demographics, greater participation of equity seeking groups and changing ideas of inclusiveness.

Some universities like the University of Washington and the various campuses of the University of California have a strong unified vision of how equity and diversity issues impact their institutions. Accordingly, they have a single office or department that has a role (whether direct, consultative or purely liaison) in the majority of equity and diversity initiatives on campus. Other universities have sets of initiatives that are driven by

different departments in the university and are not necessarily affiliated or coordinated with each other.

This creates challenges of discerning what constitutes a "best" practice in that some of the practices are not necessarily individual programs but more a qualitative measure of that individual university's commitment. This is especially true in the category of "Strategic Commitment". Best practices here are generally in the quality and participation of the university's leadership and various sectors of the university rather than any specific program or initiative.

What also became clear during the course of the survey is that there are certain kinds of activities that most or all of the universities (including UBC) already engage in to address equity and diversity. For example, all universities had an office or centre for dealing with accommodations for students with disabilities (whether that centre was linked with the rest of the university's diversity initiatives is another issue). Another example is that all the universities had policies and resources to deal with discrimination and sexual harassment. While these are certainly "best practices," for the sake of brevity, I did not mention programs or initiatives that really should form the baseline of every university's equity and diversity commitment choosing instead to focus on programs that were, quite frankly, not already being done by most universities.

Another challenge is that most of the universities are still in the process of transformation. Accordingly, many of the major equity and programs featured at these institutions are relatively recent developments (within the last five years) and are still in the process of being implemented. So the "success" of the program is still undetermined. In those cases, I tried to feature programs that appeared innovative or that addressed areas of diversity that had not previously been addressed (e.g., a Disability Studies program).

Also because this is a review of equity and diversity practices, I focussed on those initiatives that had a specific equity and diversity component. For example, there were many initiatives in the category of faculty recruitment and retention that were touted as being supportive of building a diverse faculty, such as work/life initiatives and spousal hiring programs. While these programs would certainly assist in the retention of diverse faculty, there is no specific equity and diversity component to those programs and they would apply equally well to retain "non-diverse" faculty. Accordingly, for the sake of brevity, I do not mention such programs in this report.

Finally, this is a survey of best practices and, in that spirit, I have focussed on the successes and innovations of the universities I have reviewed and have tried to avoid comparisons and drawing attention to perceived shortcomings unless appropriate.

C) SOME NOTES ON "EQUITY" AND "DIVERSITY"

One of the challenges of reviewing multiple institutions in a variety of jurisdictions is differences in conceptualization of what the terms "equity" and "diversity" mean. At the most basic level, this leads to differences in the use of terminology. For example, "Equity" in some institutions, refers only to employment equity. In others, it refers to

basic institutional and societal fairness. "Diversity" too has a broad range of uses. In some institutions, it refers almost exclusively to ethno-cultural diversity. In others, "diversity" is used to cover the entire range of issues that may make one human being different from another, including but not limited to race, ethnicity, country of origin, immigration status, aboriginal status, , gender, disability, sexual orientation, age, language ability, regional (rural/urban) status, socio-economic status and political viewpoints.

At a more complex level, how an institution conceptualizes these issues will have an impact on the how the issues are addressed in terms of consistency of philosophy, prioritization in the institution and the allocation of resources. For example, some universities had separate individuals, offices and resources dealing with "diversity," "women's issues" and "disability issues," whereas others linked all of these issues together under the broader diversity heading. Therefore, as perhaps a first "best practice," it is important that all parts of the institution itself are working from the same common understanding of what constitutes "equity" and "diversity."

For the purposes of this survey report, I have worked from the definitions of "equity" and "diversity" set out in the draft report *Best Practices in Equity and Diversity Programming at UBC Vancouver* (February 2009):

> Equity is not the same as equality. Equality implies sameness. Equity, on the other hand, assumes difference, and takes difference into account – to ensure a fair process and ultimately, a fair (or equitable) outcome.
>
> ...
>
> Diversity is incorporated into the concept of equity. Because equity is built on an assumption of difference, the way in which people are different or diverse must be acknowledged and accounted for. Certainly, the way in which we are individually different cannot be the basis for exclusion. But beyond a mere "accounting for," the way in which we are different – in gender, colour, socio-economic status, abilities – must be respected. Thus, diversity in an organization means taking individual difference into account, respecting the ways in which that difference manifests, and then harvesting the bounty that diversity breeds into a robust and collegial environment.[1]

Accordingly, I have made an attempt to survey any programs that fall under these definitions regardless of whether they are officially identified by the institution as an equity or diversity program.

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[1] *Best Practices in Equity and Diversity Programming at UBC Vancouver* (February 2009) at pages 2-3. (Draft report)

INSTITUTIONS SURVEYED

Canadian

McGill University (McGill)

University of Alberta (UofA)

University of Calgary (UofC)

University of Toronto (UofT)

University of Victoria (UVIC)

York University (York)

American

Michigan State University

University of California (UC)

1. UC Berkeley

2. UC Davis (UCD)

3. UC Irvine (UCI)

4. UC Los Angeles (UCLA)

5. UC Merced (UCM)

6. UC Riverside (UCR)

7. UC San Diego (UCSD)

8. UC San Francisco (UCSF)

9. UC Santa Barbara (USSB)

10. UC Santa Cruz (UCSC)

University of Washington (UW)

1. UW Seattle

2. UW Tacoma

3. UW Bothell

Virginia Tech

Australian

University of Melbourne (UoM)

University of Sydney (USyd)

I. STRATEGIC COMMITMENT

Of all of the categories surveyed, "best practices" concerning Strategic Commitment were the most difficult to pinpoint not because they do not exist but because all of the surveyed universities had essentially the same kinds of mechanisms in place. As noted in the introduction, "best practices" in this category were really based on a qualitative measure of the commitment and participation of the university's leadership and various sectors of the university rather than any specific program or initiative.

A) STRONG LEADERSHIP COMMITMENT

Not surprisingly, strong leadership from the top was identified by most of the universities as one of the most significant factors for effectively addressing campus equity and diversity. It is important that university leadership not only make a strong commitment to diversity initiatives but be publicly seen to do so.

For example, the University of Washington displays a strong statement of commitment to diversity from the highest level of the university in the form of a message from the President of the university prominently displayed on the diversity page of their website. The University of California, in addition to having diversity messages, public statements, and video clips from campus leadership on its individual campus websites, also has a message from its president on its main system-wide website.

University of Washington (http://www.washington.edu/diversity/message.html)

University of California
(http://www.universityofcalifornia.edu/diversity/presidents_message.html)

B) CAMPUS DIVERSITY OFFICERS AND CENTRES

Many of the universities had one or more high-level administrator supported by staff to provide specific leadership on the campus's equity and diversity efforts. Some examples include:

1. University of Toronto – Vice President Human Resources and Equity

2. UC Berkeley – Vice Chancellor for Equity and Inclusion. Also Associate Vice Provost for Faculty Equity.

3. UC Davis – Associate Executive Vice Chancellor for Campus Community Relations, supported by a Director, Faculty Relations Programs.

4. UCLA – Associate Vice Chancellor for Faculty Diversity. Also Associate Vice Provost for Student Diversity.

5. University of Washington – Vice President for Minority Affairs and Vice Provost for Diversity. Also Associate Vice Provost for Faculty Advancement.

Generally, those universities that had a senior administrator and office charged with equity and diversity issues had more a more unified and coherent message of campus diversity resulting in more unity and consistency in campus programs. These offices were generally also the source of most of the equity and diversity resources available to the faculty, staff and students, including information, support and training.

C) CAMPUS DIVERSITY COMMITTEES

Most of the universities had one or more diversity advisory committees to either advise senior administration or to address specific diversity related issues. These committees generally comprised members or all important campus groups and stakeholders. Properly constituted and run advisory committees can empower their members, and ensure input and engagement from all levels of the university, so that the promotion and acceptance of diversity principals is not simply a "top-down" affair. However, this is not to derogate the importance of having leadership support from the highest level the university. As noted in a study published by the University of California:

> The clearest distinction between effective and ineffective [campus diversity] committees was commitment from academic leadership. For example, on one campus, the committee members reported that they felt empowered and engaged, and they attributed that to the fact that the chair of the committee was the campus provost. On another campus, the committee expressed that they felt irrelevant and disengaged, and they attributed that to the fact that the chair of the committee was the campus provost.[2]

It is fair to say that the most active and successful committees appeared to be driven from the "top" and run from the "sides and bottom."

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[2] *The Representation of Minorities Among Ladder Rank Faculty*, May 2006, at p.35

A) OUTREACH PROGRAMS

University of Washington – Office of Minority Affairs Recruitment and Outreach Program – The mission of UW's Recruitment and Outreach Program is to identify and recruit academically competitive underrepresented students who will apply and, if admitted, choose to enrol at the University of Washington. The Program achieve this by making multiple visits to locations deemed 'diversity' sites such as high schools, community colleges, churches, and community centres. The Program also offers a variety of annual outreach programs designed to provide selected students an opportunity to visit the UW campus. In the past year the program coordinated over 100 visits for 1,928 visitors to campus and saw another 1,307 people at off-campus presentations for a total of 3,235 contacts.

Programs offered by Recruitment and Outreach Program include Be A Husky (targeted at high school seniors and college transfer students) Native American Student Day (N.A.S.D.), Essence of Success (E.O.S.) (targeted at African American high school Seniors), Readiness for Islander Success in Education (R.I.S.E.) (targeted at Pacific Islander high school seniors), Esperanza En Educacíon (E.E.E.) (targeted at Latino high school seniors), Adelante Con Educacíon (A.C.E.) Conference (targeted at Latino and Chicano high school sophomores and juniors, Young, Gifted & Black (Y.G.B.), Minority Scholars Invitational, Diversity Scholars Day, Native American Transfer Day, UW Admit (targeted at all high school seniors with a focus on underrepresented minorities) and EAST to UW.(http://depts.washington.edu/reach/)

University of Washington – Student Outreach Ambassador Program – The Student Outreach Ambassador Program began as a student volunteer initiative and has evolved into its present day structure which now includes a paid team of student ambassadors that are supported by the Recruitment and Outreach Program. The Student Ambassadors collaboratively with the Office of Minority Affairs Recruitment and Outreach staff to deliver educational outreach services to underrepresented ethnic minority communities to encourage high school and middle school students to pursue higher education. Ambassadors develop and assist with programs on campus and within target communities and high schools to present diverse student perspectives, motivational workshops, and information regarding the UW admissions process, financial aid, academic requirements, and University resources. The Student Ambassadors also provide support to the major recruitment and outreach programs sponsored by the Office of Minority Affairs. The Ambassadors Program won the 2002 Brotman Diversity Award for advancement of diversity in the university community.
(http://depts.washington.edu/reach/sa/overview.php)

UCLA's Early Academic Outreach Program (EAOP) is an academic preparation program that works collaboratively with families, educators, schools, communities, and various campus departments to provide students with challenging academic enrichment

activities to promote and cultivate a college-going culture. EAOP works with students to help them become competitively eligible applicants for college admission, going beyond minimum eligibility. Although not specifically targeted at students from diverse backgrounds, the vast majority of students who go through EAOP come from visible minority backgrounds.[3] The program has been highly successful. Since 1991, approximately 60% of EAOP seniors meet UC eligibility each year, 82% attend a postsecondary institution upon high school graduation and 62% attend a 4-year institution, with 25% attending a UC school. (http://www.eaop.ucla.edu/)

B) WEBSITE

In this technological age, a university's website is very often the first point of access for prospective students, so the website itself becomes an important tool in student outreach. Accordingly, from an equity and diversity standpoint, it is important that the website not only provide empirical information about the university, but also that its format, presentation and configuration reflect the image and the values that the university is trying to convey.

Below is a list of some of the more notable aspects of some of the surveyed websites that enhanced their institution's message of equity and diversity

1. Home Page

A university's home page will often be the source of very first impression that a prospective student has of the university. The best home pages I surveyed reinforced the institution's equity and diversity message by successfully integrating it into the overall image and values that the institution was trying to project.

(a) Appearance

(1) **Navigation** – The majority of the surveyed websites had a clean, easy to navigate home page – important for accessibility for people whose first language may not be English or people with certain kinds of disabilities. Most of the sites also featured a home page link to an A-Z directory of the website.

(2) **Illustration** – The majority of the surveyed home pages were illustrated with photos depicting a diverse student body or faculty even when there was no explicit reference to diversity anywhere on the page. For example, UW Bothell's website has a slideshow montage depicting various "students," the majority of whom are non-Caucasian (http://www.uwb.edu/). The UVIC page features profiles of actual students and faculty that are linked to short articles outlining some the campus's programs, only some of which are diversity related (e.g., the Native Students Union), but again depict a diversity of students and faculty (e.g., Aboriginal and visible minority students, women, a student with a child) (http://www.uvic.ca/)

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[3] http://www.eaop.ucla.edu/access/sbcaccess.html

(b) Content

(1) **News –** All of the home pages had an updated "news" section that gave information on campus activities such as academic initiatives and noteworthy events. However, some sites also featured what might be termed "human interest" stories illustrating the students' and faculty's engagement with current events and the community. For example, earlier this year the UW home page had a prominently featured link to a story about an African-American student's experience preparing to attend President Obama's inauguration.

(2) **Interactive Content** – UVIC's home page has links to student and staff blogs describing and documenting their experiences on campus. Some of the bloggers accept questions and comments. The interactive nature of blog puts a personal face on what could be a strict Q&A site.

(3) **Diversity Related Links** – The home pages of UW Seattle (http://www.washington.edu/) and most of the UC campuses had links entitled "diversity," "diversity resources," "equity, diversity and inclusion" or something similar that linked directly to their main diversity pages. In addition, some of the UC campuses also had a separate link for "disability resources" on their home page (e.g., UCLA http://www.ucla.edu/). UVIC had a series of links under a category entitled "I am..." including links for "Aboriginal Students", "Mature Students" and "International Students" that linked to information appropriate to those groups (http://www.uvic.ca/).

2. Configuration

The configuration of the website can also help to reinforce the institution's message of equity and diversity. On the most basic level, the relative ease of finding equity and diversity related initiatives and information sends a message as to how highly an institution values those initiatives. Further, how the various initiatives are organized and linked on the website can be an indication of how equity and diversity is conceptualized and integrated by the institution and whether there is consistent effort across the entire institution or simply isolated initiatives.

The best sites generally feature a prominent and easily accessible nexus point for finding equity and diversity information – usually at the home page of that institution's diversity office – that also links to the initiatives carried out by other parts of the university, e.g., human resources, academic initiatives, etc. Not only does this help illustrate a unity of vision in terms of the institution's philosophy of equity and diversity but from a practical standpoint it creates a useful hub for accessing information on the institution's equity and diversity programs. Two noteworthy examples are

(a) "**Diversity at the UW**" (http://www.washington.edu/diversity/). The UW site provides direct links to a broad range of diversity resources and programs both on and off campus.

(b) "**Diversity@UCLA**" (http://www.diversity.ucla.edu/). This easy-to-navigate site's links are categorized by the group that the information is targeted toward (e.g., undergraduates, graduates, faculty, staff and alumni) and by specific resources that are available.

3. Style

As part of its overall communications plan, the university should have a style guide or standards and usage handbook that contains a section covering gender-neutrality and respectful language with regard to various equity-seeking groups. Those principles should be reflected in all website content. An example is the UVIC editorial style guide found at http://communications.uvic.ca/publications/style/style-guide-web.pdf.

Another (non-university) example of a respectful language policy may be found at http://www.lawsociety.bc.ca/practice_support/articles/policy-language.html.

4. Disability Access

In addition to containing information on the institution's disability resources, it is important that the website itself be accessible to people with various kinds of disabilities. The site should be easy to navigate for people who are unable to use a keyboard and mouse set-up. It should also be compatible with any assistive technology used by people with vision-related disabilities.

As previously noted, the majority of the surveyed sites had clean, easy-to-navigate home pages, design principles that were generally carried through to the rest of the site's pages (although I did not have the capacity or expertise to ascertain if they were correctly formatted to be compatible with assistive technology such as text readers). The better sites also featured clean fonts and clearly contrasting text-to-background colour schemes that are easier for people with low vision to read. A few of the sites have links on their home pages to information that specifically addresses website access, including

- Browser compatibility;
- Increasing/decreasing text size;
- Keyboard shortcuts for navigation;
- The institution's web accessibility policy and the standards employed in designing the institution's website; and
- General links to website accessibility.

Good examples of website accessibility information can be found on the websites of the UoM (http://www.unimelb.edu.au/accessibility/index.html) and Michigan State (http://www.msu.edu/accessibility.html). The University of Victoria, actually takes it a step further and not only provides a page on website accessibility but also provides controls to increase or decrease the size of the online text and a link to access a text-only version of the entire website directly on its home page (UVIC http://www.uvic.ca/).

III. SUPPORTING STUDENT SUCCESS

A) STUDENT ORIENTATION

Some of the universities incorporated a diversity presentation as a part of their new student orientation. For example, the diversity presentation provided by the Office for Equity and Diversity for UW Tacoma at their 2007 New Student orientation can be found at http://www.tacoma.washington.edu/diversity/about/Diversity%20Presentation.ppt.htm

B) ONLINE RESOURCES

All of the institutions offered some equity and diversity related resources to assist students. A directory of these resources was generally available online, usually as a discrete page linked to the university's main equity and diversity page (see Appendix A for a listing of the main equity and diversity pages of the universities that I surveyed). A good example of this is the UCLA Undergraduate Students' Diversity Resources page (http://www.diversity.ucla.edu/undergrad/index.htm). Linking directly from the main Diversity page (http://www.diversity.ucla.edu/) the Undergraduates Students' page features links to other on and off campus resources as well as links to 132 different UCLA student organizations catering to a diversity of issues and groups including ethnic, religious, cultural, gender, disability and sexuality.

Some of the other universities integrate the diversity related information directly into the "mainstream" student information. For example, the UW online Student Guide (http://www.washington.edu/students/) contains links "Of Particular Interest To..." to particular groups of students: Graduate Students, International Students, Students with Children, Veterans, Women, Gay, Lesbian, Bi, Two-Spirit, Questioning, Queer, and Transgender, Student Athletes, Disabled Students, Minority Students. What is notable about this list is that it integrates the diversity related links with those that are not traditionally thought of as being "diverse" (e.g., Veterans, Athletes, Students with Children) but might also be eligible for special programs or accommodation.

C) STUDENT ORGANIZATIONS

All the institutions surveyed supported a variety of diversity-related students ranging from social clubs to groups that actively promote equal access, cultural awareness, and diversity both at the university and in the community (the zenith of which is perhaps UCLA, which, as previously noted, linked to 132 diversity-related student organizations from its student diversity resources page.) As these organizations are generally student run, the institution's role is more one of providing support in the form of meeting space and resources for activities.

D) CAREER PLANNING SERVICES

A few of institutions offered career planning services and programs that were specifically targeted toward equity and diversity.

McGill – Power in Diversity Career Week - McGill's Career Planning Service (CAPS), in collaboration with various student associations, student services, businesses and organizations, presented its first "Power in Diversity Career Week" from October 27th-31st, 2008. The event was designed to promote the value of diversity in the workplace. The week featured panel discussions and workshops such as "New Beginnings for Immigrants," "Women in Leadership" "Employment Means Freedom (Tapping the Pool of Canadians with Disabilities)", "Queers Working For Queers" "Negotiating Identities: A Muslim Perspective" (http://caps.mcgill.ca/services/diversityweek/diversityweek2008/)

UC Berkeley – Career Center – Cal Transitions – The UC Berkeley Career Center is committed to providing access to all programs and resources to students and alumni with disabilities and can refer students to customized programs and the special recruitment efforts of employers. To that end it provides a set on online resources specifically for students with disabilities (http://career.berkeley.edu/disab/disab.stm). It also operates **Cal Transitions,** a collaboration between UC Berkeley, Employers, Students, and the State Department of Rehabilitation, which connects a select group of students and recent Cal graduates who have disabilities with employers. (http://career.berkeley.edu/CalTransitions/CT.stm)

The UC Berkeley Career Center also provides links to offsite resources for various diversity groups including resources dealing with specific ethnic groups, women and LGBT students (http://career.berkeley.edu/Infolab/Diversity.stm).

E)   AWARDS AND FINANCIAL ASSISTANCE

A number of the universities offered awards and financial support for students from diverse backgrounds. For example, a list of the diversity related funds and awards administered by the University of Washington Foundation can be found at https://secure.gifts.washington.edu/diversity/gift.asp?source_typ=5&source=DIVERS

In addition, there are awards set up to assist students that are embarking in a field of study that enhances the study of diversity issues. An example is the University of Washington's **Dennis Lang Student Award in Disability Studies**, an award set up in the name of a pioneering professor in disabilities studies and offered through the UW Foundation to assist undergraduate and graduate students committed to advancing the field of disability studies.

A) EQUITY AND DIVERSITY CURRICULUM

All of the institutions surveyed had some departments and curricular programs that focussed on topics specific to historically underrepresented groups. However, it is fair to say that some institutions had far more than others. For example, while every institution surveyed had some form of religious and feminist or women's studies programs, and almost every institution had some form of Aboriginal studies (be they North American or Australian), only a few had programs dealing with studies of particular indigenous[4] racial and ethnic minority groups or sexual orientation and only two, the University of Washington and UC Berkeley, had specific programs of disabilities studies. Noteworthy programs include:

McGill

Sexual Diversity Studies (http://www.mcgill.ca/sdst/)

UC Berkeley

African American Studies (http://violet.berkeley.edu/~africam/index.html)

Disability Studies (http://ls.berkeley.edu/ugis/ds/)

Ethnic Studies (including Asian American Studies, Chicano Studies, Ethnic Studies, and Native American Studies) (http://ethnicstudies.berkeley.edu/as/)

LGBT Studies (http://womensstudies.berkeley.edu/lgbt.html)

UCLA

LGBT Studies (http://www.humnet.ucla.edu/humnet/lgbts/index.html)

University of Washington

Disability Studies (http://depts.washington.edu/disstud/program.html)

B) INTEGRATING EQUITY AND DIVERSITY TOPICS INTO THE REGULAR CURRICULUM

A few of universities had programs and resources for assisting faculty in integrating equity and diversity issues into the "regular curriculum." Many of these have been the initiatives of individual faculties. For example, the **University of Sydney's "Embedding Diversity: Towards a Culturally Inclusive Pedagogy"** project was initiated by its Faculty of Education and Social Work as way of both introducing diversity elements into

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[4] I use "indigenous" to differentiate say, *Asian* studies from *Asian-Canadian* or *Asian-American* studies.

the curriculum of all Education and Social Work degrees and also develop specific modules so its graduates would be better equipped to address diversity issues in the classroom.
http://www.edsw.usyd.edu.au/learning_teaching/funding/embedding_diversity.shtml

A broader-based initiative is the **University of Washington's Center for Curriculum Transformation**. The Center promotes and supports curriculum development aimed at teaching and learning to think critically about cultural diversity. The Center assists both individual faculty members and academic departments in developing courses and curricula that include the study of race, gender, ethnicity, nation and nationhood, class, disability, sexuality and religion and their intersections. The Center provides resources and consultation for faculty interested in transforming a course to include diversity material. http://depts.washington.edu/ctcenter/facstaff.shtml

C) EQUITY AND DIVERSITY RESEARCH INITIATIVES

A number of the institutions have interdisciplinary research initiatives geared toward developing programs and knowledge around equity and diversity related issues both in the university community and the greater community. Most of these are relatively new and what information I was able to obtain spoke more about the goals and intentions of the initiatives rather than any finished projects. At the present time, the majority of these initiatives appear geared toward ethnic and racial diversity. Some of the more notable examples are listed below.

UC Berkeley – The Berkeley Diversity Research Initiative (BDRI)
(http://bdri.berkeley.edu/)

The Berkeley Diversity Research Initiative (BDRI) focuses on racial and ethnic diversity, supporting research into the nature of multi-cultural societies and the ways in which such societies flourish. One major goal is to generate more understanding of similarities and differences among multi-cultural societies and to identify factors that contribute to their success. Another goal is to generate specific prescriptions for changes in policy and practice that are likely to draw upon the strengths and assets of a diverse community and reduce ethnic/racial disparities that are of concern to the State of California and the nation. The initiative comprises three research clusters that involve researchers from a broad range of disciplines on the UC Berkeley campus.

(a) Diversity and Democracy

The central focus of this research cluster is the question of how liberal democratic principles and practices adapt to an increasingly diverse population. The questions of citizenship and membership that flow from this agenda are both descriptive and normative, and touch on the formation and fragmentation of personal and communal identities by which "we" and "they" are created, the disputes about the categorization of groups and the allocation of rights and benefits to such groups (based on race, ethnicity, religion, national origin or legal status), and the participation of all individuals and groups in civic and political life. These questions demand the

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interdisciplinary efforts of philosophers, social scientists, and legal scholars, of faculty who will collectively cover the following five areas: (1) the normative question of whether liberal democracy or alternative political theories can accommodate diversity and difference; (2) the legal frameworks within which questions of citizenship, rights, and representation are negotiated; (3) the social and political processes by which identities are formed and reconfigured; (4) the involvement of diverse communities in pluralist and contentious politics; (5) the incorporation of diverse communities in local and transnational civil society.

(b) Educational Policy

Research is concentrated on two closely related areas: (1) K-12 policy and school reform related to educational inequality and (2) K-12 student context, community collaboration and policy impacts. These research agendas will address the intersections of educational policy, racial inequities, and immigration policy, particularly as they affect the state of California. When the research projects are completed, there will be special efforts to deliver the resulting intellectual capital in useful forms to the appropriate communities and audiences, and to inject the all too frequently absent voices of communities of colour into local, state, and federal education policy discussions.

(c) Diversity and Health Disparities

The focus of this research cluster is on areas salient to socioeconomic, racial and ethnic disparities in health, including health, social inequalities, and medical human rights; neighborhoods and the social ecology of health disparities; community-based interventions to eliminate health disparities; and public policy and health disparities.

UC Berkeley Law School - The Chief Justice Warren Institute on Race, Ethnicity and Diversity (http://www.law.berkeley.edu/ewi.htm)

The Chief Justice Warren Institute on Race, Ethnicity and Diversity (Warren Institute) is a multidisciplinary, collaborative venture to produce research, research-based policy prescriptions, and curricular innovation on issues of racial and ethnic justice in California and the nation. The Warren Institute's mission is to engage the most difficult topics related to civil rights, race and ethnicity in a wide range of legal and public policy subject areas, providing valuable intellectual capital to public and private sector leaders, the media and the general public, while advancing scholarly understanding. Central to its methods are concerted efforts to build bridges connecting the world of research with the world of civic action and policy debate so that each informs the other, while preserving the independence, quality and credibility of the academic enterprise. Some of the issues looked at by the Warren Institute are K-12 Educational Equity, Higher Education, Diversity and Access, Voting Rights and Democratic Participation and Immigration Research and Policy.

UCLA – Center for the Study of Race, Ethnicity and Politics
(http://www.csrep.ucla.edu/)

This research centre, which opened in 2006, focuses on scholarship about the interplay of race and ethnicity in politics in the United States and internationally. The Center uses local ethnic communities to conduct large-scale surveys exploring the racial attitudes of major groups and provides opportunities for faculty and students to do international fieldwork about the impact of race and ethnicity on global modern societies.

UCLA also supports research centres in Chicano Studies (http://www.chicano.ucla.edu/), American Indian Studies (http://www.aisc.ucla.edu/), and Asian American Studies (http://www.aasc.ucla.edu/default.asp)

University of Washington – UW Diversity Research Institute
(http://www.washington.edu/diversity/dri/)

The UW Diversity Research Institute (DRI), developed in 2004 by the Office of Minority Affairs and Diversity, focuses on generating new, interdisciplinary knowledge about diversity, social justice, and institutional transformation. The DRI currently hosts an annual research conference and an invited lecture series, and supports a number of diversity-related events across the University. In addition, the DRI works closely with other research centres on campus who encourage and support faculty research on underserved, understudied, and underrepresented communities.

In 2007, the Diversity Research Institute was brought under the leadership of Luis R. Fraga, who also serves as the Associate Vice Provost for Faculty Advancement. The Office of Faculty Advancement and the Diversity Research Institute are closely integrated, allowing for issues of faculty recruitment and retention to be aligned with issues of research.

D) SPECIFIC DIVERSITY STUDIES PROGRAMS

The University of Washington offers an interdisciplinary minor in Diversity Studies:

University of Washington – Diversity Studies Minor
(http://depts.washington.edu/divminor/index.html)

The Diversity Minor program has been created by the Diversity Minor Committee, a body of faculty chosen from numerous departments throughout the College of Arts and Sciences, and is designed to strengthen students' understanding of how race, class, gender, disability, ethnicity, nationality, sexuality, religion, and age interact to define identities and social relations. The program brings cohesion to a variety of courses selected to increase students' critical thinking about issues of diversity. The Diversity Minor provides an avenue for students to gain knowledge, skills and perspectives that are essential to civic participation, employability, and quality of life after graduation.

The Diversity Minor is intended to acquaint students with a broad and introductory understanding of human diversity, domestic and abroad. Upon completion of the minor students should have foundational knowledge of socially constructed identities such as race, class, gender, sexuality, disability, age, ethnicity, and nationality. The central learning goals for the minor are:

1. To provide an in-depth analysis of at least one socially constructed identity

2. To teach about the intersections of socially constructed categories, perspectives and experiences

3. To investigate the phenomena of transnationalism and globalism as they are related to identities and issues of power

4. To teach students to think critically about power, inequality, marginality and activism.

Foundations Courses
The structure of the minor consists of Foundations and Category courses. For a course to qualify as a Foundations course, it must cover all four of the learning goals above with depth and consistency.

Category Courses
For a course to qualify as a category course it must feature at least one of the four learning goals above and be consistent with a minor category description. The Diversity Minor categories and their descriptions are as follows:

1) **Arts/Cultural Category –** These courses explore the customs, traditions, and cultural expressions (art, dance, music, literature, etc.) as they relate to experiences of power, privilege, oppression and resistance/activism. (Efforts to create and maintain non-dominant and marginalized cultures are a form of resistance/activism: i.e. hip-hop, immigrant communities, sexual minority cultures, etc.)

2) **Global Category** – These courses analyze global dimensions of difference: comparative systems of race, gender, etc; international monetary and social policy; colonialism and neocolonialism; immigration patterns and policy, environmentalism and others.

3) **Historical Category** – These courses explore the historical precursors of contemporary power relationships and the interconnected histories of various people as they relate to power, privilege and oppression.

4) **Contemporary/Institutional Category** – These courses investigate contemporary society and how institutions like education, law, government, religion, science, health, military, and others contribute to the inequitable distribution of power and privilege in society.

5) **Applications Category** – In these learning opportunities, students utilize skills and understandings from previous coursework in applied situations such as Inter-group Dialogue courses, internships, research and community service projects that merit academic credit and are related to the learning goals of the minor.

E)   EQUITY AND DIVERSITY CURRICULUM AS A RECRUITING TOOL

It should be noted that several of the universities identified a curriculum offering that reflected equity and diversity topics and issues as a means of attracting and recruiting a diverse student body and faculty.

V. STAFF AND FACULTY RECRUITMENT AND DEVELOPMENT

A) RECRUITMENT

All of the surveyed campuses had policies and procedures in place to guide and monitor faculty searches. Further, all of the campuses had some department charged with implementing employment equity or affirmative action policies and procedures (usually the human resources department). However, a few of institutions also had a specific office or department charged specifically with diversity recruitment. For example, the University of Washington has both an Office of Equal Opportunity and Affirmative Action, which covers both employment and educational opportunities at the UW (http://www.washington.edu/provost/ap/eoaa/), and an Office of the Associate Vice Provost for Faculty Advancement, which is specifically charged with ensuring that the UW recruits, promotes and retains an excellent and diverse faculty (http://www.washington.edu/diversity/avpfa/index.html). Similarly, each of the University of California campuses has an academic personnel office, affirmative action office or faculty diversity office charged with these responsibilities.

1. Monitoring Applicant Pools

A few of the institutions have developed tools to collect applicant demographic data and monitor applicant pools.

The **University of Toronto** has implemented an online application system that includes a voluntary employment equity styled survey for administrative job postings (although at the present time there does not appear that there is an equivalent survey for faculty applicants).

UC Berkeley uses a Faculty Equity System that collects affirmative action data on applicants for academic positions. Departments enter the applicant's name and email address into the system upon receipt of the application. Then the system generates an email to the applicant directing them to (voluntarily) enter their information into the Faculty Equity Demographic Data Collection website. Departments can use the system to monitor the applicant pool and ask committees to make additional recruitment efforts while the search is still in progress. Reports of the data collected, by position, are generated by the Faculty Equity office to assist departments in preparing their required reports. The applicant response rate for this system is approximately 80%.

UC Irvine provides an online tool for Faculty Applicant Survey Tracking (FAST). This system tracks the recruitment process beginning with information on the Ph.D. degree areas sought (provided by the department). Departments solicit applicant data by sending each applicant an email/letter acknowledging receipt of application and asking for voluntary demographic data through an online Academic Applicant Data Request form. After the closing date of the advertisement has passed, the department receives email notification from FAST asking for the total number of applications received. Then the department can generate and print the final Academic Recruitment Analysis Report from

FAST and provide copies to the search committee and Dean's Office. Through the use of the FAST system, departments and search committees can monitor the composition of the applicant pool and determine if additional recruitment efforts are warranted. (http://www.ap.uci.edu/appointments/trackingOV.html)

2. Recruitment Policies and Procedures

The **University of California** has developed system-wide guidelines to promote equity and excellence in faculty recruitment. The University of California Affirmative Action Guidelines for Faculty Recruitment and Retention is available to all campuses in hard copy and on the web at: http://www.ucop.edu/acadadv/fgsaa/affirmative.html. In addition, most of the UC campuses have developed detailed policies and procedures specific to their own campus, supported by print materials and online manuals or handbooks.

A good example can be found at **UC Davis**, which has Section UCD-500, Academic Recruitment Guidelines. These guidelines set out the responsibilities for academic recruitment by the Provost/Vice Provost, Dean, Department Chair, Recruitment Committee Chair and Affirmative Action Unit Coordinator. The guidelines also include requirements for search plans, exemptions to search requirements, and best practices for on-campus interviews including information that should be made available to candidates such as UCD Principles of Community, policies on work life balance and the Partner Opportunities Program. Guidelines for interview questions state:

> It is appropriate to indicate to candidates that UC Davis is an inclusive campus that values the intellectual richness resulting from a diverse range of interests, abilities, life experiences, and world views, and that UC Davis students in particular represent a broad range of ethnic, social, economic, and cultural backgrounds. It is imperative that faculty be able to respond to the range of experiences and needs of the students.
>
> Therefore, the candidate's potential to address the ethnic and gender diversity of UCD students and of the State and region, is a key dimension of the search process. It is appropriate to inquire consistently of all candidates:
>
> - Their level of experience teaching students of diverse racial and cultural backgrounds, including classroom strategies or the inclusion of specific subject matter content.
>
> - The degree to which attention to race and gender inclusiveness is incorporated in research/creative activity.
>
> - Experiences or interests promoting equal educational opportunities through outreach and service activities."

The guidelines also include forms and information on filing the Interim Recruitment Report and the Final Recruitment Report, as well as a step-by- step summary of

recruitment procedures with each responsible party and action described. (http://manuals.ucdavis.edu/apm/500.htm)

3. Web Resources for Search Committees

Most of the universities have excellent web resources to support diversity in faculty searches. (A list of some of the online resources for diverse faculty recruitment found at the various universities can be found at Appendix B.) Some notable examples are:

The **University of Washington** has an Online Faculty Recruitment Toolkit that contains a detailed step-by-step guide on how to conduct a search for diverse candidates and links to available on and off-campus resources and organizations (http://www.washington.edu/diversity/avpfa/Recruitment_Toolkit/index.html)

The **UCLA** Office of Faculty Diversity and Development has very comprehensive web site that features an explanation of federal affirmative action regulations, copies of campus reports and studies on faculty diversity and gender equity, guidelines for conducting searches and extensive links to diversity resources across the UC system and nationally. The site also has detailed faculty demographic data reflecting race and gender of UC faculty along with estimates of availability pool data for each division and department. The information on the site is easy to find from the campus home page and readily accessible for use by faculty and academic administrators at the campus. UCLA also features an online Faculty Search Committee Toolkit (http://faculty.diversity.ucla.edu/search/searchtoolkit/index.htm)

4. Briefing for Search Committees

UC Santa Cruz requires search committee chairs and department staff to meet with Academic Human Resources and the EEO/AA Director each fall to discuss recruitment best practices including outreach, underutilization findings and affirmative action goals. One member of each search committee must attend. Each division has its own separate training, with the dean's involvement. The programs last about one-and-a-half hours and are supported by web-based materials, as well as print handouts.

UC San Diego conducts briefings on search processes that include all faculty members in the department. The Associate Chancellor/Chief Diversity Officer and the Director of the Office of Academic Diversity and Equal Opportunity meet jointly with each department to address recruitment issues and discuss the best practice strategies to develop qualified and diverse applicant pools. They present data on the department's 10-year hiring and retention pattern as it compares with the availability pool of minorities in each discipline.

5. Briefing for Chairs and Deans

UC Davis provides a mandatory two-day New Chairs Workshop, which is supplemented by a series of brown bag monthly forums throughout the academic year. In cooperation with UC Davis Extension, the UC Davis Academic Personnel Office offers a Leadership Development Program for invited members of the faculty, including chairs. This is a six-day series of lectures, discussions and exercises.

UC Santa Cruz has a Department Chair Leadership Program, which is an interactive three-day program providing new and current department chairs with leadership information and the opportunity to discuss their role as academic leaders. The program also includes team building, motivating faculty, and negotiation and persuasion skills. Workshops in faculty recruitment, retention and personnel policies include discussions on equity and diversity. In addition there are Academic Review Process Workshops for department chairs. These workshops address faculty advancement including equity and diversity issues.

At **UC Berkeley**, there is an annual Deans and Chairs Retreat, during which the Faculty Equity Office provides a one-and-a-half hour briefing on search practices, diversity and campus climate. **UCLA's** Faculty Diversity office also provides a similar briefing during the annual Advanced Topics discussion for deans and chairs as well as including this information in the briefing for new deans and chairs.

B) FACULTY RETENTION

The **University of Washington Faculty Retention Toolkit** lists "Valuing Diversity in the Department" as one of the best practices for faculty retention:

> Not all faculty fit the traditional model of the professor, but they may have different strengths and contribute to the department in a variety of ways. Some faculty may engage in non-traditional approaches to the field. Departments should seek to appreciate diversity in their faculty. Such nontraditional paths can (and should) also be considered as paths towards excellence.
>
> Departments should acknowledge that excellence can be reflected in different arenas. By using more encompassing criteria for excellence that more fully document, recognize, and reward the scholarship of teaching, professional service, outreach, and non-traditional approaches to research, departments can take a more active stance on valuing diversity. In all cases, the expectation remains that the faculty are doing outstanding work and are good citizens. Encouraging a balance of values in academia between traditional and nontraditional faculty work will ultimately strengthen the department.
>
> Non-traditional ways of working, such as part-time appointments and nontraditional funding sources, should also be recognized. Departments should openly discuss how these alternative models will be evaluated. Valuing alternative contributions is one way to help retain faculty who are doing outstanding work but may be pursuing their path in a non-traditional manner that is not traditionally valued.[5]

Mentoring was identified by several institutions as a best practice for retaining faculty generally. However, I was not able identify any formal mentoring programs for faculty that were specifically diversity oriented.

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[5] *Faculty Retention Toolkit,* ADVANCE Center for Institutional Change, University of Washington (2006) http://www.engr.washington.edu/advance/resources/retention/ at page 9.

One program that had a diversity element was the Junior Faculty Mentor Grant Program at **UC Berkeley**. This program is designed to assist junior faculty in their professional growth and progress toward tenure. Special consideration is given to junior faculty who contribute to the diversity of the University through their research or community service activities. The program provides modest monetary support for research-related activities (up to $1,000) to assistant professors mentored by senior faculty members. The mentor has two roles: to become actively involved in encouraging the research of the junior faculty member and to inform the junior faculty member of University and departmental procedures and expectations of performance required for promotion. Further details were unavailable as this program is currently under review.
(http://facultyequity.chance.berkeley.edu/fellowships/junior_mentor.html)

C) THE FACULTY PIPELINE

Addressing faculty diversity not only requires looking at those recruited from outside the institution but also looking within the university itself to address any barriers preventing full participation of students from all backgrounds in academic careers.

The **University of California** system and individual campuses have many programs to encourage students to consider a faculty career path. Such programs are particularly geared toward to improving faculty diversity in the science, technology, engineering and math fields where women and minorities are severely underrepresented. The following are examples of academic pipeline programs at UC:

1. Undergraduate to Graduate Pipeline

MARC U* STAR (Minority Access to Research Centers) The purpose of the program is to encourage underrepresented minority students in the sciences to pursue graduate research and careers in the sciences. It is funded by a grant from the National Institutes of Health. It is open to qualified undergraduate students majoring in the sciences with both an expressed interest in a career in biomedical research and an intention to pursue graduate education leading to a Ph.D., M.D./Ph.D. or other combined professional degree/Ph./D.

UC Riverside: http://www.marcu.ucr.edu/front.html

UCLA: http://www.college.ucla.edu/urc%2Dcare/MARCintro.htm

MSRIP (Mentoring Summer Research Internship Program) An 8-week summer research program designed for rising juniors, seniors (and some masters) from educationally and/or economically disadvantaged backgrounds. Participants work under the supervision of a faculty mentor on the mentor's research project. The goal of the MSRIP is to increase the number of outstanding students from diverse backgrounds who pursue the Ph.D. by strengthening their academic and professional development for admission to the University of California campuses and **UC Riverside** in particular, as well as colleges and universities nationwide. (http://www.graduate.ucr.edu/MSRIP.html)

2. The Graduate and Doctorate Pipeline

AGEP (University of California Alliance for Graduate Education and the Professoriate) UC AGEP, at all 10 UC campuses, supports the National Science Foundation (NSF) goal of increasing the number of underrepresented minority students who earn doctoral degrees in science, technology, engineering and mathematics (STEM) disciplines through a balance of outreach, recruitment and retention efforts. (http://www.ucop.edu/acadadv/agep/)

3. The Postdoctoral Pipeline

The **University of California President's Postdoctoral Fellowship Program** was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. The current President's Postdoctoral Fellowship Program is open to all qualified candidates who are committed to university careers in research, teaching, and service that will enhance the diversity of the academic community at the University of California. For fellowships in the Humanities, Arts, Social Sciences and Professions, the program will prefer candidates whose research emphasizes issues such as diversity, multiculturalism and communities underserved by traditional academic research. For fellowships in Math, Engineering, Life Science and Physical Science, the program will prefer candidates with a demonstrated record of mentoring or outreach activities that promote access and opportunity in higher education. (http://www.ucop.edu/acadadv/ppfp/)

The Chancellor's Postdoctoral Fellowship Program for Academic Diversity was established to increase the number of ethnic minority faculty members at the University of California at Berkeley. The program provides postdoctoral fellowships, research opportunities, mentoring and guidance in preparation for academic career advancement. The program currently solicits applications from individuals committed to careers in university research and teaching, and whose life experience, research or employment background will contribute significantly to academic diversity and excellence at the Berkeley campus.
(http://facultyequity.chance.berkeley.edu/fellowships/chancellors_postdoc.html)

D) MONITORING AND ACCOUNTABILITY

As many of the programs surveyed are still relatively new, many institutions' mechanisms for effective monitoring and accountability are being developed. However, monitoring and accountability appears to still be a challenge for the universities whose programs have been in place for some time. As previously mentioned, a number of the institutions track applicant pools and new hires through the use of voluntary surveys. Some of these institutions identified the need to increase response rates to these surveys as being a key to more effective monitoring. A number of the universities had implemented specific diversity oriented exit interviews to understand why people from diverse groups leave (e.g., University of Toronto, some of the UC campuses.)

VI. COLLEGIALITY AND CLIMATE

A) CLIMATE STUDIES

The collegiality and climate of an institution has a direct impact on faculty, staff and students of every background and can often serve as a palpable measure of how well the institution is doing in its equity and diversity work.

The most obvious way of gauging the health of the climate on a campus is to simply ask the people on campus. However, in order for such a study to meaningful the university must have clear idea what a healthy campus climate actually is.

A 2007 study conducted by the University of California on campus climate sets out of what factors might indicate and contribute to a healthy campus climate:

> Inclusion of students, faculty, staff and administrators of all backgrounds — achieving critical mass — is only one important component of creating a healthy climate. A curriculum that reflects the historical and contemporary experiences of people of color and other under-represented groups is another way to gauge the climate on a campus. The lack of significant intergroup conflict or tension on campus provides another measure, as does a mission statement that reinforces the university's commitment to diversity. Finally, faculty and administration who are open and responsive to concerns of people of colour and other marginalized groups help define and create a healthy climate…[6]

The study goes on to list four other factors that have an impact on campus climate:

1. The tone of campus and university administration and their willingness to engage on diversity issues;

2. The climate, services and responsiveness of surrounding city/community;

3. For students, the residential life experience (cultural themes, diverse communities) and opportunities to live on campus; and

4. Programs that support the recruitment, recognition, retention and success of students, faculty and staff who are underrepresented or marginalized on campus. [7]

The report does not make any specific program recommendations, leaving that to each individual UC campus to define according to their particular circumstances, but recommends that all campuses make a long-term and sustained commitment to assessing,

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[6] Study Group on University Diversity – Campus Climate Report (September 2007) at p.7
(http://www.universityofcalifornia.edu/diversity/documents/07-campus_report.pdf)
[7] *Ibid* at p.7

responding to, and addressing those policies programs and structural realities that affect climate at all UC Campuses by:

1. Regularly assessing campus climate – The study recommends that the Office of President of each campus report to the regents on campus climate annually and that the following groups be consulted regularly through surveys, focus groups or exit interviews:

   (a) Faculty and Staff;

   (b) Undergraduate and graduate students;

   (c) Students of underrepresented groups who are admitted but do not enrol;

   (d) Enrolled students from underrepresented groups;

2. Enhancing and creating programs to support success – The study recommends that programs supportive of student, faculty and staff success be implement or enhanced. Such programs should emphasize academic and professional success as well as encourage cross-group interactions. Such programs include:

   (a) Advising, mentoring and support programs focused on the overall success of students, staff, and faculty and their increased ability to thrive on our campuses;

   (b) Leadership development and cultural programs;

   (c) Disability services;

   (d) Seeking and utilizing alumni as a resource;

   (e) Support for research and teaching that acknowledges and addresses diversity and climate issues.

   However, the study also notes that the campus leadership's support for and insistence upon the coordination of a wide variety of strategies is more critical than the implementation of a particular program or policy.

3. Addressing unhealthy climate factors – The study recommends that mechanisms to detect, prevent and correct overt and more subtle forms of harassment, racism and discrimination be improved. Actions, events and conduct that undermines the development of a healthy climate must be addressed in a consistent, proactive and thorough manner.

4. Applying funding and support – The study recommends that university leadership identify and apply adequate funding for

   (a) The development of assessments and their ongoing implementation;

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(b) Actualizing program and policy changes that the assessments will ultimately and continuously identify.

At least by the standards of the UC study, all of the categories discussed in this survey report can contribute to a healthy campus climate and any study that is performed needs to be comprehensive enough to take that into account.

B) COMMUNITY AND PUBLIC RELATIONS

Part of maintaining a healthy campus climate toward diversity is ensuring a healthy campus relationship and engagement with the greater community around the university. The University of Washington and a few of the University of California campuses have community relations programs that are specifically linked to their diversity programs.

The **University of Washington's Community and Public Relations** (CPR) unit supports the goals and missions of the University of Washington and the Office of Minority Affairs and Diversity. CPR works with the on-campus community and community at large to support diversity efforts at the University of Washington and across the state, and to engage UW faculty and staff in community projects and events. CPR operates in close collaboration with the University of Washington Alumni Association, Office of Development, and the UW External Relations units. (http://depts.washington.edu/omad/cpr.shtml)

UC Davis' Office of Campus Community Relations (OCCR) actually *is* UC Davis's main office in charge of diversity issues on campus. The mission of the OCCR is "to ensure the attention to those components of the campus community that affect community, campus climate, diversity and inclusiveness." To that end, the OCCR provides leadership in diversity education training, affirmative action, equity initiatives and campus community relations. The OCCR serves the campus and general community by working in collaboration with a broad, diverse cross section of the campus community to develop a strategic plan to guide the university in the development and assessment of policy, programs, initiatives and outreach efforts to increase diversity, improve campus climate and promote inclusiveness. (http://occr.ucdavis.edu/)

C) INDIVIDUAL INITIATIVES

As noted in the UC study above, what an individual campus can do to improve campus climate with regard to equity and diversity very much depends on the circumstances faced by that campus. With that in mind, I have listed some of the initiatives that I observed on other campuses, not with any particular conviction that they constitute "best practices" but with the idea that they might spark ideas as to initiatives that could be undertaken by the UBC community. As will be seen, these initiatives can range from campus-wide diversity events to something as simple as publishing a guide to ethnic restaurants and shops in the greater community.

1. Specific Faculty and Staff Diversity Educational Initiatives

Part of creating a welcoming campus climate for equity and diversity initiatives on campus is "priming the pump" so to speak by ensuring that faculty and staff have a common understanding of those initiatives and that any misconceptions are addressed. Part of this is achieved through consultation, either through representation on project steering committees or through more widespread means such as surveys and focus groups. However, there might also be opportunities to educate specific groups regarding initiatives that they will have a direct hand in implementing.

For example, as part of its overall employment equity strategy, the **University of Toronto** identifies as its first objective the need to "inform, educate and sensitize the University community about the University's Employment Equity Policy." To that end the UofT details a series of ongoing initiatives to target and educate particular groups within the university community in order to ensure buy-in to the principles and objectives governing employment equity:

- Maintaining an updated Orientation Guide for Academic and Administrative staff with additional information about the University's equity practices and resources.
- Presenting information on employment equity at the annual Orientation for Newly Appointed Academic Administrators.
- Presenting information on the University's employment equity goals and objectives to heads of Divisions.
- Speaking to campus groups, interest groups and employee associations and unions about employment equity.
- Refining and providing employment equity information sessions for employees at all levels within the University.

2. Diversity Awards Programs

Several of the universities have awards programs recognize efforts to advance equity and diversity in the campus community. The programs reward such contributions as leadership, innovation, initiatives and creativity in furthering a fair, open and diverse academic environment. Some programs target faculty efforts exclusively and others recognize contributions from all segments of the campus community, students, staff and faculty. Some examples are:

The **UC Berkeley Chancellor's Award** for Advancing Institutional Excellence is a new grant presented annually to distinguished faculty members at the University of California at Berkeley based on "distinctive contributions and auspicious success in enhancing diversity and equal opportunity." Each recipient receives a $30,000.00 grant to be placed into a departmental account for discretionary use by the awardee in continuing her/his work.

The **University of Washington's Brotman Diversity Award** recognizes outstanding programs that advance diversity in the UW community "in order to encourage innovation and model best practices in building a stronger and better campus community."

3. Promoting Social Justice in the Community

The **University of Calgary** provides an online Diversity Toolkit on its website as "part of a funded project to assist teachers, students, scholars or any activists who wish to promote equity and the acceptance of differences within schools and communities." The Diversity Toolkit provides support for people interested in initiating human rights and social justice projects in schools and communities. The site offers a variety of on-line resources, funding sources, glossaries, examples of projects, and selected readings to help you get started. (http://www.ucalgary.ca/~dtoolkit/index.htm)

4. Community Book Projects

UC Davis's Campus Community Book Project (CCBP) was initiated by the Office of Campus Community Relations after September 11th to promote dialogue and build community by encouraging diverse members of the campus community to read the same book and attend related events. The book project advances the Office of Campus Community Relations' mission to improve both the campus climate and campus community relations, to increase diversity, and to promote equity and inclusiveness. A series of lectures and events tied into the themes explored in the book are held throughout the fall term. These events are open to the campus community and the public at large and are, for the most part, free. The 2008 Campus Community Book is *Mountains Beyond Mountains* by Tracy Kidder, an account of the global AIDS and tuberculosis crises through the experiences of Dr. Paul Farmer who works with some of the poorest people in the world. (http://occr.ucdavis.edu/ccbp2008/index.html)

A similar program was initiated at **UW Seattle** in 2006, although this program seems more oriented toward the university community. The **UW Common Book** is sponsored by the Undergraduate Academic Affairs (in collaboration with the Center for Curriculum Transformation). The program challenges freshmen "to examine important subjects and build community around significant issues" by engaging new students in a common reading each autumn quarter. All entering freshmen receive a copy of the book. (The book is also made available to students in alternate formats to print if required.) A series of lectures and events are tied in with the book and faculty is encouraged to employ the book in curriculum. In 2008, the Common Book was *The Devil's Highway: A True Story* by Luis Alberto Urrea, which explores the moral, socioeconomic and political dimensions of immigration through the true account of 26 men who, in May 2001, attempted to cross the Mexican border into the desert of southern Arizona. The 2009 Common Book will be *Dreams of My Father* by President Barack Obama. (http://www.washington.edu/uaa/commonbook/)

5. Campus Wide Diversity Events

The **University of Melbourne** celebrates an annual **Diversity Week** as part of the state of Victoria "Cultural Diversity Week," which coinciding with the UN Day for Elimination of Racism (March 21). Students and faculty can apply to be part of the Diversity Week Program by organizing in an activity that celebrates the importance of issues such as cultural and linguistic diversity, gender, disability, religious diversity. The

UoM offers "mini-grants" of up to $300 for students and staff who are organizing an event.

McGill held a campus wide **photography competition** in conjunction with its "Power in Diversity Career Week" with the theme of "What does Diversity mean to you?" Prizes were voted for by the McGill community.

6. Guide to Local Communities

UVIC provides a guide to local eateries and shops that might be of interest to students from diverse backgrounds in "An Ethnic Tour of Places to Eat and Shop near UVic" (http://web.uvic.ca/vpac/diversity/assets/PDFs/places%20to%20shop%20and%20eat.pdf)

7. Informal Discussion Groups

Victoria College of the **University of Toronto**, with support from the Student Experience Fund, created an intercultural and interfaith initiative where students across years and programs interact with each other and faculty members to read and discuss each other's primary religious, theological and philosophical texts. Up to thirty representatives of religious traditions and three graduate student discussion leaders in religion and theology gather for biweekly readings and discussion as well as three to four meals throughout the year.

8. Business Diversity

The **University of Washington's Business Diversity Program (BDP)** is committed to ensuring that vendors, suppliers, service providers, consultants, architects, engineers, and contractors who serve the University reflect the diversity of the Washington state business community. The Program helps strengthen the economic development and viability of small, minority and women-owned businesses and helps to ensure that the University receives quality goods and services at competitive prices. The Program:

- Seeks to assure equality of opportunity for small, minority, and women-owned businesses;
- Conducts business opportunity fairs and provides information on how to do business with the University;
- Provides training opportunities and educational forums for businesses;
- Supports UW departments and schools/colleges in sourcing qualified businesses; and
- Encourages the University's larger suppliers and contractors to develop and expand their commitment to business diversity with their suppliers and subcontractors.

For more information see: http://www.washington.edu/admin/bdp/index.html

University Equity and Diversity Offices and Resources- Web Directory

Most of the sites I looked at had a central equity and diversity location on their website that provided a web portal to all of the other initiatives on campus. For the sake of brevity, where such a portal exists, I have only listed the link to the main site. Where there was no centralized equity and diversity portal, I have provided links to the individual offices.

CANADIAN

McGill University
Social Equity and Diversity Education Office (http://www.mcgill.ca/equity_diversity/)

University of Alberta
Office of Human Rights Links Page
(http://www.uofaweb.ualberta.ca/humanrights/nav01.cfm?nav01=46988&)
(Note: the Office of Human Rights is currently undergoing an administrative reorganization and projected to reopen January 2009 as Safe Disclosure and Human Rights)

University of Calgary
Advisor on Women's Issues (http://www.fp.ucalgary.ca/advisoronwomensissues/)
Disability Resource Centre (http://www.ucalgary.ca/drc/)
Native Centre (http://www.ucalgary.ca/nativecr/)
Sexual Harassment Office (http://www.ucalgary.ca/sexualharassment/)
Women's Resource Centre (http://www.ucalgary.ca/women/)
(Note: UofC's equity programs are currently under comprehensive review with an eye to evaluating current services and addressing any unmet needs.)

University of Toronto
Equity at U of T (http://www.hrandequity.utoronto.ca/equity.htm)

University of Victoria
Diversity Office (http://web.uvic.ca/vpac/diversity/)

York University
Counselling and Disability Services (http://www.yorku.ca/dshub/)
Recruitment, Workforce Planning and Employment Equity
(http://www.yorku.ca/hr/units/ree/index.html)
At the time I surveyed the website, York had moved many of its equity and diversity related offices to the newly formed Office of the Ombudsperson & Centre for Human Rights. Unfortunately, that website link was not active when I surveyed the site.

AMERICAN

Michigan State University
Office for Inclusion and Intercultural Initiatives (http://www.inclusion.msu.edu/)
Resource Center for Persons with Disabilities (http://www.rcpd.msu.edu/)

University of California
Systemwide Diversity Site (http://www.universityofcalifornia.edu/diversity/)

1. **UC Berkeley**
   Diversity, Equity and Inclusion (http://diversity.berkeley.edu/)

2. **UC Davis**
   Diversity Resources (http://www.ucdavis.edu/diversity/)

3. **UC Irvine**
   Diversity (http://www.uci.edu/diversity/index.php)

4. **UC Los Angeles**
   Diversity@UCLA (http://www.diversity.ucla.edu/)

5. **UC Riverside**
   Diversity (http://diversity.ucr.edu/)

6. **UC San Diego**
   Diversity Matters at UCSD (http://diversity.ucsd.edu/)

7. **UC San Francisco**
   Diversity at UCSF (http://diversity.ucsf.edu/)

8. **UC Santa Barbara**
   Disability Resources (http://www.ada.ucsb.edu/)
   Diversity, Equity and Academic Policy (http://diversity.evc.ucsb.edu/)
   Resource Center for Sexual and Gender Diversity (http://www.sa.ucsb.edu/sgd/)

9. **UC Santa Cruz**
   Disability Resource Center (http://drc.ucsc.edu/)
   Equal Employment Opportunity/Affirmative Action (http://www2.ucsc.edu/eeo-aa/)

University of Washington
1. **UW Seattle**
   Diversity at the UW (http://www.washington.edu/diversity/)

2. **UW Tacoma**
   Office for Equity and Diversity (http://www.tacoma.washington.edu/diversity/)

Virginia Tech
Diversity (http://www.vt.edu/diversity/)
Services for Students with Disabilities (http://www.ssd.vt.edu/)

AUSTRALIAN

University of Melbourne
Cultural Diversity (http://www.unimelb.edu.au/diversity/)
Disability Liaison Unit (http://www.services.unimelb.edu.au/disability/)

University of Sydney
Staff and Student Equal Opportunity (SSEO) Unit
(http://www.usyd.edu.au/eeo/home/index.shtml)

APPENDIX B

Online Staff and Faculty Recruitment and Hiring Resources

CANADIAN

University of Calgary
Hiring Manager's Toolkit: Hiring with Success (http://www.ucalgary.ca/files/hr/recruit-hiring_toolkit.pdf)

University of Victoria
Staff Recruitment Handbook
(http://web.uvic.ca/hr/employment/RECRUITMENT%20HANDBOOK%20final%20July%202008.pdf)

University of Toronto
Proactive Faculty Recruitment Toolkit
(http://www.provost.utoronto.ca/link/administrators/recruitmenttoolkit.htm)

AMERICAN

Massachusetts Institute of Technology
Faculty Search Committee Handbook
(http://web.mit.edu/faculty/reports/FacultySearch.pdf)

UC Irvine
UCI Advance Program for Gender Equity (http://advance.uci.edu/) a number of diversity-related recruitment resources can be found under recruitment link at the left side of the page

UCLA
Faculty Search Committee Toolkit
(http://faculty.diversity.ucla.edu/search/searchtoolkit/index.htm)

UC Davis
http://manuals.ucdavis.edu/apm/500.htm

UC Santa Barbara
The Red Binder of UCSB Campus Policies and Procedures on Academic Personnel, which includes section V-4, Procedures for Recruitment of Ladder-Rank Faculty and Equivalents, and V-6, Supplemental Information on Academic Recruitment.
http://ap.ucsb.edu/policies.and.procedures/red.binder/index.cfm

UC Santa Cruz
 "Campus Interview Visits: Best Practices Handbook for Academic Recruitments".
http://www2.ucsc.edu/ahr/resources/interviews/practice.htm

University of Florida
Faculty Recruitment Toolkit
(http://www.aa.ufl.edu/aa/facdev/recruit/documents/Faculty_Toolkit.pdf)

University of Michigan
ADVANCE Faculty Recruitment Handbook contains research and data on faculty diversity
(http://www.umich.edu/~advproj/handbook.pdf)

University of Minnesota
Guidelines for Recruiting & Appointing Academic Personnel Appendix A: Recruiting a Diverse, Qualified Pool of Applicants
(http://www.eoaffact.umn.edu/services/employment/effectivesearches.html)

University of Virginia
Faculty Search Committee Tutorial (http://www.virginia.edu/vpfa/tutorial-1.html)

University of Washington
Faculty Recruitment Toolkit
(http://www.washington.edu/diversity/avpfa/Recruitment_Toolkit/index.html)

University of Wisconsin-Madison
Search Handbook – Faculty, Staff and Limited Appointments
(http://www.ohr.wisc.edu/polproced/srchbk/sbkmain.html)