



# **STRATEGIC DIVERSITY PLAN**

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## EXECUTIVE SUMMARY

The College of Arts and Sciences is committed to making academic excellence inclusive by sustaining a community of free inquiry in which men and women of diverse races, ethnicities, national origins, religious beliefs, physical abilities, sexual orientations, ages, classes, and ideologies participate in and contribute equally to the academic environment. A diverse campus environment, in which differences are respected and tolerated, promotes more effective teaching and learning. While the College takes great pride in having increased the number of women and minorities on its faculty and in its classes, diversity means much more than measuring demographic trends. Diversity is a means of achieving academic excellence for all. As a College we cannot take pride in higher percentages of women and minority faculty while graduation rates for black and Hispanic males remain unacceptably low and minority students are generally underrepresented in all graduate programs.

Continued progress requires a comprehensive plan that addresses Climate, Leadership, Excellence, Access, and Representation (CLEAR). The College is determined to sustain an academic environment that is inclusive and respectful of all people. This can be achieved through annual climate surveys, workshops, and educational programming. Leadership is required to promote academic excellence through diversity. The College hired a .50 time Faculty Coordinator for Special Projects in the Fall 2004 to help develop the Diversity Plan for the College. The College will evaluate during 2004/05 whether existing personnel arrangements are adequate to effectively implement and monitor the proposed plan. Specifically, the College will evaluate whether there is a need to appoint

a Director of Diversity and Special Projects to implement this Strategic Diversity Plan.

If such need is determined, this director would work under the Associate Dean for Faculty Development and with the CAS Diversity Committee to supervise all diversity initiatives within the college, including educational outreach and mentoring of minority students; recruitment and retention of women and minority faculty; and the development of a leadership enhancement program to offer administrative experiences to women and minorities.

Students learn in different ways and they all benefit from exposure to different teaching styles and perspectives. Therefore, it is incumbent on the College to develop the appropriate pedagogical tools. The College will work with the Center for 21<sup>st</sup> Century Teaching Excellence to encourage faculty to develop innovative and interactive teaching techniques. Faculty will also be recognized and rewarded for teaching, research, and service on diversity themes and issues. Faculty who participate in educational outreach and recruiting efforts of the university also will be recognized and rewarded. The College can collaborate with existing programs to reach out to the community to attract and retain minority students. Likewise, the Associate Dean for Faculty Development will develop a Faculty Enrichment Program that provides incentives for departments to recruit and hire women and minorities. The Associate Dean will also promote faculty diversity by creating post-doctoral programs; monitoring all faculty searches; and by encouraging departments to search in topical or geographical areas that are more likely to yield a greater pool of women and minority candidates.

The College does not anticipate that many new financial resources will be required to implement this plan. Other than a possible new line for a Director of Diversity and Special Projects, the College will focus on coordinating and directing existing resources to promote all diversity initiatives. Over a five-year period, the College will review progress and refine this plan accordingly, leading to the drafting of a new five-year plan in the 2008-09 Academic Year.

## INTRODUCTION

### **The College of Arts and Sciences Vision**

The College of Arts and Sciences (CAS) takes pride in the progress already made in diversifying its faculty, staff, and students. The percentage of female faculty has increased from 29% in 1995 to 42% in 2004. The percentage of minority faculty has increased from 16% in 1995 to 20% in 2004. Our student body has become increasingly diverse as well. In 1996, 62% of our declared majors were women; today, 66% of our students are women. In 1996, 24% of our declared majors were minorities; today, over 32% of our students are minorities.

While the numbers suggest quantitative progress toward our diversity goals, we take even greater pride in the qualitative changes that our efforts have produced. The numbers and percentages reflect real human progress in achieving equal opportunity for all. Diversity means John McKiernan-Gonzalez teaches Latino history to Latino students; diversity means Tempii Champion researches and teaches multicultural Issues in Speech-Language Pathology; Paula Lee coordinates a Junior Faculty group with over 260 members; Gurleen Grewal offers a study abroad course in India on Hinduism and Buddhism; Sara Green teaches Disability and Society; Wilson Palacios teaches Latino(a) issues in Criminology; Maralee Mayberry examines Sociology of Gender Relations; Trevor Purcell investigates the African Diaspora; and Tamara Baker conducts research and teaches concerning aging and health disparities. Diversity means bringing in professors of different racial and ethnic backgrounds to teach minority students who are the first in their family to enroll in a university. It means

teaching new topics in innovative ways to women and minorities. It means offering inspiring and caring professors who are determined to do something about the fact that only 42% of black males and 43% of Hispanic males graduate from this college after six years, while 61% of white and Asian females graduate after six years.

Diversity helps us to be more effective teachers, enriches our academic environment, and contributes to excellence in education by bringing in women and minorities who bring with them interactive teaching methods, unique perspectives, and the energy to reach out to underprivileged people. The College of Arts and Sciences is fully committed to the further development of a community of free academic inquiry in which men and women of diverse races, ethnicities, national origins, religious beliefs, physical abilities, sexual orientations, ages, classes, and ideologies participate equally as faculty, staff, students, and administrators. The educational dialogue within the college, cultivated by multi-disciplinary course offerings by men and women representing multi-cultural backgrounds and perspectives, promotes democratic values, prepares students to compete in the global marketplace, and advances civility and tolerance in an age where such practices are too infrequently found.

## PART I

### DIVERSITY AUDIT

#### I. **Review of the CAS Diversity Plan 1996**

##### A. Goals, Achievements, and Limitations

In 1996, the College of Arts and Sciences adopted a diversity plan that embraced the “access and quality” model in higher education, in which the goals of quality and diversity are “compatible with and necessary for the achievement of academic excellence.” The overall goal of the CAS Diversity Plan was “to provide an institutional environment that recognizes the need for diversity and that allows each member of the College community to develop to the maximum of her/his talents. While recognizing diversity, USF embraces a pluralistic perspective that calls upon the entire community to strive toward a better understanding and appreciation of differing cultural experiences and traditions.”

To achieve the goals of the 1996 Diversity Plan, the College of Arts and Sciences pledged to work toward the following:

1. Leadership. A statement of commitment to diversity prominently displayed in all appropriate CAS documents and publications

- Achievements:

The College formed a standing Diversity Committee with the following mission statement posted on its website: “The College of Arts and Sciences is dedicated to the pursuit of excellence in all our endeavors and understands that the practices of diversity and inclusion are an integral part of this pursuit.” The CAS Diversity Committee is charged with emphasizing the positive and contributing responses to the question, ‘What policies can be initiated and what steps can be taken to create and sustain an environment that supports diversity.’”

- Limitations:

The College does not yet have a diversity statement prominently displayed in all appropriate CAS documents and publications.

2. Leadership by example. Commitment of resources from the Dean’s office to insure that the faculty and staff of the college reflect diversity and that members are committed to the principles of diversity and pluralism.

- Achievements:

- The College hired a Faculty Coordinator for Special Projects assigned to develop a strategic diversity plan

- The College energized the CAS Diversity Committee to coordinate and monitor diversity efforts
  - The College supported departmental efforts to recruit and retain female and minority faculty
  - College participated in the Faculty Academic Enrichment Program and hired five faculty under the program
  - Limitations:
    - College has not designated funds for spousal or diversity hires
    - College has not yet identified a mechanism to implement an enrichment program within the context of the college
3. Administrative Leadership. Administrative responsibility for the implementation of the plan was to be assigned to one individual, an Associate Dean, who would provide leadership and work directly with the College Diversity Committee.
- Achievements:
    - Associate Dean for Faculty Development assigned responsibility for all diversity issues
    - Associate Dean for Faculty Development works closely in support of the CAS Diversity Committee

- College hired Faculty Coordinator to assist Associate Dean with diversity efforts and planning
- Associate Dean has taken active role in diversity planning
- Series of meetings with minority faculty organized to solicit guidance and support
- Associate Dean and Faculty Coordinator active in recruiting and retention efforts
- Associate Dean and Faculty Coordinator active in Junior Faculty Club as part of general mentoring efforts
- Limitations:
  - Not enough financial resources to support diversity efforts
  - Too many responsibilities assigned to the Associate Dean, placing limits on time and effort available to diversity initiatives

B. Diversity Committee and the Coordination of Diversity Plan

The CAS Diversity Committee was given responsibility for coordinating the 1996 Diversity Plan, with specific responsibilities including:

1. Coordinating cultural diversity workshops
2. Monitoring departments that have responsibility for implementing the plan

3. Assessing implementation of the plan and making recommendations to the Associate Dean
4. Generating and distributing an annual report on diversity issues
  - Achievements:
    - Diversity Committee has offered valuable guidance and support to the Associate Dean
    - Diversity Committee has made diversity issues a priority in the College
  - Limitations:
    - Too many responsibilities assigned to a committee composed of elected volunteers
    - Committee lacks the administrative capabilities to coordinate workshops and monitor departments
    - No annual reports generated

## **II. Review of 2002 Campus Climate Survey**

The 2002 Campus Climate Survey generated information about the attitudes and experiences of USF Faculty and Staff on a wide range of issues. The survey, submitted January 2004 by Principal Investigator Dr. James C. Cavendish, provides a foundation for understanding the current university climate as well as specific means to address the needs and interests of faculty and staff. A total of 1,827 out of 5,029 faculty, A & P, and USPS employees on the Tampa campus responded to the survey for an overall response rate of 36.3%. According to Dr.

Cavendish, "the survey responses of the various university divisions and of various racial and ethnic groups are representative of the attitudes and perceptions of these groups within the larger USF employee population."

The College of Arts and Sciences recognizes this authoritative campus climate survey as a point of departure for all discussions about diversity initiatives. As part of the CAS diversity audit, this survey was reviewed in its entirety. In addition, with the assistance of Dr. Cavendish, respondents affiliated with CAS were identified as a means of surveying general attitudes and experiences regarding diversity initiatives within the college. 272 survey respondents were affiliated with the College of Arts and Sciences. For purposes of CAS Strategic Diversity Planning, these respondents highlight relevant achievements and limitations that should orient CAS planning efforts.

A. Attitudes Relative to Diversity and Climate

- Although a strong majority of CAS respondents agreed that USF provides opportunities to promote better understanding of women, racial and ethnic minorities, people with disabilities, and people of different religious backgrounds, less than 50% agreed that the university promotes better understanding of gay, lesbian, and bisexual people.
- 50.9% agreed/strongly agreed that "USF has visible leadership from the president and top administration to foster diversity on campus."

- 48.4% agreed/strongly agreed that "USF provides sufficient activities to promote multicultural understanding."
- 39.8% agreed/strongly agreed that "USF provides an environment for the free and open expression of ideas and opinions." 41.2% disagreed/strongly disagreed with that statement.
- 65.2% of CAS faculty and staff agreed/strongly agreed that a campus-wide domestic partner benefits policy (e.g. including health benefits) should be adopted.
- 34% agreed/strongly agreed that USF "has created a climate where people feel comfortable being open about their sexual orientation."
- 26.3% of CAS faculty and staff reported having been the target of some form of harassment.
- The most common form of harassment reported was harassment based on gender, with 14.1% of CAS faculty and staff reporting that they've experienced this form of harassment.

#### B. Women and Minority Experiences

In a special section of the Campus Climate Survey, women, racial/ethnic minorities, gays, lesbians, bisexuals, and persons with disabilities were asked to report the frequency with which they have experienced various kinds of unpleasant or potentially offensive situations. Results reveal that women and minorities rarely if ever experienced overt mistreatment or discrimination. However, the data also revealed that the College could do

more to foster an open and inclusive environment respectful of differences.

#### 1. Experiences of Racial and Ethnic Minorities

- 82.4% of racial/ethnic minorities reported that they never/rarely experienced some form of discrimination based on their race/ethnicity. However,
- 79.4% reported that USF never/rarely strengthened their sense of racial/ethnic identity
- 26.5% reported that they sometimes/often had to minimize an aspect of their racial/ethnic culture to be able to fit in
- 14.7% reported sometimes/often feeling put down intellectually because of their race/ethnicity
- 15.2% reported sometimes/often that someone had assumed they were employed/promoted because of their race/ethnicity
- 35.3% reported feeling sometimes/often that they were expected to speak on behalf of all members of their race/ethnic group
- 17.7% reported sometimes/often feeling left out when working in groups or at a social event
- 17.6% reported sometimes/often some form of racial/ethnic discrimination

## 2. Experiences of Women

- 88.9% of women reported never/rarely experiencing some form of gender discrimination. However, women have experienced various kinds of unpleasant experiences due to gender:
- 25.4% of women reported feeling sometimes/often that their ideas weren't listened to as carefully
- 22.1% of women reported feeling sometimes/often that their work wasn't valued as highly
- 17.3% of women felt sometimes/often for their personal safety on campus
- 11.1% felt sometimes/often some form of gender discrimination
- 12.5% felt sometimes/often someone challenge or attempt to embarrass them
- 10.4% felt sometimes/often put down intellectually

## 3. Experiences of Gays, Lesbians, and Bisexuals

- 78.5% of gays, lesbians, and bisexuals reported that they had never/rarely experienced a form of sexual identity discrimination. However,
- Only 73.4% felt very/moderately comfortable disclosing their sexual orientation to a supervisor

- Only 53.3% felt very/moderately comfortable disclosing their sexual orientation to a coworker
- 73.3% reported that USF never/rarely affirmed their sexual identity
- 46.7% felt sometimes/often the need to minimize their sexual identity to fit in
- 53.3% sometimes/often avoided disclosing their sexual identity for fear of consequences
- 40% reported never/rarely feeling comfortable discussing their sexual identity while on campus
- 26.7% reported sometimes/often feeling left out of a social event

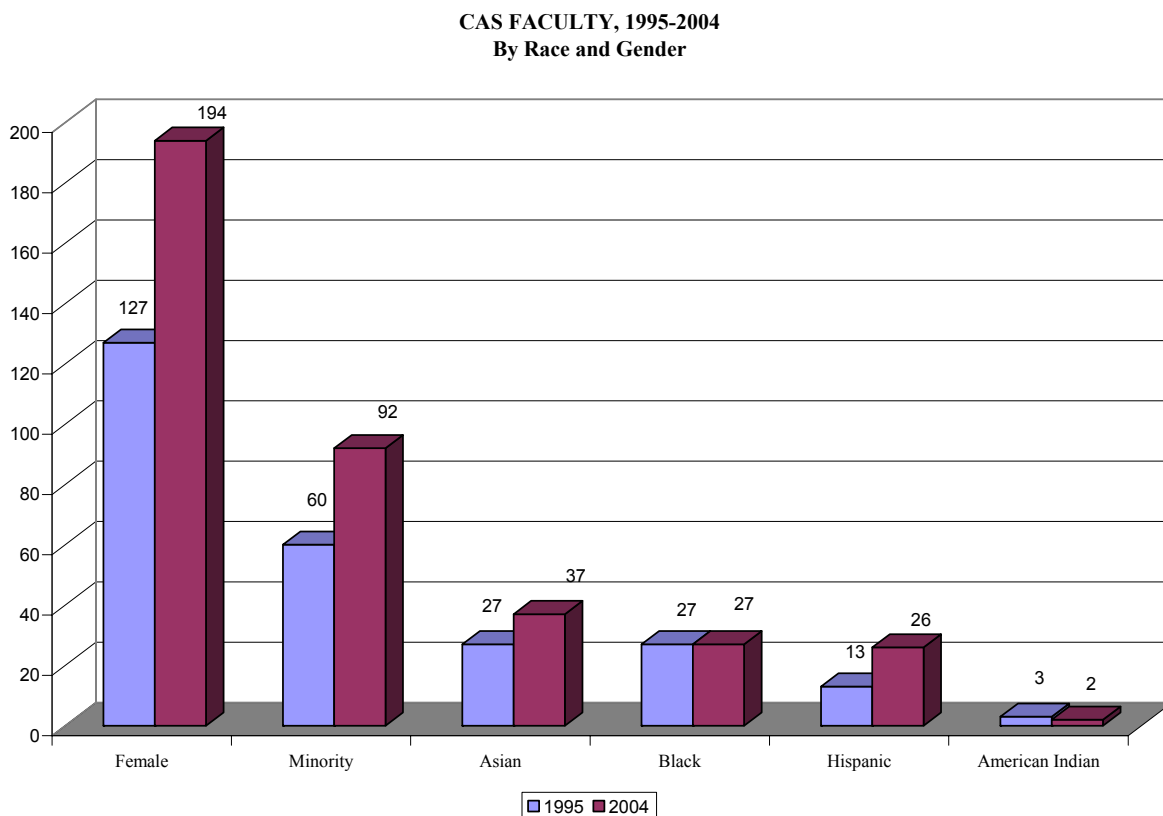
#### 4. Experiences of Persons with a Disability

- 70% reported that they never/rarely experienced mistreatment due to their disability status
- 60% sometimes/often avoided disclosing their disability for fear of consequences
- 30% sometimes/often felt left out of a social event
- 20% have sometimes experienced a lack of accommodations
- 20% sometimes felt put down intellectually because of their disability

III. College of Arts and Sciences Demographics

A. CAS Faculty Demographics

As illustrated in the following chart, the number of female, Asian, and Hispanic faculty in CAS has increased substantially since 1995, while the number of black and American Indian faculty has remained static or declined.



As summarized in the following table, the increases in the number of women, Asian, and Hispanic faculty have resulted in a relative increase in the number of women,

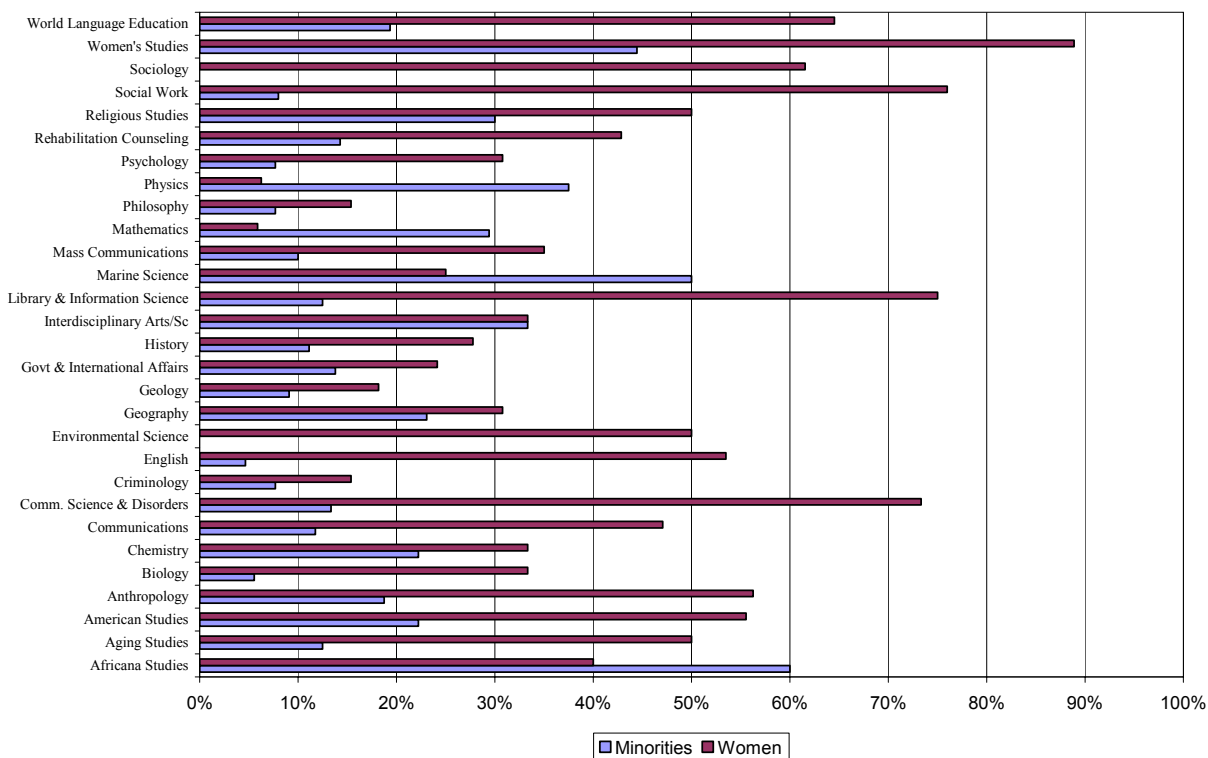
Asian, and Hispanic faculty, while the percentage of black and American Indian faculty have actually declined since 1995.

	1995	% Of Total Faculty	2004	% of Total Faculty
CAS Faculty	433		467	
Professor	n.a.		144	30.8%
Associate	n.a.		134	28.7%
Assistant	n.a.		101	21.6%
Instructor	n.a.		64	13.7%
Other	n.a.		24	5.1%
Female Faculty	127	29.3%	194	41.5%
Professor	27	6.2%	33	7.1%
Associate	43	10.0%	61	13.1%
Assistant	39	9.0%	48	10.3%
Instructor	18	4.2%	40	8.6%
Other	n.a.	0.0%	12	2.6%
Asian Faculty	27	6.2%	37	8.0%
Professor	10	2.3%	13	2.8%
Associate	6	1.4%	14	3.0%
Assistant	10	2.3%	9	1.9%
Instructor	1	0.2%	0	0.0%
Other	0	0.0%	1	0.2%
Black	27	6.2%	27	5.8%
Professor	6	1.4%	5	1.1%
Associate	11	2.5%	12	2.6%
Assistant	9	2.1%	6	1.3%
Instructor	1	0.2%	4	0.9%
Other	0	0.0%	0	0.0%
Hispanic	13	3.0%	26	5.6%
Professor	1	0.2%	5	1.1%
Associate	5	1.2%	12	2.6%
Assistant	5	1.2%	6	1.3%
Instructor	2	0.5%	4	0.9%
Other	0		0	0.0%
American Indian	3	0.7%	2	0.4%
Professor	n.a.		1	0.2%
Associate	n.a.		1	0.2%
Assistant	n.a.		0	0.0%
Instructor	n.a.		0	0.0%

- Achievements:
  - Female faculty increased from 29% to 42% of all CAS faculty
  - Minority faculty increased from 16% to 20% of all CAS faculty
  - Asian faculty increased from 6.2% to 8.0% of all CAS faculty
  - Hispanic faculty increased from 3.0% to 5.6% of all CAS faculty
- Limitations:
  - Black faculty decreased from 6.2% to 5.8% of all CAS faculty
  - American Indian faculty decreased from 0.7% to 0.4
  - Disproportionate number of women and minorities hired at instructor level positions

As illustrated in the following bar chart, the presence of women and minorities within the college varies significantly by department.

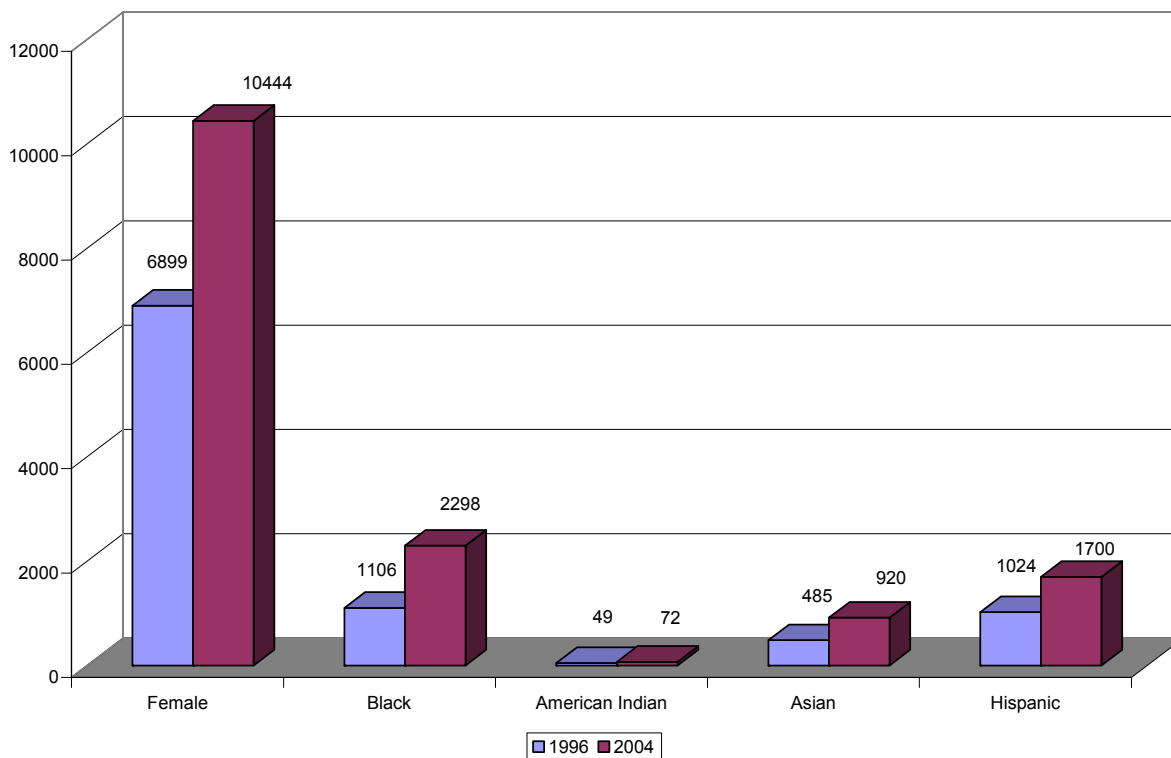
Women and Minorities in CAS, By Department



B. CAS Student Demographics

The composition of CAS declared majors has changed significantly since the last diversity plan. The College anticipates further increases in minority students due to projected increases in the minority population across the state. As illustrated in the following chart, the number of women and minorities (at the undergraduate and graduate level) with declared majors in the college has increased from 1996 to 2004:

CAS Students, By Race and Gender, 1995-2004



- Achievements:
  - women increased from 62% to 66% of all CAS students
  - minorities increased from 24% to 32% of all CAS students
  - number of black students increased by 108%
  - Percentage of black students in CAS increased from 10 to 15%
  - number of Asian students increased by 90%
  - number of Hispanic students increased by 66%
  - number of American Indian students from 49 to 72

- Limitations:
  - Modest increases in Hispanic students as a percentage of all CAS students, from 9 to 11%
  - Percentage of Hispanic students in CAS (11%) is less than the percentage of Hispanics within the state of Florida (17%)

C. CAS Undergraduate Student Graduation and Retention Rates

The College has done an average job in graduating students. The average six-year graduation rates [for the five year period 1993 to 1997] for females was significantly higher than males (58% to 47%), with white and Asian females recording a high of 61%, followed by black females (56%) and Hispanic females (55%). The average six-year graduation rate for white males was 48%, followed by Asian males (47%), Hispanic males (43%), and black males (42%).

The College has done an above average job in retaining students. Of the CAS students admitted for the 1996/97 term, 67% were retained after six years while the university retains 62%. Female retention rates for students admitted in 1996/97 were slightly higher than males (69% to 64%). Retention rates for blacks, Asians, and Hispanics were above the university average, but retention rates for American Indians fell far short of the average at 33%.

D. CAS Master's Degrees Awarded

Between 1999 and 2004, the college conferred 2,524 masters' degrees. Of those graduates, 74% were female, 9% Hispanic, 6% black, 4% non-resident alien, and 2.25% Asian. There are 2,059 students currently enrolled in a masters program. Of these, 72% are female, 8.5% Hispanic, 5.5% black, 3% non-resident alien, and 1.6% Asian.

The college is determined to increase the opportunities available to blacks, Hispanics, and Asians to pursue a Masters degree.

E. CAS Doctoral Degrees Awarded

Between 1999 and 2004, the college conferred 324 doctoral degrees. Of these, 61% were women, 10.5% non-resident aliens, 8% Hispanics, 6.5% blacks, 2.5% Asians, and 0.6% American Indian. There are currently 682 students enrolled in a doctoral program. Of these, 59% are women, 18% non-resident aliens, 6% black, 5% Hispanic, 3% Asian, and 0.3% American Indian.

The college is determined to increase the opportunities available to blacks, Hispanics, and Asians to pursue a doctoral degree.

#### IV. Strength, Weaknesses, Opportunities, and Threats (SWOT) Analysis

##### A. Strengths

- Several programs and departments in the College focus on diversity issues. These include Africana Studies, Anthropology, Women's Studies, International Studies, Latin American and Caribbean Studies, Religious Studies, Sociology, and Aging Studies. In addition, several departments have courses that examine diversity. These include Communication Sciences and Disorders and a number of departments in the social sciences.
- The CAS Diversity Committee, a standing committee of the college, that has been charged "to create and sustain an environment that supports diversity."
- A community of scholars engaged in the community, with research and teaching interests in issues related to race, ethnicity, gender, income, religion, physical disabilities, aging, crime, housing, and health disparities.

##### B. Weaknesses

- The current low representation of ethnic faculty
- The current low representation of African American/Black faculty
- The lack of funds to targeted hires, "opportunity hires"
- Slow response time to Faculty Enrichment Program
- Lack of culture to nurture and support diversity
- Perception that diversity is not taken seriously at the highest levels

- The lack of departments bringing diversity to the front and center of their hiring of faculty
- Limited understanding of the concerns and values that form the basis of research agendas of minority professors
- Lack of awareness of the importance of diversity

#### C. Opportunities

- Promote diversity through strong departments to further diversify the faculty
- Expand and improve existing mentoring programs
- An awareness that student and faculty retention go hand-in-hand
- Offer more support to the Junior Faculty Group to improve retention efforts
- A young and ambitious university environment determined to improve and open to change
- An increasingly diverse metropolitan area that will sustain an increasingly diverse faculty
- Planned hiring of diverse faculty begins at the recruitment stage as early as undergraduate education
- Increase support and mentoring of current graduate students

#### D. Threats

- Ignorance of the value of diversity
- Arrogance: Eurocentric way of doing things
- Racism, sexism, ageism, and other forms of discrimination

- Provincialism, parochialism
- Backlash of Affirmative Action
- Shrinking budgets/dollars for units to rationalize not doing more in terms of diversity
- Pool of eligible candidates is small
- Disproportionate salary needed to attract minority candidates can cause resentment

## **V. Compelling Factors for Diversity in CAS**

### **A. Why is Diversity Necessary?**

- To enhance the quality of education at USF by enriching the content and range of courses
- To promote democratic values we must teach civility, tolerance, equity, and inclusiveness in our institutions of higher education
- To represent the history and culture of African, Asian, and Latin America more accurately
- To end the marginalization of people based on race, ethnicity, age, and gender
- To understand human and cultural diversity as an integral part of the evolution of humanity
- To reflect the diverse backgrounds and perspectives of the students we teach
- To break down barriers such as racism and ageism
- To reduce racial and ethnic conflict.

## B. The Value of Diversity

- A diverse learning environment promotes critical thinking skills
- Enhances and enriches the curriculum
- Prepares students for an increasingly pluralistic and democratic society
- Empowers students for competition in the global marketplace
- Multicultural dialogue promotes academic inquiry and advances knowledge

## C. How Diversity Promotes the Mission of CAS

- Facilitates better understanding of the world in which we live
- Creates a more dynamic learning environment
- Reflects the values and essence of the multidisciplinary approach of the college
- Demands active engagement with new ideas and new perspectives

## D. Benefits to CAS

- More intense focus on attracting, retaining, and minority students at the undergraduate and graduate levels
- More innovative teaching techniques to accommodate learning styles of a diverse student body
- Enriching academic environment for faculty and students
- Enhanced national reputation of the College for excellence in research, teaching, and service

- Diversity increases our ability to understand different groups of people
- Diversity allows us to appreciate different ways of knowing
- Diversity enables us to more critically question the biases of different groups

## **VI. Environmental Scan of CAS**

### **A. Supports**

- Africana Studies: interdisciplinary liberal arts program dedicated to the study of the Black/Diaspora experience (the only graduate department in the state of Florida University System), contributes to the understanding of ethnic and gender diversity as aspects of the human condition”
- English Language Institute (ELI): offers English-language instruction to non-native speakers to prepare them for academic success
- Fellowships for Minority Graduate Students including Graduate Educational Opportunity Grant (GEOG) for African Americans; Latino Graduate Fellowship (LGF); Delores Auzenne Fellowship for U.S. minority citizens; McKnight Doctoral Fellowship for African American doctoral candidates; and the Richard F. Pride Research Fellowship for Minority Educational Opportunities

- Globalization Research Center (GRC): promotes understanding of the dynamics and effects of globalization, with geographic emphasis on Latin America and the Caribbean Region.
- Humanities Institute: provides a “platform for in-depth dialogue about our relationships with each other, the ways in which the past affects the present and our present determines our future, and perhaps most important – how we can contribute to the moral and social progress of our global society”
- School of Aging Studies: strengthens CAS diversity efforts by promoting excellence in aging research, education and service that will improve the lives of older adults and enhance our understanding of aging and health disparities
- Institute on Black Life: CAS faculty contribute to and participate in the programs and activities sponsored by the Institute, including annual conferences and symposium
- Latin American, Caribbean, and Latino Studies: interdisciplinary M.A. program sponsors research and programs that foster awareness and understanding of multicultural issues
- Project Thrust: a university-wide support program that provides services to enhance students’ opportunities to attain their education and career objectives. Utilizing established partnerships with programs, departments and colleges, the program contributes significantly to the University’s commitment to create an

environment of intellectual excellence and a culturally diverse academic community

- Religious Studies: interdisciplinary department with expertise in the scholarly analysis and interpretation of the intersection of religion, ethnicity, nationality, politics, and social identity
- SUS/USF Summer Program designed to attract minority students and help prepare them for a successful undergraduate experience at USF
- Women's Studies: strengthens CAS diversity efforts by teaching, research, and service designed to educate "students about social inequalities that result from sexism, racism, classism, heterosexism, and ethnocentrism"

#### B. Hinders

- Little or no understanding of the diversity issues beyond those dealing with race and gender
- Little or no data on faculty, staff, and students regarding disabilities, sexual orientation, or religion
- Inadequate course offerings in the areas of Asian, American Indian, gay and lesbian studies
- Poor linkages between university-wide programs and initiatives and individual faculty who might be able to contribute to and benefit from such programs

- Limited time and ability for faculty to engage in outreach, recruitment, and mentoring activities necessary to attract and retain minority students
- Limited resources and energy to deal effectively with poor graduation rates of black and Hispanic males

## **VII. Gap Analysis of CAS**

### **A. Where is CAS?**

- A leading force within the university in promoting diversity
- Ahead of the university in the representation of women and minorities in faculty and student body
- Well positioned to build on the strengths of its faculty and the programs and institutes already in place

### **B. Where does CAS want to be?**

- Leading the university and the entire state university system in the promotion of a diverse faculty, staff, and student body
- The driving force behind a top fifty Research I university, known for the high quality of its research, teaching, and service
- Leading the university in the development of a curriculum which embraces and enhances our understanding of diversity
- A center for excellence in research on health disparities, including strong partnerships with faculty in Health Sciences

## PART II

### CLEAR STRATEGIC DIVERSITY PLANNING

#### I. C.L.E.A.R. Goals

##### A. Climate

- Create and sustain an academic environment that is inclusive and respectful
- Broaden the concept of diversity beyond race and gender to include national origins, religious beliefs, physical abilities, age, class, sexual orientation, and ideologies
- Nurture a climate more respectful and tolerant of different religious practices and beliefs during a time of increased religious strife

##### B. Leadership

- Create an administrative structure in the College to implement all the goals of this Strategic Diversity Plan
- Provide opportunities for more women and minorities to fill administrative positions within the college
- Demonstrate a commitment to diversity
- Educate faculty, staff, and students within the college about the values of diversity in higher education

##### C. Excellence

- Develop programs and courses to meet demands from an increasingly diverse student body

- Promote innovative and interactive teaching techniques to meet increasingly diverse learning styles of the students
- Hire more faculty, preferably minorities, capable of meeting the increasing demands placed on the College by the new general education curriculum

#### D. Access

- Increase admissions of minority students to keep pace with changing demographic profile of the state
- Encourage CAS faculty to participate in educational outreach, recruitment, and mentoring programs to serve an increasingly diverse community
- Encourage departments to recruit diverse students through career fairs
- Provide incentives for minorities to pursue academic disciplines in which minorities are currently underrepresented

#### E. Representation

- Develop a Faculty Enrichment Program within the College to increase representation of minority faculty
- Develop a policy for spousal hires
- Increase support to the Junior Faculty group as a means of mentoring all faculty
- Encourage departments to search and hire in fields more likely to attract women and minority candidates

- Facilitate understanding of the non-economic factors that affect the retention of all faculty and staff, especially ones from minority groups

## **II. CAS CLEAR Measurable Objectives**

### **A. Climate**

- Facilitate access to and movement within all buildings to all people with disabilities by installing ramps, automatic doors, and elevators
- Facilitate access by all people with disabilities to the content of all official CAS web sites by adhering to professional design standards
- Create a secure campus for all faculty, staff, and students
- Organize workshops to promote inclusion, respect, and civility
- Regularly survey the climate for students, faculty, and staff
- Review the curriculum to insure that faculty include all issues relevant to diversity in their course offerings

### **B. Leadership**

The College of Arts and Sciences is determined to implement all elements of this Strategic Diversity Plan to achieve the climate, leadership, excellence, access, and representation goals contained therein. Diversity, being an innate part of the human experience and therefore an inherent part of our educational environment, must become a permanent fixture in the administrative ethos and structure of the college. It is not enough to articulate goals and call for changes. The College of Arts and Sciences

will create an appropriate and effective mechanism to implement and sustain all the recommendations of this Strategic Diversity Plan.

Responsibility for implementing the 1996 Diversity Plan was assigned to the Associate Dean for Faculty Development, with the CAS Diversity Committee given the task of coordinating workshops, conducting surveys, and writing annual reports. The unfortunate result was that there was little follow through on the diversity plan. The Associate Dean carries too many other administrative responsibilities and the CAS Diversity Committee is a voluntary faculty committee, not an administrative body. The College of Arts and Sciences will examine the adequacy of existing administrative resources to implement the College's strategic plan and evaluate the need to appoint a Director of Diversity and Special Projects who, if appointed, will work under the direct supervision of and report to the Associate Dean for Faculty Development. If the need to appoint a Director is demonstrated, the Director of Diversity and Special Projects will also interact with the Associate Dean for Graduate and Undergraduate Studies and the Associate Dean for Research and Scholarship to coordinate diversity initiatives. The Director of Diversity and Special Projects will work on other projects as assigned by the Associate Dean for Faculty Development to make Strategic Diversity goals into a reality.

In any case, responsibility for implementing this Strategic Diversity Plan will be assumed by the Associate Dean for Faculty Development or his/her designee. The specific diversity tasks assigned to the Associate Dean/designee will include:

- recruiting, retention, and mentoring of undergraduate students
- recruiting, retention, and mentoring of minority faculty and staff
- organizing diversity workshops
- preparing annual reports
- conducting climate surveys
- assuring affirmative action
- creating opportunities for educational outreach and recruiting
- supervising of the CAS Diversity Committee
- developing of a leadership enhancement program for women and minorities similar to the EXCEL Fellowship Program

C. Excellence

- Satisfy student demand for general education requirements as related to diversity
- Strengthen emphasis programs that are particularly attractive to women and minorities, such as Africana Studies, Latin American and Caribbean Studies, and Women's Studies
- Evaluate the merits of developing new emphasis programs, such as Asian Studies, that will contribute to the diversification of the curriculum, faculty, and student body

- Enhance or support the programs, institutes, and centers that strengthen or complement college diversity initiatives, including Africana Studies, English Language Institute, Globalization Research Center, Humanities Institute, Institute on Black Life, Latin American and Caribbean Studies, Project Thrust, Religious Studies, School of Aging Studies, and Women's Studies

D. Access

- Enroll minorities in CAS at a pace and extent that reflects the demographic profile of the Tampa Bay area and state of Florida
- Increase number of CAS faculty involved in educational outreach and recruitment among minorities in the community
- Develop a CAS mentoring program for "at-risk" students in collaboration with Project Thrust
- Increase graduation rates for minority undergraduate students, particularly black and Hispanic males
- Attract and graduate more minority students in masters and doctoral programs

E. Representation

- CAS strives to increase percentage of female faculty from 42 to 50% by increasing pool of female candidates in all faculty searches
- CAS strives to increase percentage of minority faculty from 20 to 25% by increasing pool of minority candidates in all faculty searches

- Develop post-doctoral fellowship programs as a means of recruiting women and minority faculty
- Address imbalance of women and minorities in instructor level positions through more effective mentoring and hiring practices

### **III. CAS Improvement Targets**

#### **A. Climate**

- Director of Facilities will work toward goal of making all CAS buildings accessible to persons with disabilities
- CAS Webmaster will work with all CAS departments to make the content of all web sites accessible to persons with disabilities
- Associate Dean/designee conducts annual online climate survey of students, faculty, and staff
- CAS Diversity committee periodically reviews curriculum to assess student exposure to multicultural and international perspectives
- Associate Dean/designee organizes appropriate focus groups to monitor implementation of this diversity plan
- CAS Diversity Committee sponsors workshops, lectures, and programs that will contribute to the creation and maintenance of an inclusive and respectful academic environment
- CAS administration, with support from the CAS Diversity Committee, organizes or sponsors programs to facilitate discussions of diversity themes and issues

## B. Leadership

- CAS Dean, Associate Deans, and Chairs clearly and repeatedly articulate the rationale for and value of diversity in all aspects of higher education
- CAS Associate Dean for Faculty Development encourages departments to recruit a diverse applicant pool in all searches
- CAS Associate Dean for Faculty Development monitors all searches to insure compliance with diversity goals
- CAS Associate Dean for Faculty Development determines whether to hire a Director of Diversity and Special Projects
- Associate Dean/designee identifies external sources of funding to achieve CAS diversity goals, particularly improvement of graduation rates for black and Hispanic males
- Associate Dean/designee establishes productive relationship with CAS Diversity Committee to coordinate and monitor all diversity initiatives
- Associate Dean/designee works with departments to insure that women and minorities are adequately represented in all College advisory councils, search committees, and task forces
- Associate Dean/designee develops leadership enhancement program within the College to offer administrative experiences to women and minorities

- Associate Dean/designee provides an annual report on progress toward diversity goals

C. Excellence

- CAS Faculty are recognized and rewarded for teaching, research, and service on diversity themes and issues
- CAS Faculty receive support for developing new courses or refining existing ones to introduce more diversity themes into the curriculum
- Greater recognition among faculty of the different ways in which students learn
- Encourage CAS faculty to develop more innovative and interactive teaching techniques by utilizing existing programs in the Center for 21<sup>st</sup> Century Teaching Excellence
- Encourage and recognize faculty who participate in recruiting and mentoring programs for minority students

D. Access

- Obtain external funding to enhance college and university efforts to engage in educational outreach and recruit among under-represented groups in the community
- More effective collaboration with ENLACE and other groups that reach out to minorities in high schools and community colleges
- More effective collaboration with Project Thrust and other programs to improve graduation and retention rates for all minorities, particularly black and Hispanic males

- Partnerships with business and civic organizations to improve recruitment and retention of minority students
- Partner with business and civic organizations to sponsor diversity programs
- CAS Diversity Committee serve as “think-tank” to assist College in its efforts to serve an increasingly diversified student body

E. Representation

- More rigorous implementation and monitoring of recruitment procedures
- Encourage departments to search in topical or geographical areas that are more likely to yield a greater pool of women and minority candidates
- Associate Dean for Faculty Development develops a Faculty Enrichment Program that provides incentives for departments to recruit and hire women and minorities in tenure track lines
- Associate Dean/designee collaborates with departments to identify and recruit minorities and women
- Associate Dean/designee collaborates with Office of Diversity and Equal Opportunity
- Associate Dean/designee provides guidance and support to departments in all searches
- Associate Dean/designee provides guidance and support to faculty seeking tenure and promotion

- Associate Dean/designee work with the appropriate college committees to consider the possibility of modifying existing tenure and promotion requirements to give faculty more flexibility in stopping the “tenure clock”

#### **IV. CAS Resources Required to Achieve Strategic Diversity Goals**

- Possible new position in the College for a Director of Diversity and Special Projects if such need is demonstrated
- Limited release time for women and minority faculty to participate in leadership enhancement program
- Re-allocation of existing financial resources to provide for spousal and opportunity hires
- Modest monetary resources to sponsor diversity programs and workshops not already offered by the division of Organization Development and Training (ODT) and other organizations
- Recognition in promotion and tenure decisions to faculty who develop innovative and inter-active teaching methods to better serve women and minorities
- Recognition in promotion and tenure decisions to faculty who research and publish on topics traditionally considered “marginal” to mainstream academic concerns
- Recognition in promotion and tenure decisions to faculty who engage in community outreach and service to minority students

- External funding to enhance programs to recruit and retain minority students, such as The Florida-Georgia Louis Stokes Alliance for Minority Participation “Bridge to the Doctorate” fellowship program
- External funding to develop post-doctoral fellowships for women and minorities
- Human resources of USF and the College to identify funding opportunities and prepare grant applications
- Human resources of USF and the College to place CAS diversity statement on all CAS documents
- Human resources of USF and the College to recruit faculty to serve in recruitment and mentoring programs
- Human resources of USF and the College to develop annual report on diversity
- Human resources of USF and the College to monitor implementation of this Strategic Diversity Plan
- Human resources of USF and the College to conduct annual surveys
- Administrative resources to support work of CAS Diversity Committee
- Modest monetary resources to support chair and faculty participation in diversity conferences and workshops
- Human resources of USF and the College to insure minority and female representation on advisory councils and search committees

- Increased sensitivity to the needs and interests of women, minorities, physically disabled, gays, lesbians, and people of different national origins and religious beliefs
- Increased sensitivity on the part of chairs and faculty of the ways in which an increasingly diverse student body challenges the College to develop an increasingly diverse curriculum with innovative teaching methods
- Human resources of USF and the College to work with existing mentoring programs for junior faculty
- Human resources of USF and the College to establish productive relationships with faculty, staff, and student organizations that reflect diversity

## **V. CAS Strategic Plan Timeline**

- A. In the 2004-05 Academic Year CAS will
- Determine whether to hire a Director of Diversity and Special Projects
  - Encourage departments to recruit and hire women and minorities during our current year search plan
  - Monitor existing searches more rigorously to insure compliance with diversity goals and procedures
  - Encourage departments to hire in areas likely to attract women and minority applicants

- Solicit more guidance and support from the CAS Diversity Committee
- Establish or enhance productive relationships with ENLACE, Project Thrust and other organizations and people involved in recruiting and mentoring efforts
- Send Faculty Coordinator for Special Projects to American Association of Colleges and Universities Diversity and Learning Conference, Nashville, Tennessee, October 21-23
- Actively support Junior Faculty group
- Participate in all activities of the Diversity Network
- Identify sources of external funding to support diversity initiatives, particularly recruitment and retention of minority students
- Solicit guidance and support from CAS Diversity Committee, Chairs, and CAS Advisory Council
- Issue an Annual Report on Diversity Affairs

B. In the 2005-06 Academic Year CAS will

- Conduct on-line climate survey
- Benefit from an active and energetic CAS Diversity Committee working closely with the Associate Dean/designee
- Apply for external funding to support diversity initiatives
- Organize diversity workshops and seminars

- Implement a Faculty Enrichment Program that encourages departments to hire more women and minorities by providing financial incentives
- Encourage departments to hire in areas likely to attract women and minorities
- Implement leadership enhancement program to provide administrative experience to women and minorities
- Engage more faculty in educational outreach and recruitment programs
- Recognize and reward faculty for teaching, research, and service on diversity issues
- Inaugurate post-doctoral fellowships for women and minorities

C. In the 2006-07 Academic Year CAS will

- Conduct on-line climate survey
- Review Faculty Enrichment Program and modify incentives if necessary to encourage greater diversity in hiring
- Review leadership enhancement program and continue with necessary modifications
- Issue Annual Report on Minority Affairs
- Obtain external funding in support of diversity initiatives
- Review results of faculty recruitment and retention efforts
- Review results of minority student and recruitment efforts

- Review post-doctoral fellowships and continue with necessary modifications

D. In the 2007-08 Academic Year, CAS will

- Conduct on-line climate survey
- Review Faculty Enrichment Program and modify incentives if necessary to encourage greater diversity in hiring
- Review leadership enhancement program and continue with necessary modifications
- Issue Annual Report on Minority Affairs
- Review results of faculty recruitment and retention efforts
- Review results of minority student and recruitment efforts
- Issue Annual Report on Diversity Affairs
- Review post-doctoral fellowships and continue with necessary modifications

E. In the 2008-09 Academic Year, CAS will

- Reevaluate administrative performance or reconsider the feasibility of appointing a Director of Diversity and Special Projects
- Initiate a review of all Diversity efforts in the fall and complete the survey by spring 2009
- Develop a new Strategic Diversity Plan for 2009-2014
- Issue Annual Report on Diversity Affairs

**VI. CAS Evaluation Process and Sustainability Initiatives to Achieve Goals**

- A. Associate Dean/designee will prepare annual report on Diversity Affairs
- B. CAS Diversity Committee will provide guidance and evaluation of these annual reports
- C. CAS Advisory Council will review annual reports on Diversity Affairs
- D. CAS Chairs Council will review annual reports on Diversity Affairs
- E. Associate Dean/designee and CAS Diversity Committee will review implementation of this Strategic Diversity Plan in the 2008-2009 Academic Year

**VII. Dissemination**

The College will disseminate its 2005 Strategic Diversity Plan as follows:

- A. Hold a special CAS Dean's Advisory Council to highlight and discuss plan
- B. Organize a CAS Diversity Committee to highlight and discuss plan
- C. Distribute plan to all departments and encouraging each department to hold a special meeting to highlight and discuss plan
- D. Provide the plan to Black Faculty and Staff Association, Committee on Black Affairs, USF Latinos Association, Asian Alliance, Status of Women Committee, Committee on Issues of Sexual Orientation and Gender Identity
- E. Provide the plan to any and all interested student groups
- F. Post the entire Strategic Diversity Plan on its website
- G. Including a summary of the Diversity Plan in new faculty orientation packets