Proposal for Policy Change on Campus Climate

Submitted by: Academic Senate Campus Climate Committee
October 21, 2015

Overview

USC's Strategic Vision (2011) indicates an "appreciation of diversity" as a core value. It further contends that the creation of a culture of transformative scholarship is "founded on the strengths of a diverse campus in an urban setting, including a racially, ethnically and intellectually diverse faculty." The document pledges a commitment to "ethical conduct and appropriate transparency," and frames USC's role as leader, not follower in matters of accountability: "Rather than sit on the sidelines as this discussion continues, we will take the lead in doing so ourselves."

It is time for USC to revisit this Strategic Vision, and take stock of our collective appreciation and commitment to diversity, to reassess our strengths *and* identify our weaknesses. Strum et al. claim that there is often "incongruity between institutions' stated mission and their cultural and institutional architecture, which is currently not set up to fulfill that mission." While USC has made many strides, our commitment to accountability means we recognize and must be aware of potential incongruities, and directly address our shortcomings in order to fulfill the rhetoric of USC's mission.

A vast literature from a range of fields including higher education as well as social work, disciplines under the umbrella of American studies, and law have investigated the relevance and imperative role of diversity and inclusion policies in University settings. These studies largely posit that attention to diversity, inclusion, and "full participation" enhance the "legitimacy, levels of engagement, and robustness of higher education institutions" (Strum et al., 2011). Strum et al. further argue that, "the long-term success of diversity, public engagement, and student success initiatives requires that these efforts become more fully integrated and that their larger institutional settings undergo transformation." To that end and following on the heels of many similar studies, universities across the United States have significantly revised their administrative attention and policies around diversity, particularly in the last decade.

USC can rightly boast that it has a fairly diverse undergraduate student body, but we lag behind in the diversity of our graduate students, postdoctoral scholars, and faculty. We have a responsibility to create a more diverse population at all levels (undergraduate students, graduate students, postdoctoral scholars, faculty, and staff), and to ensure that we have a campus of tolerance and inclusivity. For students, in particular, diversity enriches educational experience and prepares them for leadership roles in an increasingly complex and multicultural society. For faculty, diversity enhances the quality of scholarship by permitting our arguments to avoid conceptual blind spots through vetting with colleagues from different perspectives, while increasing the impact of our scholarship by helping keep pace with a world constantly growing more heterogeneous. And a diverse staff can better appreciate the needs and demands of diverse students and instructors.

45 <u>Comparative Assessment of Top Tier Universities</u>
46 Top tier universities have approached campus climate and diversity priorities from different
47 perspectives. However, a survey of websites from a number of top tier universities (see
48 appendix) indicates a strong and consistent commitment to diversity through:
49
50 • A dedicated diversity office and administrator within the Provost office
51 • Transparency around demographic data in relation to race/ethnicity and gender for
52 students, faculty and staff
53 • Initiatives indicating financial and programmatic dedication to diversity
54
55 Many schools including the UC system, Harvard, Stanford, and Cornell have conducted campus-
56 wide, faculty and/or student climate surveys. Other institutions have gathered and publicly
57 shared institutional data presumably based on internal assessments.
58
59 <u>Recommendations</u>
60 Based on this comparative assessment of top tier and peer universities, the USC Academic
61 Senate Campus Climate recommends that USC follow the lead of these other institutions in order
62 to:
63 • Create a Provost-level, University-wide position centered on diversity policies and
64 initiatives with a charge and public commitment toward creating, maintaining, and
65 continually accounting for a climate of tolerance, inclusivity, and full participation. This
66 charge should include race/ethnicity, gender, sexuality, as well as first generation and
67 low-income students
68 • Accrue and publicly share data in order to assess USC's standing on diversity and
69 inclusion
70 • Distribute a campus climate survey that establishes quantitative and qualitative baseline
71 data in order to set benchmarks to assess our progress over time for diversity, inclusivity,
72 and level of participation among students, faculty, and staff
73 • Promote existing, and create new, initiatives, programs, and policies that prioritize
74 diversity and inclusion including
75 o Commitment to recruitment and retention of diverse faculty, expanding on, and
76 holding departments accountable for, "casting the net widely"
77 o Commitment, recruitment, and financial support (fellowships) for diverse
78 students, especially graduate students
79 o Commitment to broad-based diversity postdoctoral program
80 • Create a campus police commission (made of faculty, students, staff) to assess campus
81 safety and profiling issues as they arise
82 • Institute increased diversity/cultural competency education and training for students
83 (especially for first year students, faculty, and staff)
84 • Reinstitute a diversity course general education requirement for undergraduate students
85 • Increase support (funding and space) for USC's cultural resource centers
86
87 While some of these recommendations are already echoed in USC's Strategic Vision and even its
88 policies, it is the view of this committee that more assessment and oversight of the implementation
89 and efficacy of existing policies is needed. A Provost-level diversity officer would be charged with
90 regular assessment and accountability of University policies and practices. Such a position would
91 also help to stem the siloed and fragmented nature of diversity initiatives across the University.

92 <u>Citations</u>
93
94 "USC Strategic Vision: Matching Deeds to Ambition," Adopted by the Board of Trustees,
95 December 7, 2011.
96
97 Strum, Susan; Eatman, Timothy; Saltmarch, John; and Bush, Adam, "Full Participation: Building
98 the Architecture for Diversity and Community Engagement in Higher Education" (2011).
99 *Imagining America*. Paper 17.
100 http://surface.syr.edu/cgi/viewcontent.cgi?article=1001&context=ia
101
102
103

104 **<u>Appendix: Comparative Assessment of Top Tier Universities</u>**
105
106 The following appendix offers brief one-page snapshots of 15 top tier universities as a point of
107 comparison around diversity and climate efforts including:
108
109 • Office/administrative unit directing and overseeing diversity and climate initiatives and
110   resources
111 • Mission of diversity/climate office(s)
112 • Data provided for public consumption on University websites (often accrued from reports
113   and surveys done by University or outside entities hired by University)
114 • Funding allocated to diversity (where this information is available)
115 • Specific initiatives, programs and recommendations
116
117 The information in this appendix was collected exclusively from information and data on the
118 respective University websites. Further inquiry into specific University surveys and reports will
119 yield information on the metrics and measures used by select universities that seek to evaluate
120 the value and efficacy of their policies over time. This further research could help us assess best
121 practices for measurement and evaluation.
122

123
124 **Appendix: Comparative Assessment of Top Tier Universities cont.**
125
126 **Columbia University** http://academicplanning.columbia.edu/
127
128 **Office:**
129 Office of the Vice Provost for Faculty Diversity and Inclusion (est. 2014; previously Vice
130 Provost for Diversity Initiatives, est. 2004)
131
132 **Mission:**
133 • Increase diversity in workforce, student body, and educational programs.
134 • Facilitate faculty development, diversity, and planning initiatives with an emphasis on
135 creating a welcoming and inclusive climate at the University.
136 • Serve as resource to Schools and Departments on programs to enhance Columbia as a
137 welcoming, supportive, and inclusive academic community.
138 • Support the establishment of data-driven plans to identify where initiatives are needed to
139 improve faculty recruitment, development, and retention, and to track progress.
140 • Create programs, in collaboration with Columbia's academic and administrative units, to
141 promote faculty development and success.
142 • (The Office extends the diversity mission of the Office of the Vice Provost for Academic
143 Planning.)
144
145 **Data (and transparency):**
146 • Statistical abstract available here from Fall 2014
147   o Student Enrollment Statistics
148   o Employment (Faculty, Staff & Administration)
149
150 **Funding:**
151 • $15 million (2005) for recruitment campaign to attract outstanding underrepresented minority
152 and female scholars to the Arts and Sciences faculty, address the work-life issues of an
153 increasingly diverse faculty, foster an institutional climate to enhance the recruitment and
154 retention of faculty, and encourage broad discussion of these issues across the University.
155 • $5 million (2007-09): devoted to faculty recruitments in the natural sciences in the Arts and
156 Sciences
157 • $30 million (2012): enhance the diversity of its faculty through the recruitment of
158 outstanding female and underrepresented minority scholars to more closely reflect the
159 composition of the national pool of qualified candidates.
160 • $33 million (2014): to support faculty recruiting, pipeline building, and climate initiatives.
161
162 **Initiatives/Recommendations**
163 • Diversity Education & Training (e.g. Under1Roof , CU Safe Zone, ROOTEd)
164 • Facilities at Columbia University: Minority, Women or Locally-owned Business Initiatives
165 • Commission on the Status of Women
166
167

168 **Stanford**   https://facultydevelopment.stanford.edu/
169
170 **Office:**
171 Vice Provost for Faculty Development and Diversity
172 Current Search for: Senior Associate Vice Provost for Institutional Equity and Inclusion
173
174 **Mission:**
175 • Facilitate initiatives supporting faculty diversity
176 • Assist in faculty recruitment and retention efforts to ensure that Stanford has an excellent and
177   diverse faculty
178 • Work with deans, chairs and search committees with outreach efforts in developing talented
179   and diverse applicant pools, and serves as a central resource for all faculty recruits and newly
180   hired faculty in their transition to the Stanford community
181 • Support Diversity Cabinet, est. 2005, ensures goal of building a diverse faculty, staff and
182   student body. The cabinet meets monthly during the academic year
183
184 **Data (transparency):**
185 • Office compiles annual reports of faculty demographic profile. Summary data are available
186   from 2011, 2013, 2014 on website, including composition by gender as well as race and
187   ethnicity. Reports are available here.
188 • Office also facilitates the evaluation of university-wide faculty development, equity and
189   quality of life through survey and interview studies. These studies include (but are not
190   limited to) gender, race and ethnicity.
191
192 **Initiatives:**
193 • Faculty Development Initiative (FDI): goal to recruit 10 new faculty for the Center for
194   Comparative Studies in Race and Ethnicity (CCSRE) More info under recruitment programs
195 • Professional Development Programs: Counseling and mentoring, workshops, orientation,
196   preparing for tenure, etc.
197   o Faculty Success Program: a virtual bootcamp that has coached hundreds of
198   participants on strategies to manage the multitude of demands on their time, increase
199   their productivity, and help them develop new skills to thrive in academia; partnered
200   with the NCFDD
201   o Faculty Women's Forum (FWF) provides information and organizes events to
202   promote the success of women faculty at Stanford, with opportunities for women
203   faculty across the University to discuss shared interests and concerns.
204   o WISE Ventures serves as a catalyst connecting research, resources, and innovation to
205   increase the success of women and advance equity in science, engineering, and
206   mathematics fields, across the Stanford community.
207
208 **Funding:**
209 • Carious faculty recruitment funds (unspecified amounts)
210 • Pipeline Project, part of the Stanford Campus Diversity Initiative funded by a grant from the
211   James W. Irvine Foundation
212 • Faculty Incentive Fund: make it possible for departments and schools to make incremental
213   appointments of qualified individuals who would bring diversity to the faculty;
214

215   Stanford cont.
216
217   • Gabilan Provost's Discretionary Fund: for the recruitment and retention of faculty in the
218   sciences and engineering, particularly women faculty.
219
220

221 **Cornell University**   http://diversity.cornell.edu/diversity-at-cornell
222
223 **Office/Administrative Body:**
224 • Associate Vice Provost for Faculty Development and Diversity, Academic Affairs
225 • Associate Vice Provost for Academic Diversity, Undergraduate Education
226
227 **Mission:**
228 • Diversity Council: Support the president and provosts in providing the overall vision and
229   framework for the university's achievement of strategic goals focused on faculty, staff, and
230   student diversity, reflecting the aspirations of the university as expressed in strategic plan
231 • Office of Faculty Development and Diversity: The Office of Faculty Development &
232   Diversity (OFDD), provides a range of resources, training and support for deans, department
233   chairs and individual faculty members in the areas of faculty development and diversity.
234   OFDD works with deans, chairs and search committees to improve recruitment and retention
235   practices and to increase diversity in faculty hiring. It provides guidance to the academic
236   leadership and to individual faculty members on mentoring and the tenure and promotion
237   processes. OFDD offers a variety of professional development programming and grants
238   opportunities for faculty.
239 • Office of Academic Diversity Initiatives: The Office of Academic Diversity Initiatives-
240   OADI-is focused on inclusion and achievement across the Cornell campus so students of all
241   backgrounds excel at their academic goals. OADI programs especially support low-income
242   students, those who are the first in their families to achieve a college degree, and under-
243   represented students of color.
244 • Office of Inclusion and Student Engagement: The Office of Inclusion and Student
245   Engagement (OISE) is part of the Graduate School's mission to provide an inclusive and
246   holistic approach to graduate and professional student and postdoctoral scholar success.
247   OISE supports student success through recruitment, diversity fellowships, professional
248   development programming and ongoing support. Postdocs receive additional support directly
249   through the Office of Postdoctoral Studies.
250
251 **Data (transparency):**
252 • Diversity and Inclusion Report (2014):
253   o Composition Dashboard (Students, Faculty, and Staff)
254   o Achievement Dashboard
255   o Engagement Dashboard
256   o Inclusion Dashboard
257 • The Climate for Diversity at Cornell University: Student Experiences (March 2014)
258 • Report evaluating attrition recommend retention strategies for Black male undergraduates
259   (2013)
260
261 **Initiatives/ Recommendations:**
262 • Faculty Institute for Diversity
263 • Diversity in Scholarship & Engagement Symposium
264 • Toward New Destinations: diversity framework requiring each college and administrative
265   unit to annually identify diversity initiatives. See rubric for measuring tools.
266
267

268 **Harvard University** http://diversity.harvard.edu/ and http://www.faculty.harvard.edu/
269
270 **Office:**
271 Senior Vice Provost for Faculty Development & Diversity
272
273 **Mission/Vision:**
274 • Mission: "... lead a sustained University-wide effort and…develop, coordinate, and advance
275   inclusive excellence, diversity, and equal opportunity (EO) initiatives, programs and policies
276   at Harvard University…"
277 • Strategic Foci:
278   1. Best Practices, Data Collection, Benchmarking & Strategic Implementation
279   2. Partnerships – Recruitment, Retention, Research & Sustainability
280   3. Leadership Development, Innovation & Outreach
281   4. Compliance, Accessibility, Equity & Training
282
283 **Data (transparency):**
283 • Faculty numbers by school and by gender, race and ethnicity and ladder. Full report here
284 • 2013 Climate Survey (broad survey including data on gender, race and ethnicity)
285 • Snapshot of gender and race/ethnicity among faculty here
286 • Admissions data
287
288 **Funding:**
289 • Diversity Research Grants
290
291 **Initiatives:**
292 • Fellowship Program: for historically underrepresented groups
293 • Faculty Development and Diversity Task Force (2009) and its Recommendations (2013)
294 • Report of the Task Force on Women Faculty and Outline of Recommendations (2005)
295 • The Women's Leadership Forum (leadership development program)
296 • The Hutchins Center for African and African American Research sponsors visiting fellows,
297   art exhibitions, publications, research projects, archives, readings, conferences, and new
298   media initiatives tied to African and African American research. Click here for 2015 report.
299 • The Harvard College Office of BGLTQ Student Life
300 • The Harvard College Women's Center supported by meeting space, resources, programs and
301   services.
302 • The Harvard Gender and Sexuality Caucus (HGSC)
303 • The Office of Sexual Assault Prevention and Response (OSAPR) confidential support,
304   information, and resource referrals to survivors of sexual violence.
305 • Harvard Foundation for Intercultural and Race Relations: includes advising program, hosts
306   conferences and events, sponsors annual humanitarian award, facilitates discussions,
307   workshops, and training, produces a bi-annual journal (click here for archives)
308

309   **Princeton**   http://inclusive.princeton.edu/
310
311   **Office/Administration:**
312   Vice Provost for Institutional Equity & Diversity; Trustee Ad Hoc Committee on Diversity (est.
313   2012)
314
315   **Mission:**
316   Develop an effective strategy for creating a broadly diverse community throughout the
317   University
318
319   **Data (transparency):**
320   • 2013 Report by Trustee Ad Hoc Committee on Diversity includes race/ethnicity and gender
321   demographic trends among students, staff, faculty; includes population specific
322   recommendations
323   • Demographic data on student, faculty and staff
324
325   **Funding**
326   Various funding opportunities recommended in the 2013 report, specifically resources for
327   dedicated staff as needed, databases, tracking systems, training, feedback mechanisms, case
328   studies, templates, and seed funds to encourage new departmental efforts
329
330   **Initiatives**
331   • Council of the Princeton University Community (CPUC) special task force on diversity,
332   equity and inclusion
333   • Diversity strategic plans: University departments craft multiyear strategic diversity plan for
334   recruiting and retention with centralized financial and administrative support
335   • Admission and hiring: the University has established its own admission and hiring policies to
336   ensure equal access to all groups.
337   • Academic preparedness: development of programs that support low-income, racial minority,
338   and first-generation college students' entry into the academic pipeline.
339   ▪ Multicultural academic offerings
340   ▪ Training: various offices offer training related to topics such as diversity and inclusion,
341   hiring, harassment, and allyship. The Advocate & Learn section of this website provides a
342   sampling of on-campus and online trainings available.
343   ▪ Networks for connecting. A number of offices and groups around campus offer ways to find
344   community with people who are like you and those who are different from you.
345   ▪ Celebrations and awards. A number of annual campus celebrations and awards recognize the
346   multicultural makeup of the University and reward efforts to diversify the community.

347   **Recommendations:**
348   Diversity best practices for different populations (including faculty, students). See Section F
349
350

351

352 **Brown University**   http://www.brown.edu/about/administration/institutional-diversity/
353
354 **Office:**
355 Office of the President: Vice President for Academic Development, Diversity and Inclusion
356
357 **Mission:**
358 "manage the programs that foster diversity and report on the university's success in creating and
359 supporting initiatives."
360
361 **Data (transparency):**
362 • Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct
363   (2015)
364 • Summary of Campus Climate Survey, data tables, and webpage
365 • Department of Public Safety Data Reports
366
367 **Funding:**
368   • Funding provided for Third World Center Strategic Plan
369   • Office of the Vice President for Research
370
371 **Initiatives:**
372 • Transformative Conversations: provide opportunities and spaces to engage respectfully and
373   thoughtfully with each other across our differences.
374 • Support Centers:
375   ○ The LGBTQ Center
376 • Brown Center for Students of Color including The Student Advisory Board (SAB), The
377   Third World Transition Program, Minority Peer Counselor Program ,ALANA Mentoring
378   Program, Heritage Series , Social Justice Peer Education Program
379 • Advisory Council on Diversity "shall consider long-term policy and planning issues, strategic
380   directions, and efficacy of implementation concerning issues of diversity and programs and
381   practices that promote diversity, inclusion, and fair treatment of all members of the
382   community, in keeping with the mission of the University."
383 • Diversity Advisory Board
384 • Alumni Affinity Groups
385 • faculty diversity
386 • Department of Public Safety Sexual Assault Page and Police Accountability and Oversight
387   Page
388 • Public Safety Oversight Committee prepare an annual report for the Chief of Police and the
389   Executive Vice President of Planning & Policy, containing an account of DPS complaint
390   activity for the preceding year, and making policy recommendations where necessary and
391   appropriate.
392

393
394   **Yale**   http://provost.yale.edu/faculty-development-and-diversity

395   **Office:**
396   Deputy Provost for Faculty Development; Diversity and Diversity and Inclusion Office
397
398   **Mission:**
399   Yale is committed to providing an environment in which all members of the academic
400   community can grow and flourish as scholars. To do this, it is imperative for Yale not only to
401   attract persons who bring diversity, but to avoid discouraging and losing underrepresented
402   minorities, women, and others who contribute to faculty diversity. We acknowledge that failure
403   to do so places a large tax on the possibilities for excellence at Yale.
404
405   **Diversity and Inclusion Office:**
406   Diversity & Inclusion collaborates with departments and individuals across the Yale campus to
407   promote a respectful, accessible and inclusive community for all Yale employees. This office
408   specifically works to strengthen diversity recruitment efforts, develop our internal talent,
409   enhance mentoring programs, offer diversity education opportunities for all members of the Yale
410   community, develop a system of metrics to track and assess progress, develop strategies to
411   communicate and publicize Yale's diversity milestones.
412
413   **Data (transparency):**
414   Yale Diversity Summit Report (2014) includes faculty data by race/ethnicity and data indicating
415   race and gender of Presidential Cabinet; also includes a list of recommendations (report is
416   product of Diversity Summit)
417
418   Women Faculty Forum Report 2005-06: support scholarship on gender and scholarship about
419   and by women across the University, foster gender equity throughout the University, and
420   promote collegiality and networking among faculty, students, administration, and graduates of
421   the University. WFF Report 2006-7
422
423   **Initiatives**
424   Women Faculty Forum: foster gender equity through policy initiatives, research, and innovative
425   programs.
426
427

428
429 **University of Pennsylvania** http://diversity.upenn.edu/diversity_at_penn/reports/
430
431 **Office:**
432 (no specific office, but highlighted Diversity at Penn tab on main site)
433
434 **Mission/Vision:**
435 President's statement: "Penn's commitment to achieving eminence through diversity is ultimately
436 a commitment to creating a more vibrant university so that our graduates will be both stimulated
437 and empowered to shape a better world."
438
439 **Data:**
440 • Action Plan for Faculty Diversity and Excellence (2014): includes data on gender and
441   minority status (not broken down) of faculty as well as recommendations
442 • Progress Report on Minority Equity (2013): includes data by specific race/ethnicity and
443   faculty position as well as data on faculty recruitments and departures; includes comparative
444   charts with minority faculty at peer institutions
445
446 **Funding:**
447 • Diversity Grants The Fund (2011) for interdisciplinary projects of University faculty on
448   topics relating to equity, inclusion and diversity
449 • RISE Initiative more than $350 million over the past decade to promote racial equity and
450   improve pathways to opportunity for vulnerable and disadvantaged people in the United
451   States.
452
453 **Initiatives/Recommendations**
454 • Penn Equity Institutes focus on opportunities and challenges pertaining to equity, diversity,
455   assessment, accountability, leadership, organizational change, and learning.
456 • Center for the Study of Race and Equity in Education: unites scholars from Penn GSE and
457   other academic disciplines across the University who research race, racism, campus climates,
458   and topics pertaining to equity in education. Principally, the Center aims to publish cutting-
459   edge implications for education policy and practice.
460

461   **UC System**
462
463   **Office:**
464   University of California President's Advisory Council on Campus Climate, Culture, and
465   Inclusion
466
467   **Data**
468   Campus Climate Study (includes individual reports from all UC schools as well as system wide
469   UC assessment (2014) with data on a range of identity categories including gender,
470   race/ethnicity, religion, disability, sexual identity, citizenship
471
472   The UC System-wide Advisory Committee on the Status of Women 2010 Annual Report.
473
474
475

476   **Information on specific UC campuses below:**
477
478   **UCSD**   http://diversity.ucsd.edu
479
480   **Office:** Vice Chancellor for Equity, Diversity, and Inclusion
481
482   **Mission:**
483   As the campus leader for the advancement of equity, diversity, and inclusion, we strive to initiate
484   programs and provide resources that increase understanding and awareness of social justice,
485   remove barriers for historically underrepresented groups, improve cross-cultural relations, and
486   contribute to a campus climate that is safe and welcoming to all.
487
488   **Data:**
489   UCSD Campus Climate Survey Results (2014)
490   Diversity Council Annual Report 1998-99
491
492   **Initiatives:**
493   Equity Diversity and Inclusion Unit Plan
494   EDI Inclusive Excellence Speaker Series: The goal of the EDI Inclusive Excellence Speaker
495   Series is to seed transformative conversations and resulting actions that drive change towards a
496   more inclusive and welcoming campus environment for all.
497

498

499   **UC Irvine**   http://uci.edu/diversity/

500   **Office:**
501   Chancellor, Equity, Diversity and Inclusion; Vice Provost for Academic Equity, Diversity &
502   Inclusion

503   **Mission:**
504   To monitor and assess the campus climate and make recommendations to campus leadership for
505   further improvement consistent with our values; To be an active and trusted inclusionary body
506   that connects with members of our community. Specific goals include
507   • Strengthening campus climate of respect, civility and mutual appreciation.
508   • Fostering community building and engagement through inclusion.
509   • Facilitating constructive discussion and acting as a conduit to action for individuals and
510   groups to promote inclusiveness among the campus community.
511   • Generating innovative thinking and offering solutions to assist in the resolution of
512   campus climate issues.
513   • Promoting the identification and sharing of best practices that promote diversity and
514   tolerance.
515   • Acting as a resource for collecting information on campus climate.
516   • Reinforcing campus resources that serve as venues for campus community members to
517   air their thoughts, opinions and ideas.
518   • Creating an inventory of campus climate data and developing metrics to aid confident
519   decision-making.
520
521   **Data/Transparency:**
522   • Campus Climate Surveys (2009-present)
523   • Campus Wide Reports on hires/headcounts by rank, gender and ethnicity/race from 2011-
524   present.
525   • Campus-Wide Analysis of Median Faculty Salaries by Gender and Ethnicity at UCI 1998-
526   2008.
527   • UCI Pay Equity Studies
528
529   **Funding**
530   2011, the U.S. Department of Education awarded the Graduate Division a grant for the
531   Improvement of Post Secondary Education (FIPSE) to increase the participation and degree
532   completion of underrepresented racial and ethnic minorities as well as women in campus
533   doctoral programs.
534
535   **Initiatives/Recommendations/Programs:**
536   • Dependent Care Travel Awards
537   • Spirit Grants for Inclusive Excellence
538   • Career Development Grants
539   • UCI Chancellor's ADVANCE Postdoctoral Fellowship Program
540   • Diversity Opportunities Web Portal
541   • Diversity Opportunities Page connects faculty with the wide range of offices, programs and
542   initiatives that promote equity, diversity and inclusion.
543

544   **UC Berkeley**   http://diversity.berkeley.edu/

545

546   **Office Administrative Position/Title:**

547   Vice Chancellor for Equity & Inclusion (see chart)

548

549   **Data/Transparency:**

550   • Diversity Snapshot including additional Undergrad, Faculty, and Staff campus climate

551   snapshots.

552   • Demographic Dashboards

553   • Progress Reports, including Expanded Pathways for Access and Success for undergraduates,

554   transfer students, graduate students and faculty

555

556   **Funding:**

557   • Support Diversity charitable contributions

558   • Innovation Grants funded by the Evelyn and Walter Haas, Jr. Fund, are available to students,

559   faculty, and staff, and are meant to encourage new and sustainable projects to promote

560   equity, inclusion, and diversity at UC Berkeley campus.

561

562   **Initiatives/Recommendations:**

563   • Diversity E-News Archive

564   • Task Forces: including Chancellor's Task Force on Multicultural Student Development and

565   Chancellor's Task Force on Undocumented Members of the On-campus Community

566   • Innovation Grants 2014-2015 Projects

567   • Pathway to Excellence (Strategic Plan)-

568   • Development Programs for African American Student Development, Asian Pacific American

569   Student Development , Chicano Latino Student Development, Native American Student

570   Development

571   • Resource Centers:

572   o Faculty Resources and Staff Conferences/Events

573   o STEM Center for undergrad diversity

574   o Gender Equity Resource Center

575   • Scholarship/Outreach: including McNair Scholars Program, Center for Educational

576   Partnerships, Educational Opportunity Program

577   • Haas Institute for a Fair and Inclusive Society: identify and eliminate barriers to an inclusive,

578   just, and sustainable society and to create transformative change toward a more equitable

579   nation.

580   • Multicultural Community Center   a physical space for the critical study and practice of

581   multiculturalism and to foster a welcoming, inclusive space for students from different

582   cultures.

583   • Undocumented Student Program: provides academic, legal, and community resources to

584   undocumented undergraduates at UCB.

585   • 2015-2016 Staff Affirmative Action Plan

586

587

588   **UCLA**   https://diversity.ucla.edu/
589
590   **Office Administrative Position/Title**
591   Vice Chancellor for Equity, Diversity, and Inclusion
592
593   **Data/Transparency:**
594   • Campus Climate Report
595   • Faculty Diversity Report
596   • Study Group on University Diversity: Overview Report to the Regents (2007)
597   • Report on Faculty Diversity in the Health Sciences (2008)

598
599   **Funding:**
600   • UCLA Law Diversity Funding
601   • Diversity Research Initiative- Includes research grants.
602   • 2013-14 The Office of Diversity and Faculty Development in partnership with the Institute of
603   American Cultures is offering funding during the 2013-14 academic year to support new
604   collaborative activities that broaden the scope of ethnic studies at UCLA.
605
606   **Initiatives/Recommendations:**
607   • UCLA Lesbian Gay Bisexual Transgender Campus Resource Center
608   • Diversity Research Initiative
609   • LGBT Resource Center
610   • Graduate Student Affinity Groups
611
612
613

614

615   **NYU**   http://www.nyu.edu/life/diversity-nyu.html
616
617   **Office:**
618   •   Vice Provost for Faculty, Arts, Humanities and Diversity
619   •   Assistant Vice Provost, Diversity Initiatives
620   •   Associate Vice Provost for Diversity Initiatives
621
622   **Data:**
623   •   Demographic data via infographics from the Office of Institutional Research and Program
624   Evaluation using 2013-2014 Fall Enrollment and Employee Demographic Data from 2013.
625   •   Report on Faculty & Student Diversity
626
627   **Initiatives:**
628   •   Mentoring program for diverse faculty
629   •   Postdoctoral and Transition Program for Academic Diversity
630   •   Special Council on Faculty Diversity
631   •   MLK Jr. Scholars Program
632   •   NYU Opportunity Programs
633   •   Diverse and Inclusive Virtual Environment (DIVE)
634   •   Focus Mentorship Program
635   •   New York State The Arthur O. Eve Higher Education Opportunity Program
636   •   Intergroup Dialogue Course
637   •   -ISM Project
638   •   Administrators Cultural Training Institute
639   •   Diversity Zone (Part of a group of workshops that teach people cultural awareness)
640   •   LSAT Prep Course: to increase the number of diverse applicants who score in the top
641   percentiles of the LSAT.
642
643   **Facilities**
644   •   Center for Multicultural Education and Programs
645   •   NYU Africa House
646   •   LGBTQ Student Center
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651 **MIT**   http://diversity.mit.edu

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653 **Office:**
654 Institute Community and Equity Officer (Provost cabinet)

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656 **Mission:**
657 Advancing a respectful and caring community that embraces diversity and empowers everyone
658 to learn and do their best at MIT.

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660 **Data:**
661 • Extensive reports from ICEO including:
662   o Advancing a Respectful and Caring Community (2015), based on Diversity Summit
663   o Institute Diversity Summit Report (2012)
664   o A Report on the Status of Women Faculty in the Schools of Science and Engineering
665   at MIT, (2011)
666   o Report on the Initiative for Faculty Race and Diversity (2010)
667 • Diversity Timeline Project: includes information about diverse constituency groups in the
668   form of in-progress timelines highlighting milestones and significant events.
669 • 2009 Accreditation Report: Institutional Self-study

670
671 **Funding:**
672 Committee on Race and Diversity (CRD) Grants: funding to offset the cost of events/programs
673 that support diversity

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675 **Initiatives:**
676 MLK Programs: Visiting Professors and scholars program, MLK leadership awards, IAP design
677 seminar, etc.
678 Multicultural Resources including:
679   • Adaptive Technology Information Center
680   • Black Student Union 50-105
681   • Committee on Campus Race and Diversity
682   • Council on Staff Diversity and Inclusion
683   • Employee Resource Groups (ERGs)
684   • Latino Cultural Center
685   • Lesbian/Bisexual/Gay/Transgender (LBGT@MIT)
686   • Multicultural Conference (MC^2) – February 2016
687   • Office of Minority Education (OME)
688   • Office of Multicultural Programs (OMP)
689   • Rainbow Lounge
690   • Women at MIT and Women's League

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695   **John Hopkins**   http://web.jhu.edu/dlc

696   **Office:**
697   Diversity Leadership Council
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699   **Mission:**
700   • Recommend and promote policies, programs and other initiatives that will attract and retain a
701   diverse mix of faculty, staff and students
702   • Examine formal and informal structures and processes that inhibit Johns Hopkins Institutions
703   from being more inclusive and recommend changes that foster greater inclusion
704   • Promote and support diversity awareness education campus-wide
705   • Support the personal growth and development of all individuals in the University
706   • Establish a liaison with Baltimore community leaders to encourage greater community
707   involvement by various divisions of the Johns Hopkins Institutions
708   • (Also see JHI Statement on Diversity and Inclusion)
709
710   **Data:**
711   • Diversity Leadership Council Annual Reports (from 2011-2015)
712   • Past Climate Surveys: (2007, 2009, 2010)
713   • Final Committee Reports (2014-15) on
714   • Faculty Recruitment and Development
715   • Family Support
716   • First Generation College Students
717   • Gender Identity and Expression
718   • STEM Pipeline
719
720   **Initiatives:**
721   • Strategies for Successfully Recruiting a Diverse Faculty (2009)
722   • Diversity Innovation Grants
723   • The Many Faces of Hopkins: Diversity Spotlight Series
724   • Photo Bank of John Hopkins Individuals with Visible Disabilities
725   • Recommendations and Proposals including
726   • Family Support Recommendations (2014)
727   • Faculty Recruitment Recommendations (2014)
728   • Latino Alliance Proposal (2013)
729   • LGBT Resource Center Proposal (2012)
730   • Community Partnerships Recommendations (2011)
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