



**TRANSFORMING THE UNIVERSITY OF ARIZONA INTO AN INCLUSIVE EXCELLENCE  
UNIVERSITY FOR THE 21<sup>ST</sup> CENTURY:**

**A Guidebook for Implementing and Practicing Inclusive  
Excellence**

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One of the major challenges that colleges and universities continue to face is the conceptualization and practice of diversity and all the dimensions associated with the concept. In the past, diversity has often been approached as a problem to be solved. Additionally, colleges and universities that possess a tremendous amount of diversity rarely take advantage of the benefits associated with diverse groups. Other colleges and universities attempt to increase diversity without thinking about improving the campus climate. Still others are attentive to diversity, but not inclusiveness.

The Association of American Colleges and Universities has addressed the issues outlined above by introducing the concept of Inclusive Excellence (I.E.) which conceptualizes campus diversity in a new way. The concept is more compatible with the realities of the 21<sup>st</sup> century and the educational, cultural, political, and social pressures facing institutions of higher learning.

**What is Inclusive Excellence?**

The concept of Inclusive Excellence:

- a) moves a university away from a simplistic definition of diversity and toward a more inclusive, comprehensive, and omnipresent notion of inclusiveness in which diversity includes (but is not limited to) disability status, gender identity and expression, sexual orientation, age, religion, race/ethnicity, color, nationality, citizenship status, veteran status, and other important social dimensions;
- b) melds inclusiveness and academic excellence into one concept (to be excellent, we must be inclusive);
- c) shifts the responsibility for diversity and inclusiveness to everyone on campus as opposed to one unit or department shouldering the responsibility;
- d) moves an institution away from conceptualizing diversity only in terms of a numerical goal of diverse constituents and broadens it to include multicultural perspectives, experiences, worldviews, cultures, and other gifts and talents;
- e) focuses on the structural cultural transformation of a university into a community that embeds diversity and inclusiveness throughout the institution, including (but not limited to) demographics, facilities, curriculum, policies, enrollment, pedagogies, financial resources, fund raising, leadership, trainings, clubs & organizations, events, retention, student learning, marketing, technology, student advising, athletics, campus climate, communications, administration, recruitment, retention, graduation, hiring, promotion and tenure, assessments, institutional advancement, and evaluations.

In sum, Inclusive Excellence is a strategy for transforming the UA into an institution that conceptualizes inclusiveness and excellence as one in the same, makes inclusiveness ubiquitous, assigns responsibility for inclusiveness to everyone on campus, and utilizes a broad definition of diversity.

In pursuit of a multiplicity of educational and social outcomes, an inclusive institution capitalizes on the varied rich backgrounds, perspectives, talents, and cultures that diverse individuals and groups bring. Such colleges and universities advance social progress among the communities they serve and also promote inclusive working learning for all. Stated differently, I.E. institutions perceive diversity and inclusiveness as resources that offer tremendous benefits and work towards cultivating, utilizing, and embedding the concepts in all areas of the institution. Ultimately, I.E. is about all employees and students, how they work and learn, and their exposure to diverse learning outcomes and interacting with diverse people. It prepares all of UA's students for living, studying, and working in an increasingly diverse society.

There has been much accomplished at the UA in the past: programs, projects, celebrations and other initiatives. Inclusive Excellence will take us to the next level by systematically embedding and practicing diversity and inclusiveness into all aspects of the institution. Transforming the culture will require time, sustained effort, resources, and creativity from vice presidents, deans, directors, heads, diversity committees, and many others who serve in leadership positions. However, we will experience changes and improvements over time.

This guidebook is a step-by-step “how to” approach to implementing and practicing Inclusive Excellence. Given that each unit is different, this document is simply a guide and its contents are not a requirement. The document can be modified to fit each unit. For example, a dean may choose to approach implementing and embedding I.E. using a completely different innovative approach. In Step I, we suggest forming an I.E. committee. However, in some units, a committee may not be appropriate, and the unit may want to develop an implementation mechanism appropriate to their structure.

### **STEP I: Organizing an Inclusive Excellence Committee**

The initial step is to organize an Inclusive Excellence Committee at the college- or unit-level that will undertake the work of implementation. This committee will report to the top-level administrator (e.g., dean, director) on progress or issues regarding the implementation and practice of I.E. The goal should be to have a diverse committee. Gender, disability, race, ethnicity, sexual orientation and other social dimensions should be considered. Also, the committee should have faculty, staff, and students who will undoubtedly bring different perspectives.

Top-level administrators need to convey that the committee's work is important. Moreover, the committee needs to know the expectations and goals of the administrator in charge. One expectation is that the committee will produce change throughout the unit by recommending and overseeing the implementation of action items.

## **STEP II: Utilizing the Guidebook**

The next step is to begin using the guidebook to undertake a thorough review of the unit. Some categories may not be applicable to some units. For example, a curriculum review may be appropriate for an academic unit, but not for an administrative unit. Implementing I.E. and embedding inclusiveness is not a short-term process. There may be some issues that can be addressed easily and quickly, but other issues will take longer and more effort to address. The literature suggests that the full transformation into an I.E. institution will be a 7–8 year process.

This document consists of a four-phase plan to help your unit improve its practice of Inclusive Excellence: 1) Inventory, 2) Analysis, 3) Inclusive Excellence Plan and Action, and 4) Assessment and Metrics.

### **PHASE ONE: INVENTORY FOR INCLUSIVE EXCELLENCE**

*Taking stock of how your unit is doing in implementing Inclusive Excellence*

***Committee Instructions:*** Use the following worksheets to review your unit.

- “Unit” means the program, department, division, or school under consideration. Be clear on the specific unit you are describing so that you can outline strengths and areas for improvement in units you are actually responsible for and can make changes in. The guide is designed to review aspects of your unit, not the campus as a whole.
- In the last column, describe some of the reasons for the committee’s response. Be specific as details will help you improve.
- For each item, keep in mind that the UA uses a broad definition of diversity that includes sexual orientation, disability, gender identity, nationality, religion, race/ethnicity, veteran status, and other important groups.
- Some of the categories may not apply to your unit; you can skip these (mark “NA”) and/or consider how your unit impacts the larger organizational structure of which you are a part.
- There may be areas unique to your unit not present in the inventory. Feel free to add categories to review.

1. Goals and Values	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”
A. Does our unit have a diversity/inclusiveness statement as part of our values and goals that clearly espouses the value of Inclusive Excellence (see Appendix I)?	X			Please see the uploaded document.
B. Is the statement aligned with and in support of the larger University diversity statement and the University strategic plan?	X			Please see the uploaded document.
C. Is the statement prominently displayed on our marketing materials, website, job postings, posters, and other unit materials?	X			<ul style="list-style-type: none"> <li>• The School of Journalism home page (<a href="https://journalism.arizona.edu/">https://journalism.arizona.edu/</a>) states that the school “is committed to fostering diversity and inclusion” and links to the school’s diversity and inclusion page (<a href="https://journalism.arizona.edu/diversity">https://journalism.arizona.edu/diversity</a>), which begins with the following statement: “The School of Journalism faculty members and staff believe diversity and inclusion are essential to bettering journalism and society. The media industry does not accurately reflect the people it serves – only about 13 percent of journalists are racial minorities (compared to nearly a third of the U.S. population), and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are critical in journalism. To that end, the school is committed to proactively fostering diversity and inclusion throughout its curriculum, hiring, and day-to-day practices.”</li> <li>• Job posts include diversity and inclusion statements.</li> <li>• Safe Zone signs are displayed prominently around the school, including in the main office outside the director’s office.</li> <li>• The school’s annual alumni magazine, which just came out, includes a story about the school’s commitment and activities to diversity and inclusion (page 7).</li> </ul>

2. Leadership	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”
A. Does our top-level unit administration express the value of diversity and inclusiveness at speaking engagements?	<b>X</b>			<p>The director notes the importance of diversity at public gatherings, including the annual Zenger Press Freedom Award dinner and in journalistic writings (e.g., see column he wrote for the Feminist Wire, “All the News Fit for White Men: Why Journalism is Failing America,” <a href="http://www.thefeministwire.com/2014/07/op-ed-news-fit-white-men-journalism-failing-america/">http://www.thefeministwire.com/2014/07/op-ed-news-fit-white-men-journalism-failing-america/</a>)</p>
B. Has top-level administration participated in diversity and inclusiveness training?	<b>X</b>			<p>The school director has completed Safe Zone training, has participated in multiple training sessions put on by HR during the past six years through HeadsUp and other venues, and has invited diversity experts to talk with faculty at least three times in the past few years, including Jesus Trevino on Oct. 18, 2017.</p>
C. Have leaders allocated resources to support diversity and inclusiveness initiatives?	<b>X</b>			<ul style="list-style-type: none"> <li>• The school provides program fees to student clubs to support their efforts, including the Native American Journalists Association, National Association of Black Journalists, National Association of Hispanic Journalists, Asian American Journalists Association, Journalism and Women Symposium, and First Generation clubs.</li> <li>• The school provides travel support for students to attend national conferences regarding diversity, including the national Journalism and Women Symposium and National Association of Hispanic Journalists 2017 conferences.</li> <li>• The school provides \$3,000 per year to help support its high school diversity workshop, held each summer.</li> <li>• The school supports multiple publications that focus on diversity, including El Independiente, the first bilingual campus publication in the nation, founded in 1976.</li> </ul>
D. Does the unit have a diversity and inclusiveness plan?	<b>X</b>			<p>Please see the plan in Box upload.</p>

3. Human Resources	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”
A. Is inclusiveness embedded as a responsibility in all staff and faculty job descriptions?		X		The school does not have job descriptions beyond what HR designates.
B. Is the unit’s diversity/inclusiveness statement prominently displayed on all job postings and other HR documents?	X			See job post language for most recent hire (2014).
C. Is inclusiveness an integral part of employee orientation?		X		No formal school orientation, but faculty members and staff attend college and UA orientations. All instructors are required to include diversity statements in their syllabi.
D. Are there incentives for employees for professional development in the areas of diversity and inclusiveness?	X			The school provides up to \$1,000 per staff/faculty member toward development (conferences, workshops, etc.). Diversity/inclusiveness may be an area selected by faculty / staff members for development. It is an option as is any continuing education.
E. Are evaluation and merit conceptualized to include diversity and inclusiveness (i.e., are employees evaluated and rewarded for contributions to diversity/inclusiveness)?		X		Not included in our annual-review criteria developed in 2015-2016. Good idea to revisit.
F. Does the person responsible for HR (or other members of management and leadership) in our unit meet periodically with diverse employees to determine how they are doing and to offer support?	X			The director meets with faculty and staff at least annually for their annual review to discuss how things are going and to offer support. The director meets informally other times of the year, as well.
G. Is there an in-house leadership development program to train employees from different backgrounds for promotions into higher level positions?		X		Faculty members from diverse backgrounds interested in leadership promotion are encouraged to apply for the university’s Academic Leadership Institute.

H. Do search committees take an active approach to the recruitment of diverse employees (e.g., networking, phone calls, membership in diverse organizations)?	X		Faculty reach out to colleagues and the director engages prospects at conferences, as do faculty members. The school started a diversity fellow program in 2016 to invite prospects to campus (using SPFI and donor funds).
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4. Climate and Culture	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”
A. Do students, staff, faculty, alumni, and community members from different backgrounds feel welcome working, studying, and visiting our unit?	<b>X</b>			The most recent diversity and inclusion reports indicate that students from some under-represented groups feel uncomfortable in some classes because of cliques among students, some of whom are members of sororities and fraternities. Some faculty members have verbalized their wishes for a more diverse faculty body. These areas are being worked on through listening tours and initiatives to reach out to and recruit diverse faculty.
B. Has our unit conducted a diversity climate assessment examining student, faculty, and staff behaviors or perceptions about diversity/inclusiveness?	<b>X</b>			We have done our own internal assessments through our annual diversity report, diversity plan updates, director 360 review, and surveying/listening tour. But unclear if there is something externally available by the university. See, for example, our diversity plan, survey reports, and annual diversity reports, attached. We are unfamiliar, however, with what is available on campus regarding a “diversity climate assessment.” Is that something HR conducts? Is there someone to contact to ask about that?
C. Are faculty, staff, and students aware of micro-aggressions (subtle insults, sometimes unintentional, that can have a cumulative effect) directed at diverse groups?	<b>X</b>			Faculty, staff and students likely are aware of potential micro-aggressions, yet there is not institutionalized programming for dealing with this beyond diversity and inclusion education in course materials, which are left up to instructors to develop. Training on constructive ways to handle these micro-aggressions would be useful.

D. Are the traditions and celebrations of the unit inclusive? Are foods provided at events inclusive of dietary restrictions (i.e., kosher, vegan, etc.)?	X			Always.
E. Does the unofficial culture support diversity? For example, a unit may express the value of diversity but simultaneously have an unofficial culture filled with racist, sexist, ablelist, and heterosexist jokes, behaviors, or traditions.	X			
F. Do faculty, staff, administrators, and students play an active role in maintaining and improving the climate for diversity?	X			In all, faculty, staff, and administrators support the ideal of diversity and inclusion and we know that we always could do more. Student clubs also contribute to fostering and improving the climate for diversity and inclusion.
G. Is there a unit protocol for reporting bias incidents above and beyond the UA process involving the Dean of Students and Office of Institutional Equity?	X			See school grievance policy at <a href="https://journalism.arizona.edu/grievance-resolution-process">https://journalism.arizona.edu/grievance-resolution-process</a>

5. Organizational Dimensions	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”
A. Are individuals from different groups represented in unit leadership and management?	<b>X</b>			The unit head/director has been male and Caucasian with one exception for more than a half a century / the history of the school. The previous director was a female. The current director, a white male, appointed the first associate director that the school has had in its history, a Native American female.
B. Is diversity and inclusiveness included in the strategic planning and decision-making process of the unit?	<b>X</b>			Diversity and inclusiveness is one of the national-level accreditation foci. Please see the attachment.
C. Does our unit have an advisory board? Is the board diverse in terms of representation (e.g., gender, race, sexual orientation, disability)?	<b>X</b>			The 17-member advisory board has 10 women (59 percent) and seven men. Three members (one woman and two men) are Latina and one member is African-American (23 percent of the board is from under-represented groups).
D. Are members of the unit aware of the Affirmative Action plan for your unit?	<b>X</b>			
E. Does the unit have a process for learning about the experiences of diverse students, staff, and faculty (e.g., listening tours, open forums, one-on-one meetings, surveys, etc.)?	<b>X</b>			The school conducted a survey of students fall 2016 and a listening tour regarding diversity and inclusion issues (see results attached). The faculty discuss progress of these plans and action steps at its annual fall retreat in August. There is not an institutionalized plan in place for learning about the experience of diverse faculty or staff.

6. History	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”
A. Does the unit acknowledge the history of contributions of diverse groups (e.g., women, Native Americans, LGBTIQ, disabled people, etc.) to the unit or discipline?	<b>X</b>			Diversity is infused throughout the undergraduate and graduate level curriculum. Covering diversity and inclusion issues is supposed to be included in every course. The program has a speciality area in global journalism, as well, which emphasizes diverse topics, people, and issues.

7. New Student Orientation	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”

<p>A. Is the unit's diversity and inclusiveness statement provided to all students?</p>	<p><b>X</b></p>		<p>All students are provided the school's diversity statement at the school website. Also, faculty are required to include a diversity statement in every syllabus (see syllabus requirements, attached). The school's policies state:</p> <p><i>The school requires every syllabus to include an explanation of your approach to diversity in the class, as required for national accreditation. Here is sample material:</i></p> <p>The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society. Unfortunately, the media industry does not accurately reflect the people it serves – only about 12 percent of journalists are racial minorities (compared to nearly a third of the U.S. population), and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are crucial in journalism – including those from different racial, gender, religious, socio-economic and political backgrounds. We encourage students to participate in school clubs and activities that enhance diversity in journalism, including the student chapter of the National Association of Hispanic Journalists. We will discuss these issues during class, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school's diversity page at <a href="https://journalism.arizona.edu/diversity">https://journalism.arizona.edu/diversity</a> or contact the school's diversity coordinator, Maggy Zanger, at <a href="mailto:zanger@email.arizona.edu">zanger@email.arizona.edu</a></p>
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B. Is diversity/inclusiveness training or information provided to new students?	X			All incoming journalism students must take JOUR 105 Principles of Journalism, which includes discussion about diversity. Further information is provided in JOUR 439 Ethics and Diversity in the News Media, which is required of all majors. Further, they are provided information about student diversity clubs.
C. Are students provided with the skills and knowledge to successfully navigate diversity in and out of the classroom (e.g., skills for using civil discourse)?	X			The skills taught in the School of Journalism foster diversity and inclusion as does exposure to knowledge about the public interest intention of the “objectivity,” which indirectly advances civil discourse.
D. Is information provided during student orientation on campus resources to support diverse students, such as the culture centers and resources to support students with disabilities, international students, first-generation students, non-English speakers, veterans, etc.?	X			The school provides fall orientation for incoming master’s students, which includes information about diversity resources on campus. Undergraduate students undergo university orientation. The academic adviser provides information to students about resources they might need.

<b>8. Faculty and Staff Orientation</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Do faculty and staff orientations include information on diversity/inclusiveness?		X		The school does not have formal orientation sessions for new faculty and staff. They participate in college/UA orientations.
B. Is the unit’s diversity statement shared with new faculty and staff?	X			New faculty and staff are provided with the school policy handbook, which discusses diversity.
C. Is there training for faculty on diversity and inclusiveness in the classroom?	X			The school provides diversity training for faculty (e.g., session on Oct. 18, 2017, with Jesus Treviño).

9. Student Advising	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”
A. Are advisors trained to address issues of diversity/inclusiveness when working with diverse populations?				<p>Our academic adviser who is employed by the College, noted: “I would say that advisers are not trained in areas to address issues of diversity and inclusiveness. It’s more of on the job type of training and you have to be aware of certain situations as they arise.” Our Director of Graduate Studies noted that she completed a week-long Diversity Across the Curriculum Seminar, Poynter Institute, St. Petersburg, Florida. She also completed Faculty Safe Zone Training, Student Affairs &amp; Enrollment Management, and Academic Initiatives and Student Success at the University of Arizona. Our internship coordinator wrote that there is no formal training of internship/career counselors on diversity that she knows of. She noted: “There are, however, lots of informal discussions and passing around of materials such as First-Gen research or, in my particular area, information on socio-economic diversity.”</p>
B. Are advisors knowledgeable of the resources on campus available for diverse students?				<p>Our DGS suggested that advisers are not knowledgeable about student centers, such as the African American, WRC, DRC, and LGBT centers. She suggests that students also engage with School of Journalism clubs, such as National Association of Black Journalists, Native American Journalists Association, Asian American Journalists Association, and the First-Generation clubs.</p> <p>SBS College academic adviser indicated, “Yes, the one great thing about working on this campus is you make connections with various individuals and get invited to cultural events and the events to help our students.”</p>

C. Is the advising staff diverse?			<p>SBS College academic adviser noted across campus, “no.”</p> <p>Our DGS noted, “no.”</p>
D. Are advisors engaging in outreach to diverse students (e.g., presentations at student meetings, involvement in multicultural events)?			<p>SBS College academic adviser noted, “Yes. I’m often asked [by] colleagues to provide lists of our minority students to invite them to certain events, have them apply for scholarships, internships, etc. I also encourage our students to be involved across campus and in the cultural centers.”</p> <p>Our DGS noted, yes. That she follows “Best recruitment practices for diverse students.” She writes to students across the country who have expressed interest in graduate studies in journalism through National Name Exchange and the McNair Scholars Directory. She makes presentations to UA’s Center for English as a Second Language.</p> <p>Our internship coordinator noted she does “specific outreach to students of a diverse background to recruit for internships that are targeting diversity in newsrooms-primarily Chips-Quinn and Dow Jones. I pull lists from analytics of students who self-identify by race and send emails encouraging them to apply and offering help with essays.”</p>





<b>10. Curriculum</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Is there a diversity course requirement for our unit?	<b>X</b>			JOUR 439/539 Ethics and Diversity in the News Media
B. Does the unit offer courses on diversity or courses that incorporate diversity?	<b>X</b>			All courses include some element of diversity.
C. Do courses integrate literature from authors of diverse backgrounds (e.g., people of color, women, disabled people, LGBTIQ people, non-western authors, etc.)?	<b>X</b>			Course syllabi are available through the school’s administrative office.
D. Has the unit identified student learning outcomes and concepts related to diversity (e.g., cultural competencies, privilege, social justice, access, etc.)?	<b>X</b>			Outcomes assessments, including the area of diversity, are conducted by semesters of each academic year by an outcomes assessment committee.
E. Do course evaluations have supplemental items regarding inclusiveness in the classroom?		<b>X</b>		This is a good idea that we will discuss at an upcoming faculty meeting. Also should be raised with central administration/OIA to add to the default questions.
F. In class introductions, are students offered the opportunities to voluntarily share the pronouns that they prefer for themselves (e.g., he, she, they, them, etc.)?				This typically is left up to the instructor. This is something that faculty should discuss to advance institutionalization of this practice.
G. Do course syllabi include a diversity statement or inclusiveness statement?	<b>X</b>			The statement is a requirement for faculty and adjuncts.
H. Although the UA has not reached a consensus on the issue, have unit faculty discussed the issue of content warnings (e.g., pros and cons, implications for students, feasibility of implementation, etc.)?	<b>X</b>			

<b>11. New Projects and Initiatives</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Are inclusiveness and diversity part of new projects or initiatives that are introduced to the unit?	<b>X</b>			
B. Is there a procedure that encourages the incorporation of diversity and inclusiveness into new programs and initiatives?		<b>X</b>		This should be discussed at a near-future faculty meeting.
C. Are individuals from diverse backgrounds included in the planning of new projects or initiatives?	<b>X</b>			The planning of new projects and initiatives tends to be whomever volunteers. Those from diverse backgrounds always are welcomed, and have been involved in new initiatives.
D. Is inclusiveness embedded into the project evaluation process?			<b>X</b>	The school does not have a formal project evaluation process. This likely is done indirectly because of the orientation of faculty, however institutionalizing inclusiveness into all project evaluation processes is an excellent idea that should be discussed.

<b>12. Faculty Promotion and Tenure</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Is inclusiveness embedded in the promotion and tenure process? Are faculty rewarded and recognized for their contributions and involvement in mentoring diverse students, teaching diversity courses, embedding diversity into their courses, and other diversity-related activities?		<b>X</b>		While faculty work in mentoring and teaching are noted in promotion reviews, this is not stated in school promotion and tenure guidelines.

B. Are faculty who serve on promotion and tenure committees aware of the way diversity impacts the tenure and promotion process for women, people of color, disabled people, and other diverse groups?	X			We believe they are aware of this, particularly since all but one of the seven tenured/tenure-track faculty members are female (and two are from an under-represented group). This, however, is not explicitly conveyed or discussed by review committees, so maybe it should be.
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13. Financing and Budget	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”
A. Does the budget for the unit include financing for diversity and inclusiveness initiatives?	X			Budget includes funds for student diversity clubs, diversity school publications, high school diversity workshop, diversity fellow, and travel for students and faculty.
B. Are diversity and inclusiveness initiatives and projects adequately financed (compared to other priorities in the unit)?			X	It depends on whom you ask. More funds for these initiatives always would be welcome.
C. Are diversity initiatives financed by the unit’s budget instead of temporary funding?			X	All of the unit’s budget is temporary for everything but college-funded salaries (and even those are temporary). The unit pays for diversity initiatives out of discretionary funds (donors, summer revenue), since the university and college provide no funding for these initiatives, other than SPFI funds.

14. Committees and Taskforces	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”
A. Does the unit consider diversity when inviting members to be on committees and taskforces?	X			All faculty are welcome on every committee and taskforce.

B. Is diversity and inclusiveness included in the charge of the committees or taskforces?			<b>X</b>	The school does not have explicitly stated charges for its committees and taskforces. Diversity and inclusiveness are included in committees and taskforces as issues / opportunities arise. The unit has a diversity and inclusiveness committee and a diversity and inclusion coordinator.
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<b>15. Policies (Not ABOR Policies)</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Are the policies of the unit inclusive (i.e. take into consideration gender, race/ethnicity, disability, etc.)?		<b>X</b>		Diversity is inferred and assumed by faculty, but this is not explicitly stated.
B. When creating new policies, is the potential impact on diverse groups taken into account?		<b>X</b>		Diversity is inferred and assumed by faculty, but this is not explicitly stated.

<b>16. Managing Conflict and Discrimination</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Is unit leadership aware of the resources on campus for addressing discrimination (e.g., Institutional Equity, Dean of Students, Ombuds program, etc.)?	<b>X</b>			

<b>17. Student Recruitment, Retention, and Graduation</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Is there a unit plan to recruit, retain, and graduate more undergraduate or graduate students of color, women, and students from other diverse groups?	<b>X</b>			Please see the diversity plan uploaded into Box.
B. Are there resources allocated for recruiting, retaining, and graduating students of color, women and other students from diverse groups?	<b>X</b>			High school diversity workshop, student clubs, and scholarships.

<b>18. Community Engagement and Outreach</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Are there efforts from the unit to participate and support diverse community groups and activities (e.g. non-profits, support groups, charities)?	<b>X</b>			Faculty are encouraged to support community groups in their service commitment.
B. Does the unit undertake outreach to potential students and their parents from our regional diverse communities, such as Native Nations, border regions, and the Hispanic community?	<b>X</b>			The school provides outreach to high school students from diverse communities. The school also has created a new program to provide free tuition to master’s students from Arizona tribal communities.

19. Art Work	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”
A. Is the art work (e.g., photos, paintings, posters) in our unit inclusive?	<b>X</b>			The unit has photojournalism competitions every semester and posts the top images in a prominent hallway gallery. The work always includes diversity. The school also has photos in the hallways from the Navajo community and recently hung photos in classrooms representing diverse peoples.
B. Is there a policy or process that encourages inclusiveness in the selection of art work for our unit?	<b>X</b>			Yes, diversity as it relates to journalism (diverse communities) is a factor in the selection of recognized work from the competition.

20. Fund Raising	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”
A. Does the unit raise funds from donors or other sources for diversity projects and initiatives?	<b>X</b>			Raises money from Dow Jones for the high school diversity workshop, as well as from individual donors for scholarship and the diversity fellow program.
B. Are development officers aware of the diversity needs of the unit?	<b>X</b>			We confer frequently about school needs.
C. Is there a diversity and inclusiveness strategic fundraising component for the unit?	<b>X</b>			Part of the school’s fundraising plan (e.g., we are approaching groups currently to raise more money for the high school diversity workshop and the master’s tribal program).

<b>21. Marketing and Promotional Materials</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Is the unit’s website inclusive and accessible (e.g., photos, statements, videos, captioning, etc.)?	<b>X</b>			Please see website. An effort is made to maintain diversity on the school’s website.
B. Has the unit’s website been reviewed by the Disability Resource Center to ensure it complies with best practices?		<b>X</b>		We have a faculty member who is the representative for disability resources whom we depend on for counsel. Contacting the DRC for website evaluation is an important idea.
C. Is there a policy or process that encourages inclusiveness and accessibility in creating or updating our unit’s website?	<b>X</b>			There is a process and an unwritten policy to aim for diversity and inclusion on the unit’s website.

<b>22. Cultural Competency Training</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Are all employees (including top-level administrators) asked to undergo cultural competency training?	<b>X</b>			All staff, faculty and adjuncts are asked to attend diversity and inclusivity programming, including the session with Jesus Treviño on Oct. 16, 2017.
B. Are there opportunities in our unit for faculty to develop cultural competency?	<b>X</b>			As noted, funds are available for workshops / conferences/trainings of faculty members’ choosing. Any cultural competency programming offered at the UA is forwarded to faculty and staff when it is publicized.

<b>23. Research and Funding</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Are researchers encouraged to think about diversity and inclusiveness conceptualizing their research projects?		<b>X</b>		This is not explicitly stated anywhere. Diversity always is encouraged in scholarship (and represented by unit output), but not stated specifically.



B. Is diversity taken into consideration when employing research assistants or other positions supported by a grant or contract?			<p><b>X</b> We have no grants currently. If we could, we would. For example, we will be granted a part-time RA position by American Indian Studies spring 2018. The student whom we recruited is Native American and one of our faculty members is on her doctoral committee.</p>
C. Is there adequate funding for centers and departments specifically undertaking diversity research and their operational costs?			<p><b>X</b> Again, it depends on whom you ask. The school created a Center for Border and Global Journalism and currently provides \$5,000 in annual funds for the center. An allocated \$30,000 from student program fees is used toward the salary of a coordinator who manages three different jobs in the unit, scheduling, graduate program coordinating and the center's activities. Half her time was originally intended to be spent on the center. Some would say that is more than what internal department-specific centers typically receive from a unit, and others would suggest that the duties of the coordinator do not permit a sufficient amount of time for center grant-writing and other activities that are vital to the advancement of the center.</p>
D. Has your unit actively sought available external funding opportunities to support efforts in your area of inquiry to include diversity and inclusiveness?	<b>X</b>		<p>We have sought grants to build and sustain some diversity initiative efforts, including the high school workshop and master's tribal program.</p>

<b>24. Physical Structure</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Is the building accessible to students with disabilities? If not, is there a plan to rectify the lack of accessibility?	<b>X</b>			
B. Are there gender-inclusive bathrooms in the building?		<b>X</b>		The unit is in a foundation-owned building (the Marshall building).
C. Are there baby-changing stations in the bathroom facilities?		<b>X</b>		
D. Is there a lactation room in your building?		<b>X</b>		
E. Are there quiet spaces available for diverse students to fulfill their religious obligations (e.g., Muslim students, students who meditate)?		<b>X</b>		There are no designated quiet spaces for students to fulfill their religious traditions, though students do practice their religious rituals in the unit.
F. Are our study lounges welcoming and inclusive of diverse communities (e.g., photos, signage, wheelchair accessible, etc.)?	<b>X</b>			

<b>25. Hispanic Serving Institution Status</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Are unit faculty, staff, and administrators aware of UA’s interest in becoming a Hispanic Serving Institution (e.g., what it is, the benefits, and how to contribute)?	<b>X</b>			

<b>26. Philosophy, Language and Terminology</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Does the unit take an asset-based approach to students that highlights or focuses on the gifts and talents that diverse students bring to the academic endeavor (as opposed to a deficit model that focuses on students’ weaknesses)?	<b>X</b>			
B. Does the unit use asset-based language (e.g., scholars, gifted, talented, skilled, etc.) as opposed to deficit-based terminology (e.g., minority, lack of cultural capital, culturally-deprived, etc.)?	<b>X</b>			

<b>27. Student Affairs and Services</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”</b>
A. Does the unit have a Student Affairs/Services office that includes services to diverse students? Is the multicultural services part of Student Affairs adequately funded?			<b>X</b>	The school is not provided staff for student services from the college. It does fund a part-time internship coordinator, who seeks to aid students in internships and careers, including programs that advance diversity and inclusion in news organizations through internships.
B. Is the Student Affairs/Services office knowledgeable of resources to refer diverse students for additional support (e.g., counseling, cultural centers)?	<b>X</b>			The internship supervisor, who has an education degree and is a former academic adviser, is very aware of resources to refer students to.

C. Does the unit collect information about student issues including the experiences of non-traditional students, under-resourced students, or food and housing insecure students?	X			The school administers a survey and focus groups to gather information about student issues.
D. Does the unit accommodate the schedules of non-traditional and commuter students?		X		The school used to provide 10 classes a year after-hours through evening/weekend funding, but that UA program ended. It is creating more online courses that accommodate nontraditional students.

28. Data Collection and Assessment	Yes	No	NA	Evidence of completion (e.g., numbers, documents, programs, etc.) or explanation for marking “No”
A. Does the unit collect data to assess progress on diversity and inclusiveness goals?	X			See diversity reports and diversity plan, as well as diversity web page: < <a href="http://journalism.arizona.edu/diversity">http://journalism.arizona.edu/diversity</a> >.
B. Are the assessment results shared and discussed with faculty, staff, students and decision-makers in our unit?	X			Assessment results are posted each summer on the school’s website, and shared with faculty and students.  See <a href="https://journalism.arizona.edu/school-journalism-report-card-%E2%80%94-2017">https://journalism.arizona.edu/school-journalism-report-card-%E2%80%94-2017</a>
C. Are the assessment results utilized to drive improvements and innovation in our unit? Are the results used in performance evaluations?	X	X		Yes, the unit uses assessment results to drive change. No, the results are not used directly in annual reviews, as noted above.

## **PHASE TWO: ANALYSIS**

*How well is the unit practicing and implementing Inclusive Excellence?*

Use the following questions to analyze the inventory completed in Phase One. Your goal is to see what needs to be done.

### Areas of Strength:

What are our areas of strength? Where is inclusiveness being practiced?

How can we maintain or enhance those areas?

How can we celebrate and communicate those successes that have led to greater inclusiveness?

### Areas of Improvement:

In which areas does the unit need to improve (i.e., areas where inclusiveness needs to be embedded)?

Are there areas that could quickly and easily be changed to be more inclusive? If so, which areas?

Are there areas that will take longer to improve? If so, which areas?

What resources do we have and/or need in order to make improvements?

### PHASE THREE: DEVELOPING AN INCLUSIVE EXCELLENCE ACTION PLAN

*How will you move forward in practicing and implementing Inclusive Excellence?*

Use the matrix below to layout a detailed plan for how the area will implement Inclusive Excellence (see example). The goal here is to develop an Inclusive Excellence plan for the year.

<b>Action Item</b>	<b>Action Step</b>	<b>Who's Responsible? (Accountability)</b>	<b>Timeline/Deadline</b>	<b>Priority (Low, moderate, High)</b>
<i>EXAMPLE I Is the UA Diversity and Inclusiveness statement shared with all students, faculty, and staff?</i>	<i>Email the UA Diversity and Inclusiveness statement to all students, faculty, and staff.</i>	<i>A high level administrator (e.g. dean, vice president, director) within the school or department.</i>	<i>At the beginning of each fall semester.</i>	<i>High (relatively simple)</i>
<i>EXAMPLE II Is the art work (e.g., photos, paintings, posters, statues) in your unit inclusive?</i>	<i>Form a committee to begin the selection of diverse and inclusive art work.</i>	<i>Art work selection committee.</i>	<i>April 2017</i>	<i>Medium (short-term somewhat complicated)</i>

### PHASE FOUR: ASSESSMENT AND METRICS

*How will you measure progress and change?*

As an Inclusive Excellence plan for the unit is developed, it should include a plan for assessments or metrics related to changes. In some cases, the metrics will include numbers and benchmarks. In other cases, the metrics will be qualitative and report changes in policies, procedures, curriculum, and other types of improvements.

**The UA Office for Diversity and Inclusive Excellence (520-621-8676) is available as an ongoing resource as you or your unit reviews, plans, and practices I.E.**

This guidebook is based on and adopted from a toolkit originally developed at the University of Denver by Jesus Treviño, Johanna Leyba, and Thomas Walker.

## **APPENDIX I:**

### **EXAMPLES OF DIVERSITY STATEMENTS**

A.) Diversity and inclusiveness are values that are embraced and practiced at the University of Arizona. Our unit respects and values gender identity, gender expression, sex, race, ethnicity, disability status, religion, sexual orientation, nationality, age, veteran status, and other important social identities.

B.) Advancing diversity and inclusiveness is highly valued at the University of Arizona. Our unit adheres to the values and principles outlined in the University of Arizona Inclusive Excellence Statement. We also strive to provide outstanding services that are inclusive of gender identity, gender expression, sex, race, ethnicity, disability status, religion, sexual orientation, nationality, age, veteran status, and other important social identities.

C.) We respect and value diversity and inclusiveness in our department. Thus, gender identity, gender expression, sex, race, ethnicity, disability status, religion, sexual orientation, nationality, age, veteran status, and other important social identities are accepted and respected in our department.

D.) We are committed to providing the best services for all members of the UA community. Our department practices and values diversity and inclusiveness. We respect and value gender identity, gender expression, sex, race, ethnicity, disability status, religion, sexual orientation, nationality, age, veteran status, and other important social identities. Furthermore, we adhere to the values and principles found in the University of Arizona Inclusive Excellence Statement.