

# The LIFT Report

Status of Black and African Americans  
at Arizona State University

2021

ASU is a comprehensive **public research university**, measured not by whom it excludes, but by **whom it includes** and how they **succeed**; advancing **research and discovery** of public value; and assuming **fundamental responsibility** for the economic, social, cultural and overall health of the **communities** it serves.

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# Executive statement on the LIFT Initiative

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In 2014, Arizona State University established the blueprint for developing a new model for the American research university when it adopted its charter: ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves. The mission is dynamic: reactionary and revolutionary, innovative and introspective. It mandates that when presented with challenges, the University must lead in solution oriented discovery and action regardless of history or complexity.

In Spring 2020, America faced two pandemics; COVID-19 and the racial reckoning ignited by the public murder of George Floyd. This not only shook the nation, but ASU's community as a whole and led to an outcry by Black students, faculty and staff for understanding and action. When presented with the challenge, ASU aligned with its charter and chose to do the work.

## Data

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Black faculty and staff at ASU composed 4% of ASU's total faculty and staff in 2020. By employee grouping, Black faculty represent 3.4% of ASU's total faculty population, 4.8% of graduate assistants, and 5.3% of ASU's non-faculty staff. Black/African American students compose 9% of ASU's total student population (N = 128,815 in 2020) which is represented in double digit percentages by three groups – white (67%), Hispanic/Latina(o) (23%) and Asian (13%).

## Process

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**Vision:** ASU is led by eight design aspirations: Leverage Our Place; Enable Student Success; Transform Society; Fuse Intellectual Disciplines; Value Entrepreneurship; Be Socially Embedded; Conduct Use-Inspired Research; Engage Globally

**Mission:** ASU aspires to demonstrate leadership in academic excellence and accessibility; establish national standing in academic quality and impact of colleges and schools in every field; establish ASU as a leading global center for interdisciplinary research, discovery and development by 2025; enhance our local impact and social embeddedness.

## Purpose

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Whereas ASU acknowledges the current state of Blacks in America and the role that institutionalized racism has played in stunting the advancement of marginalized communities, ASU recognizes the historical role that higher education institutions have played in the achievement of real and impactful societal change. ASU's earnest commitment to diversity and inclusion compels the university to take inventory of the state of Black people within the ASU community and make bold adjustments to rise to the current needs.

## Action

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**Immediate:** In a fervent effort to lead in this mission, President Michael Crow established the LIFT Initiative; a synchronization of financial, intellectual, social, and educational resources focused on the well-being and advancement of Blacks within ASU's community. Five videos were created to outline President Crow's vision and to explain its four pillars: Listen, Invest, Facilitate, and Teach. The videos can be found here: [president.asu.edu/commitment](https://president.asu.edu/commitment)

**Ongoing:** As ASU continues to develop and implement the initiatives, new allies within and outside of the ASU community have been identified. The ASU Black Alumni Association is a resource with a unique perspective and desire to give back to the community they have a vested interest in. LIFT initiatives have been identified and the association's partnership will be leveraged in the years to come.

## Recommendations (LIFT)

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**Listen** (verb) make an effort to hear; pay attention; take notice of and act on what someone says

**Faculty Inclusion Research for System Transformation | Advancing a critical conversation about social justice and systematic racism | The LIFT Report: Status of Black and African Americans at Arizona State| Support student organizations and initiatives that assist Black Students | Equity**

A key element in the listening stage of research is knowing what questions to ask. In addition to the historical study conducted by the Faculty Inclusion Research for System Transformation (FIRST), an annual survey has been developed to be distributed to Black and African American faculty, staff, and students. The survey results will be used in the production of a digital annual report titled, The LIFT Report: Status of Black and African Americans at Arizona State. The report will highlight data including Black faculty and staff members' service and accomplishments, as well as Black students' enrollment, services, accomplishments, and graduation rates.

ASU commits to investing in and supporting Black student organizations that represent and further enhance the Black student experience. The institution recognizes the need to create safe spaces for Black students to build community while pursuing career and personal interests, thus enhancing their sense of connectivity to each other, faculty and staff, and the ASU community as a whole.

In 2020-21, the Black African Coalition (BAC) in collaboration with stakeholders launched the following initiatives: Black Support Circles with Educational Outreach and Student Services (EOSS); BAC Scholarship with ASU Foundation; **Black Excellence Experience Tour** ([visit.asu.edu/BEET-event](https://visit.asu.edu/BEET-event)) with Admissions; **BAC Digital Guidebook** ([eoss.asu.edu/sites/default/files/2021-bac-guidebook-final.pdf](https://eoss.asu.edu/sites/default/files/2021-bac-guidebook-final.pdf)) with EOSS; increased participation in the annual Sankofa program; CoNext Mentoring program; **RISE Leadership Institute** ([eoss.asu.edu/summer-program/rise-leadership-institute](https://eoss.asu.edu/summer-program/rise-leadership-institute)) and the Black Sun Devil Network to mentor and support students. BAC is committed to increasing awareness and engagement among Black students in organizations and initiatives where their collective voices can be heard and respected by the university. The goals are to increase the number of Black student organizations within the colleges, increase student involvement and BAC membership. Training and leadership development retreats for BAC faculty and staff advisors and member organizations will be launched in fall of 2021.

**Invest** (verb) devote time, effort, energy or money to a particular undertaking with expectations of rewarding results

**Advisory Council on African American Affairs | Establish Multicultural Space on Campus | Community Learning Fellows | Prioritize recruiting and retaining faculty members from underrepresented groups | Best@ASU | Graduate Recruitment Fair**

Multicultural spaces at Arizona State University can serve as a positive contributing factor to student persistence and achievement. ASU multicultural spaces will foster leadership, cultural enrichment and enable a more equitable and inclusive future for students of color and other historically underrepresented students. These spaces counter historical and contemporary oppression and provide an empowering space for members and allies of these communities. They enable students to explore their identities through support programs and participation in cultural and student organizations. Multicultural spaces provide an opportunity to intensify collegiate engagement that can positively impact students' academic work and research, professional aspirations and leadership.

We have an opportunity to reimagine the space for the future we want, as a hub for social transformation in the spirit of ASU's charter, while honoring the past. They should be integrated and aligned with ASU academic centers to enhance our institutional infrastructure by providing vital support for students of color and other historically underrepresented students.

Throughout 2020-2021, the university secured spaces for students to access immediately on each of its Phoenix metropolitan campuses. The University will continue to develop and operationalize those spaces for continued use into the new academic year. Multicultural spaces are to be identified at all ASU locations. The next phase of development includes the continued and intentional involvement of students, students of color, underrepresented communities, and intersectional identities. Private funds are to be identified to advance the development, implementation and integration of the Cultural Excellence Scholars program. The development and planning of the multicultural spaces will include intentional integration of several LIFT initiatives such as Invest 3 and Teach 8.

To address the lack of Black faculty and student representation in Barrett, The Honors College, it is imperative that there is a member of the tenured professor faculty that is taking an active role in investing in the recruitment and success of Black students within the College. Such faculty is a key member of the College leadership team whose primary responsibility is to spearhead the College's diversity initiatives and serve as a liaison among students, faculty, and staff related to Diversity, Equity, and Inclusion (DEI). As a result, the position of Assistant Dean of Diversity, Equity, and Inclusion at Barrett, The Honors College was created. As a key member of the College leadership team the Assistant Dean's primary responsibility is spearheading the BEST@ASU.

BEST@ASU is ASU's innovative approach to entering the space of competitive programs that attract, attain, and elevate high achieving Black students. The program provides high-performing Black/African American students with university and community mentorship activities, assistance with obtaining local and national internships, and preparation for post graduate studies and career pathways. It offers scholars the opportunity to fully realize their potential during and beyond their undergraduate experience. BEST@ASU seeks to bridge the gap between application and enrollment by affirming ASU's commitment to understanding, the development, and success of Black students by opening up pathways to address the national issue of disparity of Black student interest in sciences, mathematics, engineering, and computing. This aggressive program has the potential to attract Black students who have not traditionally been interested in ASU while enhancing the resources and support to those already at ASU.

Cluster hiring is the process of hiring new faculty members as a group with the intention of attracting a diverse pool of candidates, identifying synergistic connections among candidates, and recruiting a faculty cohort that fosters collaboration through shared experience. To become more competitive in attracting highly qualified minority faculty members, ASU is preparing to implement these collaborative measures across diverse areas of study.

**Facilitate** (verb) assist or make (an action or process) easy or easier

**Promoting success and well-being of all students of color | Vice Provost for Inclusion and Community Engagement | Faculty and Staff mentorships for all Students | Facilitate continued dialogue on race relations**

Arizona State University is working to defeat the deep-rooted idea that higher education is an exclusive enterprise, a privilege set for only a segment of the population. The Office of Inclusion and Community Engagement is a unit within the Office of the University Provost that works to empower and give voice to all members of the university community in the areas of scholarship, teaching, learning, and governance. Led by the Vice Provost for Inclusion and Community Engagement, the office is making efforts to establish Diversity, Equity and Inclusion (DEI) officers in each college or center, hosting university-wide DEI training and collaboration events and ensuring that the DEI principles are being integrated into all campus search committees hiring practices. The office is also collaborating with the Undergraduate and Graduate Offices to ensure diversity and inclusion in their recruitment efforts.

The Center for the Study of Race and Democracy (CSRD) facilitates powerful and informed dialogues, and transformative scholarship about issues related to race and democracy. The Center's innovative programming and its deliberate outreach in and beyond the ASU community contributes to the university's commitment to academic excellence and accessibility.



Through the actions of the LIFT committee, connections have been made with key executives and organizations such as the Vice President of Knowledge Enterprise, the office of the Vice President of Corporate Engagement and Strategic Partnerships and the Breakfast Brainstorm group. As discussions on how to increase awareness and engagement amongst the colleges and how to obtain corporate scholarships continue, the Center's director will be attending the next congressional conference. A strategic plan is being proposed to procure State legislative funding for the CSRD through a lobbyist dedicated to representing the interests of the Center. In order to increase its scope and reach, a recommendation has been made to elevate the Center to directly report to the University Provost.

ASU has always valued the profound effect that mentoring has on students' academic and personal growth. Through the LIFT Initiative, a special emphasis on programs that benefit underrepresented staff and students in reaching their educational/professional career goals has been made. On January 19, 2021 an expansion of SPP 601 was approved by the President's Executive Council and communicated to the entire ASU community. The expansion reflects an increase from 16 to 24 hours of approved release time for all ASU personnel annually and to include participation as a mentor or mentee in university programs. A recommendation has been made to rename SPP 601 to the Release Time for Professional Development Career Development Learning/Mentorship Hours and encourage and incentivize faculty members to mentor more students from underrepresented communities. This increase in access to career experts outside of the classroom environment allows for discovery, discussion, and development that does not occur in group settings.

**Teach** (verb) educate; enlighten; instruct; show or explain how to do something

**Establish new postdoctoral fellowships and graduate assistantships for underrepresented students | Partnerships with key Arizona business and community leaders to create post-graduate opportunities | Training to eradicate systematic bias in candidate hiring | To Be Welcoming training for all new and continuing employees and students| Bachelor of Arts in Race, Culture, and Democracy | A campus police force that meets the needs of the ASU community| Foster multicultural solidarity within interdisciplinary academic centers | Community-driven Archives| Interdisciplinary initiatives to help reduce inequity**

The lack of diversity in ASU's faculty has long been an issue of concern for the administration. While past efforts had been made, university wide programs with such intentionality have not been implemented. In 2021, ASU established the Presidential Postdoctoral Fellowship Program (PPF) that creates a pathway to tenure-track positions at ASU and thus creating a long-term process to diversify the faculty of the university. Fifteen positions were approved and as of June 30, 2021, four have been filled. To better prepare Black students to navigate graduate school

and obtain research and teaching assistantships, especially in nontraditional areas, the Presidential Graduate Assistant Program (PGA) was established. Twenty-three of the 50 positions were filled for the 2021-22 incoming class; 11 of the 23 are Black. Both programs are being developed to include PPF and PGA exclusive programming in conjunction with having the students take full advantage of the existing broader graduate programming. Recruitment efforts are underway to fill the remaining positions in 2022.

In response to a 2018 racially charged incident in Pennsylvania, Starbucks and ASU created the "To Be Welcoming" (TBW) online diversity, equity, and inclusion training for all Starbucks employees. In June 2020, Starbucks shared the training with the public and ASU took the opportunity to implement the curriculum into the training for faculty, staff, and students. The committee is working with the creators of TBW training to develop a version that is in alignment with ASU's charter and speaks directly to all facets of ASU's global community. The training is still in development, with a projected rollout of the 2021-22 academic year.

Conversations regarding race, culture, and democracy and its effect on our nation have been part of the ASU community for quite some time. These issues are being explored through classes and programs held by various colleges and the CSRD. Through these conversations the need for a more robust understanding through research and study has been identified. In line with the responsibility that universities have to the needs of the greater communities they serve and ASU's mission to be on the forefront of education, it is time to establish a Bachelor of Arts degree in Race, Culture and Democracy. Approval for the degree has been given by the Arizona Board of Regents. The implementation of the degree (curriculum and graduation requirements) are being finalized by the CSRD, the Provost's office, and colleges.

Campus police share responsibility with the university for safety and security which enables the university to carry out its mission of advancing research, discovering public value, and promoting the economic, social, cultural, and overall health of the communities it serves. In assessing their effectiveness, it is necessary to acknowledge that racial bias in the treatment of marginalized and underrepresented groups by campus police has been an ongoing struggle and therefore the need for campus police reform is imminent. The conversations surrounding reimagining and reform have been respectful, inclusive, collaborative, and research based. Recommendations have been made and the full proposal titled Objectives and Principles of a Campus Police Agency was created and is being presented. The proposal includes improving police organizational, administrative, and operational policies, procedures, education, and practices. It also includes establishing mechanisms to diversify the police force through recruiting and hiring more ethnic minorities, disabled and LGBTQ people.

In line with the vision that ASU is a leader in social change, in Spring 2021 the university launched the Difference Engine, a university wide center based on combating inequality. The initiative is headed by Ehsan Zaffar, Esq. who previously served as a senior adviser on civil rights during the Obama administration. Based in the Sandra Day O'Connor College of Law, the Difference Engine is an interdisciplinary group of ASU units including The College of Liberal Arts and Sciences, Ira A. Fulton Schools of Engineering and the W. P. Carey School of Business. With student-created projects designed to reduce the effects of inequality, the initiative has been drawing participants from inside and outside of the ASU community. The Difference Engine has produced a handful of products including the Women's Power Index, described as a "Yelp for equality" that ranks domestic organizations and corporations on measures of inequality. The Difference Engine also hosts a monthly speaker series called "Engineering Change" that facilitates conversations about equity, diversity, and inclusion. With the goal of leveraging or providing resources for other efforts, the Difference Engine endeavors to assist with other LIFT initiatives.

## Evaluation

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- Annual report and survey from LIFT Initiative Listen 3
- Black/African American students enrollment and graduation rates
- Change in the faculty and staff

## Impact

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As a New American University, ASU aspires to be a leading catalyst for social transformation, entrepreneurship and research that addresses society's biggest challenges. As global citizens, our actions on a local level have the potential to ignite change beyond our community. It is President Crow's belief that in planting these seeds ASU is building an infrastructure of change that will be long lasting, far reaching and the actualization of our charter: ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

# **LIFT Initiative**

## **Listen 1 (L1)**

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**Launch the Faculty Inclusion Research for System Transformation (FIRST). FIRST will undertake a historical study of race and discrimination at the University.**

## Overview

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The FIRST Initiative aims to improve the experience of inclusion and belonging among faculty who identify as Black, Indigenous, or Persons of Color (BIPOC) or as identity-disadvantaged faculty, who similarly feel marginalized as a result of a fundamental part of their identity (e.g., gender, disability, sexual orientation, veteran status, immigrant status, etc.). BIPOC and other identity-disadvantaged faculty often face challenges at multiple phases during the entire life cycle of their careers, including hiring, teaching, scholarship, service obligations, tenure, promotion, advancement, leadership opportunities, compensation, and retention. At their core, these problems are subsets of the overarching problem of a lack of feeling included and a lack of belonging among BIPOC and other identity-disadvantaged faculty. These faculty often feels that they are outsiders, even when they have been inside a university for a very long time. Like other universities, ASU faculty are also affected by this problem.

## Mission

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The goal is to create a research system for the transformation of the faculty experience at ASU that includes a virtuous cycle, or feedback loop, to continuously adapt and improve the experiences of faculty at ASU.

## Actions

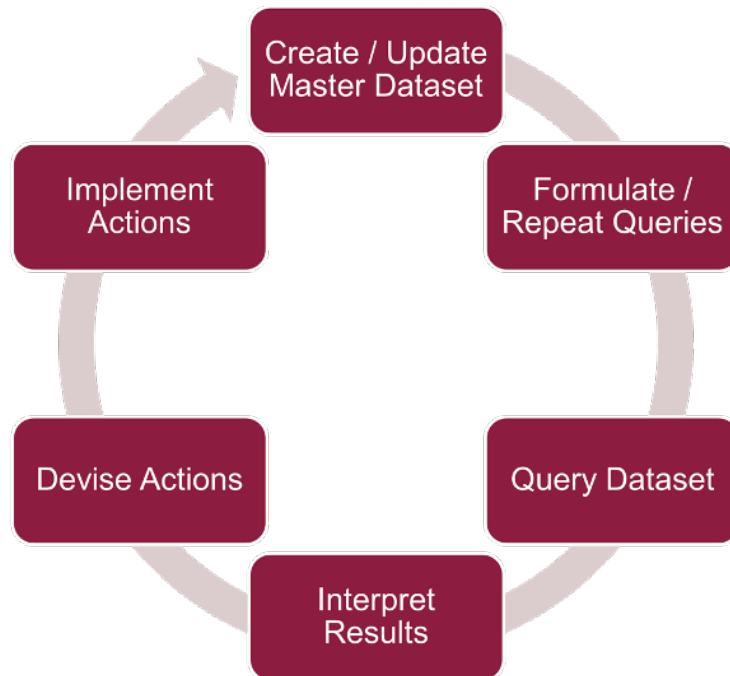
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**Immediate:** The Faculty Inclusion Research for System Transformation (FIRST) began its research into race and discrimination at ASU. A detailed account and plan can be found in the Recommendation section.

**Ongoing:** FIRST will manage the project in three phases: Phase I: Archival Research and Data Selection; Phase II: Data Analysis and Interpretation; and Phase III: Presentation of Findings

## Feedback Loop

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## Impact

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This FIRST Initiative can run this iterative process for multiple issues and policy choices simultaneously. In this way, this virtuous cycle of actionable analytics has a built-in mechanism for constant improvement and adaptation to the changing circumstances of university and faculty life, the nuances of inclusion and belonging, and the complexities of society as a whole.

# **LIFT Initiative**

## **Listen 2 (L2)**

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**Convene a regular series of discussions about the implementation of the 25 commitments that compose the LIFT Initiative with the chairpersons of the Advisory Council on African American Affairs and the Vice Provost for Inclusion and Community. Discussions will include the continued development and advancement of new ideas to facilitate the goals and activities reflected in these commitments.**

## Actions

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**Immediate:** Five videos were created to outline President Crow's vision and to explain its four pillars: Listen, Invest, Facilitate, and Teach. The videos can be found here: [president.asu.edu/commitment](https://president.asu.edu/commitment)

Over the 2020-21 academic year, a series of town halls for different stake holders, were held by the Advisory Council on African American Affairs and the Vice Provost for Inclusion and Community.

- November 9, 2020: Faculty
- November 9, 2020: Students
- November 9, 2020: Staff
- March 1, 2021: Tenured faculty
- March 1, 2021: Non tenured faculty
- March 8, 2021: Staff
- March 17, 2021: PhD candidates
- April 21, 2021: Alumni

Each LIFT subcommittee has held regular meetings and solicited participation and feedback from the audiences involved with the specific initiatives.

**Ongoing:** As ASU continues to develop and implement the initiatives, new allies within and outside of the ASU community have been identified. The ASU Black Alumni Association is a resource with a unique perspective and desire to give back to the community they have a vested interest in. LIFT initiatives have been identified and the association's partnership will be leveraged in the years to come.

## Impact

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The LIFT initiative at ASU is pathfinding research and educational development in the global trend toward dismantling institutional racism and systemic inequities. The effort aims to advance ASU as a culturally inclusive learning and living community for Black students, faculty, staff and other people of color. It seeks to develop an exemplary model for attracting and retaining diverse faculty at post-secondary institutions; and it is committed to expanding academic offerings, community services, and collaborative relationships to the benefit of all underrepresented groups and individuals at the university. Through LIFT and the 25 actions detailed in this report, the entire ASU community has a clear opportunity to transform the learning environment for the betterment of Black students, faculty and staff, and all groups and communities that ASU serves.



# **LIFT Initiative**

## **Listen 3 (L3)**

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**Publish a report on the state of Black students, faculty, and staff. This will be an annual report on recruitment, retention, and graduation data including how ASU ranks in relation to peer institutions. The report will feature the successes, ideas and works of Black students, faculty, and staff. ASU commits to hosting an annual spring recruitment fair for undergraduates of color into graduate programs.**

## **Mission**

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To take a thorough and accurate inventory of the state of Black students, faculty and staff. The findings of the report will be leveraged as ASU continues to develop strategies and systems to promote diversity and inclusion across all areas of the university.

## **Actions**

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An annual survey has been developed to be distributed to Black and African American faculty, staff, and students. The survey results will be used in the production of an annual digital report titled, The LIFT Report: Status of Black and African Americans at Arizona State. The report will highlight data including Black faculty and staff members' service and accomplishments, as well as Black students' enrollment, services, accomplishments, and graduation rates.

## **Impact**

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By publishing the LIFT Report: Status of Black and African Americans at Arizona State, ASU is signifying their commitment to the achievements of ASU's Black community, and community as a whole.

# **LIFT Initiative**

## **Listen 4 (L4)**

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**Enhance service support to student organizations and their initiatives on behalf of Black students including, but not limited to, the African American Men of Arizona State University, Sankofa, STARS and the Black African Coalition.**

## Overview

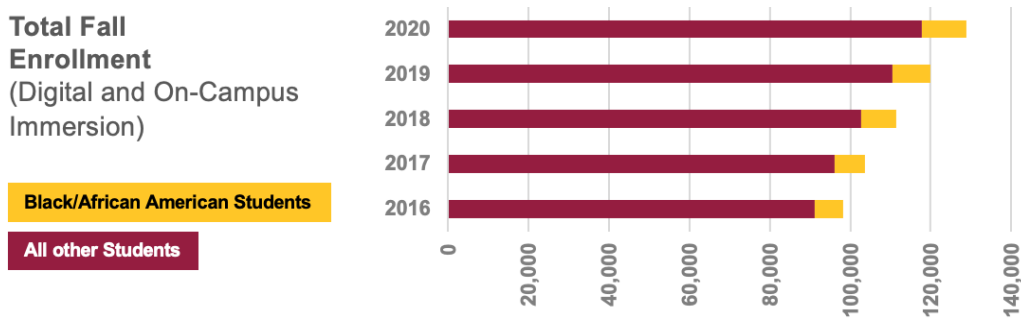
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A common feeling among Black students attending predominantly white institutions is that their experience, needs, and perspective go unaddressed and unnoticed. Often when there are institutional conversations regarding race and inclusion students of color feel they do not have a seat at the table and that the discussions are more reactive than proactive. There is also a sense that their organizations' events, activities, and accomplishments are overshadowed by institutional initiatives which lack an emphasis on Black students' interests. With a small number of Black students at a large, multi-campus institution, building community is challenging, therefore Black students seek ways to connect early with prospective students and remain connected through their academic career. Students desire more institutional support to elevate the presence of Black student organizations to foster those connections, build community, and mitigate the disparity that is felt on ASU's campuses.

## Actions

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In 2020-21, the Black African Coalition (BAC) in collaboration with stakeholders launched the following initiatives: Black Support Circles with Educational Outreach and Student Services (EOSS); BAC Scholarship with ASU Foundation; Black Excellence Experience Tour with Admissions; BAC Digital Guidebook with EOSS; increased participation in the annual Sankofa program; CoNext Mentoring program; RISE Leadership Institute and the Black Sun Devil Network to mentor and support students. The goals are to increase the number of Black student organizations within the colleges, and increase student involvement and BAC membership. Training and leadership development retreats for BAC faculty and staff advisors and member organizations will be launched in fall of 2021.



## Impact

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Enhanced services to support the Black African Coalition and their respective member organizations and initiatives will contribute to improving relationships between ASU and the Black student population. Furthermore, efforts will foster a greater sense of belonging through visible attention on student academic, leadership, and career achievement through intentional interactions with faculty and staff, and co-curricular connections.

# **LIFT Initiative**

## **Invest 1 (I1)**

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**Establish the Advisory Council on African American Affairs. Comprised of faculty, staff and students, the Council will assist the president in ensuring the success of Black faculty and staff, and the growth of students while also convening and engaging the Black community at ASU, locally and nationally on a variety of issues.**

## Actions

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**Immediate:** In September 2020, the Advisory Council on African American Affairs was established. Since inception both the executive committee and the general council met at once monthly, had a mid-year retreat and held strategic planning sessions. The council participated in a video series created to outline President Crow's vision and to explain its four pillars: Listen, Invest, Facilitate, and Teach. The videos can be found here: [president.asu.edu/commitment](https://president.asu.edu/commitment)

Over the 2020-21 academic year, a series of town halls for different stake holders, were held by the Advisory Council on African American Affairs and the Vice Provost for Inclusion and Community. The council frequently met with each LIFT subcommittee who also held regular meetings and solicited participation and feedback from the audiences involved with the specific initiatives.

**Ongoing:** The Advisory Council on African American Affairs will continue to spearhead the LIFT Initiatives, reporting progress and results, and continue to identify new opportunities, allies and resources within and outside of the ASU community.

## Impact

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The Advisory Council on African American Affairs is in a unique position to educate, collaborate, and advocate for the needs and experiences of the Black and African American members of the ASU community. The committee's approach and open-door policy creates an environment that fosters communication and collaboration. As the committee continues its charge, new ideas, resources and allies are uncovered.

# **LIFT Initiative**

## **Invest 2 (I2)**

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**Establish a multicultural space on campus and fund a working group to assess and begin design options for this space. The Multicultural Space Workgroup will define the vision for the space to advance recommendations for design options by the end of spring 2021.**

## Overview

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Multicultural spaces are environments that support student success and wellbeing, advance the institution's academic mission, celebrate culture, inspire hope, affirm identities, support intersectionality and cultivate a shared understanding and appreciation for diversity and inclusion. Multicultural spaces exist at predominantly white institutions in order to address the histories of exclusion and to create spaces of affirmation for students of color and other historically underrepresented students. While ASU has programming and services to support students of color, the approach in this effort was to identify designated space on each campus as multicultural space for student programs, activities, community building, learning, academic engagement, and celebrations to facilitate a greater sense of belonging among students of color and other historically underrepresented students.

## Actions

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**Immediate:** Throughout 2020-21, the university secured spaces for students to access immediately on each of its Phoenix metropolitan campuses.

**Ongoing:** The University will continue to develop and operationalize those spaces for continued use into the new academic year.

## Impact

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Multicultural spaces at Arizona State University can serve as a positive contributing factor to student persistence and achievement. Multicultural spaces provide an opportunity to intensify collegiate engagement that can positively impact students' academic work and research, professional aspirations and leadership. As we evolve, we have an opportunity to reimagine the space for the future we want, as a hub for social transformation in the spirit of ASU's charter, while honoring the past. They should be integrated and aligned with ASU academic centers to enhance our institutional infrastructure by providing vital support for students of color and other historically underrepresented students.



# **LIFT Initiative**

## **Invest 3 (I3)**

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**Initiate Community Advocates, a new class of graduate fellowships for students of color. Community Advocates will support the needs of students and help them navigate campus life across all disciplines.**

## Actions

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**Immediate:** The structure and design of the Community Advocates fellowship program is being led by the student leaders assigned to the initiative. A formal proposal is being developed for presentation to the Provost's office.

**Ongoing:** The committee has started to identify mentors/supervisors with relevant skills and experience to work with fellows and appropriate linkages to programming connected to the ASU Multicultural Center.

## Impact

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By establishing Community Learning Fellowships, ASU is developing leaders committed to issues of justice and equity and creating healthier relationships between the university and historically marginalized communities. These leaders will help to uplift the community in conjunction with the ASU charter.

# **LIFT Initiative**

## **Invest 4 (I4)**

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**Prioritize the practice of cluster hiring to recruit and retain leading faculty members from underrepresented groups with the goal to recruit at least ten positions each year for the next five years.**

## Overview

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Cluster hiring is the process of hiring new faculty members as a group with the intention of attracting a diverse pool of candidates, identifying synergistic connections among candidates, and recruiting a faculty cohort that fosters collaboration through shared experience. To become more competitive in attracting highly qualified minority faculty members, ASU is preparing to implement these collaborative measures across diverse areas of study.

## Actions

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**Immediate:** In the 2020-21 ASU successfully built four cluster hire cohorts; three funded by the Provost's office and one by The College: Natural Sciences - one cluster that added two faculty members to School of Earth and Space Exploration; Humanities - two clusters that added a total of seven faculty members to English; Social Science - one cluster that added two faculty members to School of Human Evolution and Social Change.

**Ongoing:** As the University continues to initiate cluster hiring, a focus will be placed on interdisciplinary clusters.

## Impact

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As ASU strives to become more competitive in attracting highly qualified minority faculty members, cluster hiring opens up new opportunities. It signals the University's commitment to faculty's personal and professional well-being by creating an environment that values innovation and collaboration. This can lead to fresh perspectives within the class room as well as in the vast areas of research.

# **LIFT Initiative**

## **Invest 5 (I5)**

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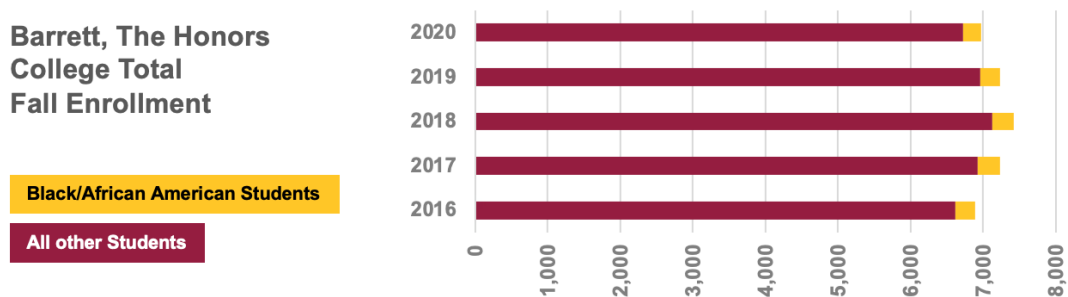
**Appoint a Black tenured faculty member to Barrett, The Honors College to attract and retain top Black students. Responsibilities for this position will include the establishment and management of the Black Excellence Scholar Track (BEST), a summer program to benefit outstanding Black Arizona and regional high school students.**

## Overview

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The range of opportunities is limited for high achieving Black students. Currently, there is an enrollment gap in engineering, computing, and natural science fields for Black students.

For low-income, urban families, cost and proximity are frequently cited as primary considerations in selecting a college for their children. When considering both low and medium income students, there is a disparity between the different areas of interest in sciences, mathematics, engineering, and computing versus the other areas of interest. One prominent theorist on the topic, Dewey (1938) stated, “the belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative.”



## Purpose

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To address the lack of Black faculty and student representation in Barrett, The Honors College, it is imperative that there is a member of the tenured professor faculty that is taking an active role in investing in the recruitment and success of Black students within the College. As a result, the position of Assistant Dean of Diversity, Equity, and Inclusion at Barrett, The Honors College was created. As a key member of the College leadership team the Assistant Dean’s primary responsibility is spearheading BEST@ASU.

BEST@ASU is ASU's innovative approach to entering the space of competitive programs that attract, attain, and elevate high achieving Black students. The program provides high - performing Black/African American students with university and community mentorship activities, assistance with obtaining local and national internships, and preparation for post graduate studies and career pathways.

# **LIFT Initiative**

## **Invest 6 (I6)**

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**Host an annual spring graduate recruitment fair for undergraduates of color across all disciplines with scholarship investments in acute areas of underrepresentation.**

## Overview

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The Graduate School Diversity Fair is a two-day event that features presentations delivered by graduate students during ASU's spring semester. Discussions with leadership in Educational Outreach and Student Services revealed a lack of visibility for the spring graduate recruitment fair.

## Action

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**Immediate:** The 2021 Graduate School Diversity Fair event that took place on Feb. 25-26, 2021 drew interest from almost 800 students, far exceeding organizers' goal of reaching 180 students.

**Ongoing:** Continue to expand the Diversity Fair event by increasing participation from the different graduate departments and organizations as well as outreach to attract more student interest.

## Impact

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Expanding and renaming the Graduate School Diversity Fair creates an opportunity to introduce students of color that are already part of the ASU community to the vast areas of graduate studies that are available.



# **LIFT Initiative**

## **Facilitate 1 (F1)**

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**Promote the success and well-being of all students of color in keeping with ASU's goals to pursue a student body that reflects the people and changing demographics of the state of Arizona. This includes, but is not limited to, realizing undifferentiated outcomes in student retention and graduation for Black students. This work is articulated in ASU's charter, mission and goals and will be accelerated with and through the mechanisms, activities and investments reflected in the 25 actions identified in the LIFT Initiative and in the work of the President's Advisory Council on Inclusion and Success.**

## Action

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**Immediate:** In response to the charge, the committee solicited input from Black stakeholders on campus resulting in data requests and recommendations. Additionally, in collaboration with the University Innovation Alliance (UIA) whose project focus this year is Black Student Success, ASU has created a cross-functional and interdisciplinary workgroup advancing a strategic plan to address undifferentiated outcomes for Black inclusive students. The following pilot initiatives were launched: 2021 Black Student Persistence and Graduation Plans, a student support mapping exercise; outreach campaign to understand the Black student experience and the impact on retention.

**Ongoing:** The Committee will continue its' collaboration with UIA, development of the PhD Plus program and soliciting feedback to help to uncover more opportunities to create viable initiatives.

## Impact

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By identifying the success and challenges faced by Black students and its effects on retention and graduation rates, ASU becomes aligned with its charter. Pinpointing areas for improvement and responding by creating timely, relevant, and intentional initiatives.

# **LIFT Initiative**

## **Facilitate 2 (F2)**

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**Support the activities of the Vice Provost for Inclusion and Community Engagement in prioritizing the university-wide effort for inclusion and awareness. The vice provost will work closely with committees within each college working to achieve goals related to justice, equity, diversity, and inclusion.**

## Overview

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We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Diversity is defined in terms of representation and inclusion. Representation reflects the extent to which our students, staff, faculty and administrators proportionately reflect the regional and national populations served by our public institution. Inclusion encompasses empowerment and voice among all members of the university community in the areas of scholarship, teaching, learning and governance. As a result of ASU's commitment to diversity, The Office of Inclusion and Community Engagement was established and lead by a dedicated Vice Provost.

## Purpose

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The Office of Inclusion and Community Engagement is a unit within the Office of the University Provost that works to empower and give voice to all members of the university community in the areas of scholarship, teaching, learning, and governance. Led by the Vice Provost for Inclusion and Community Engagement, the office is making efforts to establish diversity, equity, and inclusion (DEI) officers in each college or center, hosting university-wide DEI training and collaboration events and ensuring that the DEI principles are being integrated into all campus search committees hiring practices. The office is also collaborating with the Undergraduate and Graduate Offices to ensure diversity and inclusion in their recruitment efforts.

## Impact

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ASU has committed to a strategic plan for diversity. Developed in consultation with a wide variety of constituencies within the university and the deans, this plan, called "Building blocks for success through people, programming and policies," contains a statement that serves as an ongoing touchstone of our commitment, and several specific initiatives that will change and evolve over time, depending on the challenges and opportunities we have before us. At the forefront is the Vice Provost's Office for Inclusion and Community Engagement. Expansions of its role and activities will promote collaboration, shared resources, reduce redundancy, and promote successful initiatives to be mimicked across the campuses.

# **LIFT Initiative**

## **Facilitate 3 (F3)**

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**Implement a program of service time that will encourage employees to participate in mentorship programs for Black and other students at ASU and pursue professional growth opportunities that uphold ASU's commitment to inclusion. Faculty and staff participating in such programs will be recognized in annual evaluations and tenure and promotion processes. Programs will be encouraged throughout leadership ranks.**

## Overview

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ASU as an institution of higher learning values the continued growth and development of its employees and students. The university provides release time from regular duties for employees to participate in development opportunities that will enhance skills and abilities, provide professional growth and development, and expand knowledge. Employees are now eligible for 24 hours of release time per year, which has increased from the previous 16 hours, to use for professional development opportunities. These professional development opportunities include, but are not limited to: University sponsored training, professional development classes, workshops, conferences, seminars, webinars and classes, including those offered through ASU Career EDGE. Participation in university professional organizations and in university affinity groups are encouraged.

## Actions

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Through the LIFT Initiative, a special emphasis on programs that benefit underrepresented staff and students in reaching their educational/professional career goals has been made. On January 19, 2021 an expansion of SPP 601 was approved by the President's Executive Council and communicated to the entire ASU community. The expansion reflects an increase from 16 to 24 hours of approved release time for all ASU personnel annually and to include participation as a mentor or mentee in university programs. A recommendation has been made to rename SPP 601 to the Release Time for Professional Development Career Development Learning/Mentorship Hours and encourage and incentivize faculty members to mentor more students from underrepresented communities.

# **LIFT Initiative**

## **Facilitate 4 (F4)**

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**Enhance the mission, resources and services of the Center for the Study of Race and Democracy under the leadership of the Center's Director and support from the Office of the Provost.**

## Overview

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The Center for the Study of Race and Democracy (CSRD) is the only entity at ASU and in the state of Arizona to position race and democracy in direct relation with each other. We have a robust, deliberate, and inspired commitment to model and to sustain broadly embedded and academically rooted studies of race and democracy. CSRD is known within and beyond the University for its spirited and innovative programming on issues of race, democracy and the known and understudied impact of systemic and institutional racism and undemocratic practices. CSRD is a destination for those determined and willing to grapple with pressing issues such as equity in education, health, and housing; race, gender and civic discourse; race, place and public memory, and emerging technologies of democracy. We facilitate powerful and informed dialogues through programs such as the acclaimed annual Delivering Democracy program, our Impact Arizona series, the Created Equal Film and Arts Series, and our mobile writing workshops series Words on Wheels. Our programs and events feature experts and changemakers, thought leaders and accomplished professionals who engage with and inspire our audiences. Distinctive lectures, effective workshops, and meaningful collaborations are signatures of CSRD

## Impact

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The award-winning Center for the Study of Race and Democracy is recognized and established as a unifying and solutions oriented hub of civic empowerment and anti-racism. Through trendsetting programs and events aimed at educating, empowering, and connecting a new generation of citizens and leaders, the CSRD is helping pave the way to Martin Luther King, Jr's "beloved community."



# **LIFT Initiative**

## **Facilitate 5 (F5)**

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**Facilitate institutional support for the annual A. Wade Smith Memorial Lecture on Race Relations. Support includes but is not limited to funding, promotion, and other resources.**

## Overview

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The A. Wade Smith Memorial Lecture on Race Relations was created in 1995 to continue Dr. Smith's bridge-building work in sociology at ASU. As a professor, A. Wade Smith worked to educate and bridge racial divides at ASU and in the community at large. The attendance at this lecture was outstanding in its early years. While the quality of the speakers has remained strong and the topic areas compelling, attendance declined. The annual event allows the audience to hear social scientists and other thought leaders analyze race relations in the U.S. and consider routes for overcoming racial divides.

## Action

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**Immediate:** The Smith family continues to play a primary role in speaker selection and lecture theme. A committee including internal ASU and external community members works with the family and The College of Liberal Arts and Sciences to determine the speakers and The College's staff hosts and manages the event. The College's development officer oversees the speaker honoraria. The Deputy Vice President for Educational Outreach and Student Services has been appointed to the committee to support an increase in sponsorship and other funding.

**Ongoing:** In an effort to attain and expand the events surrounding the annual lecture services, the Deputy Vice President of Educational Outreach and Student Services has requested a substantial funding increase and is working on leveraging the resources of invested partners such as ASU Gammage and the Center for the Study of Race and Democracy.

## Impact

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Institutionalizing these changes will provide an opportunity for dialog about multiculturalism, bias, racism and similar topics. The A. Wade Smith Lecture, with additional programming, will help bridge racial divides in and around the ASU community. These lectures will continue to provide factual information about historical and contemporary race relations and explore next steps. Reinvigorating the lecture series will help in the University's mission to bridge racial divides in and around the ASU community.

# **LIFT Initiative**

## **Teach 1 (T1)**

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**Establish a Presidential Postdoctoral Fellowship Program in the goal toward diversifying the faculty of the university. The program will fund a minimum of 30 postdoctoral fellowships from underrepresented communities over a period of two years. After successful completion of the program, graduates will have a path to continue in a tenure - track position at Arizona State University.**

## Overview

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The lack of diversity in ASU's faculty has long been an issue of concern for the administration. While past efforts had been made, a university wide program with such intentionality has not been implemented. Programs to diversify the professoriate have been in existence at other universities for the last twenty-five years. Included in this group is a program created in 2011 by the University of California and University of Michigan, called the Partnership for Faculty Diversity. The Partnership includes the entire UC system, three national labs, and more than a dozen universities from across the United States.

<b>Tenured/ Tenure track</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Black	62 (3.24%)	69(3.51%)	72(3.61%)	69(3.43%)	72(3.59%)
Not Black	1,851	1,897	1,922	1,945	1,932

<b>Not on Tenure Track</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Black	52(3.38%)	58 (3.61%)	58(3.47%)	61(3.41%)	58 (3.19%)
Not Black	1,487	1,549	1,612	1,728	1,763

## Actions

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In 2021, ASU established the Presidential Postdoctoral Fellowship Program (PPF) that creates a pathway to tenure-track positions at ASU and thus creating a long-term process to diversify the faculty of the university. Fifteen positions were approved and as of June 30, 2021, four have been filled.

## Impact

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The Presidential Postdoctoral Fellowship Program has the ability to profoundly impact the quantity, quality and success of underrepresented minority faculty members of ASU. Of the 30 total positions, the hope is that ASU will make offers to all of the fellows for tenure/tenure track positions over the subsequent two to five years. Should the units be successful in developing and hiring these fellows as tenure-track faculty, the goal is to continue the program for an additional 2 years with 30 additional postdoctoral fellows. By enhancing the landscape of the ASU faculty to be more representative of the student and community population, a pathway to a deeper understanding of our global community is forged. It is through a synergy of ideas and experiences that institutions of higher learning continue to lead the way globally in research and other advancements.

# **LIFT Initiative**

## **Teach 2 (T2)**

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**Establish 50 new graduate assistantships over the next two to three years for underrepresented students.**

## Overview

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Scholars have examined policies that institutionalized discrimination in education, and galvanized Black communities. They have not, however, provided a comprehensive national analysis that captures histories of black performance in higher education. In a 2006 study it was found that 30 percent of all graduate students, regardless of race, never feel that they have a faculty mentor. While this can be attributed to many obstacles, some obstacles seem to be especially persistent for African Americans. The chief obstacle is determining the type of funding available. In spite of getting fellowship offers, African American students are significantly less likely to obtain research and teaching assistantships, especially in math and science. A similar study revealed that 36 percent of Black engineering graduate students were offered research assistantships, compared to 69 percent for Asian students. Hispanics/Latinas(os) had slightly better results than Blacks, but still trailed the opportunities offered to Asians.

## Mission

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To better prepare Black students to navigate graduate school and obtain research and teaching assistantships, especially in nontraditional areas, the Presidential Graduate Assistant Program (PGA) was established. Twenty-three of the 50 positions were filled for the 2021-22 incoming class; 11 of the 23 are Black.

T1& T2 programs are being developed to include PPF and PGA exclusive programming in conjunction with having the students take full advantage of the existing broader graduate programming. Recruitment efforts are underway to fill the remaining positions in 2022.

## Evaluation

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The evaluation will be conducted by the College Research and Evaluation Services Team (CREST) within Knowledge Enterprise. CREST oversees a large portfolio of sponsored evaluation projects funded by National Science Foundation (NSF), National Institutes of Health (NIH), U.S. Department of Education, and others that include diversity, equity and inclusion initiatives embedded within larger broader impact goals.

Continuously: Exit interviews with anyone choosing to attrite from the program to determine reasons and recommendations for the program to mitigate attrition.

# **LIFT Initiative**

## **Teach 3 (T3)**

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**Establish a university-wide student entrepreneurship, career advising and student success initiative to inspire and assist Black students and all students of color. Under the direction of the Undergraduate Office and in collaboration with key Arizona businesses and community leaders, this initiative will provide exposure to career options and pathways to post-graduate opportunities throughout the state.**

## Overview

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While ASU is committed to the pursuit of providing mentoring and exposure to post-graduate pathways for Black students, execution can be challenging. Obstacles such as limited numbers of available faculty/staff mentors with specific specialties, time constraints, and scheduling conflicts can hinder engagement and therefore impede progress. In a world where access to information is 24/7, with a new generation of students who are comfortable and can thrive in virtual environments, the ability to offer alternatives to traditional mentoring programs is imperative.

## Action

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**Immediate:** In 2020 ASU developed Mentoring at Scale, a more expansive redesigned model of ASU's virtual career assets.

**Ongoing:** A pilot program where the Mentoring at Scale tool is used in conjunction with the Co-NEXT ASU-Greater Phoenix Urban League Young Professionals mentoring program.

## Impact

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Initiatives like Mentoring at Scale are an innovative approach to mentoring and career mapping. As ASU is adapting to the ever evolving learning environment, this unique medium allows students to access help that is personalized to their interest, schedules, and needs.



# **LIFT Initiative**

## **Teach 4 (T4)**

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**Develop and implement training procedures for faculty and staff participating in search committees to better identify and address issues such as systemic bias in candidate hiring.**

## Overview

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Individuals who serve on search committees play a key role in the development of the New American University. They can be the gate keepers to new talent, new perspectives, and the development of a more representative campus staff. All members of faculty search committees and other hiring authorities are required to participate in annual workshops to orient them to the hiring process. That training provides an opportunity to educate those involved in hiring decisions regarding strategies to identify a deep and diverse applicant pool and to address systemic and implicit biases that might otherwise interfere with the selection process. Training materials have been developed with a particular focus on the nature of academic hiring and include example scenarios and interactive components. Representatives of the Office of General Counsel are included to assist in addressing questions regarding compliance with applicable federal and state law and university policies.

## Action

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**Immediate:** Existing training materials have been reviewed to assess the adequacy of content addressing diversity, inclusion, and bias. Trainings have been enhanced to include a conversation about the use and evaluation of diversity statements. The PowerPoint presentation that accompanies the workshop and the newly implemented APARS system is available through the following link:  
[provost.asu.edu/academic-personnel/search](https://provost.asu.edu/academic-personnel/search)

**Ongoing:** Continue to collaborate with the Vice Provost for Inclusion and Community Engagement to develop more comprehensive diversity training to be used by all search committees.

## Impact

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In the University's acquisition of new talent, it is important to recognize the barriers that systemic bias can place on candidate hiring. By developing trainings to help identify, understand and address this, ASU is acknowledging the benefits of diverse backgrounds, new perspectives and representation of the students and community that ASU serves.

# **LIFT Initiative**

## **Teach 5 (T5)**

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**Implement the “To Be Welcoming” training for all new and continuing ASU employees and students in collaboration with Human Resources.**

## Overview

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In response to a 2018 racially charged incident in Pennsylvania, Starbucks and ASU created the “To Be Welcoming” (TBW) online diversity, equity, and inclusion training for all Starbucks employees. In June 2020, Starbucks shared the training with the public and ASU took the opportunity to implement the curriculum into the training for faculty, staff, and students. The training is still in development, with a projected rollout of the 2021-22 academic year.

## Mission

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To create safe spaces where people can listen, be listened to and learn from each other through conversations that are not always comfortable, but constructive. To share research and information that can help people to think about how they view the world and to consider how other people experience it.

## Impact

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The “To Be Welcoming” training was a unique opportunity for ASU faculty experts to use research and academic exploration to effect change within society. As ASU continues to strengthen its commitment to marginalized and underrepresented communities, implementing an expanded version of the training will help the ASU community as a whole to understand that inclusivity is as key to academic success as accessibility.

# **LIFT Initiative**

## **Teach 6 (T6)**

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**Establish a new Bachelor of Arts degree in Race, Culture and Democracy to be launched by the College of Integrative Sciences and Arts, the New College of Interdisciplinary Arts and Sciences and The College of Liberal Arts and Sciences (School of Social Transformation) with support from the Center for the Study of Race and Democracy.**

## Overview

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Conversations regarding race, culture, and democracy and its effect on our nation have been part of the ASU community for quite some time. In line with the responsibility that universities have to the needs of the greater communities they serve and ASU's mission to be on the forefront of education, it is time to establish a Bachelor of Arts degree in Race, Culture and Democracy. Approval for the degree has been given by the Arizona Board of Regents. The implementation of the degree (curriculum and graduation requirements) are being finalized by the CSRD, the Provost's office, and colleges.

## Purpose

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The aim shall be to enable students to understand that race and ethnicity are ever-changing processes that are radically contingent on the history, politics, geography, culture, and multiple other factors.

## Impact

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As part of the university's duty to be on the forefront of society and in turn educate and prepare future leaders, providing students with the ability to develop their skills of antiracist analysis, racial justice, social change, and global ethnic diversity is essential. Such education better equips students for careers in science, technology, business, law, government, public policy, nonprofits, the arts and more.

# **LIFT Initiative**

## **Teach 7 (T7)**

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**Reimagine and enhance the efforts of the campus police force to meet the overall needs of the ASU community. Through consultation, education and opportunity, this initiative endeavors to establish a police force comprised of baccalaureate degree-holding members and a certification program to train members in racial sensitivity, conflict de-escalation, mental health, and crisis intervention.**

## Overview

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As university campuses are microcosms of the communities they serve, they often encounter the same environmental impacts and challenges. ASUPD recognizes that as part of the policing profession they hold responsibility to both ASU and the surrounding community. They have a duty to recognize and acknowledge issues and to address them immediately whether that be within their internal department or the neighboring agencies that they work with.

Independent of the LIFT Initiative, the ASUPD conducted its own internal review and began to implement changes such as joining the 30x30 initiative to increase their female and minority officers to 30% by the year 2030 (30x30initiative.org); evolve and expand officer trainings on topics such as “CIT” (Crisis Intervention Training), community policing, and procedural justice and legitimacy. They are also increasing their work with community partners such as the Dean of Students office, Counseling, Facilities, Environmental Health and Safety, Housing, and Athletics.

## Actions

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Campus police share responsibility with the University for safety and security which enables the university to carry out its mission of advancing research, discovering public value, and promoting the economic, social, cultural, and overall health of the communities it serves.

Recommendations have been made and the full proposal titled Objectives and Principles of a Campus Police Agency was created and is being presented. The proposal includes improving police organizational, administrative, and operational policies, procedures, education, and practices. It also includes establishing mechanisms to diversify the police force through recruiting and hiring more ethnic minorities, disabled, and LGBTQ people.

## Impact

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Reimagining the ASU campus police force through targeted resources and enhanced training can lead to a relationship of trust and understanding between the police and the community they protect and serve.



# **LIFT Initiative**

## **Teach 8 (T8)**

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**Affirm and foster race and multicultural solidarity within and among ASU's interdisciplinary academic centers with the support of endowments.**

## Action

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**Immediate:** The ASU Recruitment Certification Training was revised to include more expansive sections on recruiting diverse candidate pools and removing bias from the selection process. The participants receive a two-year certification. Approximately 600-800 hiring leads complete the training annually.

# **LIFT Initiative**

## **Teach 9 (T9)**

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**Fund and sustain ASU Library's award-winning Community-Driven Archives (CDA) Initiative in order to enhance Arizona's historical records and the University's engagement with underserved and under-represented communities.**

## Overview

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According to the 2012 Arizona Archives Matrix Project, the Latino, Black, Asian & Pacific Islander, and LGBTQ communities make up over 42% of Arizona's population but are only represented in 0-2% of known archival collections. Arizona's archives are dominated by White narratives that promote White supremacy, settler colonialism, and dehumanize Black, Indigenous, and People of Color (BIPOC). In order to address this inequity and erasure, ASU Library established the Community-Driven Archives (CDA) Initiative in 2017 with the support of the Andrew W. Mellon Foundation. Under the leadership of Nancy Godoy (Associate Archivist), the initiative engages, educates, and empowers BIPOC and LGBTQ communities. Through educational workshops and services, individuals learn how to be a "community archivist" and preserve their local history. The CDA team has received several awards and recognition including the ASU Catalyst Award (2019) and AZLA Outreach Services Award (2019) .

## Action

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**Immediate:** Increased meetings with local BIPOC and LGBTQ communities; transforming archival theory and practice within the profession and academia.

**Ongoing:** The CDA team is actively strategically planning and finding ways to continue to serve the Black community, including bolstering staff and enhancing community partnerships. The team has delivered a vision proposal and budget to the LIFT subcommittee

## Impact

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Education of the history helps navigate the future and allows full recognition and participation in the present. Providing free access to information as well as archival supplies helps build trust with community members.

# **LIFT Initiative**

## **Teach 10 (T10)**

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**Launch a multi-college interdisciplinary initiative to help reduce inequality in the United States in partnership with experts in civil rights and civil liberties.**

## Overview

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Public colleges and universities as a whole have decreased access for Black students as it relates to the racial and ethnic diversity of the respective state's population since 2000. Arizona State University had previously committed to a multi-college initiative to help reduce inequality in the United States. This new initiative, called The Difference Engine, was conceived of and is now led by civil rights lawyer Ehsan Zaffar. The Difference Engine pairs interdisciplinary entrepreneurship with the enthusiasm of ASU students and thought leadership of ASU faculty and staff to fix our nation's greatest inequalities.

## Impact

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The Difference Engine offers a creative platform for those within or connected to the ASU community to develop tools, projects, and conversations addressing inequality. The center will provide a channel that connects Black students and community members to a supportive network of fellows, mentors, and resources that will continue to grow as the center builds more partnerships within ASU and externally.

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President, Black Graduate Student Association and Member, Multicultural Solidarity Coalition

#### Aniyah Braveboy

President, Black African Coalition

#### Cornelius Foxworth\*

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#### Kiara Kennedy

Sun Devils United

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Dean's Fellow & Coordinator for Culture and Access, Herberger Institute for Design and the Arts

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## A Special Thank You to

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**Sheila Ainlay**

**Claud Archie**

**Wadell Blackwell**

**Jamie Burns**

**Malissia Clinton**

**Shayla Cole**

**Kim Desimone-Nelson**

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