



*Michael M. Crow
President
Arizona State University*

Arizona State University is pleased to present the inaugural edition of *Diversity Works @ASU*. As a **New American University** dedicated to the advancement of excellence, enhancing broad access to quality higher education, and meaningful societal impact, ASU is a community of 73,000-plus people from more than 127 nations and every U.S. state. It is a microcosm of our world and as such, is a stimulating environment comprised of varied cultures, perspectives, traditions, and ideas.

Diversity Works @ASU highlights the important and impactful work ASU is doing to realize its vision as an institution defined not by whom it excludes, but by whom it includes and how they succeed.

As one of the largest public research universities in the nation, communicating the breadth and depth of the diversity-related programs, services and initiatives available at ASU in an effective manner can be challenging. *Diversity Works @ASU* endeavors to assist on-campus and off-campus constituencies alike as a key information resource. In addition, by offering new narratives about life in Arizona and the people who call this state “home,” *Diversity Works @ASU* also offers accurate and comprehensive information that significantly contrasts unfortunate misperceptions related to controversial laws and policies, and negative publicity.

ASU is evolving a model for 21st century higher education that centers on a culture of inclusion. In order to address and solve society’s most complex issues, we must first understand and appreciate the backgrounds, beliefs, practices, and similarities that exist in our increasingly diverse and interdependent global community. ASU is committed to deepening and demonstrating that understanding at every level.

I value the effort put forth by the **Office of Institutional Inclusion** and the many contributors who labored to produce this important report. It is my hope that you will find the information contained in these pages useful and that you will share its contents broadly with others. Going forward, ASU will continue its multi-faceted endeavors to be of meaningful service and to represent the rich tapestry of humanity that makes Arizona special. ■

A handwritten signature in black ink that reads "Michael Crow". The signature is written in a cursive, flowing style.

Welcome to the inaugural issue of *Diversity Works @ ASU* – a report that is intended to provide an annual snapshot of ASU’s commitment to inclusion as a guiding value. The title, *Diversity Works @ ASU*, conveys both the process (*Works* as a verb) and the current state (*Works* as a noun) of ASU’s inclusion efforts. We hope that the pages that follow exemplify the substance and meaning of this title in both of these applications.

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

The purpose of this inaugural publication is to feature exemplars of diversity efforts and achievements at ASU at the institutional, college, school, and unit level, with an emphasis on work that is ongoing or that occurred during the 2011-2012 academic year. Individual and student efforts (of which there are countless) are beyond the scope of this publication. We do, however, feature a few exemplary individuals who have been recognized at national levels.

Diversity Works @ ASU is not intended to capture everything being done at ASU with regard to fostering diversity. Rather, it is meant to highlight a selection of exemplars and bring them to life, demonstrating how diversity does indeed work at ASU. This publication also refrains from repeating information already available on the [Diversity at ASU](#) website and in the [diversity page](#) of the ASU Annual Report.

The programs and initiatives highlighted in this report are in alignment with ASU’s commitment to excellence, access, and impact, as well as with the eight design aspirations that guide ASU’s transformation into the [New American University](#). This report is organized into seven main sections:

- Investing in the Future
- Mentoring Efforts
- Social Embeddedness
- Use-Inspired Research
- Campus Dialogue and Education
- Teaching and Curricular Innovation
- Honors and Awards

We include a final section focused on aspirations – inclusive of goals and efforts we seek to achieve in the coming years. We hope you enjoy the first edition of *Diversity Works @ ASU*. ■

Delia S. Saenz, Ph.D.
Vice Provost for Institutional Inclusion

Kevin Correa
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The Office of Institutional Inclusion is a unit within the Office of the Executive Vice President and Provost of the University

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investing in the future

ASU conducts outreach to underrepresented populations, inspires and prepares pre-collegiate students from these communities to become Sun Devils, and transforms society in the process.

Access ASU



A group of students at Metro Tech High School making the ASU pitchfork hand sign

Utilizing an academic readiness model to boost enrollment of underrepresented students

Access ASU, a part of **Educational Outreach and Student Services**, is utilizing an academic readiness model to boost enrollment of underrepresented students at ASU. In the past few years, the department has implemented a comprehensive collaboration with Metro Tech High School, a Phoenix magnet school where more than 95% of the population are students of color. Access ASU conducts outreach to Metro Tech students and prepares them for enrollment and success at ASU.

The collaboration has incorporated three major components: an ASU Department of English and Metro Tech High School faculty partnership, multiple interactions per year with all 400 freshmen since 2009, and high school driven modifications to curriculum and instruction. The faculty partnership has led to the creation of a writing center at the high school that is staffed by ASU students who provide tutoring to Metro Tech students. It has also included the articulation of writing standards from high school English to ASU English 101 courses, guest lectures by ASU faculty, and the sharing of syllabi and student work.

The commitment to have at least three interactions per year with Metro Tech students is based on research that shows outreach efforts are more effective when they include more than just a single encounter. Regular interactions between Access ASU and Metro Tech vary from ASU

campus tours to presentations at the high school done by ASU staff as well as ASU *Students Providing Awareness Resources and Knowledge to Start College (SPARKS)* panels in which ASU students share their experiences about the paths they took to become Sun Devils and what life is like at ASU.

The modifications to the curriculum and instruction include the implementation of ACT Quality Core Curriculum, comprehensive student participation in the ACT EXPLORE, PLAN, and ACT to measure college readiness, curriculum alignment with ASU faculty, and modeled instruction from ASU faculty in senior English courses. As a *Move on When Ready* participating school, Metro Tech has implemented the ACT Quality Core across all grade levels and content areas. ACT Quality Core ensures students are ready for college-level work.

The impact of this collaborative academic readiness model that began in 2009 has been remarkable. From 2009 to 2011, there was a 50% increase in ASU applicants from Metro Tech High School (compared with a 29% increase district-wide) and a 66% increase in ASU enrollments from Metro Tech High School alumni (compared with a district-wide increase of 19%). Moreover, the percentage of Metro Tech students with a 3.0 or higher GPA rose from 39% in 2011 to 47% in 2012. ■

ASU hosts American Indian high school students from across state - **RECHARGE**



Participants at RECHARGE

More than 100 American Indian high school students from across Arizona attended RECHARGE, an outreach event on April 3 at the Downtown Phoenix campus and Heard Museum. ASU's Diane Humetewa, special advisor to the president on American Indian Affairs, welcomed the students and encouraged them to become Sun Devils and to take advantage of the learning opportunities at the event.

The event, hosted by **Educational Outreach and Student Services**, included personalized tours of the ASU Downtown Phoenix campus and Heard Art Museum and one-on-one interactions with ASU faculty and students. During a presentation, *American Indian Students United for Nursing*, a School of Nursing and Health Innovation student

organization, shared their university experience and offered valuable advice on taking advantage of the student support services offered at ASU.

Jacob Meders, ASU adjunct faculty, contemporary artist and Mechoopda Indian Tribe member, delivered an inspiring keynote speech about the importance of higher education. In his keynote, Meders challenged students to have a broader vision of what the future can hold, and for what they have to offer to their communities and families. ■

"Many are our brothers and sisters here – to higher education"

Tribal Nations Tour shares message of higher education



The ASU Tribal Nations Tour visits Leupp Elementary School

ASU traveled to tribal communities and schools in northeastern Arizona during the second week of August, 2012 to encourage youth to consider higher education. Led by the **President's Office of American Indian Initiatives**, current ASU students and staff provided outreach, academic guidance and college preparation tips to American Indian students, families and communities.

The initiative was funded by a College Access Grant from the Arizona Governor's Office, and sought to bring information about higher education to tribal communities throughout Arizona. As a result, ASU's Tribal Nation's Tour (TNT) traveled to 22 schools in 17 Arizona Indian tribal communities, including the Tohono O'odham Nation, Hopi Tribe, Cocopah Nation, Gila River Indian Community, Yavapai-Apache Nation, White Mountain Apache Tribe and other tribal nations. Through these visits, TNT reached more than 2,400 elementary and high school students, and more than 380 parents and school personnel.

TNT recruits current ASU students to travel to some of Arizona's rural Indian tribal communities to share their experiences through personal stories, skits and a variety of activities to encourage young people to go to college.

Many of these ASU students come from the very communities that the TNT visits.

"I go out on TNT trips to encourage students," said ASU junior Diedra Vasquez (Navajo/Tohono O'odham), an active TNT participant. "But the tours also helped me realize that we need to support the youth. Many are our brothers and sisters, and we need to work to get them here – to higher education."

ASU has one of the highest American Indian/Native American student populations in the nation. In 2011-2012, more than 1,300 American Indian students were enrolled at ASU, a number that ranks third in the country among all universities with very high research activity. ASU also is a leading university in the country for awarding graduate degrees to American Indian students, ranking 8th in total master's degrees awarded in all disciplines. ■

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n."*

- Diedra Vasquez, ASU Junior

César E. Chávez Leadership Institute

College preparation,
leadership development,
and community
engagement for Arizona
high school students



The César E. Chávez Leadership Institute (CCLI), administered by the **Office of Public Affairs**, is a high-energy, residential leadership program for Arizona high school sophomores and juniors intended to foster academic and personal success, embrace diversity, and reinforce the value and importance of community service and civic engagement.

For one summer week, students learn about the life of César E. Chávez and his contributions to his community. They also receive personalized college preparation help from college recruitment and financial aid advisors, and they develop their leadership knowledge and skills by participating in interactive leadership sessions led by a variety of community leaders such as Phoenix City Councilman Daniel Valenzuela. Students also practice community engagement by completing a community service project and visiting community service organizations such as United Methodists Outreach Ministries New Day Centers, Lodestar Day Resource Center, Valle del Sol, and Chicanos Por La Causa. For its community service project, the 2012 group did a thorough cleaning of the Mesa Boys & Girls Club. A previous group packed medical supply boxes for Project C.U.R.E.

CCLI, which is offered at no cost, is available to students of all races and ethnicities. Rhonda Carrillo (Office of Public Affairs) manages CCLI and notes that the institute draws interest from a highly diverse population that she surmises is

inspired by the name of the program and the legacy of César E. Chávez. “Approximately 70% of applicants are Latino,” she says. “We’re also getting a lot of applications from Asian American students, African-Somali students, and LGBT (lesbian, gay, bisexual, and transgender) students.” The class of 2012 was comprised of 60 students representing 43 high schools from 23 communities throughout Arizona.

The CCLI experience does not end after the week of programming. CCLI staff members regularly send CCLI alumni information about scholarship opportunities, community service projects, and college preparation such as SAT and ACT dates and test-taking tips. They also invite CCLI alumni who are still in high school back to ASU twice a year for a follow-up program called Devils in Training, which includes additional information on the college experience such as financial aid, the application process, housing, and student organizations.

Since its inception in 1995, CCLI has served nearly 1,000 students in Arizona. In the past two years, 50% of CCLI alumni graduating high school have gone on to become ASU Sun Devils, indicating the program’s positive impact on these students. One recent student notes, “Through CCLI, I have gained organizational skills which can help me bring people together and I have also gained public speaking skills which I can definitely take home.” ■

Raising the educational and career aspirations of Hispanic women for nearly 30 years

With nearly three decades of success preparing first generation Latinas for college, the Hispanic Mother-Daughter Program (HMDP) has become one of ASU's most well-regarded outreach programs. Operated by **Educational Outreach and Student Services**, HMDP increases the number of first-generation Hispanic women who complete a bachelor's degree by directly involving mothers in the educational process of their daughters.

With local school administrators, HMDP annually selects 100 seventh-grade Latina students from schools with pre-established partnerships with ASU. Students and their mothers attend workshops and events throughout the students' eighth grade and high school years. Workshops address topics such as creation of a four-year high school plan, community involvement, cultural identity, self-esteem, and preparing for the university. Students in the program also receive one-on-one school visits from HMDP advisors.

Since its inception in 1984, HMDP has reached more than 6,000 young Latinas and their mothers, and 100 percent of students who made a commitment and stayed in the program have graduated from high school and gone on to attend a community college or a university. Success stories include alumnae Bridget Valenzuela, who entered the program in 1985 and graduated from ASU with a Sociology degree in 1995, and Mayra Chavez, a program participant who earned an ASU engineering degree in 2006.

"The program has given my family a perspective on higher education that not many families from Guadalupe are exposed to," says Valenzuela, who is now a middle school science teacher in the Salt River Pima Maricopa Indian Community.

"I believe that without the program I would definitely not be where I am now," says Chavez, who is a software engineer for Boeing. "Having the workshops on campus and meeting other girls with the same hopes and dreams encouraged me to keep going to school. I was able to enter ASU on the first day with confidence that I was going to realize my dreams." ■

The screenshot shows the ASU Hispanic Mother-Daughter Program website. At the top, there is a navigation bar with the ASU logo and links for Home, My ASU, Colleges & Schools, A-Z Index, Directory, Map, and Sign In. Below the navigation bar is a large image of three young women smiling. Underneath the image is a menu with links for HMDP Home, About, Eligibility, 8th Grade, High School, and University. The main content area features the title "Hispanic Mother-Daughter Program" and a sub-heading "First-generation college bound students". A paragraph describes the program as an early-outreach college preparatory program designed to raise the educational and career aspirations of women. To the right, there is a "schedule of workshops" section with an "Access ASU" button. At the bottom right, there is a "Contact Us" section with the program's address and contact information.

"I believe that without the program I would definitely not be where I am now."

- Mayra Chavez

Fleisher Scholars Program



Fleisher Scholars at ASU



Fleisher Scholars gain knowledge,

W.P. Carey School of Business: In the business of diversity

Helping economically disadvantaged students succeed in business

The Fleisher Scholars Program, run by the **W.P. Carey School of Business**, is a comprehensive college and career preparatory program designed for economically disadvantaged Arizona high school students between their junior and senior year who are interested in pursuing careers in business. Named for Morton Fleisher, a local entrepreneur, and his wife, ASU graduate Donna Fleisher, who together provide the funding for the program, the Fleisher Scholars Program was created to help these traditionally underrepresented students to be successful academically and professionally.

The core component of the program is a weeklong all-expense-paid summer residential experience at ASU that entails presentations, mentoring, team projects, and on-site company visits. Students stay with supervising mentors at the **Barrett Honors College**, and during the week, they discover academic and career opportunities in business, learn about university admission and financial assistance options, and are taught skills and tips to succeed in college and beyond, all while interacting with W.P. Carey students, faculty, staff, and alumni, as well as with local business and industry representatives. After the residential experience has concluded, participating students continue to receive support throughout the college application and enrollment process.

“We admit students to retain them,” explains Tim Desch, Assistant Dean for Undergraduate Admissions at the W.P. Carey School of Business, who has been with the program since its inception. “We want to make sure that students are adequately prepared for the rigors of a business education before they arrive and also that they take advantage of and have access to resources,” says Desch.

Now in its third year of operation, the program reaches 25-30 students per year and has been tremendously successful. More than half of the students in the first cohort ended up becoming ASU students, and the rest enrolled at other colleges and universities. In addition, some of the students who have gone through the program now serve as mentors and ambassadors for the program. There have even been student-initiated discussions about starting a W.P. Carey student club for Fleisher Scholars. This is an investment that is paying off.

“Rather than just providing scholarships, we thought it would be more effective to create a program that would help these students succeed by giving them better college preparation, including helping them understand the nuances of the college application process,” notes Desch. ■

The event included seminars on the opportunities available in specific business fields and sessions on topics especially important to women in the workplace.

Young Women in Business Forum



The **W.P. Carey School of Business** held its first “Young Women in Business Forum” in March, 2012, at the Memorial Union at ASU’s Tempe Campus. Sponsored by

companies such as Intel and Vanguard, the purpose of the forum was to generate interest and knowledge about academic and career opportunities in business among women, who are currently underrepresented in some specific business fields.

“We want to make young women aware of the opportunities in all sectors of business,” says Amy Hillman, W. P. Carey School of Business Executive Dean. “It’s important to dispel the myth that certain business areas are more oriented toward men. We work with recruiters from top companies all the time, and they continue to tell us they want more female candidates for the jobs they have open.”

About 200 participants, including students from at least 10 local high schools, were in attendance at this nearly day-long event. Groups from Maricopa High School, Chandler High School, Mountain Pointe High School, Thunderbird High School and Marcos de Niza High School were bussed to campus so that they could participate.

The event included seminars on the

Attracting more young women to the business field

opportunities available in fields such as finance, computer information systems, and economics, which are currently lacking adequate representation of women. There were also sessions on topics especially important to women in the workplace, such as work-life balance and mentoring.

“This was a chance for young women who aren’t sure what they want to do for a living to learn more about some of the most popular business fields out there,” says Tim Desch, Assistant Dean for Undergraduate Admissions at the W. P. Carey School of Business. “For example, we have an incredible job-placement rate for our nationally renowned supply chain management program, but high school students may not even know much about that particular field.”

Based on the positive feedback received from event participants, W.P. Carey School of Business is exploring the possibility of offering this event on an annual basis.

“Our top employers emphasize that women bring tremendous value and diverse viewpoints to their organizations, especially in areas that have been male-dominated in the past,” says Hillman. “We want to help young women find the motivation to enter these fields and provide them with the tools to succeed.” ■

Sandra Day O'Connor College of Law



South Mountain High school students practice doing legal research at the College of Law library as part of a library tour and exercise

Award-winning outreach

The Sandra Day O'Connor College of Law at ASU operates several award-winning youth outreach programs that have diversity as a critical component. These programs include: a four-level mentoring program (high school through attorneys, and periodically mentoring elementary school students), summer law camps, mock-trial academies, and teaching law in high school classes.

Hispanic National Bar Association/ASU Mentoring Program

This mentoring program assigns participants to mentoring teams, each of which ideally has at least one attorney, one law student, one college student, and one high school student. The program works for participants at each step of the ladder to the legal profession. High school students gain exposure to information about college; undergraduate and pre-law students learn about the law school admissions process and the importance of taking challenging classes; and all students, including law students, get an inside view of the practice of law with their attorney mentors. This program is open to participants of any ethnicity, but it serves many students of color. Launched in 2007, the program currently has over 100 participants.

Street Law

ASU law students appear as guest teachers once a week in freshman classes at South Mountain High School, a school with a Law Magnet Program and a student population that is more than 95% students of color. The program is facilitated by students on the College of Law's Youth Mentoring Board. A primary objective of the program is to increase diversity in the legal profession. Street Law strives not only to educate young people about the law, but to empower them to take an active role in the civic affairs of their schools, communities, and country, and to enable them to identify problems and make positive change in their lives and the lives of others. Topics include human rights, the legislative process, and community issues. The program reaches approximately 50 students each year.

Mock Trial Weekend Academy

Since January 2008, law students have organized and helped to teach a day-long mock trial skills camp for a diverse group of about 150 high school and middle school students, partly to help high school mock trial teams prepare for regional competitions. This annual workshop features several break-out sessions taught by experienced ASU coaches and competitors as well as select ASU law faculty and members of the Arizona legal community. The break-out sessions focus on topics ranging from the presentation and creation of opening statements and closing arguments to the fashioning of effective examinations to dynamic witness portrayals.

Extensive Outreach

In addition to these efforts, the College of Law hosts students from South Mountain High School for a library tour and exercise in legal research, conducts outreach to Title I middle schools to expose them to law school and the wide range of professions within the legal system, enrolls diverse high school students in the national Marshall-Brennan Moot Court Competition, and helped to develop a civics web site - <http://www.icivics.org/> - that is designed to teach middle school students about our system of law and government in an engaging and interactive manner.

“Having our outreach programs recognized as the best in the country by the Law School Admission Council is a high honor.”

- Dean Douglas Sylvester



The College of Law has a partnership with South Mountain High School, a school with a Law Magnet Program and a student population that is more than 95% students of color

Award-Winning Outreach

The College of Law’s comprehensive outreach efforts were recognized by the Law School Admission Council (LSAC), which named the College the winner of its 2012 Diversity Matters Award. This national award is made each year to recognize a law school that demonstrates a strong commitment to diversity by designing programming for high school and college students from racial and ethnic groups that are underrepresented in law schools and the legal profession. The College of Law has been among the top 10 finalists for the award for three consecutive years.

“We are very proud of the efforts of faculty, staff, students and our partners in the community to continue to reach out to underserved communities,” said Douglas Sylvester, dean of the college. “Having our outreach programs recognized as the best in the country by the Law School Admission Council is a high honor.”

The award is sponsored by the council’s Diversity Initiatives Office. More than 200 law schools are members of LSAC, which administers the Law School Admission Test and otherwise assists with admissions of students. ■

Mathematics, Engineering, Science Achievement Program

Comprehensive outreach to economically disadvantaged students

by the Ira A. Fulton Schools of Engineering



Sparky joins a group of MESA students



MESA students test a bridge model



MESA students participate in a prosthetic device challenge

The Ira A. Fulton Schools of Engineering (IFSE) demonstrate commitment to diversity and inclusion by coordinating the Central Region of the Arizona Mathematics, Engineering, Science Achievement (MESA) Program. This comprehensive outreach program is designed to help middle and high school students achieve academically and pursue course work, advanced studies and ultimately careers in math, engineering, and science.

Intended specifically for underserved ethnic minority, female, low income, and first generation college-bound students attending Title I middle and high schools in Arizona, the MESA Program in IFSE provides co-curricular advising, workshops, field trips to universities and industry-related sites, and interactive peer group activities that prepare students for college and that generate interest in mathematics, engineering, and science disciplines and careers. Team competitions and challenges, in which students work together on projects such as bottle rockets, solar ovens, and catapults, are especially popular.

The IFSE MESA Program draws approximately 350 students each year. Participating high schools include Peoria, Bradshaw Mountain, and Skyline Tech. Andalucia, Lowell, Barcelona, Gilliland, McKemy, and Supai are among the participating middle schools. Arizona is one of only nine states in the country to have a MESA program, and the program has been demonstrably successful.

Jan Snyder, the MESA Coordinator in IFSE, reports that many students who have participated in the MESA Program have eventually become ASU students, and their participation in MESA has been a key contributing factor to this highly desirable outcome.

“I’ve had students tell me that they became engineers because of MESA,” notes Snyder. ■

Department of Technological Entrepreneurship and Innovation Management



Students from J.F. Oberlin University in Japan during their studies at ASU

TEIM Professor Jimmy Kimberly shows ACE Academy students a J-57 aircraft engine in the TEIM power plants lab

Fostering diversity in the classroom and in the air

The **Department of Technological Entrepreneurship and Innovation Management (TEIM)**, within the **College of Technology and Innovation** on the Polytechnic campus, is doing extensive outreach to boost the number of underrepresented students in its **Aviation Program**.

The Department has an ongoing partnership with the aviation magnet program at South Mountain High School (SMHS), where more than 95% of the population are students of color. For more than five years, TEIM instructors and students have assisted in teaching courses at the high school and in mentoring South Mountain students. According to TEIM Aviation Program Chair Mary Niemczyk, the partnership has resulted in a number of South Mountain alumni coming to ASU to pursue aviation degrees, graduating, and finding employment in the aviation industry.

“Our relationship with SMHS began over five years ago and has been very effective in providing minority students with opportunities to pursue careers which are not typical for their demographic,” notes Niemczyk. “This is an important relationship because research tells us that many minority students do not pursue academics or career opportunities for which they

don't see similar role models. As you know, aviation is widely populated by white males. It is important for SMHS students to understand that even though they may not fit into this demographic, the aviation industry can provide them with an enjoyable, worthwhile career field.”

In the summer of 2012, TEIM hosted a group of approximately 15 middle and high school African-American students from the Aviation Career Education (ACE) Academy, an annual program co-sponsored by the Organization of Black Aerospace Professionals and the Archer-Ragsdale Arizona Chapter of the Tuskegee Airmen, for an aviation day. The intent was to show these students Aviation Programs and opportunities at ASU. Students enjoyed a tour of the Polytechnic campus, featuring flight and Air Traffic Control simulators as well as associated labs in the TEIM Simulator Building.

In addition to these efforts, TEIM has an international student exchange program with the Aviation department of the European Business School in Germany; negotiated an Agreement of Academic Cooperation with J.F. Oberlin University in Japan that resulted in 17 Japanese Oberlin students completing two years of studies at ASU; and welcomed 14 Saudi Arabian flight students to its Flight program in fall, 2012. ■



Noticing the national university success, for students in the

AMP students participating in the ASU Homecoming Parade

ASU Mentoring Program at the Downtown Phoenix campus

The ASU Mentoring Program (AMP) is an evidence-based academic enrichment pilot program targeting the Phoenix Union High School District, where 94% of students are racial/ethnic minorities. AMP provides group mentoring from successful ASU students, as well as 34 structured, interactive, academic pre-collegiate sessions over a two-year period for groups of 30 high school juniors and seniors at the ASU Downtown Phoenix campus.

The **Educational Outreach and Student Services** program is designed to prepare students for successful admission to ASU, increase the odds of academic success while attending ASU, and enhance graduation rates from ASU while increasing university acculturation and academic self efficacy. AMP students attend three-hour sessions every other Saturday to improve their skills in areas such as writing and computer literacy that are critical for university success.

Through their participation with AMP, students are provided with an array of university tools, resources, information, interactive workshops, athletic event visits, and guest speakers that collectively facilitate a “college going culture”. They also complete a community service project once a semester such as volunteering at the annual *Ángeles del Barrio Children’s Holiday and Wellness Fair* organized by *Chicanos Por La Causa*. Dr. José Nañez, Executive Director of Community Outreach and President’s Professor of Psychology, notes that research has shown parental involvement is key to the success of these types of programs, so parents are regularly included in activities.

Although AMP has only been in existence for three years, it is already making a positive impact. The program currently has a 100% participant retention rate, and Dr. Nañez notes that the vast majority of participating students who have graduated high school have become Sun Devils. As the pilot portion of the project comes to a close, Dr. Nañez hopes to be able to expand the scale of the program and replicate its success.

“From the beginning, this has been a research-informed project designed to evolve into a sustainable program that can enhance the ASU pipeline,” says Dr. Nañez. ■

*nal imperative to better prepare underrepresented students for
Dr. José Nañez, Sr. has developed two programs to address this need
Phoenix metropolitan area:*

West Campus Student Enrichment Program

Each summer, dozens of high school students from around the Valley get to experience life at West campus through the Student Enrichment Program. The program hosted its fourth cohort for three days and two nights in June, 2012.

The 2012 group was comprised of around 80 freshmen-seniors from area high schools such as Glendale, Betty Fairfax, Highland, Alhambra, Desert Vista, Marcos De Niza and Bioscience High School, including many students in AMP. The students were housed at Las Casas residence hall.

While on campus, participants joined one of three learning communities taught by faculty or graduate students from the **New College of Interdisciplinary Arts and Sciences**: Psychology and Music Across the Lifespan, CSI Meets Microbiology, and Issues of Social Justice, focused on race, gender, and class. Each subject area was paired with a university-level writing component.

Visiting students also toured the West Campus, where they received information about financial aid, student clubs and activities, and the New

College. The week's activities culminated with poster presentations from students about the topics they researched within their academic groups.

Both AMP and the West Campus Student Enrichment Program get local high school students excited to attend ASU and equip them with the knowledge and tools to succeed. ■



Students from the Issues of Social Justice learning community, with their posters, at the Student Enrichment Program

mentoring efforts

ASU in-house programs are designed to enable minority and female student success.



Students and staff from Shades

Shades Multicultural Mentoring Program

Peer mentoring by and for students

The Shades Multicultural Mentoring Program is an interdisciplinary peer mentoring program housed in the **Graduate College** that provides undergraduate and graduate students a network of support and information exchange as they navigate their studies and pursue their educational goals. Available to all students and with a focus on those who are underrepresented, the program currently has approximately 150 mentees and 120 mentors, of which 40.1% are Hispanic American, 18.3% are African American, 17.8% are White American, 10.7% are Asian American, and 6.1% are Native American.

Once matched, mentors and mentees connect with each other at least twice a month either in-person, by e-mail, or phone. Shades participants also have opportunities to attend program events and activities such as an annual welcome gathering, hiking, semester-end study sessions, and a holiday celebration. Participants remain in the program for as long as they wish.

Shades coordinator Linda Manning has observed that the program provides benefits to mentors and mentees alike.

“Many first year students find it helpful to have a peer mentor to answer questions on getting acclimated to college or graduate school, provide study tips, offer suggestions for on-campus and off-campus activities, accompany them to said activities or programs, or even just to vent when things become overwhelming,” Manning says. “Many mentors enjoy the feeling of ‘giving back’, meeting new people, and providing advice and feedback based on their experiences.” ■



Once matched, mentors and mentees connect with each other at least twice a month

Initiative for Maximizing Student Development at ASU



Fostering diversity in biomedicine

ASU has received a grant from the National Institutes of Health (NIH) to bring its training program, Initiative for Maximizing Student Development (IMSD), to our campus. The purpose of this NIH training program is to increase the number of students from groups currently underrepresented in science—ethnic minority, financially disadvantaged and students with disabilities—earning Ph.Ds. and pursuing careers in biomedical and behavioral research. The four-year renewable award for "Graduate and Undergraduate Training in Biomedicine at ASU" is the largest NIH training grant in ASU's history.

The ASU IMSD is composed of four-year undergraduate and two-year graduate portions providing students with a supportive environment and faculty mentors that have been educated about the challenges faced by underrepresented students. The ASU IMSD also provides peer mentoring and workshops for its students covering topics such as science writing, critical thinking, quantitative methods and responsible conduct of research. The program at ASU is run by the **School of Life**

Sciences, supported by the **Graduate College**, and also involves faculty from the **Departments of Psychology and Bioengineering**. It began in fall, 2012, currently has 17 students enrolled, and it is expected to reach a total of 80 graduate and undergraduate students over the next four years.

The successful grant application was submitted by a team led by School of Life Sciences Professor Stuart Newfeld, who became an advocate for diversity after working with underrepresented students and learning about their unique challenges. Professor Newfeld takes a utilitarian approach to promoting diversity.

"Expanding diversity in the biomedical workforce is not about history; it is about the future and increasing our ability to solve major problems like cancer and Alzheimer's disease," explains Professor Newfeld. "Just like the old saying 'two heads are better than one,' I believe that scientists with different perspectives working together to tackle complicated issues in the biomedical and behavioral arena, applying their distinct ways of thinking and individual intuitions, will move us more quickly towards solutions." ■

*"Expanding diversity in the biomedical workforce is not about history; it is about **the future** and increasing our ability to solve major problems like Cancer and Alzheimer's disease."*

- Professor Stuart Newfeld



During the MTBI summer research experience, students collaborate to complete a technical report, poster, and oral presentation to peers and scientists

Mathematical and Theoretical Biology Institute

Increasing representation of minorities in mathematical sciences through mentoring

The Mathematical and Theoretical Biology Institute (MTBI), housed within the **Mathematical, Computational & Modeling Sciences Center** in the **College of Liberal Arts & Sciences**, is a comprehensive award-winning mentoring program that reaches participants from the high school to the postdoctoral and junior faculty level, with a focus on preparing, encouraging, and supporting undergraduate students who are underrepresented in mathematical sciences to pursue graduate study and obtain doctoral degrees in these fields.

The core of MTBI is its annual eight-week residential research experience for undergraduates. During this all-expense paid summer program, a diverse group of 20 participants from across the country receive intensive training in high level mathematics and complete a group research project in their own area of interest while being advised by faculty, visiting scholars, and graduate students.

The collaborative projects are intended to address the interface of mathematics and the natural and social sciences. By the end of the program, students complete a technical report, poster, and oral presentation to peers and scientists. Reports from the 2012 group included a mathematical model on the effectiveness of prison reform programs, a competition model between

the invasive Sahara Mustard and native plants in the Sonoran desert, and a determination of the best strategies to minimize influenza transmission.

After the summer program has concluded, MTBI monitors the long-term progress of its alumni in order to ascertain their success in graduate and/or professional programs and to provide encouragement and support. Alumni are often brought back to future programs as advanced participants and mentors.

In addition to its signature summer program for undergraduates, MTBI offers fellowships and research assistantships for graduate students through its Sloan Pipeline Program. It has also taught university-level mathematics courses to more than 2,500 students representing more than 140 high schools across Arizona through the Joaquin Bustoz Math-Science Honors Program.

Established by Regents' Professor Carlos Castillo-Chavez in 1996, MTBI has had an enormous impact. The program has enrolled over 350 students who have generated over 150 technical reports and a large number of refereed publications, and around 80 participants have earned doctorate degrees. With such a strong mentoring program in place, it is no surprise that ASU ranks #1 in the country for doctorate degrees earned by Hispanic students in mathematics and statistics. ■



Mentor U @ASU

“Communities Inspiring Student Success”



A student mentoring participant on a site visit of one of her mentor's architectural/construction projects

Mentor U @ASU intertwines mentoring, networking, and community involvement to promote American Indian student success at ASU. The original idea behind Mentor U @ASU was brought forth by a small group of American Indian professionals from the Phoenix area that saw a need to support American Indian college students. The **American Indian Student Support Services (AISSS)** adopted Mentor U @ASU, developing it into a multifaceted program which provides a career-focused mentoring program as well as forums for networking and discussion. Through

these opportunities, Mentor U @ ASU assists American Indian students in their career pursuits and exposes them to real-world experiences within their field, thus preparing them for greater success in their chosen profession.

The career-focused mentoring program is an 8-week mentoring experience that matches each student participant with a professional from his or her field. The primary goal of the mentoring relationship is for students to develop into empowered individuals and become amply knowledgeable about the requirements of their chosen field.

Madison Fulton, a past student participant of the career-focused mentoring program, said of her mentor, “I am grateful I joined the Mentor U @ASU program because I met a friend in the process.”

Networking Mixers and *Career Chats* provide further opportunity to unite students with professionals and the greater American Indian community. The networking events are held each semester and showcase motivational guest speakers, unique mixing activities, and entertainment. *Career Chats* gives students the opportunity to engage invited speakers through Q&A sessions and allows for professionals to share their work and life experiences. ■

WISE Leadership Development Program

Leadership development for women in the College of Technology and Innovation

A student on a trapeze during one of the WISE team building activities

Women in Science and Engineering (WISE) is the premiere leadership development program for women enrolled in the ASU **College of Technology and Innovation (CTI)**. The WISE mission is to gather, guide and advance women pursuing careers in science, technology, engineering, entrepreneurship, mathematics and management (collectively, ST(EM)²). Its goal is to prepare the next generation of female technical professionals and leaders to take on the world's toughest problems.

Robyn McKay, a psychologist whose research and practice focuses on the social, emotional, and career development of talented women, decided to create a WISE program at CTI after recognizing the need to encourage women to pursue careers in ST(EM)².

“In my role as a psychologist at ASU-Polytechnic, I noticed that there were so few young women on campus, and that they didn't have a place to gather for support and encouragement to continue their education in fields that desperately need women's innovative perspectives,” McKay recounts.

McKay's observations reflect national statistics. According to the National Science Foundation, women make up only 26% of the national

workforce in science and engineering.

When WISE was founded in 2009, the program began with four young women. Today, anywhere from 10 to 30 participate in bi-monthly activities. These activities range from seminars on topics such as leadership, individual strengths, and stress management to team building activities such as rock climbing. There is also an extensive community outreach component. For example, members recently participated in the International Day of the Girl Photo Campaign, a program to raise awareness about the important topic of educating girls around the world.

McKay estimates that around 100 girls have participated in WISE programs since its inception. WISE succeeds by providing a sense of community for women in ST(EM)². Members have become leaders on the Polytechnic campus and in ASU's larger community. Kayla Burkholder, the WISE



WISE President Kayla Burkholder

President, has been involved in student government. In addition, alumnae of WISE have gone on to obtain key positions in the engineering industry or pursue doctorates in engineering. WISE is just one of countless ways that ASU enables student success. ■

social embeddedness

ASU assumes major responsibility for the economic, social and cultural vitality of the diverse communities that surround it, and ASU connects with those communities through mutually beneficial partnerships.

Students in GlobalResolve work to install solar panels on the Navajo Reservation. l-to-r: Christopher Berg, Mohammed El-Hebshi and Juana Grado



GlobalResolve

Student teams design practical solutions for communities around the world

*“These projects are life-changing for our students.”
- Professor Mark Henderson*

Six years ago, four ASU professors from engineering, technology, business and global studies gathered in a coffee shop to brainstorm ways to engage their students in creating solutions to global poverty. All had some global experience, and they knew that well-meaning charities working overseas often left behind expensive technology that would rust in the fields, with no materials or expertise to maintain it.

Out of that fruitful meeting grew GlobalResolve, a social entrepreneurship program in which ASU students and faculty design affordable, low maintenance solutions for underprivileged communities.

About 250 ASU students in engineering, business, design, sustainability, architecture and other majors have participated in the four-semester GlobalResolve courses in the **College of Technology and Innovation (CTI)**, many of them traveling overseas to work with villagers in developing nations.

Mark Henderson, engineering professor in CTI who is director of the program, flew to Ghana within months of that first meeting and sat down with a village chief to ask him what the community needed. The chief’s answer: clean water and lights at night.

Since then students have created many products, including the Twig Light, a clean lighting system that makes use of waste energy to produce clean electric light inside homes. They also developed clean burning ethanol gel fuel and a companion cooking stove to allow villagers to replace high pollutant wood and charcoal fuels that contribute to deforestation.

Solutions developed by GlobalResolve are to be replicable both locally in and near Arizona and internationally, to create the potential for profitable new business ventures that generate sustainable income streams for the community.

In Haiti, graduate student Ryan Delaney designed a pyrolyzer, a device to convert agricultural waste into charcoal, which burns with less smoke than wood. Since then he has started a nonprofit organization, Carbon Roots International, and is teaching villagers how to build stoves and to make and sell charcoal.

Two years ago, ASU students began collaborating with students from Tec de Monterrey to create sustainable business models for a low-income community in Toluca, Mexico. They are led by John Takamura, assistant professor of Industrial Design in the Herberger Institute for Design and the Arts, and Dan O’Neill from the Global Institute of Sustainability. Students are developing ways to engage residents in organic farming, fair trade sales of tribal embroidery, food service and tourism, health and science education, and organic yogurt production.

In a brand new project closer to home, 18 ASU students traveled to the Navajo Reservation in May, 2012 to install solar electricity and hot water systems in the homes of elderly Navajos. They partnered with the Navajo Technical College and IINA Solutions.

“These projects are life-changing for our students,” says Henderson. “They gain both global and personal awareness. They learn that there are huge problems in the world, problems that they actually have the power to solve. It can change the direction of their lives.” ■



Indian Legal Clinic

Providing practical experience for law students while serving the community

The Indian Legal Clinic (ILC), a hallmark of excellence in the **Sandra Day O'Connor College of Law**, benefits law students as well as the Native population. The ILC provides law students an opportunity to participate in real cases dealing with native peoples and Indian issues while earning academic credit. The Clinic serves both Indian Country and the nation's urban Indian populations by providing high quality legal services, with attention to the special legal and cultural needs of Native peoples. Directed by Professor Patty Ferguson-Bohnee, a member of the Pointe-au-Chien Indian Tribe, the ILC works with tribal courts handling criminal prosecutions and defense actions, undertakes tribal legal development projects, such as drafting tribal code provisions and court rules for Indian tribes, represents individuals in civil actions, and works on federal policy issues affecting Native people, such as federal recognition.

Ak-Chin Indian Community prosecutor Brian Burke, Ak-Chin judge, the Honorable Anthony Little, and student attorney Dallin Maybee after a hearing on a criminal court case, where Dallin represented the defendant



(l to r) Professor Patty Ferguson-Bohnee, U.S. Senator Byron Dorgan, student attorneys, and U.S. Senator Jon Tester in Washington, D.C., where Professor Ferguson-Bohnee testified regarding the federal acknowledgement process

“The staff and students regularly hear from callers that after trying a number of avenues, the Indian Legal Clinic is the most helpful.”

- Jennifer Williams



Student attorney Fernando Anzaldua at the polling precinct in Guadalupe on Election Day

The Clinic also does a substantial amount of work to protect Native voting rights, which have been jeopardized by voter intimidation, redistricting, lack of language assistance, and restrictive voter ID laws. Among its many efforts, the Clinic leads the Arizona Native Vote Election Protection Project in partnership with the Inter Tribal Council of Arizona, the Arizona Indian Gaming Association, the National Congress of American Indians, and the Native American Bar Association of Arizona. Recently, the Clinic hosted training sessions for over 50 volunteers who were assigned to polling sites at 11 different Arizona reservations, to help prevent voter disenfranchisement on election day.

The ILC, which does not charge any fees to its clients, is remarkably productive. Each semester, the Clinic receives, on average, over 100 intake calls. During the 2011-2012 academic year, students at the Clinic generated nearly 3,000 total billing hours. Since its inception in the Spring 2005 semester, 62 students have taken the ILC course (which includes classroom instruction as well as work in the Clinic), and the Clinic has accepted 180 cases, often representing clients who would otherwise not be able to afford legal representation.

“The Clinic has not only represented individuals, but also Tribes, so it is difficult to determine an exact number of people who have benefitted from the Clinic’s services, although it is safe to say that it is well into the hundreds,” says Jennifer Williams, the Clinic’s Certified Legal Assistant. “The staff and students regularly hear from callers that after trying a number of avenues, the Indian Legal Clinic is the most helpful.” ■



Student attorney Stephanie Whisnant and Gila River Indian Community Court Administrator Jackie Zillioux at a swearing-in ceremony for the students' certification to practice at Gila River

CompuGirls ready to scale up

Technology program for girls enters second phase



CompuGirls students develop technology projects that address social injustices such as racism and gender bias, and learn the latest technologies in digital media, games, and virtual worlds

CompuGirls is the brainchild of Dr. Kimberly Scott, Associate Professor of Women and Gender Studies in the **School of Social Transformation**, who wanted to create a way for underprivileged girls in grades 8-12 to have access to advanced peer-supportive computer science classes, thereby acquiring the knowledge, skills, and confidence needed to flourish in a growing industry. The dynamic program accomplishes this goal by providing fun summer and after-school classes with a research-based multimedia curriculum that teaches participants the latest technologies in digital media, games, and virtual worlds. In addition, the program introduces students to various computer science and technology career opportunities and supplies them with internships in companies such as Intel where they can apply their education.

A key component of CompuGirls is its focus on social justice. In addition to being a program dedicated to teaching computer and technology skills to girls who are underprivileged and who would otherwise not have access to this type of advanced and culturally relevant training, CompuGirls teaches its participants about social injustices such as racism and gender bias. These students then develop technology projects that address these issues. Completed projects include an online virtual world designed to educate about the effects of child sexual abuse as well as video documentaries exploring issues such as racial profiling and high school attrition rates of students from low-income families. The results have been highly encouraging.

“We have lots of success stories,” says Danielle Kemp, CompuGirls Program Coordinator. “Girls

in the program are grasping technology, completing major projects, and going on to college. One has even started her own small business.”

Since its launch in 2007, CompuGirls has reached over 200 teenage girls in the Phoenix metropolitan area. Its success was the focus of a cover story for *Diverse: Issues in Higher Education*, and it has been featured on *NBC Nightly News with Brian Williams* among numerous other media outlets.

After a successful first five years, CompuGirls is ready to replicate its delivery of culturally relevant technology education for underserved adolescent girls on a larger scale. In May, 2012, the lauded social justice program received a new five-year grant from the National Science Foundation (NSF) for a project titled *CompuGirls Scale-Up*, intended to enhance the program’s ability to bridge the technology skills gap between boys and girls.

The second phase of CompuGirls entails expansion of the program to multiple sites, including the Whiteriver Unified School District in the White Mountain Apache Indian Reservation in eastern Arizona. The objectives of *CompuGirls Scale-Up* are to increase the number of girls from under-resourced areas exposed to a culturally relevant technology program; to sustain and replicate the best practices from the NSF Innovative Technology Experiences for Students and Teachers project; to develop a sustainable and replicable online professional development community; and to create community and academic presentations based on research findings. This second phase is expected to reach nearly 400 students and teachers. ■

Comparative Border Studies launched

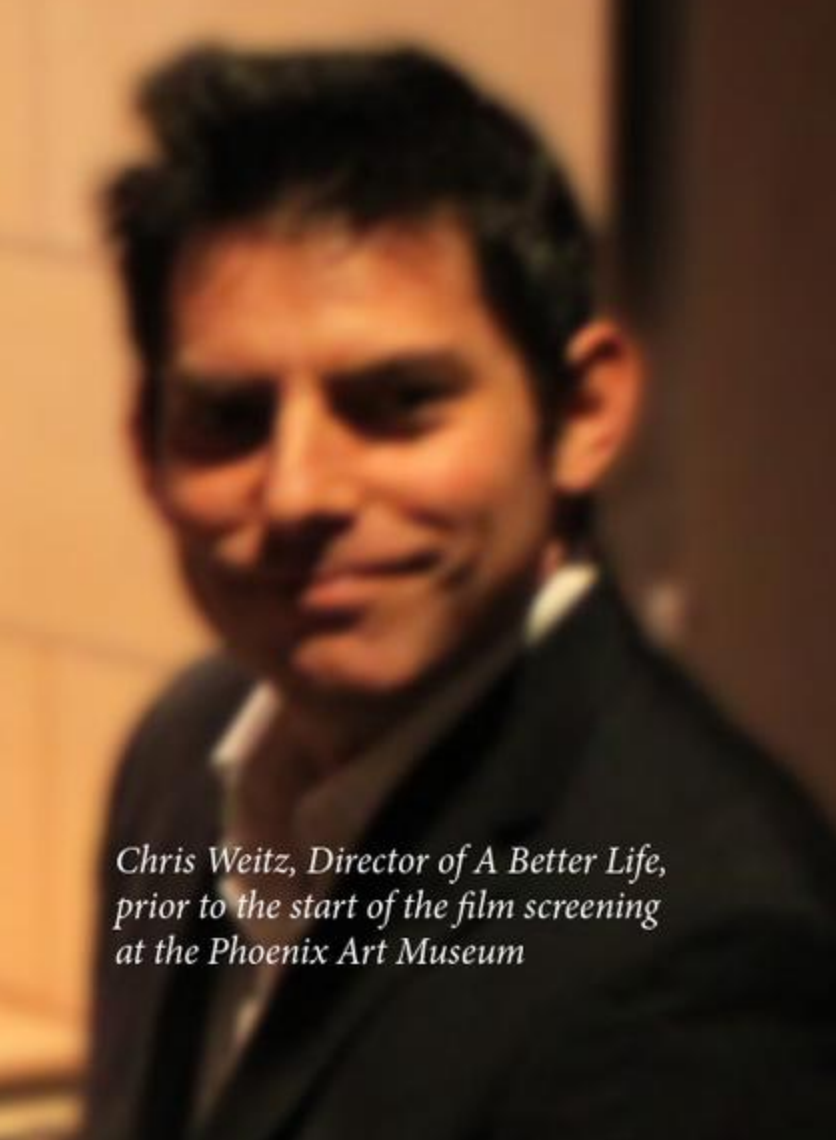
Comparative Border Studies is an interdisciplinary research initiative within the **School of Transborder Studies (STS)** that launched on October 13, 2011. Directed by Professor Matt Garcia, the goal of Comparative Border Studies is to facilitate productive exchanges that welcome all political views and expand our understanding of the challenges facing societies and nations divided by borders.

To meet its goal, Comparative Border Studies provides funding opportunities for scholarly research related to borderlands and organizes events and colloquia series that explore a range of topics including: security, immigration, wealth creation and economic development, trade relations, health and environmental management, cultural production, and bicultural/binational education. Each academic year of activities is structured around a theme, designed to advance exploration from the local border to global borders.

The 2011-2012 academic year was themed “The Border We Think We Know: Arizona-Sonora” and featured expert scholars presenting their research on various aspects of the Arizona-Sonora borderland region, followed by intellectual discussion with attendees. In addition, Comparative Border Studies screened the film, *A Better Life*, about the unique challenges that confront people who cross borders in our society. The 2012-2013 theme is “Border-to-Border: Mexico-United States-Canada.”

“We believe there is much to be gained by sharing our knowledge of the U.S.-Mexican borderlands while learning from those working on other borders,” said Professor Garcia.

Regents’ Professor Carlos Vélez-Ibáñez, Director of STS, added: “Under the direct leadership of Dr. Matt Garcia, the Comparative Border Studies Program will become a unique institution in its configuration as a center where border scholars from around the world may be afforded the opportunity for study, writing, and developing new ideas, concepts and measures designed to address the most salient issues of this new century.” ■



Chris Weitz, Director of A Better Life, prior to the start of the film screening at the Phoenix Art Museum



Founding Director Matt Garcia speaks at the Comparative Border Studies launch

Morrison Institute launches Latino Public Policy Center

With Arizona projected to become a majority minority state by 2030, an expectation attributed primarily to growth in the state's Latino population, the Morrison Institute for Public Policy has recognized the need to increase the state's understanding of Latino issues as they relate to Arizona public policy, education, workforce, leadership and the economy. To meet this need, the Morrison Institute, a research unit in the **College of Public Programs**, has launched its Latino Public Policy Center (LPPC).

LPPC already has produced its first publication, *Arizona's Emerging Latino Vote*, which uses data and projections to illustrate how the state's political landscape will continue to change because of the increasing Latino voter population, especially by 2030. That's when the number of Latino citizens ages 20 and older will have increased by at least 178% relative to 2010. In contrast, the number of adult non-Latino Arizona citizens is expected to increase by just 42 percent during this period, according to the report.

The Center's first director is Joseph Garcia, a longtime educator, communication specialist and editor with experience and understanding of public policy and political issues in Arizona.

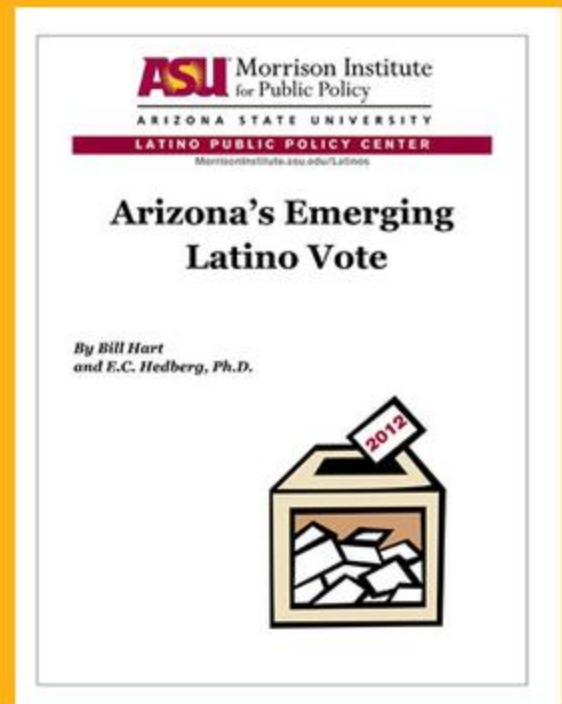
"There must be integrated balance to strengthen our state's collective sustainability and chances for future success," Garcia says. "And that begins with a greater understanding and appreciation of changing demographics, shifting dynamics and nuanced complexities in public policy."

Arizona's Emerging Latino Vote is available for reading or downloading at <http://morrisoninstitute.asu.edu/latinos> - along with *Dropped? Latino Education and Arizona's Economic Future* and other Latino-related briefs, blogs, videos, news and reports.

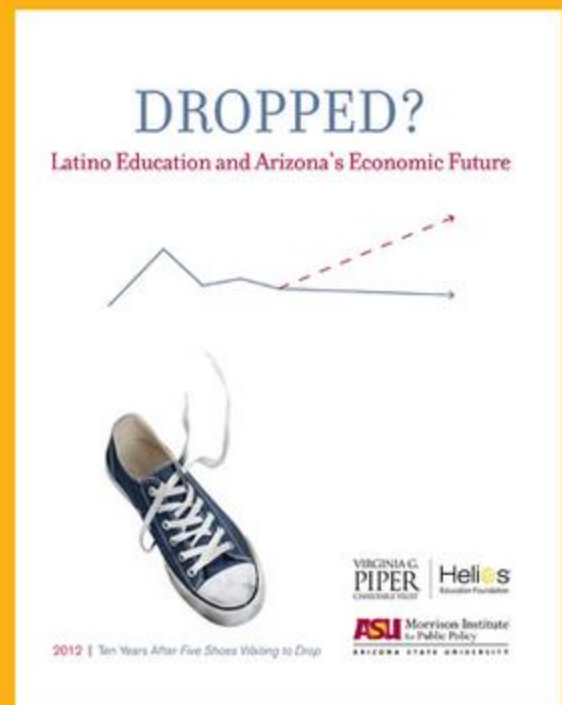
Established in 1982, the Morrison Institute for Public Policy is a leader in examining critical Arizona and regional issues, and is a catalyst for public dialogue. It uses nonpartisan research and communication outreach to help improve the state's quality of life. ■



From left, Dr. David Daugherty, William Hart, and Director Joseph Garcia



The Latino Public Policy Center's first publication, *Arizona's Emerging Latino Vote*, projects the future impact of Latino voters in Arizona as the younger Latino population (almost all U.S. citizens) comes of age

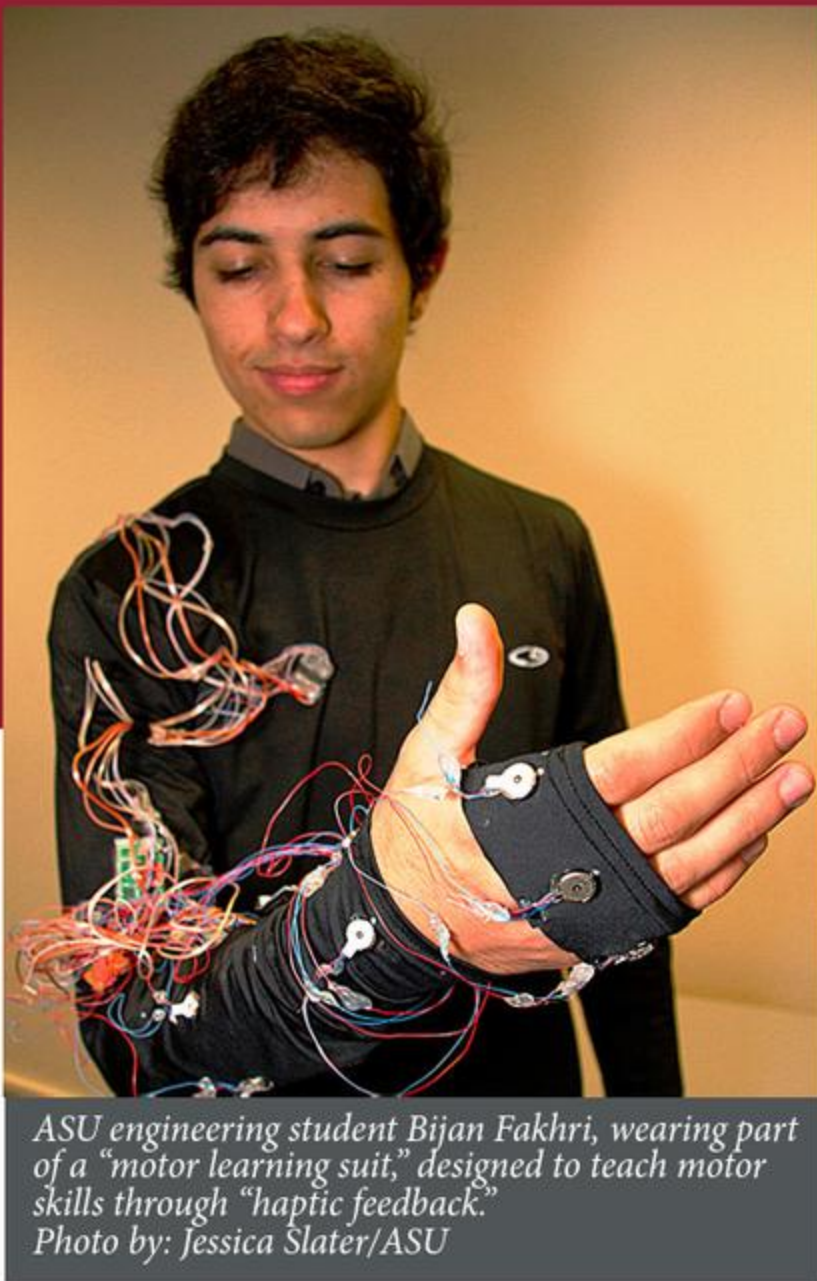


Dropped? is a follow-up to the 2001 landmark publication, *Five Shoes*. It focuses on Arizona's Latino educational attainment gap and its projected consequences on the state's economy

Established in 1982, Morrison Institute for Public Policy is a leader in examining critical Arizona and regional issues, and is a catalyst for public dialogue.

use-inspired research

ASU faculty conduct diversity-related research that contributes to the public good.



ASU engineering student Bijan Fakhri, wearing part of a “motor learning suit,” designed to teach motor skills through “haptic feedback.”
Photo by: Jessica Slater/ASU

Helping people with disabilities is focus of research and education effort

Arizona State University (ASU) and California State University, Long Beach (CSU-LB) are helping to produce the next generation of experts trained with needed skills and equipped with appropriate tools to assist people with disabilities improve the quality of their lives.

In early 2012, the universities began awarding up to 30 fellowships for doctoral students interested in pursuing study and work experience in multiple fields – from technology development to public policy making – that contribute to efforts to assist individuals with disabilities.

The National Science Foundation (NSF) awarded a grant of approximately \$3 million to support the students through its Integrative Graduate Education and Research Traineeship (IGERT) program. NSF IGERT programs apply an education-research-practice model for training students across a range of disciplines in collaborative approaches to meet the nation’s critical needs. Accordingly, the ASU/CSU-LB collaboration emphasizes the cross-pollination of innovations from various disciplines to address the complex issues facing individuals with disabilities.

“Receiving IGERT grants for this kind of endeavor is a testament to the strengths of both ASU and CSU-LB across a broad spectrum of disciplines.”

*- Sethuraman Panchanathan,
ASU Senior Vice President*

The new program’s research projects meld expertise in computer science and engineering, bioengineering, mechanical engineering, science education, science and public policy, psychology, and industrial design. The program, entitled *Alliance for Person-Centered Accessible Technologies (APAcT)*, involves students who are seeking doctoral degrees in those areas. The fellowship program is bringing together experts at ASU and CSU-LB who share interests in research, education and practice related to helping people with disabilities.

The combined team of more than 20 faculty and staff from the two universities – all of whom have experience working with a diverse range of students – reflects diversity in culture, gender, disability, race and ethnicity. The team members co-advise and mentor the doctoral student research fellows.

“Receiving IGERT grants for this kind of endeavor is a testament to the strengths of both ASU and CSU-LB across a broad spectrum of disciplines,” says Sethuraman “Panch” Panchanathan, ASU Senior Vice President, **Office of Knowledge Enterprise Development**, who is leading the new IGERT-funded program. Forouzan Golshani, Dean of the College of Engineering at CSU-LB, is the co-leader. ■

CareerWISE

The anytime, online coach for graduate women in science and engineering

The CareerWISE program is an innovative interdisciplinary research program that aims to increase women's persistence in Science, Technology, Engineering, and Math (STEM) doctoral programs. The program has two major thrusts: 1) the development and testing of internet-delivered resilience training and 2) a comprehensive research program to characterize the experiences of women who are pursuing and leaving PhD programs in STEM disciplines. The project has received a total of \$3.2 million in funding from two NSF Research and Evaluation in Education in Science and Engineering grants, and is led by Dr. Bianca L. Bernstein (Professor of Counseling and Counseling Psychology in the **School of Letters and Sciences**) and her colleagues, Dr. Jennifer M. Bekki (Assistant Professor in the **College of Technology & Innovation**) and Dr. Robert Atkinson (Associate Professor in the **Ira A. Fulton Schools of Engineering** and in the **Mary Lou Fulton Teachers College**).

Observing that women who begin a doctoral program in STEM fields are significantly less likely than men to complete their program, ASU investigators created CareerWISE in 2006 as a way to both understand and intervene to address this disparity in completion rates.

“The disparity is obviously not, as the gender stereotype suggests, because women don't have the ability or interest in STEM fields; these women were smart enough, accomplished enough, and motivated enough to apply and to be admitted into a STEM doctoral program,” explains Dr. Bernstein. “It must be something else. We wanted to look at socialization, supportive elements and barriers within the degree program, and what could be done to reduce attrition rates.”

The research team identified four key areas of concern reported by women STEM doctoral students: relationships with advisors, challenges in managing both academic and personal priorities,



The CareerWISE website provides free online resilience training and resources for women in Science, Technology, Engineering, and Math Doctoral Programs.

chilly climates in academic departments, and facing unexpected delays during the degree program. They then developed and launched a free online training and resource website – <http://careerwise.asu.edu> - that offers psychological education about how to resolve such issues. The customized training provides a four-step solution-focused problem solving model that is tailored to augment the problem solving frameworks already familiar to STEM students. It uses examples presented in real-life contexts taken from both focus groups and research literature.

Recognizing that women in science and engineering gain from positive role models and encouragement, the research team added to the site almost 200 *HerStories*-- clips from videotaped interviews with women who have successfully navigated the hurdles of graduate school in a variety of STEM fields. In the videos, these successful scientists and engineers, many from ASU's faculty, share their experiences and give advice.

The response to the site, which launched in 2010 and now contains over 300 pages of original

content, has been overwhelmingly positive. It has garnered praise and features in numerous news publications and sites, including *Time Magazine*, *Healthland*, *the Chronicle of Higher Education*, *Diverse: Issues in Higher Education*, and *Science Careers*. It has also generated interest from people throughout the world, with a total number of 10,300 visitors from over 100 countries. Moreover, the research team has tested the efficacy of the site using a national randomized controlled trial. The team found strong evidence that usage of the site produces positive outcomes.

CareerWISE is now in the midst of a second phase, which is focusing on a communication skills curriculum and interactive simulations containing multiple critical incident scenarios. As the program continues to evolve, it is clear that it has already had an enormous impact in understanding and raising awareness about the issues experienced by women in STEM doctoral programs and in providing them with the tools and coaching they need to succeed.

Reflecting on the success and positive impact of this research program, Dr. Bernstein says, “*CareerWISE* started as an ambitious and

somewhat risky project to move beyond just describing the gender gaps in STEM entry and persistence. We wanted to construct a psychological intervention that helps women thrive despite less than supportive environments. It has been thrilling to have an interdisciplinary team of vibrant faculty and students take on these challenges and then be rewarded by clear empirical evidence of success and impact. Making a difference in peoples’ lives and careers is its own reward and I think we’ve been able to do that for both the users of the site and the many graduate students who have worked on the project.” ■

“Making a difference in peoples’ lives and careers is its own reward and I think we’ve been able to do that for both the users of the site and the many graduate students who have worked on the project.”

- Dr. Bianca Bernstein



*Dr. Bianca L. Bernstein, CareerWISE
Director and Principal Investigator*



Center for Asian Research Director receives grant to study Theravada Buddhist civilizations in Southeast Asia

Juliane Schober, Professor of Religious Studies and Director of the Center for Asian Research in the **College of Liberal Arts & Sciences**, has been awarded a three-year grant (2011-2014) from the Henry Luce Foundation to enhance the comparative study of Theravada Buddhist civilizations in Southeast Asia. The award will lay the foundation for new research directions and for mentoring of a new generation of scholars in this field.

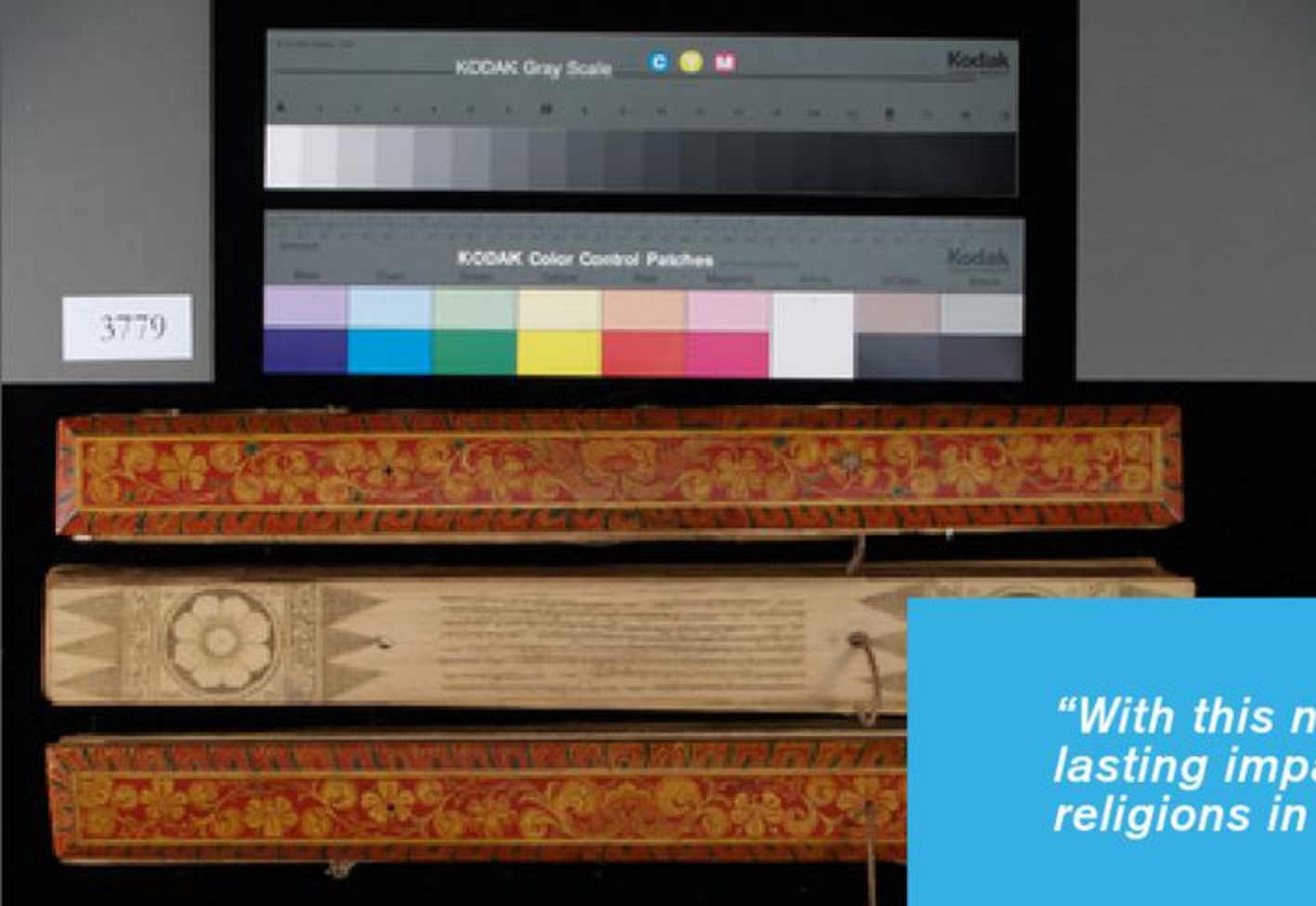
“I am excited about the long-term impact the Luce Foundation’s award will have on the study of Theravada Buddhism in this region and appreciate the initial investment Religious Studies at ASU made when we began this work two years ago,” Professor Schober said.

The grant provides \$200,000 to support the work of Professor Schober, principal investigator, with Steven Collins, professor at the University of Chicago, and other researchers of Theravada Buddhism at Harvard, Cornell, the University of Pennsylvania, Wisconsin, Washington, Toronto, London (SOAS), and the École Française d’Extrême-Orient. In addition to funding a

series of conferences and dissertation workshops, the award also will support a website – <http://theravadaciv.org> - for sharing data sets and scholarly resources on teaching and research about Theravada Buddhism in Southeast Asia.

The Henry Luce Foundation has provided critical support to the study of Southeast Asia at ASU and throughout the United States. Two previous Luce Foundation awards to ASU and Schober funded the acquisition of library materials and graduate fellowships for research in Southeast Asia. “Today, recipients of those earlier fellowships all hold significant academic appointments,” Professor Schober said. “With this new award, we hope to make a lasting impact in the study of cultures and religions in Southeast Asia.”

As indicated on the research project website, “Theravada Buddhism is the designation for a religious tradition that is practiced with a great many local variations by more than 150 million people around the world.” In an article recently published in *Contemporary Buddhism* (Volume 13, Issue 1, 2012), Professors Schober and Collins write, “research questions driving the Theravada



*Sinhalese Buddhist palm leaf manuscripts from Sri Lanka.
Photo by: ASU Libraries*

“With this new award, we hope to make a lasting impact in the study of cultures and religions in Southeast Asia.”

- Professor Juliane Schober

Civilizations Project focus on continuity and innovation of religious thought and practices, Buddhist hegemony and submergence of divergent practices, the role of modernizing reforms in the nineteenth century that shaped what western scholars have to come to term ‘Theravada Buddhism’, and the fragmentation of Buddhist institutions in light of modern conditions.” By delving into these questions and connecting scholars across the globe, this project will significantly increase understanding of Theravada Buddhism in Southeast Asia and the diversity of the human experience.

Established in 1966 by the Arizona Board of

Regents, the Center for Asian Research supports the Council for South Asia, the Council for East Asia and the Council for Southeast Asia. Together, they unite over 70 faculty members from across the university to engage in research related to the study of Asia.

“It is great to work with internationally recognized colleagues who are deeply engaged in the study of Asia,” said Professor Schober. “In the 21st century, Asia’s role in global affairs will continue to grow and so will the need for our students to know about Asian cultures, histories and languages.”■



*Photo from the Palgen collection at Angkor Wat.
Photo by: Palgen*



The College of Nursing and Health Innovation, located at the Downtown Phoenix campus

College of Nursing and Health Innovation

Researching and reducing health disparities among minority populations

What are health disparities, and what can be done to reduce them? According to the Centers for Disease Control and Prevention (CDC) website, health disparities are “preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations.” The CDC adds: “Populations can be defined by factors such as race or ethnicity, gender, education or income, disability, geographic location (e.g., rural or urban), or sexual orientation. Health disparities are inequitable and are directly related to the historical and current unequal distribution of social, political, economic, and environmental resources.” (Adolescent and School Health: Health Disparities)

The study of health disparities among minority populations is one of six targeted research areas in **The College of Nursing and Health Innovation (CONHI)**. The College collaborates with communities to decrease health disparities and establish sustainable, culturally appropriate interventions through community-based research.

Colorectal Screening among Underserved Populations

College professor Linda Larkey and her co-principal investigator, Ohio State University professor Usha Menon, were recently awarded a \$3 million grant from the National Cancer Institute to conduct research on the promotion of colorectal cancer (CRC) screening among underserved populations. CRC is

one of the leading cancer killers in the United States, and screening rates for minorities and low-income populations are comparatively low due to lack of, or infrequent access to, primary care providers that would provide referrals for CRC screening. This project will seek to remedy that situation by utilizing community-to-clinic navigators to guide adults over age 50 and from underserved populations into primary care clinics to receive referrals for CRC screening; once referrals have been obtained, it will guide them to get the actual screening, which can help reduce morbidity and mortality rates.

A critical component of this project is that navigators are trained individuals who are knowledgeable about the specific concerns or issues that underserved populations have about screening. Often, the navigators share the social or cultural identities of the population they are guiding.

“For instance, if we’re presenting to a group of Native American people, the person presenting will likely be a Native American,” explains Professor Larkey. After educating participants about the importance and potentially life-saving benefits of CRC screening and addressing participant questions and challenges, navigators follow up with each participant by personally contacting them to encourage them to get their referral and screening. Professors Larkey and Menon are testing the impact of this navigation intervention. This project is expected to reach 1,600 people in the Phoenix metropolitan area.

CRC is one of the leading cancer killers in the United States, and screening rates for minorities and low-income populations are comparatively low due to lack of, or infrequent access to, primary care providers that would provide referrals for CRC screening.

Madres Para la Salud (Mothers for Health)

This innovative project, funded by the National Institutes of Health, is in collaboration with the **School of Nutrition and Health Promotion**. The project is testing a culturally specific social support exercise intervention that addresses post-partum obesity and depression symptoms in sedentary Hispanic women, who have prevalence rates exceeding 70%. Specifically, Regents' Professor Colleen Keller and her team of researchers are helping and organizing postpartum Latinas in Phoenix to participate in a year-long moderate-intensity group walking program. They are testing the efficacy of the program.

The project is innovative and culturally relevant in several significant ways. Professor Keller's research team worked with an advisory group of Latina mothers to develop the intervention, and the team accessed pre-existing partnerships and networks of local community-serving agencies to recruit study participants. To implement the intervention, the researchers are utilizing lay community health leaders known as Promotoras to coach participants throughout the walking program. The Promotoras address the cultural values of marianismo (the expectation of women to be self-sacrificing, passive, and caretakers for their children) and machismo (the valuing of men who are dominant and protecting) because these values can be both aids and obstacles to adherence in the program. The social support aspect of the program is

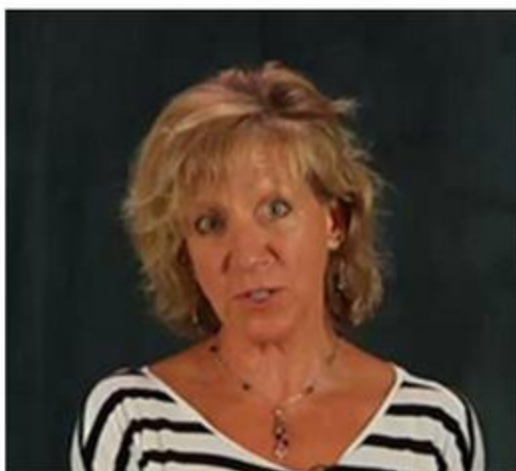
particularly crucial because this aspect has proven to be essential for the maintenance of physical activity among Latinas in comparison to women from other ethnic groups.

Synergistic Research

Additional research projects housed within CONHI include:

- a home-based intervention for the prevention of childhood obesity in low-income Mexican and Mexican-American children in Phoenix
- an investigation of the level, circumstances, and consequences of caregiver burden and strain in the Hispanic population of Arizona along with determination of the impact of cultural and contextual variables on caregiving
- pilot testing of a web-based HIV/STI prevention intervention, GirlSmart, for at-risk young Latinas, the second largest ethnic group affected by the HIV/AIDS epidemic

CONHI's commitment to reducing health disparities has been recognized and supported through a five-year institutional research training grant for Transdisciplinary Training in Health Disparities Science from the National Institutes of Health. CONHI is one of only 25 colleges of nursing nationally to receive this honor. The goal of this training program is to prepare scientists to design, conduct, and evaluate research related to the culture of the groups, communities, and organizations with whom they work, with the aim of reducing disparate health outcomes. The expertise of 17 faculty scholars support the focus of this program and of the College's overall goal of leading the nation in producing science that contributes to reducing health disparities. ■



Professor Linka Larkey, featured on the College of Nursing & Health Innovation website



Regents' Professor Colleen Keller, Principal Investigator of Madres para la Salud. Photo by: Tom Story

Mary Lou Fulton Teachers College



Chinle 07 Grads - Students from the first cohort of ASU's PDS program in Chinle during their graduation procession.

Making a difference for diverse populations

Dr. M. Jeanne Wilcox, the **Mary Lou Fulton Teachers College** Associate Dean of Research and Professor of early Childhood Education, is leading efficacy trials on a new early literacy and language curriculum for preschool children with developmental speech and/or language impairment (DSLI). In an article published in *Early Childhood Research Quarterly*, Dr. Wilcox and her colleagues write: "Children with speech impairments have difficulty with articulation (e.g., substituting one sound for another, as in 'thay' instead of 'say') and may demonstrate phonological pattern errors (e.g., omitting final consonants). Children with language impairment demonstrate atypical development of language form (e.g., phonology, morphology, grammar), content (e.g., semantics, vocabulary), or use of oral language."

Eighty-two percent of children receiving special education services demonstrate DSLI, and these children often fail to develop crucial pre-literacy skills, such as oral language skills, which can

lead to later literacy difficulties and reading failure. Working with research partners Scottsdale Unified, Osborne, Fowler, Kyrene, and Cartwright School Districts, Dr. Wilcox and her team's study will result in evidence about the efficacy of the *Tell: Teaching Early Literacy and Language Across the Curriculum* package for improving the oral language and emergent literacy skills of children with DSLI; the variables that may serve as predictors, moderators, or mediators of observed outcomes; and the perceived value and feasibility of *TELL* from the perspective of preschool teachers.

The College also has a \$33.8 million grant from the U.S. Department of Education for a research project titled NEXT, which aims to enhance the curriculum and education of teacher candidates while providing assessment, educational resources, and opportunities for in-service teachers to increase student effectiveness. The grant is working in high-need districts to turn around at least 25 historically struggling partner district schools and create sites of exemplary

teacher preparation in hard-to-staff communities. Directed by Dr. Michelle Rojas, the NEXT project received ASU President Michael Crow's Award for Social Embeddedness in spring, 2012.

The College's With Indian Nations (WIN) grant, also directed by Dr. Rojas, is enabling rural school districts in American Indian communities to add additional support services and helping local residents earn bachelor's degrees and teacher certifications. It is also an expansion of the College's PDS-TENET (Professional Development School – Teaching Excellence Network through Educational Technology) Program, which has sites in the Chinle Unified School District in the Navajo Nation and the Sells-based Indian Oasis-Baboquivari United School District in the Tohono O'odham Nation, as well as in several high-need urban districts in metropolitan Phoenix and districts in Douglas and San Luis, AZ. Together, WIN and PDS-TENET are addressing the shortage of American Indian teachers. ■

Southwest Interdisciplinary Research Center

Minority health research center awarded \$6.3M NIH grant

ASU Southwest Interdisciplinary Research Center
ARIZONA STATE UNIVERSITY

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interventions

Substance Use and Mental Problems among Arizona Veterans

| SIRC Announcements | Meet Our Director | In Focus Newsletter

SIRC has been awarded with a \$6.3M NIH grant
more information>

Flavio F. Marsiglia, Ph.D.

10th Anniversary SIRC

INFOCUS

News

Holiday Angel Project serves over 300
Dec 24, 2012

SIRC Opportunity - Early Career Faculty Fellows in Health Disparities Research
Oct 11, 2012

Native American Spiritual Beliefs Influential in Spurring Youth to Avoid Drugs and Alcohol
Aug 22, 2012

ASU minority health research center awarded \$6.3M NIH grant
May 23, 2012

Keep up the great work Dr. Julie Nagoshi!
May 16, 2012

Marcos J. Martinez is awarded the IRTI Fellowship
May 16, 2012

More news...

Upcoming Events

Ongoing Professional Development Online Workshops
Ongoing - Online, Jan 01, 2013

SIRC Health Disparities Lecture Series - Cardiovascular Disease and the Health of African...

SIRC is an Exploratory Center of Excellence conducting transdisciplinary minority health and health disparities research, training, and community outreach.

The Southwest Interdisciplinary Research Center (SIRC) has received a \$6.3 million dollar research award from the National Institute of Minority Health and Health Disparities of the National Institutes of Health. *Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency*, funded for five years, will enable SIRC to expand its high-impact research, research education and training, and community engagement and outreach efforts, which the center has pursued for more than a decade.

A second generation initiative, the Health Disparities grant follows the award received in 2007 that established SIRC as a national Exploratory Center of Excellence conducting transdisciplinary minority health and health disparities research, training, and community outreach.

The award funds new research, including studies on substance abuse and obesity prevention in Latino youth and their families in central and south Phoenix neighborhoods; a state-wide study of substance use among urban American Indian youth; cardiovascular disease in African American

men in Phoenix area barbershops; expansion of the center's research and policy focus, and intensifying efforts to educate the next generation of health disparities researchers.

"This new award is a testament to the extraordinary work of the SIRC staff, researchers and community partners during our first five years as a center of excellence and the year-long planning process in partnership with diverse communities which produced the now-funded competitive proposal," said Flavio F. Marsiglia, SIRC's founding director and professor of social work. "We are delighted to know that we will be able to intensify our efforts to develop and test innovative interventions that can prevent, reduce and eventually eliminate health disparities in our communities."

"This award recognizes, and is largely due to, the strong research partnerships that SIRC has established between ASU and the vibrant and diverse communities in which it is embedded. We are most thankful to the NIMHD/NIH for their support and confidence in our work," Marsiglia said. ■

"This new award is a testament to the extraordinary work of the SIRC staff, researchers and community partners..." - SIRC Director Flavio F. Marsiglia

Immigration research at ASU



ASU criminologist Xia Wang examined why people believed undocumented immigrants were responsible for more crime than they commit. Photo by: Felipe Ruiz

Critical issues, multiple lenses

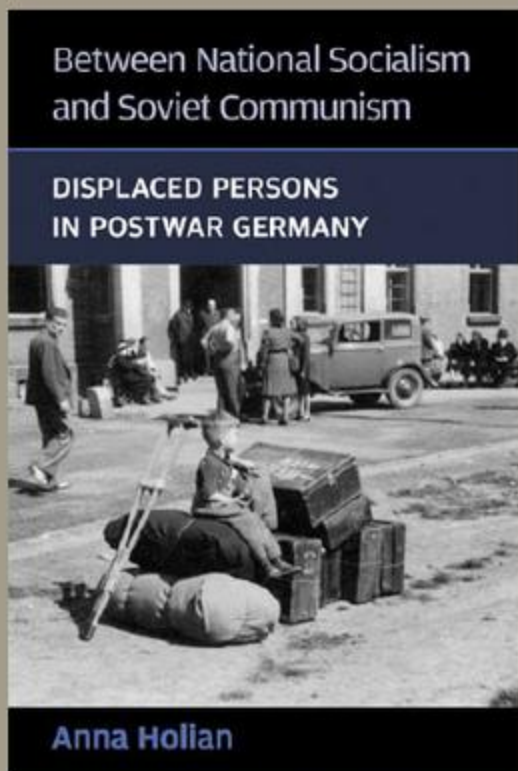
Given the increasing amount of attention and concern regarding immigration at both the state and national levels, there is a pressing need for sound use-inspired research to inform and aid ever-intensifying public discourse and policy decisions. ASU has risen to the challenge and is answering the call. Leveraging their place in a state and region that has become the epicenter of this national issue, ASU faculty members from a variety of academic disciplines are conducting much-needed immigration research, collectively approaching the subject from multiple angles in order to produce new knowledge and find new solutions.

The **School of Transborder Studies**, directed by Regents' Professor Carlos Vélez-Ibáñez (author of the highly acclaimed *Border Visions: Mexican Cultures of the Southwest* and *An Impossible Living in a Transborder World: Culture, Confianza, and Economy of Mexican-Origin Populations*, among numerous other publications), houses a strong interdisciplinary cadre of scholars who specialize in transborder migration, health, and applied social policy. School faculty members have recently published on topics such as education, xenophobia, and media representation. The school regularly organizes colloquia, symposia, and other public educational programs about the U.S.-Mexico borderlands and immigration.

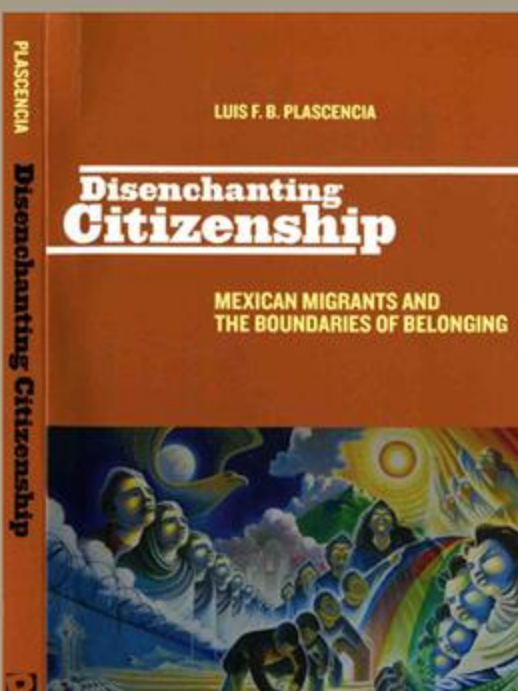
Luis Plascencia, Assistant Professor in the **School of Social and Behavioral Sciences** and Faculty Affiliate in The School of Transborder Studies, authored a book published in June, 2012, about the interrelated issues of U.S. citizenship and the Mexican migrants' position in the United States. The book, titled *Disenchanted Citizenship: Mexican Migrants and the Boundaries of Belonging*, explores the simultaneously inclusive and exclusive process of acquiring citizenship and its potential for disenchantment through the experience of a group of Mexican migrants who were granted Temporary Status under the "legalization" provisions of the Immigration Reform and Control Act of 1986 and who went on to eventually become U.S. citizens.

The **School of Historical, Philosophical & Religious Studies** has a number of faculty members such as Professor Brian Gratton and Associate Professor Anna Holian who study migration and acculturation in the past and present from global, comparative, and borderlands perspectives. Dr. Gratton is currently writing a sociopolitical account of 400 years of immigration to what is now the United States, engaging in a broad consideration of demography, popular reaction and public policy. Dr. Holian's book, *Between National Socialism and Soviet Communism: Displaced Persons in Postwar Germany*, was published in August, 2011. The volume investigates the development of refugee communities and how divergent interpretations of National Socialism and Soviet Communism defined these displaced groups.

The **School of Social Transformation** faculty are also working diligently to provide scholarship to the issue. "Immigration and migration: interdisciplinary studies in Arizona and around the world" is one of the



Associate Professor Anna Holian's book was published August, 2011



Assistant Professor Luis Plascencia's book was published June, 2012

school's current research themes. Professor Wei Li's research addresses topics such as international migration and integration, highly skilled migration and transnational connections, immigrant settlement, and the roles of bank institutions in facilitating immigrant community and business development. Other faculty examine areas such as understandings of citizenship, immigration and the legal system, racial profiling of immigrants, domestic violence, day laborers, victimization and policing of immigrant populations.

The **School of Criminology and Criminal Justice** also has a research team dedicated to studying immigration. This group focuses on immigration law enforcement challenges that confront local police departments. Findings have been presented at meetings of the Police Executive Research Forum and the Police Foundation, as well as scholarly conferences, and downloadable reports are on the School's website. In addition, Assistant Professor Xia Wang recently published an article in the journal, *Criminology*, about the reasons that many people inaccurately believe undocumented immigrants commit more crime than native born people (undocumented immigrants actually commit less crime). Connecting this misperception to the tendency of many to overestimate the size of the undocumented population and to individual factors such as education level and victimization experience, Dr. Wang's research suggests a need for individuals to more critically examine and reflect upon their beliefs.

To aid the endeavor of critical belief examination, the **Morrison Institute for Public Policy** provides a two-part briefing on perceptions and realities concerning illegal immigration on its website. The briefing contains helpful facts for exploring an issue—immigration—that often arouses strong feelings, and it is part of the Morrison Institute's mission to be a leader in examining critical state and regional issues, and a catalyst for public dialogue.

Interdisciplinary research teams abound at ASU

An interdisciplinary research team led by Jennifer Glick, Professor in the **T. Denny Sanford School of Social and Family Dynamics** and Director of the Center for Population Dynamics, recently investigated Latino community social networks to ascertain whether Latino households in Phoenix reorganized in

response to shifting immigration policy and practice. The team included scholars with backgrounds in sociology, anthropology, human biology, geography, and demography. This project is important because it illuminates the impact of social policy changes on the well-being of household members. Research findings, such as determining which factors enhance household stability and how social networks can be leveraged to move limited resources where they are most needed, were shared with local stakeholders to support their goals of building healthy communities.

"The Humanities and Immigration, Migration and Movement" was the 2011-2012 theme selected by the **Institute for Humanities Research** for its Visiting Fellows program. Projects pursued by these fellows included a study examining the experience of evangelical Christian migrants in Mexico and the United States; research on the experiences of migrants from the economically-rising BRIC countries (Brazil, Russia, India, and China); and an examination of the politics of belonging and non-belonging for Central Americans in the U.S. IHR has also formed a research cluster of ASU faculty for the 2012-2013 academic year led by Claudia Sadowski-Smith (Associate Professor of English) and Cecilia Menjivar (Cowden Distinguished Professor in the T. Denny Sanford School of Social and Family Dynamics).

The **School of Social Work** maintains the Southwest Collaborative on Immigration, Inequality and Poverty (SCIIP), a laboratory for sharing ideas and research projects done in and with the community. Immigration and culture, as well as human rights, are current research priorities. In 2011, a number of the School of Social Work's faculty published on the effects of public policy shifts, specifically on children of undocumented immigrants. ■



Undocumented workers Perceptions and realities about illegal immigration

The Morrison Institute for Public Policy provides a two-part briefing on perceptions and realities of illegal immigration on its website.

campus dialogue and education

ASU community members engage in high impact learning and dialogue on inclusion.

Simon Ortiz and Labriola Center Lecture on Indigenous Land, Culture, and Community



Wilma Mankiller, Fall, 2008 lecturer,
with Regents' Professor Simon Ortiz.
Photo by: Tom Story

“Current definitions and identifications of being Native American must be challenged and reevaluated before a genuine contemporary and meaningful identity can emerge. The infrastructure of this self description must use an honest portrayal of our contemporary human condition and reliance on traditional philosophical cultural knowledge as a guiding reference.”

– Bob Haozous

World-renowned Apache artist Bob Haozous shared his views on Native American identity, art, and lived experiences in March, 2012, during a public lecture titled, “Redefining Indigenous Perspectives through Art and Dialogue,” held at the Heard Museum in downtown Phoenix. Haozous, who is best known for his sculptures, also displayed images of his work as he explained its significance.

The lecture was part of an ongoing series called The Simon Ortiz and Labriola Center Lecture on Indigenous Land, Culture, and Community. Organized and hosted by the ASU Indigenous Speakers Series and institutionally sponsored by the **Departments of English and American Indian Studies** in partnership with

the **Heard Museum**, the transdisciplinary series underscores Indigenous American experiences and perspectives. It seeks to create and celebrate the knowledge that evolves from an inclusive Indigenous worldview, one that is applicable to all walks of life in other societies and cultures. It also seeks to speak, act, offer, and share in order to assume responsibility for the land, culture, and community that is our world.

The lecture series is named after its founder and coordinator, ASU Regents' Professor Simon Ortiz, an Indigenous poet and writer of Acoma Pueblo heritage who specializes in Indigenous Literature that addresses decolonization and liberation. It is also named after the Labriola National American Indian Data Center, an international research collection in the ASU Libraries that contains current and historic information on government, culture, religion and world view, social life and customs, and history of North American Indian tribal communities.

A lecture is delivered each March and October. Lectures given in recent years include:

Arlinda Locklear (Lumbee): “Tribal Land Claims: A Generation of Federal Indian Law on the Edge”; Leroy Little Bear (Blackfoot): “Native Science and Western Science: Possibilities for a Powerful Collaboration”; and

Kathryn Shanley (Assiniboine): “Mapping Indigenous Futures: Creating a Native Voice in Higher Education”. A list of previous lectures, along with videos of each, is available at:

<http://english.clas.asu.edu/indigenous> ■



Bob Haozous
Photo by: Kimberly Hargrove

School of Theatre and Film

Understanding and promoting cultural Performance in the Borderlands



The School of Theatre and Film's Performance in the Borderlands Project is a research, education and public programming initiative dedicated to the understanding and promotion of cultural performance in the borderlands between the U.S. and Mexico.

Zoot Suit, Luis Valdez's riveting play with music and dance, portrays the life of a young man who is falsely accused of murder after the infamous 1943 Los Angeles Zoot Suit riots. As the play unfolds, the spirit of the indigenous Pachuco guides him towards self-understanding.

The Zoot Suit Riots were a series of upheavals that erupted during WWII between military personnel stationed in LA and civilian Latino youths, who were recognizable by the flamboyant and romantic "zoot suits" they favored. The riots triggered similar attacks against Latinos across the nation.

A sold-out run of *Zoot Suit* was one of the highlights of the 2011-2012 academic year of the School of Theatre and Film's Performance in the Borderlands Project, a research, education and public programming initiative dedicated to the understanding and promotion of cultural performance in the borderlands between the U.S. and Mexico, and all the cultures this region comprises. Given the diversity of cultures and artistic traditions in these borderlands, this initiative defines performance broadly to include theatre, dance and musical practice as well as public performances of sacred and civic belonging.

During the 2011-2012 academic year, the Performance in the Borderlands Project, located within the **Herberger Institute for Design and the Arts**, presented and sponsored nearly a dozen events, often in partnership with other departments and local organizations.

Performances included *No Roosters in the Desert*, a play based on the actual experiences of women crossing north into the Arizona

desert; and *I Was the Voice of Democracy*, an autobiographic solo performance by New Mexican writer, teacher, and scholar Brian Herrera. Public lectures included an overview of Chicana/o, Cuban American, and Puerto Rican plays and playwrights since the 1960s given by noted Chicano theatre scholar Jorge Huerta; and an exploration of the topics of race, environment, justice, and performance led by National Slam Poetry champion, Broadway veteran, and artist Marc Bamuthi Joseph.

A significant aspect of the Performance in the Borderlands is its commitment to events that not only present new works of engaging performance and lectures by scholars from around the world, but which also center around a spirit of community building. The events are artist-centered, and participants become actively involved in the larger artistic community while they are in residency.

This is as much for the benefit of the local community as it is for the artists, so that they leave with a sense of having been re-charged, and connected to students and local artists for possible connections in the future, as well as possible sources of inspiration to continue doing this vital work. ■



Zoot Suit, performed at ASU.
Photo by: Tim Trumble for
the Herberger Institute for
Design and the Arts

Undocumented students share their DREAMs



German Cadenas shared his struggles as an undocumented student.

DREAM

In 2002, when German Cadenas boarded a plane in Venezuela with his mother and younger brother for a trip to the United States to spend Christmas with his father, German and his family did not know they wouldn't be coming back. After they arrived in Arizona, the family learned that political unrest was growing in Venezuela, and that there were fears of a dictatorship. So, German and his mother and brother tore up their return plane tickets and overstayed their visas. They were reunited as a family in America, albeit an undocumented one.

German, then 15, had difficulty leaving behind most of his belongings, his dog, and extended family members, but he decided to make the best of it. He enrolled in high school and worked hard to earn good grades. Then, it was time for college – and the biggest shock of his life: He didn't have a passport, and therefore, he couldn't enroll at ASU. He was undocumented. All he could do was take a few classes at a community college, work and save his money. And dream.

Cadenas persevered and was eventually admitted to ASU and earned degrees in business and psychology. However, due to Proposition 300, he had to pay out-of-state tuition and was ineligible for state financial aid. Now a doctoral student at ASU, Cadenas was one of several speakers at “The Dream: The Whole Story”, which took place in April, 2012, in the Memorial Union. The event was free and open to the public.

“Dream” participants shared the real stories of DREAMers (undocumented youth), discussed the impact that immigration laws have on education; and talked about the next efforts to support DREAMers in their journey toward higher education in Arizona. The event concluded with a forum titled “What Can We Do Now as an ASU Community?” The keynote speaker was Dr. James Rund, ASU Senior Vice President for Educational Outreach and Student Services (EOSS), who discussed ASU's efforts on behalf of DREAMers.

Event sponsors included the Emeritus College, Graduate and Professional Student Association, Chicano/Latino Faculty and Staff Association, Students United for Fair Rights and Greater Equality, School of Social Transformation, Asian Pacific American Studies, Justice & Social Inquiry, ASU Jewish Studies, School of Transborder Studies and the School of Social and Family Dynamics.

Inspired by the event, a group of faculty, staff, and administrators formed the DREAMer Research Initiative (DRI) to enhance the presence, experiences, and eventual success of undocumented students at ASU. The DRI conducts scholarly research regarding the unique needs of DREAMers and develops strategies (such as student services personnel training) and identifies resources (such as alternative sources of financial aid) for meeting those needs. The DRI is also working in conjunction with EOSS to make ASU more accessible to undocumented students. ■



West campus cultural events

As part of its commitment to raise awareness and appreciation of different cultures, the **Office of Public Affairs** at ASU's West campus organizes five major cultural programs each year. Free and open to the public, these programs celebrate and promote diversity in the campus community.

MLK Speech and March on West

Each year, dating back to 1991, the campus observes Martin Luther King Day with a reenactment of the 1963 March on Washington, including Martin Luther King, Jr.'s famous "I Have a Dream" speech. More than 800 local middle school students are brought to the West campus for this special event. These students participate in educational sessions focusing on the civil rights movements during the 1960s and then gather to reenact the march, which culminates with a performance of Dr. King's speech, delivered by ASU faculty member and Emmy Award-winning actor and director Charles St. Clair.

Black History Month

Throughout the month of February, the West campus celebrates Black History Month with a series of events. Activities in 2012 included a conversation with renowned feminist social activist bell hooks that was attended by 300 people, a soul

food cooking contest with tasting, and screenings and discussion of the films, *School Daze*, *The Help*, and *Waiting to Exhale*.

Hispanic Heritage Month

Hispanic Heritage Month is celebrated September 15 - October 15 each year. Last academic year's festivities included a Latin poetry jam, recital and workshop by Spanish guitar virtuoso Maestro Soler, and a night of dance featuring singer-songwriter Clarivel Santos, local Latino orchestra Orquesta Kaliente, and Puerto Rican dance troupe Grupo Folklorico I'naru that drew 130 people. In addition to these Hispanic Heritage Month events, the West campus observes Dia de los Muertos in November and Cinco de Mayo.

Veteran's Day Traditional Pow Wow

Each November, Arizona tribes gather for Veteran's Day Weekend Traditional Pow Wow to honor Native American veterans. In addition to Native dance and drum performances, the event features Native arts and crafts, and food. This event, which is in partnership with the Native American Student Organization and the Glendale Community College Native American Student Association, draws 2,000 people.



Pow-Wow

CultureFest

CultureFest takes place in conjunction with International Education Week every November. The event features dance, music, story-telling, arts and crafts, and culinary offerings from a variety of cultures around the globe. It is intended to be a family-friendly event that appeals to people of all ages. Performers include the Filipino American Association of Arizona, Fiesta Mexicana Dance Company, Axe Capoeira, and the student groups Oceania, Aag, and Sigma Lambda Beta. ■



Black History Month



Hispanic Heritage Month



CultureFest

Center for the Study of Religion and Conflict

Alternative Visions Lecture Series



Dr. Reza Aslan
Photo by: Hilary Jones

“What all of these countries have in common, whether it’s a dictator that’s gone or whether it’s a dictator that’s figured out how to bend a little bit, or whether it’s war on the streets, what cannot be denied any longer is that we are now dealing with a region in which the hopes, opinions, and aspirations of the people for the very first time ever, matter... Gone are the days in which the leaders of the region can simply ignore their populations, which is what they have been doing for the last six, seven decades. That is impossible now. You either give, you either bend, or you’re next. And that’s what we are dealing with in this region.”

-Dr. Reza Aslan, Alternative Visions Lecture.
October, 2011

In front of a full house at the Sandra Day O’Connor College of Law’s Great Hall, internationally acclaimed writer and scholar of religions Dr. Reza Aslan delivered a lecture titled “Beyond Fundamentalism” during which he discussed the role of religion and politics in the recent uprisings in the Middle East and North Africa. Focusing on the “fires of revolution” burning in the region, Dr. Aslan described the conditions that kindled these fires, and he dispelled five myths surrounding the current state of affairs in the region’s countries.

Dr. Aslan’s talk was one of two free public lectures given in the 2011-2012 academic year as part of the ongoing Alternative Visions lecture

series organized by the **Center for the Study of Religion and Conflict (CSRC)** in the **College of Liberal Arts & Sciences**. Now in its tenth year, the series is supported by a grant from local philanthropists John and Dee Whiteman and brings to ASU nationally and internationally recognized writers, scholars, and policy experts concerned with the dynamics of religion and conflict, and strategies for their resolution.

The second Alternative Visions 2011-2012 lecture, titled “Beyond Belief,” was delivered by Princeton University Professor of Religion Elaine Pagels, who discussed competing versions of Christianity and their political implications. Podcasts of lectures are available on the CSRC website.

CSRC, directed by Dr. Linell Cady, Dean’s Distinguished Professor of Religious Studies, was launched in the aftermath of 9/11 and designed to be an interdisciplinary hub of collaborative problem-solving scholarship, education, and discourse on the dynamics of religion and conflict at local, national, and global levels. The popular Alternative Visions lecture series has become one of its signature programs.

“The audience support for this public lecture series has been amazing,” says Director Cady. “We are grateful to the Whitemans for enabling us to invite such a stellar line-up of speakers whose engagement with the issues has advanced everyone’s understanding of the interplay of religion and politics in the contemporary world.” ■

Trending Race: Shaping and Embracing Black and Brown Identity



Presenters at the inaugural Trending Race symposium

How have Blacks and Latinos fashioned their diverse and dynamic identities over time, and what does their cultural identity formation look like today?

These are questions explored in a new film, *Trending Race*, released in spring, 2012 by the Center for the Study of Race and Democracy (CSRD), a research unit in the **School of Letters and Sciences**. Featuring interviews with a variety of Black, Latino, and biracial individuals, the film provides a holistic examination of the nuances and complexities of cultural identity, including its links to gender, class, and sexuality. The film was screened on three ASU campuses in conjunction with the first annual symposium of the same name, organized by the CSRD Black and Latino Coalition Project.

The *Trending Race: Shaping and Embracing Black and Brown Identity* symposium was held at ASU SkySong, and it provided opportunities for participants to engage in dialogue about these issues. Topics included personal identity, being Black and Brown in the 21st century, and media and society. Featured presenters included Matthew C. Whitaker (ASU Professor and CSRD Founding Director), Marco Cervantes

(University of Texas at San Antonio) and Fatimah Halim (President and CEO of Life Paradigms, Inc., a local non-profit organization dedicated to educating and empowering women of color and their families).

The Black and Latino Coalition Project engages in and supports research, dialogue, intellectual exchange, and ASU and community collaboration that historicizes, contextualizes, and works to improve African American and Latino relations in a region in which these groups have a shared, and at times, tense past and present. The CSRD was established in 2011 to be a hub of interdisciplinary scholarship and informed dialogue on matters of race and democracy.

“The CSRD’s Black and Latino Coalition Project, and its inaugural Trending Race symposium, explores the inextricably linked histories and contemporary identity and life-ways of the nation’s largest and most diverse peoples of color,” says CSRD Director Whitaker. “The future of the United States will be greatly influenced by these similar yet distinct communities. To maximize their potential, we must chart a course based upon greater knowledge of who we are and where we hope to be.” ■

Intellectual Diversity campus-wide

In the last 10 years, ASU has strategically reshaped traditional academic units to enable the fusion of intellectual strengths across diverse disciplines, creating 31 new schools and dozens of interdisciplinary programs and centers. This reorganization has created a fluid, responsive university structure, where faculty with different skills can work together to more effectively advance knowledge and meet the challenges of the 21st century. In parallel, a number of dialogue and speaker series have been established to engage the campus community in critical conversation and reflection on important issues from multidisciplinary perspectives. A sampling of these programs is below:

Faculty Cross Talks

Faculty Cross Talks (FCT) is a series of faculty peer talks across disciplines intended to encourage faculty to engage in cross-disciplinary understanding and collaboration in researching and teaching domains. Two faculty members from different disciplines present their work on a topic of overlap (e.g., technology and higher education). The audience comprises faculty from different academic backgrounds and the ensuing discussion serves to promote cross-fertilization in scholarship and teaching.

In the 2011-2012 academic year, talks included an examination of free speech and hate speech with Joseph Russomanno (Associate Professor, Walter Cronkite School of Journalism

and Mass Communication) and James Weinstein (Amelia Lewis Professor of Constitutional Law) as well as an exploration of the techno-human condition with Patience Akpan-Obong (Assistant Professor of Government) and Braden R. Allenby (Lincoln Professor of Engineering and Ethics, and Professor of Civil, Environmental and Sustainable Engineering, and of Law). FCT is organized by the **Office of Institutional Inclusion**, a unit within the Office of the Executive Vice President and Provost of the University.

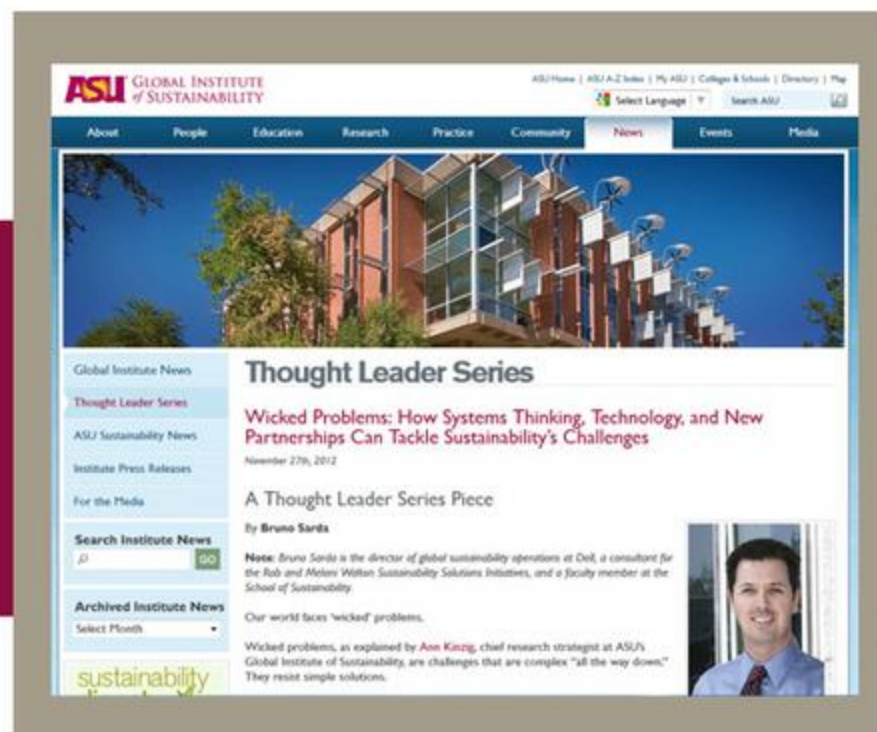
Global Institute of Sustainability Thought Leader Series

The Global Institute of Sustainability, which is the hub of ASU sustainability initiatives, has added a Thought Leader Series to its website. The series invites experts and leaders in sustainability from a variety of backgrounds to express their thoughts and ideas on this important subject. Contributors have included Richard Kidd (Deputy Assistant Secretary of the U.S. Army - Energy and Sustainability), Kasper Rorsted (CEO of Henkel, a Fortune Global 500 company based in Dusseldorf, Germany), L. Hunter Lovins (president of Natural Capitalism Solutions) and Phoenix Mayor Greg Stanton.

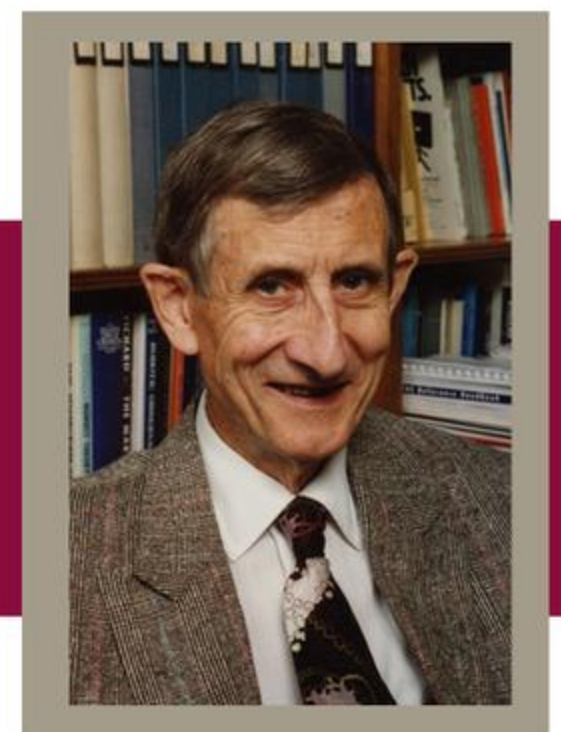
The Global Institute of Sustainability advances research, education, and business practices for an urbanizing world. Its School of Sustainability



Faculty Cross Talks is a series of faculty peer talks across disciplines intended to encourage cross-disciplinary work, appreciation and collegiality among faculty members.



The Global Institute of Sustainability's Thought Leader Series invites sustainability experts and leaders from a variety of backgrounds to express their thoughts and ideas on this important subject.



Acclaimed physicist Freeman Dyson delivered the 2012 Beyond Annual Lecture. Photo courtesy of Freeman Dyson/Institute for Advanced Study



science café



Science Café is one of many ways Project Humanities facilitates talking, listening, and connecting.

is the first of its kind: a comprehensive degree-granting program with a transdisciplinary focus on finding real-world solutions to environmental, economic and social challenges.

The Beyond Annual Lecture

The Beyond Center's eponymous lecture brings a scientist or philosopher of international standing to offer a reflective account of their work and interests, and invites them to speculate beyond their normal comfort zone. The Annual Lecture is the premier public event of the year for the Beyond Center, a research unit within the **College of Liberal Arts & Sciences** that brings together scientists and philosophers from all disciplines to brainstorm some of the age-old questions of existence, using the latest ideas and discoveries at the forefront of scientific research.

The 2012 lecture was delivered by Freeman Dyson, who has been described as a Renaissance scientist, a heretic and a storyteller. His talk, titled "Living through Four Scientific Revolutions," featured accounts of the world-changing technologies of space, nuclear energy, genomics, and computing. Previous lecturers included renowned astronomer Lord Martin

Rees, who addressed the long-range future for life on Earth and beyond, and Nobel laureate Frank Wilczek, whose talk was titled, "What is space?"

Project Humanities

Project Humanities, within the **Office of Knowledge Enterprise Development**, is a university-wide initiative that was launched to show the interactions between humanities and other areas of scholarship and human endeavor. The Project has numerous collaborators on and off campus. A recently formed partnership with the Arizona Science Museum and ASU's Center for Nanotechnology in Society resulted in the 2012-2013 Science Café series, which explores issues of nanoscale science and technology in society. The series engages technical professionals, humanists, and citizens in provocative dialogues that address how cities are enhanced by nanotechnology. Throughout the series, speakers and the audience will mutually explore controversial ideas and issues through multiple lenses. Topics include equity in the future city and movement in the nano city. ■



Providing opportunities for public discourse and skill-building with nationally and internationally renown diversity experts

How can we understand hate speech and its relation to hate crimes? In a February, 2012 public keynote address delivered at the ASU downtown Phoenix campus, UCLA Professor in Cinema and Media Studies Chon Noriega presented three new approaches to the study of hate speech in broadcast media: qualitative content analysis, online social networks, and biomarkers for increased aggression. Ultimately, Professor Noriega called for the need for sound scientific research on the phenomenon of hate speech.

Professor Noriega's talk was the latest installment of the ongoing Diversity Scholars Series (DSS), organized by the **Office of Institutional Inclusion**, a unit within the **Office of the Executive Vice President and Provost of the University**. The DSS was established in 2004 to provide opportunities

for public conversations and work with nationally and internationally recognized scholars, master teachers and policy experts who are exploring the challenges and innovations in intergroup relations, multicultural diversity and social justice research, policy making, and teaching practices in higher education.

In addition to a public keynote, Diversity Scholars lead two smaller group sessions that allow for more in-depth dialogue. One session, designed for ASU faculty and graduate students, focuses on theoretical foundations and implications of the Scholar's research. The second session engages ASU staff in dialogue about how higher education professionals can apply research to practice.

Previous Diversity Scholars have included Wafaa Bilal (New York University), Alice Eagly (Northwestern University), Kevin Kumashiro (Center for Anti-Oppressive Education), Lori Arviso Alvord (Central Michigan University), and Daniel O. Bernstein (Law School Admissions Council). ■

UCLA Professor in Cinema and Media Studies Chon Noriega presented three new approaches to the study of hate speech in broadcast media: qualitative content analysis, online social networks, and biomarkers for increased aggression.

University Dialogue Series: Exploring diversity challenges and opportunities

How can educators, students, and administrators work together to create a more inclusive community for people associated with the Lesbian, Gay, Bisexual, Transgender, Queer, and Ally (LGBTQA) community?

This was the central question pondered by participants in a February, 2012 session presented jointly at the Downtown Phoenix campus by University Dialogue and LGBTQA Services, a unit within Student and Cultural Engagement. Following a panel discussion of ASU faculty, staff, and students sharing their experiences with LGBTQA issues, attendees engaged in small

group dialogue to identify ways to assist with creating a more welcoming environment in their communities.

University Dialogue is a key component of the ASU Diversity Plan. Organized by the **Office of Institutional Inclusion** (a unit within the **Office of the Executive Vice President and Provost of the University**), this multiyear initiative is intended to facilitate campus dialogue and discussion around challenges and opportunities related to diversity. Attendees are expected to gain a better understanding of the topic and learn strategies that can be applied in the workplace or the classroom to advance a more inclusive environment for all. Previous topics have included: *Interfaith Dialogue, Disabilities in the Context of an Inclusive Environment, and Anti-LGBT bias and bullying.* ■



University Dialogue and
OUTSpoken Dialogues presents

LGBTQA Experiences

Thursday, February 2, 2012
1:15 p.m.-2:45 p.m.
Downtown Campus, Mercado C145

The February, 2012 University Dialogue explored LGBTQA inclusion

teaching and curricular innovation

Academic units at ASU continuously enhance their diversity-focused offerings.

Melikian Center expands unique program



The CLI class of 2011 at ASU



CLI students in Kazan, Russia

The Melikian Center, a unit focused on research and education in Russian, Eurasian, and East European Studies, has expanded the unique offerings of its Critical Languages Institute (CLI). Offered tuition-free each summer to college students throughout the country, CLI is one of the premier summer intensive training programs in the U.S. for less commonly taught languages, with instruction provided at both ASU and abroad.

Languages taught at CLI include Albanian, Armenian, Bosnian/Croatian/Serbian, Farsi, Persian, Polish, Russian, Tatar, Ukrainian, and Uzbek. The hallmark of CLI is its 7+4 hybrid course, which combines 7 weeks of intensive study at ASU with an integrated 4 weeks of study abroad.

CLI distinctions include being the only U.S. language program offering a study abroad program in Uzbekistan, being the only U.S. program that teaches advanced mastery Armenian, and being

one of only two summer language institutes in the U.S. to receive Title VIII Graduate Student Fellowship funding from the Department of State, which enables the institute to provide fellowships to over 20 graduate students each year. In addition, roughly 1 in 7 CLI participants over the last 10 years has gone on to receive Fulbright, Boren, or other nationally competitive funding for study abroad.

Recent additions to CLI's course offerings include fourth-year Russian, third-year Farsi, and the advanced mastery Armenian course. The institute has also added a month-long study abroad program in Samarqand, Uzbekistan and a summer-long program in Kiev, Ukraine.

Given its unique and ever expanding course offerings as well as its positive reputation among its alumni and their instructors, it is no surprise that CLI is also growing in numbers. In 2011, CLI enrolled a record 172 students,

and in 2012, sent its largest ever number of students to study abroad: 97. The latter figure was an increase of 83% from just two years before. CLI students studied in Albania, Armenia, Bosnia-Herzegovina, Russia, Tajikistan, Ukraine, and Uzbekistan.

CLI's programs are both enjoyable and practical, designed to enhance participants' prospects for employment after graduation by helping them to achieve at least Level 3 on the Interagency Language Roundtable Proficiency Scale. The five-point scale is often used to evaluate aptitude for federal employment. According to Professor Stephen Batalden, Director of the Melikian Center, few students nationally go beyond Level 2, which is difficult to do without an immersion experience like the ones provided by CLI. "Our goal is to give students a pathway to employment and advanced language capacity," Professor Batalden says. ■

Jewish Studies Growing and thriving



Dr. Hava Tirosh-Samuelsan, Director of Jewish Studies

Jewish Studies, in the **College of Liberal Arts and Sciences**, is growing and thriving. Significant developments in recent years include the creation of a Jewish Studies major, the establishment of the Center for Jewish Studies, and the launch of an international and interdisciplinary organization called the Judaism, Science, and Medicine Group, as well as a host of community programs.

The new Bachelor of Arts in Jewish Studies joins the Certificate in Jewish Studies to form the Jewish Studies Program, which has existed since 1978. While the certificate provides undergraduate students with a broad understanding of the language, history, culture, and religion of the Jews, the major provides a more in depth study of Judaism, considers Jewish history and modern life, enhances the student's understanding of Jewish contributions to western civilization, and facilitates enhanced cultural awareness and global perspective.

The Center for Jewish Studies was established in 2009 to advance research and promote high-level instruction in the understanding of Judaism

locally, nationally and globally. The activities of the Center include international conferences and collaborative research projects in four main areas: Judaism and science, Judaism and the arts, Judaism and environmentalism, and Jewish Diasporas. International conferences that have been hosted by the Center include the most recent conference of the Latin American Jewish Studies Association and a conference in partnership with the School of Music devoted to the life, times, and musical legacy of Viktor Ullmann and Erwin Schulhoff, two distinguished composers who died during the Holocaust.

The Judaism, Science, and Medicine Group is comprised of natural and social scientists, philosophers, historians, physicians, rabbis, theologians, and educators who act to promote and facilitate a close relationship between Jewish religion, cultures and values, and the sciences, for the mutual benefit of both. The group hosts an annual conference at ASU that attracts individuals from a variety of universities and organizations to engage in dialogue. The group also fosters collaborative research projects and develops educational materials about the interrelation of Judaism and the sciences.

Community Engagement

Jewish Studies also organizes a number of programs that serve community members. Among these are adult education courses that promote lifelong learning. Courses offered in Fall, 2012 include Facing Futility: Examining Jewish End of Life Choices Cross-Culturally, Jewish History and Identity in Modern Times, and Post Holocaust Memory. Jewish Studies also sponsors a dialogue series for the Jewish and Latino communities in which leaders of these communities come together to develop mutual understanding, build relationships, and discuss opportunities for collaboration. Jewish Studies at ASU is directed by Professor Hava Tirosh-Samuelsan, who emphasizes that the vast array of her department's offerings is open to Jews and non-Jews alike. "Everybody is welcome," she notes. ■

American Indian Studies Program adds new graduate program



*Broadening the scope of American Indian Studies at ASU is a natural extension in Arizona where there are 22 tribes and one-quarter of the land mass is Native American land.
Photo by: sxc photo*

***“Indian student numbers at ASU
have really grown.”***

-Director John Tippeconnic

The **American Indian Studies Program** has recently expanded to include a new master’s degree program, starting Fall, 2012. Students who enroll in this program delve into studies aimed at providing a comprehensive view of Native American life with the opportunity to work directly with tribes.

“The degree includes a number of different disciplines,” says John Tippeconnic, director of the program, which is housed in the **College of Liberal Arts and Sciences**. “It gives students an opportunity to focus on Indian concerns from an interdisciplinary perspective. It grounds students in Native American knowledge and experiences. American Indian Studies focuses on American Indian people and tribes, their experiences over time and into the future.”

Broadening the scope of American Indian Studies at ASU is a natural extension in Arizona, where there are 22 tribes and one-quarter of the land mass is Native American land.

Also, Tippeconnic says, “Indian student numbers at ASU have really grown.” ASU

currently ranks 3rd in the country for total enrollment of American Indian students at all levels.

“There are a lot of smart and creative young people here,” Tippeconnic adds. “The master of science degree takes American Indian Studies to the next level and advances our vision of becoming the leading Indian studies program in the nation. American Indian students who enroll in the program will gain a better sense of who they are, what came before them and what is to come in the future. Learning about the past and transitioning to the future can lead to the next generation of leaders in Indian country.”

“This program is evidence of how much American Indian Studies has matured as an academic field over the past four decades since emerging in the late 1960s,” says David Martinez, associate professor of American Indian Studies. “The program is also proof that additional graduate-level opportunities are needed, especially for the American Indian student population, which continues to grow and is hungry for new ideas, new faculty and new courses, which will enable them to deal with a rapidly changing indigenous world.”

Ten American Indian Studies faculty members, who all are members of tribal nations, teach the initial courses that emphasize research, academics and opportunities to work with tribes. Students choose from one of four areas of concentration: cultural resource revitalization and sustainability, indigenous rights and social justice, tribal leadership and governance, and visual and oral culture. Students also have the option of writing a thesis for their final topic or opting for the professional option where they work on concerns within a Native American community or organization.

The ultimate goal of the program, Tippeconnic says, is to improve the quality of life within tribal communities. ■

transborder studies

SCHOOL OF
TRANSBORDER STUDIES





New graduate degree program offered by School of Transborder Studies

The **School of Transborder Studies** announced a new Master of Advanced Studies (MAS) in Transborder Studies for Fall, 2012. The program, designed for the post-baccalaureate student, is designed to offer training that integrates the complex economic, political, educational, ecological, social and cultural issues of Mexican-origin and Latino/a populations of the southwest United States and northern Mexico.

Master's students are able to specialize in transborder migration, health and applied social policy, transborder media and expressive culture, and transborder culture, language and learning. In addition to a research-based focus, the program offers mentoring from leading scholars in these and related fields. The school also has strong ties to community agencies and partners that provide extensive internship opportunities.

Carlos Vélez-Ibáñez, Regents' Professor and Director, views the internships as a "key component of the program, since they also reflect the program's mission to the transborder region as a space and place where students can engage in situated learning related to their professional interest and to the program's priorities." The new program offers foundational courses that include the history of the U.S and Mexico populations of the region, as well as a course in epistemologies and transborder thought. "MAS students will discover, examine, and reinterpret the transborder world and then apply this knowledge to better serve the Latino population with whom they work," says Norma Valenzuela, an academic success specialist excited to be working with prospective students interested in the program.

The School of Transborder Studies was established Sept. 1, 2010. Its mission is to develop cutting-edge transborder knowledge for and with the populations of the U.S. southwest-northern Mexico region, and beyond, through socially embedded scholarship, applied research and rigorous instruction. ■

honors and awards

**ASU is recognized as a leader for its
diversity work.**

ASU a top pick for international students



International students are enrolling at ASU in higher numbers than ever before, placing the university 15th in the nation last year among all colleges and universities, according to a report released in 2012 by the Institute of International Education (IIE).

ASU enrolled a record 5,127 international students in fall 2012, up 16 percent from the previous year's 4,430. The university draws students from 118 countries around the world, and ASU's ranking on the IIE list shot up from 20th place in 2011.

For the third year, China is the leading country of origin for ASU international students. China's enrollment grew 31 percent to 1,704, more than doubling over the past four years. The second leading country is India, with 1,224 students enrolled, an increase of 22 percent over the previous year. Saudi Arabia increased 51 percent,

to 353, reflecting a higher number who are sponsored by their government. The next highest countries of origin are South Korea (310), Canada (170), Taiwan (125), United Arab Emirates (107) and Kuwait (100).

ASU has been expanding its international recruitment efforts as well as services for current international students. It has increased the size of its advising staff, launched a pilot Buddy Program that pairs international students with an American peer, and started a workshop series focusing on academic and cultural issues, housing, student life, safety, and security.

"ASU is sending the strong message that we welcome international students, and we support and advocate for them while they are here," says James Brailer, Executive Director of the ASU Center for Global Education Services. "We are invested in their success through graduation and beyond, as lifelong members of the Sun Devil family."

ASU students also studied abroad in record numbers, with 1,574 students traveling to other countries for academic study in 2010-11, the last year numbers were available. ■

ASU ranks among best in US for graduate degrees earned by ethnic minorities

ASU continues to rank high in the number of master's and doctoral degrees awarded to underrepresented minorities, according to 2012 data from the National Center for Education Statistics published in *Diverse: Issues in Higher Education* magazine.

In mathematics, ASU ranks first in the nation for doctoral degrees awarded to Hispanics for the second year in a row. Overall, 16 of ASU's programs appear in the top 10, and a total of 48 programs are in the top 25, for degrees awarded to ethnic minorities; more than 70 ASU programs rank in the top 100.

Graduate programs in which ASU ranks high in minority graduates include architecture, business, computer and information sciences, education, engineering, law, mathematics, interdisciplinary studies, psychology, and public administration and social services. ■

ASU earns top rating for LGBT employee equity



ASU was one of 5 Phoenix area employers to receive the top employee equity rating.

ASU earned the highest rating possible from the Greater Phoenix Gay & Lesbian Chamber of Commerce (GPGLCC) in its first Business Equality Index that measures how equitably local businesses and government agencies treat their Lesbian, Gay, Bisexual, and Transgender (LGBT) employees.

The Business Equality Index was released in July, 2011, following a six-month survey of Valley businesses with up to 500 employees and government agencies with more than 500 employees. Ratings were based on four dimensions: non-discrimination/equal employment opportunity policy, diversity management

and training, domestic partner benefits, and support provided to the LGBT community or to LGBT employees.

Aspects of ASU that contributed to its rating include explicit prohibition of discrimination on the basis of gender identity and sexual orientation in the Equal Opportunity /Affirmative Action Policy, a SafeZONE program that educates students, staff, and faculty about LGBT issues and identities, benefit provisions for same-sex domestic partners and their children, and the presence of Ubiquity, the organization for LGBT faculty and staff, formed in 1994.

Out of 40 Phoenix area

employers that completed the Business Equality Index survey and had their policies and practices validated, ASU is one of five to receive the highest possible rating. The others were the City of Tempe, the City of Scottsdale, Campbell & Mahoney, Chartered, and Land of Ahhs Consignment. A broader national survey is conducted each year by the Human Rights Campaign, which looks only at private sector companies with more than 500 employees. More than 200 of the companies scoring a 100% on that survey have a presence in the Valley. ■

ASU named Military Friendly School for 4th consecutive year

ASU has been named a “Military Friendly School for 2013” by G.I. Jobs magazine for the fourth consecutive year. The list honors the top 15 percent of colleges, universities and trade schools that are leaders in providing educational support benefits and pathways to success to military veterans.

ASU also was named one of the top 10 universities for veterans in 2011 by Military Times Edge magazine.

The 1,739 colleges, universities and trade schools on this year’s list exhibit leading practices in the recruitment and retention of students with military experience.

“It is an honor to be recognized again as a military friendly school,” said Steven Borden, Director of the **Pat Tillman Veterans Center**. “ASU and the Pat Tillman Veterans Center remain committed to continued development of programs and policies to support veterans and their families.”

In 2011, the university opened the Pat Tillman Veterans Center on the Tempe campus to connect veterans with academic and support services, as well as assist with certifying educational benefits. Additionally, ASU was chosen as a University Partner for the 2012-2013 academic year in support of the Tillman Military Scholars program, which provides scholarships for active and veteran service members as well as their spouses.

In 2008, the Pat Tillman Foundation established the Tillman Military Scholars program, dedicated to supporting educational opportunities for service members and their families by filling the financial gaps in the Post-9/11 G.I. Bill. The Tillman Military Scholars program covers not only direct study-related expenses such as tuition and fees, but also other needs, including housing and child care. Veteran enrollment has risen to 1,727 students in 2012. ■



The G.I. Jobs magazine list honors the top 15 percent of institutions that are leaders in providing educational support benefits and paths to success to military veterans.

“It is an honor to be recognized again as a military friendly school,”

- Steven Borden

ASU College Award for Contributions to Institutional Inclusion:



Under the leadership of Dean Christopher Callahan, the Cronkite School has made diversity and inclusion top priorities.



The National Center on Disability and Journalism is headquartered at the Cronkite School

The **Walter Cronkite School of Journalism and Mass Communication** is the recipient of the inaugural *College Award for Contributions to Institutional Inclusion*. Presented by the Provost at the 2012 Faculty Excellence Awards event, the award recognizes a school or college for efforts that align with the university's diversity plan and which reflect the value ASU places on inclusion. The award includes a \$5,000 grant that enables the unit to host a multi-day visit from a renowned scholar whose work exemplifies the intersection of excellence and inclusion in higher education.

Prioritizing Diversity and Inclusion

Under the leadership of Dean Christopher Callahan, the Cronkite School has made diversity and inclusion top priorities. Callahan joined ASU in 2005 to be the founding dean at Cronkite, which had recently been elevated to an independent unit after previously being a school within the College of Public Programs. At the very first staff and faculty retreat he held, Callahan devoted a full day to the topic of diversity. During the day, a diversity expert was brought in to facilitate conversations on what the school could do to increase its diversity

and to make diversity an integral part of the school's work. "It (the retreat) helped build the foundation," Callahan notes.

The Cronkite School developed a set of four diversity principles to guide its work. These principles are posted in the About the School section of the school's website for all to read. They are:

- "Actively seek out and encourage diverse populations to become productive members of the faculty, staff and the student body;
- Create and maintain a work, learning and social environment that is cognizant and supportive of a diversity of human differences and beliefs;
- Incorporate within the formal content of the curriculum and in each course an affirmation of the core journalistic values of accuracy, fairness, ethical behavior and sensitivity when reflecting an increasingly multicultural world;
- Foster and support a climate in which events and activities of the school reflect diversity of awareness, sensitivity to and support for people of different origins, orientations and abilities."

Walter Cronkite School of Journalism and Mass Communication

Putting principles into practice

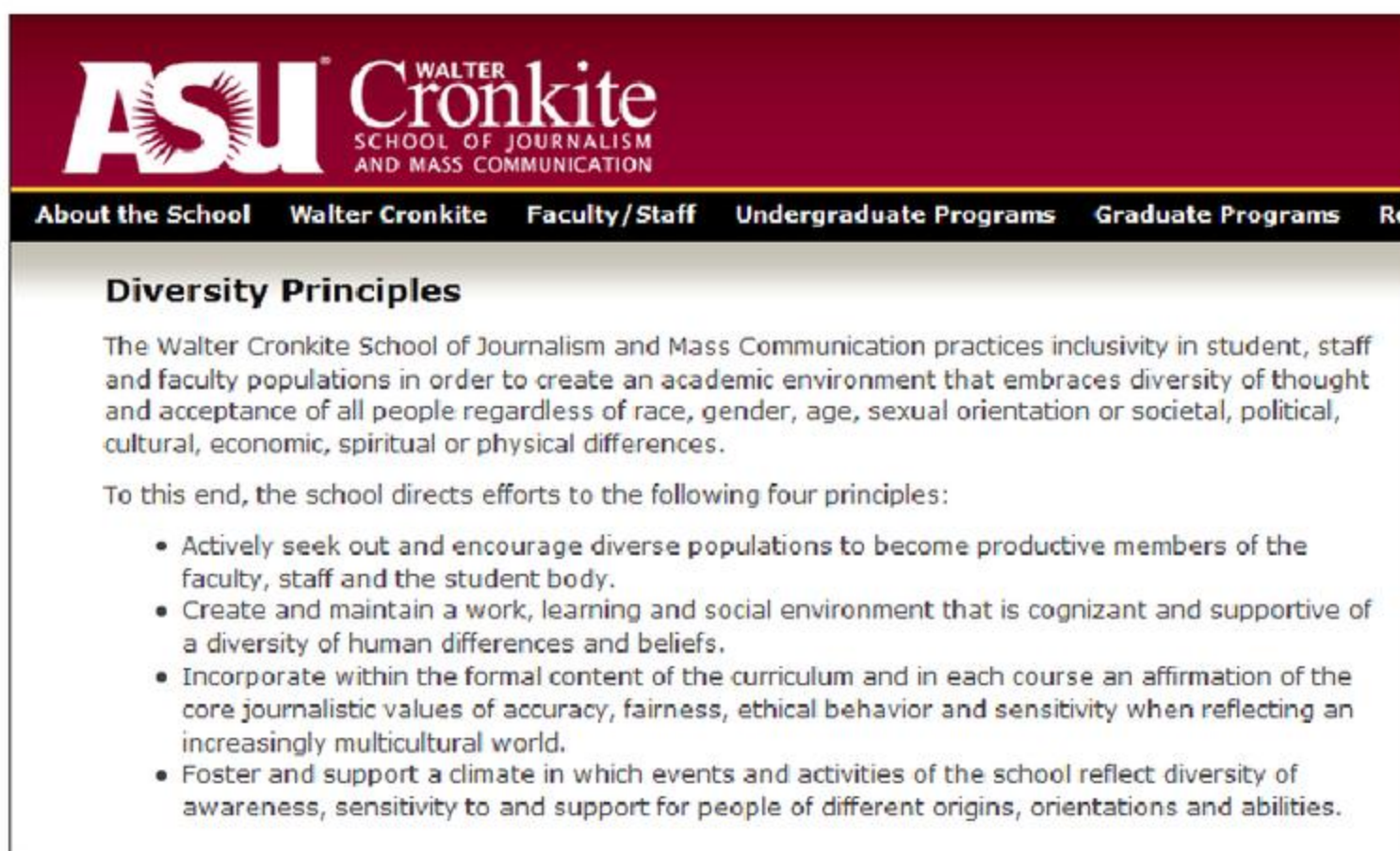
The Cronkite School's diversity principles are put into practice in myriad ways. Staff members at the Cronkite School engage in extensive minority outreach activities such as giving presentations at the annual American Indian Youth Conference, hosting the annual Arizona Latino Media Association high school conference, and presenting and exhibiting at the UNITY Convention, a gathering of minority journalists associations and media professionals and executives interested in diversity in news media.

The Cronkite School's commitment to diversity and inclusion is also reflected in its curriculum. The BA requirements for the undergraduate major in Journalism and Mass Communication include a mandatory *Journalism Ethics and Diversity* course that students take during their sophomore year. Originally an elective course, the decision to make it a requirement for all Cronkite undergraduates was "an important step for us," says Dean Callahan. Recently, the school began offering a Latino Specialization that teaches students how to report on Latino communities and Latino-specific issues. The specialization, which is led by Carnegie and

Southwest Borderlands Initiative Professor Rick Rodriguez, includes an in-depth reporting class and a multidisciplinary seminar on Latinos coupled with a minor in Transborder Chicana/o and Latina/o Studies from the School of Transborder Studies.

Students from the school's depth reporting course have won a national Robert F. Kennedy Journalism Award three out of the last four years - including this year - in recognition of outstanding reporting on issues such as human rights, social justice, and the power of individual action in the United States and around the world. The 2012 award was bestowed upon Cronkite students in the College category for the class project, "Stateless in the Dominican Republic," about immigration and border issues in the Dominican Republic.

Faculty research contributions to diversity include a number of major projects in recent years such as studies comparing ethnic diversity in the nation's newsrooms to the diversity in the communities those news organizations are covering and the development of a searchable database of articles, books, reports, and other research that focus on news diversity issues. Faculty members have also provided support in the establishment and



The screenshot shows the ASU Walter Cronkite School of Journalism and Mass Communication website. The header includes the ASU logo and the school's name. A navigation menu lists: About the School, Walter Cronkite, Faculty/Staff, Undergraduate Programs, Graduate Programs, and Research. The main content area is titled "Diversity Principles" and contains the following text:

The Walter Cronkite School of Journalism and Mass Communication practices inclusivity in student, staff and faculty populations in order to create an academic environment that embraces diversity of thought and acceptance of all people regardless of race, gender, age, sexual orientation or societal, political, cultural, economic, spiritual or physical differences.

To this end, the school directs efforts to the following four principles:

- Actively seek out and encourage diverse populations to become productive members of the faculty, staff and the student body.
- Create and maintain a work, learning and social environment that is cognizant and supportive of a diversity of human differences and beliefs.
- Incorporate within the formal content of the curriculum and in each course an affirmation of the core journalistic values of accuracy, fairness, ethical behavior and sensitivity when reflecting an increasingly multicultural world.
- Foster and support a climate in which events and activities of the school reflect diversity of awareness, sensitivity to and support for people of different origins, orientations and abilities.

The Cronkite School's Diversity Principles are posted on the school website

Walter Cronkite School of Journalism and Mass Communication

advisement of Cronkite School student chapters of the Asian American Journalists Association, the National Association of Black Journalists, the National Association of Hispanic Journalists, and the National Lesbian and Gay Journalists Association. The former and latter were the first student chapters of their respective associations in the country.

The Cronkite School organizes a multitude of events throughout the year, and diversity is a recurring theme.

During the 2011-2012 academic year, the School hosted a panel featuring women in Arizona TV news, a workshop on navigating diversity in the newsroom, and a presentation titled “Erasing Stereotypes of South Asia: Pakistan and the Maldives,” among other events.

Along with being included in events, diversity-related topics are regularly featured in the content of the School’s various news media and as part of the School’s media partnerships. Examples include a Carnegie-Knight News21 Initiative national investigation on voting rights, a partnership with Univision to have Cronkite students produce newscasts in Spanish, a partnership with Meredith Corporation and CBS 5 to provide a boot camp in broadcasting for underrepresented students each January, and a summer fellowship intended for students from underrepresented communities to gain experience in alternative media by working with Village Voice Media.

The Cronkite School has also become a national leader in the area of disability reporting. In 2009, the Cronkite School became the home of the National Center on Disability and Journalism (NCDJ). Staffed by Cronkite Associate Dean Kristin Gilger along with a school alum and graduate assistant, the goal of NCDJ is to provide support and guidance for journalists as they cover people with disabilities. The NCDJ website provides a disability style guide, resources for reporters and educators, and recently launched

a new national journalism awards program to recognize excellence in reporting on disability issues and people with disabilities.

The Cronkite School’s collective efforts to infuse diversity and inclusion into its communications, population, curriculum, research, student life, events, published content and partnerships have paid off. The number of minority students has increased in recent years, and staff members have noticed a positive change in the culture of the school. Dean Callahan is particularly pleased with the impact his school’s efforts are having on its quality and on the profession.

“You can’t have a high quality news product if all the people in the building don’t look like the people they’re commenting on,” Callahan explains. “Our focus is on having people of different genders, ethnicities, abilities, ages, and socioeconomic statuses and providing that kind of diversity to the profession.” ■

Home page of the News21 Initiative national investigation on voting rights

Carlos Castillo-Chavez meets President Obama to honor mentoring program



*President Barack Obama greets recipients of the 2011 Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring in the Oval Office on Dec. 12. Among those being recognized was Arizona State University Regents' Professor Carlos Castillo-Chavez, fourth in line from left, for the work done by the Mathematical and Theoretical Biology Institute.
Photo by: Pete Souza/White House*

Regents' Professor Carlos Castillo-Chavez, a mathematical epidemiologist, was among a small group of mentors honored by President Obama in a White House ceremony in December, 2011 as recipients of the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring. The Presidential Award, which comes with a grant of \$25,000 to advance recipients' mentoring efforts, is administered by the National Science Foundation (NSF).

Dr. Castillo-Chavez is the founding Director of the Mathematical and Theoretical Biology Institute, which was recognized for the crucial role that it plays in the academic and personal development of students studying science and engineering – particularly those who belong to groups that are underrepresented in these fields. Dr. Castillo-Chavez is also a Distinguished

“Recognitions are the result of team work and policies that guarantee the sustainability of models of higher education where research is at the heart of the effort.”

- Dr. Castillo-Chavez

Sustainability Scientist in ASU's **Global Institute of Sustainability** and a faculty member in the **School of Human Evolution and Social Change**.

“ASU's vision encapsulated in 'access, excellence and impact' as well as in a model of 'one university in many places' has made it possible for the Mathematical and Theoretical Biology Institute to change the landscape in the mathematical sciences,” said Dr. Castillo-Chavez. “Recognitions are the result of team work and policies that guarantee the sustainability of models of higher education where research is at the heart of the effort. MTBI and its model of learning-through-research has opened the doors of the possible to talented students, particularly from U.S. underrepresented minorities; students who have begun to take on positions of leadership.” ■



Angela Allen received the Nurse of the Year for Community Service Award presented by the National Black Nurses Association

Angela Allen receives national nursing award

Angela Allen received the Nurse of the Year for Community Service Award presented by the National Black Nurses Association. The award recognizes outstanding and exemplary community service, and it was presented to Allen in July, 2011 at the NBNA Institute of Excellence Ruby Award Ceremony in Indianapolis.

Allen, a clinical instructor in the **College of Nursing & Health Innovation**, is extensively involved in her profession and the community. Among her many activities, Allen is President of the Black Nurses Association of the Greater Phoenix Area, which works to address the health needs of the local African American community and other minorities. She also serves on the Board of Directors for the Arizona Geriatric Society, and chairs the Researchers Special Interest Group of the Association of Rehabilitation Nurses. In total, Allen is a member of more than 20 professional organizations. She has presented on her research and cultural-related topics locally, national and internationally. ■

Alfredo Artiles awarded top education research honor

Alfredo Artiles, the Ryan C. Harris Memorial Endowed Professor of Special Education in the **Mary Lou Fulton Teachers College** and affiliated faculty member in the **School of Social Transformation** and the **School of Transborder Studies**, was one of 15 individuals who were honored for their scholarly achievements by the American Education Research Association (AERA) at the association's annual meeting in Vancouver, British Columbia, Canada, in April, 2012.

Artiles received the Palmer O. Johnson Memorial Award. This award has been given by AERA since 1967 in recognition of the lifelong achievement of Palmer O. Johnson, a dedicated educator and pioneer in educational research and methodology. It represents the highest quality of academic scholarship published in one of four peer-reviewed AERA journals during the prior year: *American Educational Research Journal*, *Educational Evaluation and Policy Analysis*, *Educational Researcher*, or *Journal of Educational and Behavioral Statistics*.

Artiles' was recognized for his article, "Toward an Interdisciplinary Understanding of Educational Equity and Difference: The Case of the



Alfredo Artiles received the AERA Palmer O. Johnson Memorial Award, which recognizes the highest quality of academic scholarship published in one of four peer-reviewed AERA journals during the prior year.
Photo by: Tom Story

Racialization of Ability," published in *Educational Researcher* in December, 2011. In the paper, Artiles called for interdisciplinary study of racial disparities in special education to contribute to a new generation of scholarship on educational (in)equity and the transformation of schools' responses to difference.

On the faculty since 2004, Artiles is recognized as a thought leader in the fields of special education and educational equity. He co-directs the Equity Alliance at ASU, with Professor Elizabeth Kozleski, and in May, 2011, was appointed to the President's Advisory Commission on Educational Excellence for Hispanics. He was also named to Hispanic Business magazine's 2011 list of "100 influentials" and profiled in the October 2011 issue. ■

Eddie Brown honored by National Congress of American Indians



Eddie Brown received the Native American Leadership Award from the National Congress of American Indians.

Eddie Brown was honored by the National Congress of American Indians for his commitment to tribal sovereignty and his work to build strong, healthy Native communities at the annual leadership awards banquet, March, 2012, in Washington, D.C.

“It’s always nice to be recognized, especially when it’s among your own people and people you’ve worked a lifetime with,” Dr. Brown said. “I’m very honored.”

Dr. Brown, the Executive Director of the **American Indian Policy Institute, College of Liberal Arts and Sciences**, has worked for years to preserve the rights granted to Native Americans to determine their destiny as sovereign tribes. Dr. Brown served as Assistant Secretary of Indian Affairs in the United States Department of Interior and pushed for self-governance legislation that recognized the rights of tribes to contract with the federal government to run their own programs. As the former Director of the Arizona Department of Economic Security, Dr. Brown worked with states and counties to implement the Indian Child Welfare Act in an era when Native American children were being adopted and taken away from reservations.

Professor Brown earned his doctoral degree in social work from the University of Utah in 1975, and much of his work has been on improving conditions for Native American families and children through programs that focus on employment, elderly populations, self-determination and parenting classes for American Indians who grew up in an age when Native American children were sent away to school. ■

“It’s always nice to be recognized, especially when it’s among your own people and people you’ve worked a lifetime with,”

- Eddie Brown

Flavio Marsiglia recipient of national award



*Flavio Marsiglia was the recipient of the 2012 Community, Culture and Prevention Science Award from the Society for Prevention Research.
Photo by: Felipe Ruiz*

Flavio Marsiglia, Director of the **Southwest Interdisciplinary Research Center (SIRC)** in ASU's College of Public Programs, was the recipient of the Society for Prevention Research's 2012 Community, Culture and Prevention Science Award. Recipients of this national award are recognized for work that enhances understanding, development, and adaptation of effective prevention strategies for traditionally underserved populations, including racial and ethnic groups.

"I am humbled by my peers' recognition," said Dr. Marsiglia, who is also a Distinguished

Foundation Professor of Cultural Diversity and Health in the **School of Social Work**. "I am also happy because this award will bring attention to the work being conducted at the SIRC, the School of Social Work, the **College of Public Programs** and ASU. This is also an acknowledgment of the very rewarding and fruitful research community partnerships we have developed."

A prolific writer, Marsiglia has authored and co-authored more than 90 peer-reviewed journal articles, numerous book chapters and has co-authored a book titled "Diversity, Oppression and Change: Culturally Grounded Social Work." He has received several NIH awards supporting his program of research and directs SIRC's global health initiative. He serves on numerous scientific editorial boards, NIH scientific review boards, and has been elected to serve on boards of national professional organizations such as the Society for Social Work and Research and the Institute for the Advancement of Social Work Research. ■

"I am also happy because this award will bring attention to the work being conducted at the SIRC, the School of Social Work, the College of Public Programs and ASU. "

- Flavio Marsiglia



Mary Romero

Mary Romero's body of scholarship is focus of Rutgers conference

Thirty years of scholarship by Mary Romero was the organizing focus for a conference at Rutgers-Newark in April, 2012, titled *Maid in the U.S.A.: Domestic Labor and Organizing*. The event commemorated the 20th anniversary of the publication of Romero's groundbreaking ethnographic study of Chicana domestic workers, *Maid in the U.S.A.*, as well as Romero's continued research in this area, including her 2011 book, *The Maid's Daughter: Living Inside and Outside the American Dream*.

Professor Romero keynoted the daylong event coordinated by Rutgers-Newark's Center for Migration and the Global City. The conference brought together students, historians, sociologists and activists from the Domestic Workers United and the National Domestic Workers Alliance. The topics included the history of domestic work, the contemporary state of domestic organizing, and the expansion of rights and need for improving conditions for domestic workers in New Jersey.

Professor Romero is the faculty head of **Justice and Social Inquiry** in the **School of Social Transformation**. Previously, she received the American Sociology American Section on Race and Ethnicity Minorities 2009 Founder's Award for career excellence in scholarship and service. In 2004, she received the Society for the Study of Social Problems' Lee Founders Award, the organization's highest award for a career of activist scholarship. Professor Romero is a former Carnegie Scholar. ■

Miral al-Tahawy recognized for latest novel

Miral al-Tahawy's novel, *Brooklyn Heights*, has garnered widespread recognition. The book, first published in Arabic and later translated into English, won the 2010 Naguib Mahfouz Medal for Literature and was shortlisted for the 2011 International Prize for Arabic Fiction – the "Arab Booker Prize." Most recently, it was named "best novel" for 2011 by the website, Arabic Literature (in English).

Dr. al-Tahawy, who grew up in a Bedouin society in Egypt, was inspired to write the novel about displacement and exile after her difficult experience moving from Egypt to Brooklyn as a post-doctoral fellow in 2008 with her young son, Ahmed. She has been described by the *Washington Post* as "the first novelist to present

Egyptian Bedouin life beyond stereotypes and to illustrate the crises of Bedouin women and their urge to break free."

Dr. al-Tahawy is now on the faculty of the **School of International Letters and Cultures**, where she teaches classical literature and modern Arab literature in translation. She has written a collection of short stories and three other novels, all of which have won acclaim. Dr. al-Tahawy hopes that her books will give readers "a new image of the Middle East," and that they will make her culture more understandable and accepted. "Literature is a window on culture, language and politics," she said. "Literature is a bridge." ■

diversity plan progress

The ASU Diversity Plan was formulated in 2008 to provide a blueprint for inclusion efforts at the university. Here is an overview of progress that has been made recently in accordance with the plan.

communication

- The Diversity at ASU website was created and, as intended, provides a coherent inventory of diversity-related events, offices, programs, and groups within the university. It also features ASU News articles pertaining to diversity.

university dialogue

- The University Dialogue series is well underway. Recent topics have included: *LGBTQA Experiences*, *Interfaith Dialogue*, and *Disabilities in the Context of an Inclusive Environment*. Upcoming topics include subordinated sexuality and affirmative action.

faculty diversity

- From Fall, 2001, to Fall, 2011, the total number of full-time tenured and tenure-track faculty from racial/ethnic minority groups grew from 263 to 383, an increase of 45.6%. As a proportion of all full-time tenured and tenure-track faculty, racial/ethnic minorities went from 17.3% in 2001 to 23.2% in 2011.
- From Fall, 2001, to Fall, 2011, the total number of full-time tenured and tenure-track faculty who are women grew from 462 to 584, a 26.4% increase. The proportion of tenured and tenure-track faculty who are women rose from 30.4% in 2001 to 35.4% in 2011.
- The Southwest Borderlands Initiative (SWBI) was launched in 2001 by the Office of the Executive Vice President and Provost of the University. It was designed to strengthen ASU's existing scholarly and instructional resources on the Southwest, to enhance the institutional recruitment and retention of diverse faculty, and to increase capacity building and mentoring of future faculty scholars. Since its inception, 32 faculty members have been hired through this initiative, and 28 are currently on staff. They can be found in Religious Studies, History, Art, Psychology, Communication, Curriculum and Instruction, Political Science, Social Work, Geographical Sciences and Urban Planning, Journalism, and Nursing. A full listing and gallery is available on the Southwest Borderlands Initiative website.

building synergy

- Staff from the Office of Institutional Inclusion and the Commission on the Status of Women were co-located to promote communication and collaboration across these offices.
- Staff members from the Office of Institutional Inclusion serve on the Committee for Campus Inclusion, the Chicano/Latino Faculty and Staff Association, the Commission on the Status of Women, and Ubiquity (the Lesbian, Gay, Bisexual, and Transgender Faculty & Staff Organization).

building private investment to advance diversity

- The Faculty Google Award for Diversity and Inclusion was created in 2012 by the Office of Institutional Inclusion. This new award, which comes with a \$750 prize, is supported by a grant from the Google Corporation in recognition of the work that ASU has accomplished in the area of diversity. It is presented annually to a full-time tenured or tenure-track faculty member for excellence in scholarship that significantly advances understanding of diversity and inclusion. The inaugural award was presented to professor C. Alejandra Elenes, Director of the Social Justice and Human Rights MA program in the **School of Humanities, Arts and Cultural Studies, New College**.
- ASU West established the Bob Stump Endowed Chair in Cultural History in the **New College of Interdisciplinary Arts and Sciences**. Eduardo Pagán was selected to be the Bob Stump Endowed Professor of History in 2008.
- Each year, the **Walter Cronkite School of Journalism and Mass Communication** hosts the Edith Kinney Gaylord visiting professor in Journalism Ethics, who teaches Journalism Ethics and Diversity and supports related activities and curriculum. The visiting professorship, made possible by a grant from the Ethics and Excellence in Journalism Foundation, was created in honor of the late Edith Kinney Gaylord, a pioneering newswoman who served as a Washington correspondent during the FDR administration, when the capital's press corps was dominated by men. The 2012 Gaylord Visiting Professor was Sandra Mims Rowe, former editor of *The Oregonian*. ■



C. Alejandra Elenes won the inaugural Faculty Google Award for Diversity and Inclusion



Eduardo Pagán, ASU West's Bob Stump Endowed Professor of History



Sandra Mims Rowe was the 2012 Gaylord visiting professor

goals, accomplishments, & aspirations

Our vision is to establish ASU as the model for a New American University, measured not by who we exclude, but rather by who we include; pursuing research and discovery that benefits the public good; assuming major responsibility for the economic, social, and cultural vitality and health and well-being of the community.

Inclusion is a major component of this vision, and of ASU's mission and goals. In coming years, we aspire to achieve the goals articulated below (see also: [ASU Vision and Goals](#)):

goal

Maintain university accessibility to match Arizona's socioeconomic diversity

accomplishments

As noted in [ASU Accomplishments 2003-Present](#), ASU has made major progress in delivering on its promise that no qualified Arizona student be denied access to a college education based on ability to pay. From FY2003 through FY2011, there was a 647 percent increase in the number of first-time, full-time low-income Arizona freshmen at ASU. Moreover, there was a 92 percent increase in the number of undergraduate students receiving financial aid. In May, 2009, the university announced the President Barack Obama Scholars Program, which more than tripled the number of enrolled students from families with greatest financial need.

ASU has also experienced remarkable growth in student racial and ethnic minority enrollment, increasing their relative proportion of the student population from 20.7% in fall, 2002 to 31.3% in fall, 2011. During this time period, there was a 103% increase in the number of Hispanic/Latino students, a 99.2% increase in the number of Black/African American students, a 57.1% increase in the number of Asian American students, and a 13.5% increase in the number of American Indian students.

goal

Enhance university graduation rate to 75-80% and produce 25,000 graduates annually

accomplishments

In 2010-11, ASU was #1 among all public research universities in the nation for total degree production.

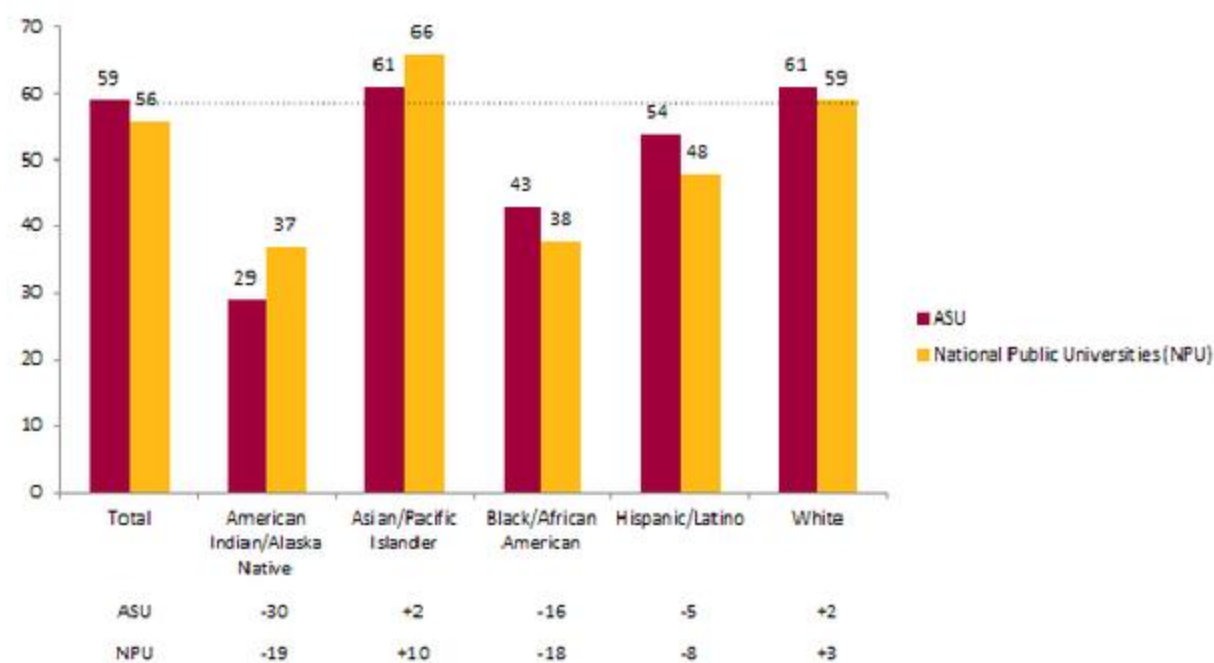
rank	institution	total degrees
1	Arizona State University	17,090
2	University of Florida	14,888
3	The Ohio State University – Main Campus	14,728
4	Pennsylvania State University – Main Campus	13,854
5	University of Central Florida	13,498
6	The University of Texas at Austin	13,383
7	University of Minnesota – Twin Cities	12,102
8	University of Washington - Seattle	12,102
9	University of Michigan – Ann Arbor	11,914
10	Texas A & M University – College	11,723
11	University of California – Los Angeles	11,591
12	University of Illinois at Urbana-Champaign	11,548

Additionally, ASU was among the top public research universities for minority degree production. According to the “Top 100 Producers of Minority Degrees 2012” list compiled by *Diverse: Issues in Higher Education*, ASU also ranks first in the nation for doctoral degrees awarded to Hispanic students in mathematics and statistics and sixth for undergraduate degree production in all disciplines for Hispanic and Native American students. Overall, ASU ranks in the top ten in 40 categories of minority undergraduate degree production and 16 categories of graduate and professional degree production.

aspiration

Achieve parity in six-year graduation rates across racial/ethnic groups

A key factor in the ability of the university to reach its goal of enhancing the graduation rate will be the reduction of disparities in six-year graduation rates between racial and ethnic groups, a challenge for colleges and universities nationwide. There were notable differences between the overall graduation rate and those of American Indian/Alaska Native, Black/African American, and Hispanic/Latino students in the 2004 cohort, as shown below.



Sources: *The Condition of Education. Postsecondary Graduation Rates (2012)*. Figure 45-2. National Center for Education Statistics Ten-Year Review of Student, Faculty, and Staff. 2000-2010. ASU Office of Institutional Analysis

As demonstrated in the Student Success section of the university’s 2012 *Annual Report*, ASU has made substantial progress improving its retention and six-year graduation rates, rising above national averages overall, and for Black/African American, Hispanic/Latino, and Caucasian students, respectively. Colleges, schools, and departments are actively working to improve college preparation and to support and enable student success.

aspiration

Achieve top 10% status for both gender and racial/ethnic faculty diversity among research universities with very high research activity

Among the 108 Research Universities with Very High Research Activity (RU/VH), as classified by the Carnegie Foundation for the Advancement of Teaching, ASU ranked 16th in gender diversity and 21st in racial/ethnic diversity for full-time tenured and tenure-track faculty in Fall, 2011.

ASU is one of only seven institutions to be in the top quintile of rankings of this group for both faculty gender diversity and faculty racial/ethnic diversity.

institution	female faculty	faculty of color
University of Illinois at Chicago	39.1%	29.5%
University of Hawaii at Manoa	36.5%	33.1%
University of California-Santa Cruz	36.8%	27.0%
University of New Mexico-Main Campus	41.9%	25.5%
Georgia State University	42.6%	23.6%
University of South Florida-Main Campus	36.1%	23.6%
Arizona State University	35.4%	23.2%
All RU/VH	30.8%	19.6%

ASU has significantly improved its faculty gender and racial/ethnic diversity and is clearly a leader among its peer institutions in this area, however, women and people of color remain underrepresented in the tenured and tenure-track faculty. Multiple efforts – such as the professional development conferences and workshops organized by the Faculty Women’s Association and the Commission on the Status of Women, and mentoring of graduate and undergraduate students – along with assertive recruitment by colleges will continue in order to have a faculty body that is fully representative of the community it serves. ■

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