



Strategic Vision: Challenges, Action, and Solutions

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TEXAS A&M UNIVERSITY
Office for Diversity





Mission of the Office for Diversity

The mission of the Office for Diversity is to implement and coordinate Texas A&M University's Diversity Plan by providing leadership and support to the academic and administrative units as they embed diversity and inclusion in academic and institutional excellence.

The Office for Diversity works to advance accountability, campus climate, and equity across the university while resisting racism, bias, and discrimination. The Aggie Core Values of Respect, Excellence, Leadership, Loyalty, Integrity, and Selfless Service that define Texas A&M University are anchors to hold on to, and guide us, as we promote a culture that integrates respect for individual and group diversity in our pursuit of excellence.



The Office for Diversity team: Dr. Robin Means Coleman, Dr. Jennifer Reyes, Deyanira Ely, Dr. Carlos A. Bolaños-Guzmán, Yusra Aziz, Redeem Francis, and Morgan Gimblet



2010 University Diversity Plan



ACCOUNTABILITY: We establish *accountability* within the institution by developing **strategies**, plans, and processes that **promote progress** and create an environment that fosters success and achievement.



CLIMATE: We develop a supportive *campus climate* that **values and integrates diversity** in the pursuit of academic excellence by identifying aspects of Texas A&M's community that foster or impede an inclusive working environment.



EQUITY: We integrate into the mission and goals of the institution, the assurance that students, faculty, and staff, regardless of identity, are **all treated equitably**.

Accountability | Challenges



The President's Council on Climate and Diversity (PCCD) asked for a compelling case for diversity for your unit. **Why is diversity important to your unit?**

What are your unit's goals? **More data and reflection** are needed to determine how your unit is “moving the needle” related to diversity, recruitment, retention, climate, and equity.

Next steps: Prioritize strategies with the highest potential for the greatest positive impact on diversity, recruitment, retention, climate, and equity. Implement those strategies, measure outcomes, collect data, and **identify key and important wins and challenges.**

Accountability | Actions & Solutions



■ Fall 2019

- October 8, 2019: **Speed Consultation**, 1:00 pm – 4:00 pm, Memorial Student Center, Room 2401
- October 11, 2019: **Speed Consultation**, 9:00 am - 12:00 pm, Memorial Student Center, Room 2401
- **October 28, 2019: The written 2019 Diversity Plan Accountability Reports are due by noon.**
- 2016-2018 State of Diversity report

■ Spring 2020

- February 11, 2020: **Diversity Gallery**, 10:00 am - 6:00 pm, reception from 4:30 pm - 6:00 pm, Rudder Exhibit Hall
- **Diversity Plan 2030** – Office for Diversity update of *2010 University Diversity Plan*

Climate | Challenges



- Campus climate influences the recruitment and retention of students, faculty, and staff: People from historically underrepresented groups experience isolation, alienation, invisibility, tokenization, and marginalization on campus and in the community.
- The *2010 University Diversity Plan* calls for institutional-level campus climate assessments to be conducted every three years, creating two major problems:
 - The three-year cycle has not permitted sufficient time for the units, or the institution, to implement strategies, assess effectiveness, and reflect on progress.
 - For the units involved, conducting the surveys, analyzing data, and sharing the results is labor-intensive: from developing the survey items to sharing the results takes a year or more.

Climate | Actions & Solutions - *Assessment*

- Dean of Faculties, Division of Student Affairs, Office of Graduate and Professional Studies, Office of Institutional Assessment, and Office for Diversity adjusted the institutional **campus climate survey cycle from three years to four years.**
 - AAU and SERU survey response rates
 - IRB - December, 2019
 - Launch student, faculty, and staff campus climate surveys March, 2020



Climate | Challenges – *Impact on recruiting and retention*



- Addressing campus climate issues is a primary concern because of the impact campus climate has on student and faculty recruiting and retention.
- Existing literature demonstrates that increasing the demographic diversity of predominantly white universities is an important step toward improving the overall campus climate. For example:
 - Increasing diversity is a tangible representation of the level of institutional commitment to diversity and directly influences a sense of belonging among historically underrepresented students and faculty (Hernandez and Lopez, 2004; Johnson et al., 2007).
 - Improving campus climate has also been shown to influence the professional success of historically underrepresented faculty and the academic success of historically underrepresented students (DeCastro et al., 2013; Driscoll et al., 2009; Hurtado et al., 1998; Helm, Sedlacek, and Priet, 1998; Turner, Gonzalez, and Wood, 2009).

Climate | Challenges



2018 Texas A&M Faculty and Student Demographics compared to 2017 Texas High School Graduates

Ethnicity/race	Faculty*	Undergraduate	Graduate	Professional	Texas High School Graduates
Asian	19%	8%	4%	21%	4%
Black or African American	4%	3%	4%	5%	13%
Hispanic or Latino	7%	24%	10%	19%	49%
White	70%	60%	40%	51%	32%
Total	3,274	54,369	12,364	2,537	323,373

Data sources: Texas A&M student data are from the Accountability website (accountability.tamu.edu) and were retrieved on 05/19/19. Faculty data were retrieved from Business Objects Warehouse 04/14/19. The Four-Year Longitudinal Graduation and Dropout Rates by Race/Ethnicity for Texas Public Schools, Class of 2017, was retrieved on 05/19/19 from the Texas Education Agency website (https://rptsvr1.tea.texas.gov/acctres/completion/2017/state_demo.html).

Climate | Challenges



Intersection of race/ethnicity and gender by faculty rank

	Assistant Professor	Associate Professor	Professor	Total % by race & gender
Asian	24%	22%	15%	19%
Female	9%	7%	2%	6%
Male	15%	15%	12%	14%
Black or African American	4%	5%	3%	4%
Female	2%	3%	0.5%	1%
Male	2%	2%	2%	2%
Hispanic or Latino	7%	9%	5%	7%
Female	4%	3%	1%	3%
Male	3%	6%	4%	4%
White	65%	64%	78%	70%
Female	32%	24%	16%	23%
Male	34%	40%	62%	47%
Total count by faculty rank	1,007	846	1,421	3,274

Data sources: Faculty data were retrieved from Business Objects Warehouse 04/14/19.

Strategic Vision: Hiring faculty



- **Accountability, Climate, Equity Scholarship (ACES) Fellows Program is a faculty pipeline initiative aimed at promoting the research, teaching, and scholarship of early career.**
 - 2018 – Year 1, Liberal Arts, 4/4 hired
 - 2019 – Year 2, Liberal Arts + Education, Goal: 5 hires

Applications are now open for the Accountability, Climate, Equity, and Scholarship (ACES) Fellows Program.



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Equity | Challenges

Expanding the scope, and understanding, of “equity” beyond salary to address, for students, faculty, and staff:

- Advancement
- Promotion
- Professional development
- Student success/graduation rates
- Student leadership development
- Start-up packages
- Career ladders
- Leadership succession planning
- Mentorship vs. Sponsorship



Equity | Actions & Solutions



- **Faculty Retention**
 - ADVANCE Scholars Program
 - [National Center on Faculty Development & Diversity](https://www.facultydiversity.org/institutions/tamu)
<https://www.facultydiversity.org/institutions/tamu>

- **Enhancing Diversity Seminar Series:** Designed to engage the campus community in dialogue around sensitive topics and issues related to diversity, campus climate, equity, and inclusion **with TrainTraQ**

- **Faculty Leading Change**

- **Faculty Allies**

Equity | Actions & Solutions

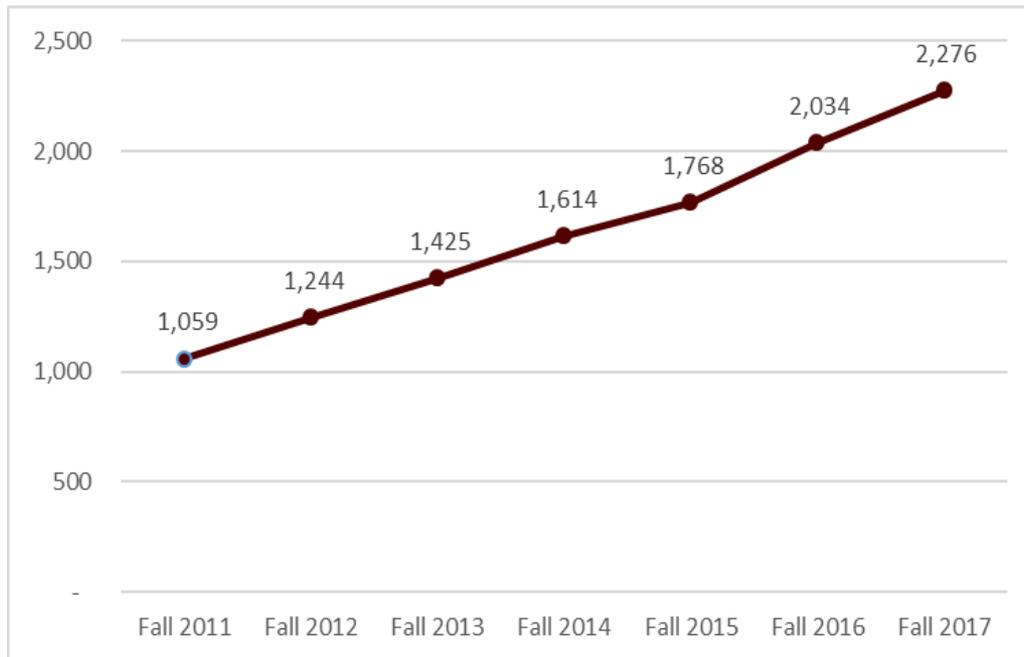


- The Diversity Matters Seed Grant program supports research projects designed to make a positive impact on the [Diversity Plan](#) goals of accountability, climate, and equity.
- In 2018 – 4th year of the program - 28 proposals were submitted
- 11 were funded from Education, Liberal Arts, Geosciences, Public Health, and Galveston from:
 - 2 graduate students
 - 2 assistant professors
 - 3 associate professors
 - 2 professors
 - 2 administration/staff
- Topics include: Undergraduate student success in bilingual education, campus climate, mentoring, representation in STEM majors and assessing impact of interracial dialogues



Strategic Vision: Neurodiversity

Fall 2011-17 Students Served by Disability Services



■ Invisible Disabilities

- 28% ADHD
- 24% Learning
- 22% Mental Health
- 74% “invisible”
- < 3% Hearing, visual, speech

■ Universal Design

- Flexible learning environments; sound pedagogy for all

■ ***Title IX – Caption your videos on websites and in presentations.***

Strategic Vision: Fully Integrated Diversity, Equity, Inclusion (DEI)



- **Inclusion, support, exploration of differences, diverse learning environments**
 - Embed in core values: respect, excellence, selfless service, integrity, loyalty
- **In service to our Publics**
 - Campus, Alumni, Communities
 - *Historically Underutilized Businesses (HUBs)*
 - **Use your P-Card with HUBs!**
 - Cindy Gillar, HUB Administrator, 979-845-3819, c-gillar@tamu.edu
- **Improving communication from Diversity Operations Committee members to Departments?**

Strategic Vision: Fully Integrated Diversity, Equity, Inclusion (DEI)



- **Visible functionality**
 - All leadership are Chief Diversity Officers (CDOs)
 - Strategic leadership vs. Crisis leadership
 - Transformational planning
- **Assessment and Accountability**
 - Sunset or Build up
 - Evaluation
- **Marketing diversity and inclusion**
 - Representing the institution's commitment to diversity needs to be authentic, evolving beyond pictures of posed multiracial/ethnic groups to sharing personal experiences and stories, so people can see "someone like me is finding their way through A&M"