Be A CDO!: Challenges, Actions, and Solutions

New Academic Leader Orientation

August 15, 2019

Robin R. Means Coleman, PhD
Vice President and Associate Provost for Diversity
Professor, Communication

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

[http://diversity.tamu.edu](http://diversity.tamu.edu)
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.

CAMPUS 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.
Demographics | Students

Fall 2018: All students, all campuses

- American Indian -- 0.2%
- Asian -- 7.5%
- Black/African American -- 3.5%
- Hispanic/LatinX -- 21%
- International -- 8.7%
- Multi-racial -- 2.3%
- Native Hawaiian/Pacific Islander -- 0.1%
- Unknown -- 0.6%
- White -- 56%

Data source: http://accountability.tamu.edu/All-Metrics/Mixed-Metrics/Student-Demographics
Demographics | Fall 2018 Faculty Tenure/Tenure Track

Data source -- Faculty data were retrieved from Business Objects Warehouse 04/14/19.
Demographics | Staff

**Fiscal Year 2019: All staff, all campuses**

- American Indian -- 22 people
- Asian -- 7%
- Black/African American -- 7%
- Hispanic/LatinX -- 14%
- Two or more races -- 1%
- Hawaiian/Pacific Islander – 2 people
- Unknown -- 2%
- White -- 68%

Data source: [https://accountability.tamu.edu/All-Metrics/Mixed-Metrics/Staff-Demographics](https://accountability.tamu.edu/All-Metrics/Mixed-Metrics/Staff-Demographics)
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 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 2020:** Update of 2010 University Diversity Plan
Campus Climate | Challenges

- Addressing campus climate issues is a primary concern because of the **impact** campus climate has on student, faculty, and staff **recruiting and retention**.

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

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

Data sources:
- Texas A&M student data are from the Accountability website ([https://accountability.tamu.edu](https://accountability.tamu.edu))
- Faculty data were retrieved from Business Objects Warehouse 04/14/19.
- Texas High School Graduates, Class of 2017, from the Texas Education Agency website ([https://rptsrv1.tea.texas.gov/acctres/completion/2017/state_demo.html](https://rptsrv1.tea.texas.gov/acctres/completion/2017/state_demo.html)).
Intersection of race/ethnicity and gender by faculty rank

<table>
<thead>
<tr>
<th></th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
<th>Total % by race &amp; gender</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asian</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>9%</td>
<td>7%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Male</td>
<td>15%</td>
<td>15%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2%</td>
<td>3%</td>
<td>0.5%</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>4%</td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Male</td>
<td>3%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>32%</td>
<td>24%</td>
<td>16%</td>
<td>23%</td>
</tr>
<tr>
<td>Male</td>
<td>34%</td>
<td>40%</td>
<td>62%</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Total count by faculty rank</strong></td>
<td>1,007</td>
<td>846</td>
<td>1,421</td>
<td>3,274</td>
</tr>
</tbody>
</table>

Data source: Faculty data were retrieved from Business Objects Warehouse 04/14/19.
Campus Climate | Actions & Solutions

- **Developing visible functionality**
  - All leadership are Chief Diversity Officers (CDOs)
  - Strategic leadership vs. crisis leadership
  - Transformational planning

- **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”

- **Assessing campus climate**
  - 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**.
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 out of 4 hired
- 2019 – Year 2, Liberal Arts + Education, Goal: 5 hires

APPLICATIONS ➔ diversity.tamu.edu
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
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 submitted
- 11 funded from Education, Liberal Arts, Geosciences, Public Health, and Galveston:
  - 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
Title IX – Caption your videos on websites and in presentations.
Universal Design - Flexible learning environments is sound pedagogy for all.
If it’s not accessible, it’s not inclusive.

Data source: Disability Service, Division of Student Affairs -- https://disability.tamu.edu/?s=statistic
Strategic Vision:
Fully Integrated Diversity, Equity, Inclusion (DEI)

- National Association of Diversity Officers in Higher Education (NADOHE): “facilitate a shift from ‘total responsibility’ [...] to a system where every member of the institution has a [...] responsibility.”

- Inclusion, support, exploration of differences, diverse learning environments
  - Embed in Core Values: respect, excellence, leadership, loyalty, integrity, and selfless service

- In service to our Publics
  - Campus, Alumni, Communities

- Use your P-Card with Historically Underutilized Businesses (HUB)
  - Cindy Gillar, HUB Administrator, 979-845-3819, c-gillar@tamu.edu
Strategic Vision: Personal Accountability Strategies

- Everything changes: Relationship to email, colleagues, staff, students, deans, money, your body, your scholarship (Lopez, D., Feb. 4, 2010, “Changes,” Chronicle of Higher Ed.)
- Caution: Secondary trauma, Carrying trauma home/other spaces
- Know your values and that of university
- Work for the common good (Daniel Washington, SMTD, 2009)
- Get used to being disliked
- Lots of blame, little credit
- Do not obsess over what people think
- Give up some control. Change behaviors that no longer serve you.
- Don’t eat the cheese cubes, bread, or (too many) breakfast tacos!