

Be A Chief Diversity Office (CDO): Challenges, Actions, and Solutions

New Faculty & Academic Leader Orientation

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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 Office for Diversity team: Dr. Robin Means Coleman, Dr. Jennifer Reyes, Deyanira Ely, Crystal Carter, Dr. Gabriela Zapata, Darby Salge, Redeem Francis, and Lawren Walker

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, staff, and faculty, regardless of identity, are **all treated equitably**.

Demographics | Fall 2019 Students

| Ethnicity | Female | Male | Count | % Ethnicity |
|--------------------------------|---------------|-------------|---------------|--------------------|
| American Indian | 0.1% | 0.1% | 130 | 0.2% |
| Asian | 3.5% | 4.7% | 5,653 | 8.1% |
| Black (Black +1 Multiracial) | 1.8% | 1.5% | 2,308 | 3.3% |
| Hispanic/Latinx | 11% | 11% | 15,238 | 21.9% |
| International | 3.0% | 5.5% | 5,897 | 8.5% |
| Multi-racial (excluding Black) | 1.1% | 1.3% | 1,686 | 2.4% |
| Native Hawaiian | 0.0% | 0.0% | 45 | 0.1% |
| White | 26% | 29% | 38,027 | 54.7% |
| % Gender | 47% | 53% | 69,465 | |

Demographics | Fiscal Year 2020 Faculty

| Tenure Status by Ethnicity | | | | |
|-----------------------------------|--------------|-----------------|--------------|---------------|
| | Non-Tenured | On Tenure Track | Tenured | Faculty Total |
| American Indian or Alaskan Native | 4 | | 4 | 8 |
| Asian or Pacific Islander | 121 | 47 | 234 | 402 |
| Black Non-Hispanic | 69 | 14 | 55 | 138 |
| Hispanic | 196 | 14 | 98 | 308 |
| International | 952 | 103 | 99 | 1,154 |
| Unknown or Not Reported | 138 | 20 | 30 | 188 |
| White Non-Hispanic | 1,535 | 199 | 1,056 | 2,790 |
| Grand Total | 3,015 | 397 | 1,576 | 4,988 |

| Tenure Status by Gender | | | | |
|-------------------------|--------------|-----------------|--------------|---------------|
| | Non-Tenured | On Tenure Track | Tenured | Faculty Total |
| Female | 1,340 | 151 | 389 | 1,880 |
| Male | 1,675 | 246 | 1,187 | 3,108 |
| Grand Total | 3,015 | 397 | 1,576 | 4,988 |

Campus Climate | Action Agenda

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 (<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://rptsvr1.tea.texas.gov/acctres/completion/2017/state_demo.html).

Demographics | Fiscal Year 2020 Staff

| Ethnicity | Female | Male | Count | % Ethnicity |
|--------------------------------|---------------|-------------|--------------|--------------------|
| American Indian/Alaskan Native | 0.46% | 0.0% | 30 | 0.4% |
| Asian | 5.9% | 8.9% | 524 | 7.2% |
| Black /African American | 7.6% | 6.5% | 523 | 7.2% |
| Hispanic/Latinx | 16.4% | 12.9% | 1,096 | 15% |
| Two or more races | 1.2% | 1.4% | 94 | 1.3% |
| Hawaiian/Pacific Islander | 0.05% | 0.0% | 2 | 0.03% |
| White | 65.9% | 66.6% | 4,834 | 66% |
| Total | 4,309 | 2,992 | 7,301 | |
| % Gender | 59% | 41% | | |

Accountability | Actions & Solutions

- **BLM Civil & Human Movement with Global Support**
 - **State of Mississippi flags/statues; College of Charleston admissions; UT-Austin & Alabama rename buildings**



Accountability | Actions & Solutions

- **20 for 20**
- **Black Leaders on Campus (BLOC)**
- **President's Commission**
 - February 11, 2020: **Diversity (Accountability) Gallery**
 - ***Diversity Plan 2020***: Update of *2010 University Diversity Plan*
 - **2020 State of Diversity Report**



20 for 20

20 Ways for Texas A&M to
Fearlessly Confront Racism in 2020

Campus Climate | Our Charge as CDOs

- 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).

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"

- **STRIDE Training**

- Participants learn about best practices to **ensure a fair and equitable search process** and to **minimize** the influence of **implicit bias**.
- Know the **difference between hiring and recruitment**

Campus Climate | Actions & Solutions

Neurodiversity

- Caption your videos on websites and in presentations.
- Universal Design - Flexible learning environments are sound pedagogy for all.
- **If it's not accessible, it's not inclusive.**



Students registered with Disability Resources in Fall 2019

- 2,587 students registered for services
- Fall 2019 Categories
 - 26% ADHD
 - 24% Mental health
 - 22% Learning
 - 16% Health-related
 - <13% - Physical, hearing/deaf, autism, visual/blind, temporary, traumatic brain injury, speech impairment, intellectual, and/or deaf/blind



You Know You're a CDO if...

- Your unit's diversity committee is made up of more than URM and/or women
- You use data to repair leaks in success pipeline for staff, students, faculty
- You view diversity as a catalyst for academic excellence
- You enact diversity in **intentional** ways that **enhance students' intercultural competency, cognitive complexity, and ability to work in diverse groups** (Milem et al.)
- Your syllabus is inclusive of women, BIPOC, and doesn't have "diversity day"
- You **address equity** in academic achievement for all students, with **particular attention paid to groups historically underrepresented** in higher education (Bauman et al.)

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

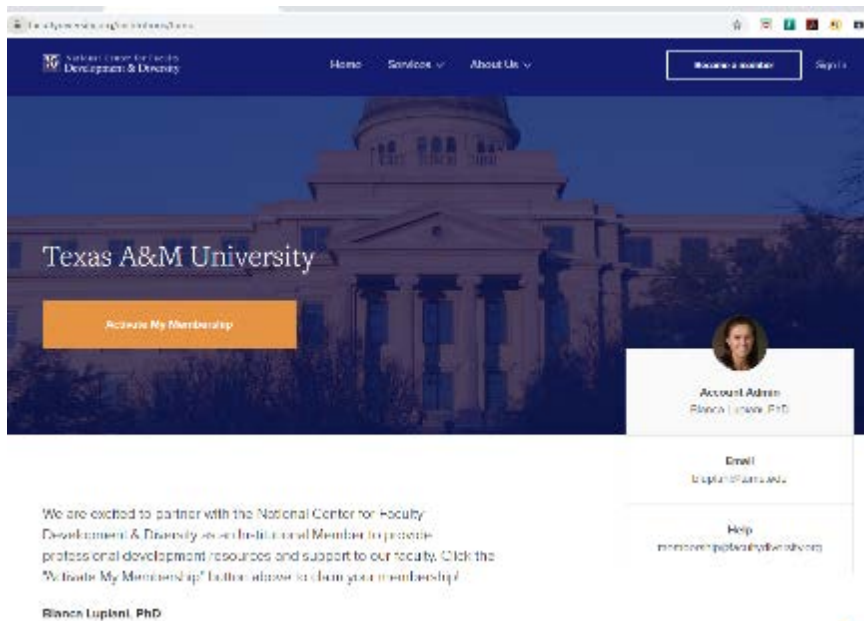
Equity | Actions & Solutions

Faculty Retention

- ADVANCE Scholars Program
- National Center on Faculty Development & Diversity
<https://www.facultydiversity.org/institutions/ta>

How to activate your membership:

Select "Activate My Membership" & complete the "Welcome" form!



Welcome to NCFDD!

Now we need to collect some basic information, nothing fancy, just a few things to fill out your profile and help us get to know you.

Account Information

First Name Last Name Designation

Nickname (Optional)

Complete this if you want to hide your identity when in the platform

Your Email

Confirm Your Email

Your Phone Number

Create a Password

Confirm Password

Equity | Actions & Solutions



Diversity Matters Seed Grant Program

The Diversity Matters Seed Grant program supports research projects designed to make a positive impact on Texas A&M University's Diversity Plan goals of accountability, climate, and equity.

Request for Proposals: 2020-2022 Diversity Matters Seed Grant Program

Due date: October 1, 2020 by 12 p.m.

Apply Online: https://tamu.qualtrics.com/jfe/form/SV_cw4itwbvVMfXM9v



Enhancing Diversity Seminars

The Enhancing Diversity Seminars are designed to engage the campus community in dialogue around topics and issues related to diversity, campus climate, equity, and inclusion.

Be A CDO-Strategies: 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, State (as a land-grant)
- **Use your P-Card with Historically Underutilized Businesses (HUB)**
 - Cindy Gillar, HUB Administrator, 979-845-3819, c-gillar@tamu.edu

Be A CDO-Strategies: Personal Accountability Strategies

- Caution: Secondary trauma, Carrying trauma home/other spaces
- Know your values and that of university
- Listen and be coach'able
- Avoid benevolence models
- Work for the common good (Daniel Washington, SMTD, 2009)
- Don't haze yourself
- Naturally Slim Wellness Plan
- Don't eat the cheese cubes, bread, or (too many) breakfast tacos!

Resources



Accountability, Climate, Equity, and Scholarship (ACES) Fellows Program:

<https://diversity.tamu.edu/Home/Accountability,-Climate,-Equity,-and-Scholarship-F>

College of Medicine's Cup of Coffee Program: <https://medicine.tamu.edu/about/professionalism/coffee.html>

COVID-19 Guide for Students Returning to Campus: <https://studentaffairs.tamu.edu/wp-content/uploads/2020/07/COVID-19-Student-Return-to-Campus-GuideV3-1.pdf>

Diversity Operations Committee (DOC) Representatives: <http://diversity.tamu.edu/Advisory-Groups#doc>

President Council on Climate & Diversity (PCCD) Membership: <http://diversity.tamu.edu/Advisory-Groups#pccd>

National Center on Faculty Development & Diversity (NCFDD): <https://www.facultydiversity.org/institutions/tamu>

Office for Diversity

- **2020 Diversity Matters Seed Grant:** <http://diversity.tamu.edu/Home/Diversity-Matters-Seed-Grant-Program>
- **History of Inclusion & Exclusion:** <http://diversity.tamu.edu/Plan/Texas-A-M-s-History-of-Inclusion>
- **Glossary:** <http://diversity.tamu.edu/Home/Glossary>
- **State of Diversity reports:** <http://diversity.tamu.edu/Plan#accountability>
- **Toolkits & Syllabi:** <http://diversity.tamu.edu/Resources#toolkits>

Texas A&M's Student, Faculty, & Staff Demographic data: <https://accountability.tamu.edu>