



DIVERSITY & INCLUSION ACTION PLAN
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DIVERSITY AND INCLUSION ACTION PLAN

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INTRODUCTION

Commitment to Diversity + Inclusion

The Lyndon B. Johnson School of Public Affairs is committed to improving the quality of public service in the United States and abroad. This commitment rests on the acknowledgement that we live in a diverse world, with diverse needs, and we must prepare our students to move seamlessly into this world as the next generation of leaders and policymakers.

Like our namesake, we believe that serving the public good requires us to fully engage the voices, minds, and experiences of diverse communities. Furthermore, we believe our School—a public institution serving a highly diverse state and preparing its graduates to work all over the United States and the world—should more fully represent the demographics of these communities, especially through the makeup of our student body and faculty.

We seek to create transformative changes, both at the LBJ School and in society at large, which have an impact on institutional practices that disproportionately affect minority groups and marginalized people. It is important to note that actions we take to advance diversity and create a more inclusive environment at the LBJ School are consequential to all that we do, both in and out of the classroom.

Diversity + Inclusion Efforts

For over 20 years, the LBJ School has hosted the Barbara Jordan National Forum (BJNF). The annual student-run event is a week-long celebration of the life and legacy of beloved LBJ professor and trailblazing public servant, Barbara Jordan. The event features prominent national speakers, panel discussions, and community service opportunities.

In 2014, the LBJ School launched the New Voices in Civil Rights speaker series, bringing in a number of diverse scholars to highlight their work in advocacy or research in civil rights.

In 2015, the LBJ School hired Dr. Peniel Joseph, a scholar of the civil rights movement, whose writing focuses on contemporary racial political issues. The School supported Dr. Joseph in establishing the LBJ School's Center for the Study of Race and Democracy.

Additionally, the student body has been actively engaged through the work of the Diversity and Inclusion Student Committee, formed in 2013. This group has acted as a liaison body between the students and the School's administration, championing such initiatives as a school-wide social justice training and LBJ climate survey.

Most recently, in January of 2016, the President of UT Austin appointed Angela Evans as the LBJ School's new dean. Dean Evans has shown a deep commitment to diversity and inclusion work through her strategic planning efforts and her hiring of administrative personnel. In the summer of 2016, she launched a Self-Assessment of seven key areas of the LBJ School's functions, organizing working groups to analyze and develop recommendations to improve various aspects of the School. One working group focused solely on diversity and inclusion, while two others concentrated on student recruitment and faculty recruitment, each incorporating recommendations for diversity and inclusion initiatives.

Following this Self-Assessment, Dean Evans made two significant hires in the fall of 2016. The first was the temporary appointment of a Diversity & Inclusion Program Coordinator to oversee the

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implementation of the working groups' recommendations. The second was a new Executive Director for the Office of Student and Alumni Affairs (OSAA). The Executive Director focused on student recruitment and admissions efforts, with particular emphasis on students from diverse backgrounds.

Current Diversity + Inclusion Action Plan

Purpose and Timeline

At the behest of UT Austin's provost in November 2016, Dean Evans appointed a committee of faculty, staff, and students to create an Action Plan to organize and prioritize the LBJ School's ongoing work related to diversity and inclusion. The planning process ran from November 2016 to April 2017.

We view this Action Plan as the first draft to continue the process with the goal of creating a formal strategic plan. Dean Evans is reviewing the action steps contained in this plan to determine which recommendations will be brought forward into the strategic plan and their implications for resource needs.

Definitions and Methodology

We established the following definitions for diversity and inclusion:

Diversity: *The representation of different races and ethnicities, gender expressions and gender identities, sexual orientations, socio-economic backgrounds, national origins, religious affiliations, (dis)ability statuses, and political orientations.*

Inclusion: *An environment that welcomes, supports, engages, challenges, and respects people with differing backgrounds, experiences, and worldviews.*

Our next steps involved reviewing/researching the following:

- The LBJ School's 2014 Student Diversity and Inclusion Strategic Plan
- Humphrey School (University of Minnesota) Diversity Strategic and Action Plan, 2012–2017
- Evans School (University of Washington) Diversity Strategic Action Plan
- Teleconference with key leaders at Amherst College regarding their extensive diversity recruitment efforts
- Composition of LBJ School demographics

Our 13-member committee met six times as a full group. Additionally, we broke into five subcommittees, each of which met several times. Our committee held two listening sessions for faculty and staff, a student town hall meeting, and met individually or exchanged emails with other LBJ community members to solicit feedback and ideas.

Priority Issues

Our Action Plan is structured around four high priority issue areas:

- Student Recruitment
- Faculty Recruitment
- Curriculum, Pedagogy, and Research
- Inclusive Environment

Student Recruitment

Given the mission of the LBJ School, it is imperative that the School attracts, admits, and retains a diverse student body. In recent years, the School has struggled to accomplish this goal. Last year, in an attempt to bolster these efforts, Dean Evans implemented a long-term student marketing and recruitment plan—the first of its kind in many years. This section contains a first draft of recommendations for content and structure to build

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upon Dean Evans' recruitment plan and the activities undertaken in the last recruitment cycle.

Faculty Recruitment

Our School's principal educational mission is to provide our students with the knowledge and professional skills they will need to be effective public servants. This mission is enhanced significantly by a high-quality faculty whose interests and personal backgrounds reflect the diversity of the public that our graduates will be expected to serve. Specifically, while the LBJ School is committed to diversity in all its many manifestations, we have a strong need for meaningful improvements in the recruitment and retention of women, African-American, and Hispanic (especially Mexican-American) faculty. This section expands upon current work done by the Strategic Faculty Recruitment Committee.

Curriculum, Pedagogy, and Research

LBJ School students and faculty must be adept at speaking to, hearing from, and engaging with people of diverse backgrounds and worldviews. This requires that we intentionally address issues affecting diverse populations in our curriculum, in our research, and in the ways we teach and support students. While we have made great strides in these areas, we have much work to be done. As such, there is a need for an ongoing and systematic effort to adjust our curriculum to reflect our commitment to diversity and inclusion, provide classroom experiences that are welcoming and inclusive, and do more to promote the impact our faculty research has on diverse communities.

Inclusive Environment

We recognize that a welcoming and inclusive environment is a necessary and vital component of diversity and inclusion work. Yet, over the last decade, the LBJ School has created four strategic plans, addressing themes of diversity and inclusion, that predominately focused on the recruitment and retention of diverse faculty and students; little to no

emphasis was placed on creating an inclusive environment. As such, the D&I Working Group that was formed during the 2016 Self-Assessment focused their recommendations almost entirely on the LBJ School climate. Since September 2016, the Dean, through the hiring of a temporary Diversity & Inclusion Program Coordinator, operationalized several of those recommendations and incorporated them into the functions of the School.

Structure

Each section is arranged by goals, strategies, actions and workplans. Actions are organized by those that are currently in process and those that will occur within the next school year (Short-Term Actions); those that will require further review, prioritization, and additional resources and capacity (Long-Term Actions); and those that should be directly incorporated into a workplan rather than actions for a strategy (Workplan). Any recommendation that has significant cost implications has a yellow highlighted dollar sign (\$\$\$).

Each subcommittee began with a context section to provide a framework for what had been accomplished thus far in their area, data to help illustrate the issues, and reasoning for why these issues needed to be addressed (see Appendix for each area's context section).

While the four priority issues are distinct, many of the strategies we recommend overlap and intersect. To the extent possible, we analyze the issues separately but recognize that, for example, having a more inclusive environment will result in improved student recruitment, and having a more diverse faculty will likely increase the enrollment of diverse students. Thus, we are more likely to make strides in our overall goal of improving diversity and inclusion at the LBJ School if we work simultaneously across each of these areas.

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At the end of the priority issue sections are: Strategies for LBJ Strategic Plan and Future Considerations. The Strategies for LBJ Strategic Plan section includes actions that do not solely target themes of diversity and inclusion, but rather address ways to improve the school at-large. The Future Considerations section includes actions that require additional review and development.

The D&I Senior Officer will create a Governance Committee comprised of key stakeholders (GSC Chairs, Associate Dean for Academic Affairs, Executive Director of Student Affairs, etc.). This Committee will be responsible for assisting the D&I Senior Officer to oversee the implementation of the Action Plan.

Next Steps

Diversity + Inclusion Senior Officer

Our most critical need is to hire a Diversity & Inclusion Senior Officer to lead the operationalization of the Action Plan including:

- Creation of a governance structure to oversee the execution of plan.
- Development of performance measures to assess achievement of the plan's goals.
- Continuous revision and modification of the plan to maintain its relevance. (\$\$\$)

Implementation

A successful Action Plan must have the support of all relevant constituencies – the faculty, students, staff, administration, and alumni. As such, the Diversity & Inclusion Implementation Committee, led by the D&I Senior Officer, will be charged with:

- Developing an Engagement Plan to involve the LBJ School community through town halls, focus groups, etc.
- Creating a Responsibility Matrix to identify which person(s), office, or committee at the LBJ School will be responsible for implementing the final action steps.
- Creating a condensed version of the Action Plan to serve as a public document to be featured on the LBJ School website.

Governance Structure

STUDENT RECRUITMENT

GOAL 1: Recruit, admit, and matriculate a more diverse student body.

Strategy: Increase participation of the LBJ School community members responsible for, and actively engaged in, helping to recruit a more diverse student body.

Short-term Actions

- a. Develop a system that encourages faculty members to participate in out-of-town recruitment efforts, when feasible in conjunction with their travel schedules.
- b. Create incentives for faculty and administrators traveling to “high value” recruitment cities to hold open houses or give public talks to prospective students.
- c. Continue to expand the role of volunteer Student Ambassadors.
- d. Use alumni, especially alumni of color, to help identify promising candidates from diverse backgrounds.
- e. Develop additional ways in which alumni can participate more actively in recruitment, such as requesting alumni in select cities host recruitment presentations by LBJ administrators.

Long-term Actions

- f. Explore funding to pay students who participate in the Student Ambassador program. \$\$\$
- g. Schedule the Dean and other top administrators to make presentations at both on-campus and off-campus events targeting diverse audiences of prospective students.
- h. Consider matching prospective students with current LBJ students and alumni who share policy and career interests or who come from a similar background.
- i. Develop a program in which faculty members travel with Admissions staff to offer mock classes at certain target undergraduate schools.

Strategy: Increase funding opportunities to support students from diverse backgrounds.

Short-term Actions

- a. Secure resources to expand funding pool to cover the costs of bringing select students to visit during Admitted Students Weekend. \$\$\$
- b. Increase awareness among prospective students of potential fee waivers for applications.

Long-term Actions

- c. Consider providing incentives for faculty to offer GRA positions to prospective students from diverse backgrounds. \$\$\$

Strategy: Develop a long-term marketing and outreach plan to recruit a more diverse applicant pool.

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Short-term Actions

- a. Expand participation in graduate school fairs targeting students from diverse backgrounds.
- b. Continue to identify and target undergraduate institutions with a significant representation of minority and other diverse populations, including HBCUs.
- c. Continue to make use of social media and advertising to better target potential recruits from diverse backgrounds.

Strategy: Expose prospective students from diverse backgrounds to the opportunities they will have at the LBJ School.

Short-term Actions

- a. Continue to use existing events such as the Barbara Jordan National Forum and speaker events as recruitment tools to showcase the LBJ School's commitment to diversity; continue to send prospective students, applicants, and local partner organizations notification about these events.
- b. Continue to hold information sessions at the LBJ School every day of the week during the Barbara Jordan National Forum.

Strategy: Develop targeted opportunities to engage undergraduate students.

Short-term Actions

- a. Develop a Deferred Admissions Program to admit undergraduate students who are required to obtain two years of work experience before matriculation; pilot this program at HBCUs.

Long-term Actions

- b. Create a budget, seek funding, and determine the best dates to host a PPIA Public Service Weekend to introduce undergraduate students from diverse backgrounds to LBJ graduate programs and careers in public policy.

Strategy: Ensure the Admissions process is holistic in its consideration of applicant files and that diversity is valued as a factor.

Short-term Actions

- a. Continue to consider all kinds of diversity during the holistic file review process, and include notation to this effect for committee discussion purposes.

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Workplan

–General Focus–

- Develop a budget for diversity recruitment efforts.
- With Communications Office staff, jointly develop a communications plan and updated materials for student recruitment.
- Develop a list of alumni willing to assist in recruitment efforts.
- Use list generated by LBJ Student D&I Committee in 2014 to increase partnerships with local organizations for the sharing of recruitment materials and event announcements with relevance to diversity issues.
- Recruit students in the Texas Legislative Internship Program, and reach out to the Congressional/Legislative Black and Hispanic Caucuses to recruit their staff members.
- Develop a list of and reach out to potential partner organizations, including national and local opportunity organizations, foundations such as Breakthrough Collaborative and the Jack Kent Cooke Foundation, and professionals of color networks to identify prospective students and to help spread awareness of the LBJ School.
- Develop pre-packaged PowerPoint presentations about LBJ for use by faculty, administrators, and others representing the School at recruitment events to ensure a consistent message.
- Develop a plan for increasing outreach to international students, including the possibility of collaborating with the UT International Office or departments with whom we have a dual degree program.
- Schedule weekly “call-in” hours with Student Ambassadors for prospective students.
- OSAA will consider developing more diversity programming for Admissions Open Houses and Admitted Students Weekend.
- Evaluate the effectiveness of OSAA’s current touch campaign for each prospective student to ensure that it includes, when possible, contacts from relevant faculty, current students, and alumni.
- Systematically and comprehensively review admissions criteria to identify any barriers preventing applicants from diverse backgrounds from applying or gaining admission, and seek ways to address those barriers.
- Explore funding sources to fund scholarships, including coverage of living expenses, for prospective students from diverse backgrounds. \$\$\$
- Communicate with other UT admissions offices regarding effective approaches to diversity admissions events.
- Develop a list of faculty areas of policy interests. Upon receipt of the admissions application, OSAA will identify faculty members who work in the prospective student’s area of interest and connect the faculty member and prospective student.

–Undergraduate Focus–

- Identify and target colleges and universities that have been finalists for Jack Kent Cooke awards for increasing minority and low-income representation among the high-achieving student body.
- Recruit more heavily from St. Edward’s, Huston-Tillotson, Texas State, UT-San Antonio, UT-El Paso, UT- Rio Grande Valley, Texas A&M-Corpus Christi, and other regional colleges and universities with highly diverse populations.

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- Recruit from UT's academic success programs for first-generation students such as the Gateway Scholars Program.
- Leverage membership in Public Policy & International Affairs (PPIA) Program, a diversity and leadership program targeting underrepresented populations, to attract PPIA Fellows.
- Reach out to minority faculty across campus to help identify promising undergraduates who come from diverse backgrounds.

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FACULTY RECRUITMENT AND RETENTION

GOAL 1: Recruit a more diverse faculty.

Strategy: Enhance diversity of LBJ faculty through more engaged hiring techniques and relationship- building practices by all LBJ community members.

Short-term Actions

- a. Add three faculty lines dedicated to enhancing the School's expertise in social justice policy (civil rights, health, education); hire adjunct faculty to fill these gaps in course offerings until full-time faculty can ensure sufficient coverage. \$\$\$
- b. Employ target-of-opportunity practices for faculty hiring to improve flexibility and competitiveness.
- c. Use the "New Voices in Civil Rights" speaker series and other colloquia as vehicles for identifying and scouting potential future job candidates from diverse backgrounds and exposing them to the LBJ School. \$\$\$
- d. Utilize alumni network, Advisory Council, LBJ Foundation Board, and other LBJ School affiliates to identify talented scholars and practitioners who may not be on the market for possible target-of-opportunity hires, especially during periods of high turnover at the federal government level.
- e. Encourage faculty members to foster relationships with, and participate in, conferences by diverse organizations such as the National Economic Association, the Joint Center for Political and Economic Studies, and the National Council of La Raza.
- f. Continue to have faculty representatives participate in UT workshops on diversity recruitment strategies for faculty search committees.

Long-term Actions

- a. Designate a faculty member to be the point person for strategic faculty diversity recruitment and retention.
- b. Work with diversity resources on the UT Austin campus, such as the Division of Diversity and Community Engagement (DDCE), the Center for Women's Studies, the Center for Latin American Studies, and the Department of African and African Diaspora Studies to help identify potential faculty candidates.

Strategy: Pursue more LBJ/UT joint and cluster hires at the senior level.

Long-term Actions

- a. Establish diversity joint hiring committees with other UT Austin departments and schools, including the Law School and the Departments of History, Government, African and African Diaspora Studies; the Center for Mexican-American Studies; and the Center for Women's and Gender Studies. Issue joint announcement of multiple searches in the areas of civil rights, human rights, race/ethnic studies, and immigration.
- b. Seek funding from the provost's office to create 2-3 new faculty lines at UT for joint hires in the areas of civil rights, human rights, race/ethnic studies, and immigration. \$\$\$

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- c. Inform prospective candidates about UT's ongoing efforts in the area of diversity and social justice, such as the community outreach efforts of the Dell Medical School and the Law School's civil rights and immigration rights clinics.

GOAL 2: Improve retention and promotion prospects for
tenure-track faculty members.

Strategy: Improve integration of new faculty members into the LBJ School community.

Long-term Actions

- a. Explore an award funded by the LBJ Foundation or other organization to recognize faculty leadership on diversity issues at the LBJ School. \$\$\$

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Workplan – Faculty Recruitment Committee, Dean, Marketing, etc.

Publicizing Information

- Publicize the LBJ School’s commitment to research and teaching about social justice issues and Latin American policy.
- Compose vacancy announcements that highlight the desirability of attracting candidates with a demonstrated commitment to diversity. Include a detailed statement in the announcements about the LBJ School’s commitment to diversity and inclusion.
- Publicize openings more widely, including in publications that scholars from diverse backgrounds read and in which they publish.

Search Committee

- Seek funding to support incentives that would make job offers more competitive. \$\$\$
- Create hiring criteria that include commitment to diversity and inclusion.
- Faculty Search Committees will plan schedules for faculty prospect campus visits that introduce the larger University of Texas and Austin communities, including arranging, where appropriate, for meetings with local community leaders.
- Faculty Search Committees to share information with potential recruits about ongoing work in the LBJ School’s Centers relevant to diversity issues.
- Include diverse faculty on faculty recruitment, hiring, and retention committees, including faculty from other departments at The University of Texas at Austin.
- Implement an effective “touch” campaign for each prospective faculty from a diverse background, including contacts from the Dean, senior LBJ and UT administration representatives, LBJ and UT faculty, and prominent Austin officials and LBJ School alumni.

Engagement of LBJ Community

- Encourage faculty to submit names of potential faculty candidates from diverse backgrounds at any time to a designated person for continuous vetting of “target of opportunity” hires.
- Communicate the LBJ School’s goal of increasing diversity among the faculty to members of the faculty hiring committees.

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CURRICULUM, PEDAGOGY, AND RESEARCH

GOAL 1: To better integrate the School's commitment to diversity and inclusion into our core activities by diversifying our curriculum

Strategy: Increase diversity and inclusion content throughout our curriculum.

Short-term Actions

- a. Provide faculty a list of resources to expand D&I content in curriculum, with ideas such as: including class materials written by authors who represent diverse backgrounds; including examples, case studies, data sets, or assignments that address experiences of diverse populations; etc.
- b. Continue GSC's review of the core curricula, including discussions about integrating more D&I content in core courses.

Long-term Actions

- c. Consider creating a process for "tagging" LBJ School courses with D&I content for students to easily identify when planning their course schedule; base on the University's existing guidelines.
- d. Identify areas where there are significant gaps in coverage of courses of high relevance to diversity, such as civil rights, social justice, poverty, immigration, voting rights, criminal justice, mental health, human rights, etc.
- e. Develop one-credit courses to fill gaps in coverage of certain subjects for which it might be impractical to offer a full-semester course.
- f. Offer financial resources to faculty to develop new courses (or course components) with D&I content. \$\$\$
- g. Establish a portfolio program in social justice.

Strategy: Create opportunities for faculty to be mentored and evaluated on integrating diversity and inclusion concepts into curriculum.

Short-term Actions

- a. Provide training to faculty members on increasing D&I content in courses, and secure funding for such training. \$\$\$
- b. Offer feedback to faculty on how they incorporate D&I content into their courses (especially in core courses) as part of routine observations of teaching in the classroom.
- c. Include opportunities for faculty members to discuss how they have adjusted their courses to include D&I content in the annual faculty review process.
- d. Explore the possibility of adding a standard question in CIS surveys for the LBJ School about how faculty include D&I content in their courses.

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GOAL 2: Advance a more supportive and inclusive pedagogy and classroom environment.

Strategy: Expand upon current efforts to equip students to lead in diverse environments, starting with the classroom.

Short-term Actions

- a. Add a cultural competency training segment to New Student Orientation.

Strategy: Ensure teaching methods and classroom environments are inclusive and supportive of students from diverse backgrounds.

Long-term Actions

- a. Consider pairing faculty with peers to discuss strategies for improving inclusivity in each other's classrooms and to share best practices; consider disseminating these best practices among faculty.
- b. Explore developing short modules on diversity issues, ethics, social justice, or other relevant topics, and offer these for faculty to incorporate into their courses as they see fit.
- c. Consider expanding the current orientation sessions for new faculty to include cultural competency training.
- d. Explore options to offer sophisticated training to faculty and teaching assistants on teaching and advising in diverse settings and creating an inclusive environment.

GOAL 3: Perform relevant research better connected to diverse populations

Strategy: Promote awareness of, and engagement with, faculty and student research that has direct relevance to diversity and inclusion.

Short-term Actions

- a. Continue to highlight publications by faculty and students through "Innovation Bound" event celebrating recently published works.
- b. Continue to have research centers affiliated with the LBJ School sponsor brown bag lunches and other public events featuring faculty discussing their research.

Long-term Actions

- c. Create a widely advertised "LBJ Impact" public lecture series in which faculty members present their research and discuss how their work is responsive to the needs of diverse populations.

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Workplan – GSC, Deans, Etc.

Enhance course content and classroom environment

- Review, identify, and create a list of courses with D&I content.
- Identify courses offered in other university departments that are appropriate for cross-listing at the LBJ School, taking into account lists previously compiled by the Student D&I Committee.
- Develop a plan for soliciting faculty and student ideas for enhancing the D&I content of existing courses (for instance, a student-run syllabus “hackathon”).
- The Diversity & Inclusion Committee will contact UT’s Center for Teaching and Learning and the Faculty Innovation Center to solicit ideas for improving inclusivity in the classroom.
- The annual faculty review process will include the opportunity for faculty members to inform the Dean and Associate Dean for Academic Affairs about how they have managed inclusivity issues that have arisen in the classroom, either in the Faculty Annual Reports or in the Deans’ annual reviews with each faculty member.

Expand research opportunities

- The Associate Dean for Academic Affairs will encourage faculty to offer policy research projects or regular courses that engage students in research addressing D&I content.
- The Dean should offer resources to faculty to engage in research addressing D&I content, along with student assistance for such projects. \$\$\$

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INCLUSIVE ENVIRONMENT

GOAL 1: Create a more inclusive environment.

Strategy: Ensure capacity to continue diversity and inclusion work.

Short-term Actions

- a. Seek funding and hire an Equity & Inclusion Program Coordinator to implement Inclusive Environment action steps. \$\$\$

Long-term Actions

- b. Identify a liaison who works between students, faculty, and staff and the Office for Inclusion and Equity on diversity and inclusion-related incidents.
- c. Evaluate the possibility of having students act as “peer liaisons” who receive training to handle diversity and inclusion-related incidents.

Strategy: Create opportunities to explore challenging topics related to inclusivity and diversity.

Short-term Actions

- a. Continue to offer a series of events focused on facilitating conversations on inclusivity. The series, entitled *Dialogue & Deliberation*, should include two events per semester.

Long-term Actions

- b. Offer 1-2 UT workshops per semester, such as the Bystander Intervention Workshop or Ally Toolkit Training.
- c. Implement one movie screening per semester focusing on diversity and inclusion topics, in collaboration with another department/center on campus such as the Warfield Center for African and African American Studies (WCAAAS), and offer a facilitated discussion after to address themes of the film. \$\$\$

Strategy: Continually evaluate the diversity and inclusivity of the LBJ environment.

Short-term Actions

- a. Continue to implement the Annual LBJ School Diversity and Inclusion Survey for students, faculty, and staff; utilize results to drive future work.

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GOAL 2: Create transparency around inclusivity work.

Strategy: Clearly demonstrate the School's commitment to diversity and inclusion.

Short-term Actions

- a. Continue to create a dedicated section of the LBJ School website focused on diversity issues, including information on courses with D&I content.
- b. Continue to acknowledge leaders championing inclusivity at LBJ.
- c. Create marketing materials to more intensively highlight faculty and student research on diversity-related issues.

Long-term Actions

- d. Host an "Inclusive Environment Town Hall" at the beginning of each school year to solicit input on initiatives from all LBJ community members.

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Workplan – Equity & Inclusion Program Coordinator

Relationship-building within LBJ

- Continue to meet with the Diversity & Inclusion Student Committee to share information.
- Meet with each student affinity group to share information and explore opportunities for collaboration.
- Meet with each research center at the LBJ School to share information and explore opportunities for collaboration.
- Meet with the Office for Student and Alumni Affairs (OSAA) to share information and explore opportunities for collaboration.

Relationship-building across campus

- Create engagement strategy to build upon current collaborations with entities across campus.
- Identify peers in similar positions across UT and facilitate communication and meetings among this group.

Relationship-building across Austin

- Create engagement strategy to identify and effectively collaborate with entities off campus.

Enhance transparency

- Disseminate bi-semesterly newsletter about diversity and inclusion at LBJ.
- Create strategy for engagement on social media.
- Post names of diversity committee members on website.
- Post contact on website for the School's liaison on diversity and inclusion incidents.

Strategies for LBJ Strategic Plan

Below is a list of strategies we believe are more applicable to the LBJ School at-large, rather than strategies solely or primarily focusing on themes of diversity and inclusion.

STUDENT RECRUITMENT

Strategy: Ensure individualized recruitment strategies for each prospective student.

- a. Continue individualized campus recruitment plan for prospective students that includes meetings with Student Ambassadors and other students, meetings with faculty in their areas of interest, classroom visits, presentations on financial aid and scholarships, and social activities.
- b. Continue touch campaign for each applicant to the LBJ School that includes multiple contacts from members of the LBJ community.
- c. Continue to follow up with students who do not matriculate to determine the reasons they did not come, and to identify the school they chose instead of the LBJ School.
- d. OSAA to select, obtain funding for, and implement a sophisticated and automated Customer Relationship Management (CRM) database that will allow for a comprehensive tracking program for students from the recruitment stage through their post-LBJ careers. CRM software will allow OSAA to ensure a successful touch campaign for recruits, match them with current and former students with similar interests/career paths for ambassadorship and mentoring, and determine best practices for future recruiting efforts. \$\$\$

Strategy: Improve yield of admitted students from diverse backgrounds.

- a. Continue to extend offers of admission to students as early as practicable.
- b. Continue to make scholarship offers at the earliest possible time.

Strategy: Ensure the Admissions process is holistic in its consideration of applicant files and that diversity is valued as a factor.

Short-term Actions

Continue development of pilot program to offer admission to candidates who have low quantitative scores but otherwise strong records, and offer these students specialized support programs during the summer preceding matriculation (e.g., online course; access to tutoring; etc.).

FACULTY RECRUITMENT AND RETENTION

Strategy: Make LBJ School recruitment and hiring more competitive.

Long-term Actions

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- a. Ensure that candidate offers are competitive in all meaningful respects – including, but not limited to, salary and benefits, relocation allowances, research support, and teaching load. \$\$\$
- b. Include, where appropriate, prospective faculty hires' family members on visits to Austin and The University of Texas campus.

Strategy: Enhance mentoring and research support.

Short-term Actions

- a. Continue to assign a senior faculty member as a mentor to ensure new faculty members.
 - i. Fully understand professional expectations with respect to teaching, research, and service.
 - ii. Understand how those things are weighted in making tenure decisions and what a successful tenure file looks like.
 - iii. Receive help to identify research opportunities, funding sources, and publishing venues.

Strategy: Improve integration of new faculty members into the LBJ School community.

Short-term Actions

- b. Pair a social and networking “host” professor with each new faculty member at the LBJ School.
- c. Establish a formal protocol that facilitates lunches, dinners, and other social engagements for new faculty hires with the Dean and existing faculty members. \$\$\$

CURRICULUM, PEDAGOGY, AND RESEARCH

Strategy: Ensure that academic support systems and mentoring are available to address the individualized needs of all students.

Short-term Actions

- a. Continue to offer self-assessment exams and one-on-one tutoring on writing skills for each incoming student through the Writing Center.
- b. Continue the peer tutoring program in the Writing Center.
- c. Continue development of a summer program for incoming students in 2017 that includes self-assessment and self-study through an online course to assist with the quantitative skills required for success in core courses.
- d. Continue to provide writing instruction through the Writing Center for students identified through the admissions process, by instructor referral, or self-referrals.
- e. Continue to evaluate and revise summer quantitative skills program available to admitted students before and during orientation.
- f. Continue consideration by the GSCs regarding whether all quantitative courses at the LBJ School should require the same level of mathematical skills, taking into account current practices at peer institutions and the varied career paths of our students.

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- g. Continue to consider developing a Quantitative Skills Center for students identified through the admissions process, by instructor referral, or self-referrals. \$\$\$

Long-term Actions

- a. The Associate Dean for Academic Affairs, in collaboration with the Graduate Advisors and OSAA, will consider the creation of a faculty mentor program for students interested in similar academic or professional fields.
- b. The annual faculty review process will include the opportunity for faculty members to inform the Dean and Associate Dean for Academic Affairs about their role in advising or mentoring students either in the Faculty Annual Reports or in the Deans' annual reviews with each faculty member.

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FUTURE CONSIDERATIONS

STUDENT RECRUITMENT

- a. Identify and recruit from organizations and fellowship programs that have a high concentration of recent college graduates from diverse backgrounds.
- b. Foster relationships with high school students with an interest in policy issues to increase their awareness of the public policy degree; reach out to Boys and Girls State and to high school magnet programs in public policy.
- c. Seek funding to cover costs of long-term action steps to help remove barriers to matriculation and retention. \$\$\$
- d. Promote awareness of LBJ's academic support programs. \$\$\$

FACULTY RECRUITMENT AND RETENTION

- a. Seek funding to support the hiring of candidates from diverse backgrounds through The University of Texas at Austin, the LBJ Foundation, and other targeted fundraising activities. \$\$\$
- b. Enhance focus on recruiting diverse student prospects already enrolled in traditional graduate social science programs.
- c. Develop user-friendly, lateral-entry procedures for students who already have completed their first year of graduate study in political science and other policy-relevant fields.
- d. Provide summer support for graduate students who need time to complete core LBJ School requirements such as statistics and economics.
- e. Increase resources for placement counseling.

CURRICULUM, PEDAGOGY, AND RESEARCH

- a. The Associate Dean for Academic Affairs should consider encouraging faculty to use mid-course evaluations to assess and improve classroom performance.
- b. The GSCs and the Associate Dean for Academic Affairs will consider the development of a longer and more robust onsite summer quantitative skills program that includes courses in economics, statistics, and calculus to provide a boost to students prior to their start in the master's program. Such a program could potentially be self-sustaining through enrollment of non-UT students. \$\$\$
- c. OSAA will consider developing a peer tutoring program for other academic areas/courses. \$\$\$
- d. The Associate Dean for Academic Affairs, in collaboration with the Graduate Advisers, will consider ways to increase faculty awareness of their responsibilities for student academic advising and career advising and mentoring, especially for struggling students.

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APPENDIX

STUDENT RECRUITMENT

CONTEXT

As a public institution serving a diverse state and preparing its graduates to work all over the United States and the world, it is critical that the LBJ School have a student body that more fully represents the demographics of these communities. At various points in its history, the LBJ School has had a student body that was far more diverse than it is today. But in recent years, there has been a noticeable drop in the application and enrollment of students from diverse backgrounds.

As Table 1 below illustrates, for at least the last five years, African-American and Hispanic students have been substantially under-represented in the student body. International student enrollment is also surprisingly low, especially for a school that has a strong emphasis on global affairs. Because the number of women students at the LBJ School remains consistently high, gender diversity is not a target of this aspect of our diversity efforts.

Table 1: Demographic Breakdown of LBJ School Admissions Process and Student Body, Master's Students 2013-16 (NOTE: 2017 Admissions cycle still in progress)

| All Students-- TOTAL | 2013 | 2014 | 2015 | 2016 |
|---------------------------------|-------------|-------------|-------------|-------------|
| Applied | 607 | 600 | 516 | 510 |
| Admitted | 333 | 384 | 351 | 343 |
| Accepted Admission | 145 | 133 | 118 | 161 |
| Total Student Body | 375 | 343 | 321 | 314 |

| African-American | 2013 | 2014 | 2015 | 2016 |
|---------------------------|-------------|-------------|-------------|-------------|
| Applied | 26 | 26 | 26 | 29 |
| Admitted | 10 | 12 | 18 | 13 |
| Accepted Admission | 4 | 7 | 4 | 5 |
| Total Student Body | 10 | 13 | 15 | 12 |

| Hispanic | 2013 | 2014 | 2015 | 2016 |
|---------------------------|-------------|-------------|-------------|-------------|
| Applied | 72 | 74 | 62 | 60 |
| Admitted | 40 | 37 | 31 | 42 |
| Accepted Admission | 22 | 21 | 10 | 28 |
| Total Student Body | 67 | 58 | 41 | 39 |

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| International | 2013 | 2014 | 2015 | 2016 |
|---------------------------|-------------|-------------|-------------|-------------|
| Applied | 117 | 98 | 79 | 94 |
| Admitted | 53 | 57 | 51 | 43 |
| Accepted Admission | 24 | 13 | 10 | 23 |
| Total Student Body | 37 | 38 | 30 | 34 |

In recent years, the LBJ School did not have a coherent or strategic student recruitment plan of any kind, let alone one that targeted students from diverse backgrounds. The need for a thoughtful strategy to improve recruitment of students from diverse backgrounds was highlighted in a strategic plan for diversity and inclusion efforts written by LBJ School students in 2014. That strategic plan identified concerns about the low representation of students of color at the School, emphasized the importance of having a policy school that “looks like the state it seeks to serve,” and made recommendations to improve student recruitment, among other issues. Notably, the class gifts in recent years have funded diversity scholarships, showing the value that the student body at the LBJ School places on diversity recruitment.

Development of a long-term student marketing and recruitment plan became a high priority once the School’s new dean was in place in early 2016. Since that time, a new Executive Director of the Office of Student and Alumni Affairs (OSAA) (which oversees the admissions process) was hired with a mandate to improve student recruitment and yield, to raise the quality and number of applicants, and to

increase diversity in the student body. Among many other accomplishments, our new Director has a proven track record when it comes to improving diversity in the student body. During our current recruitment cycle, the School’s administration enhanced its communications strategy to include more active engagement on social media, unveiled a new website, and developed more directed marketing materials. Additionally, a Working Group of faculty and staff convened throughout the summer of 2016 to develop extensive recommendations for improving student recruitment and the admissions process. All of these proposed recommendations are either in the process of being implemented or are under consideration for future admissions cycles; all of the changes will assist the School in its ongoing efforts to attract a more diverse student population.

The Action Plan incorporates many of the School’s ongoing initiatives to improve its admissions process for all students, along with new recommendations to further its work to recruit and admit more students from a diverse background.

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FACULTY RECRUITMENT AND RETENTION

CONTEXT

The LBJ School's principal educational mission is to provide its students with the knowledge and professional skills they will need to be effective public servants. This mission is enhanced significantly by a high-quality faculty whose interests and personal backgrounds reflect the diversity of the public that our graduates will be expected to serve.

LBJ School faculty members cover a great deal of subject-area diversity. However, the faculty does not yet satisfactorily reflect the nation's population diversity. Specifically, while the LBJ School is committed to diversity in all its many manifestations, there is a strong need for meaningful improvements in the recruitment and retention of women, African-American, and Hispanic (especially Mexican-American) faculty.

Over the years, there has been minimal progress in gender diversity at the LBJ School. Currently, women comprise 24% of tenured and tenure-track regular faculty members (8 out of 34), less than a one percentage-point increase in the last twenty years. Since the 1990s, women have received more than 50% of Ph.Ds. awarded in the social sciences by U.S. universities,¹ suggesting that the LBJ School is not capitalizing on the large and growing pool of female talent available for tenured/tenure-track positions. The LBJ School's full teaching complement includes another two dozen non-tenure-track faculty members who are categorized as clinical professors, lecturers, and visiting/adjunct

professors. About one-third of the non-tenure track faculty members are women.

Additionally, the LBJ School has not been successful in increasing the representation of African-American and Hispanic tenured and tenure-track professors during the past two decades. In school year 1996-97, the School had two African-American faculty members and three Hispanic faculty members; today the School has the equivalent of one-and-a-half African-American faculty members and one Hispanic faculty member.² The LBJ School has not hired an African-American junior faculty member since the 1970s and has not hired a Hispanic faculty member at any rank since 1996. However, the LBJ School recently hired an African-American full professor (a joint appointment with UT's Department of History). Additionally, the School created the Center for the Study of Race and Democracy, and obtained a new endowment, the Davila Chair, that will help the School strengthen its work on Latin America.

Lack of faculty diversity affects the School's ability to expose students to a range of teachers whose experiences and perspectives might be different from—or similar to—their own; narrows the range of potential role models for our students; affects the School's ability to attract more Hispanic and African-American students; and prevents the school from achieving the highest rating on standards set by our accrediting agency.³

The LBJ School's diversity challenges stem partly from the relatively small size of the available talent pool. For a graduate program in public policy, the

¹ "Doctorate Recipients from U.S. Universities," National Center for Science and Engineering Statistics, Directorate for Social, Behavioral, and Economic Sciences, National Science Foundation, 2014, p. 7, Figure E. www.nsf.org, accessed. 2/23/17.

² The representation of Asian/Asian-American faculty members has been relatively constant during the past two decades, ranging between two and three in tenure/tenure track positions.

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³ Network of Schools of Public Policy, Affairs, and Administration. 2013. Diversity Across the Standards: What Does COPRA Say About Diversity? Washington, DC. <http://accreditation.naspa.org/diversity-across-the-standards/>

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talent pool consists of people with terminal degrees in the social sciences, public policy, or law, and also of people who have had extensive, high-level experience in government or non-profit organizations. Both Hispanics and African-Americans received about 7% of social science Ph.Ds conferred by U.S. universities in 2014.⁴ The distribution varies greatly by field: within the social sciences, blacks and Hispanics are more numerous in political science and sociology than in economics. If the LBJ School's complement of African-American and Hispanic faculty members

were equivalent to their representation in this Ph.D. pool, our faculty would have two more African- American and two more Hispanic faculty members.⁵

Both the size of the talent pool and the distribution of expertise within the talent pool need to be considered in a strategy for increasing diversity on our faculty. Further, the small size of the pool makes recruitment of African-American and Hispanic faculty members highly competitive among our peer institutions.

Is very different from the Mexican-American experience.

⁴ "Doctorate Recipients from US Universities, 2014," www.nsf.gov, p. 5, *Figure D*.

⁵ It is important to keep in mind that the Hispanic population is itself diverse. For example, the Cuban-American experience

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Hispanics comprise nearly 40 percent of the population of Texas, and the vast majority of Hispanics in Texas are

Mexican-American.

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CURRICULUM, PEDAGOGY & RESEARCH

CONTEXT

The LBJ School is dedicated to producing insightful research into contemporary policy problems and preparing the next generation of leaders to further the public good; thus, LBJ School students and faculty must understand the various communities affected by our current and future work. To this end, we must ensure that our students and faculty are adept at speaking to, and hearing from, people of diverse backgrounds and worldviews. This requires that we intentionally address topics affecting diverse populations in our curriculum, in our research, and in the ways we teach and support students.

As a school of public policy, we already address issues of great relevance to societal diversity in many of our courses. We offer courses on poverty, reproductive health, gender and development, juvenile justice and criminal justice, race, and immigration (to name but a few). A significant percentage of recent hires (Dr. Peniel Joseph, Dr. Ruth Wasem, and Dr. Abigail Aiken) bring deep scholarship experience to their teaching in those areas. That said, gaps remain in course offerings and coverage in existing courses for some fundamental questions of public policy with particular salience for diverse communities, such as civil rights and human rights, broadly defined. For ease of reference, we will use the term “D&I Content” to refer to substantive topics that explore both issues of particular relevance to specific populations (especially traditionally underrepresented ones) and the different ways diverse populations are affected by general events or policies.

In sum, the current situation highlights the need for an ongoing and systematic effort to ensure our curriculum appropriately reflects our commitment

to diversity through increased D&I content, especially in core courses. The School has begun to work on this objective in several fora. A Curriculum Review Committee has been working since the summer of 2016 to review the broad outlines of our course offerings, looking for innovative ways to convey skills and material to our students. The Graduate Studies Committees of our two master’s programs have also been discussing ways to revise our core curriculum.

The research performed by our faculty and students often addresses issues of diversity. Whether focusing on food insecurity in Austin, global economic inequality, early childhood education, or the pitfalls of international development, the policy-relevant research we do is intricately tied to diversity. At the same time, we do not always emphasize these ties, detracting from the impact of the research on diverse communities. There has also been little incentive, whether internal or external, for research to highlight these connections—nor has the relevance to diversity been a criterion in any of the School’s evaluations of proposed research, such as in PRI grants, research leaves, annual faculty reviews, etc.

With respect to improving our pedagogy and creating a more welcoming classroom environment, the discussions at the School are still in their early stages. A 2014 report on diversity and inclusion drafted by students made several recommendations about how to create a more supportive teaching environment. Preliminary discussions among the faculty and between faculty and students on this topic, in town halls and other venues, have begun. In fall 2016, a number of faculty members participated in a UT workshop addressing diversity in the classroom but concluded that it did not sufficiently address the needs of our faculty.

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INCLUSIVE ENVIRONMENT

CONTEXT

Over the last decade, the LBJ School has created four strategic plans that addressed themes of diversity and inclusion. The plans predominately focused on diversity in the form of faculty and student recruitment and retention, with less emphasis on creating an inclusive environment. Several LBJ School students, however, through their work as the Diversity & Inclusion Student Committee, have continually prioritized inclusion by championing such initiatives as an annual climate survey (first conducted in 2016) and a School-wide social justice training (occurring in April 2017), among others.

In the spring of 2016, the newly appointed dean of the LBJ School implemented working groups to analyze and improve upon various aspects of the School. A Diversity & Inclusion working group was formed, and spent the summer drafting

recommendations. The working group, focused mainly on creating an inclusionary environment, identified five target areas: awareness, education, programs, support, and staff. Within each of these target areas, one to two recommendations were offered, focusing on creating significant structural changes at LBJ. The scope of these recommendations was limited to immediate needs, such as hiring a Diversity & Inclusion Program Coordinator.

The goals and objectives listed are an extension of the working group's recommendations, along with the more expanded work of this committee, and centers on our shared definition of inclusion: an environment that welcomes, supports, engages, challenges and respects people with differing backgrounds, experiences, and worldviews.