The University of Texas at Austin
## Office for Inclusion and Equity

# Expanded Reflective Inventory for Diversity Planning[1] Used by the College of Fine Arts (COFA) during Stage 3
October 8, 2016

This reflective inventory is designed for use by key stakeholders within a college, unit or portfolio. These may include administrative leaders such as deans, department chairs, administrators, committee chairs, faculty and staff members, and student leaders such as college council or student organization presidents. The inventory questions should be appropriately tailored to the type of stakeholder being asked to complete the inventory. The Office for Inclusion and Equity (OIE) staff has developed suggested inventories for administrators (A), faculty members (F), staff (S), undergraduate and graduate students (U/G).

The purpose of the inventory is to promote personal, interpersonal and institutional reflection. Ideally, use of this inventory will stimulate thought and conversation on issues relevant to diversity and social justice within the college and its departments and units. Additionally, this inventory may be distributed to administrators, faculty, staff or students prior to a focus group or interview as a means of preparation.

For the diversity planning process, underrepresented groups include, but are not limited to, people of color, women, lesbians, gay men, bisexuals, transgender people, people with disabilities, people born outside of the U.S., people from disadvantaged socio-economic status, non-traditional students, first generation students, and other groups currently and/or historically underrepresented within a particular discipline, college, unit or portfolio (adapted from Division of Diversity and Community Engagement Strategic Plan, Campus Culture Objective 2, Sept. 2011).

*Compositional Diversity*
- **What outreach and recruitment strategies does the college utilize to encourage underrepresented students to pursue higher education at UT-Austin? How effective are these programs? (A, F, S, U/G)**
  - How do we promote COFA and its degree programs to potential students from underrepresented groups? (A, F, S, U/G)
  - How can I be more engaged in outreach programs? (A, F, S)

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[1]Adapted from:
Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, M., & Arellano, L. (in press). A Model for Diverse Learning Environments: The Scholarship on Creating and Assessing Conditions for Student Success. In M. B. Paulsen (Ed.), Higher Education: Handbook of Theory and Research, Vol. 27. New York, NY: Springer.
Now is the Time. Meeting the Challenge for a Diverse Academy. A report of the AASCU/NASULGC Task Force on Diversity. (2005). Washington, DC: American Association of State Colleges and Universities/National Association of State Universities and Land-Grant Colleges.

- How can COFA develop ways to meet underrepresented students and share with them the benefits of attending college? (A, F, S)
- Do I know students from underrepresented groups who might consider coming to UT if I were to mentor them about the possibility and assist them with the application process? (A, F, S, U/G)
- How have I participated in or volunteered with pre-college programs on our campus that help underrepresented students to attend college? (A, F, S, U/G)
- Do the student organizations that I am active in participate in any activities with PK-12 schools with large populations of underrepresented students that help to provide information about going to college? (U/G)

- **What partnerships does the college engage in to encourage underrepresented students to pursue and complete higher education at UT-Austin? How effective are these programs? (A, F, S)**
  - In what ways does COFA work with the PK-12 systems in districts with large populations of underrepresented students and/or districts that are underrepresented at UT-Austin? (A, F, S)
  - Do the business, community, non-profit and governmental organizations with whom we work have diversity programs that could attract students from underrepresented groups to our college? (A, F, S)
  - How does the college promote collaboration with Historically Black Colleges and Universities (HBCU's) and Hispanic Serving Institutions (HSI's) in the state of Texas to promote the matriculation of graduate students from underrepresented groups? (A, F, S, G)
  - Are there role models in our partnerships who could assist students in navigating career opportunities/internships while they are completing their degrees? (A, F, S)

- **How do the college's admissions practices demonstrate progress in achieving a more diverse undergraduate and graduate student body? What progress has been achieved in the past ten years? (A, F, S)**
  - How are scholarships and financial aid opportunities maximized to enhance the matriculation of a diverse student body? (A, F, S, U/G)
  - Is relevant data related to demographics and diversity of our student populations disaggregated and cross-tabulated to address identity intersections and inequities that may not be revealed by larger categories? How is this data used? (A, F, S)

- **How do we support the academic persistence and success of all students? (A, F, S)**
  - Do we consider diversity outcomes in undergraduate and graduate student enrollment, retention and graduation? In what ways? (A, F, S)
  - How does COFA create an environment that encourages students to remain committed to completing their college education? (A, F, S, U/G)
  - How do faculty and staff within COFA reach out to students who seem isolated or struggling? (A, F, S, U/G)
  - What retention strategies might I suggest to enhance the diversity of our student body? (A, F, S, U/G)
  - Am I aware of the support systems and services that are in place within COFA and UT to meet the unique needs that diverse students bring to our campus? What gaps still exist? Where are we performing best as an institution? (A, F, S, U/G)

- What does my student organization do to enhance the retention rates of underrepresented students? How can I and other students get more involved? (U/G)
- **Do we consider diversity outcomes in faculty and staff hiring, retention, tenure and promotion for underrepresented groups? In what ways? (A, F, S)**
  - How do our recruitment practices encourage diverse faculty and staff to consider joining our college? (A, F, S)
  - How do we advertise vacant faculty and staff positions to diverse audiences, including underrepresented groups? (A, F, S)
  - Is relevant data related to demographics and diversity of our faculty and staff populations disaggregated and cross-tabulated to address identity intersections and inequities that may not be revealed by larger categories? How is this data used? (A, F, S)
  - Do the business, community, non-profit and governmental organizations with whom we work have diversity programs that could attract diverse faculty and staff to our college? (A, F, S)
- **How do we support the retention, promotion and success of faculty and staff from underrepresented groups? (A, F, S)**
  - Am I aware of the support systems and services that are in place within COFA and UT to meet the unique needs that diverse faculty and staff members bring to our campus? What gaps still exist? Where are we performing best as a college and university? (A, F, S)
  - Are faculty and staff members aware of, utilizing, and comfortable utilizing family friendly policies and resources on campus? How are benefits and work-family/work-life balance policies sensitive to diverse family structures and needs (i.e. insurance, housing, leave)? Are there formalized expectations about career advising for faculty and staff? (A, F, S)
  - Are new hires and solo faculty/staff overloaded with committee assignments? (A, F, S)
  - In what ways do we ensure that we are not creating a revolving door for faculty and staff hires? (A, F, S)
  - Are exit interviews conducted by neutral third parties to determine reasons for departure of faculty, staff and administrators? (A, F, S)

*Organizational/Structural Diversity*
- **What institutional structures facilitate the success of underrepresented faculty, staff, and students? What are the barriers to that success and how can they be reduced or eliminated? (A, F, S, U/G)**
  - How do promotion and tenure committees reflect COFA's commitment to diversity? (A, F, S)
  - Are there practices or traditions within the university or COFA that limit or discourage underrepresented groups from being successful in COFA? (A, F, S, U/G)
  - How are career services and hiring/placement operations sensitive to diversity in the recruitment, hiring and employment process? (A, F, S)
  - How are restrooms and physical facilities sensitive to diversity (i.e. family restrooms, gender-neutral changing facilities)? (A, F, S)
  - How are courses made accessible to all individuals, inclusive of physical and intellectual abilities and learning styles? (A, F, S, U/G)

- How are programs and events made accessible to all individuals, inclusive of physical and intellectual abilities and learning styles? (A, F, S, U/G)
- What is the process for requesting disability and/or language accommodations for courses, programs and events? Is the process simple and easily accessed? (A, F, S, U/G)
- How does COFA ensure language accessibility for diverse groups (i.e. translating promotional materials into Spanish)? (A, F, S, U/G)
- How are forms and intake processes sensitive to diversity (i.e. gender options on forms beyond male/female)? (A, F, S, U/G)
- How do new faculty, staff and student orientation programs reflect the diversity of the university and its programs and departments? (A, F, S, U/G)

- **How do we ensure that all students have been exposed to global and diversity issues and experiences across the curriculum and in co-curricular opportunities? What course requirements related to diversity must all graduates fulfill? (A, F, S, U/G)**
  - How have my studies here prepared me to work collaboratively with diverse individuals? (U/G)
  - How does the curriculum accurately reflect the historical and contemporary contributions of members of underrepresented groups? Are these contributions included in all coursework or exclusively in courses focusing on diversity? (A, F, S, U/G)
  - In what ways does COFA provide and promote diversity education opportunities for administrators, faculty and staff? Are all administrators, faculty and staff expected to participate in some way? (A, F, S)

- **How do we ensure that faculty and staff are prepared to address diversity in curricular, co-curricular and professional activities? (A, F, S)**
  - Are the educational practices of COFA sensitive to the learning needs of all individuals? How are faculty and staff provided with effective training options on meeting the needs of a diverse student body and enhancing teaching, learning and working environments? (A, F, S, U/G)
  - How do professional development opportunities and activities reflect our commitment to diversity? Do faculty and staff lead conversations related to diversity in higher education and in their disciplines at professional meetings? (A, F, S)
  - What barriers keep faculty and staff from engaging in meaningful conversations about the college experience of our students? (A, F, S, U/G)
  - How are students, faculty and staff sensitive to and prepared to address tokenization in the classroom, on committees, at events/programs and in leadership positions? (A, F, S, U/G)

- **What expectations have COFA leaders communicated regarding diversity and non-discrimination? How have they communicated those expectations? (A, F, S, U/G)**
  - How do we ensure diverse representation in policy and decision-making committees and councils and leadership opportunities/positions? How do we ensure that underrepresented groups are included in decisions that directly impact them? (A, F, S, U/G)
  - Are decision-making committees, councils, etc. aware of their stereotypes, and biases? (A, F, S, U/G)
  - What leadership development initiatives (i.e. institutes, courses, seminars)

specifically target underrepresented groups? Do leadership development initiatives include content relevant to diversity? (A, F, S, U/G)
- o How are COFA publications, websites, presentations, promotional media, tours and everyday communications inclusive of diversity and underrepresented groups? (A, F, S, U/G)
- **How does the budget process reflect COFA's commitment to diversity? (A, F, S)**
  - o What resources have COFA leaders made available to advance institutional and college diversity goals? (A, F, S, U/G)
  - o How does the college ensure that vendors, contractors and suppliers reflect the diversity of the city, state and nation? (A, F, S)
- **How often and to what extent do we evaluate measurements of diversity-related achievements? How do we assess the effectiveness of efforts to advance diversity? (A, F, S, U/G)**
  - o How does COFA utilize data regarding diversity-related achievements in the strategic planning process? (A, F, S)
  - o How do personnel and program assessment and evaluation practices include criteria related to advancing diversity? (A, F, S)
  - o What reward structures incentivize students, faculty and staff to enhance the diversity of the college? (A, F, S, U/G)
  - o What accountability mechanisms and standards exist to encourage students, faculty and staff to enhance the diversity of the college? (A, F, S, U/G)
- **Do we regularly assess our campus climate for diversity within the college? What do the specific results from COFA students, faculty and staff reveal as challenges and opportunities? (A)**
  - o Are questions regarding diversity and campus climate included in surveys of students, faculty and staff administered by the institution? How is the data used to promote continuous improvement? (A, F, S)

*Intrapersonal/Interpersonal Diversity*
- **How do we create an inclusive and welcoming environment within the college for all students, staff and faculty? (A, F, S, U/G)**
  - o How do we support the holistic development of all students? (A, F, S)
  - o How do I contribute to a positive campus climate for diversity? In what ways do I ensure my office/department environment is inclusive and welcoming to all students, staff and faculty? (A, F, S)
  - o Who are the students who are most culturally safe within COFA and UT, and why? Who are the students who feel most culturally wary or unsafe, and why? (A, F, S, U/G)
  - o How are COFA students, faculty and staff made aware of methods to report harassment and discrimination? (A, F, S, U/G)
- **How do I recognize my biases and/or stereotypes and work to challenge them? What conversations, activities and programs do I participate in that help me recognize and challenge my bias and/or stereotypes? (A, F, S, U/G)**
  - o In what ways do I reflect on COFA's practices and policies to examine where they may be exclusive? (A, F, S, U/G)
  - o Do I speak up when derogatory or discriminatory words are spoken by those with whom I interact? (A, F, S, U/G)
  - o What structured opportunities do we offer for diverse groups of students, faculty, staff and administrators to engage in sustained dialogue regarding

diversity and social justice? How do I participate in, promote and support these opportunities and programs? (A, F, S, U/G)

- **Do students, faculty, and staff reach out to include diverse colleagues in their personal and professional activities?  (A, F, S, U/G)**
    - o Are there support structures such as mentoring programs or networking events that encourage interactions amongst diverse colleagues within COFA?  (A, F, S, U/G)
    - o Does a formal and/or informal mentoring culture exist within the college (i.e. senior faculty and staff mentoring junior colleagues, faculty mentoring undergraduate and graduate students, student peer mentoring, alumni and community members mentoring students, etc.)?  (A, F, S, U/G)
    - o Have I reached out to welcome underrepresented new students? How do I include such students in my activities and student organization membership? (U/G)
    - o What approaches do I use to facilitate positive interaction and communication among diverse groups of students on our campus? (A, F, S, U/G)
    - o Does my student organization invite professionals to campus who can be role models for underrepresented students? Do I network with students or student organizations at Historically Black Colleges and Universities or Hispanic Serving Institutions? (U/G)

*Historical Legacy of Diversity*
- **What is our history within the college and university with regards to diversity issues (desegregation, relationship with Austin communities, faculty hiring, etc.)? How is that history documented and highlighted for all college constituents? (A, F, S, U/G)**
    - o How do art, artifacts and statues on campus reflect the diversity of the city, state and nation? (A, F, S, U/G)
    - o Do I belong to groups whose membership and programs are or historically have been exclusive to members of any underrepresented groups? If so, how have I fostered the value of diversity within those groups? (A, F, S, U/G)
- **Is diversity reflected as a core value of the institution?  Is diversity reflected as a core value of the college?  As a core value of each department/unit/portfolio within the college?  (A, F, S, U/G)**
    - o What is the relationship between diversity, excellence and the mission of the college?  How are diversity and excellence supported in COFA?
- *Note: This dimension primarily concerns the campus-wide Diversity Planning process*

*Government/Policy Forces and Sociohistorical Forces*
- **How do laws, policies and events in the larger society impact diversity within our college (legal decisions, accrediting bodies, financial aid policies, etc.)?  (A, F, S, U/G)**
- *Note: These two dimensions primarily concern external stakeholders and influences on COFA*