



LBJ SCHOOL OF PUBLIC AFFAIRS DIVERSITY & INCLUSION ACTION PLAN

April 17, 2017

DRAFT

Lyndon B. Johnson School of Public Affairs
Committee on Diversity and Inclusion

Chair: Michele Deitch
Senior Lecturer

Jacqueline Angel
Professor

Edwin Dorn
Professor

Victoria Fryer
Digital Content Manager

Cassie Gianni
MGPS Student, 2017

Kate Jackson
Executive Assistant to the Dean

Michelle Monk
Senior Academic Program Coordinator

Roosevelt Neely
MPAff Student, 2018

Thomas O'Donnell
Executive Director, LBJ Washington Center

Paul Pope
Clinical Professor

Lorinc Redei
Lecturer

Kellie Sauls
*Executive Director,
Office of Student & Alumni Affairs*

Clare Zutz
Diversity & Inclusion Program Coordinator

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 complex needs. We must prepare our students to be the next generation of courageous and ethical leaders who not only integrate seamlessly into current policy environments, but also have the skills and knowledge to transform those environments.

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 and embrace changes, both at the LBJ School and in society at large. We choose changes that directly bear on institutional practices which disproportionately affect minority groups and marginalized people. It is important that actions we undertake to advance diversity and create a more inclusive environment at the LBJ School are consequential beyond our School and must be evident to all that we do, both in and out of our direct School community.

Established Diversity + Inclusion Efforts

For over 20 years, the LBJ School has hosted the Barbara Jordan National Forum (BJNF). The annual student-run event, a week-long celebration of the life and legacy of beloved LBJ professor and trailblazing public servant, Barbara Jordan, 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 our School 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 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

DIVERSITY AND INCLUSION ACTION PLAN

the temporary appointment of a Diversity & Inclusion Program Coordinator to oversee the implementation of the working groups' recommendations. The second was a new Executive Director for the Office of Student and Alumni Affairs (OSAA) who joined us in November 2016. She has been focusing 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 and to identify enhanced short and long term efforts the School should consider related to diversity and inclusion. The planning process took place between November 2016 to April of 2017.

This Action Plan is offered as a first draft to continue ongoing efforts and to identify new efforts that would be key to the creation of a formal strategic plan for the LBJ School.

Dean Evans has reviewed the action steps contained in this Plan and is in the process of determining which recommendations will be brought forward into the formal strategic plan and the implications of these recommendations for ongoing resource capacities.

Definitions and Methodology

The committee 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.*

As a foundation for their work, the committee reviewed/researched the following to benchmark other institutions, to build upon past efforts, and to understand the demographic shifts that affect the LBJ student and faculty populations

- The LBJ School's 2014 Student Diversity and Inclusion Strategic Plan
- The LBJ Schools Self-Assessment of 2016
- 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

The 13-member committee met six times as a full group. Additionally, the committee broke into five subcommittees, each of which met several times. The 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

This Action Plan is structured around four high priority areas:

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

DIVERSITY AND INCLUSION ACTION PLAN

This summary includes a brief description of the contents of each priority area.

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 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 suggests ways to build 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 students and faculty intentionally address issues affecting diverse populations in the curriculum, in faculty research, and in the ways in which the pedagogical approaches are designed and implemented. While the School has made great strides in these areas, much work remains. 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 and work experiences that are welcoming and inclusive, and do more to secure research funding and to promote that research so that it will address issues affecting diverse communities.

Inclusive Environment

The committee emphasizes the importance of creating a welcoming and inclusive environment. 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 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 and Inclusion Program Coordinator, operationalized several of those recommendations and incorporated them into the functions of the School. The Program Coordinator has implemented a monthly "Dialogue & Deliberation" series that challenges the LBJ Community to discuss difficult topics, such as privilege and sexual orientation. Additionally, the Coordinator has implemented an online incident reporting system to ensure the LBJ community has a mechanism for reporting grievances related to diversity and inclusion.

Structure of the Draft Action Plan

Each section is arranged by goals, objectives, action steps, and possible administrative needs and support. Action steps are organized by those which are currently in process (Action Steps Underway, those which will occur within the next school year (Short-Term Action Steps); and those which will require further review, prioritization, and additional resources and capacity (Long-Term Action Steps).

DIVERSITY AND INCLUSION ACTION PLAN

Any recommendation that requires additional resources (personnel, funding or both) has a yellow highlighted dollar sign (\$\$\$).

Each subcommittee developed a written context 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. Each of these context pieces is included in the Appendix.

While the four priority issues are distinct, many of the strategies the committee recommends overlap and intersect. They are not mutually exclusive but rather when taken together form a more cohesive, integrated plan. To the extent possible, the committee analyzed the issues separately, but recognized that, for example, having a more inclusive environment would result in improved student recruitment, and having a more diverse faculty would likely increase the enrollment of diverse students. Thus, the committee believes that the School is more likely to make strides in its overall goal of improving diversity and inclusion, if the strategic goals and their attendant activities are developed and executed in tandem.

Next Steps

In addition to developing a formal strategic plan informed by the work of the committee, it is clear that the LBJ School would benefit from a skilled lead to oversee the implementation of the plan and to create a governance structure that advances the implementation, evaluation, and adjustment of the strategic plan.

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, the development of performance measures to assess achievement of the plan's goals, and the continuous revision and modification of the plan to maintain its relevance (\$\$\$).

Currently the diversity lead for the School is a recent graduate of the LBJ School and will be starting a full-time PhD program this fall.

Governance Structures and Early Implementation

A successful strategic plan and its operationalization must have the support of all relevant constituencies – the faculty, students, staff, administration, and alumni.

As such, the Dean will form a Diversity & Inclusion Implementation Committee, led by the D&I Senior Officer. This committee 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.

Ongoing Implementation and Review

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.

STUDENT RECRUITMENT

Objective 1.1: Create a sustainable marketing and outreach plan to recruit a more diverse applicant pool.

Action Steps Underway

- a. Continue and expand participation in graduate school fairs that specifically target 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 use marketing experts to assist in the targeted placement of advertisements and outreach that focus on diverse populations.
- d. Make use of social media and advertising to better target potential recruits from diverse backgrounds.
- e. Continue to exploit LBJ website to ensure that it is providing accurate, relevant, timely and exciting content related to student life at the LBJ School.

Short-Term Action Steps

- f. Develop a communications plan and updated materials for student recruitment.
- g. Develop a Deferred Admissions Program to admit undergraduate students who are required to obtain two years of work experience before matriculation, and pilot this program at HBCUs.
- h. Benchmark other schools of public policy to determine how they use various markets to recruit students.
- i. Analyze how major employers recruit and attract employees who share demographic characteristics of potential LBJ students.
- j. Increase partnerships with local organizations for the sharing of recruitment materials and event announcements with relevance to diversity issues.
- k. 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.
- l. Create incentives for faculty and administrators traveling to “high value” recruitment cities to hold open houses or give public talks that can target prospective students, to be held in the offices of alumni or partner organizations, or to visit undergraduate institutions that are targeted for diversity recruitment.
- m. 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.
- n. Secure funding for OSAA to expand its current practice of covering the costs of bringing select students to visit the LBJ School during Admitted Students Weekend. \$\$\$

DIVERSITY AND INCLUSION ACTION PLAN

Long-Term Action Steps

- o. Determine feasibility of hosting a PPIA Public Service Weekend to introduce undergraduate students from diverse backgrounds to LBJ graduate programs and careers in public policy.
- p. Identify and recruit from organizations and fellowship programs that have a high concentration of recent college graduates from diverse backgrounds. The list below contains possible sources for this recommendation:
 - i. 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.
 - ii. Recruit more heavily from St. Edwards, 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.
 - iii. Recruit from UT's academic success programs for first-generation students such as the Gateway Scholars Program.
 - iv. Recruit students in the Texas Legislative Internship Program and reach out to the Congressional/Legislative Black and Hispanic Caucuses to recruit their staff members.
 - v. Leverage membership in PPIA (Public Policy and International Affairs) Consortium, a diversity and leadership program targeting underrepresented populations, to attract PPIA Fellows.
 - vi. Develop a list of potential partner organizations, including national and local opportunity organizations, foundations such as Breakthrough Collaborative and professionals of color networks to identify prospective students and to help spread awareness of the LBJ School. Reach out to these organizations.
 - vii. 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.

Administrative Needs and Support

- a. Develop a budget for diversity recruitment efforts.
- b. Assess existing capacity within LBJ who can lead the further development of the strategic plan and oversee the implementation of the actions needed.
- c. Hire to fill gaps noted in the assessment in the preceding bullet (b.). The committee believes that at least one additional person would be needed. \$\$\$

Objective 1.2: Ensure that every member of the LBJ School community is responsible for, and actively engaged in, helping to recruit a more diverse student body.

Action Steps Underway

- a. Continue to develop a system for enlisting faculty members to send emails and make phone calls to prospective and admitted students.

DIVERSITY AND INCLUSION ACTION PLAN

- b. Continue soliciting faculty member participation on the Admissions Committee and Fellowship Committee.
- c. Continue to solicit and engage current students, including at least some from diverse backgrounds, to participate in a Student Ambassador Program to help recruit prospective students.
- d. Continue to offer Admissions Open Houses and Admitted Student events.
- e. Use alumni, and especially alumni of color, to help identify promising candidates from diverse backgrounds.
- f. Schedule Dean, faculty, and other top administrators to make presentations at both on-campus and off-campus events that target diverse audiences of prospective students.

Short-Term Action Steps

- g. Develop a list of alumni willing to assist in recruitment efforts, and identify ways selected alumni can participate.
- h. Schedule weekly “call-in” hours for prospective students with Student Ambassadors.
- i. Contact alumni in select cities to request that they host recruitment presentations by LBJ administrators in their offices or homes.

Long-Term Action Steps

- j. Develop a process that encourages faculty members to participate in out-of-town recruitment efforts when feasible in conjunction with their travel schedules.
- k. Consider the development of a database that matches prospective students with current LBJ students and alumni who share policy and career interests or who come from a similar background.

Objective 1.3: Ensure individualized recruitment strategies for each prospective student.

Action Steps Underway

- a. Continue development of individualized campus recruitment plan for prospective students.
- b. Continue touch campaign for each applicant to the LBJ School that includes multiple contacts from members of the LBJ community.
- c. Continue to collect data on those who do not choose to commit to the LBJ School, especially diverse students.
- d. 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.

Short-Term Action Steps

- e. Develop a list of faculty areas of policy interests and pair prospective students with faculty member.
- f. Determine feasibility of fee waivers for financially needy applicants. \$\$\$
- g. Purchase 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. \$\$\$

DIVERSITY AND INCLUSION ACTION PLAN

Long-Term Action Steps

- h. Assess feasibility of developing a database of the policy interests, career track, and backgrounds of current students and alumni to allow for targeted recruitment efforts.

Objective 1.4: Ensure the admissions and fellowship procedures are governed by clear guidelines advancing diversity and inclusion objectives.

Action Steps Underway

- a. Continue to consider all kinds of diversity during the holistic file review process, and include notation to this effect for committee discussion purposes.
- b. Continue to implement a pilot program to offer admission to candidates who have relatively low quantitative scores but otherwise strong applications, and offer these students specialized support programs beginning the summer preceding matriculation and continuing through the first academic year (e.g., online course, access to tutoring, etc.).

Short-Term Action Steps

- c. 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.

Objective 1.5: Improve yield of admitted students from diverse backgrounds.

Action Steps Underway

- a. Extend offers of admission to students as early as practicable.
- b. Make scholarship offers at the earliest possible time.
- c. Continue to compete for university funds aimed at recruiting and admitting diverse students.

Short-Term Action Steps

- d. Explore funding sources for scholarships, including coverage of living expenses, for prospective students from diverse backgrounds. \$\$\$
- e. Develop information materials that describe all academic support programs, both in and outside of the LBJ School.

Long-Term Action Steps

- f. Evaluate the needs of students with visual, hearing, or mobility impairments and those who need access to gender-neutral bathrooms to ensure they feel integrated into the LBJ community.

FACULTY RECRUITMENT AND RETENTION

GOAL 1: Recruit a more diverse faculty.

Objective 1.1: Use University of Texas resources to bring diverse faculty to the LBJ School.

Action Steps Underway

- a. Continue to use appropriate endowments to support visiting and distinguished faculty who bring diversity to the School.

Short-Term Action Steps

- b. Use “target-of-opportunity” procedures for faculty hiring to improve flexibility and competitiveness.
- c. Use faculty affiliations and zero appointments to attract diverse faculty to the LBJ community.
- d. Develop a post-doctoral program to attract diverse newly awarded PhDs.
- e. Seek funding to support incentives that would make job offers more competitive. \$\$\$
- f. Continue to explore joint appointments to attract diverse faculty.
- g. Establish diversity joint hiring committees with other University of Texas at 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.
- h. Create an ongoing general faculty search to allow for timely recruitment of diverse faculty.

Long-Term Action Steps

- i. Evaluate and adjust short term action steps to improve efforts.

Objective 1.2: Broaden efforts to reach potential job candidates who come from diverse backgrounds.

Action Steps Underway

- a. 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.

Short-Term Action Steps

- b. Nominate faculty representatives to participate in UT workshop on diversity recruitment strategies for faculty search committees.

DIVERSITY AND INCLUSION ACTION PLAN

- c. Subsidize participation of faculty members in conferences sponsored by African-American and Hispanic academic associations such as the National Economic Association.
- d. Build relationships with African-American and Hispanic think tanks such as the Joint Center for Political and Economic Studies and the National Council of La Raza.
- e. Employ “until-filled” postings to reduce the time pressure on the recruitment effort and to facilitate rapid reaction when a “target-of-opportunity” appears.
- f. 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. \$\$\$
- g. Use UT’s ongoing efforts in the area of diversity and social justice, for example, the community outreach efforts of the Dell Medical School, the Law School’s civil rights and immigration rights clinics, and the LBJ School’s Center for the Study of Race and Democracy.

Long-Term Action Steps

- h. Develop processes to engage alumni in identifying diverse candidates for faculty positions.
- i. Develop plan for using the Washington DC Center to preview potential diverse faculty.
- j. 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.

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

Objective 2.1: Improve integration of new faculty members into the LBJ School community.

Short-Term Action Steps

- a. Pair a social and networking “host” faculty member with each new faculty member at the LBJ School.
- b. Establish a formal entertainment protocol that facilitates lunches, dinners and other social engagements for new faculty hires with the Dean and existing faculty members. \$\$\$
- c. Explore an award funded by the LBJ Foundation or other organization to recognize faculty leadership on diversity issues at the LBJ School. \$\$\$
- d. Value faculty members’ work to address diversity issues in research, teaching and curriculum, student engagement, service, and faculty recruitment and retention, by making such activity a meaningful consideration in annual reviews.

CURRICULUM, PEDAGOGY, AND RESEARCH

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

Objective 1.1: Increase the number of courses with D&I content¹ and promote them.

Short-Term Action Steps

- a. Review course content and syllabi to determine areas in which diversity and inclusion can be highlighted. The following actions may be aspects of that review:
 - i. Identify courses with D&I content at the School.
 - ii. Create a list of courses with D&I content.
 - iii. Consider creating a process for “flagging” LBJ School courses with D&I content, based on the University’s existing guidelines.
 - iv. 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.
 - v. Develop a plan for soliciting faculty & student ideas for enhancing the D&I content of existing courses (for instance, a student-run syllabus “hackathon”).

Long-Term Action Steps

- b. 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.
- c. Evaluate the following options for addressing those gaps in coverage:
 - i. Hire full-time faculty (both tenured/tenure-track and non-tenure track) with teaching/research/policy experience of high relevance to diversity and inclusion.
 - ii. Hire adjunct faculty to fill gaps in course offerings until full-time faculty can ensure sufficient coverage. \$\$\$
 - iii. Develop one-credit courses to fill gaps in coverage of certain subjects for which it might be impractical to offer a full-semester course.
 - iv. Offer financial resources to faculty to develop new courses (or course components) with D&I content. \$\$\$
 - v. Establish a portfolio program in social justice.

¹ Throughout this section, “D&I content” refers to topics that explore issues of particular relevance to traditionally underrepresented populations, and the different ways these populations have been affected by general events or policies.

DIVERSITY AND INCLUSION ACTION PLAN

- d. Assess feasibility of creating a dedicated section of the LBJ School website focused on diversity issues, including information on courses with D&I content.

Objective 1.2: Enhance existing courses (especially core courses) by intentionally incorporating more D&I content.

Action Steps Underway

- a. The GSCs of each program have begun review of the core curricula, including discussions about integrating more D&I content in core courses.
- b. Faculty within the public management core have adjusted their courses to include cases that address diversity and inclusion issues.
- c. The Curriculum Review Committee has begun a more overarching discussion of potential changes in the curriculum of the School as a whole.

Short-Term Action Steps

- d. Develop a list of suggestions to incorporate more D&I content into classes and coordinate with UT's Center for Teaching and Learning and other UT resources to develop this list. Some ideas may involve:
 - i. Including class materials that are written by authors who represent diverse backgrounds and perspectives and that address the roles of underrepresented groups, where appropriate.
 - ii. Including guest speakers from diverse backgrounds in the classroom.
 - iii. Including examples, case studies, data sets, or assignments that address experiences of diverse populations.
 - iv. Including opportunities for service learning work in coursework requirements.

Long-Term Action Steps

- e. Include diversity and inclusion goals in individual faculty performance plans and reviews.
- f. 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.
- g. Explore ways to offer training to faculty members on increasing D&I content in courses, and secure funding for such training. \$\$\$

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

Objective 2.1: Ensure that teaching methods and classroom environments are inclusive and supportive of students from diverse backgrounds and prepare all students to operate in diverse environments.

Short-Term Action Steps

- a. Work with UT's Center for Teaching and Learning and the Faculty Innovation Center to solicit ideas for improving inclusivity in the classroom.
- b. Explore options to offer training to faculty and teaching assistants on teaching and advising in diverse settings and creating an inclusive environment:
 - i. Research potential trainers for this purpose.
 - ii. Develop a timeline for when to offer such training.
 - iii. Contract with trainers to perform training. \$\$\$
 - iv. Roll out training schedule for faculty and teaching assistants.
 - v. Explore options for making such training mandatory and regular (for instance by incorporating it into onboarding/orientation of new faculty).

Long-Term Action Steps

- c. Use annual faculty review process to assess faculty success in improving diversity and inclusion in their curriculum and classrooms.
- d. Consider the feasibility of the following ideas and establish priorities for implementation:
 - i. 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.
 - ii. Explore the potential to develop short modules on diversity issues, ethics, social justice or other relevant topics and offer these as pre-packaged modules that faculty can incorporate into their courses as they see fit.
 - iii. Encourage LBJ School Centers with speaker series to increase the diversity of invited speakers.
 - iv. Encourage faculty to use mid-course evaluations to assess and improve classroom performance.
 - v. Consider expanding the current orientation sessions for new faculty to include cultural competency training.

DIVERSITY AND INCLUSION ACTION PLAN

Objective 2.2: Ensure that academic support systems and mentoring are available to address the individualized needs of all students.

Action Steps Underway

- a. Offer self-assessment exams and one-on-one tutoring on writing skills for each incoming student through the Writing Center.
- b. Continue the Writing Center's peer tutoring program, which was established in 2017.
- c. Plan 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

Short-Term Action Steps

- f. Increase capacity for academic counseling and career services. \$\$\$
- g. Add cultural competency training segment to new student Orientation.

Long-Term Action Steps

- h. 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. \$\$\$
- i. Consider developing a Quantitative Skills Center for students identified through the admissions process, by instructor referral, or self-referrals. \$\$\$
- j. Consider developing a peer tutoring program for other academic areas/courses. \$\$\$

GOAL 3: Perform relevant research better connected to diverse populations

Objective 3.1: Increase research by faculty and students on topics related to diversity and inclusion.

Action Steps Underway

- a. The Dean has named a new Associate Dean for Research, who can centralize many of the School's policies encouraging and supporting research activities.

DIVERSITY AND INCLUSION ACTION PLAN

Short-Term Action Steps

- b. Encourage faculty to offer PRPs or regular courses that engage students in research addressing D&I content.

Long-Term Action Steps

- c. Evaluate the feasibility of the following ideas:
 - i. Develop incentives/resources for faculty to engage in research addressing D&I content, along with student assistance for such projects. \$\$\$
 - ii. Assist faculty with writing grant proposals, including for external funding that specifically targets research on issues related to diversity and inclusion.

Objective 3.2: Promote awareness of, and community engagement with, faculty and student research and writing that has direct relevance to diversity and inclusion.

Action Steps Underway

- a. Continue to highlight faculty and PhD student research through its weekly PhD colloquium.
- b. Continue to highlight publications by faculty and students through its “Innovation Bound” event celebrating recently published works.
- c. Continue to encourage research centers affiliated with the LBJ School to sponsor brown bag lunches and other public events featuring faculty speaking about their research.

Short-Term Action Steps

- d. Use social media, the LBJ School website, LBJ School newsletters, and marketing materials to more intensively highlight faculty and student research on diversity-related issues.

Long-Term Action Steps

- e. Consider the feasibility of the following ideas and develop a timeline for implementation:
 - i. 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.
 - ii. Explore opportunities for community engagement with faculty about their research, ensuring that the affected community is included in these events as active advocates for their own advancement, with the goal of providing them tools for their own empowerment.

INCLUSIVE ENVIRONMENT

GOAL 1: Create a more inclusive environment.

Objective 1.1: Create administrative roles to support inclusion initiatives.

Short-Term Action Steps

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

Objective 1.2: Create opportunities to explore challenging topics related to inclusivity and diversity.

Action Steps Underway

- a. Implement a series of events focused on facilitating conversations on inclusivity. The series, entitled *Dialogue & Deliberation*, includes two events per semester.
- b. Offer 1-2 UT workshops per semester, such as the Bystander Intervention Workshop or Ally Toolkit Training.
- c. Offer a two-day Beyond Diversity training seminar on social justice for the LBJ community in April 2017. \$\$\$
- d. Evaluate effectiveness of *Dialogue & Deliberation* series and workshops.
- e. Evaluate Pacific Education Group’s Beyond Diversity Seminar and feasibility of future seminars of this type. \$\$\$

Short-Term Action Steps

- f. 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. \$\$\$
- g. Continue the “New Voices in Civil Rights” speaker series at the LBJ School with a minimum of one speaker per semester and encourage participation of faculty and students; solicit suggestions for speakers from faculty, students, and staff, as well as from faculty in other UT departments. \$\$\$

DIVERSITY AND INCLUSION ACTION PLAN

Objective 1.3: Establish School-wide collaborations on diversity & inclusion activities.

Action Steps Underway

- a. Continue monthly meetings between Dean and the Diversity & Inclusion Student Committee to exchange information.

Short-Term Action Steps

- b. Meet with each student affinity group to share information and explore opportunities for collaboration.
- c. Meet with each research center at the LBJ School to share information and explore opportunities for collaboration.
- d. Meet with the Office for Student and Alumni Affairs (OSAA) to share information and explore opportunities for collaboration.
- e. Host an “Inclusive Environment Town Hall” at the beginning of each school year, for all LBJ community members, to solicit input on initiatives.
- f. Create engagement strategy to build upon current collaborations with entities across campus.

Long-Term Action Steps

- a. Identify peers in similar positions across UT campus and facilitate communication and meetings among this group.

Objective 1.4: Evaluate inclusive environment at LBJ.

Action Steps Underway

- a. Develop and implement an Annual Climate Survey for students, faculty, and staff in April 2017.

Short-Term Action Steps

- b. Analyze survey results and create report for dissemination to LBJ community.
- c. Use results to drive future diversity and inclusion work at LBJ and to reevaluate Action Plan to ensure necessary action steps are prioritized.

GOAL 2: Create transparency around inclusivity work.

Objective 2.1: Develop and implement a communication strategy for inclusivity work.

Action Steps Underway

- a. Disseminate bi-semesterly newsletter about diversity and inclusion at LBJ.

Short-Term Action Steps

- b. Develop materials and structure to highlight diversity and inclusion work in web content.
- c. Create strategy for engagement on social media.
- d. Create posters with all inclusion-related events for a semester, at the beginning of the semester.

Objective 2.2: Acknowledge leaders championing inclusivity at LBJ.

Action Steps Underway

- a. Continue to annually recognize one student, staff, and faculty who have greatly contributed to inclusion efforts at the School through the Dean's Advancement for Inclusion Awards.
- b. Spotlight one LBJ community member per newsletter for their work related to inclusivity.

Short-Term Action Steps

- c. Post contact information on website for the School's liaison for diversity and inclusion grievances.

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, Masters 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

DIVERSITY AND INCLUSION ACTION PLAN

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.

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 reflect satisfactorily 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,² 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.³ 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.⁴

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

² "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.gov, accessed 2/23/17.

³ 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.

⁴ 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/>

DIVERSITY AND INCLUSION ACTION PLAN

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 percent of social science PhDs conferred by US universities in 2014.⁵ 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 PhD pool, our faculty would have two more African-American and two more Hispanic faculty members.⁶

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.

DRAFT

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

⁶ It is important to keep in mind that the Hispanic population is itself diverse. For example, the Cuban-American experience is

very different from the Mexican-American experience. Hispanics comprise nearly 40 percent of the population of Texas, and the vast majority of Hispanics in Texas are Mexican-American.

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 way 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, “D&I content” refers to topics that explore issues of particular relevance to traditionally underrepresented populations, and the different ways these populations have been 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.

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.

DRAFT