Case Studies: Understanding Campus Climate and How to Improve It

This session will explore tools and practices that can help faculty and administrators enable more explicit conversations about ways to ensure a more supportive environment to foster success and retention among students from under-represented groups.

**Moderator:** Jerome Kukor, Dean, School of Graduate Studies, Rutgers University

**Ann Quiroz Gates,** AT&T Professor and Chair of the Computer Science Department, University of Texas at El Paso, and Director of the INCLUDES Computing Alliance of Hispanic-Serving Institutions

**Mark Smith,** Dean of the Graduate School and Senior Vice Provost for Academic Affairs, The University of Texas - Austin

**Frank Tuitt,** Senior Advisor to the Chancellor, Provost on Inclusive Excellence, and Professor of Higher Education at the Morgridge College of Education at University of Denver
UNDERSTANDING CAMPUS CLIMATE AND HOW TO IMPROVE IT

Ann Quiroz Gates  
Professor and Chair  
The University of Texas at El Paso  
Director, Computing Alliance of Hispanic-Serving Institutions  
Cyber-ShARE Center of Excellence
Perspectives

■ NSF Revolutionizing Engineering and Computer Science Education program
  - Inclusive environments
  - Professional Development: student and faculty
  - Climate Surveys

■ Computing Alliance of Hispanic-Serving Institutions
  - NSF National INCLUDES Alliance
  - Vision: By 2030, Hispanics will represent 20% or more of those who earn credentials in computing.
  - Mission: Grow and sustain a networked community committed to recruiting, retaining, and accelerating the progress of Hispanics in computing.
Understanding who your students are

- 20% Balance studies with parenting
- 26% First-generation college students
- 24% Consider leaving because of financial constraints
- 63% Have interest in academic careers at PhD institutions
- 96% Want to use their degree to help society
Climate: Inclusion and Equity

- Community Building
- Identity as a Scholar
- Belonging

Students
Faculty
Staff

Leadership
Inclusion: Community

“There is no other place where you get mentoring like this for under-represented minorities and people with disabilities. You get different types of conversations. [At all levels] it was great to be in a room with panelists and organizers, people who are in my same situation and the next career step beyond. [Getting advice from these leaders] does not exist anywhere else.”

(2017 ACW participant)

- **Academic Career Workshops**
  - Tenure and promotion preparation including sessions
  - Funding and proposal writing
  - Mentoring and networking opportunities
  - Professional development activities including teaching and managing research programs
  - Venue that facilitates multi-institutional and interdisciplinary research collaborations

- **Assist Leverage Program**
  - Seven diversity-serving professional engineering organizations
  - Focus on support at transitions from graduate programs to academia
An Affinity Research Group is a comprehensive, non-hierarchical model that:

- creates and maintains dynamic, productive, and inclusive research groups.
- involves the *deliberate design* of research groups
- emphasizes the conscious development of students’ knowledge, research abilities, and team skills
- provides a sense of professional identity and belonging.
Development and Support Structures

**Competitive Edge Summer Bridge Program for New Doctoral Students (UC Merced)**

- **Target:** new graduate students (underrepresented minorities, first gen)
- Two month program - weekly workshops on writing predoctoral fellowships, data management, and professional development topics
- [https://graduatedivision.ucmerced.edu/GEARS/Dissertation-Boot-Camp](https://graduatedivision.ucmerced.edu/GEARS/Dissertation-Boot-Camp)

**Grad-EXCEL Peer Mentorship Program (UC Merced)**

- **Target:** First-year doctoral students
- Coaching and engagement with a community of advanced doctoral peer mentors.
- [https://graduatedivision.ucmerced.edu/GRC_Peer_Mentorship](https://graduatedivision.ucmerced.edu/GRC_Peer_Mentorship)

**Mentoring and sponsorship**

**Support for submission of competitive fellowships**

**TA training: Preparing the next-generation**
Climate Study: Taking the Pulse of Your Graduate Students

- **Social support**: Personal network/family is supportive of graduate study and social network.
- **Advisor Mentoring**: Respectful relationship, sense of support, making time for student.
- **Faculty Engagement**: Perception of faculty care for students, ability to communicate with faculty, sense of respect for ideas.
- **Inclusion**: Learning and experiences valued, contributions recognized.
- **Equity**: Perceptions regarding fairness in distribution of resources and opportunities.
- **Competition vs. Collaboration**: Focus on graduate student peer relationships and connectedness.
- **Identity as a Scholar**: One’s possible future self-competence beliefs, interests, and recognition.
Changing Culture Within Your Department

Climate survey discussion
- Culturally informed decision making
- Asset-based vs. deficit-based thinking
- Shared practices

Mapping of faculty efforts to practices
- Curricular and co-curricular efforts: purpose and description
- Students involved

Acknowledgement of practices
- Department: performance evaluations
- Dean: evaluations, T&P policies

Ownership, reflection, & improvement
Contact:
agates@utep.edu
CAMPUS CLIMATE

Mark J T Smith
SVP Academic Affairs, GS Dean
Suggestions for Improving Climate

Facilitate conversations about diversity and inclusion among faculty. But first, identify that there is a problem.
Climate Survey UT Austin

2011-12

- Sent to **11,219** students
- **4,493** responded
- **40 percent** response rate
- **147** questions
- **30** minutes

2017-18

- Sent to **10,616** students
- **1,622** responded
- **15 percent** response rate
- **135** questions
- **20-25** minutes
### Discrimination

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<tr>
<td>Sexual Orientation</td>
<td>94%</td>
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<tr>
<td>Disability</td>
<td>96%</td>
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**Percentage of total respondents (n=891)**

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<td>Disability</td>
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Breakout Responses By Group

Men, women, transgender students reporting discrimination

Female 37%
Male 8%
Transgender 56%

n = 476
n = 318
n = 9
Other Findings

• **64 percent** wish the university were more diverse

• **27 percent** feel they do not have adequate resources for career preparation

• **76 percent** have not visited the Office of Career Services
Diversity Transformation Awards
Purdue University

Funded team projects aimed at improving recruiting, retention, and climate
Promoting Student Inclusion: An Evidence-Based Program for Transforming Purdue’s Climate

Dr. Margo Monteith, PI
Professor
Psychological Sciences

Dr. Evelyn R. Carter
NSF Postdoctoral Fellow
Psychological Sciences

Dr. Erin P. Hennes
Assistant Professor
Psychological Sciences

Richard S. Rand, MFA
Professor
Theater

Jason Doty, MFA
Video Producer/Director
Video & Multimedia Services

Annette Brown, M.A.Ed.
Diversity Outreach Project Manager
Office of the Provost

Dr. Zenephia Evans
Director
Science Diversity Office

Dr. Beth Holloway
Director
Women in Engineering
Video made possible by Margo Monteith and her team at Perdue University.

For more information about the Boiler Inclusion Project, visit: https://www.purdue.edu/diversity-inclusion/dta_projects/resources/index.html
Promote conversation about differences in experiences among various groups, such as White, Black, Latinx, LGBTQ, Disabled Multiracial, ....
The University of Texas at Austin
Faculty Innovation Center

• Inclusive Teaching and Learning Modules
• Bias Busting Workshops
UT Austin Undergraduate Studies

Six Flags Requirement

• Cultural Diversity in the United States (1 course)
• Ethics (1 course)
• Global Cultures (1 course)
• Independent Inquiry (1 course)
• Quantitative Reasoning (1 course)
• Writing (2 or 3 courses, depending on your degree plan)
Thank you!
Making Excellence Inclusive: Strategies for Increasing Graduate Program Diversity

Tuesday, March 26, 2019
American University

Dr. Frank Tuit, University of Denver
“Inclusive Excellence (IE) is the recognition that a Higher Education Institution’s [Graduate Programs’] success and vitality is dependent on how well it values, engages and includes the rich diversity of students, faculty, and staff. More than a short-term project or single office initiative, this comprehensive approach requires a fundamental transformation of the institution by embedding and practicing IE in every effort, aspect, and level of the organization (unit, department, & class). The goal is to make IE a habit that is implemented and practiced consistently throughout an institution.”

~Center for Multicultural Excellence - University of Denver
Student D&I Demands

- Support: 61%
- Curriculum: 68%
- Training: 71%
- Increased Diversity: 86%
- Resources: 88%
- Leadership: 89%
- Policy: 91%
Inclusive Excellence Traps

- Believing IE programs would transform institutional systems, structures, and overall campus culture;
- Being seduced by the “Happy Talk” of Inclusive Excellence and forgetting to focus on diversity & Social justice;
- Believing the hype of the magical diversity professional and failing to develop accountability structures that engage all stakeholders in organizational transformation efforts.

(Tuitt, 2016)
These traps remind us that the modern university cannot be radically changed by “simply” adding more diversity, creating safer campus spaces, addressing the cultural competency of our faculty and staff, and redesigning the curriculum to include a stronger focus on diversity, privilege, and oppression. Though these are good places to start, if we do not link these initiatives to the structures and systems that drive university life, they will not become embedded in the fabric of our institutions.

(Tuitt, 2016)
To help institutions guide and assess their efforts, the AAC&U proposed the Inclusive Excellence Scorecard consisting of four dimensions:

I. Access and Equity
II. Learning Environment Climate
III. Curriculum and Pedagogy
IV. Learning and Development

(Williams et al., 2005)
What can graduate programs do to create inclusive learning environments today, tomorrow, and beyond?

- Examine departmental objectives, courses, programs, activities, and outcomes for presence/absence of inclusive excellence.
- Constantly reflect on and examine the learning environment at multiple levels – in classrooms, departments, and division from the perspective of inclusive excellence.
- Engage in dialogue with faculty and administrators in departments and across disciplines for best practices for creating inclusive campus environments.
- Build an infrastructure, leverage campus resources, and provide opportunities for the development of competencies for inclusive graduate education – Incentivize, recognize, and reward.
- Continuously seek out opportunities to learn more about creating an inclusive graduate environment that is specifically tailored for your institutional context.
Inclusive Outcomes: The Creation of Learning Environments where Students Matter and Thrive

Authentic Visibility

Demonstrate Importance

Inclusion Education Goals

Mutual Dependence

Identity Affirmation

Prof. Frank Tuitt

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