



The University of Texas at Austin  
Division of Diversity and  
Community Engagement

# **Strategic Plan**

**2011–2016**

FINAL REPORT

May 2017

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## Message from Dr. Gregory J. Vincent

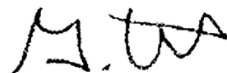
Dear University Community:

The Division of Diversity and Community Engagement (DDCE) has reached an important milestone by completing the first five-year cycle of our strategic plan. The goals and objectives that were accomplished laid a strong foundation for division priorities and will guide our work going into the next cycle of strategic planning and beyond. Thanks to the hard work of all who were involved in the process, the DDCE is not only further invested in a strong mission, but we also boast an ambitious vision, seven values we hold in common, and four strategic goal areas to focus our work.

DDCE initiatives and units are central to the mission of The University of Texas at Austin. When President William Powers Jr. created the division in 2007, he cited the importance of campus diversity for effective teaching and learning and expressed support for the service ethic of the university which is reflected in the university's mission. Likewise, during his inaugural address in September 2015, President Gregory L. Fenves emphasized "excellence and diversity as being mutually reinforcing." From the onset, he has continued to support our mission of service, highlighting the need to connect the university's intellectual resources with the people of Texas.

Committed staff, students, affiliated faculty, and campus and community partners all play a role in supporting the DDCE's essential functions. The completed first five-year cycle of the strategic plan provided alignment that guided us in four goal areas: supporting an inclusive campus culture, engaging with campus and external community partners, promoting the academic success of underrepresented students, and conducting and sharing research and best practices. As I transition from my role as vice president for diversity and community engagement, I am proud to know that through strong strategic planning, our division has accomplished great things, and I remain confident that the DDCE will continue to meet the challenges ahead.

Sincerely,



**Dr. Gregory J. Vincent**

Vice President for Diversity and Community Engagement  
W.K. Kellogg Professor in Community College Leadership  
Professor of Law

## Executive Summary of the Strategic Planning Process

When he became president of The University of Texas at Austin in 2006, President William Powers Jr. established diversity as one of the four strategic initiatives for the university. The following year, he aligned diversity and community engagement initiatives across the university and placed them under the auspices of a dynamic, newly created division, the Division of Diversity and Community Engagement, led by Dr. Gregory J. Vincent. In doing so, President Powers created an exemplar in higher education and a model for other universities to follow. In his 2016 State of the University Address, current President Gregory Fennes affirmed that diversity and inclusion were among the top priorities for the university, highlighting the development of the University Diversity and Inclusion Action Plan under the leadership of Dr. Vincent.

The division has expanded in critical areas and developed new initiatives to support the core purpose of the university, to transform lives for the benefit of society. As the division continued to pursue its crucial work, the strategic plan provided a vision for the future and a blueprint to ensure that the DDCE is working thoughtfully and collaboratively to achieve its strategic goals. This plan guided the division and led to continued innovation and success.

The foundation for this process began in February 2010 when a Steering Team composed of senior staff developed the purpose, outcomes, and guiding principles for the process and selected Strategic Planning Team members who would be integral to the development of the strategic plan. Over the course of 25 scheduled meetings, the Strategic Planning Team led key components of the process, implementing the strategic planning principles in an inclusive manner with ongoing division-wide feedback and updates through multiple venues.

The Strategic Planning Team divided into subteams focused on values identification, horizon scan process, and communication. The Values subteam administered two division-wide surveys to first identify the division's values and then to develop value statements for the division's seven core values. Using results of five focus groups, with 40 DDCE staff members representing every unit and 23 interviews with external stakeholders, the Horizon Scan subteam was able to identify opportunities and threats that could potentially impact the division. The Communications subteam coordinated a division-wide Vision Summit, attended by 75 DDCE staff who shared ideas and provided input about the division's vision statement.

Over the next five years, the Strategic Planning Implementation Committee met twice a year to provide updates on progress toward goals and objectives in the first five-year plan and to advise the development of new objectives and implementation activities for the second iteration of the Strategic Plan. The Strategic Planning Team also worked closely with the university's Office of Institutional Accreditation and Effectiveness to align division assessment with data collected as part of strategic planning implementation activities.

In 2017, as part of DDCE's 10th anniversary celebration, a five-year overview of the strategic plan was published.

## Strategic Planning Process Timeline

### 2011

**January** Strategic Planning Team sent division-wide vision statement survey to DDCE staff for feedback, which resulted in a 20 percent survey return rate.

**February** Joint Steering-Strategic Planning Team meeting was held to confirm vision statement, develop strategic goals, and discuss membership of division strategy teams. Five cross-division strategy teams composed of 33 staff formed around the strategic goal implementation plans.

**March** Vision and goal statements announced on Strategically Speaking staff blog and division-wide postcard.

**May** Strategy Teams presented goal and objective implementation plans to senior staff and unit directors, who in turn gathered feedback on strategic plan during unit staff meetings. Strategic planning update presented at all-division staff meeting.

**July** Strategic Planning Team met to review revised goal objective plans, which were further honed to establish consistency across plans.

**September** Strategic Plan presented and affirmed in joint Steering-Strategic Planning Team meeting.

**November** Implementation Lead Teams prioritized activities and drafted 2011–2012 project plans.

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## 2012

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May	Implementation Team met to provide first updates on strategic planning implementation activities for 2011–2012 plans.
August	Implementation Team met to discuss Strategic Plan transition into TracDat system. The DDCE was the first UT unit to use the TracDat system.
September	Implementation Committee met to report on Strategic Plan implementation results from 2011–2012 and implementation priorities and action plans for 2012–2013.  UT deadline for uploading all 2011–2012 assessment information to ensure the appropriate academic cycles are aligned.
October	Completed workshop for assessment planning and reporting: Using TracDat to Support Institutional Effectiveness.
November	Completed strategic planning publication with goal accomplishments for 2011–2012 and priorities for 2012–2013.

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## 2013

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January	Implementation Team met to report on strategic planning implementation activities for fall of 2012–2013.
May	Implementation Team met to report on strategic planning implementation activities for spring of 2012–2013.
September	Implementation Team met to report final updates on progress toward 2012–2013 priorities as well as identification of priorities and action plans for 2013–2014.

December Completed strategic planning publication with goal accomplishments for 2012–2013 and priorities for 2013–2014.

## 2014

February Implementation Team met to report on strategic planning implementation activities for fall of 2013–2014.

May Implementation Team met to report on strategic planning implementation activities for spring of 2013–2014.

Hosted Strategic Planning best practices visit with leadership of UC Berkeley.

Strategic Plan content was integral in Carnegie Foundation application for Community Engagement Classification.

October Implementation Team met to report final updates on progress toward 2013–2014 priorities as well as identification of priorities and action plans for 2014–2015.

December Completed strategic planning publication with goal accomplishments for 2013–2014 and priorities for 2014–2015.

## 2015

February Implementation Team met to report on strategic planning implementation activities for fall of 2014–2015.

June Implementation Team met to report on strategic planning implementation activities for spring of 2014–2015.

October Implementation Team met to report final updates on progress toward 2014–2015 priorities as well as identification of priorities and action plans for 2015–2016.

December Completed strategic planning publication with goal accomplishments for 2014–2015 and priorities for 2015–2016.

## 2016

February Institutional Accreditation and Effectiveness team completed reviews of the university's assessment plans and announced that the current version of TracDat system was being phased out.

March 2015–2016 Strategic Plan Progress Report goes live on DDCE 2016 website: <http://ddce.utexas.edu/2016/>.

May DDCE Strategic Plan administrator transition announced at DDCE All-Division Staff Meeting.  
  
New TracDat System Assessment Training sessions through UTLearn.

June Deadline to enter 2015–2016 unit assessment reports in TracDat platform.

October New Strategic Plan Design Team administrators presented update during All-Division Staff Meeting and announced 2016–2017 as a year for assessment, reporting, and development of new strategic plan.  
  
New strategic plan administrators are given TracDat access to programs/units associated with DDCE—including 13 administrative programs, one academic program, and the overall DDCE reporting unit.

November Implementation Team met to report final updates on progress for 2015–2016 priorities as well as discuss transition plans for the next cycle of strategic planning.



December Completed strategic planning publication with goal accomplishments for 2015–2016.

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**2017**

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January Office of Institutional Accreditation and Effectiveness (IAE) reported that 279 academic programs at UT Austin participated in the Continuous Improvement Process by loading program assessment plans and reports into TracDat. From October 2016 to January 2017, the IAE reviewed all of those plans/reports.

February Strategic Planning Design Team drafted 2011–2016 report outlines to complete assessment and report for the first five-year cycle of the strategic plan.

Notified Strategic Planning Implementation Steering Committee and Strategic Goal Area Team members of assignment for next strategic planning cycle.

March Distributed and completed division-wide survey to support planning process. Staff provided feedback on the previous strategic planning cycle to inform the next cycle.

April Completed assessment of division-wide survey findings and presented results to the vice president for diversity and community engagement.

May Completed publication of 2011–2016 overview and digital report for the 2011–2016 plan.

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## Mission, Vision, Values, Goals, and Goal Rationales

*“A robust strategic plan is the foundation for our future.”*

—Dr. Gregory J. Vincent, vice president for  
diversity and community engagement

### Mission Statement

The Division of Diversity and Community Engagement advances socially just learning and working environments that foster a culture of excellence through diverse people, ideas, and perspectives. We engage in dynamic community-university partnerships designed to transform our lives.

### Vision Statement

The Division of Diversity and Community Engagement, as a national model, will strengthen the university’s academic and engagement mission by fostering a culture of excellence and social justice for the success of students, faculty, staff, alumni, and the community.

### Value Statements

**DIVERSITY:** Demonstrating respect for all individuals and valuing each perspective and experience.

**COMMUNITY ENGAGEMENT:** Learning and working collaboratively with community members and organizations to achieve positive change.

**INCLUSION:** Breaking down barriers to meaningful participation and fostering a sense of belonging.

**INTEGRITY:** Setting high standards of professional ethics and being consistent in principles, expectations, and actions.

**LEADERSHIP:** Guiding and inspiring people and organizations toward excellence.

**PARTNERSHIPS:** Cultivating mutually beneficial internal and external relationships built upon trust, cooperation, and shared responsibility.

**SOCIAL JUSTICE:** Challenging injustice and working toward an equitable society in which all enjoy equal rights and opportunities.

## Strategic Goals

**CAMPUS CULTURE:** Advance efforts to create a more inclusive, accessible, and welcoming culture on campus.

**COMMUNITY ENGAGEMENT:** Cultivate mutually beneficial community-university partnerships that further the mission of the university to serve Texas and beyond with an emphasis on historically and currently underserved communities.

**PRE-K–GRADUATE/PROFESSIONAL SCHOOL PIPELINE:** Create a successful pathway for first-generation and underrepresented students as they progress from pre-K through graduate and professional school.

**RESEARCH AND BEST PRACTICES:** Serve as a national model for the creation of knowledge and best practices for diversity and community engagement through innovative scholarship, teaching, policy development, programs, and services.

## Strategic Goals, Objectives, Objective Implementation Plans, Methods, Instruments, and Criteria

**CAMPUS CULTURE STRATEGIC GOAL:** Advance efforts to create an inclusive, accessible, and welcoming culture on campus.

**CAMPUS CULTURE STRATEGIC GOAL RATIONALE:** The DDCE cultivates an inclusive campus culture that actively and intentionally engages diverse people, ideas, and perspectives to create a vibrant learning and working environment. The DDCE accomplishes this by sustaining and advancing efforts to develop a pervasive culture of inclusion in all facets of life at The University of Texas at Austin. By breaking down barriers and challenging injustices, the DDCE transforms campus culture to one in which all individuals draw strength from the university's collective diversity. This transformation fosters success and a greater sense of belonging and respect.

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### Objective 1

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By 2016, the DDCE will have increased workforce and student body access to knowledge of and appreciation for the intention, purpose, and reason for implementing current laws and policies regarding inclusion, equity, and accessibility.

## Objective Implementation Plan

- Review federal, state, and local laws and university policies that establish the university's responsibilities regarding inclusion, equity, and accessibility so as to understand the spirit and intent of these laws and policies.
- Review best practices employed by other universities to promote a culture of compliance and inclusion.
- Develop content for existing workforce trainings and orientations, which will work to foster a culture of inclusion and accessibility.
- Provide educational opportunities that convey the intention behind laws and policies.

## Methods/Evidence

- Curricula for educational opportunities across campus that incorporate diversity and compliance education information
- Attendance record of DDCE educational and training events
- Content developed by DDCE present in existing workforce trainings and orientations

## Instruments

- Tracking of course content
- Tracking of audience attendance
- Tracking of DDCE-developed content presence in existing workforce trainings and orientations

## Criteria

- There will be a 10 percent increase of diversity and compliance education in curricula for educational opportunities.
- There will be a 25 percent increase in audience attendance at DDCE educational and training events.
- There will be DDCE-developed content present in at least two workforce trainings and/or orientations.

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## Objective 2

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By 2016, DDCE will have increased diversity initiatives across campus that promote an inclusive, accessible, and welcoming culture at UT Austin.

### Objective Implementation Plan

- Implement a comprehensive campus climate assessment system to regularly evaluate the climate at UT Austin as experienced by all sectors (including but not limited to people of color, women, LGBT communities, people with disabilities, people from disadvantaged socio-economic status, working families, and nontraditional students) of the campus community.
- Identify and catalog all diversity initiatives and collaborations currently on campus, and develop an internet portal to display diversity initiatives on campus.
- Engage a campus-wide committee in the development, implementation, and evaluation of a comprehensive plan that advances university-wide diversity initiatives.
- Establish long-term sustainable mechanisms for institutionalizing cross-community building opportunities that enhance the likelihood of individual development beyond tolerance and acceptance to inclusion and social justice advocacy.
- Provide educational opportunities that promote a greater understanding of social justice issues to the campus community.
- Utilize the Campus Climate Response Team (CCRT) as a mechanism that develops, tracks, and implements responses to campus climate incidents that impact the UT Austin community and promotes the importance of a more inclusive, accessible, and welcoming community (i.e. cultivating a zero-tolerance for bias culture at UT Austin).

### Methods/Evidence

- A comprehensive campus climate assessment system
- Responses from DDCE/diversity/climate related questions found in existing student and workforce surveys
- An internet portal to display diversity initiatives on campus
- A campus-wide diversity plan
- Positive presence of diversity issues and educational stories in campus media outlets
- Collaboration with non-DDCE units in programs and educational opportunities that foster an inclusive, accessible, and welcoming culture on campus

## Instruments

- Data from campus climate assessment system
- Survey questions regarding climate and culture at UT Austin
- Focus group data
- Tracking of diversity issues and educational stories in campus media outlets
- Tracking of collaboration with non-DDCE units on programming and cross-community building initiatives

## Criteria

- A percentage of students, benchmarked by a pilot survey, will report experiencing an inclusive, accessible, and welcoming campus culture at UT Austin.
- Focus group data will reveal that a majority of historically marginalized sectors of the campus community are experiencing an inclusive, accessible, and welcoming campus culture at UT Austin.
- There will be a consistent positive presence of diversity issues and educational stories in campus media outlets.
- There will be a 10 percent increase in collaboration with non-DDCE units on programming and cross-community building initiatives.

**COMMUNITY ENGAGEMENT STRATEGIC GOAL:** Cultivate mutually beneficial community-university partnerships that further the mission of the university to serve Texas and beyond with an emphasis on historically and currently underserved communities.

**COMMUNITY ENGAGEMENT STRATEGIC GOAL RATIONALE:** The University of Texas at Austin fulfills its core mission of serving the people of Texas as a catalyst for positive social change. The DDCE works to accomplish this goal by leveraging the university's intellectual resources to cultivate mutually beneficial partnerships that address significant issues in Texas communities. DDCE reaches beyond the campus walls and contributes to a synergy among community engagement initiatives that extend from the academic colleges, schools, and administrative units to community members and organizations. The resulting collaborative partnerships lead to dynamic community-university initiatives that promote equity, access, and social justice.

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## Objective 1

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By 2016, the DDCE will be the major portal of information for campus-wide community engagement initiatives.

### Objective Implementation Plan

- Convene workgroup to continue the efforts initiated with the launch of the community engagement web portal.
- Develop relationship management system in which information collected from university colleges, schools, and units (CSUs) (including, but not limited to, community engagement initiative information, staff contact for initiative, geographic area or population served, number of community members served) is housed.
- Develop protocol for ongoing transfer of information, including catalog of all vice presidential and unit partnerships and collaborations, from relationship management system to community engagement portal site.
- Implement quality control systems to ensure that community engagement initiative information and community engagement web portal content are updated and reliable.
- Coordinate with University Communications to develop additional web portal attributes and to enhance existing tracking system on the community engagement web portal to capture internal and external inquiries.
- Develop communications plan for community engagement web portal.

### Methods/Evidence

- Catalog of community engagement initiatives
- Community engagement web portal site containing campus-wide community engagement initiatives
- Documentation of quality control system for community engagement initiative information
- Documentation of metrics regarding use of web portal

## Instruments

- Measurement and comparison of rate of internal and external online portal participation identified by tracking system
- Compilation of amount of information provided by tracking system about primary areas of interest and possible need for expanding community engagement resources
- Survey to capture satisfaction with the community engagement portal site
- Administration of online survey of end-users to capture satisfaction with the community engagement portal site

## Criteria

- 100 percent of DDCE units have a link to the community engagement web portal on their webpages.
- 100 percent of campus-wide community engagement information collected will be reviewed and updated annually on the community engagement web portal.
- There will be a 25 percent increase in both number of website visits and length of stay over 2011 baseline data.
- 90 percent of CSUs will rate community engagement portal site as useful.
- 90 percent of end-users will rate community engagement portal site as useful.

## Objective 2

By 2016, the DDCE will strengthen and increase the number and scope of mutually enriching community-university partnerships that provide opportunities for connections between the intellectual resources of the university and the priorities of the community.

## Objective Implementation Plan

- Convene a Community Engagement Taskforce (CET), including representatives from each DDCE unit, to define, inventory, and expand community and university partnerships.
- Establish guidelines for partnership evaluation and stewardship system that is best able to measure the effectiveness or mutual benefit of the partnership as well as the roles of individual units in each partnership.



- Create process for receiving and making recommendations for future community engagement partnerships to be used to develop and implement an outreach plan for potential partners.
- Develop a print and an online application form for formalizing a partnership request with community engagement portfolio.
- Analyze changes in partnerships to recommend continued growth if appropriate.
- Implement newly developed community engagement partnership plan division-wide including review, documentation, evaluation/assessment, outreach plans and implementation, and stewardship processes.

## Methods/Evidence

- Inventory of current partnerships for OVP and units
- Evaluation system for partnerships
- Outreach plan addressing future partnerships
- Print and online application
- Division-wide partnership plan

## Instruments

- Survey of community-university partners to measure how partnership resources were used
- Database of total number of people or communities served
- Record of legislative and/or administrative policies advanced through partnerships, as identified by tracking system
- Number and type of faculty and student collaborations resulting from community-university partnerships identified by tracking system
- Number and type of research opportunities resulting from community-university partnerships
- Measurement tool to determine the parameters for appropriate community partnerships and sponsorship levels throughout DDCE units

## Criteria

- 90 percent of all partnership reporting will use the tracking system and survey.
- 80 percent of all DDCE unit community partnerships will utilize the partnership reporting and stewardship process developed by their respective units.
- There will be a 25 percent increase in number and scope of community partnerships throughout DDCE from the 2011 levels.

## Objective 3

By 2016, the DDCE will have a comprehensive community relations program.

## Objective Implementation Plan

- Reaffirm university commitment to repairing fragmented relationships with historically and currently underserved communities.
- Administer questionnaire to community partners and other community members to assess current sentiment about the university.
- Seek recommendations from DDCE Austin Community Advisory Council on ways to improve community access to university resources and assess perceived barriers to access.
- Use feedback to create an action plan for making university resources more accessible to the community.
- Develop a “Good Neighbor” subcommittee within the DDCE Austin Community Advisory Council consisting of students, local residents, and business owners in campus communities to help improve communication between these groups.
- Hold open forums in the community to discuss community-university relations.
- Hold quarterly events in the Austin community to foster positive relationships.
- Use data collected from community partnerships to develop a statewide model for community-university partnerships.

## Methods/Evidence

- Working brief documenting the relationship between the university and the community
- Report from DDCE Austin Community Advisory Council on quality of community access to university resources

- Number of projects or programs being hosted in the community
- Model for community-university partnerships

## Instruments

- Checklist for the number of goals completed in regard to developing a comprehensive community relations program
- Catalog of number of community programs hosted by the DDCE

## Criteria

- The DDCE will have compiled data outlining its relationship between the university and the local community as well as discuss efforts the university is taking to be a “good neighbor.”
- Observe a 5 percent annual increase over baseline data each year on all those surveyed that rate the university satisfactorily on a five-point Likert scale assessment of community relations.

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**PRE-K–GRADUATE/PROFESSIONAL SCHOOL PIPELINE STRATEGIC GOAL:**  
Create a successful pathway for first-generation and underrepresented students as they progress from pre-K through graduate and professional school.

**PRE-K–GRADUATE/PROFESSIONAL SCHOOL PIPELINE GOAL**

**RATIONALE:** The growing number of children from underrepresented groups who are entering the Texas educational pipeline deserve both the opportunity to enroll in college and the chance to thrive there. To this end, the DDCE is committed to increasing the success of students throughout the pre-K–graduate/professional school pipeline. The DDCE’s pre-college initiatives reach communities statewide to foster a culture of academic success for students from first-generation or low-income families or those who attend high schools that are underrepresented in higher education. Some initiatives offer incentives and support for academic success, while others provide dual high school and college credit, tutoring, mentoring, and interactive conversations with families about what it takes for students to be ready for college. Once these students are enrolled in The University of Texas at Austin, DDCE programs offer the academic support, mentoring, and tutoring they need to succeed at a tier-one university, obtain research experience, and gain exposure to graduate school. Together these aligned initiatives provide a continuous pathway for students to achieve their highest postsecondary goals.

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## Objective 1

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By 2016, the DDCE will have alignment of services among the division's pre-college and college units.

### Objective Implementation Plan

- Create a workgroup, the DDCE Pipeline Council, to identify and align all pre-college and college units in the division.
- Leverage support across programs and manage overlap/duplication of services through partnerships that include but are not limited to the Office of Admissions, Sanger Learning Center, UT Counseling and Mental Health Center, College of Natural Sciences, and participating school districts.
- Create an annual pipeline day-long retreat to design the alignment process for all pre-college and college units in the division.
- Create criteria to establish benchmarks for alignment.
- Develop a research-based conceptual model to illustrate the process of serving students through transitional points within the DDCE pipeline to ensure alignment.
- Expand the middle school component to bridge the existing gap between elementary and secondary pre-college units in the division.

### Methods/Evidence

- A rubric of program requirements to align the division's pre-college and college units
- Number of annual pipeline retreats for the division's pre-college and college units
- Number of programs aligned
- A framework that visually represents how all of the pre-college and college units in the division are aligned
- Number of newly created middle school programs

### Instruments

- Program requirements rubric
- Program-by-program growth plan to establish unit capacity

- Executive Summary of annual retreat proceedings
- Conceptual model of program alignment process
- Alignment framework to serve as a visual representation of the conceptual model for the success of targeted students within the division's pre-college and college units
- Middle school memoranda of understanding

## Criteria

- The majority of the pre-college and college units in the division will be represented on the alignment framework, where appropriate.
- One annual pipeline day-long retreat will be conducted for the division's pre-college and college units.
- At least one new target middle school will be served each year.

## Objective 2

By 2016, the DDCE will solidify a pipeline to continuously serve eligible students within the division's full continuum of pre-college and college success programs and opportunities.

## Objective Implementation Plan

- Develop a coordinated recruitment plan through the DDCE Pipeline Council, based on the capacity of the division's pre-college and college units.
- Create an annual pipeline day-long retreat to enhance staff knowledge of best practices among programs serving first-generation and low-income college students.
- Create or purchase an automatic admission and tracking system for eligible students to matriculate through pre-college and college units.

## Methods

- Number of eligible students that are recruited into the division's pre-college and college units
- Number of pipeline retreats for the division's pre-college and college units
- Number of program applications submitted by eligible students

## Instruments

- Program applications
- Executive summary of annual pipeline retreat
- DDCE Pipeline Council reports

## Criteria

- One annual pipeline day-long retreat will be conducted for the division's pre-college and college units.
- 50 percent of eligible DDCE program participants will successfully complete and submit an application to the next appropriate program within DDCE pre-K–graduate/professional school pipeline.
- 25 percent of all eligible DDCE students will matriculate into subsequent pre-college units within the division.
- 25 percent of students in pre-college units who enroll at UT Austin will be served by DDCE college units within the division.

## Objective 3

By 2016, the DDCE will increase the retention rate of eligible students who participate in the division's pipeline programs, with an emphasis on matriculation to and enrollment at The University of Texas at Austin.

## Objective Implementation Plan

- Develop a coordinated retention plan through the DDCE Pipeline Council.
- Engage pre-college and college unit staff with student participants and appropriate school partners on a consistent basis.
- Provide university campus opportunities to encourage first-generation/underrepresented students' matriculation through higher education.

## Methods/Evidence

- Number of students retained in the pipeline
- Number of activities/events for student participants
- Number of activities/events for school partners

## Instruments

- Program database or tracking system
- Event database or tracking system

## Criteria

- 80 percent of students in the division's pre-college units will be retained through program completion.
- 80 percent of students in the division's college units will be retained through program completion.
- 25 percent of eligible students in appropriately aligned pre-college units will be retained in the division's pipeline through college unit enrollment.

**RESEARCH AND BEST PRACTICES STRATEGIC GOAL:** Serve as a national model for the creation of knowledge about and best practices for diversity and community engagement through innovative scholarship, teaching, policy development, programs, and services.

**RESEARCH AND BEST PRACTICES STRATEGIC GOAL RATIONALE:**

Expanding knowledge and inspiring discovery are at the heart of The University of Texas at Austin, which leads the nation in producing intrepid researchers and innovative scholars whose impact resonates throughout Texas and beyond. DDCE advances the university's excellence in research by collecting and disseminating vast knowledge about the value of academic and campus diversity and community engagement. The DDCE also supports engaged scholarship with community roots, encourages research in campus and community learning and working environments, and implements best practices toward achieving academic and campus diversity. By sharing its knowledge—whether by publishing in journals and books, engaging in policy discussions, or presenting findings to local groups or audiences far and wide—The DDCE

provides solutions to critical issues in higher education and exerts a positive impact on students, faculty, staff, policymakers, and communities everywhere.

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## Objective 1

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By 2016, there will be an increase in research-related activities across all DDCE units and departments.

### Objective Implementation Plan

- Appoint one-year planning committee consisting of DDCE faculty and staff who have expertise in research, methodologies, policy, scholarship, instructional design, and programming that collects existing data regarding innovative scholarship, teaching, policy development, programs, and services (“research”).
- Articulate functions of a sustainable research committee/positions to support division-wide research efforts as consultants.
- Establish strategic plan per unit for research activities, mindful of each unit’s work.
- Establish complete working research agenda per unit.
- Determine core data to be gathered from all units to demonstrate units’ effectiveness and develop publications of these data in various formats, including, but not limited to, peer reviewed articles, book chapters, technical papers or reports, policy briefs, foundation papers, and letters of inquiry to potential funders, for relevant audiences affected by units’ work.
- Support data collection and analysis conducted within each DDCE unit and creation of research documents for audiences chosen by unit.
- Create database of potential internal and external outlets for research.
- Create annual report on DDCE unit research-related efforts.
- Undertake self-assessments regarding consultations and services provided.

### Methods/Evidence

- List of existing research, data sources, and possible distribution outlets
- Summary by Planning Committee of meeting notes, attendance, key points and distribution of a brief report
- Position description for Research Committee/Positions



- Strategic plan for DDCE units' potential research objectives, methodological approaches, assessment instruments, and publishing outlets
- Working research agendas for DDCE units
- Written approval of the Research Committee/Positions strategic plan
- Minutes from meetings between Research Committee/Positions and DDCE key staff
- Outline of core data for relevant audiences affected by units' work
- Database of potential outlets for research
- Annual report by Research Committee/Positions
- Survey created by Planning Committee for Research Committee/Positions self-assessment

## Instruments

- Planning Committee research list of existing research (even if none) made available electronically for use by appointed Research Committee/Positions
- Research Committee/Positions appointment tenure, responsibilities, meeting schedule and areas of expertise defined in Planning Committee report
- DDCE units' strategic plan and working research agendas created within one year of working with Research Committee/Positions
- Planning Committee-designed assessment survey completed annually by Research Committee/Positions, results of which are submitted to senior staff and vice president
- Research Committee/Positions annual progress report indicates research-related activities have been pursued by 100 percent of DDCE units
- Rubric for content for relevant audiences affected by units' work

## Criteria

- 80 percent of DDCE units have developed strategic plan.
- 80 percent of DDCE units have developed working research agenda.
- 80 percent of DDCE units identify three potential outlets for existing or planned research that may include local, state, and national sources.
- 80 percent of DDCE units develop a prospective research agenda that includes annual delivery of research in printed, electronic, or presentation format.

- 80 percent of DDCE units identify the core content for relevant audiences affected by units' work.
- Annual progress reports indicate that 50 percent of each DDCE unit's research agenda is delivered on time to its intended outlets.

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## Objective 2

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By 2016, each DDCE unit/program will increase the sharing of research-related knowledge both internally and externally.

### Objective Implementation Plan

- Identify completed research within each DDCE unit.
- Identify audiences and outlets that research seeks to reach.
- Establish a new entity or expand the capacity of an existing unit to serve as a clearinghouse that stores, tracks, and publicly distributes DDCE research in an accessible manner.
- Make efforts to align the resources stored in the clearinghouse so that DDCE staff can easily utilize the data shared across all units.
- Disseminate core unit data to relevant audiences affected by units' work.
- Disseminate chosen unit data to other relevant audiences.
- Identify members in each DDCE unit that will be responsible for updating and making research accessible through the clearinghouse.

### Methods/Evidence

- Minutes from regular meetings between Research Committee/Positions and clearinghouse representatives
- Minutes from meetings hosted by clearinghouse representatives between DDCE research method experts and university-wide entities, educators, policy makers, community groups, etc. throughout the academic year
- List of possible funding sources for DDCE research-related activities
- List of potential research outlets posted on a listserv to which each DDCE unit representative subscribes
- DDCE webpage and blog with current and potential research and funding opportunities

## Instruments

- All minutes from meetings of clearinghouse representatives and research method experts made available to DDCE units
- All minutes from meetings facilitated by clearinghouse representatives made available to DDCE units
- Rubric for content to be posted on listserv, including number and frequency of listings
- Rubric for content for relevant audiences affected by units' work
- Rubric for content on clearinghouse webpage or blog, and what is considered "up-to-date"

## Criteria

- Majority of Research Committee/Positions and clearinghouse representatives present at all meetings, as indicated by meeting participant list.
- 70 percent of all DDCE units are represented at any meetings facilitated by the clearinghouse representatives that bring in diverse communities, as indicated by meeting participant list outlined by committee.
- List of potential research outlets will be posted to listserv once a month and will include a minimum of five listings.
- 80 percent of DDCE units provide a working list of existing research outlets.
- Within 30 days of its creation, clearinghouse is appropriately integrated into the larger DDCE organizational chart.
- 80 percent of DDCE units provide a working list of existing and potential research and relevant audience(s) and forums to the clearinghouse.
- List of research opportunities made available on clearinghouse will be up-to-date 75 percent of time.

## Goal Objectives Five-Year Accomplishment Highlights

### Campus Culture

Advancing efforts to create an inclusive, accessible, and welcoming culture on campus.

#### Objectives

- Increase knowledge of laws and policies regarding inclusion, equity, and accessibility.
- Increase campus initiatives that promote an inclusive, accessible, and welcoming culture.

Academic Year	Accomplishment Highlights
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#### 2011–2012

- Launched the Campus Climate Response Team (CCRT) as a mechanism to develop, track, and implement coordinated university responses to bias incidents.
- Developed partnership and diversity planning framework with College of Fine Arts (COFA) and the Fine Arts Diversity Committee (FADC).
- Reviewed federal, state, and local laws and university policies that establish the university's responsibilities regarding inclusion, equity, and accessibility.

#### 2012–2013

- Completed qualitative and quantitative efforts including a climate assessment with FADC to develop a comprehensive diversity plan for COFA with goals, objectives, and implementation proposals.
- Completed promotional rollout and educational component of CCRT and compiled trend data on bias incidents reported to the CCRT during its first year of operation.
- Initiated review of best practices employed at other universities to create an appreciation for the spirit and intent of laws and policies related to diversity, inclusion, and accessibility.

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## 2013–2014

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- Established the Campus Culture Council, composed of staff from across the division, to oversee implementation of the goal.
  - Provided trainings for approximately 1,040 students, faculty, and staff members, surpassing the Office of Institutional Equity's (OIE) anticipated 25 percent increase in participation.
  - Finalized the COFA diversity plan and metrics focused on recruitment and retention; academic curriculum and creative programming; and climate and culture for launching in fall 2014.
  - Developed the Strategic Initiatives Faculty Inclusive Search and Recruitment Toolkit and Strategic Initiatives Faculty Retention Toolkit to advance efforts to increase the diversity of faculty across campus.
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## 2014–2015

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- Piloted the Student Social Justice Education Initiative, based out of the Multicultural Engagement Center, as an active and intentional cross-community building initiative for students.
  - Facilitated five Inclusive Classrooms Leadership Certificate Seminars for teaching assistants and assistant instructors after piloting initial seminar in partnership with the Graduate School.
  - Partnered with College of Natural Sciences to implement inclusive recruitment best practices resulting in an increase of women and faculty of color interviewed and hired.
  - Collaborated with Executive Vice President and Provost Office to create campus-wide Council for Racial and Ethnic Equity and Diversity (CREED) focused on recruiting, retaining, and advancing a racially and ethnically diverse faculty.
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## 2015–2016

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- Developed content for existing workforce trainings including: PN6o6: Hiring Talent for Diverse Work Environment, and PN6o6: The Inclusive Workplace in collaboration with HRS.
- OIE's mission expanded to include new core functions. New website and collateral was developed to reflect mission, purpose, and broader scope.
- Diversity Education Initiatives (DEI) presented 23 workshops including an Inclusive Classrooms Leadership Certificate Seminar for 50 TAs in COFA.

- OIE staff continued to serve on CREED and to promote recruitment and retention toolkits via academic administrator workshops, and meetings with COFA, College of Natural Sciences, College of Communication, College of Education, and the School of Engineering.

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## Community Engagement

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Cultivating mutually beneficial community-university partnerships that further the mission of UT Austin to serve Texas and beyond, with an emphasis on historically and currently underserved communities.

### Objectives

- Become the major portal of information for campus-wide community engagement initiatives.
- Strengthen and increase the number and scope of community-university partnerships.
- Develop a comprehensive community relations program.

Academic Year	Accomplishment Highlights
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#### 2011–2012

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- Convened Community Engagement Web Portal Workgroup (CE Workgroup) to identify most effective framework for updated portal, develop criteria for future information to be included, and identify campus-wide content providers.
- Assembled a division-wide Community Engagement Taskforce (CET) to define and inventory community-university partnerships and examine stewardship systems.
- Reaffirmed university commitment to repairing fragmented relationships with historically and currently underserved communities via multiple avenues such as division-wide community initiatives, community leadership awards programs, community and professional organization leadership positions, and division-wide communications platforms such as the “Celebrations and Partnerships” publication.

#### 2012–2013

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- Development of web portal by gaining university-wide support for updated portal supporting mechanisms with key University Communications staff and campus-wide content providers.

- Created division-wide partnering guidelines and reviewed sponsorship process for community organizations requesting affiliation with or support from the division for community engagement related partnerships.
  - Utilized insight gained in creation of above process to begin development of a community engagement plan for future initiatives and partnerships.
  - Continued reaffirmation of university commitment to repairing fragmented relationships with historically and currently underserved communities through division-wide community initiatives, programs, organization leadership positions, and communications platforms along with DDCE Austin Community Advisory Council.
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### 2013–2014

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- Convened the CET to redefine, inventory, and expand community and university partnerships in collaboration with key university administrative units.
  - Implemented a print application process for external and internal division-wide partnership requests.
  - Developed and distributed publications including Celebrations and Partnerships, affirming the university's commitment to underserved communities, and Thematic Faculty Initiative: Diversity and Community Engagement Through Teaching, Research, and Service, representing work of DDCE affiliated faculty.
  - Developed the Community Compass initiative to serve as the “Good Neighbor” subcommittee function within the DDCE Austin Community Advisory Council in order to improve community engagement, communication, and community-university relations.
  - Reviewed the system for managing external community requests for UT Austin memorabilia and continued managing the UT Austin memorabilia community relations initiative for the Office of the President and vice presidential portfolios.
  - Convened a DDCE Austin Community Advisory Council meeting where DDCE shared division-wide updates and gathered council member feedback and assessment data regarding the DDCE's commitment to diversity and community engagement through panel and roundtable discussions.
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### 2014–2015

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- Received 10-year Carnegie Foundation for the Advancement of Teaching Community Engagement Classification documenting UT Austin's activities around community engagement and public service.

- Participated in new UT Austin website launch while continuing to develop community engagement web portal design and its supporting mechanisms through collaboration with University Communications staff.
  - Continued to establish guidelines for partnership and sponsorship stewardship system that best measures effectiveness of agreements and roles of individual units.
  - Implemented DDCE Austin Community Advisory Council evaluation of partnership stewardship for the Community Engagement Plan, designed to improve community access to university resources.
  - Convened CET for President's Higher Education Community Service Honor Roll, recognizing UT Austin's role in solving community problems and participating in civic engagement via meaningful and measurable outcomes.
  - Continued reaffirmation of commitment to repair fragmented relationships with historically and currently underserved communities via community events and division-wide initiatives, programs, and platforms.
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## 2015–2016

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- Convened CE Portal Workgroup to discuss the Digital Experience Project Plan online overhaul including web portal attributes for the DIVERSITY core page web portal.
- Convened CET to continue effort of establishing division-wide guidelines and updating partnership agreements.
- CET worked with DDCE Communications on DDCE spring magazine around CE theme to highlight advancements.
- CET members evaluated faculty and student collaborations focused on The Project 2016 and President's Honor Roll application.
- CET members continued working on developing a partner survey to implement in fall 2016.
- CET members drafted CE plan incorporating components from the 11–16 strategic planning cycle including feedback from DDCE Austin Community Advisory Council.
- Convened the CET to redefine, inventory, and expand community and university partnerships in collaboration with key university administrative units. Increased partnerships from 300 to 413.
- Affirmation of university commitment given by the President and DDCE Vice President at quarterly annual community leadership awards events for Hispanic, African-American, LGBTQ, and Asian-American communities.



- Affirmation of university commitment from existing and/or new DDCE programs and services highlights: Explore UT, UIL Historical Essay Competitions, Heman Sweatt Symposium on Civil Rights, Black Student Athlete Summit, Texas Relays, UT School of Law Community Law Clinics, and the Abriendo Brecha Conference.
- Affirmation from DDCE staff highlights included: Community Advancement Network; National Association of Diversity Officers in Higher Education Board; I Live Here, I Give Here; Greater Austin Black Chamber of Commerce; Hispanic Scholarship Consortium; Goodwill Industries of Central Texas; TX Exes LGBT Alumni Network; Austin Area Urban League; Communities in Schools; and The Seedling Foundation.
- Affirmation of commitment to steward and/or collaborate with internal and external organizations to support community initiatives included: Colony Park Sustainable Community Initiative, National Black MBA, and Restore Rundberg.
- Affirmation from Community and External Relations (CER) unit which publishes the DDCE magazine Access & Excellence magazine launched/published in fall 2015 and spring 2016.
- Affirmation from CER division-wide publications for 2015–2016 include annual reports and/or briefs from: Hogg Foundation for Mental Health, Longhorn Center for School Partnerships, Longhorn Center for Community Engagement FIG Report, and the UT Charter School System annual reports.
- Community Engagement Center coordinated Community Dialogue open forums for community-university relations in fall 2016.
- The DDCE Austin Community Advisory Council survey results and additional assessment info were used to develop a statewide model for community-university partnerships as part of the CE plan.

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## Pre-K–Graduate/Professional School Pipeline

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Creating a successful pathway for first-generation and underrepresented students as they progress from pre-K through graduate and professional school.

### Objectives

- Alignment of services among the division's pre-college and college units.
- Solidify a pipeline to continuously serve eligible students within the division's full continuum of pre-college and college success programs and opportunities.
- Increase the retention rate of eligible students who participate in pipeline programs, with an emphasis on matriculation to and enrollment at The University of Texas at Austin.

## Academic Year    Accomplishment Highlights

### 2011–2012

- Created the DDCE Pipeline Council to identify and align all pre-college and college units in the division.
- Identified campus units and programs that are partners with Pipeline Council units and began meeting with partners to discuss recruitment, services, and resource sharing to leverage support across programs and manage duplication of services.
- Created an annual pipeline day-long retreat to initiate design of the alignment process for all pre-college and college units in the division and to share local, regional, and national best practices for serving first-generation and low-income college students.
- Developed criteria to establish benchmarks for alignment across all DDCE pre-college and college units.
- Engaged pre-college and college unit staff with student participants and appropriate school partners on a consistent basis through unit/program events and activities.
- Collected from pipeline units with curriculum component student performance data such as recruitment outcomes, participant semester GPA, first-year retention, and six-year graduation rate.

### 2012–2013

- 66 percent of eligible DDCE program participants successfully completed and submitted an appropriate program application with the pipeline (exceeding the standard of 50 percent).
- 67 percent of eligible DDCE students matriculated into subsequent pre-college units within the division (exceeding the standard of 25 percent).
- 100 percent of students in pre-college units who enrolled at UT Austin were served by college units within the division (exceeding the standard of 25 percent).
- 97 percent of students in the division's pre-college units were retained through program completion (exceeding the standard of 80 percent).
- 54 percent of eligible students in appropriately aligned pre-college units were retained in the division's pipeline through college unit enrollment (exceeding the standard of 25 percent).
- Launched an annual meeting with campus partners to discuss recruitment, services, and resource sharing to leverage support across programs and to manage duplication of services.

- Launched an annual meeting to discuss benchmark alignment across all pre-college and college units in the division.
  - Developed and initiated a coordinated recruitment plan through the DDCE Pipeline Council, based on the capacity of the division's pre-college and college units.
  - Hosted 92 UT Austin campus events/activities for student participants in pipeline programs.
  - Engaged pre-college and college unit staff with student participants and appropriate school partners on a consistent basis through 89 unit/program events and activities.
  - Examined academic curriculum within and across the pipeline programs to assess overall curriculum alignment.
  - Hosted DDCE Pipeline Appreciation Reception for UT Austin campus and community partners.
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### **2013–2014**

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- 100 percent of students in pre-college units who enrolled at UT Austin were served by college units within the division (exceeding the standard of 25 percent).
  - Longhorn Center for School Partnerships (LCSP) expanded middle school outreach by hosting the day-long “Hook ‘Em on Education” event on UT Austin’s campus for 62 students from two AISD middle schools, providing exposure for incoming high school students to campus, admissions office, and academic support options.
  - 44 percent of eligible DDCE students matriculated into subsequent pre-college units within the division (exceeding the standard of 25 percent).
  - Hosted 188 UT Austin campus events/activities for student participants in pipeline programs.
  - Examined annual LCSP meeting with UT Austin partners to assess effectiveness with new and current partners.
  - Hosted 51 events/activities for school partners through the pipeline programs.
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### **2014–2015**

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- Received multi-year grant from Law School Admission Council to create DiscoverLaw.org PLUS, a partnership between Huston-Tillotson, UT Law, and DDCE. (Inaugural session held during summer 2015).
- Conducted strategic meetings with deans and associate deans of all colleges across UT Austin’s campus to coordinate services that impact students, including the sharing of student performance data.

- Launched collaboration between pre-college units and admissions to promote Texas Advance, a scholarship initiative supporting “hard-working, economically disadvantaged” high school students in Texas.
  - Updated recruitment/retention plan during retreats and emphasized expanding Academic Diversity Initiatives (ADI) partnerships to enhance collective impact of pipeline.
  - Started process of simplifying data collection methods and standardizing reported content across ADI units to provide fuller portrait of implementation of pipeline priorities.
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## 2015–2016

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- Directly served nearly 44,000 pre-college and college students.
  - Hosted over 400 on-campus and over 655 off-campus events for over 32,000 students. Number of events was over 1,900 when counting Advise Texas events including college visits, representative visits, parent workshops, student workshops, FAFSA trainings and workshops, and application drives for freshmen through senior high school students in 21 campuses.
  - Nearly 16,000 student service/volunteer hours logged, largely within Longhorn Center for Community Engagement (LCCE). The utvolunteers.org site registered nearly 20,000 volunteers, up 11 percent from previous year.
  - Across Outreach Centers, 554 students applied, 330 were admitted, and 174 enrolled at UT Austin. Over 1,500 more attended other institutes of higher education.
  - Dr. Leonard Moore, senior associate vice president of the DDCE, continued leading recruitment of underrepresented students to UT Austin.
  - Creation of MathBridge and Monarch Scholars. Plans to expand DiscoverLaw.org PLUS.
  - Building the STEM and Healthcare Pipelines, which launches in fall 2017. Currently funding.
  - Transition from CoPilot to Smartsheet for student data management.
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## Research and Best Practices

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Serving as a national model for the creation of knowledge about and best practices for diversity and community engagement through innovative scholarship, teaching, policy development, programs, and services.

## Objectives

- Increase in research-related activities across all DDCE units and departments.
- Increase in the sharing of research-related knowledge both internally and externally.

## Academic Year | Accomplishment Highlights

### 2011–2012

- Appointed one-year planning committee consisting of DDCE faculty and staff who have expertise in research, methodologies, policy, scholarship, instructional design, and programming.
- Collected existing data regarding innovative scholarship, teaching, policy development, programs, and services (“research”) within the DDCE.
- Developed and reviewed a 15-page report of the research and publication opportunities completed by DDCE units and portfolios in the past five years.
- Articulated functions of a sustainable Research Committee to support division-wide research efforts and appointed DDCE faculty and staff from across the division to serve on this standing committee.

### 2012–2013

- Developed a pilot study to create DDCE unit working research agendas that is a streamlined individualized plan that clearly articulated the research and best practices goals of a unit. Four DDCE units participated in the pilot study.
- Provided opportunities for staff to expand their knowledge about research, methodologies, and tools through consultations and professional development with DDCE research experts.
- Developed and launched the Research and Best Practices website, including a form for DDCE units to submit their research and publication accomplishments and requests for research assistance.
- Developed a DDCE Experts List, which included a listing of faculty experts and seasoned practitioners who can speak with expertise on topics related to diversity and community engagement.

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## 2013–2014

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- Expanded work with units piloting working agendas, which are streamlined individualized plans that clearly articulate the research and best practices goals of each unit, from four units to six units, now piloting working agendas.
  - Provided assistance to units piloting working agendas, including; identification of research and/or best practice objectives, methodological approaches and/or assessment instruments, and identification of potential communication/publishing outlets.
  - Worked in partnership with the Gender and Sexuality Center (GSC) to develop a Peers for Pride Program research project, which served as a pilot to inform future efforts by the Research and Best Practices Committee in researching and evaluating unit programming efforts.
  - Accepted to present Peers for Pride research project at nationally respected conferences including the Association for the Study of Higher Education (ASHE) and University Council for Educational Administration (UCEA).
  - Worked in partnership with the CCRT to develop a research project about bias response teams at institutions of higher education.
  - Accepted to present bias response team research at the following international conferences: Association for the Study of Higher Education (ASHE), National Association of Student Personnel Administrators (NASPA), and American Educational Research Association (AERA).
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## 2014–2015

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- Worked in partnership with the GSC to develop a plan to disseminate findings from the Peers for Pride program research project and to establish a research process that will serve as a model for how the committee will work with other DDCE units.
- Participated in the 2015 Peers for Pride final performance and shared findings from their research study, determining how participating in the Peers for Pride program impacted the lives of facilitators.
- Published the book chapter, “Exercising Agency in the Midst of Racial Battle Fatigue—A Case for Intragroup Diversity,” in K. Varner, K. Albert, R. Mitchell & C. Allen (Eds.) book titled “Racial Battle Fatigue: Difference and Division in Higher Education.”
- Research results from the Bias Response Team Study featured in *The Chronicle of Higher Education* (April 21, 2015).

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## 2015–2016

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- Representatives from our largest student program unit, ADI presented research at more than seven national conferences.
  - Published in peer-reviewed journals such as the *Journal of College Student Development* and *Journal of Student Affairs Practice*.
  - Faculty Fellows launched an accessible, web-based repository, The Black Male Education Research Collection.
  - Representative conferences DDCE organized and sponsored included: Abriendo Brecha Activist Scholarship Conference, Black Student Athlete Conference, and the Heman Sweatt Symposium on Civil Rights.
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