

**REPORT OF THE TASK FORCE  
ON RACIAL RESPECT AND FAIRNESS  
JANUARY 2004**

## **Members of the Task Force**

**Dr. Darlene Grant, Chair**

*Associate Professor*  
School of Social Work

**Ms. Lorraine E. Branham**

*Director and Professor*  
School of Journalism

**Mr. Philemon Brown**

*Senior Program Coordinator*  
*Organizational Diversity & Development*  
Division of Housing & Food

**Dr. Neil Foley**

*Associate Professor*  
Department of History

**Dr. E. T. "Ted" Gordon**

*Director*  
Center for African and African-American Studies

**Ms. Nancy J. McCowen, Staff**

*Executive Assistant to the President*  
Office of the President

**Ms. Linda H. Millstone**

*Deputy to the Vice President*  
Equal Opportunity Services

**Dr. Pat Wong**

*Associate Professor*  
LBJ School of Public Affairs

**Students**

**Mr. A. Richard Garcia**

*Student*  
School of Law

**Mr. R. B. "Rusty" Ince**

*Student, Psychology Major*  
College of Liberal Arts

**Ms. C. M. "Cookie" Peterson**

*Student, Sociology Major*  
College of Liberal Arts

**Ms. M. S. "Mandy" Price**

*Student, Finance Major*  
College of Business Administration

**Mr. Kevin M. Robnett**

*Student, English Major*  
College of Liberal Arts

**Ms. Rosalinda Ruiz**

*Student, Ethnic Studies Major*  
College of Liberal Arts

**Mr. Charles Forkey, Staff Assistant to Chair**

*Student, Social Work Major*  
School of Social Work

## I. INTRODUCTION

Consistent with the University's stated mission, *to transform lives for the benefit of society*, and in response to broad calls for administrative and institutional changes prompted by several racially charged incidents on campus, President Faulkner convened the Task Force on Racial Respect and Fairness in March 2003. Issues of diversity are important issues that this nation, state, and University will continue to face, and as a leader of academic excellence in higher education, UT is poised to be a model for preparing culturally competent leaders.

The Task Force on Racial Respect and Fairness met thirteen (13) times over the spring 2003 semester and twelve (12) times during the summer. As part of the President's charge, the Task Force was asked to address three issues:

1. Review relevant procedures of the UT Police Department and examine the cross-cultural educational programs available to our police officers.
2. Examine our ability to exert greater influence over behavioral standards of student organizations.
3. Examine the effectiveness with which the University conveys the diversity (the "face") of our student population to the outside world.

Additionally, the President gave the Task Force permission to address any issues it deemed important to promoting racial respect and cultural diversity within the University community. While our focus was on race relations at UT, we extended our focus on a broader definition of diversity to include gender, age, religion, sexual orientation, and physical and mental ability.

The work of the Task Force on Racial Respect and Fairness builds upon over ten years of administratively appointed committees and other investigations that led to subsequent recommendations and impassioned demands for action to enhance diversity in the University. The reports reviewed span pre-and post-Hopwood eras at the University (1990 through Spring 2003). (See Appendix A for listing of reports reviewed.)

The Task Force specifically focused on the report of the Task Force on Value of Diversity, one of the five task forces established by Interim President Peter Flawn. On April 10, 1998, President Flawn transmitted to President-elect Larry R. Faulkner a report that included two overarching recommendations under the titles of (1) Presidential Initiative for 1998-99 and (2) Sustainability.

The Task Force members acknowledge that there have been some initiatives taken, including the establishment of Outreach Centers in Dallas and Houston; development of the Longhorn Opportunity Program; and, establishment of the South Texas Initiative. However, the Task Force members are deeply concerned about the lack of broader action or referral of these recommendations and the lack of communication to the public regarding any follow-

up action taken. The Task Force also questions whether there has been any serious effort to review and respond to the recommendations of the 1998 and earlier reports.

The following list of recurring themes consistently have arisen over the years and were considered by the Task Force as it formulated the recommendations contained in this report.

1. Request for the administration to take a passionate stand on diversity and inclusiveness across all aspects of the campus community.
2. Development and implementation of a public affairs and media relations strategy for portraying the inclusiveness of the campus and commitment to diversity (minus focus on stereotypes of groups-i.e., African American football and basketball players and Mexican American Mariachi, to the exclusion of Black and Mexican American Engineering and Business students).
3. Establishment of an Office of Diversity that has direct reporting and accountability to the President with the commitment of dollars to support proposals for addressing diversity on campus.
4. Establishment of a Permanent Advisory Board.
5. Provide training (via yearly online modules, for example) for faculty and staff, including leadership staff.
6. Require that the membership of departmental/unit search committees be more diverse.
7. Development of a University-wide curriculum that provides for an infusion of multiculturalism/diversity.
8. Relocate Confederate statues to a more appropriate place and add statues of more diverse figures, e.g. Barbara Jordan and Cesar Chavez.
9. Institute a multicultural course requirement.
10. Hold annual Town Hall Meetings with the President of the University in a proactive stance to debunk and demystify relational environment and multicultural efforts. This addresses the recommendation to increase opportunities for dialogue.

## II. OVERARCHING GOALS

The Task Force reviewed pre-existing reports, current literature on recruitment and retention, conducted extensive interviews with a wide range of individuals and groups throughout the UT Community (See Appendix B.), and studied statistical reports on ethnic/diversity at UT. At the same time, the Task Force monitored racial incidents and followed diversity enhancing events and initiatives on campus. It delineated numerous concerns that did not fit neatly within the framework of the President's three main charges. The members of the Task Force concluded that broader issues needed to be addressed by the University if it is to succeed in transforming the University's culture to one of racial respect and fairness, civility, inclusiveness, and equitability. Thus, the Task Force developed four overarching goals within which the presidential charges are subsumed. The four goals are:

- Goal 1: Widely Articulate the University's Commitment to Diversity and Inclusiveness.**
- Goal 2: Implement Structural and Institutional Mechanisms for Interpersonal and Cultural Change.**
- Goal 3: Increase Recruitment, Retention, and Advancement of Historically Underrepresented Students, Faculty, and Staff.**
- Goal 4: Increase UTPD's Skill in Negotiating Diversity and Inclusion Issues.**

The members of the Task Force were emphatic that the recurring recommendations submitted by previous committees be included as recommendations in this report. In addition, the Task Force strongly recommends that an Office of Diversity and Equity be established and the Vice President for Diversity and Equity be accountable for the monitoring, implementation, and reporting of the action taken on the recommendations.

**GOAL 1:      WIDELY ARTICULATE THE UNIVERSITY'S  
                  COMMITMENT TO DIVERSITY AND INCLUSIVENESS**

Articulation of the University's commitment from the President to executive officers, deans, unit chairs, faculty, staff, and students is critical. Every unit and chair should be accountable for creating an environment that values and promotes diversity and inclusiveness through word and deed. Contained within this goal is the third presidential charge: "Examine the effectiveness with which the University conveys the diversity (the "face") of our student population to the outside world." The members of the Task Force agreed that the emphasis on cultural change and the inclusive image of the University needs to begin with the President and the multitude of messages conveyed at each of the "entry points" accessed by current and future students and the general public.

1. The President should emphasize often and unequivocally the University's commitment to serve all Texas residents, particularly those who have been historically excluded from higher education in the state of Texas.
2. Include a Presidential statement of the University's commitment to diversity in a prominent position of the President's homepage and in other key publications.
3. Emphasize the value of diversity in Presidential messages to the media, on the University web site, at University forums, at meetings of the University Leadership Council and Deans' Council, and in the State of the University Address.
4. Define and include "Diversity and Inclusiveness" as an individual Core Value of the University's Mission Statement. Currently, diversity is mentioned under "individual opportunities" without explanation as to why it is an important value.
5. Create the position of "Vice President for Diversity and Equity." This person's role would be to promote and enhance diversity and inclusiveness throughout the University. The creation of this type of position has been mentioned repeatedly in the various historical reports that the group reviewed. It was apparent to the membership of the Task Force that there needs to be a high level representative to monitor the issues and recommendations contained in this report and to ensure accountability and follow-through on initiatives related to improving campus race and other diversity relations. The Vice President should be provided with adequate financial and personnel resources to carry out these functions. The VP should also seek grant, endowment, and other development support for funding the recommended initiatives and activities.

The Task Force is aware, of course, that many complex variables go into the development, implementation and institutionalization of such a position. However, the Task Force believes if the administration is committed to changing the institutional culture and building a diverse faculty and student population, it must do so by hiring a person with interest in and experience with creating a civil, respectful, and fair environment where intercultural interaction can become a reality and flourish. (A proposed position description, incorporating elements of this report is attached as Appendix C. Also included as Appendix D is the Texas A&M report regarding the creation of a similar position.)

6. Ensure that there is a representative student presence (racial/social/etc.) on decision and policymaking committees, especially those that meet with administrators; e.g., the Presidential Student Advisory Council (PSAC). The Office of the VP for Diversity and Equity could certainly provide guidance in this process.
7. Identify funding opportunities through private donations for the purpose of purchasing or commissioning art and artifacts that reflect diversity. The University of Texas at Arlington, for example, held a student competition a few years ago to paint a large canvas for the second floor of the library where they house books on multicultural topics. The wall-size painting that won the competition features students and community members--all of different ethno-racial backgrounds--sitting at a table together.
8. Provide a process for ensuring a representative community presence (racial/social/etc.) at official occasions sponsored by the President's Office including building dedications, pregame receptions, and the State of the University address.
9. Encourage the Office of Relationship Management and University Events to foster ongoing positive relationships with the full range of academic, cultural, and social organizations involving underrepresented populations that make up the University community and beyond when planning events, i.e., Explore UT and Gone to Texas.
10. Ask the Dean of Students to encourage cross-cultural programming of campus events among the registered student organizations.
11. Tailor all future public relations initiatives, e.g., "We're Texas," to demonstrate a multicultural and inclusive program that reflects the diverse residents of the state of Texas which we serve.
12. Expand publicity of the existence and accomplishments of graduate students of color to K through 12 students, faculty, and counselors across Texas to include community specific publications, such as the *Nokoa*, *Arriba*, *La Prensa*, and *The Villager*.
13. Encourage the Vice President for Public Affairs as he expands his portfolio to designate a position dedicated to enhancing the image of inclusiveness at The University of Texas at Austin. The Task Force further recommends that the Vice President make a concerted effort to identify candidates who have demonstrated the need to portray an image of "inclusiveness." We recommend that the Office of Public Affairs:

- a. Develop and enhance publications to recruit potential students from historically underrepresented groups. This would include, for example, developing University literature in Spanish. Such efforts would more effectively invite parents of prospective students into the decision-making process.
- b. Assist units in creating literature sensitive to issues of diversity in consultation with the Vice President for Diversity and Equity.
- c. Design brochures and other media that provide all students with the tools and resources available to successfully negotiate the undergraduate and graduate environment.
- d. Develop a "Diversity Resource Web site" as a center of information, materials, training tools, and links to worldwide resources. The Association of American Colleges and Universities provides assistance in developing this type of resource.

**GOAL 2:     *IMPLEMENT STRUCTURAL AND INSTITUTIONAL  
MECHANISMS FOR INTEPERSONAL AND CULTURAL  
CHANGE***

Putting structural and institutional mechanisms in place to develop programs and activities to equip all students, faculty and staff with multicultural interpersonal awareness and competence to be effective future leaders in the global community is vital to changing the culture of the institution. The purpose of this goal is to create a diverse and inclusive community that embraces and celebrates its many differences; e.g., ethnic, cultural, social, and intellectual.

Embedded in this goal is the president's charge of "Examining our ability to exert greater behavioral standards on the members of the student body and student organizations." This goal reaches across the University's environment. It ranges from personal and organizational behavior to the enhancement and creation of programs to change the academic culture of the institution.

1. Establish a comprehensive "Honor Code" that addresses interpersonal as well as academic behavior. The Task Force suggests the following actions be taken as it considers such an institutional honor code:
  - a. Define the meaning and value of "fairness and respect" in the "interpersonal" portion of the "Honor Code" rather than using language that suggests the University is attempting to legislate morality.
  - b. Recommend revisions to the Regents' Rules to be consistent with this "Honor Code" and its enforcement.
  - c. Notify incoming and prospective students that the application process requires the signing of an affidavit to be returned with their acceptance of admission. The affidavit will state that they must adhere to the principles of the "Honor Code" and understand the consequences of not abiding by them.
  - d. Establish an "Honor Council" to include students, faculty, and staff who will oversee the enforcement of the proposed "Honor Code."
  - e. Use the Annual Summer Student Leadership Retreat as a forum for developing leadership support for the "Honor Code."
  - f. Post the "Honor Code" in each departmental office and distribute it to students at orientation, during organizational meetings of sponsored and registered organizations, and in their classrooms.

2. Strengthen the language related to “honor and civility” and “fairness and respect for diversity” on forms that students sign when they register their organization(s) with the University. The form should include a reiteration of the organization's commitment to follow the University’s Honor Code.
3. Create mechanisms to effectively applaud and recognize Greek and other student organizations that endorse and abide by the proposed “Honor Code” and demonstrate their commitment to diversity. The Task Force Recommends the following such mechanisms:
  - a. Enhance diversity training and program offerings for Panhellenic, other Greek leadership and membership, Residential Assistants (RAs) as well as Freshman Interest Group (FIG) Advisors and FIG participants. This includes getting the different Greek and Affiliate Councils to work more closely together than has historically has been the case. Groups can collaborate on offering training to other groups, for example.
  - b. Encourage entering students to postpone pledging to Greek organizations until the end of their freshman year to allow them an opportunity to develop a broader range of experiences and contacts that may otherwise be limited by their participation in these often closed societies.
  - c. Incorporate a “University Standing” for student organizations that is listed next to every organization's name on the web site and hard-copy listings of student organizations. This would effectively inform parents and entering students of those organizations that do not meet University standards of behavior with a brief and non-accusatory explanation of their status. Decisions regarding standing might be developed by representative staff from the Dean of Students, Student Services, Greek Life, Student Government, and the Vice President for Diversity and Equity. The indicator could denote “in good standing,” or “suspended.”
  - d. Establish incentives for Greek and other student organizations to engage in cross-cultural dialogues and activities such as that conducted at the University of Michigan. Historically, student entities have not been “incentive” driven because the money related to incentives has been relatively little. Such incentives might be the following:
    - i. Develop a fee structure that is sensitive to the financial inequality among Panhellenic groups, so that groups with little financial resources are not inordinately stressed and can still afford to pay to use University buildings and security services.

- ii. Fund Greek Life Race & Power Rap Sessions so that up to 60 or more percent of Greek membership receives the training and growth opportunities of this and other racial respect and fairness training that is developed from nationally recognized and evaluated programming. Funding would be determined by the Vice President for Diversity.
  - iii. Sponsor a conference/symposium for fraternity and sorority leaders from across the country to develop guidelines for promoting intercultural understanding and respect.
4. Create a Panhellenic Judicial Board in consultation with Greek Life, the five Panhellenic and Affiliate Councils, the Dean of Students, and the Vice President for Diversity.
5. Establish protocol where fraternities and sororities must petition to withdraw from their respective council rather than the current voluntary withdrawal procedure. It is suggested that they go through due process, educational and risk management training.
6. Revise the current prospective student and freshman transfer student orientation tours to include such centers as African and African American Studies, Mexican American Studies, Asian and Asian American Studies, Middle Eastern Studies, and the Multicultural Information Center, to ensure that they are an integral part of the tour and orientation.
7. Create a program of inter-and intra-group dialogues, modeled after the successful program at the University of Michigan. These dialogues would allow students, faculty, and staff members from different backgrounds, to come together to discuss issues and exchange views. The program should include a yearly Presidential forum on issues to foster further dialogue between the Administration and the University's constituents. We recommend that this program be implemented through the Dean of Students Office, in collaboration with the VP for Diversity and Equity, the Community Outreach Program, the MIC, and the Centers.
8. Reinstigate the Student Leadership Retreat where student leaders come together to exchange information about their respective organizations. The belief is that it would increase communication among these organizations. This retreat should be funded and administered by the Vice President for Student Affairs and the Dean of Students Office in consultation with student leadership groups from across the campus. The leadership retreat should include a component for intercultural dialogue and conflict resolution among the participants. It should be used to encourage organizations to develop plans for intercultural interaction and programming throughout the year and as a useful mechanism to integrate and educate, in a non-threatening way, the leaders of fraternities and other student organizations that do not register with the University.
9. Institute a similar program to the Student Leadership Retreat for Faculty/Staff organizations to foster comparable communication among the leaders of their groups and organizations.

10. Improve the Diversity Training Component of Freshman Orientation by:
  - a. Increasing the length and depth of the required training for participants in the Cultural Diversity Training component of Freshman Orientation.
  - b. Insuring that the training is held at a time when no other orientation event is scheduled.
  - c. Recommending that the experts in diversity training and research from throughout the University be consulted when developing the training component. Currently, it is viewed as an exposure or introduction. Develop a strategy to increase participation.
11. Assess and measure the institution's progress in effecting cultural change. The assessment should measure the extent to which there is a shared vision, mission, and values, alignment, empowerment, and trust throughout the University. The Task Force recommends that the University broadly institute a survey similar to the "Survey of Organizational Excellence" implemented in Texas for large state organizations. The survey would provide empirical data regarding student, faculty, and staff satisfaction with experiences and interactions at The University of Texas at Austin. The survey should include issues of "racial fairness and respect and diversity and inclusion."
12. Incorporate questions into the long-established yearly institutional student surveys that will determine what assists minority students in being successful and what contributes to their discomfort and limited success.
13. Institute a photo roster privacy policy that would protect students of color who are the only members of their racial/ethnic group in classes. The concern is that these students are repeatedly called on by well-intentioned instructors hoping to be inclusive, but the result is often discomfort for the students. This would mean that students could request that their photo not be included in photo rosters.
14. Develop a process with departments, such as Athletics, to ensure that our diverse student body is represented in highly visible University student spirit organizations and student groups, especially those groups that meet with administrators. We recommend that the Dean of Students coordinate this effort.
15. Coordinate and develop programs and policies campus-wide that would foster and enhance current programs that would monitor the educational pipeline from K through the Ph.D. The Task Force believes that this is vital if we are to have an educated global community and future leaders. Currently the University has several programs, but they are scattered throughout the University and there is no monitoring of those programs to insure that we are meeting the needs of all students in the educational pipeline. Data shown to the Task Force confirms that underrepresented students do not stay within that pipeline for a variety of reasons. The Task Force recommends that the Provost develop a list of campus-wide programs, identify where the gaps exist in the academic educational pipeline and create possible programs to fill in the gaps. The monitoring process should be in consultation with the Vice President for Diversity and Equity.

16. Create a general education requirement for a course relating to a non-U.S. culture, a sub-national ethno-racial culture of the U.S., or a course that explores issues related to gender, race, and class. The Provost's Office should work with faculty to develop guidelines for these courses and offer incentives to professors for their development. Biannual review of the general education requirement offerings would fall under the purview of the Executive Vice President and Provost in consultation with the Vice President for Diversity and Equity, thus establishing a structure for institutional accountability.
17. Expand study abroad opportunities for participation, not only in Western Europe but throughout the world, to help students develop a better appreciation of other cultures by:
  - a. Increasing the available fellowships and financial aid to students to gain broader participation in these programs.
  - b. Evaluating current study abroad programs, policies, and procedures to assess their effectiveness in program availability and student satisfaction.
  - c. Creating more study abroad cooperatives with foreign and U.S. territorial institutions.
18. Incorporate into the academic biannual compact process a component whereby each unit examines and reports to the Provost and the Vice President for Diversity and Equity on the manner in which they have included diversity into their mission, recruitment efforts, and curriculum. During that process we suggest that units be encouraged to:
  - a. Provide programs with more restrictive curricula to guide and direct their students to multicultural content courses in meeting their area requirements.
  - b. Provide awards to teaching faculty and TAs, modeled after the ITAP (Innovative Use of Instructional Technology Awards Program), to infuse and enhance multicultural learning in the classroom.
  - c. Develop a Lecturer Training and Advising Program that would assist departments and lecturers in their communication of multiculturalism through teaching and interaction inside and outside of the classroom.
19. Elevate the annual Heman Sweatt Symposium to a "national level" symposium at which a discussion of diversity and inclusiveness in higher education from pedagogy to student organizations to staff activities to faculty research could be addressed. The Symposium should serve as a platform for faculty and student scholarships and activism on diversity and inclusion and should be a model for higher education. The Task Force also recommends that a rotating committee membership be used to provide for broader participation in the planning of the symposium. It suggests that funding be offered to a diverse set of groups to work together to create activities and programs during this period.
20. Increase funding to the Multicultural Information Center (MIC) to invite broader University participation and to expand the Multicultural Leadership Institute's outreach to K through

12 programs in the Austin and the Greater Austin area. This increased participation would expand leadership training and development of motivational presentations about the college experience. In connection with this recommendation, the Multicultural Information Center should develop mechanisms for:

- a. Reporting its strategic plan and the extent to which it reaches goals to the broader UT community.
- b. Connecting its outreach efforts to those of the Offices of Admissions and Community and School Relations.

21. Encourage the Dean of Students to continue to pursue the establishment of centers related to gender, women's resources, and GLBT issues similar to the Multicultural Information Center on this campus and those established on the Texas A&M campus. The creation of such centers with appropriate resources would greatly enhance the inclusiveness of services to all members of the UT Community.

22. Include a "Diversity Module" in the existing on-line compliance training for faculty and staff.

23. Establish a "Task Force" that works with existing student, Commission of 125, and other committees, to designate a more suitable location for the historical statues on the malls that are a reminder of our past, but should no longer be prominently positioned on our diverse landscape. More urgently, statues of Confederate leaders in prominent locations on campus convey exactly the wrong message to all persons, including those of color. The charge to that Task Force should be to:

- a. Investigate how to include other statues on the campus in a more integrated fashion.
- b. Develop a strategic plan for future placement of statues on campus that works in conjunction with established committees on where to place the statues, e.g., César Chávez and Barbara Jordan.

24. Provide infrastructure funding for the interdisciplinary expansion of the Center for Social Work Research's Diversity Institute. The Institute would provide departmental and other requested reviews with recommendations for strengthening programs across departments and centers. The Task Force recommends that the Institute appoint an interdisciplinary team of scholars to create an extensive literature review and public/private sector review of diversity theory and practice to serve continuing diversity efforts throughout the University.

25. Expand the Office of the Provost's two Visiting Lecturer programs to include a third programmatic area: diversity/ethnicity and multiculturalism.

26. Include a "Discussion of Diversity Issues at UT" in the Chair and Administrative Orientation.

**GOAL 3: INCREASE RECRUITMENT, RETENTION, AND ADVANCEMENT OF HISTORICALLY UNDERREPRESENTED STUDENTS, FACULTY, AND STAFF**

Recommendations for enhanced efforts to increase numerical representation of students, faculty, and staff of color are necessary; but numerical representation is not solely sufficient to reach the goals of developing the cultural sensitivity of the institution or the knowledge and skill needed for all at UT to work effectively across cultural boundaries. It is important that initiatives be put into place to retain and successfully advance these individuals within the University. Thus, the Task Force recommends that the following initiatives be implemented to improve recruitment, retention, and advancement of students, faculty, and staff:

1. Seek funding from corporate and alumni sponsors for special academic programs at UT that will increase the mentoring and participation of diverse students across the K through Ph.D. continuum, such as week-long summer classes in engineering, nursing, math, or diversity training in the School of Social Work's Diversity Institute. This program would also provide paid work experiences to assist diverse students across the University in funding their education.
2. Establish a recruitment fellowship and teaching assistantship program to enhance the degree to which we attract qualified graduate student and faculty applicants to the University through the unique offerings of the Centers for African and African Americans, Mexican and Mexican Americans, Asian and Asian Americans and Women and Gender Studies.
3. Create integrated outreach programs focused on recruiting students from historically underrepresented groups for Graduate School by:
  - a. Building stronger relationships with historically Black and Hispanic-serving colleges and universities through articulation agreements, early admissions, and summer student and faculty exchange opportunities.
  - b. Offering fellowships to institutions along the lines of the undergraduate Longhorn Scholars Program to increase the number of applications to the University. Institutions targeted to receive fellowships would include, but not be limited to, those serving historically underrepresented students interested in pursuing graduate studies.
  - c. Expanding the South Texas Initiative.
  - d. Offering summer research fellowship training opportunities to undergraduates from across Texas and around the country as an introduction to UT students, faculty, and facilities.

4. Increase funding for TA and RA positions for graduate students from historically underrepresented groups by tying them to recruitment packages. Address the historically low numbers of TA and RA positions offered to African American and Hispanic graduate students by including a specific budget line for the VP of Diversity and Equity. This funding would enable the awarding of TA positions to faculty who apply to mentor students from historically underrepresented groups, including women in the hard sciences, and men in nursing and social work, etc.
5. Designate a representative from each college and unit to work with the Admissions Office and the Office of Graduate Recruitment and Outreach to recruit students from historically underrepresented groups. Reward units that are successful and assist those that are not successful in their efforts. Provide further assistance to units in creating supportive and diversity sensitive environments for students once they have been successfully recruited.
6. Create “pre- and post-search” mechanisms in conjunction with the Vice President for Diversity and Equity that require all University units/departments to compose representative search committees, ensure diverse pools of applicants, and show evidence of a strong commitment to diversity as an integral part of the search process.
7. Develop means by which prospective faculty who meet the diversity needs of departments are identified and recruited with the assistance of the African and African American, Mexican and Mexican American, Asian and Asian American and/or Women and Gender Studies Centers. The Task Force suggests that the Vice President for Diversity and Equity be provided funds to assist with the hiring of such positions in consultation with the hiring units.
8. Better utilize and formalize the faculty recruitment potential of UT alumni of color who are faculty at other universities. These alumni could serve as ex-officio consultants to search committees.
9. Appoint a task force to develop a protocol for staff development and advancement. The protocol might include a staff mentoring program, cross-training and other career development initiatives that enhance staff resumes and the probability of advancement of staff from diverse groups.
10. Establish a committee to investigate possibilities for increasing the recruitment and retention of faculty and administrative staff from historically underrepresented groups within the legal parameters set forth by the Supreme Court in Grutter vs. Bollinger. The charge for this committee should include a request to develop a mentoring program for junior faculty members and staff and to enhance the third-year review process for faculty. Specifically, the Task Force would like the committee to investigate a third-year review process that includes a mandated written assessment of the individual's professional development and his or her prospects for being recommended for tenure at the end of the probationary period. It is the responsibility of the department or equivalent academic unit to inform all faculty members of

general campus and college criteria for advancement in rank, but the evaluation should be reviewed at the Dean's level with written feedback to the departmental chair or executive committee as to inclusion of explicit assessment statements without a promise of tenure. This would provide some consistent accountability in the process.

11. Increase the yearly operating and fellowship funding available to the Office of Graduate Recruitment and Outreach as the main campus entity responsible for recruitment and retention of graduate students from historically underrepresented groups, so that its efforts can be redoubled.
12. Institute a development effort to provide the funding for the recruitment and outreach initiatives. This can be accomplished by appointing a dedicated development officer to the Office of the Vice President for Diversity and Equity and another to the Office of Graduate Studies.

**GOAL 4: INCREASE UTPD'S SKILL IN NEGOTIATING DIVERSITY AND INCLUSION ISSUES**

Increase UTPD and its constituencies' awareness and skill in negotiating diversity and inclusion issues. The Presidential charge was to "Review relevant procedures of the UT Police Department and examine the cross-cultural educational programs available to our police officers."

Significant time was spent deliberating and interviewing the Chief of Police, Jeff Van Slyke, Dr. Patricia Clubb, and members of the UT community with regard to President Faulkner's charge and this goal. Much of the results of the Task Force's deliberations appear in a memo to President Faulkner dated July 16, 2003 (See Appendix E). In this memo the Task Force recommended specific items to be included in his charge to the UTPD Oversight Committee. The following recommendations address concerns that fall outside of or overlap the recommendations that appear in that memo.

1. The Chief of UTPD and his representatives should emphasize often and unequivocally the Department's commitment to racial respect and fairness in its efforts to serve **all** University of Texas at Austin students, faculty, staff, and guests, particularly those who have historically felt that they have been racially profiled and unfairly treated.
2. UTPD's commitment to diversity should be displayed in a prominent position on its home page and in other key publications.
3. Emphasize the value of diversity in messages to the media, on the Department's web site, and at open forums with students. To extend this emphasis past "rhetoric," the Department should also define and include "Diversity and Inclusiveness" as an individual Core Value of the Department's Mission Statement.
4. Review UTPD's definition of Racial Profiling and the steps the Department is taking to eradicate such practices. The Oversight Committee should be charged with this review.
5. Develop community policing methods to enhance and encourage regular positive interaction between officers and the larger University community to diminish the number of potentially hostile situations for both officers and the community. The Task Force recommends this be accomplished by:
  - a) Appointing and assigning UTPD officers as "Community Liaisons" to specific campus buildings to increase positive constituent contact and familiarity.
  - b) Appointing as a consultant Saul Chafin, newly-retired African-American Chief of Police at Northwestern University, and consulting with him about the establishment of a methodology and a community policing philosophy at a large public university. After 41 years of service, Chief Chafin is widely recognized for

his skills and experience in establishing a community policing philosophy and methodology at large universities.

- c) Establishing regular “Community Forums” that focus on enhancing communication between the UTPD and different University constituencies.
6. Develop a more client-centered approach to building bridges between the UTPD and its various constituencies by educating its constituency about safety and policing and designing informational material in a more developmental and socio-cultural model.
7. Design orientation and other UTPD presentations for freshmen, transfer students, faculty and staff to cover critical safety information in a more interactive and engaging manner. Encourage the use of role-playing that involves students, faculty, and police. The use of videos, Power Point presentations, etc., is also strongly encouraged. Today’s young adults from diverse backgrounds require a purposefully interactive and developmentally sensitive approach to learning as well as negotiating negative stereotypes of police in general.
8. Provide information to the University community and the public-at-large, on the process of submitting and subsequent submission of a complaint against the UTPD. Constituent sensitive materials should appear both on the Department’s web site as well as in brochure form.
9. Make the analyses and reports of the new UTPD Oversight Committee public. For example, include Committee feedback in the Biannual Systems Review.
10. Clarify the roles and procedures of the UTPD in relation to Texas Union staff, Dean of Students, and other staff when incidents occur.
11. Develop and implement an online survey of students, faculty, and staff to assess their perception of UTPD and solicit their recommendations for improving UTPD and constituent relations.

### III. CONCLUSION

The members of the Task Force acknowledge that at UT Austin there is growing evidence of a genuine willingness to enhance racial respect and fairness. This evidence of structural and other institutional change includes, but is not limited to the following actions already taken:

- In the State of the University address you emphasized diversity.
- You appointed a Police Oversight Committee
- Plans for a spring 2004 Diversity Summit at UT involving presidents from respected universities across the country were confirmed.
- The Recruitment and Retention Committee of the General Faculty completed a series of Town Hall meetings on race, resulting in the issuance of a report and recommendations to the General Faculty.
- The Office of the Dean of Students has made significant advances towards developing opportunities for training and implementation of student dialogues on race and other diversity issues.
- The Center for Social Work Research's Cultural Diversity Institute is conducting a thorough evaluation of the diversity training and related practices within the UTPD.
- Members of the five Panhellenic Councils and other affiliate groups, in collaboration with the Office of Greek Life, are discussing ways to develop better communication.
- The Office of Graduate Studies has become more diversified with the appointment of a new Mexican American Dean and a new African American Associate Dean.
- The Office of Graduate Studies has implemented a series of new questions in the annual survey of new graduate students to assess their level of comfort in their UT experience in order that trends may be detected and appropriately addressed.
- The Dean of the School of Social Work and the Director of the Diversity Institute have met with the representatives of the Law and Business Schools to map out a plan to make the Diversity Institute home to a consortium of schools. The plan includes a focus on securing corporate co-sponsorship to support the effort.

The members of the Task Force are appreciative of the steps that have been taken, but there is more to be done.

The members unanimously agree that a sustained change will occur only through multi-pronged and cross-group efforts. They acknowledge that our efforts would be just a “drop in the bucket” towards engaging the University in a process of building a racially civil, fair, and respectful culture—in and outside of the classroom. The Task Force recommends a different approach to change than has historically been the response. The approach is to integrate racial respect and fairness throughout the UT Community rather than just providing stop gap measures when issues arise.

As the Task Force reviewed and discussed your charges and considered the comments of the many members of the UT community interviewed, it became clear that in order to sustain a change in the culture at the University of Texas at Austin, the Task Force needed to broaden its charge. Thus, it developed the four overarching goals listed in the report.

The Task Force strongly believes that while the recommended actions are only a beginning, serious attention to these recommendations will advance institutional and cultural change. The action items contained under each goal are both specific to and broader than the presidential charges. Many of the action items can be implemented promptly; other items will require a sustained effort before the results will be seen and felt. The Task Force strongly believes that while the recommended actions are just a beginning, serious attention to these recommendations will advance institutional and cultural change.

In these times of budgetary difficulties, we are cognizant that it will be challenging to implement new initiatives to insure diversity issues are addressed across portfolios. However, we believe it is critical for the University to do so given the recent Supreme Court decision and evidence of synchronicity of efforts across different groups on campus. We encourage the administration to commit financial resources to multicultural programming and to seek external grants and endowments to fund the recommended initiatives and activities recommended herein.

The Task Force commends the recommendations contained within this report to you for action.

## **APPENDIX A**

### **PREVIOUS REPORTS REVIEWED**

Report from the Core Committee for the Support of Minorities, November, 1999

Increasing Enrollment, Retention, and Graduation in Texas Public Higher Education, four studies for the Texas Senate Education Committee, by the Charles A. Dana Center, May 1998

The Value of Diversity Task Force Recommendations, April, 1998

Studying Student Retention at the University of Texas at Austin, prepared by UT Austin Retention Study Committee, July 1998

Student Success Task Force Report to the President, April 1, 1998

The Hispanic Faculty Staff Association Response to the Reports by Teresa Palomo Acosta and Terry A. Wilson, April 4, 1994

Mexican American and Other Latino Constituents of The University of Texas at Austin: Creating new Communication Links and Community Relations, A Report for The University of Texas at Austin, Office of the Vice President for Development and University Relations, Fall 1993

A Student Evaluating the Relationship of The University of Texas at Austin and the African-American Community: Perceptions Versus Reality, by Terry A. Wilson, October 6, 1993

Proposed Reforms to Institute Diversity in Education, Submitted by The Black Student Alliance, April 9, 1990.

## APPENDIX B

### INTERVIEWEES

#### **Black Alumni Advisory Committee/"Dallas Black Ex Students of Texas"**

Bridget L. Braxton  
Alshare Hughes  
Kimberly Hughes  
Mandisa Price  
Tameka Sadler  
Erik Spurlock

#### **Teresa Brett, Ph.D., Dean of Students, and Associate Vice President for Student Affairs and Staff:**

Margarita Arellano, Ph.D., Associate Dean of Students  
Ge Chen, Director of Academic Enrichment Services  
Sherri Sanders, Ph.D., Associate Dean of Students  
Ann Marie Seifert, Sr. Program Coordinator  
Betty Jeanne Wolfe, Director of Greek Life and Education

**Brenda Burt**, BS, Coordinator, Multicultural Information Center

**Rosey Chagani**, Student, President, Texas Asian Panhellenic Council

**Kyle Clark**, Graduate Student, Educational Administration

**Patricia L. Clubb**, Ph.D., VP Employee & Campus Services

**Shelah D. Crear**, Med, Student Affairs Administrator, Advisor United Greek Council

**Sheldon Ekland-Olson**, Executive VP & Provost

**Martha Favors**, Library Assistant III, Fine Arts Library (Retired)

**Donald Hale**, BS, VP Public Affairs

**Brian Haley**, Undergraduate Senior, Government

**Alfred D. Jenkins, III**, Attorney, Assistant Police Monitor, APD Monitor Office

**Sharon Justice**, Ph.D., retired Dean of Students

**Marsha Kelman**, Ph.D., Associate Vice President and Director

**Michael Lauderdale**, Ph.D., Professor, School of Social Work

**Sly Majid**, Undergraduate Senior, Government

**Ruth McRoy**, Professor, School of Social Work

**Mamta Motwani**, Assistant Director, Multicultural Information Center

**Wanda Nelson**, Executive Director, University Outreach Center

**Annie Ngoo**, Student, Texas Asian Panhellenic Council

**Alba Ortiz**, Professor, College of Education  
Christine Plonsky, BS, Women's Athletics Director

#### **Interviews with Graduate Studies:**

**Victoria Rodriguez**, Ph.D., Dean of Graduate Studies

**John Dollard**, Ph.D., Ph.D., Associate Dean of Graduate Studies

**Bhurin Sead**, Student, Senior, Biology

**Jeffery Van Slyke**, MA, Chief of University Police

**Bruce Walker**, Ed.D., Vice Provost, Office of Admissions

**Larry Walker**, M.Div., Guard, University Police

**George Wright**, Ph.D., University of Texas at Arlington Executive VP for Academic Affairs and Provost, named President of Prairie View A&M University July 2003

#### **Susan Clagett, Associate Vice President, Relationship Management and University Events and staff:**

**Doug Bolin**, Director of Operations

**Gail Bunce**, Senior Administrative Associate

**Lisa Camero**, Publications Services Coordinator

**Blair Jones**, Production Coordinator

**Steve Parks**, Director of Production

## APPENDIX C

### PROPOSED POSITION DESCRIPTION VICE PRESIDENT FOR DIVERSITY AND EQUITY

The Task Force concluded that it is vital to have a high level administrative officer responsible for the continual monitoring of the progress that is made on the various recommendations contained in its report if the university is to sustain its effort in changing the culture of the University and in preparing its students as future leaders in a global community. It was evident from its review of previous reports that, although progress has been made on some fronts, there was no one individual that was accountable for implementation and sustainability of recommendations that were made through the preceding decades. The Task Force calls attention to Texas A&M's Report on the Creation of the Position of Vice President for Institutional Diversity (Appendix D) and particularly the section titled: "Level of Authority and Reporting Structure." That section states very eloquently the rationale that this Task Force had in mind when making the recommendation for the establishment of this type of position on the University of Texas at Austin campus.

Below is a general position description for the Vice President for Diversity and Equity developed by the Task Force. The report contains references to the involvement of the Vice President for Diversity and Equity in many of the recommendations. It is imperative that resources be provided to the Office of Diversity and Equity to carrying out the implementation of initiatives mentioned in the report or developed as part of the Office of Diversity and Equity's strategic plan. A suggested list of initiatives is provided below as well.

General Description. The Vice President for Diversity and Equity (VPDE) would have general responsibility for promoting and enhancing diversity and inclusiveness throughout the University across portfolios. The VPDE would serve as the chief advocate for creating a civil, respectful and fairness environment where diversity can become a reality and flourish within the UT Community. The VPDE would have responsibility for formulating and implementing policies and programs that can foster and enhance inclusiveness in all areas at a level of quality appropriate for a leading university, especially those recommendations contained in reports of Committees and Task Force specifically charged with these types of issues. The Vice President provides leadership and oversight for the Office of the Vice President for Diversity and Equity, including responsibilities relating to budgeting, personnel administration, and procurement authority of the unit, and makes recommendations for the resources needed to carry out the institution's diversity activities affecting the cultural change and inclusiveness of the institution.

The Vice President for Diversity and Equity would be expected to work across vice presidential portfolios in accomplishing the strategic goals of the Office and the University.

### Suggested List of Initiatives:

Create a specific budget line for the recruitment of faculty with which the Vice President for Diversity and Equity can consult with the Provost, Deans and Departmental Chairs.

Create a specific budget line for the recruitment of TA and RA positions that will enable the awarding of TA positions of faculty who apply to mentor students from historically underrepresented groups including women in the hard sciences and men in nursing and social work.

Implement grant programs to fund awards to campus entities that work together across disciplines to develop videos, books, teaching materials, research, and community building activities and to facilitate discussions.

Fund Greek Life Race and Power Rap Sessions so that up to 60 or more percent of Greek membership receives the training and growth opportunities of this and other racial respect and fairness training that is developed from nationally recognized and evaluated programming.

Establish incentives for students, faculty and staff to perform community service and volunteerism that demonstrates a commitment to and celebration of diversity.

Provide seed money for the Volunteer and Services Learning Center to increase faculty efforts to develop service learning courses that students would take for credit.

Enhance incentives and types of recognition for students, faculty, staff, and members of the broader/surrounding community, in order to involve more students groups in UT functions, thereby placing a more representative face on University events. A commitment to sustained effort is vital.

Incorporate into the academic bi-annual compact process a component whereby each unit examines and reports to the Provost and the Vice President for Diversity and Equity on the manner in which they have included diversity into their mission, recruitment efforts, and curriculum.

These are but a few initiatives suggested by the Task Force. Throughout the report it is suggested that the Vice President for Diversity and Equity consult with various administrators on specific initiatives within their portfolios.

## APPENDIX D

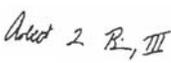
TEXAS A&M UNIVERSITY  
1246 TAMU College Station Texas 77843-1246  
(979) 845-2217 FAX (979) 845-5027  
E-Mail: PRESIDENT@TAMU.EDU

October 25, 2002

### MEMORANDUM

TO: Dr. Robert M. Gates  
President

FROM: Rodney P. McClendon   
Chief of Staff

Robert T. Bisor   
Assistant to the President

SUBJECT: Report on the Creation of the Vice President for Institutional Diversity

Earlier in the semester, you asked us to prepare a report that would provide perspectives and recommendations on the creation of a senior-level administrator position to direct Texas A&M University's diversity efforts. During the last two months, we have conducted a considerable amount of research so as to present you with a comprehensive view as to the perceived and actual need for such a position, the portfolio composition for such a position, a framework for creating the position and securing the best candidate, if applicable.

In preparing the attached report, we looked at Texas A&M's peer institutions, as well as those institutions that are not considered to be the University's peers, but have an excellent reputation of being leaders in the area of diversity. We reviewed various existing University and state reports and files, including *Vision 2020*, *Closing the Gaps*, *The President's Ad Hoc Committee on Diversity and Globalization Preliminary Final Report* (2002), "The Campus Climate Study" (1998) and archived meeting agendas and reports of the African American Professional Organization (AAPO). Further, we talked to several nationally renowned practitioners and experts in the diversity field. The impressive list includes Dr. Charlie Nelms, Vice President for Student Development and Diversity & Vice Chancellor, Bloomington Campus, Indiana University; Dr. John Matlock, Associate Vice Provost for Academic Affairs and Director of Academic Multicultural Initiatives, The University of Michigan; Dr. Hazel Symonette, Senior Policy and Planning Analyst, The University of Wisconsin-Madison; Dr. Benjamin Dixon, Vice President for Multicultural Affairs, Virginia Polytechnic Institute and State University; Mr. John Jefferson, Manager of Diversity, Shell Oil Company; and Ms. Ellen Nelson van Bever, former Director of Special Programs, Georgetown University. Finally, we conducted formal and informal discussions with countless university representatives and organization representatives, including deans, faculty, administrators, students and staff, as well as the leadership of the AAPO and the Professional Hispanic Network (PHN). The attached report is a result of our research, discussions and personal assessments.

We are available to discuss the report and next steps with you at your convenience

cc: Dr. David B. Prior, Interim Executive Vice President and Provost

PERSPECTIVES ON THE CREATION OF THE POSITION OF  
VICE PRESIDENT FOR INSTITUTIONAL DIVERSITY AT  
TEXAS A&M UNIVERSITY

Findings and Recommendations Prepared for  
President Robert M. Gates

By:

Rodney P. McClendon  
Chief of Staff

Robert T. Bisor, III  
Assistant to the President

October 2002

## INTRODUCTION

The goal of *Vision 2020*<sup>1</sup> is to continue the academic evolution of Texas A&M University so that it is generally considered one of the ten best public universities in America by 2020, while retaining, or even enhancing, many of the unique features that have differentiated the university in the past. The title "Vision 2020" inherently presents two complementary interpretations. First, it represents a long-term commitment on the part of Texas A&M University such that 20+ years from the date of the announcement of the visionary plan, the twelve imperatives of the plan will be fully interwoven into the institution. Second, "Vision 2020" can also represent clarity of vision and an opportunity to envision ways in which things can be done differently.<sup>2</sup>

Imperative Six, *Diversify and Globalize the Campus Community*, is one that has received considerable discussion as to whether it enhances or detracts from the unique culture of Texas A&M. A vocal minority has proclaimed that if the University implements strategies to both recruit and retain a more diverse student body and work force, somehow the quality and uniqueness of Texas A&M University will be compromised. Conversely, the 1998 Campus Climate Study<sup>3</sup> revealed that only 27% of faculty, 41% of undergraduates, and 34% of staff believe that the goal of achieving diversity interferes with enhancing institutional prestige. In addition, although about 74% of undergraduates indicate that there are "few students of color in my classes," more than two-thirds of students and more than half of all faculty respondents (including 70% of faculty women) stated they "learn a lot from listening to students from other racial/ethnic groups in class."

According to the President's Ad Hoc Committee on Diversity and Globalization (2002), although the University has conducted numerous studies and surveys to assess the barriers to access, equity, and retention of underrepresented groups, significant progress in these areas, as well as that of the campus climate, has been minimal.<sup>4</sup> This reality is unacceptable. The changing composition of our

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<sup>1</sup> Texas A&M University, *Vision 2020: Creating a Culture of Excellence*, 1999.

<sup>2</sup> Indiana University Bloomington, *20/20 Report*, 1998.

<sup>3</sup> Texas A&M University, "Campus Climate Study," *Perspectives on the Climate for Diversity: Findings and Suggested Recommendations for the Texas A&M University Campus Community*, November, 1998.

<sup>4</sup> Although the number of women enrolled in Texas A&M University increased dramatically from the time of their admittance to the University in the 1960s, the number of ethnic minorities has not. Enrollment statistics for the 1970s and 1980s show that in the midst of tremendous increases in overall enrollment, enrollment of ethnic minorities increased only slightly. But even these relatively small gains were set back in 1996 as a result of the Fifth U.S. Circuit Court of Appeals ruling in *Hopwood v. Texas*, which effectively said that it is illegal to use race and ethnicity in admissions decisions. (Texas A&M University, *The Final Report and Recommendations of the President's Ad Hoc Committee on Diversity and Globalization*, July 2002: 4.)

Although there has been an improvement over the last 20 years (14.3 percent total minority faculty up from 6.7 percent in 1981), the relative presence of minority faculty members, particularly African American and Hispanic faculty members, in the total faculty remains hardly noticeable. (*Final Report on Diversity and Globalization*: 6.)

Taken as an aggregate, the full-time staff of Texas A&M University appears to be ethnically/racially and gender diverse. However, closer examination shows that the majority of Hispanics and African Americans, as well as women, are employed in categories with lower pay grades, such as services and maintenance, or as entry level office support staff. (*Final Report on Diversity and Globalization*: 6-7.)

larger society demands that Texas A&M prepare its students for life and leadership within an increasingly diverse society. Furthermore, Texas A&M's role as the state's only land-grant institution demands that it keep faith with the people of Texas by taking the lead with serious, innovative, bold, new initiatives to not only recruit and retain a highly qualified, diverse student body<sup>5</sup> and work force, but also to promote the kind of campus climate that will set the standard of excellence to which others aspire.

The aforementioned President's *Ad Hoc* Committee on Diversity and Globalization in its 2002 report enumerated six "overarching actions" that the new President should make to demonstrate a commitment to diversity and to start the process of making serious progress toward attaining excellence through diversity. One of the six recommendations is that the President should establish a high-level administrative position with authority and responsibility for the implementation and coordination of diversity efforts across campus. According to the *Ad Hoc* Committee, this administrator should also be responsible for assessing progress toward institutional diversity goals and serving as the primary liaison with various campus groups that serve the affected populations. The drafters of the report at hand concur with the recommendation of the *Ad Hoc* Committee.

Based on research into the diversity efforts implemented by both Texas A&M's peers and those who are not peers, but who have attained some level of success in the area of institutional diversity, as well as conversations with nationally renowned experts and practitioners, the drafters of this document present the following perspectives and recommendations for President Robert M. Gates' consideration:

## **LEVEL OF AUTHORITY AND REPORTING STRUCTURE**

The senior-level administrator responsible for directing the University's diversity efforts should have a title of Vice President or a higher rank and report directly to the President.<sup>6</sup> Universally, the literature, experts in the field and University constituents have conveyed that the person in this role must have both perceived and actual authority to effectuate positive change. Because the President sets the tone, standards, and expectations for the University's holistic commitment to a major initiative such as diversity, there must be a seamless connection between the President and the individual who directs the University's diversity plan. If the person in this role does not have both the perceived and actual authority to effectuate change, to speak authoritatively on behalf of the President regarding diversity and related issues, and to hold individuals accountable for their actions or inactions, the University will have tokenized the position and crippled both the individual and the diversity plan. In this vein, it will be important for the title to also reflect that the person is responsible for directing the diversity plan on an institutional basis, not just for students or just for the workforce. This individual would be expected to work across the organization to move the university forward on this front.

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<sup>5</sup> An additional element of Texas A&M's responsibility to keep faith with the State of Texas is to do its part to increase participation in higher education through the enrollment of 500,000 additional students by 2015. (Texas Higher Education Coordinating Board (THECB), *Closing the Gaps by 2015: The Texas Higher Education Plan*, October 2000.)

<sup>6</sup> In 1993, the African American Professional Organization (AAPO) recommended to the President of Texas A&M that the President appoint a Vice President for Academic and Minority Affairs to direct the University's diversity efforts. That person was never appointed. Other recommendations dealt with minority faculty and staff recruitment, retention and promotion. (African American Professional Organization (AAPO), Meeting Agenda, September 1993.)

## PROFESSIONAL PORTFOLIO

The experts in the field of diversity differ on whether in title and in responsibilities, a vice president for institutional diversity should have another high-profile, critical role at the university. Regardless of the level of the president's commitment to diversity, proponents of a dual appointment posit that a new position that directs diversity initiatives at the rank of vice president within a predominantly white institution is likely to produce its detractors. Thus, according to these experts, there must be a clear sign from the chief executive officer that while diversity is the focal point of the new administrator's responsibilities, this person is both qualified and needed in a second role which would include a variety of functions that have direct relationships to initiatives that are universally accepted as important and essential to the institution's progress toward its *Vision 2020* goals.<sup>7</sup>

Further, these experts argue that if the University is committed to improving and sustaining its record on diversity, then it should pursue the best candidates. In their opinion, the best candidates are not likely to pursue a position that is limited to diversity initiatives, first because their professional portfolios at their current institutions are already multifaceted, and second, because they recognize the unfortunate reality that too often those who are perceived as being one dimensional are overlooked for more senior positions when the time comes to advance their careers. Some of these experts recommend that in addition to or as an alternative to a dual administrative appointment, an academic appointment to demonstrate a natural connect to the academic component of the university should be considered. While the drafters of this report recognize the value of an academic appointment, we believe that an administrator's proven track record of success in implementing a diversity plan should be the foremost consideration in making an appointment for the position at hand.

People with an opposing viewpoint contend that the vice president for institutional diversity should not be saddled with secondary responsibilities that would distract from the primary focus of diversifying the campus.<sup>8</sup> They suggest that adding secondary responsibilities sends the wrong message about the level of commitment and priority of diversity initiatives. They also disagree with the proposition that the best candidates are not likely to pursue a position limited to diversity initiatives. They admit that while the candidate pool may be small, there are a good number of diversity professionals who would find the opportunity at Texas A&M University exciting. It is strongly suggested that Texas A&M University develop its position description to attract candidates with broad and diverse experience in the public and private sectors. This reduces the likelihood that the successful candidate will have limited opportunities beyond this one. They also note that diversity management has gained recognition as a specialized field. This is evidenced by the increasing number of undergraduate and graduate degree programs focusing on diversity.

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<sup>7</sup> For example, Dr. Charlie Nelms, who provided great insight for this report, has the following title: "Vice President for Student Development and Diversity and Vice Chancellor Bloomington Campus; Professor of Higher Education Administration, Indiana University." In his role as Vice Chancellor, Dr. Nelms has responsibility for the Honors College which is led by an academic dean and enrolls 2600 students, and he works with chief academic officers university-wide to design and implement a focused set of academic initiatives to enhance student retention. In addition, Dr. Nelms secures and/or administers grants and endowment funds in excess of \$20 million. The drafters of this report do not suggest that Texas A&M adopt Dr. Nelms' job title for its purposes; however, we do believe that the level of responsibility attendant to those various job titles is instructive for Texas A&M's consideration.

<sup>8</sup> For example, Dr. Benjamin Dixon, Vice President for Multicultural Affairs, Virginia Polytechnic Institute and State University, who also provided insight for this report, has no operating units reporting to him. In his role, Dr. Dixon serves as the in-house consultant to the academic colleges and administrative units on diversity matters. He has responsibility for systematic climate assessment, diversity strategic planning and monitoring, and advocacy.

The drafters of this report find value in both viewpoints regarding "dual appointments." We believe that further discussion of this issue, in the context of the opinions presented above, should take place among the various university components to gain consensus as to what would work best for Texas A&M.

## **PRESIDENT'S SPECIFIC GOALS PRIOR TO SEARCH AND APPOINTMENT**

According to the experts, too often well-intentioned administrators decide to create a position that will direct its diversity efforts and expect the successful candidate to define and set the university's priorities once that person is in place. The result is that the new administrator becomes the lightning rod for resistance to institutional change. Thus, it is critical for the president to clearly and very publicly prescribe the University's diversity objectives and initiatives prior to beginning the search for a vice president for institutional diversity and regularly throughout the search, appointment and ongoing implementation processes. Based on comments made previously by President Gates and in reviewing the goals of other institutions such as Penn State,<sup>9</sup> we recommend that the President's pronouncement of the University's diversity initiatives clearly conveys that each component of the University is responsible for adopting and implementing the diversity plan. The Vice President for Institutional Diversity is responsible for monitoring, assessing and evaluating those efforts, making sure that the appropriate individuals are held accountable for their units' successes or lack thereof, not for the actual development and implementation of the various units' initiatives. The road map from which the University's new Vice President for Institutional Diversity would operate to make sure that the various university components are meeting objectives should include the following:

1. Develop a shared and inclusive understanding of diversity.
2. Create a welcoming campus climate.
  - A. Institute systematic climate improvement initiatives and assessment processes at all levels and locations.
3. Recruit and retain a diverse student body.
  - A. Reduce inter-group disparities in enrollment, retention and graduation rates through improvements in recruitment processes and retention initiatives.
  - B. Develop and implement proactive strategies to recruit and retain nontraditional students.
  - C. Coordinate a process for sharing "best practices" that already exist internal and external to the University.
4. Recruit, retain, and develop a diverse workforce.
  - A. Develop and implement strategies to improve the success of search processes in identifying and assessing the credentials of women and minority employee candidates for faculty and staff positions.
  - B. Expand faculty and staff retention programs to include all underrepresented groups.

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<sup>9</sup> The Pennsylvania State University, *Fostering Diversity at Penn State*, 2002.

- C. Create organizational development programs that provide faculty and staff at all levels the skills and orientation to function effectively in a diverse workplace.
  - D. Accelerate the introduction of "family friendly" policies and programs, expanded reward systems, and expanded personal and professional development opportunities.
  - E. Coordinate a process for sharing "best practices" that already exist internal and external to the University.
5. Develop a curriculum that supports the goals of a twenty-first century education across all academic disciplines.
- A. Institute curricula and research initiatives that provide students with the skills and orientation to function effectively in diverse workplaces and social environments.
6. Diversify University leadership and management.
- A. Develop a diverse management team at all levels of the organization.
7. Coordinate organizational change to support the University's diversity goals.
- A. Institute the necessary organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies necessary to ensure realization of the University's diversity goals.

## **RESOURCES**

The aforementioned challenges at an institution the size and complexity of Texas A&M can be daunting. Thus, the Vice President for Institutional Diversity must have the resources to reinforce ideas and strategies with action, including, but not limited to, a substantial budget, sufficient to include matching funds for departmental initiatives; a highly qualified and appropriately sized staff; and strategically located office space.

## **ORGANIZATIONAL MODELS**

There is significant debate as to how to best organize the Office of the Vice President for Institutional Diversity to maximize the unit's efforts. According to the 1998 multi-racial Review Team of educators charged with reviewing the programs and services at Indiana University-Bloomington, nationally, four broad models for delivering services that facilitate the adjustment of minority students are generally found throughout higher education. These include:

- The Self-Contained Model - Generally characterized by a unit or collection of units that essentially become "mini-universities" in that the services they provide to their constituents involve recruitment, admissions and retention efforts as well as cultural programming activities that are relevant to students of color. Though some programs of this type claim that they are involved in issues related to recruitment and retention of faculty and staff of color, invariably their primary focus is in the area of students of color, and often in the nonacademic areas.
- The Educational Opportunity Programs Model - In this model, emphases are placed on retention of students of color once they arrive on campus and providing programs for them to deal with issues of academic preparation or filling in gaps to help alleviate perceived "academic deficiencies." What emerges are special programs and activities that are often out

of the academic mainstream and courses that provide little, if any, academic credit. They often include academic support programs in student affairs with little relationship to the academic side of the institution. These programs often have high attrition rates among the students that they service. Moreover, some students in these programs complain of being treated as second-class citizens by the larger university community.

- The Advocacy Offices Model - Involves a variety of offices that represent various constituencies based on race, ethnicity, gender or sexual orientation. The model essentially provides a space or forum for various groups advocating for services that are perceived to be unique to their respective groups, but that might also be similar to those of other groups. These offices are generally charged with the responsibility of doing everything related to their constituent group and sometimes are located either in academic support units or student affairs support units. They have enormous responsibilities, but usually have limited fiscal resources and inadequate staff. They are expected to advocate for their constituents, but often have little clout to effectuate change. Various constituent groups will want a person to represent them, and because they have an advocacy role, it is difficult to engage in collaborative activities with other individuals or with other units, and frequently relationships are adversarial.

The drafters of this report recommend the fourth model, **The Integrated Mode**~ as being most representative of the structure that will lead to the desired outcome as expressed by President Gates and many University deans, faculty, administrators, staff, students, former students and concerned constituents. Institutions that adopt this model generally have been involved with diversity issues over a long period of time, and this model evolved during that time. Its major principle is based on the belief that issues of recruiting and retaining faculty, staff, and students of color, and developing a suitable climate on the campus are the responsibility of the entire institution and not that of a single office charged with addressing all these concerns. This model places high emphasis on collaboration between units and individuals

In addition, the drafters recommend that the President appoint an operational committee, similar to the current Academic Operations Committee (AOC) with the Vice President for Institutional Diversity appointed as the Chair. Other units that should be considered for representation include, but are not limited to, the Faculty Senate, the Convener of the Deans, the Dean of Faculties, the Provost's Office, the President's Office, the Office of Undergraduate Programs and Academic Services, the Office of the Dean of Graduate Studies, the Office of Admissions, the Center for Teaching Excellence, the Department of Human Resources, the Office of the Vice President for Student Affairs, the Student Government Association, the Graduate Student Council, the Race and Ethnic Studies Institute (RESI), the Department of Multicultural Services, the Office of New Student Programs, the Office of Gender Issues and Educational Services (GIES), the International Student Programs Office, International Services, the Women's Center, the Office of Services for Students with Disabilities, the African American Professional Organization (AAPO), the Professional Hispanic Network (PHN) and the Women's Faculty Network.

## **CONDUCT A NATIONAL SEARCH**

The drafters of this report recognize that Texas A&M and other Texas institutions of higher education are uniquely hampered in its efforts to recruit and retain a diverse student body and workforce due to the constraints imposed on higher education by the 1996 *Hopwood v. Texas*

Fifth Circuit Court of Appeals decision,<sup>10</sup> as well as other legal opinions and interpretations. Some have posited that individuals who do not live and work in the State of Texas will not be familiar with the unique situation that exists in regard to the legal constraints imposed on Texas institutions. Thus, it has been suggested that the University should limit its consideration of appointments for the Vice President for Institutional Diversity to candidates who live and work in the state CI moreover to candidates who are currently employed by Texas A&M. It is the opinion of all of the experts with whom the drafters of this report have spoken, as well as that of the drafters themselves, that to limit the scope of the search for this important, and possibly controversial, position would be a mistake

First, as already mentioned, the University must be committed to finding the most qualified and suitably matched person for this position. That person may not exist within the Texas borders. If a person considers herself or himself to be a leader in the diversity field, regardless of her/his state of residency, but cannot articulate the parameters resulting from one of the most infamous higher education court decisions to come down the pike in a quarter century, that person, in the opinion of the drafters, is not qualified for the position at hand. In addition, a national search accomplishes the following:

- 1) Sends a powerful message to the legislature and the higher education community beyond the Texas borders that despite *Hopwood*, Texas A&M University is committed to academic and institutional excellence through diversity.
- 2) Gives the University the opportunity to look at both an internal and an external group of candidates and measure a possible successful, internal candidate against a national pool. A successful, internal candidate would be even more legitimized if she/he is selected from a national pool.
- 3) Sends a powerful message to the faculty, students, and staff about openness of the search process.

Finally, it is a reality that Texas A&M has had marginal success on the diversity front and is not recognized as a leader in this area. Thus, the likelihood that the best candidates for the Vice President for Institutional Diversity will seek Texas A&M out as the next logical place to continue their careers is low. Thus, the University must proactively recruit candidates to apply for the position in a similar way that a University, through its search committees, recruits candidates for positions such as an Athletic Director or a Head Football Coach. The challenge here is a major one. Thus, it is the recommendation of the drafters of this report that the representative search committee for the Vice President for Institutional Diversity work closely with a search firm to identify and recruit a suitable pool of candidates. The drafters have been given access to the names of several search firms who have an impressive track record in helping institutions attract the best candidates.

## **CONCLUSION**

The creation and empowerment of the position of Vice President for Institutional Diversity is critical to Texas A&M University's ability to achieve the goals of *Vision 2020* to diversify and globalize the A&M community and to become a top-ten public university by the year 2020. The strength and academic excellence of the University is becoming ever more dependent on taking advantage of the knowledge, skills, talent and experiences embodied in the representatives of all of the various groups that comprise our larger society, and especially the State of Texas. The fulfillment of these objectives comports with the institution's commitment to "close the gaps" in higher education, to build a

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<sup>10</sup> In *Hopwood v. Texas*, the Fifth U. S. Circuit Court of appeals ruled that a university cannot consider race as a factor when making admissions decisions. Texas State Attorney General Dan Morales later interpreted the *Hopwood* decision to also apply to scholarships and financial aid.

community of respect, and to meet its land-grant mission to educate and keep faith with the people of Texas. If Texas A&M is committed to becoming a world-class institution, one whose standards of academic excellence, professional development and social civility set the standard to which others aspire, it will embrace and take this new and bold step toward that end by appointing a Vice President for Institutional Diversity.

## ENDNOTES

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4. Texas A&M University, *The Final Report and Recommendations of the President's Ad Hoc Committee on Diversity and Globalization*, July 2002. Available on the World Wide Web at: <http://www.tanlu.edu/Provost/pdf/Div-global.pdf>.
5. Texas Higher Education Coordinating Board (THECB): *Closing the Gaps by 2015: The Texas Higher Education Plan*, October 2000.
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9. The Pennsylvania State University, *Fostering Diversity at Penn State*, 2002. Available on the World Wide Web at: <http://www.equity.psu.edu/>.
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## APPENDIX E

### MEMORANDUM TO PRESIDENT FAULKNER RELATED TO THE UTPD OVERSIGHT COMMITTEE CHARGE

**To:** Larry Faulkner  
**CC:** Members, President's Task Force on Racial Respect and Fairness  
**From:** Darlene Grant  
**Date:** July 16, 2003

When you called on us to serve on the Task Force on Racial Respect and Fairness, the first of your three-point charge was to review the practices and procedures of the UTPD. We were pleased to learn that, concurrent with the progress of the Committee, Vice President Patricia L. Clubb had developed two initiatives regarding the UTPD:

In an April 7, 2003, letter from Dr. Clubb to you, she recommended the creation of an "advisory committee" for the purpose of providing faculty, staff, and student involvement in matters directly related to the UTPD.

At the recommendation of the Task Force on Racial Respect and Fairness, Dr. Clubb and Police Chief Van Slyke have contracted with the Center for Social Work Research's (CSWR) Diversity Institute for an extensive assessment and subsequent list of recommendations on diversity issues.

Our Task Force views these two initiatives as important steps upon which we plan to build our recommendations to you. Consequently, the Task Force thought it would be timely to brief you on a number of pressing issues related to these initiatives that have emerged in our deliberations. The purpose of this memorandum is to present you with these issues in the hope that our observations will assist you as you develop your charge to the UTPD committee.

#### **Issue #1 Clarity of the Oversight Committee's Mission**

Our Task Force noticed that the terms "advisory" and "oversight" have been used interchangeably by *The Daily Texan* when referring to the entity proposed by Dr. Clubb. This mixed use of terms is also found in Dr. Clubb's letter to you. We understand that in law enforcement these two terms have distinct meaning and connotations. At the minimum, we see a need for the name of the proposed entity to be clarified and for the chosen name to be used consistently in all official communication.

More fundamental than nomenclature is the mission of the proposed entity as reflected by its name. How this proposed entity is defined will significantly affect the way it carries

out the philosophy of bridge building and community outreach for the UTPD. We propose that an oversight committee be established. While realizing the administrative difficulties created by an "oversight" committee, we urge you to consider empowering the proposed entity with that function, as opposed to merely an advisory function.

The view of our Committee is based on the idea that complaint review by an entity external to the UTPD is an important mechanism to establish good will with the University community. This Committee should review complaints, statistics of offenses, and departmental regulations and activities as they pertain to institutional concerns, particularly those related to diversity. Based on these reviews, the Committee will also conduct impartial hearings as it deems necessary. The UTPD Oversight Committee will report directly to the President.

## **Issue #2 Community Policing**

The oversight committee should be charged with developing a community policing policy for the University. Our Committee has heard from Chief Van Slyke and Dr. Clubb that UTPD is committed to "community policing" as an operational philosophy. Yet, the members of the Committee on Racial Respect and Fairness are of the unanimous view that the UTPD does not actually put that philosophy into practice; UTPD polices the community, but does not engage in community policing. While our Committee intends to make recommendations in our final report along the line of community policing, it is important to obtain your concurrence that this is a worthwhile direction in which to steer our campus police operation.

Our vision of community policing includes police officers becoming community liaisons to specific campus buildings to which they are assigned. As such, they would be so oriented with the people of those buildings that they would recognize, if not befriend them; and public access to spaces such as Texas Union would reflect user-friendly practices and procedures to ensure a welcoming atmosphere for all individuals. We realize that such a radical revision of police duties would involve much more than the UTPD itself, so the oversight committee would need to dialogue and seek guidance on the appropriateness and implementation of such an approach.

## **Issue #3 Integration of Findings of the Center for Social Work Research's (CSWR) Diversity Institute**

As you announce the appointment and the charge of the new UTPD oversight committee, we recommend that attention be drawn to the pending recommendations from the Diversity Institute. The study by the Diversity Institute will involve issues of cultural awareness in police operations, and we believe that incorporating those findings into the charge of the new committee will provide continuity in dealing with future problems that arise related to cultural competence and racial diversity.

**Issue #4**  
**Continuity and Integrity of the Process**

We applaud your decision to establish a permanent committee. We have noted that a number of separate University committees were set up on an *ad hoc* basis over the past decade to examine campus issues. Many worthwhile recommendations by these committees were not implemented or followed-up on. We believe that the permanent oversight committee will ensure accountability and, more importantly, integrity for the practices and procedures of the UTPD.

As we continue to formulate actionable recommendations related to enhancing the effectiveness and competencies of the UTPD, we look to your leadership in resolving these issues and in shaping the framework of future UTPD policy.

We would appreciate your response to these proposals. Please let us know if you wish to meet with the Committee to discuss these issues.