



TEXAS A&M UNIVERSITY - SAN ANTONIO

President's Commission on Equity

FRAMEWORK REPORT



 President's Statement on Equity

Dr. Cynthia Teniente-Matson, President



On behalf of Texas A&M University-San Antonio (A&M-SA), I have the privilege to serve as the City of San Antonio's Tricentennial chair. This experience has enriched my understanding of seminal moments and key figures in our city's history; it has also deepened my appreciation for the confluence of cultures that makes San Antonio and Bexar County such extraordinary places.

With our 10-year anniversary coming up in 2019, A&M-SA today is a rich tapestry that is still being woven. We embody the hopes and dreams of our Founders. We embrace the rugged beauty of the land and its native plants. And we inhabit a place that has been home to many peoples, originally the indigenous Coahuiltecan. Where our campus now sits, vaqueros once drove thousands of cattle eastward into Louisiana; colonist, soldier, planter and merchant Asa Mitchell built his ranch home; and African American slaves and their descendants found their final resting place. There is perhaps no more fitting place to build a University committed to diversity, equity and inclusion; one that was founded to provide excellent education to a historically underserved population.

As a public university, we share the responsibility to be faithful stewards to **all** people in our region and state. I embrace an institutional culture of excellence that values equity and inclusion, particularly those who join us from historically under-represented communities. Our strategic plan focuses on building a national model for student and academic success that includes proactive and inclusive support for degree attainment, along with proven practices and research that support the needs and contributions of each member of our University community. Valuing "diversity within diversity" is at the heart of equity and inclusion at A&M-SA. We will work together to cultivate an equity-minded environment that exemplifies our core values and pledge to student success. My commitment begins with supporting professional development opportunities, research and respectful dialogue in all that we do.


Founded in 2017, the President's Commission on Equity (PCOE) has developed the University's first *Statement on Equity* that reflects our shared understanding and commitment to inclusion. Together, we will maintain a campus platform that provides space for all voices and—just as importantly—amplifies our collective voices to reject bigotry, racism and violent forms of expression. Each of us bears a responsibility to maintain a teaching and learning environment that nurtures the constructive expression of diverse opinions and a willingness to respectfully listen to perspectives that differ from our own. In our dynamic, growing region, A&M-SA must cultivate an inclusive campus community if we are to fulfill our vision of serving as an economic, research and social catalyst for all.

Our success depends upon the commitment of every member of the University to create opportunities for our community of learners. I challenge you to lead with respect and support, and to create a campus environment where all students, faculty, staff and guests are welcome to share diversity of thought and experiences. Our collaborative spirit will set our University apart from others—now and into the future.

Warm Regards,



Dr. Cynthia Teniente-Matson, President



Overview

As president since January 2015, Dr. Matson has forged an audacious vision for a “contemporary university reflective of the diverse and heritage-rich community it serves.” During the 2016-17 academic year, which marked A&M-SA’s successful transformation into a comprehensive, four-year university, she convened the inaugural Inclusive Excellence Faculty and Staff Forum on January 19. At the forum, led by Dr. Matson and attended by more than 100 faculty and staff, the concepts of *equity* and *equity-mindedness* were first introduced. A student forum took place shortly after this initial event.

Following these two events, a number of people volunteered to serve on a newly formed PCOE, and final appointments to the Commission were completed in February 2017.

- Twelve faculty and staff were selected to represent the three academic colleges (Arts & Sciences, Business and Education & Human Development) as well as functional areas within student affairs (Admissions and Disability Support Services), academic affairs (University Library) and business affairs (Title IX).
- In addition, faculty and staff members were selected at large.
- Dr. Elizabeth Murakami, then a professor in the College of Education & Human Development, was named as PCOE’s first chair.
- Dr. Alma Clayton-Pedersen¹ was chosen to serve as an external consultant to the PCOE.
- Later, Kay Iwata² offered consultation to the PCOE.

¹ Dr. Clayton-Pedersen is a prestigious senior scholar at the Association of American Colleges and Universities (AAC&U).

² Ms. Iwata is president of K. Iwata Associates, Inc. and an internationally recognized expert in the area of diversity.



CHARGE FROM THE PRESIDENT

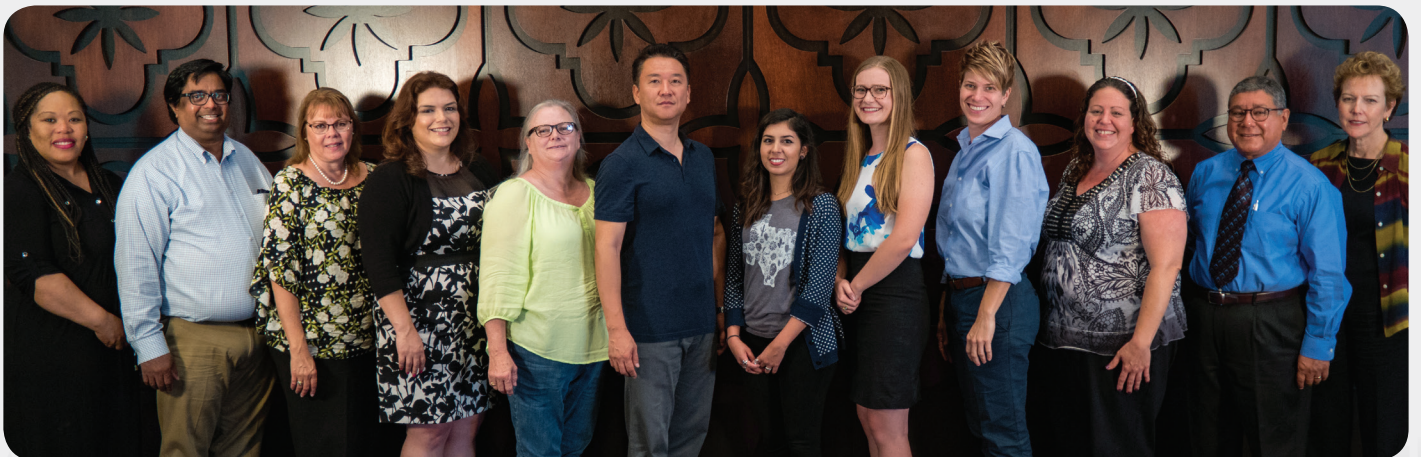
Upon making the initial appointments to the PCOE, Dr. Matson charged the Commission with four distinct tasks:

1. Advise the president about proactive support for the broadest forms of equity, the intersectionality of various forms of identities and social relations on our campus community.
2. Review relevant support services needed by students, faculty and staff.
3. Bolster our efforts at professional development.
4. Examine campus communication methods to educate and inform our community about excellence in an equitable environment.

Early Progress

Through the leadership of Dr. Murakami and guidance of Dr. Clayton-Pedersen, members of the PCOE explored various methodologies to formulate a *Statement on Equity*. The Commission focused on a common language for understanding inclusive excellence within the campus community. Dr. Clayton-Pedersen suggested the AAC&U definitions of *diversity*, *inclusion*, *equity* and *equity-mindedness* as a starting-point for the PCOE.

Guided by Clayton-Pedersen, commission members developed a draft of the University's *Statement on Equity* that incorporated the concepts of *equity* and *equity-mindedness* as referenced by the University of Southern California's Center for Urban Education - Equity Mindedness. In addition, the PCOE adopted the aforementioned AAC&U definitions with the understanding that it would solicit faculty, staff and student feedback to ensure the definitions reflected our institutional core values and campus perspective. Further, the PCOE integrated the University's four strategic plan goals for 2016-2021 into the draft.





Guest Speakers

To set the foundation for the PCOE, Dr. Matson invited several thought leaders to campus to facilitate conversations about equity and inclusion. In February 2017, Commission members attended a workshop on implicit bias led by Dr. Benjamin Reese, vice president of the Office for Institutional Equity at Duke University and Duke University Health System. Dr. Reese's visit included roundtable discussions with A&M-SA faculty and staff. In

March, Commission members participated in further discussions with Ms. Iwata to discuss the topic of implicit bias and privilege. Additionally, she presented the "Challenges and Opportunities of Our Multi-Generational Workplace" workshop to a group of interested faculty and staff. In this workshop, she discussed research-based evidence about the dynamics of working in an ever-increasing multi-generational workplace.

"The influence of having four, even five, generations who may have different values and approaches to getting things done can either create more tension and misunderstanding or greater opportunities for collaboration and innovation," Ms. Iwata said. "The key lies in our ability to understand without judging our differences and similarities and how to communicate effectively across our lines of difference."

Later in March, several Commission members attended a meeting with Kiran Bains, the chief equity officer for the City of San Antonio. Then, in May, select PCOE members attended a meeting with two leaders from the University of Texas at San Antonio (UTSA): Colonel Lisa Firmin, associate provost for Faculty/Student Diversity and Recruitment, and Dr. Dianne Hengst, director of Student Affairs and Student Disability Services.

All-Day Retreat

On May 12, 2017, the PCOE held an all-day retreat facilitated by Dr. Clayton-Pedersen and Dr. Murakami. Participants focused on establishing an identity for PCOE as well as determining the tasks that the Commission needed to accomplish in the upcoming year. Through exercises such as "Who Am I?" and "Who Are We?" each Commission member was able to determine his or her own identity and its relation to the work ahead. Additionally, Commission members identified each other's strengths to further define group and individual roles within the PCOE. Moreover, the members revisited Dr. Matson's original charge for the PCOE; reviewed lessons learned from the earlier forums, visits and workshops; and discussed ways to organize dialogue with students, volunteers, faculty, staff and community stakeholders.

Building Momentum

As the University kicked off the 2017-18 academic year, the PCOE took steps to build on the momentum of its early progress.

PCOE Website

In August 2017, Commission members began designing a PCOE website within the Office of the President's site at tamusa.edu/officeofthepresident/presidents-commission-on-equity.

The PCOE site features valuable resources and information, including the *Statement on Equity*, diversity definitions, PCOE events, sponsorship funding and awards and the PCOE "Contact Us" page.

The PCOE's website was unveiled at the Fall 2017 Convocation. Attendees were encouraged to visit the site to find out more about the PCOE and email any questions, concerns or comments to equity@tamusa.edu.



PCOE Video

Before the fall 2017 semester, the PCOE developed a video that was shown at the Fall Convocation. This effort was led by Mary Walker, president of the Student Government Association and Commission member. The video featured a statement from Dr. Matson, who discussed why the PCOE was developed. In addition, the video showcased the charge of the PCOE and included an explanation of various equity-minded terms. The video also highlighted the newly-created PCOE sponsorship funds available to faculty, staff and students. It ended with a call to action for the campus community to participate in diversity-related events.



Sponsorship Funds

Shortly after Fall Convocation, the Office of the President announced the establishment of an annual budget of up to \$50,000 to support initiatives designed to strengthen a campus culture of excellence that embraces diversity, inclusion and equity. Each semester the PCOE also makes available sponsorship funding of up to \$2,500 for academic activities or co-curricular events that contribute to the equity-mindedness of the A&M-SA campus and the broader community. The Commission also offers special one-time event funding of \$500 with an expedited application process for one-time activities or events that need to be scheduled within a shorter planning period. Proposed activities and events must be directly aligned with at least one of the University's four strategic goals: 1) becoming a national model for student and academic success, 2) building academic excellence, 3) increasing enrollment growth and 4) fostering community partnerships.

From the first round of submittals, four sponsorship applications were selected to receive inaugural funding. Selected applications were aligned with the University's strategic goals, promoted the University's commitment to the value of diversity and contributed to the equity-mindedness of the campus and broader community. The awardees included:

- Dr. Katherine Gillen, who brought in a guest speaker for National Coming Out Week;
- Dr. Eun Hye Kwon and Dr. Sukho Lee, who held a visual impairment workshop;
- Ms. Jeanette Lopez, who developed programming for Dia de los Muertos as part of the Mexican American Student Association; and
- Dr. Adrianna Santos for programming for the Panza Monologues.

Sponsored/Co-Sponsored Events

For National Hispanic Heritage Month, the PCOE held its first programming event, *Stolen Education*, in October 2017. *Stolen Education* is a documentary filmed by Dr. Enrique Alemán, Jr. A native of Kingsville, Texas and a first-generation college student, Dr. Alemán is professor and chair of the Department of Educational Leadership and Policy Studies at the University of Texas at San Antonio.

Stolen Education focuses on the untold story of Mexican-American youth who were brave enough to challenge racism and segregation in Texas schools during the 1950s. The PCOE invited faculty, staff and students along with members of the broader community to attend the film screening. A reception preceded the film, and a discussion followed the screening where participants had an opportunity to ask Dr. Alemán questions.

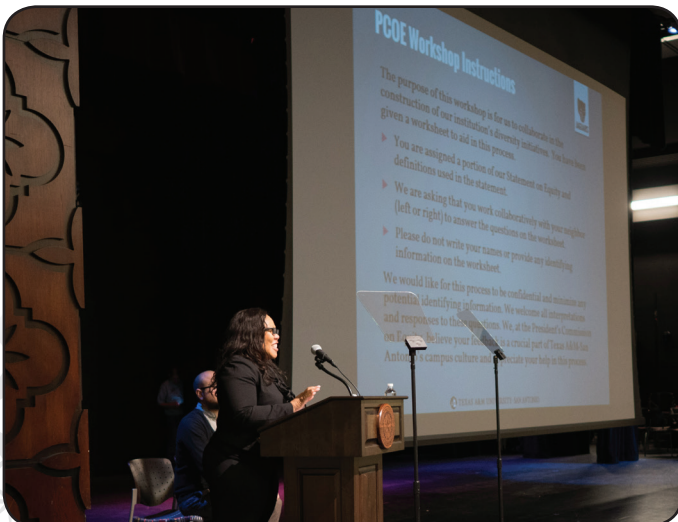
The PCOE also co-sponsored and/or promoted other events during the 2017-18 academic year, including the Transgender Day of Visibility guest speaker (March), a Financial Skills Workshop (March), Moving Beyond Diversity-The Social Justice Couple (April) and Pride Month (June).

Soliciting Feedback from the A&M-SA Community

One of the PCOE's key responsibilities is to assess the A&M-SA community's perceptions and interpretations of our *Statement on Equity* and equity-related definitions. The *Statement on Equity* addresses the aspect of the University's mission that is dedicated to equity-mindedness. In an effort to ensure a congruent understanding within our University community, the Commission collected input from faculty, staff and students regarding their opinions, sentiments and thoughts on *equity, inclusion, diversity* and *equity-mindedness* on our campus. The PCOE collected information at two separate events: the Spring 2018 Convocation in January and a charrette exercise held later that month.

Spring 2018 Convocation Workshop

During the Spring 2018 Convocation, the PCOE conducted a workshop asking faculty and staff for feedback on sections of the draft *Statement on Equity* and related definitions. Approximately 200 people participated in the Convocation exercise working individually and in pairs.



Film Screening

(*Stolen Education*)

90 attended



Convocation

175 attended fall 2017

200 attended spring 2018

Charrettes

Through a charrette exercise held on January 30 and 31, 2018, the entire University community was invited to provide feedback on drafts of the *Statement on Equity, Definitions and Strategic Goals*. These included definitions for *equity, equity-mindedness, diversity* and *inclusion*. The exercise was hosted in the rotunda of the Central Academic Building; it was also available online for those who were unable to participate in person.



Charrettes

200+ participated

70 provided feedback



Forums

100+ faculty, staff and students participated



Key Findings from the Feedback

Overall, the PCOE's findings from this information collection are consistent with A&M-SA's Strategic Plan as well as those practices the University has in place to address equity-related issues. The challenge in the upcoming 2018-19 academic year will be to put these findings into practice and embed them as part of the University's culture.

The Commission's findings generally reflected the campus community's feelings about equity and diversity both within the aforementioned *Statement on Equity* and more generally about the University's approach to equity and diversity. There was significant congruency with the PCOE's interpretations of needs for A&M-SA community members. The growth areas and the areas where need is currently being addressed are consistent with what the PCOE has identified and is currently pursuing.

Topics most frequently raised by the campus community at Convocation and in the charrettes included community engagement, active engagement with students, diversity in the University student population, equal access to opportunity for students, equity-minded environment, representation of racial and ethnic minority students, University's movement toward common goals and students' feelings about success. The feedback addressed these topics numerous times with an overwhelmingly affirmative interpretation of A&M-SA's existing practices regarding these issues.

Affirmative responses for topics such as diversity in the University student population reflect agreement with all parts of the *Statement on Equity* as well as the first goal of the University's Strategic Plan. That goal states: "Become a national model for student and academic success for serving under-represented students and achieve graduation and retention rates above the national average." Feedback also affirmed that the University is on track toward common goals, thus supporting the second goal of the Strategic Plan regarding the implementation of an academic plan. Additionally, A&M-SA's third goal, which focuses on enrollment growth, is addressed in the topics of active engagement with students and equal access to opportunity for students. An overwhelming portion of the responses reflected support for practices of equal access for all students that need to be in place at the University. The fourth goal, centered on community partnerships, was also addressed by information collected at Convocation. That feedback affirmed that A&M-SA's *Statement on Equity* is consistent with the broader community's needs and that the broader community is actively engaged at A&M-SA.

The affirmation of the PCOE's interpretations of needs and practices by the University community is reflected in the Commission's alignment and adherence to A&M-SA's Strategic Plan and Mission Statement. The topics addressed above correspond with the University's Strategic Plan implementation. In addition, they illustrate overall that the *Statement on Equity* drafted by PCOE members, community interpretations of this statement and University practices, as well as the Strategic Plan are all in alignment regarding issues of diversity and equity.

The PCOE members acknowledge the contributions of Dr. Vicky Elias' sociology class, SOCIO 4393 – Directed Research in Sociology, and her students: Leah Cortez, Emmer Garcia, Mark Fukuda, Larvell Ceasar, Tammy Johnson, and Ericka Calderon. Under the direction of Dr. Elias, these students analyzed the information collected from both Convocation and the charrettes.



The Future

The work of the PCOE and the University community produced the following *Statement on Equity and Definitions*. As the Commission's work on *diversity, equity, equity-mindedness* and *inclusion* continues to evolve and as societal issues arise, the PCOE will focus each year on specific goals aligning with the University's Strategic Plan. The Commission will also address specific topics identified through its forums, semi-annual Convocation ceremonies and charrette activities.



Statement on Equity

A&M-SA values the rich diversity and heritage of the community it serves. Over the past two years, our campus community has identified four strategic goals and listed actions we could take to achieve them. At the same time, many University groups began discussing the issues of diversity, equity and inclusion. To support this work, Dr. Matson created the PCOE and charged it with leadership to build “a culture of excellence that values equity and inclusion.” This statement describes why equity is important to our A&M-SA family and how creating an equitable environment will help the University meet its strategic goals.

Equity means creating opportunities for all members of the university community to have equal access to and participation in educational programs, as well as professional and leadership development including placement. This is especially important for those from groups whose access to success has been, and continues to be, limited. Through these learning opportunities, differences in student success and graduation rates, and inequities in the broader university community can be reduced.

When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. Differences and inequalities might refer to race, ethnicity, gender, class, age, ability, or other characteristics, however, they might also be related to whether or not a student is working, has children or served in the military. We must all meet each other as we are and work toward a common goal. Equity applies to a broad range of characteristics, and equity-mindedness means that we must be willing to examine and honor all of them.

Adopting an equity-minded approach will ensure that each member of the A&M-SA family has an opportunity to succeed. It will strengthen ties between A&M-SA and the communities we serve, and will enhance our unique standing among state and national universities.

As an equity-minded University community, we will routinely review and assess student success and other measures to find and address inequities. We must examine the University's policies, procedures and practices to make sure they are equitable. We begin this task by looking at A&M-SA's mission, vision and strategic goals. We identified three goals for the President's Commission on Equity's work:

1. Offer initial guidance in developing equity-minded policies, procedures and practices;
2. Support people at all levels of the University in owning and guiding this work effectively; and
3. Provide ongoing guidance and empowerment to every member of our community.

Achieving these goals will help us establish an equity-minded environment and will encourage each member of the A&M-SA family to help us establish and grow a diverse, inclusive and equitable university.



Definitions

The campus adopted, with slight modifications, the AAC&U's definitions of *diversity*, *inclusion*, *equity* and *equity-mindedness*. These definitions serve to create a common language through which we continuously strive for access, student success and high-quality learning at A&M-SA. Integrating these definitions into daily campus lives and activities provides a means by which our collective voices will be clearly understood.

Diversity: Valuing individual differences (e.g., personality, learning preferences and life experiences) and group/social differences (e.g., race/ethnicity, color, sex, economic status, national origin, age, genetic information, gender, gender identity, sexual orientation, country of origin, disability and veteran/military status as well as cultural, political, religious or other affiliations) that can be used in the service of learning for all.

Inclusion: Active, intentional and ongoing engagement with diversity—in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication and emphatic understanding of the complex ways individuals interact within [and change] systems and institutions.

Equity: Creation of opportunities for historically under-represented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity-Mindedness: Demonstrate awareness of and willingness to address equity issues among institutional leaders and staff.



Appendices

Appendix A: Texas A&M University- San Antonio's Inclusive Excellence Faculty and Staff Forum

1. What is your perception of Equity at A&M-SA? Discuss for 3-5 minutes, then document.
 - Equality vs. inclusivity- not the same
 - Generation gap? Are our perceptions the same as our students? Are we somewhat perpetuating the problem?
 - "Our world vs. their world"
 - What does equity really mean?- seems vague
 - What students experience here vs. what they will experience in the "real world"
 - How do we have an impact on the greater community?
 - Survey the students! Repeat the survey. How does it change overtime?
 - How much reach do we or should we have into student's lives? Are we forcing PC?
 - Equity is a much more relevant topic at this campus then at pervious institutions
 - Discussions play a large role in deciding what is equitable
 - Communities play a large role in what equity means. It is not created, but a reflection of values within the community.
 - Raise awareness due to change in administration
 - Infrastructure must be set to establish and support what equity means
 - Higher education is more accepting of multiple diverse populations, as compared to other professional fields.
 - Students want to talk about equity
 - I don't think our student know how to have civil discourse
 - We haven't come up with a way of defining equity on campus
 - Equity entails support structures
 - There is more support now than before
 - Equity has to be about more than academic equity, how do we create cultural equity?
 - Our emphasis on Hispanic culture; include other cultures
 - Emphasis on serving the community
 - Expanding the storyline of the university to include others
 - Classes are offered without regards to specific race identity, etc.
 - Previously perceived on campus of insecurity due to negative environment and perspectives of faculty, staff, students, leadership
 - Feel we are headed in the right direction and has improved
 - Equity- equal opportunity and treatment (up to some point we do need to adjust our teaching)
 - Students have the opportunity and access to professors
 - The university is currently striving for fairness rather than what is equitable
 - Language and terminology used by faculty, staff and administrations leads to people committing a macroaggressions even if that was not the intent, it has made an impact on that person
 - Empathy and understanding/ recognizing someone's lived experiences
 - Admission standards-may be admitted but can't attend/ enroll because of state and institution policies
 - o Disconnect of what we're striving to be and the academic level desired in the classroom
 - Depending on the population you work with everyday could affect your perception of equity at A&M-SA. Some groups can spot gaps in the equity since they see these populations every day. There are gaps still in the university.
 - The conversation today would definitely still have occurred, no matter the outcome, due to the election
 - Equity- quality of being fair and impartial, value of the shares of company (A&M-SA)
 - o Product- education
 - Goal-to educate; how to achieve
 - Problems and equity- when we have rules and follow for some and not for others
 - If we're going to follow the rules, we need to change the rules. To break the rule is problematic
 - Ex: grades- grade is for performance; need integrity (professional integrity)
 - Its our job to help level the playing field for everyone to be successful
 - Equity is a work in progress. Much thought nationally
 - Challenge in due to students core beliefs
 - Equity and money
 - Careers- resources
 - Military embracing
 - Faculty- teaches multiculturalism- includes theoretical framework, conversations and integrate it in everything not just a class
 - Hiring practices + 1
 - Faculty hiring- equity more diversity
 - Students need to be involved more and actually connected to faculty and students through mentorships

- Participating in mentorship, fellows programs and become more allies, advocates
 - A&M System is conservative, but we are diverse (in terms of our campus), so there is a disconnect
 - With National Mode of Success, we do think about first generation, but do we address culture issues
 - Little institutional support for cultural events (like Dia De Los Muertos)
 - Support for LGBTQ students is low
 - We need more university sponsored minority event (pride week etc.)
 - Black History month- more programming
 - Hard to say, was at Brooks- different culture
 - Best at could be given our new status/ timeline of development
 - Advising (students feel not enough access for non- traditional?) not sure what they mean
 - Small size is our benefit
 - Equity- need more staff, can't accommodate all students residence- parking
 - Be productive- training, staffing
2. In your opinion, what is working well (and what we shouldn't change)?
- Personal ability between faculty, staff and administration
 - Continued open discussions during periods of duress
 - Need more emphasis on student research and experiential learning (Health and Science center program)
 - Tutoring and counseling
 - Keep HIP
 - The University is open to discussion and inclusivity
 - Stop missing opportunities for disclosure
 - Open forums
 - Repercussions is not something that is felt
 - A lot of really committed staff and faculty at all levels
 - All are happy to help out in dept. / other depts.
 - Faculty are reportedly enjoyed by students low fac to student ratio
 - We do a lot of forums/ engagement with pres.-staff- great
 - Students feel welcome
 - We are attracting students well
 - We are student centered
 - Opportunities- student activities and programming
 - Support programs for students
 - Student recruitment at HS level- shifting the college going culture
 - Success coaches, admission counselors, advisors help to overcome obstacles of coming to college and education on the process to get to college
 - The fact that there are services in place. Being mindful of numbers. The service existing at this time is good; staff needs to continue to grow to be congruent with the needs of such a diverse student body. Make sure that student services are robust and have appropriate staff and funding.
 - We are student centered (what is in the best interest of the student)
 - Possible to maintain high standards and still do that
 - Is our perception different because of graduate students vs. undergraduate students?
 - 1st generation students to take classes certain times because they have to work
 - Enrolling a diverse student body "safe zone" training- need more student union
 - Experiential learning opportunities
 - Student organizations
 - Student activities
 - Disability Student Services (DSS) office
 - Have students talk more with each other and have the dialogue go back and forth more
3. In your opinion, what areas that impact equality (or any other areas) should we discuss?
- Diversity of thoughts
 - Macroaggression awareness
 - Cultural competency
 - Awareness of different backgrounds
 - How do faculty and staff really feel?
 - Human resources impact equality

- Classroom accommodations
 - Professional development
 - People externally tell their stories
 - Education- pathways to career there are other alternatives if college isn't for them- not making it an ultimatum, still helping students succeed
 - Space for students, mothers- breastfeeding/place to pump, ADA-locations of elevators, buttons for doors, lounges for students to feel a sense of belonging
 - Education of learning about difference, diversity, power and privilege
 - Address expectation of rigor
 - The challenge is to keep the rigor while “ meeting students were they are at”
 - All areas. Everyone interacts with students on different levels. Diversity comes on many different levels then just race. Holding staff and faculty accountable for actions and things they say. Perhaps educating people, students and A&M-SA environment on up to date vocabulary. Teach me what diversity means to you.
 - As a state institution, we need to be paying attention to the legislators
 - Adequate resources for course offerings
 - Resources for technology
 - Faculty- students should have role models in their faculty
 - Programs: boot camps (research)
 - Is faculty going to be more involved with students?
 - State legislator
 - Elections, work study- (federal and state), outreach in the community, conversation with students about religious topics
 - Staffing shortages
 - Education for students- resources available- more proactive
 - Proactive approach to projection planning- use data
 - Intersectionality
 - Race
 - Gender
 - Is the mission of the University consistent? The way we recruit faculty/students
 - Identity of the institution
 - Emphasis on student organizations company/ institutional values
 - Topics that students feel are most important
 - Have less strict rules regarding student clubs organizations
 - Retain diverse faculty
 - Disability accessibility
 - Need more cultural events programming
 - Cafeteria disaster (food scarcity)
 - Diverse speakers
 - Performances in Auditorium
 - Women's issues (lots of parents here)
 - Women's Center
 - Faculty/staff diversity training
 - Dorms- worried about fast growth and see the risk of harassment, bullying and assault (needs infrastructure)
 - Need better classrooms for discussions
4. What are the top three things that the President's Commission should consider for its focus?
- Need diversity office
 - Need more student programming
 - Survey-barriers to equality
 - Orientation, training and recruitment of faculty
 - Form an office of diversity/equality (budget/programming)
 - Survey the campus population about these issues
 - Recruitment/attention of faculty of color
 - Training
 - Non Racism vs. Anti-Racism: not living life with racist feelings, and actively disrupting relationships
 - Even if we are not a “sanctuary” university we can still do things to promote diversity
 - Making sure we are part of a shared community and addressing all concerns
 - Conducting surveys with community and students to focus on possible next steps to take
 - Being clear on university values and how to institutionalize them

- Determine the goal of the commission to outline key goals to communicate
- Getting actual data from students and staff/faculty
- Hold open forums and report back to community on the progress
- Create anonymous powers for submitting feedback
- Education and awareness for everyone
- Focus- maintain on educational goal
- Structure/organization of support success- mindfulness of where groups are placed
- Adequate staffing to provide excellent and timely service- have policies and procedures in place
- QEP- focus on equity
- Whether the office is needed or another structure to address equity
- Training for faculty, staff and students for a common language
- You don't have to sacrifice integrity for equity
- Resources
- Programming- boot camp, addressing problems, preventing future problems, responses in nature, preventive in nature
- Office of Diversity: educate regarding intersectionality of diversity, create compassion for others, find common humanity and ground regardless of differences, create solidarity in that common humanity/ground
- Space for students (physical space)
- Student programming-more educational-a culture of learning/ dialogue
- Education-professional development-diversity dialogues/ brown bag lunches
- Space for students to learn about differences and be exposed to new ideas people and opinions
- Needs assessment on campus culture- students, faculty and staff
- An advocate or awareness of rights on budsman
- An avenue where all faculty, staff and students can come together and communicate to increase the dialogue
- Push diversity as a valuable thing instead of a box to check
- Common language and vocabulary
- Gather data from the community in order to focus our efforts
- Diversity office
- Education on intersectionality within diversity
- Finding common ground within differences
- Compassion

Appendix B : Texas A&M University San Antonio's Inclusive Excellence Student Forum on January 24, 2017

1. What is your perception of Equity at A&M-SA? Discuss for 3-5 minutes, then document.
 - Appreciation of the open forum
 - Equity in military acceptance is great
 - o Military relations chair available in SGA
 - o More toward improvement
 - o Military embracing
 - o Patriots' Casa
 - Accepting difference, avoiding negative attitudes toward student groups; have understanding of student needs reflected in policy
 - Continuation of opportunity to express concerns and share experiences
 - Bureaucracy bogging down students
 - Marketing department not being a supportive department
 - BSA should feel like they're appreciated, as well
2. In your opinion, what is working well (and what we shouldn't change)?
 - Small classes
 - Tutoring center
 - Visibility of Dr. Matson
 - Community engagement
 - Military engagement
3. In your opinion, what areas that impact equity (or any other areas) should we discuss?
 - All clubs and students should feel appreciated
 - ADA concerns
 - o Classroom, library, button access
 - Access to advising
 - o Priority to seniors
 - o Resources being diverted to incoming students
4. What are the top three things that the President's Commission should consider for its focus?
 - Managing growth
 - Clubs will keep students on campus and make them want to reach goals. Focus on the growth of orgs.
 - Marketing
 - Retention
 - Distribution of resources among students (i.e. quality advising for seniors)
 - Increase organization involvement
 - o Implications of being a commuter campus
 - o Jagsync- knowledge, awareness, increase student usage of Jagsync
5. What would you say to an incoming student about the culture and opportunities on our campus?
 - I love the small campus feel; everyone knows each other
 - Student culture and the pride of being first; the march, new traditions
 - Historical architecture, beautiful campus
 - o Being part of history

Appendix C: Commission Membership as of July 2018

Academic College Representatives:

College of Arts & Sciences: Dr. Daniel Delgado, Assistant Professor, Sociology

College of Business: Dr. Adrian Guardia, Associate Professor, Management/HRM

College of Education & Human Development: Co-Chair Dr. Ramona Pittman, Associate Professor, Reading

Faculty-at-Large:

College of Arts & Sciences: Dr. Vicky Elias, Associate Professor, Sociology

Office of Academic Affairs: Pru Morris, Interim Director, University Library

President's-at-Large Appointees:

College of Business: Dr. Syed Harun, Department Chair, Accounting & Finance

College of Education and Human Development: Dr. Sukho Lee, Associate Professor, Kinesiology

Department of Student Affairs: Dr. Ashley Spicer-Runnels, Special Assistant to Vice President of Student Affairs

University Advancement: Chryssa Delgado, Advancement Officer IV

Staff Representatives:

Administrative Support: Jan Mundine, Stewardship Coordinator

Disability Support Services: Sherry L. Patrick, Assistive Technology Coordinator

Ex-Officio: Dr. Eric Lopez, Director of Academic Partnerships

Title IX Compliance: Co-Chair Jan Parten, Campus Title IX Coordinator and Professional Development Administrator

Student Representatives:

Campus Activities Board President: Levana Bryant

Student Government Association President: Marissa Lyssy

Former Members:

Campus Activities Board President: April Vallejo

College of Arts & Sciences: Dr. Joselyn Del Pilar, Assistant Professor, Chemistry

College of Education and Human Development: Dr. Elizabeth Murakami, Professor, Educational Leadership

Student Government Association President: Mary Ellen Walker

Appendix D: References

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Statement on Equity

A&M-SA values the rich diversity and heritage of the community it serves. Over the past two years, our campus community has identified four strategic goals and listed actions we could take to achieve them. At the same time, many University groups began discussing the issues of diversity, equity and inclusion. To support this work, Dr. Matson created the PCOE and charged it with leadership to build “a culture of excellence that values equity and inclusion.” This statement describes why equity is important to our A&M-SA family and how creating an equitable environment will help the University meet its strategic goals.

Equity means creating opportunities for all members of the university community to have equal access to and participation in educational programs, as well as professional and leadership development including placement. This is especially important for those from groups whose access to success has been, and continues to be, limited. Through these learning opportunities, differences in student success and graduation rates, and inequities in the broader university community can be reduced.

When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. Differences and inequalities might refer to race, ethnicity, gender, class, age, ability, or other characteristics, however, they might also be related to whether or not a student is working, has children or served in the military. We must all meet each other as we are and work toward a common goal. Equity applies to a broad range of characteristics, and equity-mindedness means that we must be willing to examine and honor all of them.

Adopting an equity-minded approach will ensure that each member of the A&M-SA family has an opportunity to succeed. It will strengthen ties between A&M-SA and the communities we serve, and will enhance our unique standing among state and national universities.

As an equity-minded University community, we will routinely review and assess student success and other measures to find and address inequities. We must examine the University’s policies, procedures and practices to make sure they are equitable. We begin this task by looking at A&M-SA’s mission, vision and strategic goals. We identified three goals for the President’s Commission on Equity’s work:

1. Offer initial guidance in developing equity-minded policies, procedures and practices;
2. Support people at all levels of the University in owning and guiding this work effectively; and
3. Provide ongoing guidance and empowerment to every member of our community.

Achieving these goals will help us establish an equity-minded environment and will encourage each member of the A&M-SA family to help us establish and grow a diverse, inclusive and equitable university.



TEXAS A&M UNIVERSITY - SAN ANTONIO

President’s Commission on Equity

equity@tamusa.edu