



TEXAS

The University of Texas at Austin
School of Information

Report to the Provost

Diversity and Inclusion at the School of Information

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Executive Summary

This report summarizes the preliminary actions that the School of Information's diversity and inclusion committee has taken in this, its initial, year. We focused our efforts on issues of recruitment and climate, with the goal of beginning a conversation about diversity and inclusion in our school. We note our preliminary actions to date and what we have learned from them. These actions include separate events for students, staff, and faculty aimed at generating conversations within each role group, plus a community-wide climate survey to which 59% of our community responded. Based on what we learned from these actions, we make eight recommendations for our school. These recommendations include publicizing our actions and findings, recruiting students from diverse backgrounds, adjusting or augmenting course materials, and hosting school social events. In addition, we make fourteen specific requests of the Provost, including funding for a diversity faculty hire, for faculty and staff training, and for a school staff position of Minority Liaison officer. In total, we ask for items totaling \$820,300, with \$534,800 of that amount in recurring funds. We also detail in this report our plans for next year, with six specific actions in mind. These six actions focus on continuing and expanding our conversation through events and website materials, as well as investigating the third aspect of the Provost's charge to us—equity—that we did not address this year.

Introduction: Diversity and Inclusion at the iSchool

Constituted by the School of Information (iSchool) Dean Andrew Dillon and drawing from Provost Maurie McInnis's charge, our diversity and inclusion committee focused our efforts in this, our initial, year on issues of climate and recruitment. Because these efforts represent our school's first formal, concerted, and integrated initiative on matters of diversity and inclusion, we opted not to create a diversity statement or to establish goals and metrics for our endeavor. We thought that doing so would rob us of an exploratory beginning, one in which we might initiate a wide-reaching and enduring conversation about diversity and inclusion across our school to determine what issues we face rather than landing too quickly on solutions to presumed problems. This report summarizes the preliminary actions we have taken to begin that conversation and what we have learned from them. Based on that learning, we make recommendations for our school and specific requests of the Provost. We also detail in this report our plans for next year. We appreciate the Provost's willingness, as Senior Vice Provost for Academic Affairs Janet Dukerich reaffirmed, to tailor our approach to our school rather than to model our efforts against prior ones by other schools or universities.

For the purposes of this report, and in our communication to date to our iSchool community, we define diversity and inclusion as follows:

Diversity refers to differences across a group of people (for example, in gender identity, religion, race, age, or veteran status) that derive from demographic traits or life experiences. Most lists of diversity dimensions that we examined are representative and not exhaustive because people may differ on any number of dimensions.

Inclusion describes the acceptance of, respect for, reflection of, and engagement of diverse peoples and the beliefs, values, and perspectives they may hold.

Recruitment efforts often focus on diversity, whereas inclusion is a common concern for retention. Diversity begins as a matter of representation (the range of traits and life experiences among us) while inclusion is a matter of a welcome environment for a diverse group of people (quality of our climate for each of us).

Preliminary Actions: What We Learned

Our preliminary committee actions consisted of (a) events to promote conversation and (b) a climate survey. Our committee held one discussion for staff and three for faculty, all as part of regular, standing meetings and each lasting half an hour or more. We have planned two events in April (after this report) targeted at students (but open to the entire community). In addition to these events, we conducted a climate survey of all current students, staff, and faculty. Our school also had three non-committee related actions concerning a faculty hire, the creation of databases, and the new design of a required course. We indicate what we learned from these actions. Because our chair was on leave in the fall, our actions occurred in the spring semester. The Dean announced our initiative in early March with a letter to current students, staff, and faculty. (See Appendix 1.)

Events: Staff, Faculty, and Student Conversations

We decided that we would best begin the conversation around diversity and inclusion in our school by holding separate conversations for staff, faculty, and students, with the relevant members of our committee taking charge of the planning for each event. Our idea was that differential roles and perceived status might discourage people in each group from raising issues if members of other role groups were present. Our goal in these conversations was to provide the psychological safety that might encourage openness.

Staff conversation. In March, the staff held a half-hour discussion of diversity and inclusion as part of a larger meeting. Roughly 80% of our 15 staff members were in attendance. Staff members noted in the conversation that they had few negative experiences around diversity and inclusion as related to their own demographic traits and life experiences, but they were aware (primarily through students who spoke to them) of problems that students had experienced, often in conjunction with faculty or classes. In addition, staff reported that their most significant issues of exclusion arose in the context of the staff-faculty divide. Issues of differential and perceived status across this divide were apparent to staff in terms of recognition (e.g., monthly lunches for faculty but not for staff) and interaction (e.g., little mingling or interaction across groups at events that both groups attended). To assess the staff-faculty relationship, some staff wondered if it would be possible and advisable to include in annual employee evaluation performance forms a section in which staff/faculty can evaluate how well they work with each other. The staff also discussed an upcoming student-organized workshop by UCLA Professor Michelle Caswell titled, “The Dismantling of White Supremacy in LIS (Library and Information Studies).” It was apparent that even amongst staff, there were different views on this title. While some saw the title as offensive and divisive, others saw it as expression of academic freedom. During the conversation, staff learned that, in addition to the survey requested by our iSchool diversity and inclusion committee, they would soon be asked to complete a

university-wide survey on climate status at UT. One concern that arose was if concrete meaningful steps would be taken to address issues that would arise in the survey results.

Faculty conversations. The faculty held three half-hour conversations as part of monthly faculty Graduate Studies Committee (GSC) meetings. Between two-thirds and three-fourths of tenure-line faculty were present for these discussions; few, if any, other faculty were present (not being GSC members). In the first discussion, faculty shared issues that they perceived. As with the staff meeting, the faculty meeting elicited primarily accounts of student issues, not issues directly affecting the attendees. These issues included student comments about not seeing their identities reflected in course reading materials or feeling marginalized in our student population. Faculty members noted possible solutions to issues raised. In the second meeting, faculty brainstormed ideas for student recruitment. We include these ideas in Appendix 2; the committee refined and added to these ideas, and then organized them by the speed with which we can address them. In the third meeting, the faculty heard initial results of the climate survey and offered ideas for desired resources or actions; we incorporate those ideas in this report.

Student conversations. We planned two student events around the two largest and most active student professional groups, one in archives and one in user experience (UX). In the former, the students have invited Professor Michelle Caswell of UCLA to speak at a workshop entitled, “The Dismantling of White Supremacy in LIS [Library and Information Studies].” In the latter, two industry speakers, Dr. Danielle Smith (Director of UX Research, Express Scripts) and Kijana Knight-Torres (Design Researcher, Design Institute of Health, Dell Medical School), will sit on a panel to discuss diversity in the UX field.

The two student events will occur in April after submission of this report. Considering the planning the students completed for these events, we realized that many of our students were far ahead of staff and faculty in thinking about and wishing to openly discuss issues of diversity and inclusion. For example, the desired use of the term “White Supremacy” in a workshop title caused concern for some faculty and staff, including some not on the committee, as well as other members of our community. To address this concern, our committee convened a meeting and invited student organization members, a faculty advisor in this area, a staff member, and an administrator to join us in our deliberations. After discussion, the convened group agreed to a new title that it viewed as less contentious, subject to the speaker’s agreement. However, the speaker insisted on using the original title and thus the event will go forward with the original title.

What We Learned. Beyond learning of specific diversity and inclusion issues, we learned that we want facilitators for our conversations to help us draw out concerns and deal with issues. We are concerned that groups of staff and faculty did not raise many issues directly related to them, only students, despite past one-on-one conversations that suggest such

issues exist. We suspect that people may find it difficult to discuss issues with the people whom they consider responsible for, complicit in, or (possibly unwittingly) benefitting from those issues. Facilitators with a strong background in diversity and inclusion issues and programs may help us draw out issues in depth before we turn to evaluating solutions. In addition, because the format of the staff and faculty events differed from those of the student events (the former were dedicated to the airing of concerns and issues within the iSchool, whereas the latter were directed at diversity and inclusion within the broader worlds of research and practice), the students have not yet had a collective experience (in which they might build on each other's comments) for discussing issues in the school.

We also learned that we narrowly avoided communication breakdowns and interpersonal difficulties (such as misinterpreting each other's motives or beliefs) as a committee because we were caught off-guard by terminology or broader movements that seemed, on the surface, to target one group, preventing us from appreciating our shared concerns and goals. We learned that we need help learning how to hold the very conversations that we want to begin within our school and that we need training that would introduce us to terms and concepts related to diversity and inclusion.

Finally, we realized too late that we had failed to include doctoral students and non-tenure-line faculty in our conversations. When putting together the committee, the Dean asked the student organizations to put forward student candidates. Anxious to begin our work, none of us noted at the time that no doctoral students were on the list we received. Yet, doctoral students are likely to have unique diversity and inclusion concerns, quite separate from those experiences by their closest peers (master's students and faculty). Our overlooking of the non-tenure-line faculty no doubt speaks to deeper issues of their too-often invisibility within the iSchool (e.g., many are employed full-time elsewhere and are on campus only to teach their course, we do not see them in the hallways or at meetings, many of us tend not work on service, research, or teaching projects with them, and so on). Thus, we need not just to broaden future efforts to include these two groups, but also to investigate more thoroughly the conditions that led to our overlooking them. We can begin by adding representatives from these groups to our committee, effective immediately.

Climate Survey: Our Community Responds

On March 20th, we distributed a climate survey via an anonymous link on Qualtrics to current students, staff, and faculty, with a reminder on March 28th. At the time of this writing, 187 iSchool community members responded to the survey, a 59% response rate overall. Table 1 displays the response rate by role in the iSchool, with rates ranging from

44% to 68%. For example, 44% (104 of 206)¹ of our enrolled master’s students responded to the survey. Our student respondents, who accounted for 116 of 187 total responses, matched our overall student population in terms of gender (69% female) but slightly overrepresented younger students (65% compared to 60% of the overall population were under 30) and white students (58% compared to 51% of the overall population).

Role in the iSchool	# respondents	% of all respondents	% of role population in the iSchool
Master’s students	104	56%	44%
Ph.D. students	12	6%	48%
Staff	8	4%	53%
Tenure-line faculty (including administration)	12	6%	68%
Other faculty (adjuncts, research professors, lecturers)	11	6%	52%
Chose “prefer not to answer”	13	7%	-
Skipped the question	27	14%	-
total	187	100%	59%

Table 1. Climate Survey Response Rates by Role in the iSchool

The complete report of all responses appears in Appendix 3. We summarize here its main findings.

Findings: Some Convergent and Some Varying Perspectives. Overall, the climate results point to a somewhat inclusive environment, but one with some clear and notable issues. We begin with findings from questions that prompted respondents to select among possible statements regarding diversity and inclusion.

- Almost unanimously, 97% of respondents believed that having meaningful interactions with people who are different from them is an important or very important part of their iSchool experience. Similarly, 87% reported that having

¹ In giving these values, we acknowledge that we do not know the roles of respondents who preferred not to answer or otherwise skipped the question. Thus, the values we give are minimum values because some portion of the respondents who opted not to identify a role may fall into the categories we discuss. We also recognize that respondents in low-number role categories (essentially all categories other than master’s students), may have worried that their answers to this and other demographic traits and life experience questions would allow for their identification despite our assurances of anonymity. Arguably, master’s students, by being in the school for the shortest period and being the least dependent on faculty for their current and future career success, may have felt the most secure in answering these questions.

iSchool efforts, activities, and projects related to diversity and inclusion was important or very important. More than half (58%) of respondents thought the climate was inclusive; 14% thought it was exclusive.

- About one quarter of respondents thought that members of the iSchool community were treated inequitably based on various demographic traits (e.g., race, age, gender/gender identity) or life experiences (e.g., veteran, marital or family/caregiver status). The highest percentage (39%) was for inequitable treatment based on English language proficiency.
- We appear to be an empathetic community. For example, 16% of respondents thought that veterans are treated inequitably in the iSchool, but only 1% of respondents were veterans. Similarly, only 11% of respondents identified as having a cognitive or physical disability, but 27% agreed that people with such disabilities are treated inequitably in the iSchool.
- Just over a quarter of respondents (28%) thought that diversity and inclusion were not adequately addressed in most iSchool courses.
- Roughly one-quarter of respondents thought that the populations to which they belong are not represented in the iSchool's communications, events, and student organizations.
- About one-third of respondents reported having experienced microaggressions, bias, or apathy/being ignored in the iSchool.
- Curriculum, student recruitment, and faculty recruitment edged out communications, events, staff recruitment, research, student organizations, and retention as areas on which the iSchool should focus its diversity and inclusion efforts per respondents.
- The responses of respondents in the iSchool's largest demographic subgroup (white females) mirrored those of other respondents for general questions, such as meaningful interactions with people different from them being important (99% of white females compared to 96% of others agreed or strongly agreed).² Likewise, the percentages were identical in terms of thinking that diversity and inclusion were not adequately addressed in most courses (28% in both cases). Where they differed was in the specifics. For example, Table 2 compares responses of white females with all others for the question asking if members of the iSchool were treated inequitably based on various demographic traits and life experiences. White females, as compared to others, reported higher percentages for gender/gender identity (38% compared to 29%) and English language proficiency (48% to 26%) and lower

² Here, too, we may see some bias in our results because respondents in the largest demographic subgroup may have thought they would be difficult to identify, whereas respondents in other groups may have concluded they could be easily identified. Thus, the responses among white females may be more cohesive than those among other demographic subgroups.

percentages for religion (15% to 21%), geographical upbringing (18% to 26%), first generation college status (16% to 29%), veteran status (15% to 24%), and marital or family/caregiver status (21% to 35%).

Members of the iSchool community are treated inequitably on the basis of:	% of White Females Who Agree	% of Others Who Agree
Gender/gender identity	38%	29%
Sexual orientation	23%	21%
Ethnic background	31%	29%
Nationality or citizenship status	28%	29%
Race	31%	27%
Age	23%	24%
Religion	15%	21%
Geographical upbringing	18%	26%
First-generation college status	16%	29%
Socioeconomic status	23%	29%
Veteran status	15%	24%
Marital or family/caregiver status	21%	35%
Cognitive/physical disability	25%	29%
English language proficiency	48%	26%

Table 2. Responses on Inequitable Treatment by White Females versus Others

- Overall, we see differences in opinion about the inclusiveness of the iSchool by gender and race/ethnicity as well as by role in the iSchool, as Table 3 illustrates. Large percentages of Black or African American (55%) as well as Hispanic or Latino (42%) respondents as compared to White (9%) or Asian (9%) considered the iSchool climate to be exclusive. In terms of gender, the rates of exclusive responses were lower for females (13%) and males (8%) as compared to people who identified as other (100%) or who preferred not to answer the gender question

(17%). Finally, master's students (17%) were more likely than any other role group to describe the iSchool climate as exclusive.

		In terms of diversity, I would describe the general climate of the iSchool as:				
		Inclusive	Neither inclusive nor exclusive	Exclusive	Not important to me	Total
What is your racial/ethnic background? (select all that apply)	Hispanic or Latino	33%	25%	42%	0%	100%
	American Indian or Alaska Native	100%	0%	0%	0%	100%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	100%
	Asian	70%	22%	9%	0%	100%
	Black or African American	27%	18%	55%	0%	100%
	White	63%	27%	9%	0%	100%
	Other	50%	25%	13%	13%	100%
	Prefer not to answer	42%	47%	11%	0%	100%
Total		59%	28%	13%	1%	100%
What is your gender?	Female	53%	34%	13%	0%	100%
	Male	78%	14%	8%	0%	100%
	Transgender	0%	0%	0%	0%	100%
	Other	0%	0%	100%	0%	100%
	Prefer not to answer	44%	33%	17%	6%	100%
Total		58%	29%	13%	1%	100%
What is your role in the iSchool?	Master's student	52%	30%	17%	1%	100%
	PhD student	75%	17%	8%	0%	100%
	Staff	75%	25%	0%	0%	100%
	Tenure-line faculty	82%	18%	0%	0%	100%
	Other faculty	64%	27%	9%	0%	100%
	Prefer not to answer	50%	42%	8%	0%	100%
Total		58%	28%	13%	1%	100%

Table 3. Responses on Climate Inclusiveness by Race/Ethnicity, Gender, and Role

From our 187 respondents, we received 78 comments related to barriers and frustrations the respondent faced (Question 9) and 72 comments related to suggestions for what we might do as an iSchool to improve diversity and inclusion (Question 10). We note themes from these responses here based on our coding of the data in Atlas.ti™, a qualitative analysis software. Our free coding of the data with this software (whereby we created codes based on the data rather than imposing codes from the diversity literature) resulted in 29 codes.³ Upon inspection and reflection of these codes, we reduced the codes to 19

³ In opting for free coding, we made a methodological decision to honor the data above all else, to allow the respondents to speak for themselves and to try our best not to place external labels on those statements. Thus,

through merging of similar topics. For example, we originally created three distinct codes related to insensitivity or ignorance by the role of the party responsible (student, staff, or faculty), but opted to merge those codes into one to highlight the frequency of the issue. Questions 9 and 10 and their responses do not appear in Appendix 3 to protect respondents against self-identifying comments. Instead, we include here a sample of quotes that protect identities while illustrating themes. We redact quotes with square brackets to remove information that may identify a respondent or a community member.

Findings: Barriers and Frustrations. We discuss six themes for this question, each of which respondents raised a minimum of six times. Thirteen other topics arose in the data, but appeared in most cases only once or twice; we do not report on them here but will review them in our committee.

1. *Insensitivity or ignorance.* The most prominent theme regarding barriers and frustrations, appearing in 20 of the 78 responses we received to this question, concerned reports of insensitivity to or ignorance of issues of diversity or inclusion, often on the part of faculty or staff, as these quotes illustrate:

professors being impatient with students whose first language is not English

I felt I was a burden to some staff because [of my special needs for payment] but rather than being met with a tone of "no problem, glad to help [you] make use of [your] tuition benefit" (which I would hope for), it has felt as though I am inconveniencing staff, and that it is a bother that I (though no choice of my own!) make this request [...] That was a disappointment.

... I also remember another time when a professor went on at length about wanting to make sure that all the "theys" in class got referred to by their right pronoun but went on a long rant about how he thought it was grammatically incorrect. The overall tone was one of teasing, like he was making an effort but that we were in on the 'joke' of trans pronouns. I don't think this person was being intentionally mean-spirited, but I do think that if I were trans I would have felt very uncomfortable being in that classroom.

Another quote from a teacher, "I do not believe racism is really an issue anymore."

I live with a psychological disability [...]. I reached out to all three of my professors in order to explain [...] some of the difficulty participating/focusing that I was having in class. Only one of them replied acknowledging my email when they had otherwise been communicative before this event. It made me feel extremely self conscious.

the codes we chose reflect the language of the respondents. We do not mean for our choice to reflect a rejection of the diversity literature. However, we would note that none of us are fluent in this literature nor are we aiming to engage in it as a research avenue, which raises the complicated question of how we might become more fluent in and aware of diversity issues without dedicating considerable service time to the effort. We hope we may gain sufficient fluency and awareness in workshops; if we do not, we will need to revisit this question.

I have not had good experiences in class and with teachers regarding projects and essays dealing with gender and sexuality.

2. *Missing people of color.* Twelve respondents noted that our school is missing people of color in our community, primarily among our student and faculty populations.

There is a lack of faculty that discuss issues of race and intersectionality of identity in regard to information. The iSchool needs to support these folks and they need to be represented on the faculty, staff and as a part of the student body.

There aren't a lot of people who look like me in the iSchool. There are very few students, no faculty and no staff who look like me. All the people we read in class are for the most part white and male. The iSchool can tell us all day that diversity matters, but if it is not reflected in coursework, course material and the faculty that teaches us, it's just talk.

the culture shock of coming to the iSchool and only seeing a handful of other black students in my classes is frustrating. It makes me question if I really belong here and I feel uncomfortable because I think my skin color makes me stick out. My classmates (and my professors for that matter) in nearly all my courses have been overwhelmingly white and female--and many have been vocal about their commitment to working with/supporting underrepresented populations. No one has ever overtly said or done anything to make me feel intimidated. The main barrier I've experienced are my own feelings of intimidation, and self-imposed isolation on occasion, simply from being vastly outnumbered. And I fear there is no safe place for me express these feelings with someone who genuinely understands my perspective because my faculty adviser, all of my professors, my career counselor, and even my boss at my on-campus job are all white. They're all wonderful people, don't get me wrong, and I feel like I can go to them for anything else, except this.

3. *Limited course coverage of diversity.* Nine respondents commented on limited course coverage of diversity and inclusion topics, providing narrative details that support the text-selection question results on this topic.

I do not feel that the iSchool adequately supports students of color, trans folks, queer folks. The available courses focus mainly on hard skills and from a non-critical perspective. Alternative modes of knowing the world and understanding information are not present in discussions.

I feel there is inadequate discussion of inclusion, plurality & ethics in courses, particularly in core classes. These discussions must be integrated into the curriculum rather than confined to a handful of courses. There is also very little engagement with critiquing the field of information studies (particularly with regard to the ways in which it falls behind other fields in inclusion) in the majority of courses. This is an important thought process for professionals in training to cultivate so that they may improve the field.

There is a large tendency to ignore social and cultural influences when the class is not directly formed around the issues. Quote from an actual teacher, "You discuss those things in your Social & Cultural class, my class covers a different topic."

Taking the class "Social & Cultural Context"...there was hardly anything about ACTUAL social and cultural contexts in information. We read and worked on nothing relating to racial/gender/other diversity.

4. *Communication problems.* Respondents noted seven times a variety of communication problems, including silence on the part of the school around these issues.

I have heard from multiple recent graduates or current students from other iSchools that they chose not to come to the school because of its incredible silence regarding diversity. This silence is present in the lack of diversity scholarships, matching scholarships for external awards, conferences or publications coordinated by the school, really anything that demonstrates that UT iSchool would be safe to attend despite being in the middle of one of the most racist, transphobic, and sexist states in the country. We may not be able to pick up the school and move it to another state but we can push back against the violence perpetuated by the state on its black and brown residents by recruiting, retaining, and training more black and brown students to be leaders in our field.

Within student organizations diversity is never discussed and when attempting to create a diversity event, the iSchool immediately steps away.

The only frustrations that I have experienced is the small amount of scholarships that I can apply to as well as the lack of support from some faculty on discussing social issues in relation to our future careers. In order to make a difference in our careers, we all need to be aware of social issues that we will come into contact with and not just how to do our jobs.

5. *Faultlines.* We seem to be seeing the development of faultlines, or cases in which certain types of diversity align or intersect to create distinct groups that differ from one another along multiple dimensions. One such faultline separates male, international, tech-focused students from female, domestic students in non-tech areas. Another such faultline separates young, single, non-working students without children from older, married, fully employed students with families.

We are so fortunate to be in a school with a large international student population but we cannot ignore that the majority of international students focus on tech, leaving those of us training to be archivists and librarians with grossly limited perspectives in the classroom.

The increasing turn towards tech (UX/UI, etc.) oriented work in the information sciences field seems to bring with it a very white, male-centric view of the creation, representation, and preservation of information.

I do think that there seems to be a split between the older, frequently married people who might also be raising kids, and younger students who don't have as many obligations. I can't put my marriage on hold for two years, which ends up precluding me from many of the social functions or serving on one of the student organizations that appeal to me. I basically have to choose between getting more involved, which I would love to do, and completing my coursework, and maintaining a healthy marriage and home life, and I think that that impossible choice is sometimes not taken into consideration, or at least respected.

6. *Outside obligations and conflicts or exclusion.* Six comments reflected respondents who work or respondents with family obligations; these respondents reported finding it difficult to attend events or classes that conflict with their schedules or simply feeling excluded within the iSchool.

I feel like programming and events exclude those who have to work during the day. Almost all guest speakers and events are scheduled in the afternoon on weekdays. These programs seems to favor those who can afford not to work while in school.

iSchool policies/practices seem to focus on folks who have the ability to be fulltime students (internships, gra's, funding, require full time status). This isn't usually possible for single parents, professionals working, non-traditional students etc. Also, iSchool events (those run by iSchool admin & those run by student groups), are not necessarily "family friendly." For example, scheduled for evening time or at bars.

My frustration is that I can attend almost none of the events, talks, and colloquia offered at the iSchool because they are invariably held during the work day. I admit I do feel somewhat marginalized as an older, non-traditional student.

Suggestions. From the 72 responses that we received, our coding yielded 10 distinct suggestions for how the iSchool might improve diversity and inclusion. Rather than offering quotes in this section, we provide Table 4, which gives examples and frequency counts for each suggestion.

Suggestion	Examples	Frequency Count
Recruit people to increase diversity	Recruit faculty and students of color, work with HBCU to recruit	23
Amend courses and curriculum	Add diversity topics to all courses; remove exclusionary language from syllabi	18
Support, reward, and recognize diversity	Offer scholarships, create a research paper award	12
Publicize, reach out about, and discuss these issues	Watch web site content, amend school mission and vision statements	11
Train staff and faculty	Hold workshops for them on these issues	8
Host outside speakers or events	Invite diverse professionals to speak, hold workshops for all of us to attend	7
Pay attention to the topic in general	Keep the discussion going	5
Pay attention to student time conflicts	Hold events when non-traditional students can attend	4
Create positions or platforms	Hire a Minority Liaison Officer, create a platform for students to talk to administration and staff	2
Create community	Hold events not related to diversity that create a sense of a unified community (e.g., picnics, movie nights)	2

Table 4. Suggestions for Improving Diversity and Inclusion at the iSchool

What We Learned. In addition to the findings above from the survey, we learned which questions did not quite work as we wanted, and we learned that we would need to better motivate certain groups within our community (e.g., international students) to complete the survey.

Other Actions: Faculty Hire, Database Creation, and Course Preparation

Beyond our committee, three other actions occurred this semester with respect to diversity and inclusion in the iSchool: a faculty hire, database creation, and a redesigned course.

Faculty Hire. The Dean made a tenure-line faculty offer to a minority candidate. She had multiple offers, and ultimately accepted ours. She will join our faculty in January 2018 as our first African-American hire; she comes to us from Stanford with an expertise in immersive reality and children's development.

Database Creation. Motivated by our committee's charge from the Provost, Assistant Professor Amelia Acker created two databases, one in Zotero (all media) and one in UT Box (documents in pdf form only) for diversity-related materials in our fields. She has invited our faculty to share and contribute to the databases with her, and wants us to consider making them broadly available for reading access to other iSchools to broaden diversity and inclusion efforts and to help establish us as an active leader in this field. We may also make the databases available to our entire community, allowing students and others to contribute to them and use them as a resource.

Course Preparation. Several faculty are creating or modifying courses to reflect diversity and inclusion concerns. For example, Assistant Professor Amelia Acker has redesigned a required master's course to focus it on issues of diversity and inclusion. The course, offered for the first time in Fall 2017, "...introduces concepts from science and technology studies, feminist technology studies, queer and archival theory; explores how information and information technology is an asset that is unequally distributed in society and what the implications are for serving culturally diverse communities; ...[and] identifies how the role of social and cultural, including identity, diversity, and inclusion factors play in the adoption and use of information technologies." In addition, Associate Professor Ken Fleischmann is in the process of developing a new diversity-oriented elective next year. Other faculty are working to publicize and highlight aspects of diversity and inclusion already present in their courses.

What We Learned. These three actions confirmed to us our school's interest in and dedication to diversity and inclusion issues. We realized that other members of our community will help shoulder the load of this work, allowing us to think broadly and deeply about potential future actions than we otherwise might.

Recommendations for the School

We make the following recommendations for our school based on what we have learned thus far. These recommendations are distinct from our requests of the Provost and our committee plans, both of which follow. We target the recommendations at specific issues

raised in our events or in the climate survey. These recommendations concern actions that our committee either asks the faculty and administration to take independently or in conjunction with our committee. Actions that the committee intends to take based on what we have learned so far appear below in our section on plans for next year.

1. *Act quickly to acknowledge and publicize the results of our conversations and the survey.* Our community has expressed concern that we will take no actions based on the results of our efforts. Thus, we need to quickly make public the results of the survey and the steps we plan to take as a school.
2. *Provide immediate training workshops for faculty, staff, and doctoral students on diversity and inclusion.* A first workshop should discuss how our words, comments, questions, jokes and the like in and out of class can make others feel excluded. We want to sensitize faculty, staff, and doctoral students (who often work as assistant instructors or teaching assistants) to these issues. This workshop requires an external facilitator; we request funding for facilitation from the Provost. Many of the comments we received in our survey point to comments made by faculty or staff, hence the urgency and importance of these workshops.
3. *Recruit students from diverse backgrounds.* The school should act on the student recruitment ideas put forth by the faculty. In Appendix 2, we have categorized these ideas as immediately do-able (beginning in the remainder of this semester or next year) and long-range (to begin soon and continue over the next five years).
4. *Adjust or augment course materials and discussions.* Students report that many of our courses do not reflect their identities in the assigned readings, the topics covered, and the like. We encourage faculty to begin working with their TAs to adjust or augment their course materials. We recognize that this recommendation adds to an already heavy load for instructors and TAs; below, we request help from the Provost to support this activity. In the meantime, we recommend that faculty do what they can to begin this effort. In addition, faculty should consider how they might use class conversations to address issues such as the faultline that separates international, male students in technical fields from domestic, female students in “non-tech” ones. These “non-tech” fields are, in fact, increasingly technical (e.g., digitization in archives and libraries) and students in them require a solid technical grounding to succeed. Openly discussing and seeking to break down perceived faultlines may aid in this endeavor.
5. *Schedule classes to accommodate varied schedules.* Some students complained that classes met in the evening when they must provide childcare to their family; others complained that classes scheduled during daytime hours precluded the paid work they need to do to afford tuition. We understand that holding multiple sessions of courses is difficult. Instead, we recommend that the school consider creative solutions to this difficult problem, such as toggling class times for required courses across consecutive years (and publicizing this schedule on a two-year schedule).

6. *Host more social events for our community.* The events need not take diversity and inclusion as their primary focus, but may simply provide an opportunity for students, staff, and faculty to interact. Examples from the survey and from comments on drafts of this report included picnics, softball games, movie nights, volunteer days, board gaming groups, and lunches at Torchy's. Other events might be explicitly aimed at diversity and inclusion, for example a regular meeting of people who are passionate about this topic. For such directed events, we encourage the school to work with our committee to plan and implement them.
7. *Actively engage with alumni who represent diverse populations and connect them with students.* Alumni are frequent guests to the school for events such as networking, workshops, panel talks, and employer information sessions. They also are important sources of career information and guidance for current students. Moving forward, ensuring that the diversity of the alumni population is well represented for such activities will be critical for our school, as will ensuring that students have opportunities to be connected directly with those who can speak to their experience as, for example, a person of color.
8. *Encourage student organizations to work together to address issues of diversity and inclusion from the standpoint of social and academic life in the iSchool.* Our student organizations are well positioned to hear and respond to student concerns. In addition, they have access to funding from state and national groups that they might solicit to help with expenses at diversity and inclusion events, as at least one group has already done. The students are keen to lead in this realm, and our school should acknowledge, support, celebrate, and reward that effort.

Requests of the Provost

We make the following requests of the Provost to help us succeed in our diversity and inclusion efforts at the iSchool. Specifically, we ask for funds to support the following actions or positions. We itemize in dollar terms these requests in Appendix 4.

1. *Diversity faculty hire.* Each year, faculty candidates of color receive multiple offers from peer institutions at higher salaries than we can provide. Allowing us to make competitive offers would do much to increase faculty diversity along racial lines, a key need in our school that is apparent to everyone in our community, as reflected in comments we received in our climate survey. We request funds for one more such hire.
2. *Minority Liaison or Diversity Officer at the school level.* Our students report that faculty are supportive, but have no personal experiences that come close to their own. For example, Black and Hispanic students are unconvinced that our faculty truly understand their issues, even though we may be sympathetic to them. A person in this role would serve as a resource for students who may be uncomfortable (or think little

will be achieved by) talking to faculty about issues in the school or challenges that they face. In addition, this person would help plan, coordinate, publicize, and implement community events; work with faculty on course materials; and design and carry out assessment tools to track our progress on improving diversity and inclusion. Many of the recommendation that we gave for the iSchool, the requests we make of the Provost, and the plans we have developed for next year would benefit tremendously from the active participation of, and at times leadership from, a person in this role.

3. *Diversity and inclusion conversation facilitators.* We are in clear need of conversation facilitators to help us create environments in which our community members feel psychologically safe in raising issues and in which we as a community might figure out how to work together to address those issues. We request funds for facilitation at five such meetings next year, one each for master's students, doctoral students, staff, and faculty, plus one additional meeting for the entire community. We intend to continue to hold diversity and inclusion conversations after next year, but hope by then that we will not require external facilitation for them.
4. *Diversity fellowships and scholarships.* Other universities (e.g., Michigan) provide post-doctoral, doctoral (particularly), and master's student fellowships and scholarships for people from a diversity of backgrounds. Such fellowships and scholarships would help us to recruit qualified students who might otherwise not be able to afford our programs. In the short run, such fellowships and scholarships would bring our community the many advantages of diversity (such as a multiplicity of perspectives); in the long run, they would help us feed the pipeline for future faculty hires. We request two such fellowships.
5. *Diversity TAs.* We want to hire master's students to review teaching databases (e.g., of journal articles, blogs, videos, datasets, and the like) and generate teaching materials (e.g., assignments, class exercises, and group projects) that reflect and explore diversity. The students might publish their results in education-oriented journals in our field. For example, a student might develop teaching materials and activities that reflect international contexts or geographically diverse groups and publish the results, including making available the resulting materials. Rather than yet another teaching dataset on student course selection or recipes, we could have sample datasets on gender, race, age in movies or novels, or economic mobility among diverse communities. These TA positions and their deliverables, made available to colleagues at other universities, could help establish our school as a leader in thinking about diversity and inclusion in our fields. We ask for this help because our faculty have already invested in designing their courses and have multiple demands on their time; having TAs to help them with this task would make this work easier and likely introduce them to resources they would not uncover on their own. We would work with the iSchool's leadership to ensure that these TAs, as compared to course-related TAs, are advertised, discussed, and managed in ways that indicate the high level of regard in

which our community holds them. We request funds for three such TAs for next year. With the base of their accomplished work in hand, instructors and course-related TAs should be able to take over going forward.

6. *Titled adjunct position.* We want to create a titled, prestigious adjunct position to highlight the diversity of working professionals in our field. As we continue the unfortunately slow work of increasing our tenure-line faculty diversity, this position would offer a more immediate way to present our students with a diversity among instructors.
7. *iSchool diversity and inclusion event funding.* We need funds to cover event costs such as speaker travel expenses or refreshments. We ask for six such events for next year. We hope to find external funds from donors, professional societies, or government agencies to support such events going forward.
8. *Representatives to conference-based diversity events.* Our professional associations (e.g., ALA, ASIST, iConference) routinely organize diversity and inclusion events at their major conferences. We only send students or faculty to conferences if they are presenting a paper or poster. We would like funds to send people who would attend such conference-based events without the prerequisite of paper or poster presentation. Upon the attendees' return, we would ask that they report back (for example, via a talk at a student organization meeting, a write-up on our [Info Portal](#) student blog, or participation on a panel) to the community what they learned. We ask for funding of six representatives per year.
9. *Recruiting trip expenses.* If we are to conduct day-long trips to colleges and universities that are dedicated to the education of demographic minorities, then we will need funding to cover the expenses of these trips.
10. *Equity funding.* We noted in the introduction that our committee did not formally address issues of equity this year and intends to do so next fall. Our committee did, however, calculate what level of funding we think will be required to address anticipated salary equity issues (one of our members is the school's finance manager). We include the level of new funding we anticipate needing on this itemized list; we will fine-tune this figure in the fall and resubmit it to the Provost then, but wanted to provide this alert now.

In addition, we request the provision of information about university resources that may already exist. Specifically, we would like information about

11. *Teaching resources.* What databases or other resources exist at the university level? How can we access them? A list with descriptions of each resource would be especially helpful to us.
12. *Community awareness resources.* We would like to post notices on our website of university events that would help raise our community's awareness of diversity and

inclusion issues. To do so, we need a centralized university list (of speakers, of movies, of events, of classes, and so on) that we can tap into to identify and highlight items we think would be particularly useful for our community.

Finally, as a committee we were largely unprepared for this endeavor. To help better prepare those of us who are charged with leading diversity and inclusion efforts within the schools, we request

13. *Workshops for committees.* We would like university-wide workshops this semester (in May) for committee chairs and possibly committee members about how to lead the larger discussions, planning, and strategy development around diversity and inclusion.
14. *Brown bag sharing.* We would find it helpful if the university would organize the chairs of the diversity and inclusion committees and possibly their members into monthly brown bag lunches at which we can share our ideas, get advice, and so on.

Plans for Next Year, AY 2017-18

Our plans for the coming year expand upon our preliminary actions to date and reflect what we have learned from them.

1. *Diversity workshops, panels, and meetings.* We need more discussions and we need them soon. We intend to organize at least one event per year per relevant role group (e.g., faculty (both tenure-line and non-tenure-line), doctoral students, master's students, staff) to get our school talking about diversity and inclusion. We will also consider organizing regular meetings that focus on diversity in the context of information studies or the information professions. For example, a series of meetings aimed at national differences might serve the dual purpose of preparing American students (in particular) to enter into diverse global workforces and International students (in particular) to improve their English language proficiency.
2. *Awareness.* We intend to develop pages on our school website that highlight our diversity and inclusion efforts and that provide resources for our community. The material on the website will serve as a current resource for our community and an indicator to prospective students and hires about our level of commitment to these issues.
3. *Broader participation.* Our committee had no representatives from among the doctoral students and none from among the non-tenure-line faculty. We realized belatedly that, perhaps as a result, our events did not target or necessarily include these groups. Thus, we intend to broaden participation next year, first by including their representatives on our committee and second by paying special attention to events that might work to specifically include them in the school's conversation (e.g., a workshop devoted to

doctoral students). We may also extend our outreach to other groups such as alumni, advisory board members, and donors.

4. *One School One Book*. We pride ourselves on being a “school of one” (no departments) in which we celebrate our shared interests and goals. To promote diversity and inclusion, we want to start off each school year with a community book read, selecting a book that deals with one or more aspects of diversity and inclusion, and then hosting various mechanisms (a community chat page, an in-person book discussion, blog posts, and so forth) that allow our community to discuss the book and its impact for us individually, collectively, and professionally.
5. *DDCE, OIE, and MEC partnerships*. We will partner with the Division of Diversity and Community Engagement (DDCE), the Office of Inclusion and Equity (OIE), and the Multicultural Engagement Center (MEC) to learn from them and leverage their resources for our community.
6. *Equity*. We left unaddressed this year the third item on the Provost’s charge to us, which was equity. Next year’s committee will begin investigating how to measure or benchmark equity in our school and will begin discussing how to address issues of inequity that we uncover.

APPENDIX 1. Dean's Letter Announcing Our Initiative



SCHOOL OF INFORMATION
THE UNIVERSITY OF TEXAS AT AUSTIN

1616 Guadalupe Street • Suite 5.202 • Austin, TX 78701-1213
(512) 471-3821 • Fax (512) 471-3971 • www.ischool.utexas.edu

March 7, 2017

Dear students, staff, and faculty:

The School of Information aims to provide a welcoming and supportive environment for everyone, and is committed to diversity and inclusion among our students, staff, and faculty. By diversity, we mean people of different backgrounds, beliefs, races, genders, religions, sexual orientations, socio-economic statuses, nationalities, and more. By inclusion, we mean that we welcome, respect, encourage, and engage diverse perspectives, which improve learning and quality of life for all of us. As information professionals, we see and seek to address issues of diversity and inclusion all around us, including problems in recognition, participation, opportunity, and advancement that arise when people have limited access to information and information technologies.

As a school, we're launching a new initiative to increase our community dialogue about diversity and inclusion so that we might be better prepared individually and as a community to address those problems. We hope you will join in.

To begin our dialogue, we'll be adding news, events, research, and resources about diversity and inclusion related to our school and our profession on our website. We'll also be distributing an online survey, organizing talks through our established student professional groups, and holding meetings for students, staff, and faculty. We're planning a series of events for next year, so please do share your ideas.

The Texas iSchool is a vibrant, enriching, and exciting place to study and work together, and we intend to practice and celebrate what makes us special through this new initiative.

Best regards,

A handwritten signature in blue ink, appearing to read "Andrew Dillon".

Andrew Dillon
Dean and Professor

APPENDIX 2. Ideas for Student Recruitment

Immediate Action Items

1. **Look at funding for master's students and where current funding is going.** We might try to shift existing funds to create funded offers for students of diverse backgrounds.
2. **Identify and target students in our undergrad and master's classes for entry into programs at the next level.** Faculty, TAs, and AIs would take an active role in this work.
3. **Offer courses that highlight diversity.** For example, we might note (perhaps with a flag) courses that explicitly address issues of accessibility. We might consider making a track (to the extent that we have them) in the area of diversity and inclusion. Such a track might attract students.
4. **Advertise the research we do that might attract diverse students.** For example, we should put respective interactive tools on our website.
5. **Work with or bring in high school students to plant the seed of interest in**
Review student profiles on website to make sure they are representative of diversity.

Long-Term Items (five-year horizon)

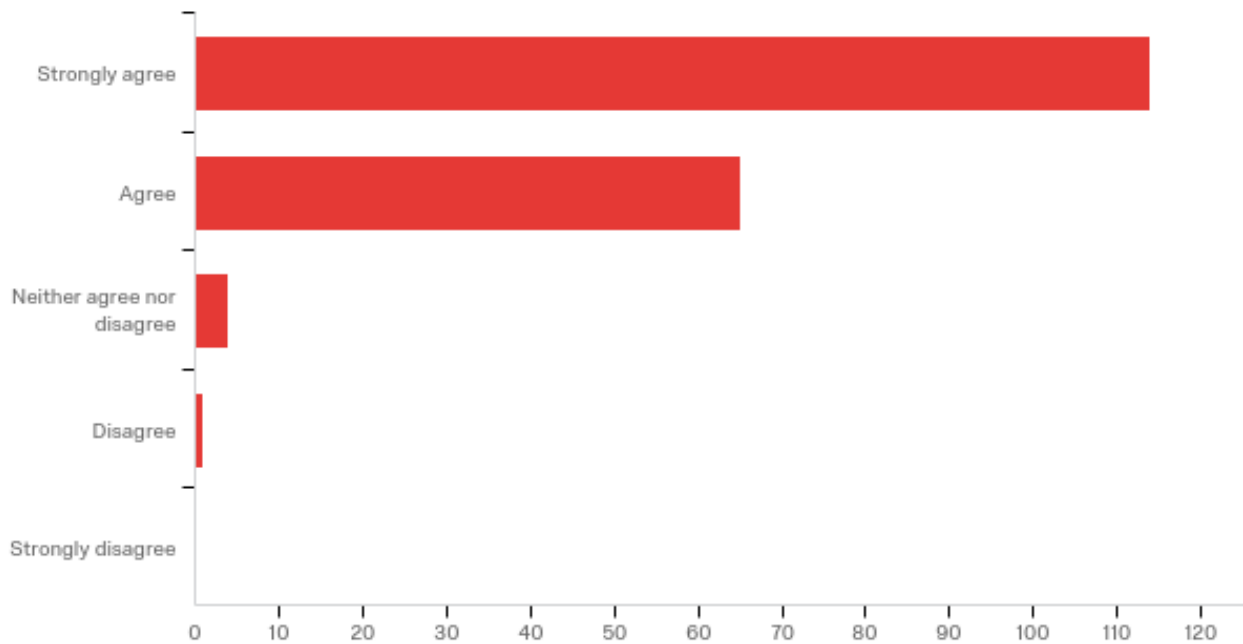
6. **Work with or bring in high school students to plant the seed of interest in information studies.** We could engage high school students in internships, summer projects, iSchool events or other mechanisms. The diversify officer might oversee master's students who would act as mentors for these students.
7. **Pull in the low-vision and blind people community.** We have schools in Austin for this community with which we could partner. We might also work with these schools in terms of opportunities for research that would also spur interest among their students.
8. **Work with Huston-Tillotson, where we have at least one former student.** We mean here something more than a college fair visit, focusing instead on intensive interactions that, for example, might involve HT students in our course or research projects. For example, we might leverage burgeoning efforts in archives with the Austin History Center and the East Austin community.
9. **Build academic "on-ramps" for undergraduates to get involved in iSchool research.** For example, the university is graduating its first class of students from its University Leadership Network program that David Laude established for first-generation college students. We have no current ties with this program and, in fact, we missed an opportunity to offer internships to first-generation college students offered through this program. The diversity officer could facilitate this interaction.
10. **Find ways to enrich campus outreach.** That is, we need something more in-depth than college fairs. We ought to consider making trips to allow daylong visits at universities with higher Hispanic or historically Black populations. We might also put up tables at events such as Martin Luther King Day events, 16th of September events, and the Austin Pride festival.

Appendix 3. Climate Survey Report from Qualtrics

D&I survey 2017

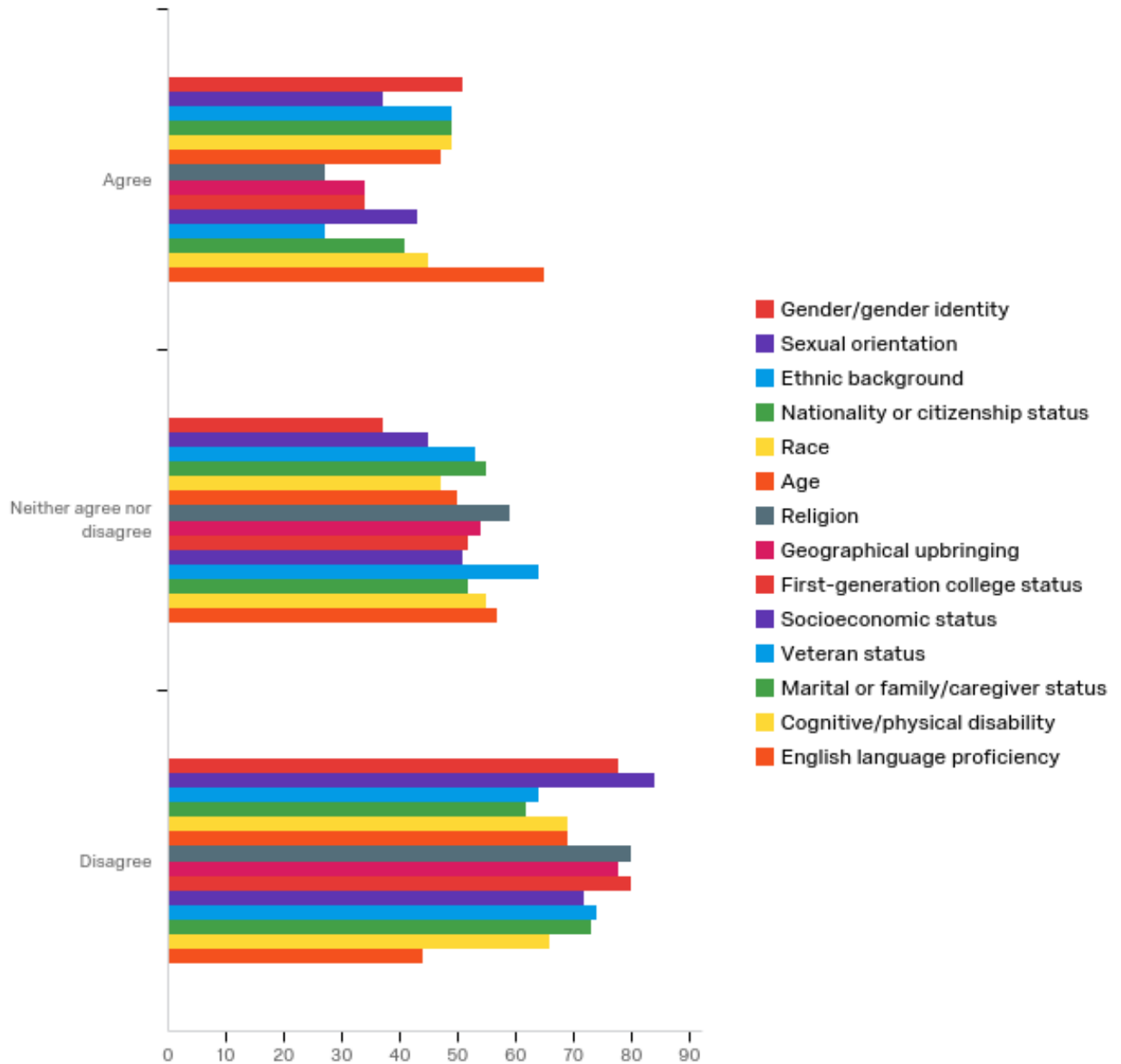
March 30th 2017, 10:07 am MDT

Q1 - I believe that meaningful interactions with people who are different than me is an essential part of my experience at the iSchool.



#	Answer	%	Count
1	Strongly agree	62%	114
2	Agree	35%	65
3	Neither agree nor disagree	2%	4
4	Disagree	1%	1
5	Strongly disagree	0%	0
	Total	100%	184

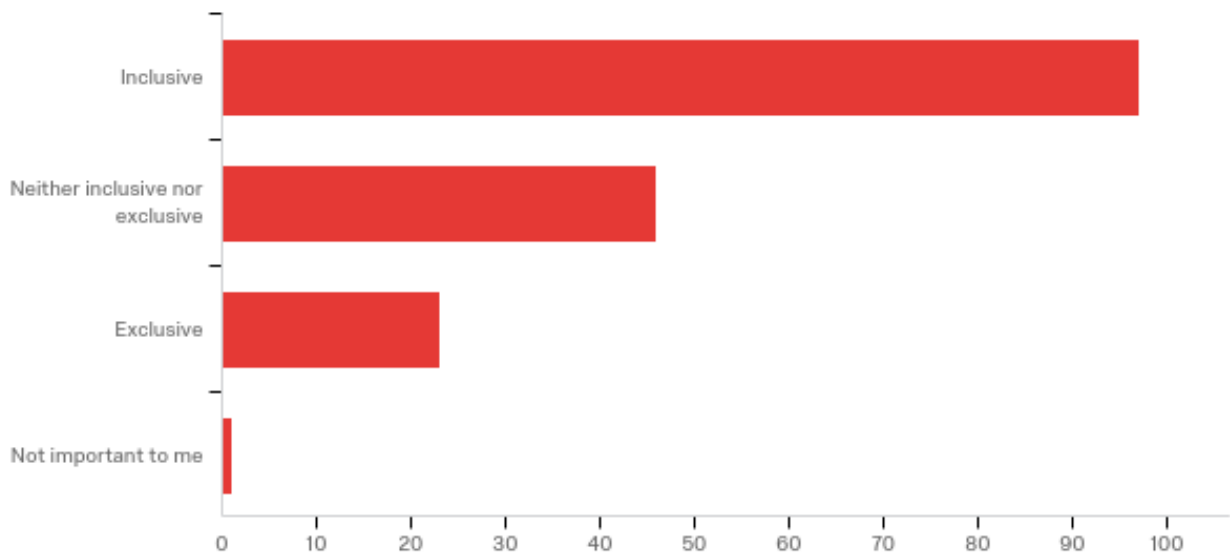
Q2 - Members of the iSchool community are treated inequitably on the basis of:



#	Question	Agree		Neither agree nor disagree		Disagree		Total
1	Gender/gender identity	31%	51	22%	37	47%	78	166
2	Sexual orientation	22%	37	27%	45	51%	84	166
3	Ethnic background	30%	49	32%	53	39%	64	166
4	Nationality or citizenship status	30%	49	33%	55	37%	62	166

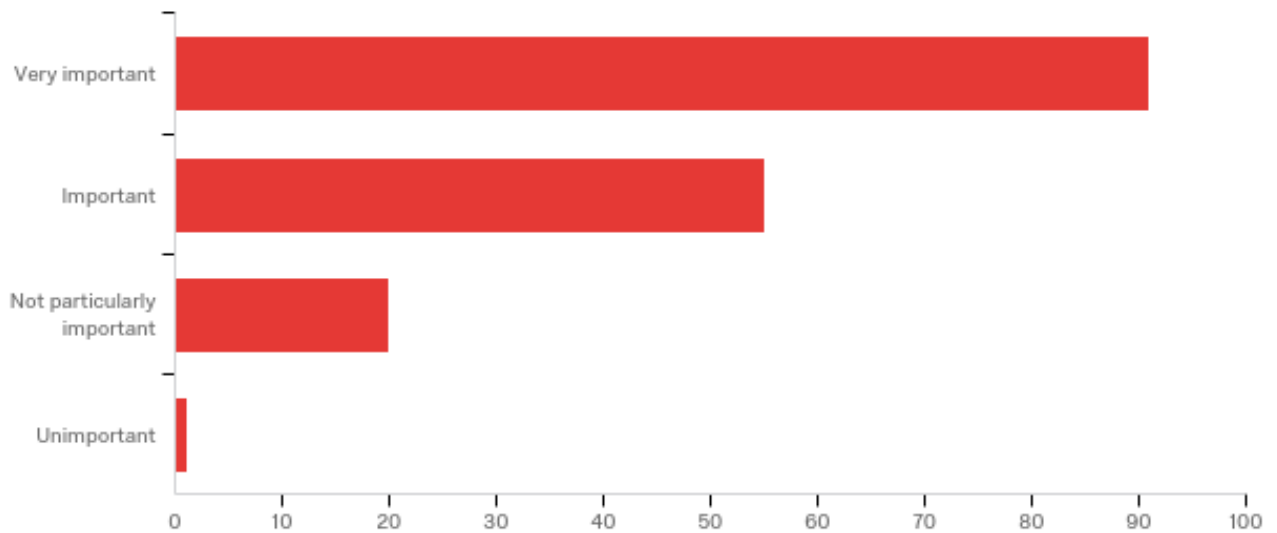
5	Race	30%	49	28%	47	42%	69	165
6	Age	28%	47	30%	50	42%	69	166
7	Religion	16%	27	36%	59	48%	80	166
8	Geographical upbringing	20%	34	33%	54	47%	78	166
9	First-generation college status	20%	34	31%	52	48%	80	166
10	Socioeconomic status	26%	43	31%	51	43%	72	166
11	Veteran status	16%	27	39%	64	45%	74	165
12	Marital or family/caregiver status	25%	41	31%	52	44%	73	166
13	Cognitive/physical disability	27%	45	33%	55	40%	66	166
14	English language proficiency	39%	65	34%	57	27%	44	166

Q3 - In terms of diversity, I would describe the general climate of the iSchool as:



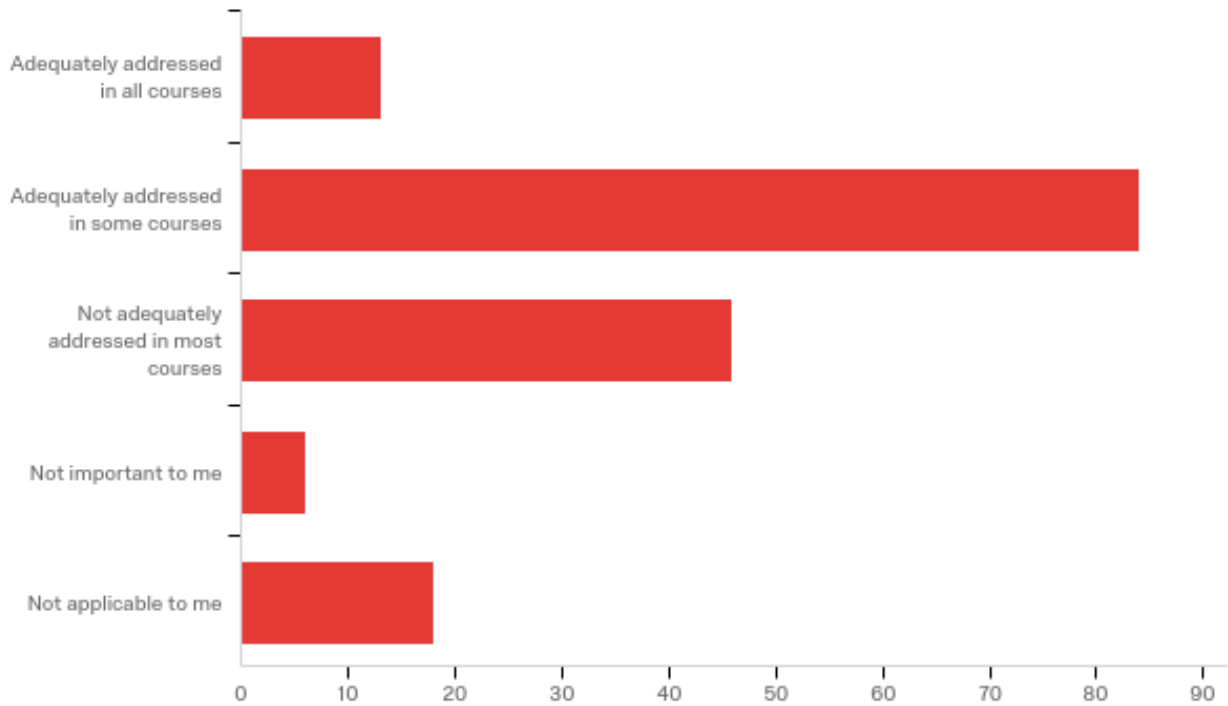
#	Answer	%	Count
1	Inclusive	58%	97
2	Neither inclusive nor exclusive	28%	46
3	Exclusive	14%	23
4	Not important to me	1%	1
	Total	100%	167

Q4 - To me, that the iSchool has efforts, activities, and projects related to diversity is:



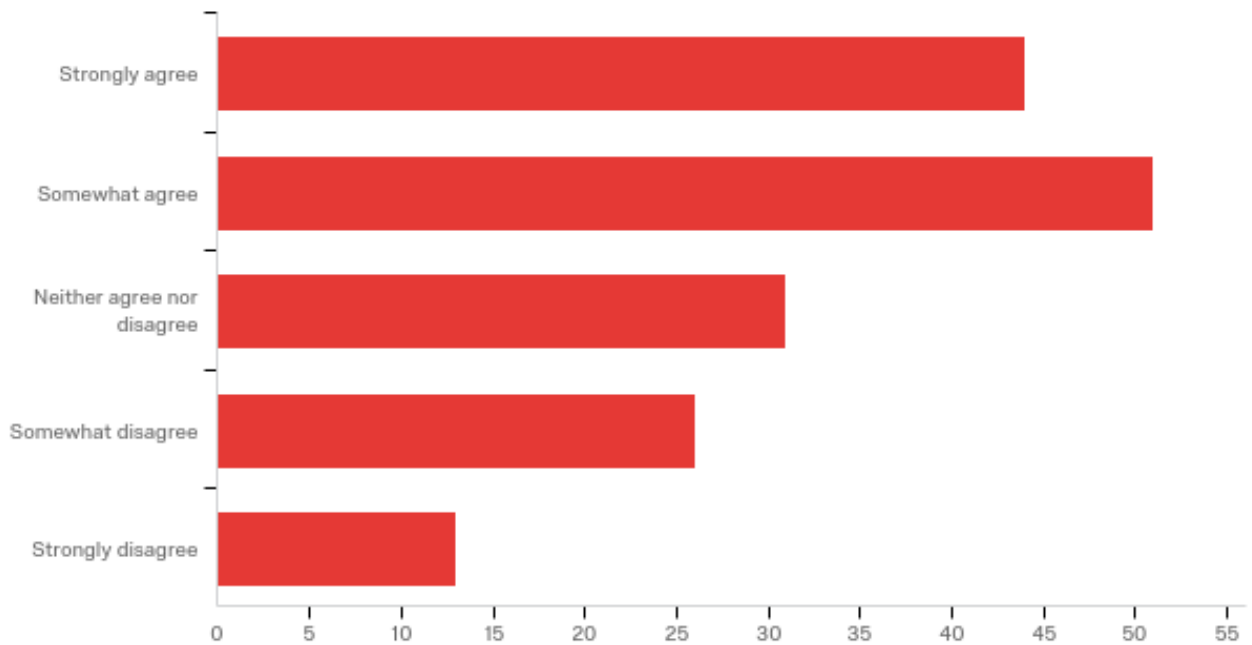
#	Answer	%	Count
	Total	100%	167
1	Very important	54%	91
2	Important	33%	55
3	Not particularly important	12%	20
4	Unimportant	1%	1

Q5 - In term of iSchool courses, I feel that issues of diversity and inclusion are:



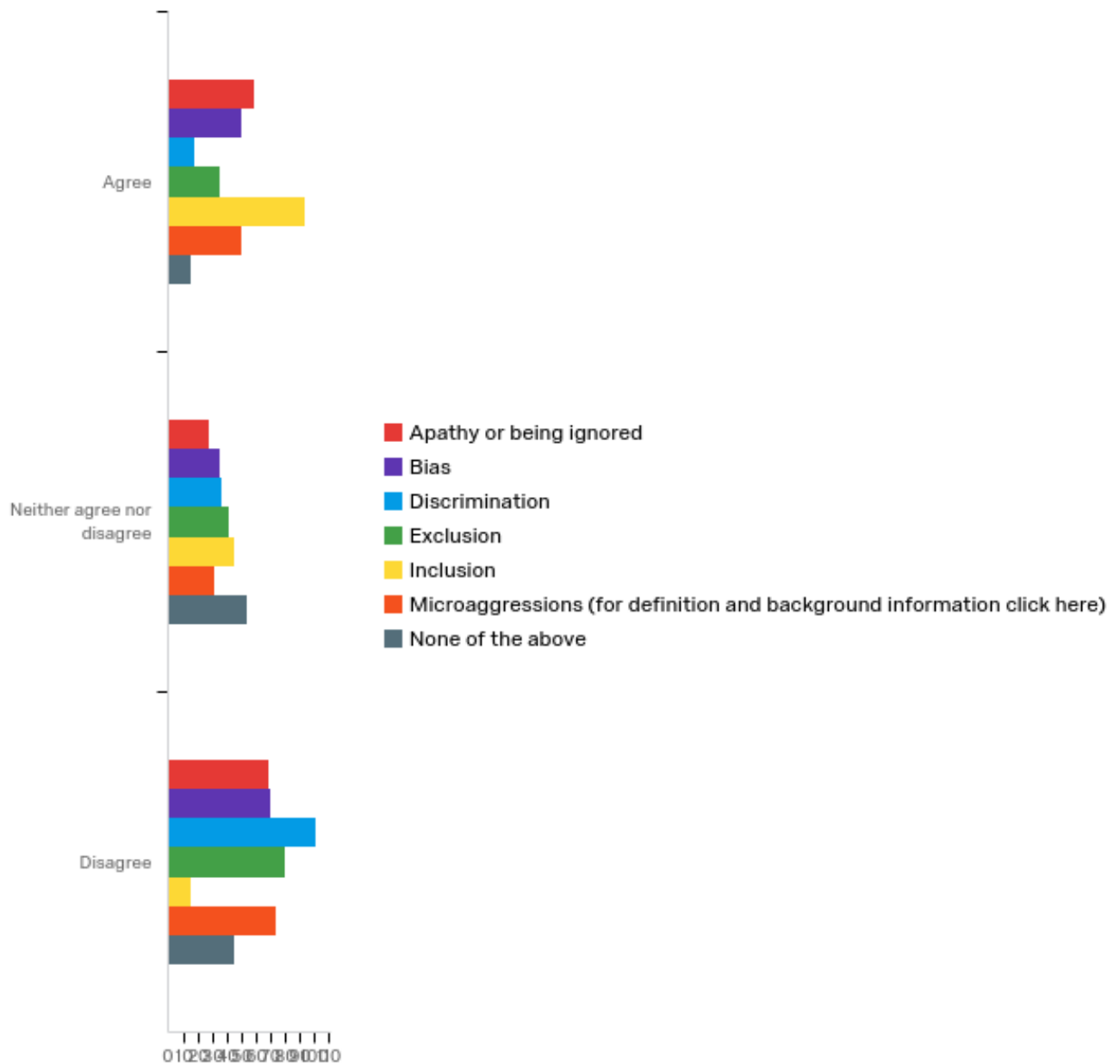
#	Answer	%	Count
1	Adequately addressed in all courses	8%	13
2	Adequately addressed in some courses	50%	84
3	Not adequately addressed in most courses	28%	46
4	Not important to me	4%	6
5	Not applicable to me	11%	18
	Total	100%	167

Q6 - The populations to which I belong are represented in the iSchool's communications, events, and student organizations.



#	Answer	%	Count
1	Strongly agree	27%	44
2	Somewhat agree	31%	51
3	Neither agree nor disagree	19%	31
4	Somewhat disagree	16%	26
5	Strongly disagree	8%	13
	Total	100%	165

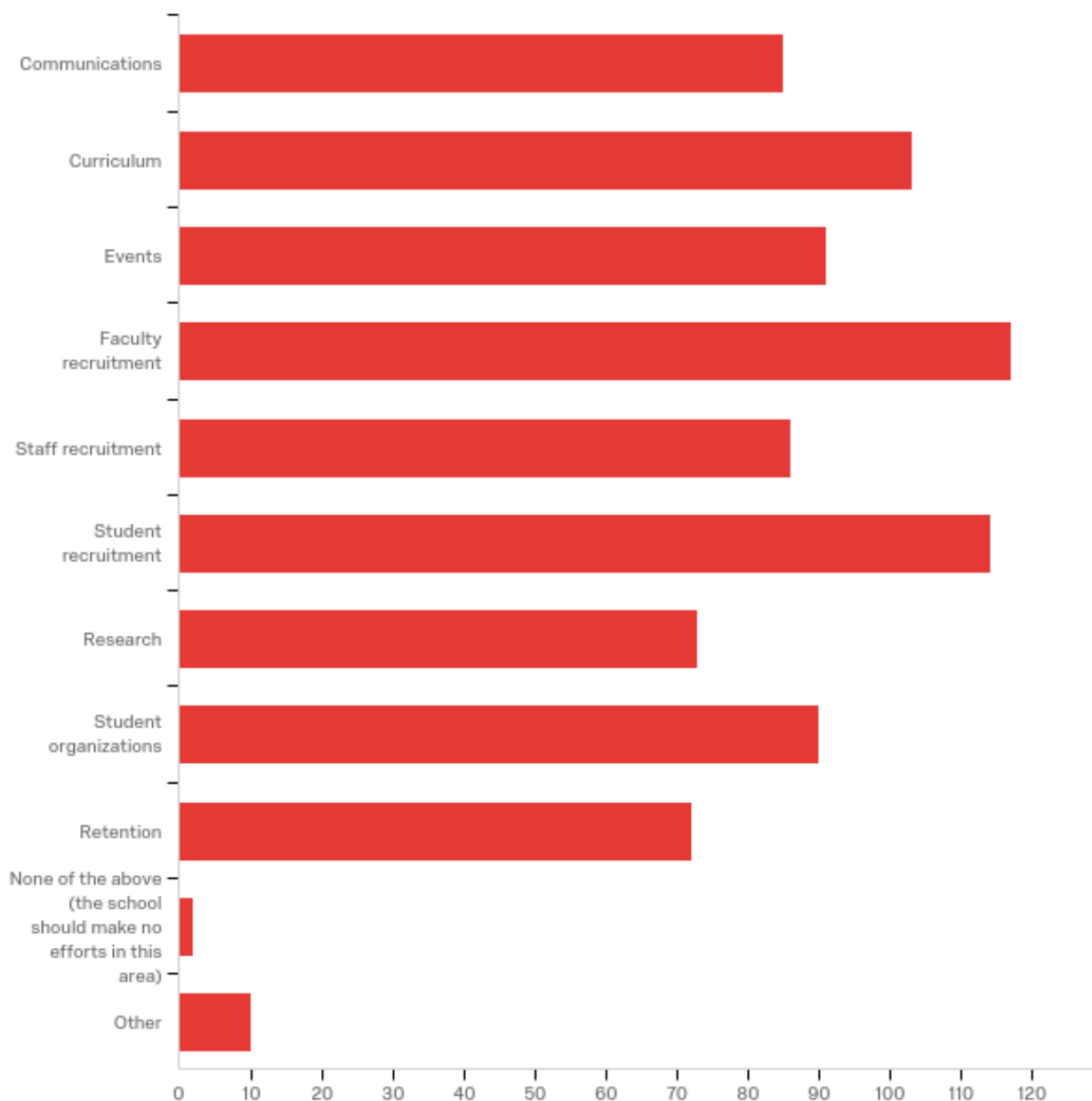
Q7 - In the iSchool, I feel that I have experienced



#	Question	Agree		Neither agree nor disagree		Disagree		Total
1	Apathy or being ignored	38%	59	18%	28	44%	69	156
2	Bias	32%	50	23%	36	45%	71	157
3	Discrimination	11%	18	24%	37	65%	102	157

4	Exclusion	22%	35	27%	42	51%	80	157
5	Inclusion	60%	94	29%	46	10%	16	156
6	Microaggressions (for definition and background information click here)	32%	51	20%	32	47%	74	157
7	None of the above	13%	15	47%	54	40%	46	115

Q8 - The iSchool should focus its diversity and inclusion efforts on (select all that apply):



#	Answer	%	Count
1	Communications	53%	85
2	Curriculum	64%	103

3	Events	57%	91
4	Faculty recruitment	73%	117
5	Staff recruitment	54%	86
6	Student recruitment	71%	114
7	Research	46%	73
8	Student organizations	56%	90
9	Retention	45%	72
10	None of the above (the school should make no efforts in this area)	1%	2
11	Other	6%	10
	Total	100%	160

Q8_11_TEXT - Other

Other

Student recruitment

Training for Faculty, AIs, and TAs

Job placement

Efforts seem fine to me.

career fairs

Offering actual library courses for our degrees

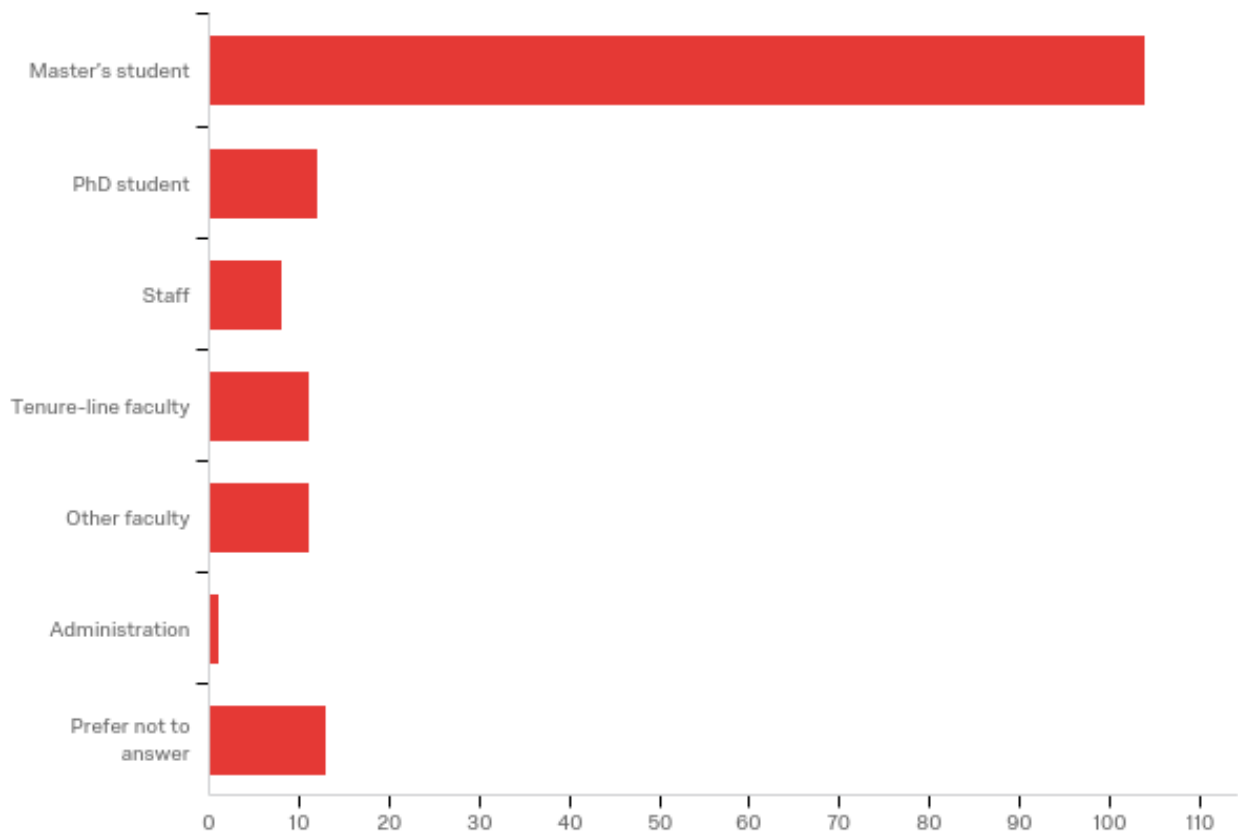
Marketing & external communications

Working around unusual work/family schedules

Admissions

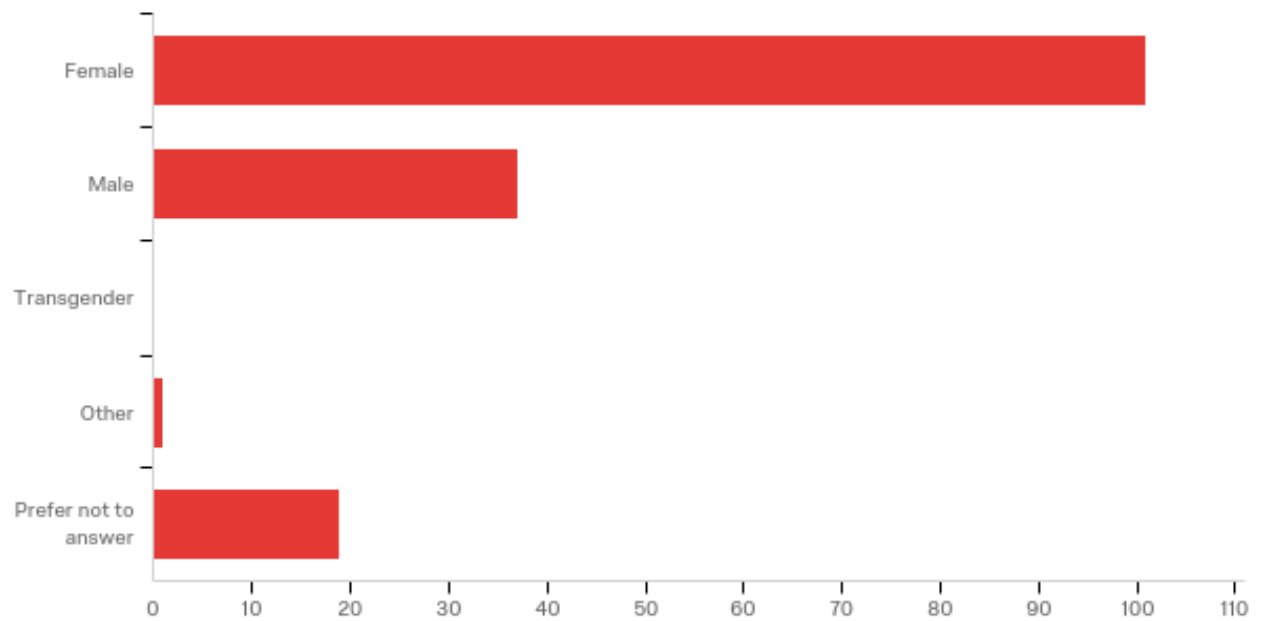
cooperation with major cultural institutions representing cultural expression of linguistic and ethnic minorities

Q11 - What is your role in the iSchool?



#	Answer	%	Count
1	Master's student	65%	104
2	PhD student	8%	12
3	Staff	5%	8
4	Tenure-line faculty	7%	11
5	Other faculty	7%	11
7	Prefer not to answer	8%	13
	Total	100%	160

Q12 - What is your gender?



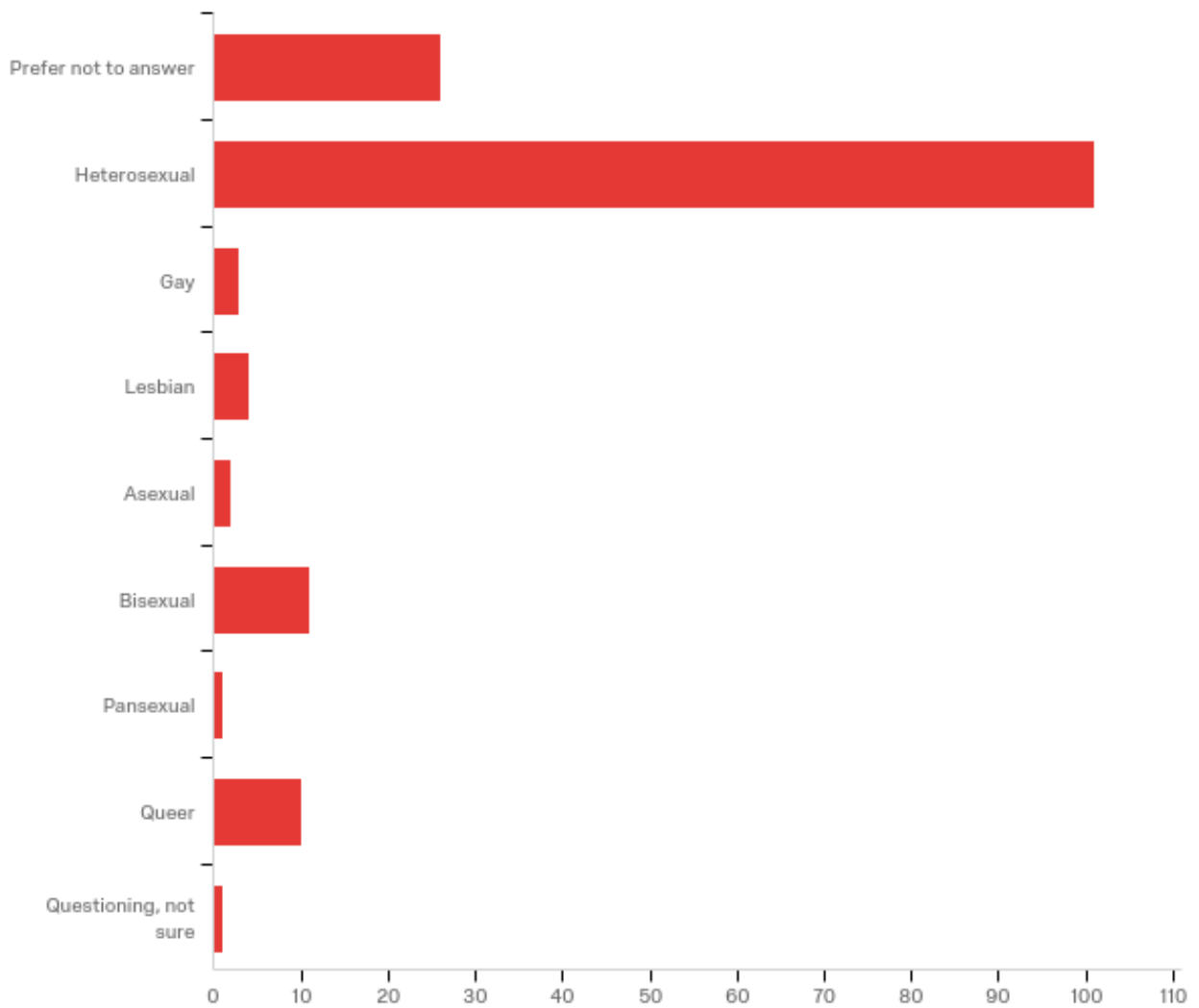
#	What is your gender?	Percentage
	Total	100%
1	Female	64%
2	Male	23%
3	Transgender	0%
4	Other	1%
5	Prefer not to answer	12%

Other

Other

Genderqueer

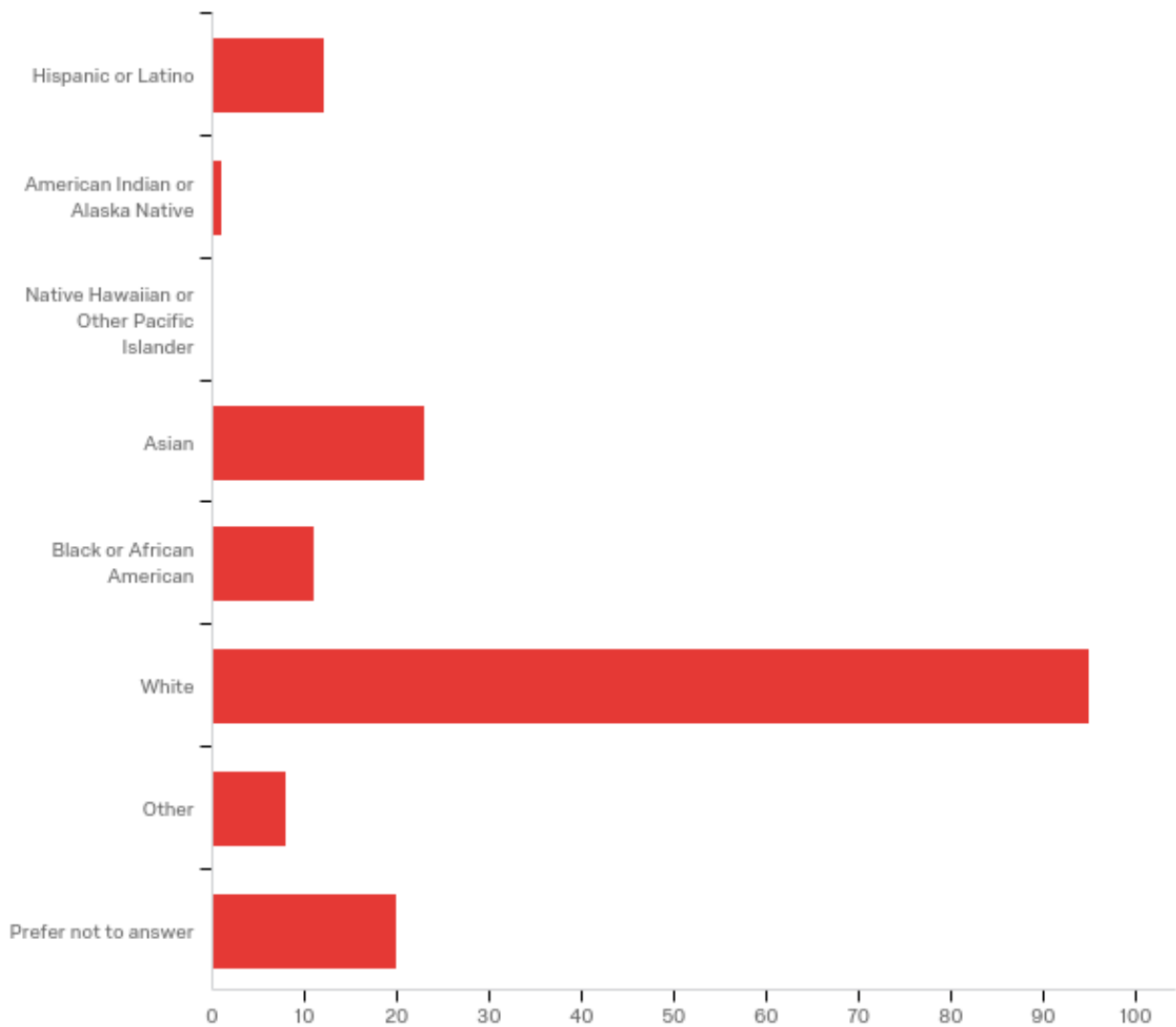
Q14 - What is your sexual orientation?



#	What is your sexual orientation?	Percentage
1	Prefer not to answer	16%
2	Heterosexual	64%
3	Gay	2%
4	Lesbian	3%
5	Asexual	1%
6	Bisexual	7%

7	Pansexual	1%
8	Queer	6%
9	Questioning, not sure	1%
	Total	100%

Q15 - What is your racial/ethnic background? (select all that apply)



#	What is your racial/ethnic background? (select all that apply)	Percentage
1	Hispanic or Latino	8%
2	American Indian or Alaska Native	1%
3	Native Hawaiian or Other Pacific Islander	0%
4	Asian	15%
5	Black or African American	7%
6	White	60%

7	Other	5%
8	Prefer not to answer	13%
	Total	100%

Other

Other

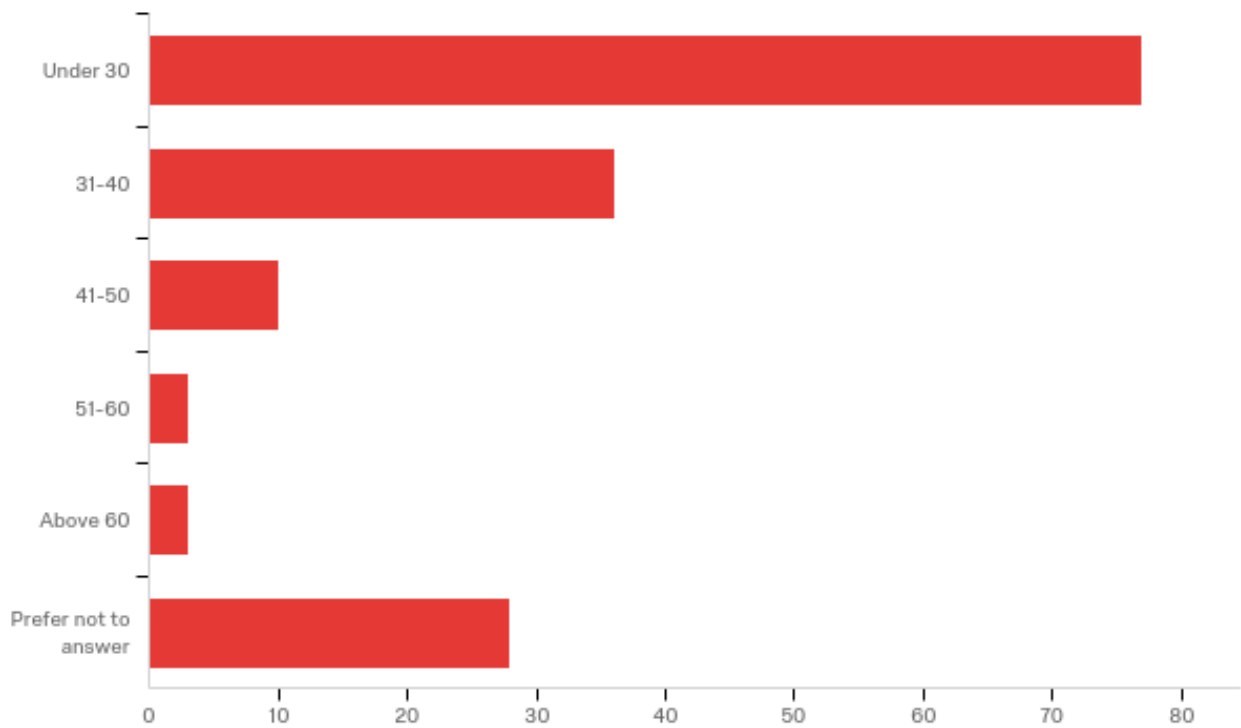
biracial - black and white

Middle Eastern

I think due to the small population of phd students, unless you are white, it is much easier to identify someone from these demographics even though this is supposed to be anonymous. If there are only a few (or one) students that fit a demographic, there is only a false sense of anonymity.

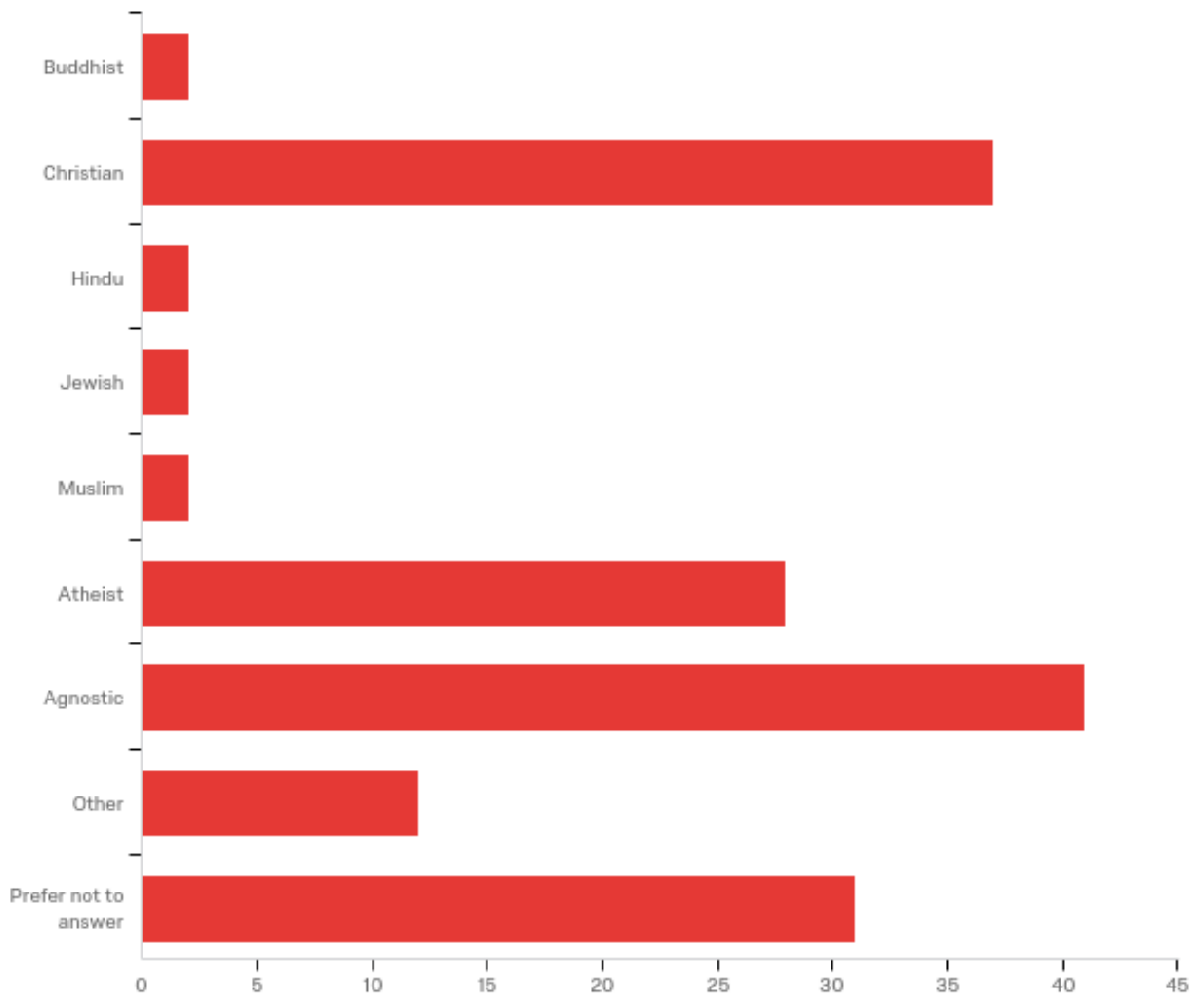
Caucasian

Q16 - What is your age?



#	What is your age?	Percentage
1	Under 30	49%
2	31-40	23%
3	41-50	6%
4	51-60	2%
5	Above 60	2%
6	Prefer not to answer	18%
	Total	100%

Q17 - What is your religion?



#	What is your religion?	Percentage
1	Buddhist	1%
2	Christian	24%
3	Hindu	1%
4	Jewish	1%
5	Muslim	1%
6	Atheist	18%

7	Agnostic	26%
8	Other	8%
9	Prefer not to answer	20%
	Total	100%

Other

Other

Unitarian

I am more spiritual

No claim to beliefs

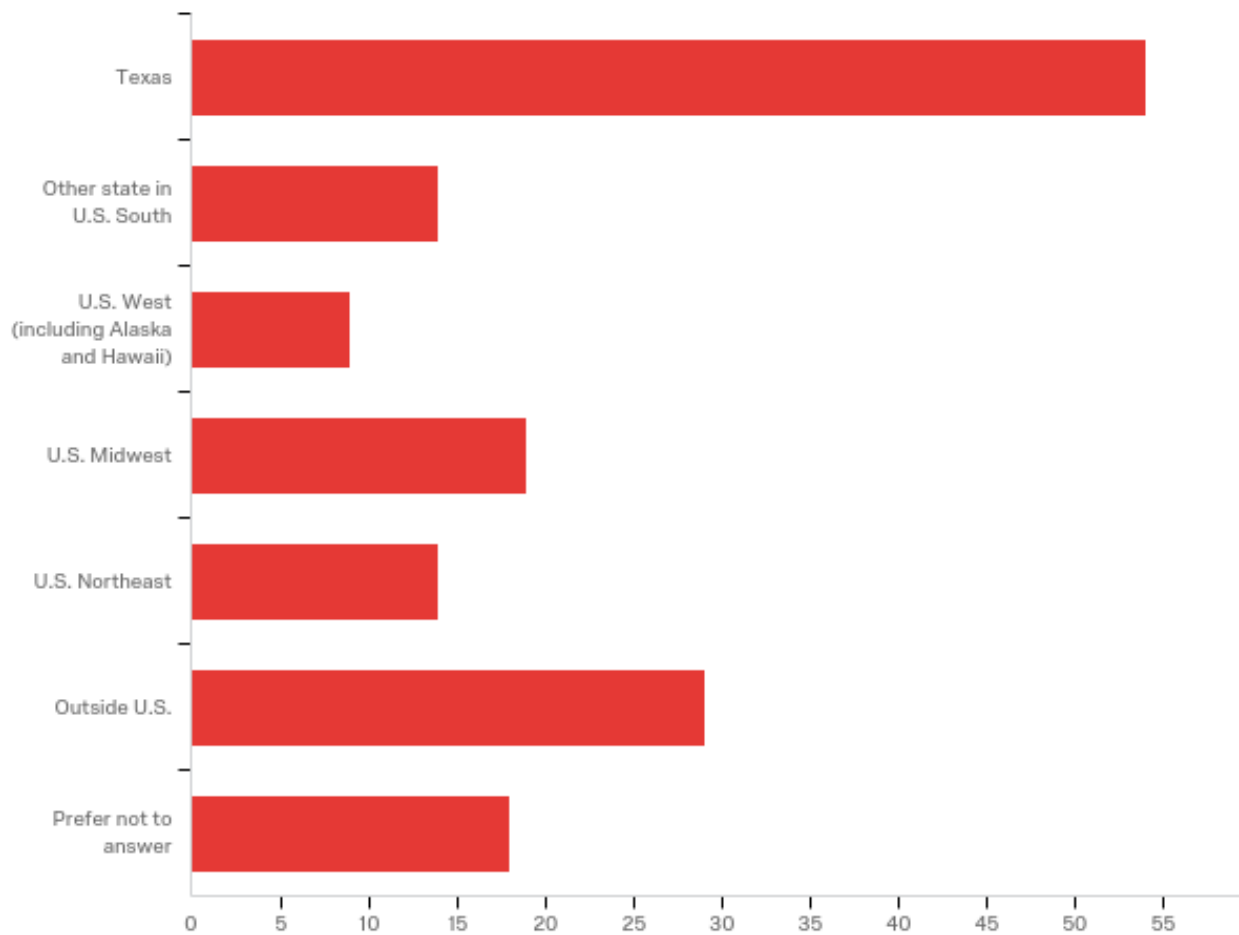
The ability to select choices would have been helpful here. Some of us are culturally one thing, while practicing another.

unknown

Deist

It's complex.

Q18 - What is your geographical upbringing (where were you raised)?

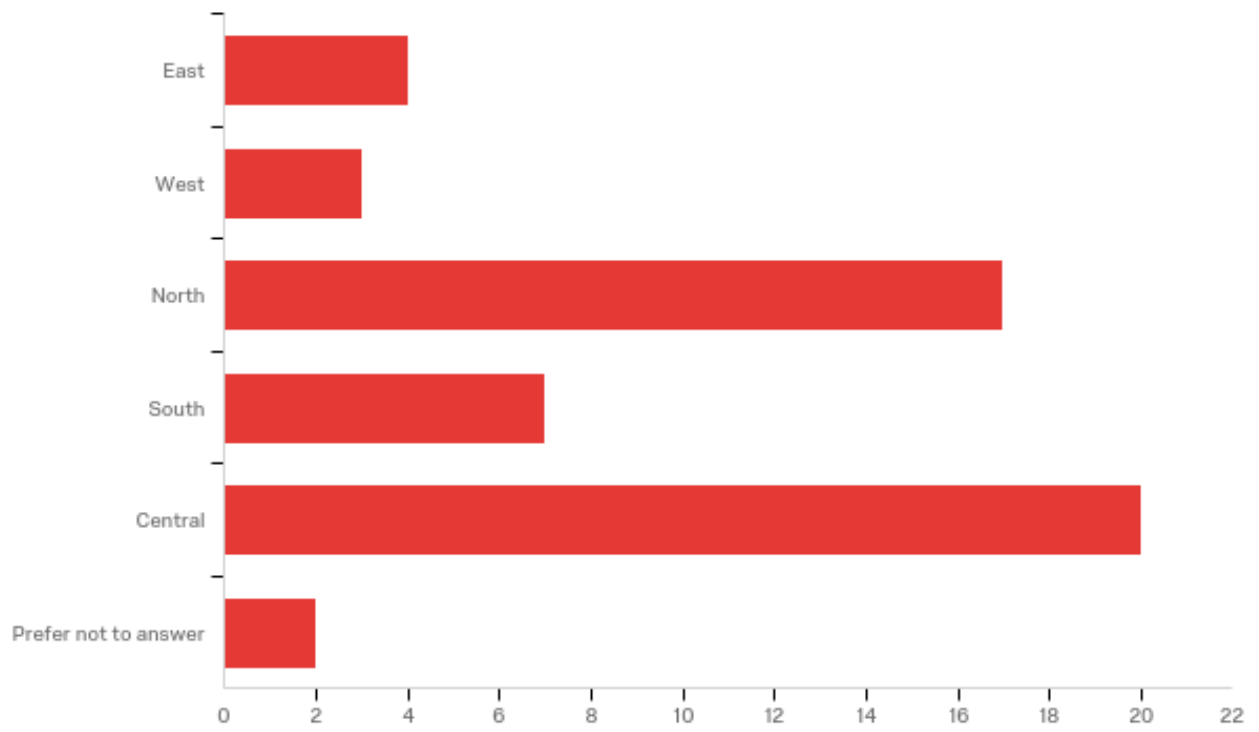


#	What is your geographical upbringing (where were you raised)?	Percentage
1	Texas	34%
2	Other state in U.S. South	9%
3	U.S. West (including Alaska and Hawaii)	6%
4	U.S. Midwest	12%
5	U.S. Northeast	9%
6	Outside U.S.	18%
7	Prefer not to answer	11%
	Total	100%

Outside U.S.

Outside U.S.

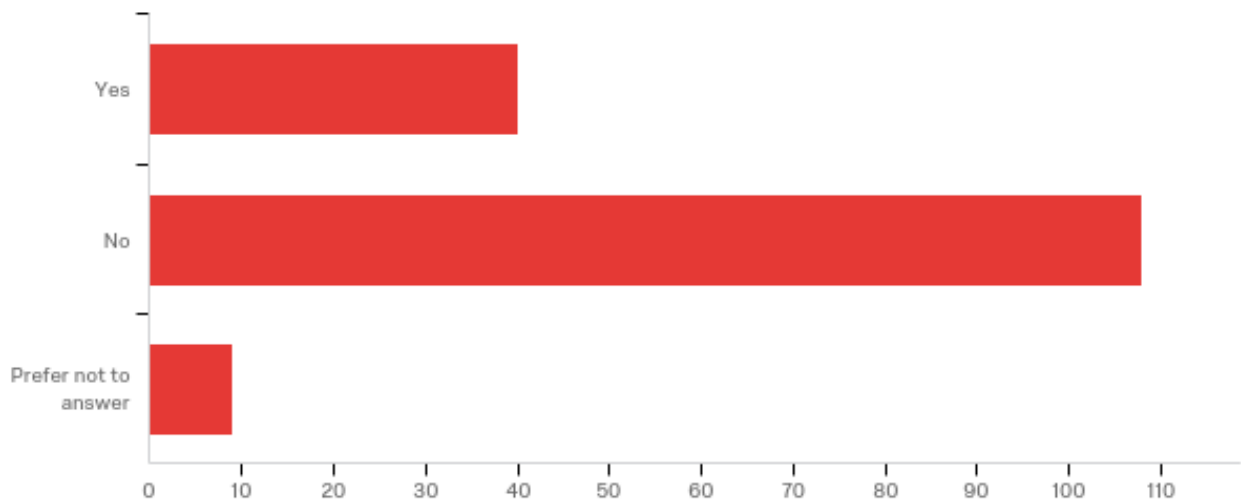
Q19 - Which part of Texas?



Q20 - Which country? (optional)

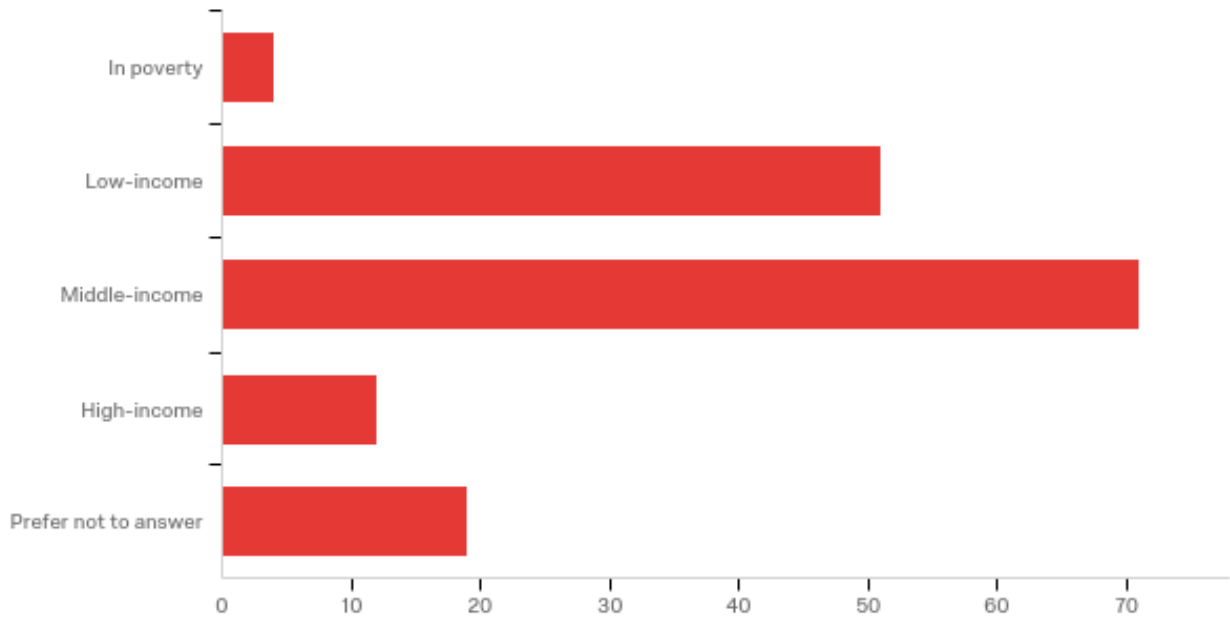
Which country? (optional)	Percentage
Prefer not to answer	18%
Canada	5%
China	27%
Comoros	5%
India	18%
Japan	5%
Kazakhstan	5%
Taiwan	14%
Zimbabwe	5%
Total	100%

Q21 - Are you a first-generation college student?



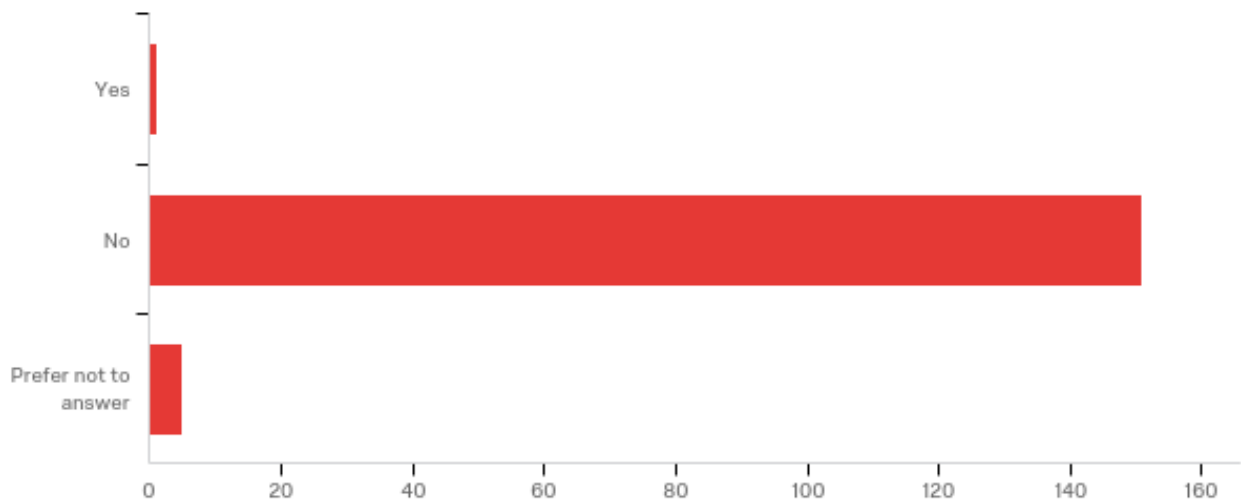
#	Are you a first-generation college student?	Percentage
1	Yes	25%
2	No	69%
3	Prefer not to answer	6%
	Total	100%

Q22 - How do you view your current socioeconomic status or identify yourself?



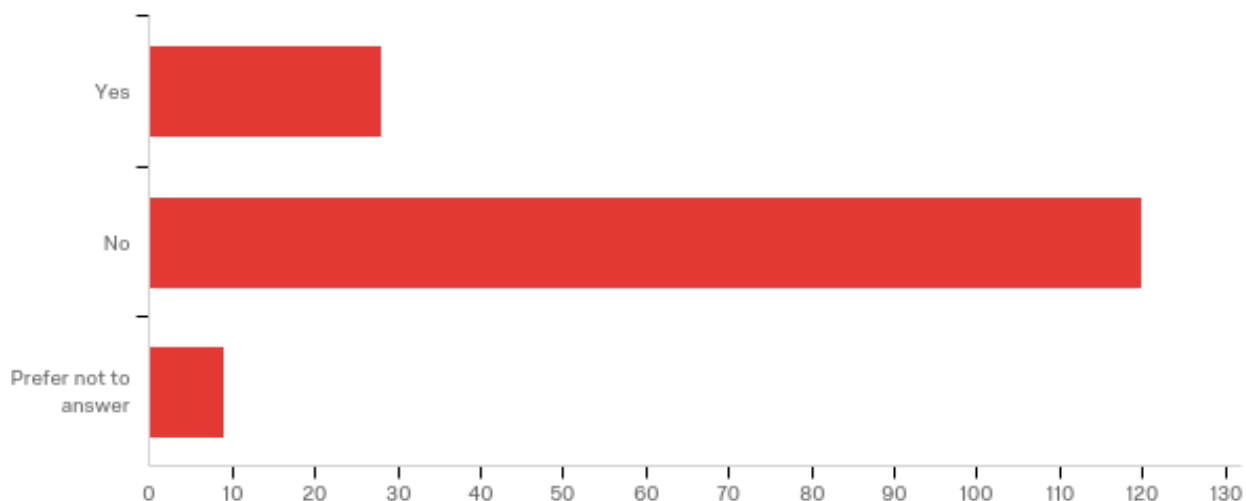
#	How do you view your current socioeconomic status or identify yourself?	Percentage
1	In poverty	3%
2	Low-income	32%
3	Middle-income	45%
4	High-income	8%
5	Prefer not to answer	12%
	Total	100%

Q23 - Are you a veteran?



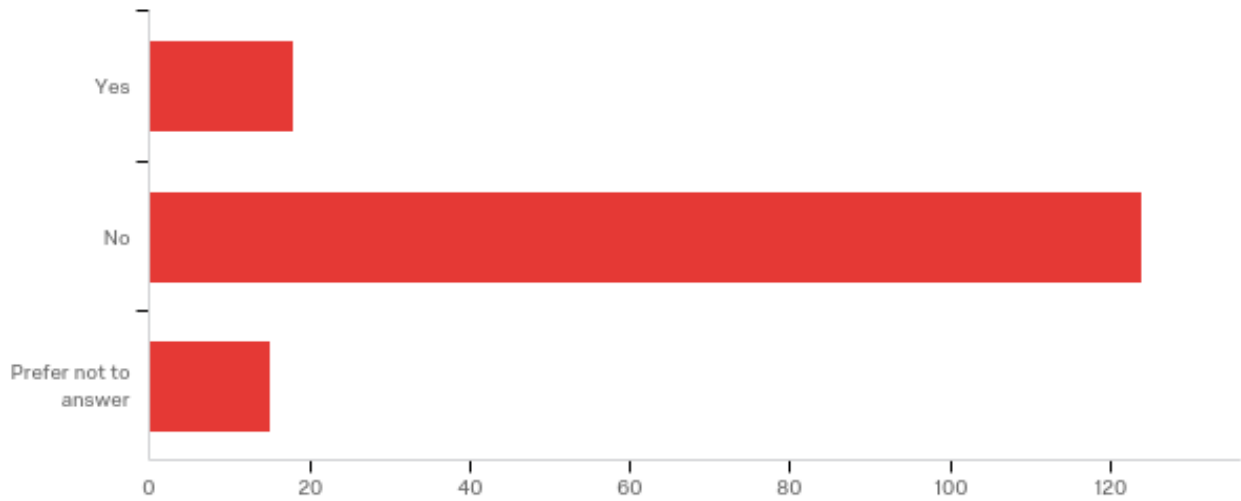
#	Are you a veteran?	Percentage
1	Yes	1%
2	No	96%
3	Prefer not to answer	3%
	Total	100%

Q24 - Are you a parent, legal guardian, or caregiver? (This describes having siblings, children, elderly parents/grandparents, and/or other types of dependents who may reside with you and/or who receive at least 50% of their support from you.)



#	Are you a parent, legal guardian, or caregiver? (This describes having sibl...	Percentage
1	Yes	18%
2	No	76%
3	Prefer not to answer	6%
	Total	100%

Q25 - Do you have a disability?



#	Do you have a disability?	Percentage
1	Yes	11%
2	No	79%
3	Prefer not to answer	10%
	Total	100%

Q26 - Please share with us your disability. (optional)

Please share with us your disability. (optional)

Depression & anxiety

neurological - not visible

Post Traumatic Stress Disorder

Heart condition I was born with

No I would be discriminated against by the faculty

Bipolar Disorder

Major depression, anxiety

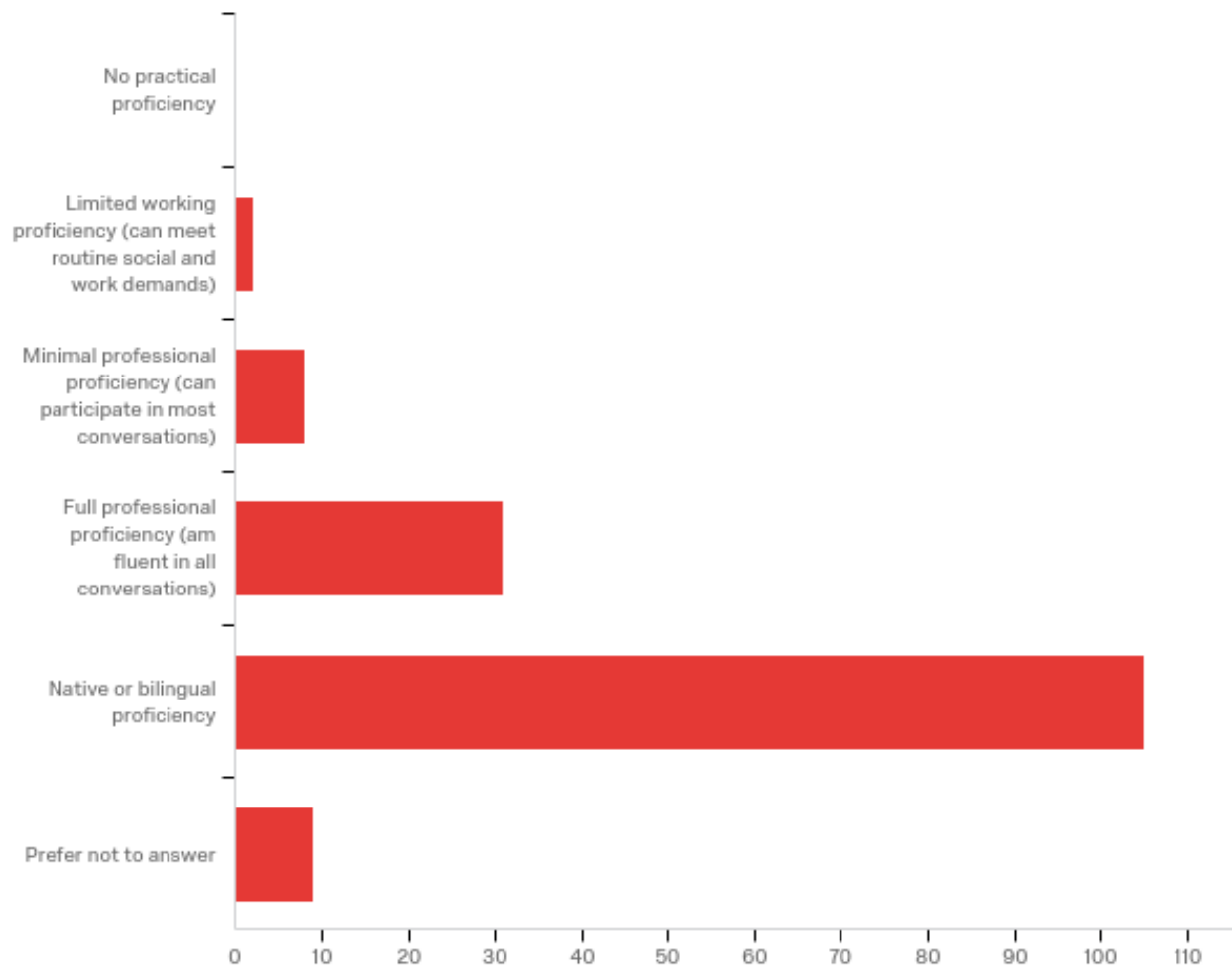
Learning

Autism

ADHD; Clinical Depression

Physical

Q27 - What is your English language proficiency?



#	What is your English language proficiency?	Percentage
1	No practical proficiency	0%
2	Limited working proficiency (can meet routine social and work demands)	1%
3	Minimal professional proficiency (can participate in most conversations)	5%
4	Full professional proficiency (am fluent in all conversations)	20%
5	Native or bilingual proficiency	68%
6	Prefer not to answer	6%
	Total	100%

APPENDIX 4. Itemized Requests of the Provost

#	Item	Description and Calculation	Recurring	Non Recurring	Total
1	Diversity faculty hire	Estimate for one hire: \$86k base salary, plus fringes, \$150k non recurring start-up	\$111,800	\$150,000	\$261,800
2	Minority Liaison or Diversity Officer	Minimum base rate of \$70k, plus fringes	\$91,000	\$0	\$91,000
3	Diversity and inclusion facilitated conversations	Up to \$1,500 in facilitator fees, plus meeting refreshment. Each meeting estimated at \$2500, x 5	\$0	\$12,500	\$12,500
4	Diversity fellowships and scholarships	Using Graduate School modeled packages (22k stipend, full tuition, insurance), X 2	\$74,000	\$0	\$74,000
5	Diversity TAs	Average cost for 1 TA, \$37k, X 3	\$0	\$111,000	\$111,000
6	Titled adjunct position	Base rate of \$60k, plus fringes	\$78,000	\$0	\$78,000
7	iSchool diversity and inclusion event funding	Average of \$2000 per event, x 6	\$0	\$12,000	\$12,000
8	Representative to conference-based diversity events	Average cost of attendance of \$2500, X 6	\$15,000	\$0	\$15,000
9	Recruitment trip expenses	Average cost per person per trip, \$1500. Two people per trip, x 5.	\$15,000	\$0	\$15,000
10	Additional funds to address salary equity issues for faculty, staff and students	Usual 2% merit pool simply not enough to address equity issues. An additional 4% pool estimated at \$150,000 could alleviate the issue.	\$150,000	\$0	\$150,000
Total			\$534,800	\$285,500	\$820,300