2019 Diversity Plan Accountability Report

Unit: Academic Affairs
Date: October 28, 2019
Contact Person: Mr. Joe Pettibon
Email: Jpp2@tamu.edu
Primary Author(s): Drs. Arthur Watson and Suzanne Droleskey (co-chairs, Academic Affairs Climate and Diversity Committee (AACDC))

Introduction (800-word limit): 778

Overview and Mission: Under the guidance of the Provost & Executive Vice President, and the Academic Leadership Team (ALT), Academic Affairs units support the academic, research, and outreach missions of the University by providing services to facilitate:

- recruitment, admissions, retention, and success of students,
- scholarship, teaching and engagement of faculty, and
- support of college/department staff.

Located mostly on the College Station campus, a diverse group of non-college units supporting the academic and research missions of the University comprise the division: Academic Affairs & Strategic Initiatives (AA&SI), Dean of Faculties (DOF), Enrollment & Academic Services (EAS), Graduate & Professional Studies (OGAPS), Undergraduate Studies (US), the Division of Research (DOR) and Public Partnership and Outreach (PPO) (See Appendix A for complete list of all departments under each unit).

Peer Institutions: For the purposes of this benchmarking accountability report, the following peer institutions were selected: Michigan State University (MSU), University of Florida (UF), and University of Texas at Austin (UT). These institutions have divisions and departments comparable to Academic Affairs at Texas A&M University and were among the most often selected peer institutions across division units. The Academic Affairs Climate and Diversity Committee (AACDC) conducted a comprehensive review of strategies from many of the Vision 2020 peers. Therefore, many of the strategies discussed in the areas of recruitment, retention, climate and equity are not limited to the abovementioned institutions. We focused on the value of the strategies, rather than the source.

2019 Demographics & Peer Institution Comparisons: As appendix B (Peer Comparisons) shows, FY19\(^1\) Division staff is comprised of 1546 employees. Currently, based on race and ethnicity, White makes up 66% of the population, followed by Hispanic or Latino (17%), Black or African American (7%), Asian (7%), two or more races (1.3%), and American Indian or Alaska Native (0.26%). Peer data comparable to the Division was not available. Therefore, observations were made based on university level data as shown in the chart below:

---

\(^1\) FY19=Fiscal Year 2019, a fiscal year runs from September 1 to August 31
# Comparisons by Ethnicity

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>American Indian or Alaska Native Total</th>
<th>Asian Total</th>
<th>Black or African American Total</th>
<th>Hispanic or Latino Total</th>
<th>Native Hawaiian or Other Pacific Islander Total</th>
<th>White Total</th>
<th>Two or more races Total</th>
<th>Race/ethnicity unknown or blank Total</th>
<th>Nonresident alien Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan State University</td>
<td>33/.41%</td>
<td>251/3%</td>
<td>526/7%</td>
<td>413/5%</td>
<td>2</td>
<td>6396/81%</td>
<td>66/.83%</td>
<td>0</td>
<td>182</td>
<td>7869</td>
</tr>
<tr>
<td>The University of Texas at Austin</td>
<td>24/.23%</td>
<td>457/4%</td>
<td>660/6%</td>
<td>2241/22%</td>
<td>5</td>
<td>6347/61%</td>
<td>188/1.8%</td>
<td>0</td>
<td>467</td>
<td>10389</td>
</tr>
<tr>
<td>University of Florida</td>
<td>19/.20%</td>
<td>403/4%</td>
<td>1356/14%</td>
<td>840/9%</td>
<td>6</td>
<td>6492/69%</td>
<td>130/1.3%</td>
<td>11/1.11%</td>
<td>97</td>
<td>9354</td>
</tr>
<tr>
<td>Texas A &amp; M University-College Station</td>
<td>24/.38%</td>
<td>225/4%</td>
<td>447/7%</td>
<td>831/13%</td>
<td>1</td>
<td>4474/71%</td>
<td>68/1%</td>
<td>79/1.2%</td>
<td>146</td>
<td>6295</td>
</tr>
<tr>
<td>Division of Academic Affairs, TAMU</td>
<td>4/.26%</td>
<td>109/7%</td>
<td>111/7%</td>
<td>259/17%</td>
<td>0</td>
<td>1013/66%</td>
<td>21/1.3%</td>
<td>5/32%</td>
<td>*</td>
<td>1546</td>
</tr>
</tbody>
</table>

*Notes:*
1. The data for all institutions comes from 2017 Integrated Postsecondary Education Data System (IPEDS) reported data. We began our process to benchmark in May, and this was the only level data available.
2. Division of Academic Affairs data was provided in late August 2019, and provided only Equal Employment Opportunity (EEO) data; Non-resident Aliens were not reported in the EEO categories.

- **Observations of Ethnicity Comparisons:**
  - Because of the high percentage of Asian non-resident aliens studying at Texas A&M, who also have work authorization, it is possible that the higher percentage of Asians has impacted the inability of nonresident aliens to be separated out in the division level data.
  - For Black or African American, the University of Florida is doing significantly better than any of the peers.
  - For Hispanics, the University of Texas has outpaced all other peers.
  - For all other ethnicities, all institutions perform at the same levels.
For all underrepresented ethnicities, the Division of Academic Affairs is doing better than Texas A&M as a whole except in the category of American Indian or Alaska Native, and perhaps Asian, as already explained.

### Comparisons by Gender

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Males</th>
<th>Females</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan State University</td>
<td>3360/43%</td>
<td>4509/57%</td>
<td>7869</td>
</tr>
<tr>
<td>The University of Texas at Austin</td>
<td>5158/49.6%</td>
<td>5231/50.4%</td>
<td>10389</td>
</tr>
<tr>
<td>University of Florida</td>
<td>3624/39%</td>
<td>5730/61%</td>
<td>9354</td>
</tr>
<tr>
<td>Texas A &amp; M University-College Station</td>
<td>2546/40%</td>
<td>3749/60%</td>
<td>6295</td>
</tr>
<tr>
<td>Division of Academic Affairs</td>
<td>424/27%</td>
<td>1022/73%</td>
<td>1546</td>
</tr>
</tbody>
</table>

**Observations of Comparisons by Gender:**
- Only the University of Texas is equally balanced in terms of males and females.
- The Division of Academic Affairs is more heavily populated with females than any peer or than Texas A&M in general.

**Writing/Review Process:** Each unit reporting to a member of ALT^2^ prepares an accountability report that is provided by its unit leader. AACDC^3^ draws from these to create a Division level report describing overarching Division wide initiatives overseen by AACDC^3^ and highlighting specific department/unit initiatives. This report was reviewed by the ALT^2^ liaison to AACDC^3^ and approved by the Provost. All unit reports can be found on the AACDC^3^ website.

**Recruitment (500-word limit): 498**

Academic Affairs at Texas A&M University is committed to recruiting a robust and diverse staff. To better understand the applicant pool we are reaching, AACDC^3^ reconstituted our Benchmarking Subcommittee in January 2019. The subcommittee was charged with reviewing five years of hiring data (FY^4^14-FY^4^18) and determining if hiring trends exist within the data. The following are selected key findings from the review (contact AACDC^3^ chairs for details).

- Females applied roughly twice as often as males.
- The number of applicants, whose ethnicity is listed, indicates Whites rank highest in application submission, followed by the Undisclosed category in all fiscal years.
- By percentage of those interviewed, males are interviewed less often.

^2 ALT= Academic Leadership Team
^3 AACDC=Academic Affairs Climate & Diversity Committee
^4 FY= Fiscal Year
• In hiring, females appear to be hired at a disproportionate level.
• Asians and African Americans appear to be under hired.

There was a large percentage of Undisclosed applicants, which may have affected the results of this review. However, this review and a request from ALT5 prompted Academic Affairs to expand the Division’s reach to attract a more diverse applicant pool. Academic Affairs adopted a UF6 strategy that will be available to all units within the Division: national advertising in Diverse Issues in Higher Education for all job requisitions. Posting available positions with this national publication will hopefully help us reach a broad and diverse applicant pool and attract candidates nationwide.

Several units in the Division have adopted other strategies based on their findings from peer institutions. Examples include the following:

• In spring 2018, PPO7 adopted a Georgia Tech recruitment strategy to report on the diversity of the applicant pool. PPO7 implements this at two stages: prior to screening, and prior to inviting applicants to interviews. PPO7 believes that doing this ensures a diverse pool of applicants as well as equitable access to interview opportunities. Furthermore, hiring supervisors must justify to the unit leader the individual recommended for a vacant position. Doing so helps to ensure consistent hiring practices across hiring supervisors.

• Peer institutions, UT8 and Oklahoma State University, use hiring matrices that include categories for diversity and inclusion. The diversity criteria was recently required by the Provost’s Office at Texas A&M to be mandatory on all aspects of the hiring process, including the hiring matrix. Education Abroad in US9 screens applicants on the following diversity criteria on the matrix for their open positions: the ability to speak a second language; experience providing services to people from diverse, underrepresented backgrounds; international experience; and interest working with diverse populations.

• Like UT8, the DOR10 and the Office of the Dean of Faculties (DOF) has increased training sessions on staff recruitment and hiring. Like UT8, DOF and its reporting units will require new supervisors to participate in implicit bias training. DOR10 training focuses, however, on developing the ability to identify candidates who embrace the DOR10 commitment to inclusion, diversity, equity, and accountability (IDEA).

Academic Affairs remains open to incorporating best practices into our recruiting processes as we become aware of various techniques that could yield a more diverse applicant pool for open positions.

5ALT=Academic Leadership Team
6UF=University of Florida
7PPO=Public Partnerships & Outreach
8UT=University of Texas
9US=Undergraduate Studies
10DOR=Division of Research
Retention (500-word limit): 478

Retention of staff continues to be a priority for Academic Affairs. To better understand staff departures from the Division, the Recruitment and Retention Subcommittee of AACDC\textsuperscript{11} was assigned the task of creating an exit survey for the Division. The goal of the exit survey was to give us insight on why staff leave the Division and also if there are trends on staff departures. The subcommittee developed an exit survey (studying surveys from peer institutions, the Division of Human Resources and Organizational Effectiveness [HROE], and the Division of Student Affairs, but this project is being implemented more broadly than Academic Affairs due to the fact that the HROE is creating an online exit survey for use university-wide that will be based on the Academic Affairs draft. Academic Affairs will pilot the new online version of this survey in several months when the online system becomes available.

Units and departments within the Division have incorporated strategies from peer institutions to increase retention among staff. The following are examples of retention strategies used:

- Employing strategies from both Pennsylvania State University and UT\textsuperscript{12}, the AA&SI\textsuperscript{13} hosts quarterly unit-wide gatherings, typically with speakers specifically addressing relevant diversity and climate issues. Additionally, most offices in AA&SI\textsuperscript{13} have an informal mentorship program; over the coming year they will formalize such a program and ensure that it is institutionalized for new hires.
- The University of California Davis (UC-Davis) has a strategy that states “Work/life programs and resources for academic appointees in such areas as maternity/childrearing leave, career reviews, part-time status, stop-the-clock policies, the Partner Opportunities Programs, and the Capital Resource Network”. Most units within the Division have comparable policies, in that units, with the University’s approval, allow wellness release time, release time to attend class (for those who are pursuing an advanced degree), and various other opportunities for staff. This year, the DOR\textsuperscript{14} appointed a chair and established a wellness committee. A budget was provided to facilitate various wellness activities in order to engage employees and improve retention. The DOR\textsuperscript{14} will continue to focus on retention and will assess the workforce and environment to determine if additional programs or actions are needed to improve diversity and inclusion.
- Units such as PPO\textsuperscript{15}, US\textsuperscript{16} and DOR\textsuperscript{14} are exploring a UT\textsuperscript{12} strategy to provide implicit bias training for staff. PPO\textsuperscript{13} has already hosted unconscious bias training for all leadership team members, which includes all hiring supervisors, and will

\textsuperscript{11}AACDC=Academic Affairs Climate & Diversity Committee
\textsuperscript{12}UT=University of Texas
\textsuperscript{13}AA&SI=Academic Affairs & Strategic Initiatives
\textsuperscript{14}DOR=Division of Research
\textsuperscript{15}PPO=Public Partnerships & Outreach
\textsuperscript{16}US=Undergraduate Studies
make this training mandatory for all new supervisors.

- OGAPS\textsuperscript{17} offers a variety of opportunities for staff. Each team has resources for staff retreats and individual professional development. These allocations are in addition to the business travel used to enhance capacity in the office.
- Borrowing from Purdue University’s efforts, Enrollment & Academic Services is engaged in a pilot with Student Affairs and the College of Education to survey our staff on well-being. The survey and results are being studied this fall.

\textbf{Campus Climate (500-word limit): 473}

The next iteration of the Academic Affairs Climate Survey will be administered in spring 2020. As a result of recommendations from the previous surveys (FY\textsuperscript{18}12 and FY\textsuperscript{18}14) and the FY\textsuperscript{18}17 climate assessment, which focused on the impact of training offered by the Division, opportunities to participate in trainings, seminars and workshops related to diversity and inclusion continue to be a focus area. The FY\textsuperscript{18}17 assessment data indicates that these training programs have had a positive impact on the climate. Therefore, Academic Affairs will continue its diversity training requirement: Division staff are required to participate in one diversity related training each year, with a recommendation of two (one per semester). The goal is to have a 75\% completion rate division wide. Many peer institutions such as University of Georgia, UT\textsuperscript{19}, Pennsylvania State University and UC\textsuperscript{20}-Davis, offer staff professional development programs around areas of diversity and inclusion to create a positive climate and promote welcoming, all-inclusive environments.

In July 2019, AACDC\textsuperscript{21} offered two training opportunities for staff. \textit{Ouch! Your Voice Makes a Difference} (a beginner level training focused on identifying the impact of offensive behavior in the workplace and how to respond if you witness or feel offended) and \textit{Inclusive Leadership} (an advanced level training focused on how to work and communicate authentically and effectively across cultures and with an increasingly diverse workforce and student population). The training levels were derived from definitions established by the National Conference on Race & Ethnicity in American Higher Education (NCORE) as a direct response to FY\textsuperscript{18}17 climate survey feedback about posting training levels.

In October 2019, AACDC\textsuperscript{21} offered mediation training to Division supervisors, and will be offered again in spring 2020. The 40-hour course will satisfy the state requirement for Basic Mediation Training. One of the learning outcomes will allow participants to apply mediation techniques in real life mediation situations that will assist in managing conflict situations at work and in the community. The goal of this training is to equip supervisors with skills that will help mitigate conflict and increase positivity in the work environment.

Other climate-related strategies implemented across the Division include:

\textsuperscript{17}OGAPS=Office of Graduate & Professional Studies  
\textsuperscript{18}FY=Fiscal Year  
\textsuperscript{19}UT=University of Texas  
\textsuperscript{20}UC=University of California  
\textsuperscript{21}AACDC=Academic Affairs Climate & Diversity Committee
• OGAPS\textsuperscript{22}, DOR\textsuperscript{23}, and US\textsuperscript{24} provided professional development opportunities for unit staff, particularly additional opportunities to attend the 2019 National Conference on Race and Ethnicity in Higher Education (NCORE) Conference.
• PPO\textsuperscript{25} has implemented a UT\textsuperscript{26} strategy related to expanding professional competencies by providing training on cultural competencies. PPO\textsuperscript{25} will require all FTEs\textsuperscript{27} to attend a Community of Respect (COR) 4 hour training within the next two years. This training has proven effective in helping participants to communicate across cultural boundaries and provide skills that can be applied immediately to professional and personal engagement.
• AA&SI\textsuperscript{28}, along with EAS\textsuperscript{29}, consistently have programs aimed at enhancing the climate within each specific office and encourage staff to contribute innovative and creative ideas as part of the AACDC\textsuperscript{30} Ideas Contest.

**Equity (500-word limit): **491

Units across the division noted that, in discussing with peers their equity strategies, we have not been able to find many strategies we are not already using. However, issues of inequity and strategies to circumvent inequities continue to be at the forefront of conversations within Academic Affairs. A division-wide equity plan was adopted based on feedback from the division climate surveys, focus groups and supervisors, research on equity issues and annual reviews. AACDC\textsuperscript{30} has implemented a number of strategies based on the equity plan and continue to work on issues outlined in it. The most recent effort focuses on the Promotion/Career Ladder Review Report, previously the Red Flag Report. This new report, a collaboration between Academic Affairs and HROE\textsuperscript{31}, produced in spring 2020 will explore discrepancies among underrepresented groups in the area of promotions and use of career ladders. It could also point out potential resource or leadership knowledge inequities across offices, if managers are not consistently using career ladders or do not have sufficient funding to address needed promotions. Division leadership has requested that this new report be conducted annually, so issues of inequity can be routinely addressed.

Units across the Division strive to address issues of inequity as quickly and as efficiently as possible. Some examples to address equity issues in Academic Affairs include the following:

• All units examined pay and performance across the units and make equity adjustments, accordingly. For FY\textsuperscript{32}20, OGAPS\textsuperscript{22} will formalize an evaluation and salary increase schedule for part-time staff as well.

\textsuperscript{22} OGAPS=Office of Graduate & Professional Studies  
\textsuperscript{23} DOR=Division of Research  
\textsuperscript{24} US=Undergraduate Studies  
\textsuperscript{25} PPO=Public Partnerships & Outreach  
\textsuperscript{26} UT=University of Texas  
\textsuperscript{27} FTE=Full-Time Employees  
\textsuperscript{28} AA&SI=Academic Affairs & Strategic Initiatives  
\textsuperscript{29} EAS=Enrollment & Academic Services  
\textsuperscript{30} AACDC=Academic Affairs Climate & Diversity Committee  
\textsuperscript{31} HROE=Human Resources & Organizational Effectiveness  
\textsuperscript{32} FY=Fiscal Year
• The DOR\textsuperscript{33} reviews all personnel actions to mitigate any internal and external equity issues that could potentially arise.

• Departments in US\textsuperscript{34} have made expectations for one-time merit pay and administrative leave transparent. Annual review processes of position descriptions compare positions across campus, keeping the balance of workload in mind.

• Enrollment and Academic Services and DOF\textsuperscript{35} implement many of the abovementioned equity strategies. Additionally, they use hiring salary/equity adjustments, professional development opportunities, and administrative leave as practices for an equitable environment. Equity adjustments in Scholarships & Financial Aid last year made to address turnover have resulted in one of the best Fall 2019 starts for staff and students in decades.

• The Ohio State University and MSU\textsuperscript{36} use publically stated guiding principles that identify (for clientele as well as staff) the “best practices” to adhere to in operations and partnership activities. The PPO\textsuperscript{37} leadership team will extend this concept to include two pieces: 1) a description of how both partners will work together on projects and 2) a statement that describes the commitment to inclusion, diversity, equity and assessment. The belief is that stating and displaying these publicly (website) and in other communication pieces will establish expectations and accountability for both staff and clientele as well as instill pride in high standards and underscore the importance of values and commitments.

Units across the division of Academic Affairs continuously research best practices from peer institutions in the area of equity, not just during benchmark report years.

**Reflection (800-word limit): 800**

A review of peer institution strategies related to recruitment, retention, climate and equity revealed both similarities and differences to the Division of Academic Affairs. Like many peer institutions, Academic Affairs is committed to creating an equitable, diverse and inclusive environment for all faculty, staff and students. Many of the notable comparisons exist in the areas of training and professional development, with most, if not all, peers offering a host of opportunities for staff. These include workshops, seminars and in some instances diversity certificate programs. As referenced above, particularly in “Retention” and “Campus Climate”, units within Academic Affairs provide a plethora of opportunities for staff to engage in learning opportunities related to diversity and inclusion, including individual unit staff training, attending conferences such as NCORE\textsuperscript{38}, and division-wide trainings. Additionally, Academic Affairs engages in climate surveys to assess the climate of the Division and make necessary recommendations to address any issues found, much like our peer institutions. Also, in the area of recruitment, the Division has adopted a UF\textsuperscript{39} (among others) strategy to advertise positions in *Diverse Issues in Higher Education*. This strategy will hopefully yield a wider, more diverse

\textsuperscript{33} DOR=Division of Research  
\textsuperscript{34} US=Undergraduate Studies  
\textsuperscript{35} DOF=Dean of Faculties  
\textsuperscript{36} MSU=Michigan State University  
\textsuperscript{37} PPO=Public Partnerships & Outreach  
\textsuperscript{38} NCORE=National Conference on Race & Ethnicity  
\textsuperscript{39} UF=University of Florida
applicant pool. Academic Affairs funded this and worked with the HROE\textsuperscript{40} to make this available in October 2019 for all Texas A&M University job postings, not just those in our Division. AACDC\textsuperscript{41} will review the impact next year, prior to extending the agreement. A second partnership with HROE\textsuperscript{40}, produced a career ladder and promotion report. HROE\textsuperscript{40} noted that this project will provide the foundation to making promotion data available across campus for all managers.

The prominent challenge faced in the Division, and by peers, is the recruitment and retention of Black or African Americans and Hispanics or Latinos. Even though we are mostly aligned with peers regarding the number of underrepresented groups by ethnicity, our numbers are relatively low (with the exception of UF\textsuperscript{42}, who is seven percentage points higher in Black or African Americans and UT\textsuperscript{43} who is five points higher [nine points higher University-wide] in Hispanic or Latinos). Peers, however, seem to be doing better than Academic Affairs and TAMU in general, in recruiting Asian employees. However, the number of Asians employed at all comparison schools is relatively small, the largest being UT\textsuperscript{43} with 457 (4%). Advertising open positions in \textit{Diverse Issues in Higher Education} is a strategy implemented October 2019 to help mitigate this issue, in combination with our existing strategy of using diversity elements in recruitment and hiring processes (implemented Sept. 1, 2019). Also, the implementation and piloting of an exit survey in Academic Affairs that is being considered for future use across campus may provide new information about why our employees leave. In addition to sharing the hiring trend data uncovered this year at our biannual supervisor’s meeting, the equity strategy of reviewing hiring practices every three years will review FY20 hiring data to determine whether including diversity elements in the hiring process and the use of national advertising helped to address these concerns.

Diversity funding has been used as follows:

<table>
<thead>
<tr>
<th>Year Awarded Funds</th>
<th>Diversity Award Amount</th>
<th>Fiscal Year Funding was expended</th>
<th>Mini-Grants Awarded</th>
<th>Tradition of Excellence Awards**</th>
<th>Biennial Idea Contest Projects &amp; Winner Awards</th>
<th>Staff Development Programs and Conference Support</th>
<th>Other: one time merit, expert pay, administrative costs, diversity posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>80,000</td>
<td>2015</td>
<td>25,000</td>
<td></td>
<td></td>
<td>3,435</td>
<td>10,881</td>
</tr>
<tr>
<td>2015</td>
<td>45,000</td>
<td>2016</td>
<td>20,900</td>
<td>11,334</td>
<td></td>
<td>32,794</td>
<td>2,834</td>
</tr>
<tr>
<td>2016</td>
<td>74,000</td>
<td>2017</td>
<td>21,263</td>
<td></td>
<td></td>
<td>27,705</td>
<td>243</td>
</tr>
<tr>
<td>2017</td>
<td>80,000</td>
<td>2018</td>
<td>20,100</td>
<td>35,700</td>
<td>14,143</td>
<td>145</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>90,000</td>
<td>2019</td>
<td>27,260</td>
<td>577</td>
<td>19,403</td>
<td>2448</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>100,000</td>
<td>2020*</td>
<td>20,000*</td>
<td>40,000*</td>
<td>60,000*</td>
<td>14,850*</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>469,000</strong></td>
<td></td>
<td>134,523</td>
<td>11,334</td>
<td>76,277</td>
<td>157,480</td>
<td>31,401</td>
</tr>
</tbody>
</table>

**Total Expenditures 2014 – 2020: $411,015**

*currently budgeted amounts for Fiscal Year 2019-2020

**Association of Former Students funds these awards

\textsuperscript{40}HROE=Human Resources & Organizational Effectiveness
\textsuperscript{41}AACDC=Academic Affairs Climate & Diversity Committee
\textsuperscript{42}UF=University of Florida
\textsuperscript{43}UT=University of Texas
The impact of funding attendance at NCORE\textsuperscript{44} has been powerful for many attendees:

“Several discussions I went to covered the topic of white privilege and one in particular was excellent at showing how to reason somebody through the reality so that they are able to come to the conclusion themselves that something is amiss. To guide somebody through a discussion is so much more powerful than trying to explain at them, especially when they cling to their views like a shield deflecting reality.”

“Privilege. This one word best describes my experience of attending NCORE\textsuperscript{44} 2019. It was a privilege to be chosen to attend . . . and to see the world through a new lens, one in which I was not the majority. I had the privilege of sitting in spaces led by those who, through their research, work, and advocacy, are illuminating the challenges of minorities in our society. I also received the gift of a unique and powerful way to continue examining my own privilege and challenge myself to continue to use it in a way that honors and serves everyone in our community.”

\textsuperscript{44} NCORE=National Conference on Race & Ethnicity