

New Faculty Orientation

“Who Are Our Students?”

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The rising STAR of Texas



Self-reflection (ice-breaker)



- ❖ Spend a few minutes reflecting on your time in graduate school.
 - Think about the friendships / relationships that were made with other members of your cohort.
 - Consider your interaction(s) with your faculty, including your capstone (e.g. thesis, major project, dissertation) committee.
 - Reflect upon your overall time in graduate school.



What was the diversity of your graduate school friends/cohorts?
...of your faculty/mentors/advisors?

Race/Ethnicity?
Gender?
Ability?
(Open) Sexual Orientation?
Nationality?
Thought/Area of Expertise?

About Me

- ❖ Educational Background
- ❖ Work at Texas State
- ❖ “A Story”



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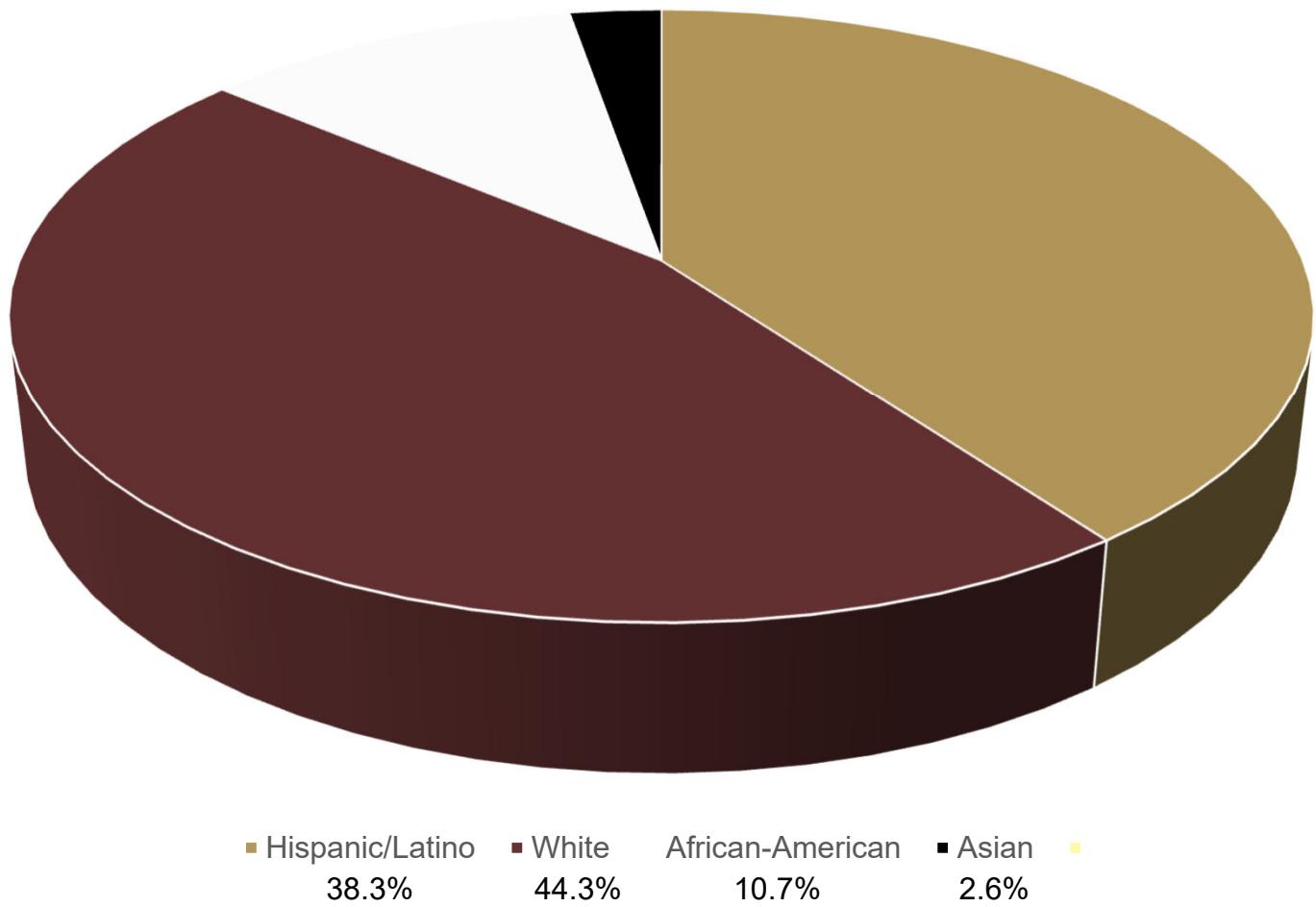
“Our Students?”



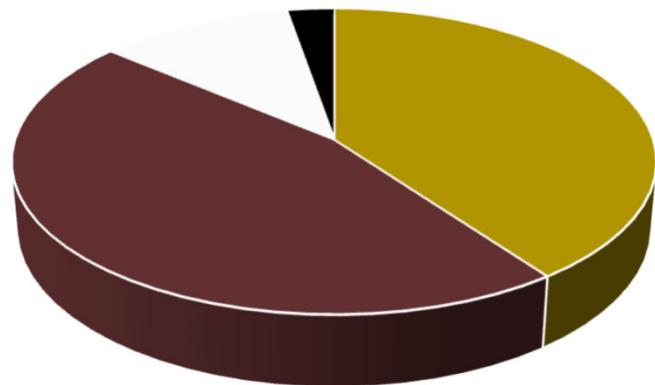
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Students

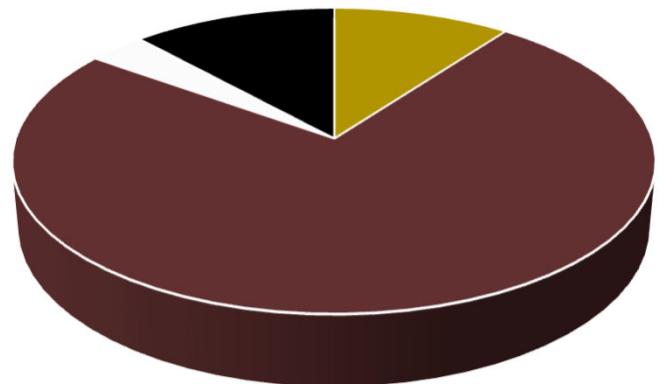


Students



- Hispanic/Latino
- White
- African-American
- Asian

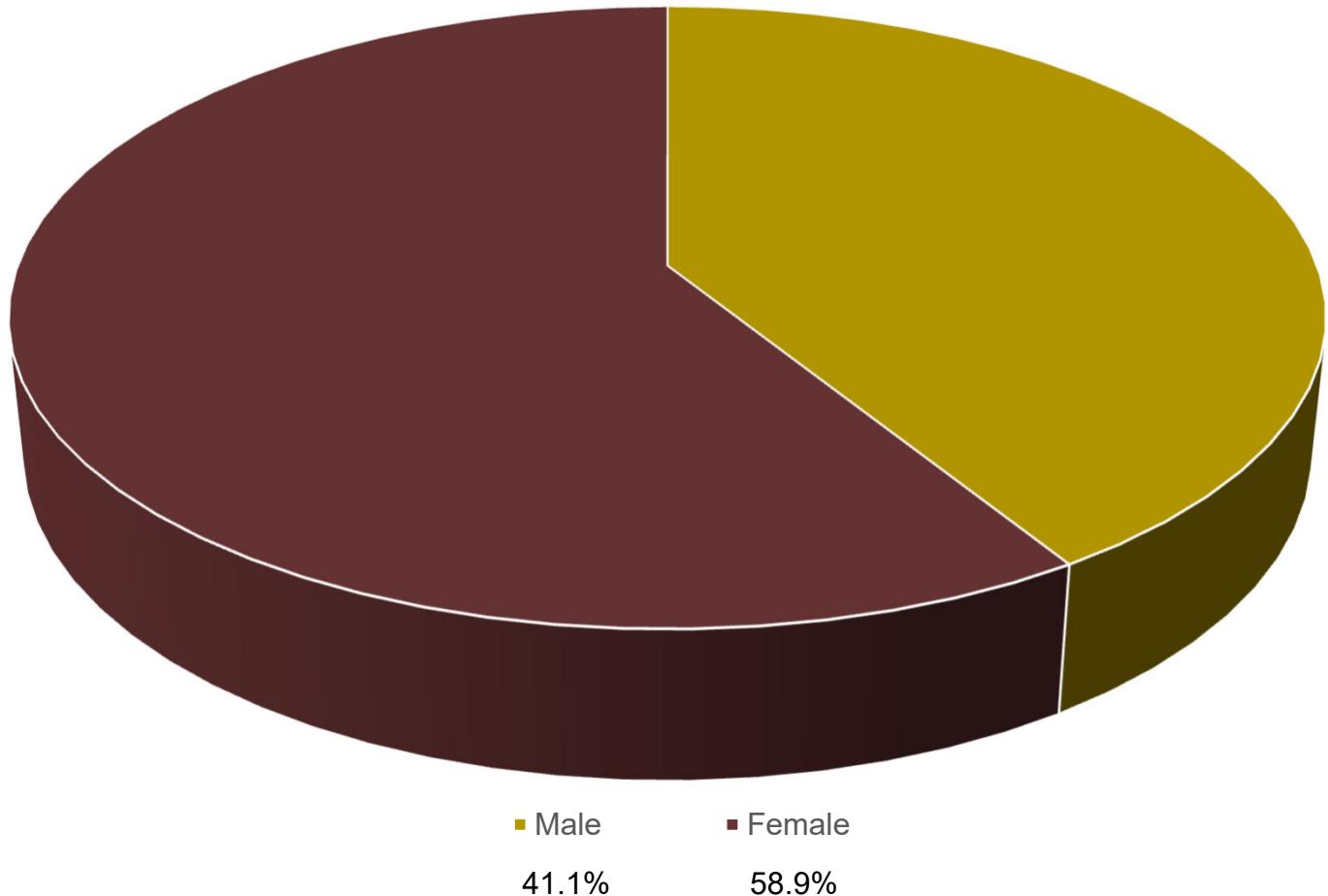
Faculty (Full Time)



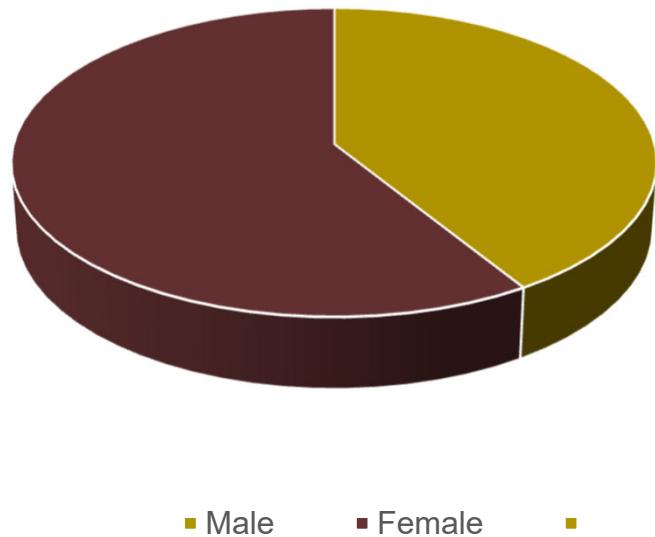
- Hispanic/Latino
- White
- African-American
- Asian

Hispanic/Latino	White	African-American	Asian
9.2%	66.9%	3.0%	10.6%

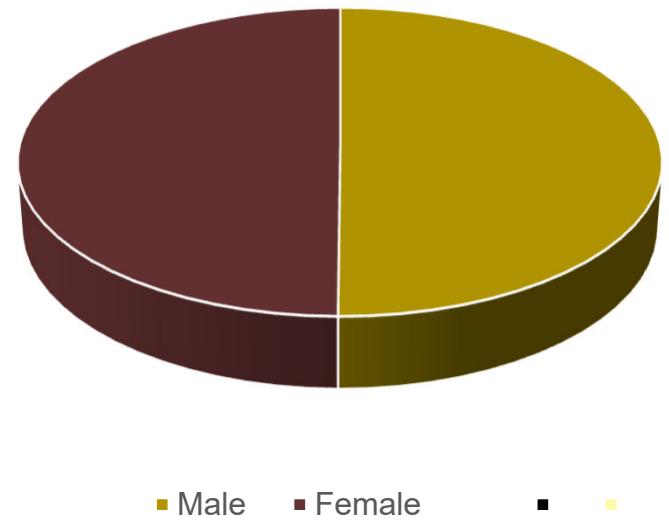
Students



Students



Faculty (Full Time)





Approximately 46% of Texas State University students are identified as first-generation students.

A recent internal study (“COVID-19 Impact on First-Gen Students”, Black, Martinez, & Gonzales, 2020) indicates:

- 33% of the surveyed, first-gen students indicated having no one as a primary source of support.
- 72% indicated their psychological well-being as being “much worse” or “worse than before”
- 81% indicated their motivation for returning for the fall semester as “to complete their degree”



The Diversity of Our Students Also Includes...

A vibrant LGBTQIA community

A nearly equal balance of
“urban” and “rural” students

Being a top-university for the serving student
veterans and military connected students

A growing number of international students
(1.43% in 2019, with applications from over 71
different countries)

3 Things



1. Hiring
2. Mentoring
3. Research



Hiring

TOTAL	56,664	54,904	55,006	54,070	52,760
Black	2,409	2,360	2,281	2,167	2,167
Latino	2,540	2,555	2,451	2,196	2,128
Asian	3,502	3,082	3,072	2,883	2,888
Native American	109	128	130	103	119
Total	8,560 (15.1%)	8,125 (14.8%)	7,934 (14.4%)	7,349 (13.5%)	7,302 (13.8%)

Survey of Earned Doctorates



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Mentoring

1. According to the race/ethnicity of our students, the percentage of White students *increase* from undergraduate (44%) to master's (51%) to Ph.D. (53%). Latinos *decrease* from undergraduate (38%) to master's (26%) to Ph.D. (20%) and African-Americans *decrease* from undergraduate (11%) to master's (8%) to Ph.D. (6%).
2. Of our Latino and African-American graduate students, 63% and 64% are housed in education.
3. 35 African-American, tenured or tenure-track faculty cannot mentor 4,271 African-American students. Likewise, 92 Latino, tenured or tenure-track faculty cannot mentor 14,182 Latino students.
4. Asians*, African-Americans, and Latinos respectively make up approximately 4-4.5% of earned doctorates in 2018 (hiring can't address this).



Approaches to Retention and Success



Stephens and Townsend's (2015) framework is useful here: "(a) U.S. institutions tend to promote mainstream, **independent** cultural norms, and exclude **interdependent** cultural norms that are common among underrepresented groups; (b) when institutions promote only mainstream norms, they inadvertently fuel inequality by creating barriers to the performance of underrepresented groups. " (p. 1304) (emphases added).

Research

Things to consider:



1. Does your research agenda have room to include graduate students *and* undergraduate students?
2. What groups (particularly Latinos, people of color, etc.) are missing from your research agenda and is there room for a more inclusive agenda?
3. What type of multidisciplinary research opportunities exist that could expand the diversity of your research and your scholarly reach?
4. How can you strategically involve marginalized students (e.g. first-gen, LGBTQIA) in your research agenda.

List of Resources

Multicultural Curriculum Transformation & Research Institute

Faculty Recruitment and Retention Toolkit

Texas State University – Inclusion Website

Bobcat J.E.D.I. Program – Diversity Certificate

Texas State University Diversity Calendar

Diversity Connections

Bobcat Bond

Office of Equity and Inclusion

List of Resources (cont'd)

The Grad College hosts events for undergrads (and others) that get at admissions:

- [Graduate Information Sessions](#) (six this semester)
- [Graduate Application Boot Camp](#) (one this semester)
- [Roads to Research Honors Grad Chat](#) (teaming up with the Honors College) (two this semester)
- [Graduate and Professional School Fair](#) (teaming up with Career Services and any grad program willing to take part) (one in the spring)



Takeaways



1. You are not here by accident! You are here because your research, teaching and commitment to students align with the efforts of Texas State University!!
2. The makeup of the university is probably different than the university that you came from, either as a graduate student, as a former faculty, or both. The needs and expectations from our students are unique and essential to the success of our students and our university.
3. Regardless of your background, you will be expected to “step outside of your comfort zone” to ensure that your research, teaching, mentoring and service align with the university’s diversity and inclusion mandates.
4. **Everyone** at Texas State University wants the best for you and there are countless resources (diversity & inclusion and otherwise) for you to achieve all of your professional goals!



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