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ACKNOWLEDGMENTS

The Office for Diversity would like to thank the following units for providing data and content for the 2016 State of Diversity report: Office of the Dean of Faculties, Diversity Operations Committee (DOC), Division of Student Affairs, Division of Academic Affairs, Human Resources, and Office of Graduate and Professional Studies (OGAPS).
Progress is relative. As I reflect on where Texas A&M University is in 2016, particularly in
the wake of events and incidents that occur with greater frequency in our society, college
campuses like ours are not immune from occurrences of intolerance. As many of us search
for answers to society’s systemic ills and disparities, I am reminded of the words of an Aggie
Mom at the 2016 Leadership Institute for prospective students and their families, who urged
everyone “not to let the actions of an ignorant few define an institution.” The Aggie Core
Values of Excellence, Integrity, Leadership, Loyalty, Respect, and Selfless Service not only
define us in many ways, but are anchors to hold on to and to guide us, as we strive to engage
in deeper and critical dialogues to make Texas A&M University a welcoming place to all.

With the establishment of an ambitious University Diversity Plan in 2010, Texas A&M
University has implemented a number of practices intended to engage faculty, staff,
administrators and students from across the university to create a shared sense of investment
and accountability towards the Vision 2020 goal of diversifying and globalizing the Texas
A&M community. Our campus community and leaders are increasingly being held more
accountable than ever before, and countless faculty, staff, students, former students,
administrators, and community members are poised to help us realize our Vision 2020 goal.
As you will see from this 2016 State of Diversity Report, Texas A&M is:

1st In Texas for 4th, 5th, and 6th year graduation rates, both overall and
for African American and Hispanic students

1st In the nation for accessible admissions rates and the best outcomes
for low-income students

2nd In the nation in for “Best Colleges for Veterans”

2nd In the nation in the “Best Value Schools” category among public universities

20th In the nation for international student enrollment

Source: Recognitions – Distinguishing Hallmarks of Texas A&M University

For Fall 2016, 25% of the freshman class are first-generation college students; 21% of the
Corps of Cadets identify as Hispanic; over 6,600 international students are enrolled from 124
countries; and enrollment of Hispanic and African American students has increased.
In 2014, our campus celebrated the 50 year anniversary of then-president General James Earl Rudder’s 1963 decision to admit African Americans and women. This landmark decision put Texas A&M on a path toward preeminence as a major, public, land-grant research institution. Also, we celebrated the Civil Rights Act of 1964 with Texas A&M faculty and advocates from around the nation coming together to discuss strides made and work yet to be done at the conference, Global Citizens and Equality: Fifty Years After the 1964 Civil Rights Act. In 2015, the Cushing Memorial Library and Archives acquired the Don Kelly Research Collection of Gay Literature and Culture. Events and decisions such as these, including the Climate Matters Conference, serve to undergird our university’s mission and values.

Texas A&M’s history of inclusion, and our progress since the landmark decision in 1963 to where we are in 2016, illustrates our commitment to strive to reflect the social and cultural demographics of Texas and the nation. We are a university that increasingly recognizes that people are our greatest asset. Repeatedly, faculty, staff, and students tell us that while we celebrate our accomplishments, we need to be mindful to ensure that all members of our university community feel a sense of belonging for what they bring to the educational community. When any Aggie experiences the sting of racism, sexism, xenophobia, anti-Semitism, Islamophobia, homophobia, or hate, it is one too many. We should not be silent, but stand with and for each other.

Gig ‘Em!

Christine A. Stanley, ’90
Vice President and Associate Provost for Diversity
Professor, Higher Education Administration

Dr. Christine Stanley, Vice President and Associate Provost for Diversity, discussing the university’s progress during a presentation at Evans Library on September 15, 2014.

Source: Texas A&M Today
As we all reflect on the various events on our campus, and those around the country over the past few months, it is impossible to ignore the importance of the principles of inclusion and diversity. But despite all the headlines, it is sometimes easy to lose sight of just why it is so important to all of us here at Texas A&M. As a leading institution of higher education, we are the vanguard in affecting positive change in the attitudes and actions of future generations.

We are called upon to lead our communities and make a difference because the consequences of such acts are intolerable. This change is essential in our ability to thrive and grow as our world diversifies. We are launching our students into a world where they will need to work with everyone to be successful in addressing the great societal challenges that we, as a country, face.

Michael K. Young
President
Texas A&M University
EXECUTIVE SUMMARY

Texas A&M University’s commitment to creating an inclusive campus is formalized in the *University Diversity Plan*, launched in 2010. The *University Diversity Plan* established an expectation that all academic, administrative, and support units submit annual reports monitoring and evaluating progress toward accountability, climate, and equity efforts. While Texas A&M units reported performing as well as or better relative to peer institutions, overall the numbers of historically underrepresented groups are consistently low across the peer institutions. To obtain a more sophisticated understanding of the systemic challenges shared by institutions of higher education, units are seeking to elevate their peer comparison data beyond demographic data. Furthermore, many units are elevating their engagement in diversity by presenting their work in publications and conference presentations.

To be one of the ten best public universities in the nation by 2020, Texas A&M “must be a leader in promoting diversity in its student body, faculty, staff, and intellectual viewpoints” ([Vision 2020: Creating a Culture of Excellence](#), p. 43). After reviewing five years of university-wide retention and graduation data for all undergraduates, one evident challenge is the need to address the disparities in race/ethnic and gender retention rates, regardless of how small or significant the gap.

While our progress in rankings over the past six years may show improvement in some noteworthy areas, campus incidents and campus climate assessment data reveal concern and confusion about whether a campus that values diversity and inclusion can also protect academic freedom, expressive activity, religious freedom, and free speech. We need to engage in more dialogue about this apparent confusion when a commonly held viewpoint is that academic freedom and freedom of speech appear to be incongruent with institutional values and a community of respect.

Campus climate influences the recruitment of our students, faculty, and staff. Therefore, we must continue to engage and reflect on campus climate data within each unit as well as the overall institution. Increasingly, several academic colleges and administrative units are working to understand their conflict and diversity culture through efforts such as mediation training, conflict management, and critical dialogues. In addition, university administrators, including those in the President’s Call to Action Task Force, the Provost, vice presidents, and deans have been engaged in conversations related to implicit bias, Critical Race Theory and its applications, and how to use climate assessment data to develop strategic action plans for change.

Texas A&M University combines the principles of practical education and outreach that are legacies of its land, sea, and space grant designations with the advanced research mission expected of an Association of American Universities (AAU) institution. The institution has been recognized in many different ways for its combination of excellence, affordability, and ability to develop leaders of character who have an impact on the state, nation, and world. Changing a university’s diversity culture is a collective undertaking, and one that requires steady work, reflection, and accountability. A college campus is a microcosm of our larger society and world, and issues that are rooted historically and systemically require constant monitoring, commitment, resources, assessment, and ownership.
INTRODUCTION

Purpose of the 2016 State of Diversity Report

The purpose of the 2016 State of Diversity Report is to examine our progress towards creating a culture of respect consistent with our Aggie Core Values: Excellence, Integrity, Leadership, Loyalty, Respect, and Selfless Service

WHAT WE MEAN BY DIVERSITY

We define diversity as the inclusion and support of individuals from all groups, encompassing the various characteristics of people in our community.

Diversity is the exploration of differences, identities, and ideas in a welcoming and nurturing academic environment.

The educational benefits of diverse learning environments include: civic learning, engagement, and preparation to live in complex global settings.

Texas A&M University’s commitment to diversity is formalized in our University Diversity Plan, launched in 2010. The University Diversity Plan established an expectation that all academic, administrative, and support units submit annual reports monitoring and evaluating progress toward accountability, climate, and equity efforts.

ACCOUNTABILITY

Establish accountability within the institution by developing strategies, plans, and processes that promote progress and create an environment that fosters success and achievement.

CLIMATE

Develop a supportive campus climate that values and integrates diversity in the pursuit of academic excellence by identifying aspects of Texas A&M’s community that foster or impede an inclusive working and learning environment.

EQUITY

Integrate into the mission and goals of the institution assurances that decisions (e.g., regarding admission, hiring, and promotion) will be made equitably, and implementing policies that ensure that equity is examined at all levels of decision-making.

While accountability, climate, and equity are considered distinct dimensions of the plan, we acknowledge that progress in each of these areas influences advancement in the other areas.
Texas A&M University collects federal and state-mandated data on race/ethnicity and sex/gender. Additionally, we are committed to understanding the variety of identities of the people in our community such as: Age, cultural identity, gender identity or expression, nationality, physical and mental ability, political and ideological perspectives, racial and ethnic identity, religious and spiritual identity, sexual orientation, social and economic status, and veteran status.

Texas A&M’s Fall 2015 demographic profile shows that while we still face large racial/ethnic differences compared to the state of Texas (Figure 1), the numbers of students, faculty, and staff from underrepresented groups at Texas A&M University has increased over the years (Figure 2 and Figure 3).

**Figure 1. Fall 2015 Comparisons of Texas A&M to the State of Texas**

Data sources: ¹The Texas race/ethnicity state data is from the Kaiser Family Foundation estimates based on the Census Bureau’s [March 2015 Current Population Survey]; ²The Texas high school data for the Class of 2014 is from the [Texas Education Agency]; ³Texas A&M student data is from the institution’s [Accountability] website; and ⁴Texas A&M faculty and staff data is from: [Fall 2015 Workforce Profile] – Texas A&M University (College Station, Galveston & HSC) from Texas A&M University Human Resources
From Fall 2012 through Fall 2015, Texas A&M has achieved increases in the numbers of African-American and Hispanic undergraduates who enrolled in the institution (Figure 2). Strategies from the unit-level accountability reports, from both the academic and support units, point to evidence of successful approaches to undergraduate and graduate student recruiting and retention.

Figure 2. Fall 2012 – 2015 Admissions to Enrollment
Percentages by race/ethnicity of Bachelors-level students who enrolled at all campuses

Data source: Texas A&M student data are from the institution’s Accountability website - [Applied, Admitted, Enrolled Fall 2015 metric](#)
Student Success

We recognize the need to close the gaps in our student success rate (Figure 3) so that persistence and graduation are realistic goals for every student. Our goal is to improve using focused interventions to help students achieve their highest possible academic potential. We will also respond to issues that emerge in our student climate assessment studies that are impacting student retention and success.

Figure 3. 2010-2014 Retention and Graduation Data for Undergraduate Students

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Fall Cohort</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Headcount</td>
<td>475</td>
<td>548</td>
<td>519</td>
<td>662</td>
<td>891</td>
</tr>
<tr>
<td>1st year retention</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td>89%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>4th year graduation</td>
<td>52%</td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th year graduation</td>
<td>77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American --+1 or more race(s)</td>
<td>Headcount</td>
<td>333</td>
<td>333</td>
<td>368</td>
<td>459</td>
<td>517</td>
</tr>
<tr>
<td>1st year retention</td>
<td>89%</td>
<td>86%</td>
<td>85%</td>
<td>84%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>4th year graduation</td>
<td>50%</td>
<td>41%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th year graduation</td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>Headcount</td>
<td>1,869</td>
<td>2,035</td>
<td>2,281</td>
<td>2,869</td>
<td>3,107</td>
</tr>
<tr>
<td>1st year retention</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
<td>86%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>4th year graduation</td>
<td>48%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th year graduation</td>
<td>70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Headcount</td>
<td>6,107</td>
<td>6,059</td>
<td>5,704</td>
<td>6,465</td>
<td>6,646</td>
</tr>
<tr>
<td>1st year retention</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>4th year graduation</td>
<td>54%</td>
<td>56%</td>
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<td></td>
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<tr>
<td>5th year graduation</td>
<td>79%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Headcount</td>
<td>5,183</td>
<td>5,393</td>
<td>5,579</td>
<td>6,443</td>
<td>6,886</td>
</tr>
<tr>
<td>1st year retention</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>4th year graduation</td>
<td>67%</td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th year graduation</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Headcount</td>
<td>5,754</td>
<td>5,798</td>
<td>5,611</td>
<td>6,545</td>
<td>6,958</td>
</tr>
<tr>
<td>1st year retention</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>89%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>4th year graduation</td>
<td>48%</td>
<td>49%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th year graduation</td>
<td>74%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>Headcount</td>
<td>10,937</td>
<td>11,191</td>
<td>11,190</td>
<td>12,988</td>
<td>13,844</td>
</tr>
<tr>
<td>1st year retention</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>90%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>4th year graduation</td>
<td>57%</td>
<td>58%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th year graduation</td>
<td>78%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data source: Texas A&M student retention and graduation data are from the Accountability website
Graduate and professional students comprise 21-23% of the Texas A&M community. Figure 4 provides the gender and race/ethnicity demographics of the graduate and professional students at the College Station, Galveston, Health Science Center, and Qatar campuses.

Figure 4. Fall 2013-2015 Graduate and Professional Student Demographics

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>43%</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>Male</td>
<td>57%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Black</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>International</td>
<td>35%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Multi-racial (excluding Black)</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>0%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Unknown/Not reported</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>46%</td>
<td>44%</td>
<td>43%</td>
</tr>
<tr>
<td>Total</td>
<td>11,374</td>
<td>14,206</td>
<td>15,544</td>
</tr>
</tbody>
</table>

Data source: Texas A&M’s Accountability website College Station, Galveston, Health Science Center, and Qatar campuses – Doctoral, Masters, and Professional students

To support initiatives focused on recruitment of graduate students, the Office of Graduate and Professional Studies (OGAPS) announced Innovative Graduate Student Recruitment Grants which advance university enrollment objectives. To support graduate and professional student retention and success, OGAPS engages graduate and professional students in professional development activities that will prepare them for their careers. For example, OGAPS provides “G.R.A.D. Aggies” a collection of professional development resources to help graduate students develop professional skills to complement the discipline specific knowledge gained in their degree program.
Graduate and professional student progression is a measure of a student’s progress toward their degree. Masters programs generally take about two years to complete and doctoral programs take significantly longer. Graduate students are expected to complete 18 hours each year to make significant progress toward their degree. Students who graduate within the given time interval are also counted as successful. For graduate and professional students at all campuses, the overall first year retention rate increased from 73% in 2012 to 78% in 2014.

Figure 5. Graduate Student Progression by Sex/Gender

Data source: Data Assessment and Research Services (DARS) data request 07/22/16 for progression data by race/ethnicity and gender/sex data - [https://accountability.tamu.edu/All-Metrics/Mixed-Metrics/Graduate-Student-Progression](https://accountability.tamu.edu/All-Metrics/Mixed-Metrics/Graduate-Student-Progression)
One evident challenge is the need to address the disparities in progression among and between all racial/ethnic groups, regardless of how small or significant the gap. By race/ethnicity, the first year progression rate ranges from 69-74% for Asian graduate and professional students, 60-71% for African American graduate and professional students, 68-77% for Hispanic graduate and professional students, and ranges from 72-78% for White graduate and professional students.

We recognize the need to close the gaps in our graduate and professional student success rate so that persistence and graduation are realistic goals for every student. Our goal is to help students achieve their highest possible academic potential. We will also respond to issues that emerge in our student climate assessment studies that are impacting student retention and success.

**Figure 6. Graduate Student Progression by Race/Ethnicity**

Data source: Data Assessment and Research Services (DARS) data request 07/22/16 for progression data by race/ethnicity and gender/sex data - [https://accountability.tamu.edu/All-Metrics/Mixed-Metrics/Graduate-Student-Progression](https://accountability.tamu.edu/All-Metrics/Mixed-Metrics/Graduate-Student-Progression)
Racial/ethnic diversity of faculty and staff has changed at a slower pace than the changes evident in the student body. Staff hiring was perceived to be impeded by a hiring freeze that went into effect on May 9, 2014. On September 24, 2014, a modified process was implemented and is still in effect which requires justification and approval for all non-faculty positions that are not paid from restricted funds nor budgeted in academic departments. From Fall 2012 through Fall 2015, Texas A&M has achieved increases in the numbers of Asian faculty and Hispanic faculty and staff.

Figure 7. Fall 2014 - Fall 2015 Faculty and Staff by Race/Ethnicity and Sex/Gender

Data source: Texas A&M University, Human Resources Workforce Profiles – Texas A&M University (College Station, Galveston & Health Science Center) http://employees.tamu.edu/workforce-reports/
Figures 8 and 9 present the faculty and staff new hires by fiscal year at Texas A&M University. The recruiting efforts of the academic and administrative units has the potential to change the demographic composition of faculty and staff in the long run.

**Figure 8. Faculty New Hires from Fiscal Year 2013 - Fiscal Year 2016**

<table>
<thead>
<tr>
<th>Semester</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>39%</td>
<td>42%</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>Male</td>
<td>61%</td>
<td>58%</td>
<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.5%</td>
<td>0</td>
<td>0</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>17%</td>
<td>14%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6%</td>
<td>2%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Not specified</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>68%</td>
<td>73%</td>
<td>72%</td>
<td>69%</td>
</tr>
<tr>
<td>Total New Hires</td>
<td>202</td>
<td>322</td>
<td>285</td>
<td>258</td>
</tr>
</tbody>
</table>

Data source: Texas A&M University, Business Objects Warehouse retrieved on 08/22/16 using the position action universe with occupation code NH

**Figure 9. Staff New Hires from Fiscal Year 2013 - Fiscal Year 2016**

<table>
<thead>
<tr>
<th>Semester</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>57%</td>
<td>53%</td>
<td>55%</td>
<td>58%</td>
</tr>
<tr>
<td>Male</td>
<td>43%</td>
<td>47%</td>
<td>45%</td>
<td>42%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>6%</td>
<td>7%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Black</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14%</td>
<td>13%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Not specified</td>
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<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>66%</td>
<td>65%</td>
<td>64%</td>
<td>63%</td>
</tr>
<tr>
<td>Total New Hires</td>
<td>1,280</td>
<td>1,075</td>
<td>1,332</td>
<td>1,539</td>
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</tbody>
</table>

Data source: Texas A&M University, Business Objects Warehouse retrieved on 08/22/16 using the position action universe with occupation code NH
University Diversity Plan Accountability Reports

First submitted in 2010, the annual University Diversity Plan accountability reports provide quantitative and qualitative measures of comparisons to peer institutions; institutional and unit-level campus climate findings; recruiting and retention efforts; and equity issues (salary, resources, training, etc.). The unit-level accountability reports are the primary source of data for assessing institutional progress on diversity-related goals. The accountability reports are reviewed by the President’s Council on Climate and Diversity (CCD), a group that also advises the Vice President and Associate Provost for Diversity.

The CCD is comprised of students, faculty, staff, administrators, and community members representing different constituencies in the university and in the broader community. The Council assists in the assessment and evaluation of university units regarding diversity-related strategies to strengthen, sustain, and promote diversity efforts in support of institutional goals. Funding is awarded to units that excel in multiple areas of the University Diversity Plan (recruitment, retention, campus climate, and equity efforts). These awards represent a noteworthy indicator of institutional progress. For example, in 2012, 52% of the units were awarded funding compared to 86% of the units receiving funding in 2016.

In addition to awarding funds, the CCD provides individualized suggestions for improvements to the units. For example: Encouraging units to expand recruiting efforts to obtain a more diverse faculty; encouraging units to focus more on creating change within the unit’s culture as opposed to efforts driven by events and activities; enhancing student leaders cultural competency skills; expanding understanding of equity beyond salaries; addressing lack of data and measurable goals; and providing more attention to enhancing staff and supervisor skills set.

In an attempt to quantify institutional progress on the University Diversity Plan goals, the Office for Diversity developed and implemented a scale to assess the impact of diversity-related activities shared in the annual unit-level accountability reports. The scale was developed using the values and standards described in the university’s strategic plan, a review of institutional change literature, and practices that emerged from the accountability reports themselves. The scale was intentionally designed to provide and assess the institution’s progress towards realizing a culture of respect for diversity.

Respect for diversity will be realized at Texas A&M when we have:

A strong, demonstrable presence of diversity in our faculty, staff, students, administrators, and supporters, including specific demonstrations of recruiting and retention success for racial, ethnic, and gender groups where they have been underrepresented within the University;

An environment where the opportunity to fully participate does not inappropriately or unintentionally depend on elements of an individual’s identity; and

An equitable environment where success depends on work effort and contributions that advance the mission of the University.
Designing the scale around respect for diversity provided the four dimensions of recruitment, retention, campus climate, and equity that are parallel to the University Diversity Plan goals of accountability, climate, and equity. These dimensions were used to structure the 2015 unit-level accountability reports. Additionally, the accountability scale provides a measure of how integrated diversity-plan goals are within the units and institution. The scale measures the volume and quality of diversity-related strategies. Using the scale confirmed the anecdotal sentiment that while there is a lot of activity on campus regarding diversity-related strategies, the level of impact and integration needs to go much deeper.

Figure 10. Trends from the 2011-2015 Accountability Reports

<table>
<thead>
<tr>
<th>Dimension -- Scale</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>Recruiting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Implements strategies w/out engaging data</td>
<td>72%</td>
<td>69%</td>
<td>67%</td>
<td>67%</td>
<td>38%</td>
</tr>
<tr>
<td>2 - Links strategies to data or measures</td>
<td>14%</td>
<td>25%</td>
<td>13%</td>
<td>26%</td>
<td>33%</td>
</tr>
<tr>
<td>3 - Implements strategies w/institutional or community collaboration</td>
<td>14%</td>
<td>6%</td>
<td>20%</td>
<td>7%</td>
<td>26%</td>
</tr>
<tr>
<td>4 - Shares impact of strategies in scholarship</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Average score</td>
<td>1.42</td>
<td>1.38</td>
<td>1.53</td>
<td>1.49</td>
<td>1.94</td>
</tr>
<tr>
<td>Overall count</td>
<td>79</td>
<td>64</td>
<td>60</td>
<td>87</td>
<td>97</td>
</tr>
<tr>
<td>Retention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Implements strategies w/out engaging data</td>
<td>87%</td>
<td>71%</td>
<td>66%</td>
<td>48%</td>
<td>87%</td>
</tr>
<tr>
<td>2 - Links strategies to data or measures</td>
<td>13%</td>
<td>24%</td>
<td>28%</td>
<td>35%</td>
<td>13%</td>
</tr>
<tr>
<td>3 - Implements strategies w/institutional or community collaboration</td>
<td>0</td>
<td>5%</td>
<td>5%</td>
<td>11%</td>
<td>0</td>
</tr>
<tr>
<td>4 - Shares impact of strategies in scholarship</td>
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<tr>
<td>Average score</td>
<td>1.36</td>
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<tr>
<td>Overall count</td>
<td>46</td>
<td>38</td>
<td>58</td>
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<tr>
<td>Campus Climate</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Implements strategies w/out engaging data</td>
<td>64%</td>
<td>54%</td>
<td>63%</td>
<td>56%</td>
<td>32%</td>
</tr>
<tr>
<td>2 - Links strategies to data or measures</td>
<td>81%</td>
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<td>51%</td>
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<tr>
<td>3 - Implements strategies w/institutional or community collaboration</td>
<td>15%</td>
<td>24%</td>
<td>4%</td>
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<td>12%</td>
</tr>
<tr>
<td>4 - Shares impact of strategies in scholarship</td>
<td>4%</td>
<td>7%</td>
<td>4%</td>
<td>13%</td>
<td>5%</td>
</tr>
<tr>
<td>Average score</td>
<td>1.24</td>
<td>1.42</td>
<td>1.41</td>
<td>1.57</td>
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<tr>
<td>Overall count</td>
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<td>71</td>
<td>86</td>
<td>111</td>
</tr>
<tr>
<td>Equity</td>
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<td>1 - Implements strategies w/out engaging data</td>
<td>90%</td>
<td>80%</td>
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<td>49%</td>
<td>32%</td>
</tr>
<tr>
<td>2 - Links strategies to data or measures</td>
<td>10%</td>
<td>20%</td>
<td>37%</td>
<td>49%</td>
<td>57%</td>
</tr>
<tr>
<td>3 - Implements strategies w/institutional or community collaboration</td>
<td>0</td>
<td>0</td>
<td>5%</td>
<td>2%</td>
<td>10%</td>
</tr>
<tr>
<td>4 - Shares impact of strategies in scholarship</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2%</td>
</tr>
<tr>
<td>Average score</td>
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<td>1.20</td>
<td>1.46</td>
<td>1.53</td>
<td>1.81</td>
</tr>
<tr>
<td>Overall count</td>
<td>10</td>
<td>15</td>
<td>41</td>
<td>45</td>
<td>63</td>
</tr>
</tbody>
</table>

Data source: Office for Diversity staff reviews of the unit-level diversity plan accountability reports from 2011-2015
Exploring Campus Climate

Climate is one of the key indicators of how faculty, staff, and students experience a campus environment. *We all contribute to the Texas A&M University campus climate.* Climate assessment data from the past three years demonstrates that members of historically underrepresented groups (particularly students, faculty, and staff of color) have sharply different experiences with the overall campus climate than do majority group members.

The *University Diversity Plan* calls for units to use the results from the faculty, staff, and student climate assessments to understand the impact of climate on student, faculty, and staff recruitment and retention. Institutional-level campus climate assessments are conducted, on average, every three years. Units use the university-level campus climate data as it applies to their areas. However, when the university data does not reflect the individual unit climate, they are advised to assess and ensure their own unit-level climate is well understood.

The unit-level accountability reports indicate climate, retention, equity, and recruitment are intertwined, making the results of campus climate surveys more compelling. As such, our multi-level analysis demonstrates that strategies intended to remedy campus climate must be multifaceted, and consider areas of intersectionality, which can affect individual experiences with campus climate.

Student Campus Climate Results

The *2013 Undergraduate Campus Climate Assessment* revealed that 66% of respondents indicated that diversity in the campus population benefitted them personally and 82% indicated that diversity benefits the institution. Students from historically underrepresented groups did not think the university environment was generally supportive of students of color, international students, women, or LGBT students. Historically underrepresented students reported experiencing or observing inappropriate comments or behaviors on campus more frequently than non-historically underrepresented students. Persistent challenges from the undergraduate student campus climate assessments include:

- **What can we do about the persistent finding that the campus is friendly on the surface, but can also be intolerant of differences?**

- **How can we identify and/or alleviate the issues in the campus climate that contribute to students feeling the need to minimize characteristics of their identities (e.g. language, dress, beliefs, etc.) to fit in with student organizations and with classmates?**

- **How can we encourage involvement of all undergraduates in student organizations, traditions, and high impact learning practices?**

- **How can we teach the personal and institutional benefits of diversity to the undergraduate student body?**
Graduate and Professional Student Campus Climate Results

In the 2012 Graduate and Professional Student Campus Climate Survey, graduate students shared that a diverse student body, open communication among faculty and students, and welcoming colleges/departments contributed to a positive campus climate. Historically underrepresented graduate students reported experiencing the campus climate as less welcoming than do other groups.

Graduate students reported experiencing or observing inappropriate comments or behaviors related to race/ethnicity/nationality, language proficiency, political/religious beliefs, and sexual orientation, mostly from fellow students. Challenges that emerge from the graduate student campus climate assessment include:

- **What can the university do to help graduate students engage in respectful interactions?**
  *Tensions and cliques are prevalent on campus relating to: University traditions, undergraduate and graduate students, race/ethnicity, and political and religious beliefs.*

- **How can we address quality of life concerns?**
  *Graduate students report concerns related to: Balancing home, coursework, employment, and research; managing transportation challenges; and dealing with stress related to the campus environment and financial situations.*

In summary, the results from the undergraduate and graduate student campus climate assessments, conducted in 2013 and 2012, suggest that students from historically underrepresented groups do not report experiencing the university environment as supportive of students of color, international students, women, or LGBT students. Furthermore, they often report experiencing or observing insensitive or discriminatory behaviors while on campus.

Faculty Campus Climate Results

From the 2013 Faculty Climate Survey, Hispanic faculty members report the least favorable experiences with campus climate. Similarly, African-American faculty also report significantly less favorable experiences with climate than those reported by white faculty.

Thirty percent of non-white faculty respondents reported experiencing job-related racial discrimination in the previous 12 months. The most common type of discrimination reported was discrimination in salary, followed by discrimination in collegiality. Persistent challenges from the faculty campus climate assessments include:

- **Faculty composition:** Changes are encouraging, but what can we do to continue to increase the numbers of people who are historically underrepresented in some disciplines?

- **Declining job satisfaction:** What can we do to improve job satisfaction for faculty?

- **Turnover intentions:** What can we do to address retention and promotion concerns in all faculty ranks?
The 2013 *Staff Campus Climate Assessment* revealed that compared to other groups, African-American respondents report somewhat lower satisfaction with promotion opportunities, experiences with organizational support, and organizational commitment. These respondents also report a somewhat greater tendency to search to find a new job.

Additionally, there are differences in experiences with campus climate by age, with employees over the age of 40 reporting lower levels of organizational commitment and higher turnover intent and job search activity. Persistent challenges emerging from the staff campus climate assessments include:

- **How can we support and encourage staff during times of institutional change?**
- **How can we identify and/or alleviate the issues in the campus climate that contribute to lower job satisfaction?**
- **What steps can be taken to encourage and reinforce an inclusive environment?**
- **What steps can be taken to encourage political/religious acceptance?**

Characteristics of the campus climate influence student, faculty, and staff recruitment and retention. Therefore, we must continue to engage and reflect on our climate data. From the unit-level accountability reports, we have engaged in a number of strategies to improve campus climate for students, faculty, and staff. Generally speaking, unit strategies designed to address campus climate issues range from developing diversity councils, conducting unit-level and/or discipline-specific campus climate assessments; promoting training and staff development opportunities; and integrating diversity-related goals into strategic planning.
Campus Incidents Impacting Climate

StopHate Reports. Founded in 2004, StopHate was implemented to provide the campus community with the opportunity to report hate/bias incidents. Using an online report form, StopHate reports may be submitted anonymously or with as much information as the reporting individual wishes to provide. Once a report is submitted, it is disseminated for review and action to a team of staff and administrators from the Division of Student Affairs, Human Resources, the Office of the Dean of Faculties, and the Office for Diversity.

StopHate reports provide a window into campus incidents impacting campus climate. For example, from 2012 through 2016, a total of 103 StopHate reports were submitted: 34 of the reports were submitted in 2016. The most common types of incidents reported are related to race and racism, microaggression, and campus events. Our multi-avenue assessment of campus climate also demonstrated that local events and institutional characteristics significantly affect campus climate in a variety of ways. Notably, our analysis of StopHate reports submitted between 2012 and 2016 provided a more nuanced understanding of how incidents of bias and hate affect campus climate for students, faculty, and staff.

The analysis demonstrated that while students, faculty, and staff are keenly aware of Texas A&M’s commitment to diversity, the occurrence of on-campus incidents directly conflicts with this commitment. Incidents concerning race and racism, microaggression incidents between different campus constituents, and public on-campus events were the most commonly sites of bias and hate incidents.

Race and Racism: People reported issues such as concern for an inclusive environment for students of color, concern for harassment from students against staff of color, and concerns about protecting white students and white privilege on campus.

Microaggressions: Microaggressions are subtle verbal and nonverbal insults directed at marginalized and historically underrepresented peoples, often automatically or unconsciously; layered insults based on one’s race, race-gender, class, sexual orientation, language, immigration status, accent, or surname, among others; and cumulative insults that cause unnecessary stress for individuals.

Campus Incidents: Reports pertaining to campus incidents referenced particular events or actions that were reported as being unsatisfactory or unacceptable in light of the Aggie core value of respect and/or Texas A&M’s commitment to diversity.

Throughout the StopHate reports, Texas A&M’s commitment to diversity and core values was referenced when incidents at odds with the Texas A&M’s goals and Core Values were reported. Furthermore, the campus incidents reported through StopHate reflect the viewpoint, and possible confusion, about whether an inclusive campus that values diversity can also protect academic freedom, expressive activities, religious freedom, and free speech.
One specific campus incident resulted in both local and national media attention for Texas A&M. On February 9, 2016, a group of white university students yelled racial slurs at a group of minority high school juniors from Uplift Hampton Preparatory Charter School in Dallas (Texas A&M Diversity & Inclusion Response: Results of Investigations Regarding Racial Incident on Feb. 9, 2016; http://www.tamu.edu/incident-response/index.html).

As a result of that incident, President Michael Young engaged university leaders, community leaders, students, faculty, and staff in a “Call to Action” to “review current initiatives and measures and to propose new ones in areas such as recruitment, retention, climate assessment and course and curricular change.”

Some of the steps that have been in place and are now strengthened through increased accountability efforts include:

- **University administrators and staff, including vice presidents, associate provosts, and deans have either participated in or lead implicit bias training development activities for their respective units;**

- **University leaders are being held more accountable for diversity progress indicators in annual performance evaluations;**

- **The StopHate desktop website has moved to a mobile platform;**

- **The “Community of Respect” program is now mandatory at new student conferences;**

- **Ideas are currently being solicited by members of the Faculty Senate working with student leaders to review the required International and Cultural Diversity (ICD) courses;**

- **Permanent funding for Aggies to Aggies Diversity Peer Education Program has been established; and**

- **A mandatory “Effective Communication” module is being developed for student organization leaders to assist them in conducting effective dialogues and meaningful conflict resolution.**

While Texas A&M was praised by the campus community, our peers, and nationally, including the regional office of the Anti-Defamation League, for promptly responding to the 02/09/16 incident (Kuhlmann, 2016), it is important to note, and President Young acknowledged, that many of the activities in the “Call to Action” have been in progress, are ongoing, and were not crafted solely in reaction to the February 2016 incident.
Factors affecting campus climate are not limited to internal university-wide characteristics and events — we have also seen several national issues and events impact campus climate. Specifically, the United States Supreme Court ruling in *Obergefell v. Hodges* (2015), which guarantees the constitutional right to marry to same-sex couples, has allowed for the extension of benefits to same-sex partners of Texas A&M University employees.

Similarly, NOT ALONE, the first report issued by the White House Task Force to Protect Students from Sexual Assault in 2014, prompted Texas A&M to participate in the Association of American Universities (AAU) Campus Climate Survey on Sexual Assault and Sexual Misconduct. Designed to provide profiling characteristics of incidents of sexual assault, this assessment of our campus climate as it relates to sexual assault and misconduct resulted in four specific strategies that not only increase campus-wide knowledge of and education about sexual assault, prevention, and available resources but has also allowed us to gain more insight into how sex discrimination continues to affect campus climate for students, faculty, and staff.

The survey was designed to assess the characteristics of incidents of sexual assault and misconduct. It also assessed the overall campus climate with respect to understandings of risk, knowledge of resources available to victims, and reactions to an incident of sexual assault or misconduct. A summary of the recommendations from the survey results include:

- **Implement the Step In. Stand Up. campaign**: Launched September 16, 2015, the university-wide campaign addressed sexual violence awareness and prevention. As a result of the campaign, we are better prepared to “step in” as active participants to reduce incidents of sexual violence on our campus, and “stand up” against sexual violence through conversations and the sharing of information (http://stepinstandup.tamu.edu/).

- **Create mandatory online education modules for students, faculty, and staff**: Creating online education modules will ensure that all students understand community expectations around issues of sexual assault and sexual misconduct. Additionally, an online module for faculty and staff should supplement the existing Texas A&M System’s Equal Employment Opportunity (EEO) training to discuss community expectations, definitions, reporting requirements, and campus resources.
• Explore alternatives to the Green Dot program to provide bystander education: Alternative methods to the Green Dot program need to be explored to convey the principles of and around bystander intervention to students. The resulting bystander intervention program must align with the current Step In. Stand Up. campaign.

• Map existing Title IX assessment efforts and expand assessment efforts to include faculty and staff experiences: Between administering the institutional campus climate surveys for students, a smaller and more focused assessment should further explore issues exposed by the climate survey and/or gain information around issues of sex discrimination.

In summary, recommendations from the comprehensive assessments of sexual violence include: Integrating bystander training with the institution’s existing values; training in bystander behaviors to reduce incidents of sexual assault or misconduct; and combining the assessment of the impact of sexual violence and discrimination with institutional campus climate surveys.

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**Campus Diversity Initiatives**

Texas A&M University offers a variety of programs and activities that engage students, faculty, and staff in support of a diverse and inclusive community where all are welcome and encouraged to thrive. The Campus Diversity Initiatives Database ([http://diversity.tamu.edu/Campus-Resources/Campus-Diversity-Collections](http://diversity.tamu.edu/Campus-Resources/Campus-Diversity-Collections)) is a web-based resource for identifying coordination/collaboration opportunities and for generating ideas for planning, executing, and assessing ongoing diversity initiatives. In February 2015, through phone interviews and a web-based survey, 128 initiatives were revised, updated, and added to the current Campus Diversity Initiatives Database. Furthermore, the Office for Diversity now provides a link to a web-based form to encourage contributions and facilitate revisions to the Database, which has resulted in increased attention and traffic to the site.
Critical Dialogues in Higher Education

Our Critical Dialogues in Higher Education program, patterned after the Ford Foundation’s Difficult Dialogues Initiatives (Ford Foundation, 2005), builds capacity for engaging in effective communication, encourages productive conflict management, and supports a skill set for handling difficult dialogues. Throughout the year, there are course-training opportunities, including the 40-hour Basic Training for Mediators recommended by the State Bar of Texas.

A strategy that frequently emerges from the unit-level accountability reports is helping students, faculty, and staff develop skills to engage in civil, productive dialogue around challenging issues like racism, discrimination, and political and religious beliefs. Faculty and staff report engagement in skill-building opportunities through intervention methods such as mediation.

To assess the influence of Critical Dialogues in Higher Education in enhancing the campus climate, the staff in the Office for Diversity administered a web-based survey to faculty, staff, and administrators who participated in activities such as Difficult Dialogues, mediation, and/or conflict management training. The purpose of the survey was to collect program participants’ reflections about how the program(s) have influenced their interactions with colleagues, students, and the community. Below are some key findings:

- **Respondents developed and applied skills such as active listening and guiding others through strategies for discussing conflict; and**

- **Respondents disclosed increased self-awareness, personal growth, and self-confidence in the workplace and in their personal lives.**

DIVERSITY MATTERS Seed Grants

The DIVERSITY MATTERS Seed Grant program was launched in 2015. It invites faculty, students, and staff to submit applications for creative research initiatives that seek to accelerate the goals of the University Diversity Plan. In the first cycle of the program, nine grants were awarded. Award recipients include faculty, graduate students, and staff, with research topics ranging from religious discrimination; equity in race/ethnic representation, gender, and salary; to student and faculty mentoring. A second round of the grant program is planned for 2016-2017. Proposals are invited from faculty, students, or staff for creative research initiatives that seek to accelerate progress in achieving equity in representation and professional recognition of underrepresented groups at Texas A&M University. Through these research efforts, we hope to foster insights of relevance for discussions and debates about diversity in institutions of higher education.
ADVANCE Scholar Program

The ADVANCE Scholar Program is one of the activities of the ADVANCE Center, which aims to promote a psychologically healthy workplace for women in STEM fields. In 2015, the program expanded to include women from non-STEM fields. The mentoring program matches women faculty of color at the university with an internal advocate who is a senior faculty member at the university and an external mentor who is an eminent scholar of their choosing in their field. The internal advocates comprise the Scholar Program Advisory Committee and meet to discuss best practices for mentoring and advancing their Scholars. The internal advocates also meet with their respective Scholars and serve to broaden the Scholars’ circle of contacts within the university and to establish a sustainable professional network for them.

Since the first cohort in 2011, 40 women faculty of color at Texas A&M have participated in the program. The 2016 cohort is the largest cohort including both pre-tenured and tenured faculty, representing STEM and non-STEM disciplines.

ADVANCE Scholar Faculty Retreat, May 2016
Enhancing Diversity Seminar Series

The Enhancing Diversity Seminar Series is designed to engage the campus community and promote the goals of the *University Diversity Plan*. The Office for Diversity invites distinguished scholars to facilitate these seminars. The immediate goal for the Seminar Series is to stimulate ideas and discussion in the area of diversity. The long-term goal for these discussions is enhance the campus climate and inform practice. The entire campus and the Bryan-College Station community are invited to these sessions and as such, sessions are focused on a variety of issues that seek to meet the needs of the diverse campus and communities we serve.

Findings from the student, faculty, and staff campus climate surveys and campus incidents are often used to guide the selection of speakers in the Enhancing Diversity Seminar Series. For example, in 2015-2016, the Office for Diversity invited renowned speakers to address topics such as: religious oppression, racial privilege, understanding racism, and stereotype threat. From the program evaluation, participants explained that they would apply the seminar information in their professional and personal lives by: exercising awareness of decorating office spaces for holiday parties; establishing ground rules for dialogue; engaging leadership, students, and colleagues in dialogue; and speaking up and pointing out issues of bias.

One Community

As a land-grant institution, Texas A&M University serves the public good. We seek to create a meaningful and sustained university-community partnership that focuses on initiatives that draw faculty, students, staff, and community members into interactions that enrich the institution and the community. In the interests of creating a sustained partnership with the community, this initiative provides the opportunity and space for university and community members to meet and exchange ideas and concerns common to all constituents in order to begin to collaborate in search of potential solutions for issues related to climate, equity, and inclusion.

The Office for Diversity collaborates with Bryan-College Station (BCS) community organizations to foster positive community relationships. For example, in December 2015, the Office for Diversity and Voices for Children collaborated on a training with the Casey Family Foundation called “Knowing Who You Are.” The training was designed to develop a vocabulary for discussing race and ethnicity and to improve outcomes for children and families in our community. Twenty-five people from Texas A&M and the BCS community participated in the training. One of the unanticipated benefits of the One Community program has been increased participation of community members in events hosted by college and administrative units on campus.
The primary challenge in assessing equity has been expanding the scope of equity beyond issues related to salary. Accountability Reports prompt units to address a range of equity issues, e.g., advancement, promotion, professional development, salary, staff training and development, student leadership development, start-up packages, and leadership succession planning.

One example of addressing equity beyond salaries is the Equity Matrix developed by the Division of Academic Affairs Academic Affairs’s Climate & Diversity Committee (AACDC). The Equity Matrix, available on the AACDC website (http://provost.tamu.edu/initiatives/councils-task-forces-folder/aacd-committee-folder/EquityMatrixupdateFeb2016.pdf), contains nine questions addressing: Career ladders, performance evaluations, applicant pools, inequity in hiring, and evidence of the institution’s commitment to diversity in job postings.

Another example of expanding equity beyond salaries is the Equity White Paper developed by the College of Education and Human Development. The paper addresses six broad areas of inequity identified for faculty, staff, and graduate students, undergraduate students, and administrators: Opportunity, support, expectations, benefits/rewards, access, and information. The White Paper is available on the college’s website: http://education.tamu.edu/sites/default/files/Climate_WhitePaper_9.29.2014.pdf

Faculty Salary Studies

Since 2012, the Office of the Dean of Faculties and the ADVANCE Center have sponsored annual faculty salary studies. The purpose of the studies is to determine salary differences between male and female tenured and tenure-track faculty. Variables such as rank/title, age, race/ethnicity, and years of service are included in the studies. The salary equity studies have been used to determine “whether or not there were any systematic differences by race/ethnicity or national origin, and to identify individuals whose actual salaries were unusually high or unusually low, given the predictions of the salary model” (Taylor & Froyd, 2015).

While several colleges and departments report making salary equity adjustments; understanding how salary equity studies are being used by academic colleges and departments is complicated by merit raises and other issues. However, to better understand the prevalence of how the salary equity studies are being used, further assessment efforts are being planned that will include contacting departments and asking specific questions about how they are using the findings of the faculty salary studies. The Accountability Reports provide evidence that the colleges and divisions are making sound progress in addressing equity. For example, units are exploring equity issues that impact students, faculty, and staff.
By aligning the expectations outlined in the *University Diversity Plan* with the university’s strategic plan, the expectation is that academic, administrative, and support units across the university will engage in intentional and reflective strategies to address the university’s diversity-related objectives with respect to:

- **Faculty and Staff Retention** - Address campus climate challenges, compensation issues, and limited opportunities for advancement.

- **Administrative Commitment** - Integrate diversity into the mission of the unit, annual performance evaluations, strategic planning, and reviewing processes to ensure equity; elevating diversity awareness in search committees, professional development, and hiring procedures.

- **Recruiting efforts** - Review existing hiring procedures and practices; recruiting historically underrepresented students, faculty, and staff from targeted schools, associations, networks, and communities.

- **Climate** - Identify the necessary components of an inclusive and welcoming environment; promoting educational development opportunities; and increasing the presence of historically underrepresented students, faculty, and staff within each unit.

The *University Diversity Plan* established the foundation for academic, administrative, and support units to submit annual reports that monitor and evaluate their progress related to the university’s diversity-related objectives.

By integrating quantitative and qualitative data from the unit-level annual accountability reports and considering these within the context of institutional data, the present *State of Diversity Report* seeks to provide a candid, transparent response to the following questions: *What have all the reports led to? What have we accomplished?* An analysis of unit-level accountability reports over the course of five years reveals some notable trends.

**Tactics vs. Culture Change**

The trends highlighted in our review of the unit-level accountability reports suggest that while units implement strategies and programs as part of their efforts to advance the goals of the *University Diversity Plan*, the processes in which they engage to achieve diversity-related goals are varied, complex, and challenging. In particular, the trends suggest there may occasionally be disconnections between institutional goals and unit-level actions, expressed in subtle, unconscious, and often, nonverbal ways. Unit-level commitment to overall institutional diversity then becomes embodied in the tactical strategies and programs units undertake to increase unit-level diversity. Many strategies lie along a continuum that ranges from tactical to actively working to change the unit’s diversity culture.
An example of tactics included highlighting the unit’s involvement in diversity training programs that originated in other units within the University. While this is not a problem in itself, and when one considers that cultural change takes time, more often than not, units did not specify how these efforts enhance recruitment, retention, climate, or equity within units. Another example is advertising job vacancies on boards or forums rather than seeking to build a diverse candidate pool.

Examples from units who are working to change the diversity culture include: implementing cultural competency training in the curriculum; engaging faculty and staff in honing their communication skills through mediation training; holding leaders accountable during annual performance evaluations; and developing diversity action plans and metrics that are aligned with unit and university strategic plans.

This disconnect between institutional goals and unit-level actions may be rooted in Texas A&M University’s history as an all-male and all-white military school. The university still remains predominantly white, even if it is no longer all male in its student and faculty composition. Our progress is in the right direction: Building a campus community representative of our mission and the people we serve.

**Recommendations**

To provide evidence of our institutional progress towards our diversity goals, it is necessary to integrate qualitative and quantitative data, along with institutional and peer-comparison data.

Each unit is asked to compare their race/ethnic and sex/gender composition, by department, to regional and/or aspirational peer institutions. In general, while the Texas A&M units reported performing as well as or better than peer institutions, overall the numbers of historically underrepresented groups are consistently low across our peer institutions.

**Peer Comparisons:** To obtain a more sophisticated understanding of the systemic challenges shared by institutions of higher education, we are now recommending that units elevate the unit-level peer comparisons beyond demographic information. For example:

*At the department-level:* Soliciting ideas from our peers and sharing best practices when responding to in-class incidents of prejudice, intolerance, or discrimination; and identifying student, faculty, and staff recruiting and retention strategies.

*At the institution-level:* Reviewing how results from campus climate surveys are being used at peer institutions; collecting incidents of prejudice or intolerance and the institutional response at peer institutions; and exploring assessments of sexual assault and violence and strategies for reducing violence on campuses.
Research & Assessment: In addition to elevating peer comparison work beyond demographics, we need to elevate our diversity work and assessment to scholarly publications and conference presentations. For example:

Faculty equity salary studies: While many of the units reported adjusting salaries to address salary inequities, further research could focus on how the results of the studies are used across the institution.

DIVERSITY MATTERS Seed Grant program: Currently in its second year, the grant program provides funding to faculty, students, and staff for research initiatives that accelerate progress in achieving equity in representation and professional recognition of underrepresented groups at Texas A&M University. Through these research efforts, the hope is to foster and provide insight into discussions and debates about diversity in institutions of higher education.

Assessing the Longitudinal Impact of the 2010 University Diversity Plan: The University Diversity Plan that was launched in 2010. How do we know that we are making meaningful, substantive changes in establishing a working and learning environment that fully recognizes, values, and integrates diversity in pursuit of academic excellence? The Office for Diversity plans to review institutional data from 2009-2015; collect narratives from student leaders, faculty, staff, and administrators; and conduct focus groups with the Council on Climate and Diversity (CCD), Diversity Operations Committee (DOC), Diversity Leaders Group, Deans Council, and the President’s Inclusion Council.

Campus climate influences the recruitment and retention of students, faculty, and staff. Therefore, we must continue to engage in and reflect on campus climate data. Many of the recommendations, strategies, and activities in annual accountability reports call for “diversity training,” sometimes mandatory, for students, faculty, and staff. Campus climate data, and reports from StopHate, illustrate that the topics of the trainings should encompass: Historical and societal context of racism and anti-racism; bystander intervention training; freedom of speech/expression, academic freedom; and critical dialogues, mediation, and conflict resolution.
Texas A&M’s commitment to diversity is referenced frequently in Stop Hate reports about campus incidents at odds with our institutional goals and Aggie Core Values. Additionally, campus climate data reveal concerns and confusion about whether a campus that values diversity and inclusion can also embrace academic freedom, expressive activity, religious freedom, and free speech. We need to engage in dialogue about this confusion and address the perception that academic freedom, expressive activity, religious freedom, and free speech may be incongruent with institutional values and a community of respect.

To create a culture of engagement, several colleges and administrative units are working to understand their conflict and diversity culture through efforts such as mediation training, conflict management, and critical dialogues. University administrators, the President’s Call to Action Task Force, the Provost, vice presidents, and deans have been engaged in conversations related to implicit bias, Critical Race Theory and its applications, and how to use climate assessment data to develop strategic action plans for change.

Our colleges and divisions are addressing inequity by developing strategies and actions beyond salary to address hiring, access to resources, and promotion. At the same time, expanding equity beyond concerns over salary does not dismiss the importance of exploring the impact of compensation on recruiting, retention, and campus climate.

Overall, our progress since the 2013 State of Diversity Report shows significant improvement in some noteworthy areas. However, changing a university’s diversity culture is a collective undertaking, requiring steady work, reflection, resources, rewards, and accountability. We are poised to do better, and we can lead by example to be the diversity benchmark for public, land grant, and research universities.
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