State of Diversity Report
Celebrating 50 years of Inclusion & Reflecting on Our Progress
2\textsuperscript{ND} State of Diversity Report
\textit{Celebrating 50 Years of Inclusion and Reflecting on Our Progress}

Fall 2013

Office of the Vice President and Associate Provost for Diversity
Texas A&M University
A complete version of this report is available online at the Office of the Vice President and Associate Provost for Diversity website: http://diversity.tamu.edu. For additional print copies of this report, please contact the Office at (979) 458-2905 or diversity@tamu.edu.

Comments, feedback, questions, and suggestions regarding this report are most welcome. Please direct any comments to Dr. Christine Stanley at cstanley@tamu.edu.
Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of the Report</td>
<td>3</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>4</td>
</tr>
<tr>
<td>Introduction</td>
<td>7</td>
</tr>
<tr>
<td>Celebrating 50 Years of Inclusion</td>
<td>9</td>
</tr>
<tr>
<td>The University Diversity Plan – Support Structures and Implementation Strategy</td>
<td>9</td>
</tr>
<tr>
<td>The Efficacy and Impact of the Office of the Vice President And Associate Provost for Diversity</td>
<td>11</td>
</tr>
<tr>
<td>Accountability, Climate, and Equity</td>
<td>12</td>
</tr>
<tr>
<td>Undergraduate Retention and Graduation Rates</td>
<td>16</td>
</tr>
<tr>
<td>Diversity Highlights for Accountability, Climate, and Equity Across The University</td>
<td>20</td>
</tr>
<tr>
<td>Recruitment Studies: Black and Hispanic Non-Matriculating Students</td>
<td>27</td>
</tr>
<tr>
<td>Engaging the Bryan-College Station Community</td>
<td>27</td>
</tr>
<tr>
<td>Looking to the Future</td>
<td>28</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
</tbody>
</table>
Purpose of the Report

This State of Diversity Report is the second since the publication of the first report and the adoption and approval of the University Diversity Plan in 2010. It is designed to provide an update of:

(1) Where we are with our diversity efforts;

(2) What has been accomplished in the last several years; and

(3) Where we are headed in the future.

Vision

The vision for diversity at Texas A&M University is clear, and it is a vision that is shared by many — that we will be known for our leadership in diversity, as evidenced by an environment where everyone, regardless of their identity, is welcomed and encouraged to succeed.

Mission

The Mission of the Office of the Vice President and Associate Provost for Diversity is to facilitate, coordinate, advance, amplify, inform, and monitor the University and its many units as we develop our strength in – and evidence of – respect for diversity.

The Charge

The Vice President and Associate Provost for Diversity is charged to:

(1) Assist the President and Provost in holding units accountable for progress in achieving diversity goals and promoting a supportive climate for diversity;

(2) Facilitate the assessment and monitoring of the efforts and progress in diversifying the faculty, staff, and student bodies with emphasis on recruitment, retention, and progression; and
(3) Facilitate the planning and implementation of programs to ensure diversity and equity among students, faculty, and staff by working with the vice presidents, deans, department heads, and the leadership of the faculty, staff, and student governing bodies.

Executive Summary

This second State of Diversity Report is an opportunity to communicate important progress regarding the University Diversity Plan and to celebrate our achievements since the university first admitted African-Americans and women in 1963. Fifty years ago, Texas’ first public institution of higher learning took bold steps. The 2013 “Celebration of Inclusion” themes of reflecting, engaging, and envisioning come at a pivotal time, as we take stock of our past, engage in dialogues about our continued growth and development, and envision where we would like to see Texas A&M University in the future. As you read through the pages of this report, you will see that our measures for realizing Vision 2020’s Goals for Imperative 6: Diversify and Globalize Texas A&M University are taking a stronger hold as units and leaders are increasingly held accountable for this vision. The University Diversity Plan laid the groundwork and is providing a clear conceptual framework for this vision. It is important to note that while there is cause for celebration, we cannot rest; there are still many areas where change remains a challenge for us.

Where are we making progress?

- The past few years have seen an increase in the numbers of Black and Hispanic student applications and subsequent matriculation at Texas A&M University. Historically, our yield, in terms of the numbers of applications versus enrolled was less than what we strived for; however, we saw an increase in the number of matriculants in Fall 2013. We attribute this increase to several strategic decisions, such as: timing of offer letters, targeted recruitment and enrichment opportunities, accountability measures, key partnerships and articulation agreements with high schools and community colleges in the State, community engagement efforts, and enhanced marketing and communication activities.

- Of the 20 units being held accountable since the approval of the Diversity Plan in 2010 (excluding the law school and the health science center), 16 have shown demonstrable progress
and have been rewarded one-time funds for their efforts. Each year, for the past three years, a total of $1 million dollars has been disbursed to units. The units making progress as defined by metrics developed by the Council on Climate and Diversity and approved by the President and Provost (see Appendix B) are: academic affairs, administration, agriculture & life sciences, architecture, bush school, business school, education and human development, engineering, finance, geosciences, information technology, liberal arts, library, science, student affairs, and veterinary medicine & biomedical sciences.

What are some of our challenges?

- While the overall numbers of faculty and students have increased over the years, the racial, ethnic, and gender diversity of the faculty remains consistent. The racial and ethnic diversity of the staff decreased (due, in part, to outsourcing of several units).

- Review of the retention and graduation rates reveals the need to address the persistent difference between students of color, specifically Hispanic and Black students, and White students.

- Non-matriculation studies of Black and Hispanic prospective students who were admitted to Texas A&M University but did not enroll were conducted in 2012 and 2013. Results show that financial offers made by our peers within and outside the State, as well as student and parent perceptions of college recruitment, marketing, and communication strategies, place us at a competitive disadvantage for undergraduate student matriculation.

- Campus climate assessment studies and reports across and within several units on campus indicate that we need to work on identifying components of an inclusive and welcoming environment; promoting educational development opportunities; and increasing the presence of historically underrepresented students, faculty, and staff.

In addition to reporting more detail regarding our progress and challenges, this year’s report provides an update on deliverables associated with the Diversity Plan so that the campus community and external stakeholders
are aware of our status and the steps being taken to address the challenges of the future.

While we can point to clear areas of progress and identify other areas for continued work, we can feel confident that the Diversity Plan is providing us with a solid foundation and roadmap for which we can hold ourselves accountable, and envision a future together, so that Texas A&M University remains a welcoming place for all!
Introduction

As the first public university in the State of Texas established under the Morrill Act, Texas A&M University, a land-, sea-, and space-grant designated university, remains committed to serving the public good. As expressed in the university’s vision and values statement, people are Texas A&M University’s most valuable asset. Therefore, we have an obligation to ensure that the university continues to “maintain an environment which encourages all employees to achieve their personal and professional goals and aspirations as we work toward achieving the university’s mission. In this environment, each person’s individuality and contributions are respected. Texas A&M University recognizes that all people have rights at work, including the right to be treated with respect and dignity, the right to be recognized and rewarded fairly for performance, and the right to a work environment free from discrimination and harassment. The university is committed to these rights. All people at Texas A&M University are expected to treat each other in accordance with these rights.”

In early 1960, Texas A&M President General James Earl Rudder stated: “I hope you will look at A&M College with the future in mind, visualizing as best you can how all of us as a team can improve this institution and how we can better serve the people of Texas . . . ” As he spoke these words to his newly appointed advisory body, the Committee on Aspirations, which was assembled to help guide the transformation of Texas A&M University, General Rudder envisioned a stronger, more intellectually vibrant and diverse university and is credited as a key architect of the university we inhabit today. Through his bold leadership, our university became racially integrated and coeducational, and this year, 2013, marks our 50th year of inclusion.

Major changes have occurred over the last fifty years. Our university was transformed from the Texas Agricultural and Mechanical College, a small land-grant institution, to the research-intensive, world-renowned university it is today. And we continue to evolve. We remain true to our rich traditions and, at the same time, we know institutions of higher education are designed to promote change. Indeed, our mission declares that we are “dedicated to the discovery, development, communication, and application of knowledge.” In pursuit of our diversity goals, we embrace both our treasured university values as well as our core mission to transform lives and minds through education.

Like Former President Rudder’s appeal to his Committee on Aspirations, our Diversity Plan asks the same of you: To visualize how we, as a team, can improve the university and better serve the people of Texas. I am pleased to share that every single unit on the Texas A&M University campus is fully engaged in
advancing our institutional diversity goals—an accomplishment few of our state and national peers can claim. In fact, several of our peers have modeled various aspects of our Diversity Plan. Every unit has thought rigorously about the objectives of the Diversity Plan and how their organization might work to fulfill our broader goals and those they establish at the unit level. This shared sense of responsibility and commitment is the foundation of our gains and successes.

Since the approval of the Texas A&M University Diversity Plan in 2010, we have made considerable strides toward our goal of enhancing accountability, climate, and equity. The structures and systems that now guide our established institutional processes have created the infrastructure to facilitate steady progress toward greater inclusion and academic excellence. Each conversation, initiative, or program that occurs at the micro-level contributes to macro-level progress. While there are numerous initiatives occurring across the university that are documented in our Diversity Initiatives Database, the goal of this report is to share new initiatives and to highlight noteworthy progress. After four years as Vice President and Associate Provost for Diversity, I am pleased to report measurable progress. Highlights include:

- **Implementing more accountability measures for diversity** so that all members of the Aggie family experience Aggieland as a healthy place for learning, growth, and success.

- **Developing mechanisms to assess and monitor the climate for faculty, staff, and students at the unit level** and using the results to develop action plans for future efforts and leverage change.

- **Designing more robust recruitment and retention plans** for the future, as a result of non-matriculation studies for Black and Hispanic students.

- **Developing mechanisms to support the breadth and quality of student advising** to improve graduation rates.

- **Creating spaces for engaging in inter-and intra-group dialogues** so that the campus is more welcoming, inclusive, and safe for the free exchange of ideas.

- **Broadening community building efforts and activities** so that faculty, staff, and administrators experience positive relationships and a deeper sense of belonging within and outside the university.
Celebrating 50 Years of Inclusion at Texas A&M University

What a difference half a century makes. Fifty years ago, in 1963, then-president General James Earl Rudder opened our doors to African-Americans and women. It was a landmark decision that put our university on a clear path toward preeminence as a major teaching, research and service institution. To launch the celebration of 50 Years of Inclusion at Texas A&M University, a campus-wide committee, led by the Office of the Vice President and Associate Provost for Diversity, invited a number of outstanding individuals, including former students and members of the Bryan-College Station community, to be part of telling our remarkable story and to develop a variety of commemorative activities and hallmark events. The Division of Marketing & Communications created and developed our Inclusion website and produced the videos interviewing members of our diverse and inclusive community, including the well-received “50 Years of Inclusion” video. The Fall 2013 semester-long celebration commemorates inclusion by reflecting on our history, engaging in dialogue about the importance of inclusion, and envisioning a future that continues to recognize diversity as central to institutional viability and vitality.

The University Diversity Plan – Support Structures and Implementation Strategy

When President R. Bowen Loftin and Provost Karan Watson approved our strategic Diversity Plan in 2010, they reaffirmed diversity as a central value to our core mission and as a priority for Texas A&M University. Since that time, we have continued to create capacity for institutional change and have built noteworthy, sustainable momentum.

Our implementation strategy not only benefits from the executive-level support of the President, Provost, and Vice President and Associate Provost for Diversity, it is also guided by the university-level Council on Climate and Diversity. This council was chaired from 2010-2013 by Dr. Eleanor Green, Dean of the College of Veterinary Medicine and Biomedical Sciences, and is currently chaired by Dr. Mark A. Hussey, Vice Chancellor and Dean for Agriculture and Life Sciences. The Council is charged to provide counsel to the President and the Provost and
Executive Vice President for Academic Affairs on all ways of attracting and retaining culturally diverse students, faculty, and staff to Texas A&M University and to strengthen, sustain, and promote our diversity efforts in support of Vision 2020 goals. In addition, the Council assists the Vice President and Associate Provost for Diversity in planning appropriate assessment and evaluation of all university units regarding diversity-related endeavors.

The micro-level assessment, planning, and implementation executed at the college/unit level, aided by members of the Diversity Operations Committee (DOC), has been essential in demonstrating macro-level progress in achieving the goals of our Diversity Plan. A number of colleges are also contributing to our collective achievements through dean-level positions such as: College of Architecture (Associate Dean for Outreach and Diversity); College of Education and Human Development (Assistant Dean of Organizational Development and Diversity Initiatives); College of Geosciences (Assistant Dean for Diversity and Graduate Student Recruitment and Development); College of Liberal Arts (Associate Dean for Diversity); College of Veterinary Medicine and Biomedical Sciences (Associate Dean and Director of Climate and Diversity); and The Health Science Center’s College of Medicine (Assistant Dean for Diversity).

Additionally, several colleges and units also have diversity councils and committees. This broad and deep base of support that permeates the university is fundamental in sustaining our efforts and building on positive, forward momentum. By integrating the core tenets of accountability, climate, and equity into every college/unit and allowing each college/unit to contextualize and tailor diversity plans to its organization, ownership is broadly shared, and together, with our dedicated stakeholders, we are moving collectively toward excellence.

A signature strength of our Diversity Plan is the structured review process facilitated by the Council on Climate and Diversity. The Council provides each unit with a template within which they detail their unit or college-level strategic action plans and provide supporting evidence (see Appendix A). The report is submitted to the Council and is followed by a presentation, typically delivered by the unit or college leader, at the biennial, university-wide Accountability meeting, which is open to the campus and community. Council members review and evaluate unit-level plans and then provide candid feedback, suggestions for improvement, and ratings to the President, Provost, and Vice President and Associate Provost for Diversity, who then award performance-based funding based on diversity-related progress. The process concludes with executive-level meetings between the Provost, Vice President and Associate Provost for Diversity, and college/unit leaders. In our last cycle, sixteen of the twenty reporting units (80%) received funding for demonstrated progress in diversity.

A comprehensive review of the Diversity Plan was undertaken in Spring 2013.
Review participants reaffirmed our current strategy and offered useful feedback. Annual assessment, analysis, and reporting of college/unit-level diversity plans will continue. The planning cycle will continue to alternately require a mid-point update one year, and a full report, which includes peer comparisons, the following year. All of these activities provide focus and direction for establishing and achieving our priorities.

Moving forward, emphasis will be placed on encouraging colleges and units to report progress on established goals through appropriate metrics and/or measures of success. The Office of the Vice President and Associate Provost for Diversity will amalgamate this information and provide a university-wide update to the campus and broader community. We will also continue to recognize and incentivize the advancement of accountability, climate, and equity through performance-based funding.

The Efficacy and Impact of the Office of the Vice President and Associate Provost for Diversity

In keeping with our custom of providing accountability to the university and to the citizens of Texas, the performance of senior administrators is reviewed in four-year intervals. The purpose of the four-year review (distinct from the Annual Performance Review) is to evaluate the effectiveness of the unit, its leadership, and the long-term contributions toward fostering the mission of the university. The Office of the Vice President and Associate Provost for Diversity underwent such a review in Spring 2013. The review, initiated by the Office of the Provost and coordinated through the Office of the Dean of Faculties and Associate Provost, allowed for broad input from internal and external constituent groups.

Respondents believe that the Office, with the support of the President and Provost, has created the environment, infrastructure, and an actionable plan to effect positive change throughout the university. One commenter said: “The Office has brought great clarity to our diversity efforts. The focus on organizational units has been very effective and it has enabled me and others to have valuable and insightful conversations about the importance of creating a diverse and supportive environment.” Another wrote: “by providing a strategic plan focus on diversity objectives that is very comprehensive in scope . . . no one can dodge the diversity challenge with this [Diversity] plan in place.” In general, respondents believe the Office has provided “tremendous leadership” and has facilitated perceptible improvements in the university’s approach to diversity and
inclusion, from higher quality and more frequent conversations about diversity, to efforts that are better integrated into “the way we conduct business.” The accountability encouraged through the Diversity Plan is seen as a positive force, as is the recognition and reward for excelling in diversity. One respondent noted, “It sends an important message that diversity is a valued resource.”

Constructive feedback for future engagement included suggestions such as: making minor adjustments to aspects of the Diversity Plan reporting cycles, creating more opportunities for faculty to work with the Office of the Vice President and Associate Provost for Diversity, enhancing our community engagement, and creating structures that enable frontline employees to take advantage of diversity-related continuing education opportunities.

**Accountability, Climate, and Equity**

**Accountability**

To develop a comprehensive understanding of our progress, the 2012 Annual Diversity Plan Accountability reports were reviewed by staff in the Office of the Vice President and Associate Provost for Diversity. The review was conducted to identify trends in peer comparison data, plans, and challenges the units are addressing in fostering an inclusive and welcoming environment.

Findings indicate that improvement efforts are largely focused on recruitment and retention of traditionally underrepresented students, staff, and faculty. Moreover, while most units reported performing “as well as” or “better than” peer institutions, the numbers of historically underrepresented groups are pervasively low across all identified peer institutions. In addition to recruitment and retention efforts, professional development and educational programming are the primary interventions for improving the presence of diverse faculty, students, and staff, and for creating an environment where all members of our community, regardless of their identities, can thrive. See Appendix B to review the Detailed Analysis of the 2012 Accountability Reports.

Are these strategies improving our structural diversity? In review of the past four years, Texas A&M-College Station experienced an increase in the racial/ethnic diversity of the student body, the faculty racial/ethnic diversity remained consistent, and the racial/ethnic diversity of the staff decreased (in part, due to the outsourcing of several units). In addition, while the overall numbers of faculty and students have increased over the years, gender has remained consistently 32-33% women for faculty, 46-47% women for students, and 57-58% women for staff.
Faculty, Staff, and Student Four-Year Trend by Race/Ethnicity

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<th>Fall 12 - FY13</th>
<th>Fall 11 - FY12</th>
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<tr>
<td><strong>Staff</strong></td>
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<tr>
<td>4,881 staff</td>
<td>74%</td>
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<td><strong>Faculty</strong></td>
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<td><strong>Faculty</strong></td>
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<td>2,607 faculty</td>
<td>76%</td>
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<td><strong>Students</strong></td>
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<td>49,129 students</td>
<td>67%</td>
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Notes:
- “International” category is included for students only. “All others” category is the combination of the following groups: American Indian or Alaskan Native; Native Hawaiian/Other Pacific Islander; two or more races; and, unknown. Groups were combined because, individually, they consistently comprise less than 2% of the staff, students, and faculty at Texas A&M – College Station. Fall 2013 student numbers include professional students from the law school acquired in 2013.
- The ethnicity/race categories are self-reported by the students using the Texas Higher Education Coordinating Board (THECB) categories. Effective Fall 2010, the ethnicity/race categories changed to accommodate an indicator of Hispanic or Latino ethnic identity and to allow one or more races. These changes should be taken into account when analyzing trends prior to Fall 2010.
- To facilitate reporting and trend analysis, Data Assessment Research Services (DARS) mapped the old race categories into the most relevant new category. Ethnicity/race data from Fall 2010 to present are:
- White Only
- Black only +2 or more/1 Black (Any student selecting Black as a race)
- Hispanic or Latino of any Race
- Asian Only
- Native Hawaiian Only
- American Indian Only
- 2 or more/excluding Black (Excludes students selecting Black as one of their races)
- International
- Unknown or Not Reported

- The “Black only + 2 or more/1 Black” is comprised of all students that selected Black AND any student who selected Black with any other ethnicity/race categories.
- Students are classified as “International” if they are not citizens of the United States but are in the United States on a temporary basis and do not have the right to remain indefinitely.
- Non-citizen students, who are lawfully admitted for permanent residence, or Resident Aliens, are reported in the appropriate racial/ethnic category along with citizens of the United States. The unknown classification is reserved for US citizens that have not selected a racial/ethnic designation.

Data Sources: Student data retrieved from DARS. Faculty and Staff data retrieved from TAMU System Data Warehouse.
While the modest increase in the racial/ethnic diversity of the student body represents important progress, the lack of improvement in diversifying the faculty and staff is worthy of further exploration. Diversity is indeed more than numbers, but the absence of measurable progress over a four-year period suggests the need to revisit our interventions in terms of increasing the presence of diverse faculty and staff. Further discussion about this trend and what we can do to improve in this critical area will be a focus of conversations for both the Council on Climate and Diversity and the Diversity Operations Committee.
Undergraduate Retention and Graduation Rates Across Gender Race/Ethnicity

First-Year Retention Rate for First-Time in College Full-Time (FTFT) Students

After reviewing four years of retention and graduation trends for first-time, full-time undergraduates and transfer students, one evident challenge is the need to address the disparities in retention rates among and between all ethnic groups, regardless of how small or significant the gap.

Overall, the first-year retention rate for first-time in college, full-time undergraduate students ranges from 91-92%. By gender, women have higher first-year retention rates than men. By ethnicity, the first year retention rate for American Indian students ranges from 86-91%, from 89-95% for Asian students, from 86-93% for Black students, from 88-89% for Hispanic students, from 90-93% for International students, remains a constant 83% for Native Hawaiian students, and ranges from 92-93% for White students.
Six-Year Graduation Rate for First-Time in College Full-Time (FTFT) Students Graduating from Texas A&M (College Station)

Graduation rates for first-time full time undergraduates illustrate differences among White students and students of color, with the most significant gap existing between Black students and White students. The overall six-year graduation rate for first time full time undergraduates is consistently 80%. However, for Asian students the six-year graduation rate ranges from 79-81%, from 65-84% for American Indian students, from 59-69% for Black students, from 69-72% for Hispanic students, from 74-92% for International students, and from 81-83% for White students.
Historical Comparison of Four-Year Transfer Student Retention / Graduation Rates from Texas A&M (College Station Campus)

The four-year graduation rate for transfer students ranges from 78-81%. By gender, women have a higher four-year graduation rate for transfer students than men. By ethnicity, the four-year graduation rate for American Indian transfer students ranges from 67-83%, from 68-79% for Asian transfer students, from 53-83% for Black transfer students, from 70-85% for Hispanic transfer students, from 77-92% for International transfer students, and from 78-83% for White transfer students.

We recognize the need to close the gaps in our student success rate so that persistence and graduation are realistic goals for every student. Our goal is to improve through focused interventions, particularly through our Academic Success Center, which aims to help students achieve their highest possible academic potential. We will also respond to issues that emerge in our student climate studies and those presented in exit data regarding why students leave prior to graduation. In addition, we will study what contributes to persistence and draw on the literature regarding best practices.
Women In STEM
Also worthy of greater attention is the underrepresentation of women faculty in STEM (science, technology, engineering, and mathematics) disciplines.

The definitive evidence of a persistent 23-30% difference between men and women professors in the STEM departments signals our need to identify mechanisms, strategies, and priorities for action to close the STEM gap. Working with the ADVANCE Center, which aims “to transform Texas A&M University by enhancing and sustaining gender equity and improving representation of women faculty in the STEM fields,” we have implemented several new, noteworthy initiatives: The Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) acts in an advisory capacity to review committees about best practices related to faculty recruitment, retention, and promotion. The STRIDE Committee is composed of faculty and administrators who have participated in an intensive study of the scientific literature related to such best practices for ensuring a well-qualified and diverse faculty. These ADVANCE Eminent Scholars work in teams to lead workshops on this topic for
Search Committees, Award Committees, and committees involved with Promotion and Tenure.

Another promising initiative is the ADVANCE Center’s Faculty and Staff Interaction Team (FASIT) Program. Since a positive working relationship between faculty and staff is critical to the success of the university, FASIT’s goal is to increase faculty and staff awareness of intentional or unintentional bias toward women faculty by augmenting existing training related to gender equity and diversity. The final initiative that has a growing impact is the ADVANCE Center’s Student Diversity Training. The Center collaborates with a number of units to design interactive experiences that address students’ implicit biases, prejudices, and stereotypes of women and ethnic minority faculty. The goal of this activity is to further educate students that respecting all faculty is part of the culture of Texas A&M University.

Diversity Highlights for Accountability, Climate, and Equity Across The University

Accountability
Every college and every administrative unit at Texas A&M University is engaged in pursuing the goals of our Diversity Plan. Diversity strategies and initiatives range from those that add value to the college/unit itself to those that cross organizational boundaries and beyond. Below are brief highlights, featuring the sixteen (16) colleges/units that were recently acknowledged for their progress in achieving the goals of the Diversity Plan.

COLLEGES
The Bush School of Government and Public Service is working to increase the enrollment of traditionally underrepresented students through recruitment visits to minority-serving institutions. They have incorporated “diversity” into their strategic plan and designed elements of its Public Service Institute to attract traditionally underrepresented students.

The College of Agriculture and Life Sciences has established the Vice Chancellor’s Award for Excellence in Diversity, which honors extraordinary efforts in enhancing faculty, student, and staff diversity or in responding to the needs of underrepresented populations. They are also working to increase diversity of the professoriate and graduate student population by “growing their own.” They are identifying and supporting promising traditionally underrepresented graduate students as a means of creating a future pool of faculty, which would in turn attract more diverse students. In addition, they have set ambitious goals for increasing the percentage of women and underrepresented groups in the college and are providing more international experiences.
The College of Architecture recently conducted a two-day workshop for staff to improve their understanding of diversity in the workplace, launched their “Howdy” campaign that consists of rotating photos of current students, faculty, and staff to showcase the many faces that are already part of the College, and hosted workshops on how to infuse diversity into the curriculum.

The College of Education conducted a climate assessment in 2011 and has been systematically and strategically addressing issues that were identified. The Office of the Dean awarded five monetary awards to departments to assist with diversity and climate activities; they are creating an Organization Development and Diversity Initiatives website, and will host a 2014 conference, A Dialogue on Climate, Inclusion, and Respect. In addition, the dean holds the executive leadership team, including all department heads, accountable for diversity in annual performance evaluations.

The College of Geosciences boasts an undergraduate and graduate enrollment and graduation of underrepresented minorities that far exceeds the national average in geosciences. The College is also fully engaged in DIG-Texas (Diversity and Innovation in the Geosciences), a community of geoscientists and educators across Texas working toward enhanced diversity in geosciences in Texas, as well as improved geosciences literacy among Texas high school science teachers.

The College of Liberal Arts has intensified the process of including diversity in the curriculum, announced the call for, and subsequently funded, seven IIDEA Grants (Innovations in Inclusion, Diversity, Equity and Accountability) in 2012 to fund initiatives that will have a long-lasting impact in terms of improving the climate in the college, and began a partnership with College Station ISD to bring students to campus to shadow Liberal Arts students for a day. The program will expand to Bryan ISD in the future.

The College of Science continues to host a variety of outreach initiatives to enhance the diversity of the STEM pipeline. The Research Experience for Undergraduates (REU) program is a particular strength. An example of this involved “Street Science,” wherein REU students developed a set of hands-on activities and took them to the street – literally. During First Friday, where many members of the community fill the streets of downtown Bryan to enjoy art and music, the students conducted scientific demonstrations.

The College of Veterinary Medicine & Biomedical Sciences has strengthened its commitment to diversity in a substantial way—through the curriculum. Cultural competency experiences are now threaded throughout all four years of the DVM curriculum. In addition, a “Commitment to Diversity” statement was added to the Professional Student Handbook, and new validated cultural awareness activities
have been included as Core Competencies **required** for graduation. The college included diversity and international programs in strategic planning and has developed a diversity website positioned on the CVM homepage.

The **Dwight Look College of Engineering** continues to engage in assertive outreach through programs such as “Women Explore Engineering Summer Camp” for high school juniors and seniors, and the E12 Program, which focuses attention on a small group of targeted Texas high schools in order to increase the numbers of well prepared, diverse students enrolling in the College of Engineering at Texas A&M University. The College is also in the process of interviewing candidates for the newly created position of Director of Access and Inclusion.

**Mays Business School** leads its aspirant peers in the numbers of Hispanic students enrolled in the executive MBA program, has had notable increase in the proportion of female and ethnic minority students in the doctoral program, and has a greater proportion of women, African American, and Hispanic faculty than many of its aspirant peers. The College also sponsors an Entrepreneurship Bootcamp for Veterans (EBV). The EBV offers training in entrepreneurship and small business management to post-9/11 veterans with disabilities resulting from their service to our country. The EBV at Texas A&M is a collaboration between the Center for New Ventures and Entrepreneurship and the Center for Executive Development at Mays. It is a national educational initiative designed to help veterans with disabilities make the transition to self-employment, develop professional networks, and ultimately start and grow sustainable businesses.

**University Libraries** created its own diversity plan and has worked diligently to pursue established goals. Additionally, in follow-up to their recent climate assessment, they hired well-known diversity consultants to provide assistance in addressing issues that emerged.

**ADMINISTRATIVE UNITS**

Although diversity in the **Division of Administration** was affected by the recent outsourcing of several of its units, the Division’s commitment to diversity remains strong. Their organization’s core values now include “diversity” and “respect,” and the Vice President held a half-day leadership retreat which focused solely on “building capacity for diversity and inclusion.” Diversity training is occurring within several subunits, and expectations regarding equitable allocation of merit and one-time merit were shared with Division members.

The **Division of Student Affairs**, through its **DSA 2.0** Committee (Diversity Strategies in Action 2.0), is fully engaged in responding to results of their recent climate assessment. With funds awarded through the Diversity Plan, they have invited speakers to lead a series of professional development sessions engaging
Division staff in reflection and discussion about social justice, respect, and inclusion in their work. The Division is also home to our Veteran Resource and Support Center, which enhances Texas A&M’s “military friendly” legacy by identifying, developing and providing resources and programs to students that are: Veterans, Active Duty, Reserve or National Guard, Military dependents, survivors & families.

Last year, the Division of Finance formed its Council on Respect, which is designed to foster a welcoming and inclusive environment throughout the Division and to raise awareness and broaden the understanding about the impact of cultural differences. The Division also entered into a collaborative agreement with other higher education institutions to form a regional Higher Education Recruitment Consortium (HERC) with the mission of recruiting and retaining outstanding and diverse faculty and staff, and the Diversity and Inclusion in the Workplace certificate program was created to introduce participants to the value of diversity and inclusion, raise awareness about our own perspectives and how our actions impact others, and to offer strategies for creating and maintaining a workplace that not only accepts—but values—diversity.

The Division of Academic Affairs, comprising all colleges and non-academic units reporting to the Provost and Executive Vice President for Academic Affairs, continues to advance our diversity goals in a variety of areas. Academic Services comprises a number of units, but for the purpose of this update, we focus on the Office of Admissions and our recent partnership with the Posse Foundation, an organization that identifies, recruits, and trains urban youth with exceptional leadership and academic potential and sends them to select institutions of higher education in multicultural teams. Students from Atlanta and Houston are currently enrolled at the College Station campus. The Posse cohorts comprise students majoring in the high-need STEM fields of science, technology, engineering or math. We view this partnership as a tangible extension of our land-grant mission of serving our state and country. Our Admissions team is also making noteworthy progress in recruiting traditionally underrepresented students. The incoming class is composed of 4% Black students (a 30.5% increase over last year) and 24.3% Hispanic students (a 30.3% increase over last year).

The Office of the Dean of Faculties promotes diversity through its search committee training for hiring departments. There is intentional focus on diversifying applicant pools, eliminating biases and missteps in the sorting and selection process, and addressing international faculty issues. The Office, through its Center for Teaching Excellence, also provides courses such as Teaching for Diversity and Inclusion across the Disciplines, and Universal Design for Learning, which assists faculty in preparing to teach or revise existing courses using Universal Design for Learning (UDL) principles, practices, and strategies.
that recognize the unique backgrounds, experiences, and abilities of our increasingly diverse student body.

The **Office of Graduate and Professional Studies** (OGAPS) recently resumed the practice of assessing the climate for graduate students. The data collected in 2012 will serve as a new baseline for climate improvement, and the climate for graduate students will be assessed in three year cycles going forward.

The **Office of the Vice President and Associate Provost for Information Technology (VPAPIT)**, a recipient of Diversity Plan merit-based funding, reinvested their monies into their climate and diversity initiatives. The unit recently hosted a free, half-day *Forum on Women in IT* to engage the IT community in dialogue around issues related to the recruitment and retention of women in computing-related professions and degree programs. A new lactation room was also opened in the Teague Building and was partially funded by the Office of the Vice President and Associate Provost for Information Technology.

**Public Partnership and Outreach** has invested significant time and effort in strengthening relations with the surrounding community and with our former student networks. They recently supported the successful execution of three Former Student Constituent Network Summits: the **Black Former Student Network**, **Texas A&M Hispanic Network**, and the **Women Former Students' Network**.

The opening of the **Academic Success Center**, part of **Undergraduate Studies**, is an important development for this unit and for the University. The Center’s mission is to help all Aggies enhance their academic performance, and its holistic approach helps students identify roadblocks to academic success and ensures that all students have access to comprehensive resources. Undergraduate Studies also supports **Fostering Global Experiences for Students**, an initiative to encourage every Texas A&M University undergraduate to participate in a global experience.

**Climate**

Our climate assessments are designed to provide insights into the living, learning, and working environments for our students, faculty, and staff. The goal of each of these assessments is to identify strengths and areas in which we may improve. Additionally, we have been much more intentional about sharing and using assessment results to improve our policies and practices, where applicable.

The Texas A&M University climate will continue to be assessed at the university level in three-year cycles. Units may accept the university climate data as it applies to their respective units; however, when the university data cannot be
disaggregated to reflect the specific unit, units are advised to assess their climate at the unit level to ensure their climate is well-understood. Units are further encouraged to coordinate unit-level assessments strategically so there is no overlap with university-level assessment.

The climate for graduate students was assessed in the spring of 2012, and highlights of the results were shared Fall 2013. The climate for faculty, staff, and undergraduate students was assessed in the spring of 2013, and the climate for LGBTQ faculty, staff, and students will be assessed in fall 2013. Results of all recent climate assessments will be shared in a campus-wide session in the spring of 2014, and attendees will be invited to provide recommendations for addressing issues that emerged from the data.

Consistent and systematic climate assessment will promote a healthy campus climate and help reach our Vision 2020 goal to “Reduce to zero the number of students, faculty, or staff who leave because of a perception of a less-than-welcoming environment.”

In addition to climate assessment data, the initiatives and opportunities provided through the Difficult Dialogues Program also augment climate activities at the unit level. Faculty, staff, and administrators who have participated in various modules associated with the program have found it to be beneficial in enhancing their skill sets for engaging in effective communication, encouraging productive conflict management, and supporting the facilitation of difficult dialogues for intact work groups. Plans are already in place for engaging these skills with student leaders and advisors of student groups and organizations.

**Equity**

The systematic analysis of equity should be multidimensional. In addition to the sophisticated examination of differences in earnings conducted by the Division of Finance and the Office of the Dean of Faculties and Associate Provost, units should consider other indicators such as: opportunities for promotion, professional development, start-up packages, leadership and succession planning, among other measures. Results of our most recent equity studies follow.

**Faculty**

The primary goal of the salary study, initiated by the Office of the Dean of Faculties and Associate Provost, led by Dr. Lori L. Taylor, Associate Professor in the Bush School of Government & Public Service, and Dr. Jeff Froyd, TEES Research Professor in the Dwight Look College of Engineering, was to determine if there were statistically significant differences in monthly salary between male and female faculty at Texas A&M University, after adjustment for demographic factors such as title, age, race/ethnicity, and years of service. These analyses
include tenured/tenure track faculty in nine divisions of Texas A&M University and covered the period from 2000-2001 through 2011-2012. We found that:

- In fiscal year 2012, four colleges at TAMU had statistically significant differences in monthly salaries for male and female faculty.

- In the College of Agriculture and Life Sciences and the College of Liberal Arts, the demographically adjusted salaries for female assistant professors and female associate professors were significantly below those of their male counterparts.

- In the College of Architecture, the demographically adjusted salary for male associate professors was significantly below the demographically adjusted salary for female associate professors.

- In the College of Veterinary Medicine, the demographically adjusted salary for female full professors was seven percent lower than the demographically adjusted salary for male full professors. The College of Veterinary Medicine is the only TAMU College where there was a statistically significant difference in salary between male and female full professors.

- There is no evidence that salaries were systematically related to gender during fiscal year 2012 in the Colleges of Education and Human Development, Engineering, Geosciences, Science, or in the Mays Business School.

- The differential between male and female salaries has been growing over time in the College of Agriculture and Life Sciences, narrowing over time in the Colleges of Education and Geoscience, and following no discernible time trend in the Colleges of Architecture, Engineering, Liberal Arts, Science, Veterinary Medicine, and in the Mays Business School.

**Staff**

In December 2011, the Division of Finance contracted Biddle Consulting Group, Inc. to conduct a “Proactive Compensation Analysis.” The purpose of the multiphase analysis was to review compensation to identify potential disparities. The analyses and review were on non-faculty (staff) salary variances within the same title, taking into consideration job-related factors such as education, full-time/part-time status, longevity with Texas A&M, and longevity in current job title. As a result of the study, a small number of employees were recommended
for compensation adjustments. The process will be completed annually with any needed adjustments recommended for the beginning of the following fiscal year.

While these salary studies are designed to identify and remedy inequities in earnings, it is imperative that we simultaneously work to identify and remove barriers to equity along other dimensions as well. All units are expected to report findings in December 2013.

**RECRUITMENT STUDIES**

*Studies of Black and Hispanic Non-matriculating Undergraduate Students*

From 1996 through 2012, matriculation of Black first-time in college students has ranged from 38% - 50%, with an average yield over the 17 years of 46%. For Hispanic first-time in college students, the yield has ranged from 43% - 57%, with an average of 50%. For reference, the matriculation for White first-time in college students ranged from 50% - 68%, with an average yield of 61%. The Provost and Executive Vice President for Academic Affairs commissioned the study of non-matriculating Black students in Fall 2012 and the study of non-matriculating Hispanic students in Fall 2013. The primary finding of the two studies revealed that insufficient, non-competitive funding, scholarships, and financial aid contributed to participants not choosing to attend Texas A&M University - College Station. In both studies, participants who enrolled in other institutions indicated that better financial support was one of the primary reasons. See Appendix C to review the full summary report.

**Measuring our Pursuit of Preeminence**

The Office of the Vice President and Associate Provost for Diversity is in the process of building a comprehensive database that will consolidate all Annual Accountability Reports. The database will serve as the infrastructure through which we analyze and track our progress toward metrics of excellence in diversity, evaluate strategies, and improve our efforts in reporting on the holistic state of diversity.

**Engaging the Bryan-College Station Community**

The Office of the Vice President and Associate Provost for Diversity’s One Community initiative remains strong. The program goal is simple: to create meaningful and sustained university-community partnerships focused on working collaboratively to enhance the climate for diversity. To date, we have hosted five university-community gatherings and, in collaboration with the TAMU NAACP Student Chapter and the Division of Student Affairs, created a Northgate Student Advisory Board to address inhospitable encounters that traditionally
underrepresented students report experiencing in establishments in the Northgate area. This Board provides TAMU students with a mechanism to share issues and feedback with owners of Northgate establishments and provides the owners with an avenue to explain their business-related decisions. While this relationship is still being fostered, it has the potential to significantly strengthen our community relations and to improve the experiences of our students who choose to patronize establishments in the Northgate district. We will continue to work with the local community to collaborate, listen, and respond to emergent, mutual interests and needs. To learn more about our forthcoming daylong seminar, “Understanding How Institutional Structures and Practices Impact Outcomes for Vulnerable Populations and Working as ‘One Community’ to Build a Better Future,” scheduled for December 2013, e-mail diversity@tamu.edu.

Forthcoming Engagement Plans - Faculty Diversity Fellows Program
In response to numerous requests, the Office of the Vice President and Associate Provost for Diversity is developing a research initiative to collaborate with Texas A&M University faculty whose scholarship addresses issues of equity, inclusion, and diversity. The research enterprise is driven by gifted faculty members who have a desire to contribute to Texas A&M University beyond their primary responsibilities. This initiative will enable faculty to strengthen the body of scholarship and help advance the goals of our Diversity Plan. The selection process will be competitive, and fellows will be “in residence” for one year. Further details will be shared in the near future.

Looking to the Future

When the first State of Diversity report was released in 2010, I stated that the Diversity Plan was “in a state of infancy,” and it would take time to point to causal effects. In 2013, after gathering feedback from unit leaders such as the Provost, vice presidents, and deans, I am pleased to report that our efforts in accountability, climate, and equity are showing steady progress, and they are due, in large measure, to our unwavering leadership and commitment to work together to make this university the benchmark for diversity among public land-grant research institutions.

I know from conversations at the national level, including national associations and disciplinary societies and organizations, that Texas A&M University is seen as a place where change can happen and is taking place. Most research universities of Texas A&M’s stature look to and learn from each other in matters that impact higher education and the public good. Several of our aspirant, Vision 2020, and AAU peers continue to consult us on diversity matters related to access, accountability, leadership, leveraging change, and engaging the campus and
surrounding communities. So, as we reflect on the 50th Anniversary of Inclusion and look to the future, the Office will continue to monitor and share efforts associated with the Diversity Plan by creating an accountability database. We are going to: focus more deeply and broadly on ways to communicate key attributes of an inclusive and welcoming climate; engage more faculty whose scholarship and expertise are in equity, climate, and inclusion; work with admissions and the colleges to ensure that we are seen as the university of choice in the State for our accessibility, affordability, and delivering an excellent educational experience; and collaborate with faculty, staff, students, and former student constituent groups to create more meaningful change for the well-being and future of Texas A&M University.

Christine A. Stanley, Ph.D. ‘90
Vice President and Associate Provost for Diversity
Professor, Higher Education
Appendix A
Annual Diversity Plan Accountability Report

Reporting Unit ___________________________ Reporting Date ______________
Report Contact Name ___________________________ Contact email ______________

Please define the groups applicable to your unit for which you collect information and make peer comparisons.

___ Students
   ___ Undergraduate
   ___ Masters
   ___ Doctoral
   ___ Professional

___ Faculty, Lecturers, and Instructors
___ Administrators (applicable to all units)
___ Budgeted Staff (applicable to all units)
___ Other (Define) _______________________________________________________

For the applicable groups above, please answer questions 1-6 below. Please provide concrete, specific examples (using visual illustrations as appropriate) referencing percentage and numeric changes in as succinct a manner as possible.

Limit responses to the Annual Assessment Report to five (5) pages. Please note that if visual illustrations are used, these are included in the five pages.

1) Engaging the Data
   Review and compare current year and previous years’ data reflecting the state of diversity across applicable groups and their peers and articulate what the data tell you related to unit, peer, state, and national contexts. Describe how you are engaging unit leaders (e.g., leadership team, department heads, supervisors, managers, student leaders, etc.), with the data and what specific action/intervention plans are being taken as a result of the analysis, interpretation, and discussion of your data.

2) Recruitment and Retention
   What efforts have been made this past year to retain diversity in the applicable groups (students, faculty, administrators, and budgeted staff)?

   What efforts have been made this past year to recruit diversity in the applicable groups (new, transfer, and graduate students, faculty, administrators, and budgeted staff)?

3) Advisory and/or Developmental Council Groups
   Describe any progress being made to ensure that advisory groups and/or development councils understand and reflect the university’s and unit’s commitment to diversity (e.g., development or advisory activities that include board recruitment, program enhancement, unit leadership, curriculum and instructional efforts, research, etc.).

4) Unit Climate
   Describe your unit’s climate based on data, noting major themes, including strengths, challenges, and opportunities. Describe how you are engaging unit leaders with the climate assessment data and what action plans are being developed and implemented based on your climate assessment data.

5) Equity
Describe your unit’s equity efforts based on data and what progress is being made to address equity issues across all applicable groups (e.g., advancement, promotion, professional development, salary, staff training and development, student leadership development, start-up packages, leadership succession planning, etc.).

6) Future Efforts
Describe your unit’s strategic diversity plans or future efforts to improve your overall diversity efforts.
Appendix B

Texas A&M University Unit Peer Accountability Reports 2010-2013
To obtain a comprehensive understanding of the state of diversity at Texas A&M University, the 2012 reports were reviewed by staff in the Office of the Vice President Diversity & Associate Provost for Diversity. The review was conducted to identify trends in peer comparison data, plans, and challenges the units are addressing in fostering an inclusive and welcoming environment.

Peer Comparisons
The majority of units provided criteria for selecting peer institutions based on the departments which comprised the college/division, geographic proximity to Texas A&M, similarities between the communities, the size of the institution, and aspirant institutions. The units selected 51 institutions for the purpose of reviewing and comparing longitudinal data. Vision 2020 peer institutions were consistently identified by the units; 65% compared themselves to University of Florida and University of Texas–Austin. The remainder of the Vision 2020 peer institutions were selected by one or more unit, including: Georgia Institute of Technology, The Ohio State University, Penn State, Purdue University, University of California–Berkeley, University of California–Davis, University of California–Los Angeles, University of California–San Diego, University of Georgia, University of Illinois, University of Michigan, University of Minnesota, and University of Wisconsin–Madison.

Throughout the peer comparison sections, several units reported measures assessing the number of degrees awarded to students, student enrollment, graduate fellowships, and the presence of historically underrepresented faculty and staff. The units determined whether they were doing better, the same, or worse than the majority of their peer institutions. This basic scale was adopted for reviewing the units’ reports. Table 1 provides the measures reflecting student success, enrollment, and the number of colleges that reported on the measure.
Table 1. Student Measures Reported by Units for Peer Comparisons

<table>
<thead>
<tr>
<th>Measure</th>
<th>Number of colleges reporting measure</th>
<th>Better than the majority of peers</th>
<th>Same as majority of peers</th>
<th>Worse than majority of peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awarding degrees to historically underrepresented students (Black, Hispanic, Women)</td>
<td>5/11</td>
<td>4/5</td>
<td>1/5</td>
<td>0/5</td>
</tr>
<tr>
<td>Funding graduate fellowships</td>
<td>2/11</td>
<td>2/2</td>
<td>0/2</td>
<td>0/2</td>
</tr>
<tr>
<td>Enrolling Black graduate students</td>
<td>10/11</td>
<td>5/10</td>
<td>4/10</td>
<td>1/10</td>
</tr>
<tr>
<td>Enrolling Black undergraduate students</td>
<td>10/11</td>
<td>2/10</td>
<td>5/10</td>
<td>3/10</td>
</tr>
<tr>
<td>Enrolling Hispanic graduate students</td>
<td>10/11</td>
<td>7/10</td>
<td>3/10</td>
<td>0/10</td>
</tr>
<tr>
<td>Enrolling Hispanic undergraduate students</td>
<td>10/11</td>
<td>7/10</td>
<td>2/10</td>
<td>1/10</td>
</tr>
<tr>
<td>Enrolling women graduate students</td>
<td>10/11</td>
<td>3/10</td>
<td>3/10</td>
<td>4/10</td>
</tr>
<tr>
<td>Enrolling women undergraduate students</td>
<td>5/11</td>
<td>3/5</td>
<td>2/5</td>
<td>0/5</td>
</tr>
</tbody>
</table>

In summary, the majority of the colleges reported doing better than or the same as the identified peer institutions regarding enrolling and graduating historically underrepresented students. Areas of concern, where a few colleges reported performing worse than the selected peer institutions, were enrolling women graduate students and enrolling Black undergraduate students. However, one trend across the units and peer institutions was the consistently small numbers of undergraduate and graduate students from the African-American, Asian, Native American, Native Hawaiian, and Pacific Islander populations.

Another dimension of the peer comparison data was the presence of historically underrepresented faculty and staff. Table 2 summarizes the measures reflecting the comparisons of the composition of faculty and staff by race and gender.

Table 2. Faculty and Staff Measures Reported by Units for Peer Comparisons

<table>
<thead>
<tr>
<th>Measure</th>
<th>Number of colleges/unit reporting measure</th>
<th>Better than the majority of peers</th>
<th>Same as majority of peers</th>
<th>Worse than majority of peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of underrepresented faculty</td>
<td>10/11</td>
<td>3/10</td>
<td>6/10</td>
<td>1/10</td>
</tr>
<tr>
<td>Presence of women faculty</td>
<td>7/11</td>
<td>2/7</td>
<td>4/7</td>
<td>1/7</td>
</tr>
<tr>
<td>Presence of African American staff</td>
<td>6/20</td>
<td>1/6</td>
<td>5/6</td>
<td>0/6</td>
</tr>
<tr>
<td>Presence of Hispanic staff</td>
<td>6/20</td>
<td>2/6</td>
<td>4/6</td>
<td>0/6</td>
</tr>
<tr>
<td>Presence of women staff</td>
<td>7/20</td>
<td>3/7</td>
<td>4/7</td>
<td>0/7</td>
</tr>
</tbody>
</table>
Similar to selected peer institutions, several of the units reported that staff are predominantly women. However, while the findings from the peer comparison data indicated that units do as well as or better than the peer institutions, the majority of the institutions consistently had small percentages of staff and faculty from the African-American, Asian, Native American, Native Hawaiian, and Pacific Islander populations.

Evident across the units’ accountability reports was the awareness that while the findings from the peer comparison data indicated that units do as well as or better than the peer institutions, the majority of the institutions had small percentages of students, staff, and faculty from the African-American, Asian, Native American, Native Hawaiian, and Pacific Islander populations. Overall, challenges evident from the peer comparison data include increasing the presence of underrepresented faculty, staff, graduate, and undergraduate students.

**Recruitment and Retention Efforts**

One prevalent theme across the units’ accountability reports was the efforts and funds being invested in student, staff, and faculty recruitment and retention efforts. Student, faculty and staff recruitment and retention issues are complex, partly because they are intertwined with campus climate and equity (Hurtado, Dey, Gurin, & Gurin, 2003; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998). Six dimensions of recruitment and retention were evident in the unit diversity plans: recruitment of graduate and undergraduate students; administrative commitment to diversity; faculty and staff retention; influence of campus climate in student, faculty, and staff retention; retention of graduate and undergraduate students; and recruitment of historically underrepresented faculty and staff.

**Faculty and Staff Retention**

Fourteen of the twenty units described efforts to increase faculty and staff retention. Faculty and staff retention combined elements of professional development and campus climate issues. For example, several of the units reported providing opportunities for staff/professional development, supporting travel to conferences, travel abroad, and international experiences. One unit reported providing funding for staff to pursue advanced degrees. Four of the colleges reported the value of women faculty benefitting from ADVANCE programs.

**Administrative Commitment to Diversity**

Thirteen of the twenty units explained that administrative commitment to diversity was integral to the units’ recruitment and retention efforts. At the administrative level, the units reported addressing the following issues: compensation related to salary, merit raises, and equitable pay; nominations of employees for all levels of awards/recognition/development; development of career ladders that will help attract and retain a diverse workforce; and review of
hiring and retention strategies to identify best practices. Another element of administrative commitment to diversity was whether the unit had developed its own diversity plan and/or integrated diversity into the unit’s strategic plan.

**Recruitment of Graduate and Undergraduate Students**
Eleven of the twenty units described efforts to increase recruitment of historically underrepresented graduate and/or undergraduate students. The majority of colleges reported targeting identified high schools and middle schools (9 colleges); using personal contacts and hosting receptions (8 colleges); and summer enrichment programs, including campus trips and campus tours (7 colleges). One of the units reported having an undergraduate recruitment advisory board. Furthermore, two of the colleges reported targeting transfer students and contacting historically underrepresented students who have been admitted but have not enrolled.

Four of the colleges reported providing funding to increase enrollment of graduate and undergraduate students. Two colleges reported providing recruiting packages for campus visits, one college provided fellowships, and three colleges provided scholarships for historically underrepresented students. Units addressed compensation related issues such as salary adjustments and staff and faculty development opportunities.

**Influence of Campus Climate**
Campus climate assessment was a theme evident across sections of the individual accountability reports. While understanding the campus climate is a major dimension of the Diversity Plan, addressing campus climate issues is intertwined with faculty, staff, and student retention (Hurtado, Dey, Gurin, & Gurin, 2003; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998). Nine of the units reported strategies for creating an inclusive and welcoming environment. For example, units reported plans to provide training such as Aggie Allies, conflict management, Difficult Dialogues, and Mediation Training. Several units reported providing flexible work schedules, coordinating holiday displays to promote awareness of diverse holiday traditions, and having staff retreats.

**Recruitment of Historically Underrepresented Faculty and Staff**
Nine of the twenty units described efforts to recruit historically underrepresented faculty and staff ranging from posting positions with affinity networks, professional organizations, and national associations. One unit reported a search committee advisory group. Four of the units reported educating search committees to increase the diversity of applicant pools.

**Student Retention**
Seven of the twenty units described efforts to increase student retention, including high impact educational practices such as learning communities, undergraduate research opportunities, internships, and reciprocal exchange programs to improve
student engagement and retention. Units reported other efforts including increased advising and peer mentoring programs.

**Campus Climate Results**

The majority of the units are engaging the results of both their unit and the institutional campus climate assessments. Three major themes emerged across the units’ accountability reports regarding the impact and perception of campus climate on students, faculty and staff:

1. Members of underrepresented groups agreed that they needed to minimize various characteristics of their identity (language, dress, beliefs, etc.) to fit in at Texas A&M.
2. Students, faculty, and staff observed inappropriate behaviors/comments related to gender, race/ethnicity, religion, sexual orientation, and political beliefs.
3. Members of underrepresented groups may be uncomfortable/dissatisfied with climate for diversity.

Furthermore, from the campus climate research, units reported concern about recruiting/retaining diverse faculty, staff, and students.

Two of the units reported results from exit surveys which offer implications for a better understanding about why students, faculty, and staff leave Texas A&M. Exit surveys have implications for measuring progress toward the Vision 2020 goal: “Reduce to zero the number of students, faculty, or staff who leave because of a perception of a less-than-welcoming environment.”

Sixteen out of twenty units reported involving advisory boards in reviewing and responding to campus climate results. One unit expressed a concern regarding the lack of diversity on one of its advisory boards. Several units include students on the advisory committees.

The climate surveys indicate that women and people of color respond more frequently that discrimination and inappropriate comments and behaviors occur than male and White respondents.

Challenges and opportunities made evident by the climate data include: (1) Examine salary equity by gender and race across positions; (2) Enhance and broaden access to professional development opportunities to educate and train staff on diversity and inclusivity; and (3) Audit the campus environment for inclusion of the contributions of diverse Aggies.
Overall Challenges and Opportunities
To obtain an overall understanding of the state of diversity at Texas A&M, the 2012 accountability reports were reviewed by staff in the Office of the Vice President for Diversity & Associate Provost for Diversity. The review was conducted to identify trends in peer comparison data, plans, and challenges the units are addressing in fostering an inclusive and welcoming environment.

Four major trends were evident from the 2012 accountability reports: (1) **Faculty and staff retention:** Losing historically underrepresented faculty and staff has been attributed to campus climate issues, compensation issues, and limited opportunities for advancement. (2) **Administrative commitment:** Integrating diversity into the mission of the unit, strategic planning, and reviewing processes to ensure equity, elevating diversity awareness in search committees, professional development, and hiring procedures. (3) **Recruiting efforts:** Reviewing hiring procedures, recruiting historically underrepresented students, faculty, and staff from targeted schools, associations, networks, and communities. (4) **Campus climate concerns:** Identifying the components of an inclusive and welcoming environment; promoting educational development opportunities; increasing the presence of historically underrepresented students, faculty, and staff.

In summary, the efforts of the units are being focused on recruitment and retention of underrepresented students, staff, and faculty. Furthermore, while 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 the institutions. In addition to recruitment and retention, professional development and educational programming are the primary interventions for creating an environment where the diversity of individual identities and ideas are treated equitably in a climate that fosters success and achievement by all.

References

Appendix C

Executive Summary: 2012-2013 Study of Undergraduate Non-Matriculating Black and Hispanic Students

The Issue: From 1996 through 2012, matriculation of Black first-time in college students has ranged from 38%-50%, with an average yield over the 17 years of 46%. For Hispanic first-time in college students, the yield has ranged from 43%-57%, with an average of 50%. For reference, the matriculation for White first-time college students ranged from 50%-68%, with an average yield of 61%. The Provost and Executive Vice President for Academic Affairs commissioned the study of non-matriculating Black and Hispanic students in Fall 2012. (Data retrieved on 09/28/13 from http://dars.tamu.edu/dars/files/ea/ea7f1480-0b01-4223-af07-0efe60c320d0.pdf)

Method: Using a mixed methods (qualitative and quantitative) approach, this study relied on phone interviews and an electronic survey instrument. The research team included staff, faculty, and students. The primary subjects were non-matriculating students from both racial and ethnic groups and also their parents and/or legal guardians.

Data Analysis: Data analysis included a content analysis of the survey and interview data and employing statistical analysis. In addition, the interpretation and findings were presented to the research team to ensure accuracy and validity of the results and recommendations.

Major Findings: The primary finding from the two studies was that insufficient, non-competitive funding, scholarships, and financial aid contributed to participants not coming to Texas A&M - College Station. In both studies, participants who enrolled in other institutions disclosed better financial support as one of the reasons.

- Approximately 80% of the respondents from both studies said they were not recruited by Texas A&M University compared to our competitors.

- Family and friends provide great influence on participants’ college choice for both the Black and Hispanic respondents. Influence of family included concerns with being close to family and going to the school a parent/sibling attended.
For Hispanic students, after financial factors and funding, admissions issues provide the most influence on the decision not to attend Texas A&M - College Station. For example, types of admission seemed to be confusing: Blinn Team admission was not perceived as being “real” or “full” admission to Texas A&M. Black respondents revealed early enrollment at another institution, and both groups disclosed not being admitted into the preferred major as other reasons for not attending Texas A&M.

For Black students, lack of communication was cited as another reason for choosing a university other than Texas A&M University. For Hispanic students, lack of communication included confusion about correspondence received from financial aid, admissions, etc.

The size, location (close to home; type of city), feel of campus, and the campus climate were factors in deciding not to attend Texas A&M. Both Black and Hispanic students commented on the lack of diversity at Texas A&M or a preference for a smaller school.

Finally, for Black and Hispanic students, Texas A&M was not always the student’s first choice.

There were two major differences between the findings of the non-matriculating Hispanic students and the non-matriculating Black students: (1) The Hispanic participants expressed confusion/concern over admission to Blinn Team as not being “real” or “full” admission to Texas A&M; (2) The Black students perceived that they were recruited well by Texas A&M.

Overall Recommendations from the non-matriculating student studies:

- Develop a broad, comprehensive recruitment plan that employs strategies aimed at enhancing Black and Hispanic student matriculation, while considering the unique needs of each group.

- Compare our financial packages with those of our competitors (in particular, the “other universities” our participants chose to attend).

- Develop and extend more competitive financial packages and fund campus visits.

- Follow-up with prospective students after campus visits, summer camps, or summer enrichment programs.
• Personalize our recruitment efforts and foster a “culture of care” during various aspects of the college recruitment and courtship phases.

• Ensure that our recruitment team is diverse, culturally competent, and prepared to address questions and/or concerns about diversity at Texas A&M University.

• Provide more support to college-centered recruitment efforts.

• Periodic review of the Prospective Student Centers to see if activities are consistent with their original intent.

• Employ current graduate and former students to support recruitment efforts.

• Devise a plan to engage those who influence school choice behavior. Communities in our recruitment areas should be essential partners in helping us understand how we can improve in capitalizing on community support. (e.g. churches, parent meetings, etc.).

• Review and enhance campus visits and follow-up procedures.

• Personalize marketing and communication efforts through targeted messaging.

• Enhance internal communications (e.g. better follow-up between Visitor’s Center and Office of Admissions).

• Enhance communication between Admissions and prospective students to ensure that prospective students understand the conditions of admission.