

Texas A&M University State of Diversity Report



Office of the Vice President
and Associate Provost for Diversity



TEXAS A&M
UNIVERSITY



State of Diversity Report

The time has passed when the isolation of the Texas A&M University campus served a compelling utilitarian function. Information, communication, and technology have produced a highly connected global society. The ability to survive, much less succeed, is increasingly linked to the development of a more pluralistic, diverse, and globally aware populace. It is essential that the faculty, students, and larger campus community embrace this more cosmopolitan environment. The university's traditional core values will give us guidance and distinctiveness, while preparing us to interact with all people of the globe. Texas A&M University must attract and nurture a more ethnically, culturally, and geographically diverse faculty, staff, and student body.

—Imperative 6, Vision 2020: Creating a Culture of Excellence, Texas A&M University.

Vision

Texas A&M University will be known for its 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.



Introduction

As we reflect on these statements, bold as they are, we should remind ourselves that this is a *vision* for Texas A&M University, *not a plan*. While there is no doubt that we have made and are continuing to make strides in our efforts to diversify and globalize the faculty, staff, students, and administrative ranks, there is still work to be done to fully realize this vision. Like any vision, a key ingredient for accomplishing diversity efforts is leadership. Leadership requires commitment and resources from university leaders, but also a plan that would enable us, as a campus working with the external community, to move forward. To move a university forward strategically, we must draw on current research in higher education, reflect on current standing and practice, and pose targeted and challenging questions. For example, *how do we know if we are doing a good job in diversity? What evidence is there to support our claim? Who do we hold accountable for our progress? Is Texas A&M University a welcoming environment for everyone? How diverse is the Aggie Family? Is everyone treated equitably at Texas A&M University?* The methods we use to investigate and provide meaningful answers to these complex questions require using quantitative metrics and qualitative measures. We must be prepared to engage in difficult dialogues, and work earnestly and honestly together, so that Imperative 6 of Vision 2020 can be realized. [The Office of the Vice President and Associate Provost for Diversity](#) plays a key role in the facilitation of this vision. However, we need to be clear about role, responsibilities, and expectations. *No office or individual can move a university forward for it to be considered a leader in diversity. Diversity at Texas A&M University is everyone's responsibility.* Diversity is an indispensable component of academic excellence. It is integral and critical to our land-grant mission and future.

The Charge

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

- (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.



Purpose of the Report: A Year In Review

This State of Diversity Report is the first of its kind to be assembled by the Office of the Vice President and Associate Provost for Diversity. The purpose of this report is to provide you with an update of:

- (1) Where we are with our diversity efforts;
- (2) What has been accomplished over the past year; and
- (3) Where we are headed for the future.

I. The Diversity Plan and Its Deliverables

In 2009, an updated and more comprehensive [Diversity Plan](#) was developed and vetted through an extensive process. This process included feedback from *System General Counsel, the President, Interim Provost, Vice Presidents, Deans, the Branch campuses in Galveston and Qatar, the Faculty Senate Executive Committee, the Department Head Council, the Commandant's Executive Staff, Staff Council, Student Government, the Graduate Student Council (including the Black Graduate Student Council, the Hispanic Latino Graduate Student Council, and the International Graduate Student Association), Faculty and Staff Networks, the Association of Former Students, and selected members of the Bryan/College Station community*. The President and Interim Provost approved the plan in March 2010. The plan is ambitious and focuses on three diversity goals for the university: *Accountability, Climate, and Equity (ACE)*. In the area of *accountability*, we are working with campus leaders to establish structures, processes, and policies that hold all units accountable and reward units for demonstrating their current standing, plans, and progress in creating an environment where the diversity of individual identities and ideas are treated equitably in a climate that fosters success and achievement for all. In the future, the Vice President and Associate Provost for Diversity will award money to units that excel in areas of the plan. This money will be added to the unit's base funding, and the amount of funding available for distribution will be calculated based on the size of the merit allocation pool for a given year (approximately 10%). Unit plans and the deadline for the submission for review by the [Council on Climate and Diversity](#) was September 15, 2010. TAMU-Qatar is working to modify the current Diversity Plan to best meet their campus culture and context. An integral component of the unit plans is gathering data from peers and aspirant peers to determine how we are doing, areas for improvement, and where we need to focus our efforts for the future. These data will help us strengthen recruitment, retention, accountability, climate, and equity efforts.



We are also working to promote a positive and supportive *climate* by identifying aspects in the climate of individual units and the University, which foster and/or impede a working and learning environment that fully recognizes, values, and integrates diversity in the pursuit of academic excellence. Finally, for *equity*, we are engaging campus units to integrate into the mission and goals for the university and units the assurance that students, staff, and faculty, regardless of identity, are all treated equitably.

We are working with the academic colleges, key faculty, staff, student leaders, and administrators in the *Division of Student Affairs*, *Office of Human Resources*, and the *Office of the Dean of Faculties and Associate Provost* to develop student, staff, and faculty diversity education seminars and periodic climate assessments. We will use the results of the assessments to further refine our policies, structures, and procedures so that improved accountability, climate, and equity is permanently woven into the fabric of our university.

II. University Strategic Plans and Diversity

In Fall Semester, 2009, the Interim Provost directed colleges, units, divisions, and branch campuses to engage appropriate stakeholders to assess their mission, goals, and strategies. The purpose of this exercise was to determine alignment with Vision 2020 Imperatives, the Academic Master Plan (AMP), various Task Forces, the Diversity Plan, and other [planning resources](#). An in-depth content analysis of these documents shows that several units have established clear goals and plans for diversity, as well as provided metrics and measures to monitor progress and outcomes. A common theme across many of these units includes recruitment, fostering a diverse and global learning experience for our students, developing retention efforts, creating cross-unit collaboration and partnerships to bolster enrollment, enhancing faculty professional development activities, community outreach, increased attention to the graduate student pipeline, connecting with Former Student Networks, and building linkages with K-12 entities.

III. Council on Climate and Diversity

Established in 2007, the [Council on Climate and Diversity](#) was charged to provide counsel to the President and the Provost on 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. This Council was reconstituted in 2009 and given an additional charge—to aid the Vice President and Associate Provost for Diversity in planning appropriate assessment and evaluation of the following units: colleges and schools, libraries, branch campuses, division of student affairs, finance, facilities, computing and information services, athletics, president-executive and support staff, and the executive vice president and provost units not previously listed. The Council meets quarterly and will focus on, among other things, developing



criteria for accountability evaluations and making recommendations on issues to prioritize for the academic year.

IV. Diversity Operations Committee (DOC)

This standing university-wide committee functions similarly to the University's major operational committees focusing on undergraduate education (AOC) and graduate education (GOC). The committee convened in December 2009 and was delivered their charge by the Interim Provost. The [DOC](#) is chaired by the Vice President and Associate Provost for Diversity and considers processes for the collection of equity and climate data, as well as procedures and practices for implementation of all aspects of the Diversity Plan. Members work to evaluate and make recommendations for remedying any systemic deficiencies in equity. If you have ideas that you would like to bring this committee, please contact the convener or any of the DOC Committee members.

V. Campus Climate Assessment and Enhancement

Recognizing that the success of our faculty, staff, and students lies in the presence of a welcoming environment, we work collaboratively with the units that have responsibility for administering campus climate assessments to ensure that we optimize this data-rich environment to develop strategic directions that will move our institution closer to enhanced accountability, climate, equity, and diversity. Our university-wide seminars assemble a broad range of constituent groups to determine, comprehensively: *What do we know? What does it mean? How can we use this information to advance our diversity agenda?* During the past year, we asked faculty, staff, and students to complete a survey about their perceptions of the university climate. Below are several key findings from this assessment.

Faculty

As a follow up to the faculty climate survey conducted in 2006, the purpose of the 2009 survey was to (a) continue to monitor the extent to which faculty members are satisfied with their working environment and (b) to understand the nature of the climate, both departmental and institutional, in which faculty work. Differences in satisfaction and climate with respect to gender, race/ethnicity, rank, and college have been analyzed. The following summary provides insights extracted from a comprehensive report that is being prepared by the Office of the Dean of Faculties and Associate Provost.

A total of 742 of 3,133 faculty responded to the climate survey. The 24% response rate was somewhat lower than the response rate of 30% to the 2006 survey (820 out of 2,718 faculty). Analyzing response rates by gender, race/ethnicity, title, tenure status, and college showed that response rates for most



of the different groups tended to be similar to the overall response rate. The largest variations occurred for American Indian faculty (response rate: 40%, 4 of 10), Asian faculty (response rate: 9%, 36 of 383), and non-tenure track faculty (response rate: 16%, 161 of 999). For colleges, the highest response rate was from the College of Liberal Arts (response rate: 30%, 157 of 532) and the lowest response rate was from Texas A&M University Qatar (response rate: 14%, 11 of 77). In general, response rates were similar to the pattern of response rates for the 2006 survey.

In terms of satisfaction with their jobs, over 55% reported being either satisfied or very satisfied on the five different questions intended to measure overall satisfaction. However, over 45% of respondents did not disagree with the statement *“I often think about quitting this job,”* and less than 50% found their *“department/unit climate to be supportive.”*

When satisfaction was analyzed by different groups of respondents, the following trends were noted:

- Although the differences between men and women were not always statistically significant, women faculty tended to be less satisfied than their male counterparts on almost every set of items.
- African American faculty reported greater dissatisfaction than any other faculty group on campus on every set of items intended to analyze satisfaction.
- Viewed by tenure status, non-tenure track faculty members were the most satisfied.

In contrasting the results of the 2009 and 2006 surveys, no differences were found in the frequency with which faculty reported hearing their colleagues say insensitive or disparaging comments. However, the frequency of hearing insensitive remarks from students increased from 2006 to 2009. On a positive note, hearing disparaging comments from staff was less common in the 2009 than 2006 survey, and faculty thought that department climates were more friendly in 2009 than in 2006.

Results from the 2006 and 2009 surveys represent responses from less than one-third of the faculty members. Therefore, caution should be exercised in interpreting the findings.



Students

In March 2008, Student Life Studies, a department in the Division of Student Affairs, administered a web-based survey “*Texas A&M—How’s it Working for You?*” to a stratified random sample of 5,045 full-time undergraduates. 1,006 students responded to this survey, resulting in a 20% response rate. The purpose of the survey was to assess the similarities and differences of the Texas A&M experience among full-time undergraduate students on the Texas A&M University main campus. Here are some of the key findings from this survey:

- Many students of color expressed that Texas A&M was not committed to diversity. Many indicated that the university limits diversity by focusing exclusively on race and ethnicity. Further, several expressed that other issues such as different cultures, sexual orientation, and religion should be addressed.
- African American students were the least satisfied and felt less of a sense of belonging on campus than other racial and ethnic groups. Asian American and African American students indicated the most difficulty acclimating to the social environment at Texas A&M. Not all students felt that they are part of the Aggie Family. In particular, Asian American and African American students, international students, gay/lesbian and bi-sexual students, and students who identify as non-Christian or having no religious faith, felt like they did not belong in the Aggie Family.
- The more time students attended Texas A&M, the more they perceived discrimination was a problem. Some students of color, international students, women, and non-heterosexual students, indicated that they felt uncomfortable at Texas A&M because of someone’s reaction to their identity.
- Students identified the following benefits of diversity to the university: *improving sense of belonging for students of color, preparing all students to be successful in the workplace and /or in the “real world,” and exposing students to diversity of beliefs and thinking to enhance knowledge and understanding.*

Overall, students were committed to graduating from Texas A&M, positive about their experiences with faculty and staff, positive about their access to academic resources and opportunities, and willing to recommend Texas A&M to prospective students based on their academic experiences. However, several respondents expressed reservations and concerns about Texas A&M’s culture and environment in the context of diversity. Furthermore, some respondents expressed dissatisfaction with the availability of cultural and arts events and courses available at Texas A&M and in the community.



Staff

In 2009, a staff climate survey was conducted collaboratively by the Mays Business School and Human Resources. The purpose of the survey was to understand staff work attitudes and workplace perceptions and identify steps to be taken to make Texas A&M University the employer of choice in the region. In total, 1,543 staff surveys were returned representing a 34% response rate, and 288 manager surveys were returned representing a 50% response rate. Results of the survey revealed fairly few differences across the demographic groups for staff-level employees. Demographic composition of staff respondents was 70% female, an average of 44 years old, and 79% White, 12% Hispanic, 6% African American, and 3% other races. Demographic composition of manager respondents was 54% female, an average of 48 years old, and 84% White, 8% Hispanic, 6% African American, and 2% other races. Here are some of the key findings from these surveys:

- Results of the survey revealed fairly few differences across the demographic groups for staff-level employees. There is some indication that African American staff have somewhat lower job attitudes (e.g., career satisfaction, organizational commitment). Yet there are few gender or age differences. This is also supported by the fairly positive work climate reported where respondents do not tend to indicate concerns regarding racism, intolerance, disrespect, or feeling the university culture is not accepting.
- There were quite a few differences across racial groups for the manager-level respondents. In particular, African American managers and those from “other” racial groups (non-Hispanic) reported significantly more negative job/organizational attitudes.
- This survey focused on perceived discrimination and sexual harassment in the past year. Less than 3% of staff and managerial respondents perceive they have been discriminated against based on race or gender in the past year, and less than 2% perceived another basis of discrimination (e.g., age, religion, disability, sexual orientation). For staff respondents, Hispanics were most likely to perceive race discrimination, and Whites were somewhat more likely than African Americans to perceive discrimination. Women were much more likely than men to perceive gender discrimination. For the managerial staff, Hispanics and African Americans were much more likely to perceive discrimination than Whites. And, consistent with the staff, women managers were much more likely than men to perceive gender discrimination.



LGBT-Friendly Campus Climate Index

The GLBT Resource Center at Texas A&M University has coordinated our participation in the [LGBT-Friendly Campus Climate Index National Assessment](#) tool since 2008. The LGBT-Friendly Campus Climate Index is a nationally tested tool for assisting campuses in identifying ways to improve their gay, lesbian, bisexual, and transgender campus life and climate to ultimately shape the educational experience to be more inclusive, welcoming and respectful of LGBT and Ally people. In development since 2001, the LGBT-Friendly Campus Climate Index has a strong theoretical research foundation in campus climate issues, policy development, and campus programming. The index was developed by Campus Pride with a team of national LGBT researchers, which included Shane L. Windmeyer, M.S, Ed., Brett Genny Beemyn, Ph.D, and Susan R. Rankin, Ph.D.

Key findings indicate that Texas A&M University ranks highest in Academic Life and Student Life: providing increasing course offerings that focus on or include GLBT materials, a GLBT Resource Center, staff/faculty training including GLBT issues, the recognized student organization GLBT Aggies, gender-neutral restrooms, and the Aggie Allies Safe Zone program. We also rank high in areas of Counseling & Health, as well as Support and Institutional Commitment.

Three distinct areas for improvement were also identified: Campus Safety, Housing/Residence Life, and Policy. Overall, resources and support at Texas A&M University ranks only slightly behind the University of Texas at Austin – a surprise to many who perceive a significant difference between the two institutions.

As a result of participation in the LGBT-Friendly Campus Climate Index, Texas A&M University has taken steps to enhance programs and resources previously offered. New avenues have also been pursued to provide an affirming and welcoming space including the establishment of a GLBT Endowment through the Texas A&M Foundation, unisex restrooms in new constructions, and more inclusive language on student health questionnaires. The GLBT Resource Center has also worked closely with administration on areas regarding TAMU policies and operations at the University and System level and has collaborated with the Department of Residence Life and the Department of Student Life Studies on internal climate assessments to continuously monitor progress and opportunities for growth.



VI. Faculty, Staff, and Student Demographic Data

Faculty

Fall 2009 data provided by the Office of the Dean of Faculties and Associate Provost illustrate that of the 3,046 faculty members (tenured and tenure-track) at Texas A&M University, 78.46% identified as White, 3.31% African American, 5.65% Hispanic, 12.24% Asian, and 0.32% American Indian. Sixty-eight percent of the faculty are men and 32 percent are women. For comparative faculty presence across the academic colleges, please see our [website](#).

Fall 2009 through Summer 2010 university data show that Texas A&M employed and or hosted approximately 717 international faculty, scholars and professional staff from 67 countries. This data also illustrates that the top five countries with the highest representation of international faculty, scholars, and professional staff are China (207), India (82), Korea (61), Canada (31) and Germany (26).

Staff

FY 2010 data provided by the Office of Human Resources illustrate that of the 6,104 staff members at the Texas A&M University (College Station), 68.7% identified as White, 9.82% African American, 15.2% Hispanic, 4.88% Asian, 0.41% American Indian or Alaskan Native, 0.13% two or more races, and 0.83% unspecified. Forty-three percent of the staff are men and 57 percent are women. For comparative staff presence data, please see our [website](#).

Students

Fall 2009 data compiled by the Office of Institutional Studies and Planning (OISP) illustrate that of the 48,702 students enrolled at Texas A&M University, 68.9% identified as White, 3.33% as African American, 13.02% Hispanic, 4.59% Asian or Pacific Islander, 0.55% American Indian or Alaskan Native, 9.00% International, and 0.57% as Unspecified. Fifty-three percent of our student body are men and 47% are women. How do these data compare to previous years? As you will see from our [website](#) in Fall 2008, the number of Hispanic students was 12.21%. Fall 2009 university data show that Texas A&M enrolled almost 4,500 international students from more than 124 countries and was ranked 17th nationally in international student enrollment 2007-2008. Fall 2009 data also illustrate that the top five countries with the highest enrollment of international students are India (1109), China (928), South Korea (528), Mexico (298), and Taiwan (234).

While the faculty, staff, and student presence data on race and ethnicity fall short in reflecting the demographics of the State, we will continue to work to address this issue. Many factors contribute to this very vexing problem.



VII. Diversity Highlights across The University

- The **College of Architecture** has established close and successful collaborative partnerships with the School of Architecture at Prairie View A&M University (PVAMU). For example, some of the collaborative partnerships include: having TAMU faculty to lecture regularly at PVAMU; five professors teaching at PVAMU have completed their masters and doctoral degrees at TAMU; the establishment of a *Building Information Modeling (B.I.M.)* course; working on learning objectives to meet assessment and accreditation requirements; and working together and successfully being awarded a National Housing Endowment (NHE) grant to strengthen the instruction in Residential Construction at PVAMU and to increase the awareness of career options in the field. It is the philosophy of both universities and their respective deans *to share access rather than to bar access to the best ideas.*
- The **College of Education and Human Development** faculty diversity has increased from 19% tenured/tenure track faculty in FY 2005 to over 34% in FY 2010. In addition, in FY 2010, the faculty were engaged in 15 research and externally funded projects in areas that directly affect our diverse population totaling \$2,678,598. Some of these projects include: (1) investigating the success factors impacting African American students in engineering and technology at Historically Black Colleges and Universities; (2) expanding mental health services via technologies in rural communities; (3) bilingual/ESL online and certification projects; (4) exploring diversity in athletics; (5) gaining early awareness and readiness for undergraduate programs partnership program; (6) using a comprehensive approach for addressing science education in underrepresented populations; and (7) examining the ethnic differences in youth aggression and the role of parental socialization practices. The college is also a leader in the diversity of our graduate student population and has seen, for the past five years, an increase at the masters' level from 16.89% to 24.62%. This increase does not include international students.
- The **Dwight Look College of Engineering's** E12 Program is a comprehensive undergraduate engineering recruitment program which focuses on the recruitment of: 1) African Americans, 2) Hispanics, 3) women, and 4) high achieving (National Merit, National Achievement, and National Hispanic) students. The goal of this program is to increase the number of students from these groups attending the College of Engineering at Texas A&M University (TAMU). A secondary goal is to increase the number of these students at TAMU, regardless of major



because these underrepresented groups are also targeted by TAMU in general. The E12 program is facilitated through a strong partnership with 12 majority-minority high schools in regions all over the state of Texas. These schools were selected based on their Texas Education Agency acceptability rating, school demographics, SAT scores of graduating seniors, number of students already attending TAMU, advanced math and science classes offered, and interest in participating in the program. The program recruits students individually. Therefore, the teachers and administrators at these high schools select 12 junior and senior level students to participate (a total of 144, with 12 from each of the 12 schools). Student selection for the program is based on academic excellence, demonstrated work ethic, interest in TAMU, and interest in engineering. This program and the relationships developed with the partner schools, combined with other diversity and outreach efforts has contributed to an increase in the enrollment numbers of African American and Hispanic students in the college.

- The **College of Geosciences** in Fall 2009 launched an *Investigate Geosciences Fall Weekend Program (iGeo)*, a three-day program designed to introduce motivated and talented underrepresented high school juniors and seniors to the Geosciences. The program, sponsored by the Texas A&M Minority Recruitment and Retention Leadership Team (MRRLT), the Office of the Dean of Undergraduate Programs, and the College of Geosciences, lets prospective students explore educational opportunities and exposes them to college life. Participants in the iGeo program meet other high school students from throughout the state as well as current Geosciences students and faculty. During the three-day program, iGeo participants attend classes, participate in group activities and tour the College of Geosciences. Geosciences faculty members lead workshops in the various specialties within the field, conduct labs, describe undergraduate research opportunities and discuss career choices. Current Texas A&M University Geosciences students serve as peer leaders during this program.
- On March 31 and April 1, 2010, the Melbern G. Glasscock Center for Humanities Research in the **College of Liberal Arts** working in collaboration with the **GLBT Resource Center in the Division of Student Affairs** underwrote two events, which took place to mark the fact that “It’s Time!” Sponsored by many campus entities (including the President’s Office), the two days’ activities commemorated the day, April 1, 1985, when the Supreme Court decided not to grant certiorari for an appeal against a federal court ruling that required Texas A&M University to recognize the Gay Student Services as a legitimate student organization. This decision is a landmark in the university’s evolution as an institution welcoming to all. Both events, “*Queer of Color*” and “*25 Years After: GLBT in Higher Education*,” explored the status of lesbian, gay, bisexual, and transgender persons, policies, research and pedagogy and offered critiques of past and present approaches to these issues.



- The **Mays Business School** was successful in hiring Luis Gomez-Mejia as the Cocanougher Chair in Business. Professor Gomez-Mejia is a Fellow in the Academy of Management, which is a prestigious organization that recognizes top scholars in Management. Additionally, for entering freshmen in the undergraduate program, first generation (22% vs. 19%) and underrepresented (19% vs. 17%) students both increased in 2010. For full-time MBA students, the percentage of underrepresented students increased from 9% of the entering class in 2009 to 11% in 2010. In addition, for the executive MBA program, underrepresented students represented 30% of the entering class. The Mays Business School, in comparison to 16 leading public business schools, is among the leaders in the number of Hispanic graduate students in their full-time and executive MBA programs.
- The **Department of Multicultural Services** within the Division of Student Affairs has a newly appointed Director. Ms. Jennifer Ford became the Director in June 2010. She has been with the department since 2007, where she served as Associate Director.
- The **College of Veterinary Medicine and Biomedical Sciences** has established strong 2+2 partnership agreements with 13 community colleges (*Austin Community College, Blinn College, Cisco Junior College, Dallas County Community College, McLellan Community College, Midland Community College, Northeast Texas Community College, Odessa College, Palo Alto College, Paris Junior College, Temple College, Tyler Junior College, and Weatherford*) in the State of Texas. Through these agreements, the enrollment of African American and Hispanic students in the Biomedical Sciences program has steadily increased. For example, Fall 2009 full-time undergraduate student data show that the enrollment of students of color is approximately 30%.
- The **International Programs Office** and the **Academy for Future International Leaders (AFIL)** hosts an annual conference, "*Zooming Out for a Global View*," which engages young people and underrepresented students in learning about current global issues and considers solutions, challenges, conflicts and consequences to the issues through research, project development, and participation in the one-day conference. Students submit a global issues project either individually or in a team. In addition to a poster session and presentation of outstanding projects, participants interact with college students. Texas A&M students who participate in the conference receive training to facilitate discussion sessions on environmental sustainability and other pressing global issues during the conference. Over 400 students in grades six through twelve from schools within the Brazos Valley and as far as Laredo, TX (west), Corsicana (north), and Clear Lake, TX (south) converged at Texas A&M University on May 5, 2010 to attend the third annual conference. Many



of the students were from underrepresented populations and had their first experience on a university campus engaging with college students.

- **The Mexican American and U.S. Latino Research Center (MALRC)** Developmental Grant Program provided seed grants as well as training in grant writing to over 100 faculty over the last 4 years, funding 80 projects in the areas of education, health, employment, and the environment among others. Last year, affiliated faculty beginning their academic careers received grant funding from prestigious funding agencies. Three outstanding examples include Professor Jamilia Blake, College of Education and Human Development, who received a grant from the Hogg Foundation to study peer-directed aggression among Hispanic youth; Professor Nelda Mier, School of Rural Public Health, who received a grant from the Robert Wood Johnson Foundation to study childhood obesity among Latino children; and Professor Wendy Jepson, College of Geosciences who received a grant from the National Science Foundation to study water quality in underserved areas along the Texas-Mexico Border. The total amount of grants obtained by MALRC-supported and trained faculty to date exceeds 6 million dollars.
- **The Race and Ethnic Studies Institute (RESI)** continues to focus primarily on advancing research and scholarship. Recently, they hired a new Director, Dr. Verna Keith. Dr. Keith is an accomplished researcher in the area of race, medical sociology, and race and mental health.
- The **Division of Operations** established a Quality Circle as a communications mechanism between custodians and custodial management. The Quality Circle is composed of one member from each custodial crew. The QC member must be an entry-level employee and willing to interact monthly with other QC members and custodial management. These meetings present an opportunity for custodial management to share information with custodians and for custodians to ask questions and bring concerns from their crews to management. The QC members are then responsible for taking information back to their crews. The custodial staff is largely composed of women who are ethnic minorities (African American and Hispanic) who might not otherwise have easy access to management, and therefore the QC serves as an important means for custodians to have their voices heard about issues that are important to them. A recent example is the significant input by the QC regarding the selection of new custodial uniforms.
- The **Office of Admissions** has established successful partnerships among institutions in the Texas A&M University System, a new alternative for admission that was implemented in 2009-10. [The Program for System Admission \(PSA\)](#) enables students to begin their study at one of the System campuses with guarantee for seamless transfer to selected



colleges at Texas A&M University in College Station. In this program, students know the courses, grades, and credit hours required in each major they might consider. The eight System institutions have designated individuals to provide academic advising and process information for participants in PSA. Since the College Station campus has far more freshman applicants than capacity, the PSA model provides an additional option for students whose ultimate goal is to graduate from Texas A&M University. The program is also a pathway for guaranteed transition into majors with space for upper division students. One of the program goals is to attract applicants that will expand both geographic and racial/ethnic diversity. The System campuses generally attract regional students that can later expand the Texas A&M University undergraduate population, which includes significant numbers drawn from metropolitan areas of Texas. In addition, there are many first generation or low income applicants who begin their study at a System campus in order to live nearer their home who may benefit by the PSA model.

- **The Office of Human Resources** Historically Underutilized Business (HUB) Program at Texas A&M University is committed to promoting the inclusion of HUB vendors in university procurements while advocating the importance of supplier diversity. The systematic deployment of a decentralized HUB Program at the Texas A&M main and Galveston campuses expands the HUB vendor pipeline through staff involvement to identify HUB vendors that are willing, ready and capable of fulfilling procurement needs. The Texas A&M HUB Program provides a resource of information about the statewide HUB Program with hands-on assistance through a variety of training workshops, economic opportunity forums, and side-by-side mentoring that brings purchasing agents and vendors together for networking opportunities to identify needs and capabilities. Between FY 2006 and FY 2010, the Texas A&M HUB Program conducted 16 training workshops; co-hosted with the Bryan College Station Chamber of Commerce 19 Community Impact Awards that recognized significant contributions of local HUB vendors; participated in 15 economic opportunity forums statewide; and assisted 25 vendors in receiving their State of Texas HUB certification. These mutually beneficial relationships enhance community and statewide relationships with Texas A&M as indicated by the Texas A&M main and Galveston campuses HUB expenditures which grew at an average of 50% over the State HUB expenditures averages from FY 2006-2010.
- Texas A&M University has received a \$3.5 million grant from the National Science Foundation (NSF) to establish a new center dedicated to women faculty and improving their odds of success through a more psychologically healthy workplace. **Texas A&M's ADVANCE Center for Women Faculty** is funded under the NSF's ADVANCE Institutional Transformation Program, which is intended to develop systemic approaches to increase the representation and advancement of women in



academic STEM (science, technology, engineering and mathematics) careers. In addition to contributing to the development of a more diverse science and engineering workforce, ADVANCE works to ensure that women faculty with STEM degrees consider academia as a viable and attractive career option.

Texas A&M's ADVANCE Center is an interdisciplinary collaboration spanning five colleges — the College of Science, Dwight Look College of Engineering, College of Geosciences, College of Liberal Arts and Bush School of Government and Public Service — in its effort to better support women faculty in STEM fields by creating a campus-wide climate for success.

Dr. Sherry J. Yennello, Regents Professor of Chemistry and associate dean for faculty affairs in the College of Science, will serve as principal investigator for the five-year grant, which seeks to leverage Texas A&M's proven commitment to faculty diversity and wide range of existing policies to double its percentage of tenured women faculty in STEM disciplines by 2015 while also increasing the number and diversity of women STEM faculty at all levels across the university.

For more information visit [Texas A&M ADVANCE Center](#).

- The **Texas A&M University at Galveston** campus will be hosting the 4th Annual “Women on the Water” Conference in November 2010. This is a partnership with the Federal Maritime Administration, which brings together female cadets from the Federal and State Merchant Mariner Academies with professional women who are leaders in different sectors of the maritime industry. This conference provides an excellent opportunity for the cadets to learn about careers, hear about current issues affecting the maritime industry, and to meet and network with professional women and others in industry.
- At **Texas A&M University at Qatar**, women are advancing in the field of engineering. The State of Qatar is a country small in population, but large in vision and determination. Recognizing the need for excellent educational resources in order to build a strong economic future for Qatar, the country established Education City, a compendium of renowned American universities, and imported Texas A&M's programs in petroleum, electrical, mechanical and chemical engineering. Texas A&M University at Qatar plays a critical role in educating Qatar's future engineers, long a male-dominated field. Qatar's leaders recognize the country must encourage all talented young people, both male and female, to pursue technical fields, as demand for engineers is high, and women are integral in filling that need. These dedicated and motivated women



will impact Qatar's cultural and economic future and benefit its economic and social diversity in the twenty-first century. To encourage young women to consider a future in engineering, Texas A&M at Qatar cultivates relationships through community outreach, including sessions at local high schools that educate students about engineering careers. The University's warm atmosphere, excellent faculty-to-student ratio and faculty and staff support appeal to prospective students, as well as state-of-the-art laboratory equipment, hands-on experience and carefully designed curricula. Of Texas A&M at Qatar's 152 graduates since the University's opening in 2003, 64 are women, and female students currently represent 40 percent of the student body.

VIII. Campus Diversity Initiatives Database

An important step for understanding diversity entails a close look at initiatives that are currently in place at the University. In Fall 2009, the Office launched a [*Diversity Initiatives Database*](#). This database documents diversity initiatives occurring across the academic colleges and units on campus. As you search this database, you will observe that it captures initiatives related to best practices in *awareness, climate enhancement, outreach, recruitment, retention, and skill building*. We will continue to update this database, highlight best practices, and also invite your feedback for improvement. If you are aware of initiatives we have not captured, please email us at diversity@tamu.edu.

IX. Enhancing Diversity Seminar Series

As we work to implement various aspects of the Diversity Plan, the Office will engage the campus community on issues and topics that help to deepen awareness, broaden our diversity knowledge base, enhance campus initiatives, and develop best practices for the future. The Enhancing Diversity Seminar series is designed to fulfill these goals, and we hope to accomplish this by featuring key national and international scholars. Past and future speakers include: *Marta Tienda, Princeton University; Robert Baum, University of Missouri; Sylvia Hurtado, University of California, Los Angeles; Estela Bensimon, University of Southern California; and Nancy Cantor, Chancellor and President, Syracuse University.*

X. Difficult Dialogues Program

With modest funding from the Ford Foundation and support from the University of Missouri (the lead Big 12 institution for this program), Texas A&M University joins other Big 12 universities in launching a *Difficult Dialogues Program*. Housed within the Office of the Vice President and Associate Provost for Diversity, this program intends to enhance communication and learning, with the goal of making our campus climate more welcoming, inclusive, and safe for the free exchange of ideas and perspectives that come with building a diverse and global learning community. To learn more, please visit our [website](#).



XI. Community Engagement

The community around a University campus plays a crucial role in assisting us with our diversity goals. Specifically, it is to our advantage to form positive working relationships with community groups in Bryan/College Station so that we can reduce problems such as racism, xenophobia, homophobia, religious discrimination, and Islamophobia. The goal of our “*One Community*” engagement initiative is to create meaningful and sustained university-community partnerships focused on working collaboratively to enhance the climate for diversity. This initiative seeks to advance our goal of inclusion by drawing faculty, students, staff, and community members into collaborative and mutually beneficial interactions and conversations that enrich the lives of both Texas A&M University and the community. Our office hosts annual university-community forums and establishes project teams to address strategic issues in an effort to ensure that the University and the Bryan/College Station communities are seen as welcoming, supportive, and inclusive environments for all.

XII. Responding to the Needs of the University, Local, And National Communities

Office Consultations

From time to time, faculty, staff, students, student leaders, and administrators, consult the office on a variety of diversity issues. Some of these issues focus on recruitment, retention, climate, establishing external partnerships with system schools, working with external funding agencies, designing, implementing and assessing diversity programs and initiatives, and enhancing course and curricula development. From July 30, 2009-August 30, 2010, 57 faculty members, 38 staff members, 35 student leaders, and 60 administrators have consulted the office.

Tailored Campus Presentations, Seminars, and Workshops

The Office responds to requests from the campus community for specific presentations, seminars, and workshops. Topics include, faculty recruitment and retention, how to engage units in the Diversity Plan, accountability, climate and equity, the Aggie core value of respect, search committee training for faculty and staff, and developing cultural competencies. We have responded to requests for numerous presentations from units on campus as well as our branch campuses in Galveston and Qatar.



Interactions with the Bryan-College Station Community

The Office continues to have key interactions with organizations in the Bryan/College Station Community. These organizations include, the *African American Heritage Museum*, *Brazos Valley Worldfest*, *Chamber of Commerce*, *Hispanic Forum*, *Interfaith Dialogue Student Association*, and *National Association for the Advancement of Colored People (NAACP)*. For example, staff members in the Office of the Vice President and Associate Provost for Diversity and Office of International Programs continue to serve on key community boards and committees. Through these linkages and connections, we are able to interface and liaise with community leaders on a variety of issues that impact the campus as well as local communities.

XIII. Leadership Among The Big 12 Universities

- The Office of the Vice President and Associate Provost for Diversity will host the Annual meeting of the Big 12 Chief Diversity Officers on November 12-13, 2010.
- No other university in the Big 12 has a Diversity Plan that focuses on the areas in which we are focusing on at Texas A&M University—Accountability, Climate, and Equity. At the April 23, 2010 meeting of the Big 12 Provosts at the University of Kansas, held in conjunction with the Big 12 Chief Diversity Officers, Texas A&M received considerable, positive attention about our Diversity Plan.

Future Directions

I am pleased to report progress the University has made over the course of this year, my first year as Vice President and Associate Provost for Diversity. I have had an opportunity to develop a comprehensive understanding of our collective performance and our opportunities for improvement. We have a number of structures in place to advance our diversity agenda and to guide us toward our goal of becoming known as a leader in diversity in higher education. Our Office's aim going forward will be to ensure that these efforts are well coordinated, complementary, and that they collectively move us aggressively toward the realization of the goals of the Diversity Plan.

The Diversity Plan is in its state of infancy. Like most plans, it will take time to achieve a certain level of maturity where we can point to causal effects. We have to work together to affect positive and deeper change. The Office will continue to facilitate deliverables of the plan and is poised to maintain its working relationship with units and leaders within and outside the university community to develop faculty, staff, and student development plans to monitor our accountability, climate, and equity efforts.



We also commit to working with key units to improve persistent issues that emerge in our quantitative and qualitative climate assessment data such as: faculty diversity, university and community climate, gender and ethnic minorities in the STEM fields, and equitable university policies. To this end, we will host a series of forums to address these and other critical issues. The forums will feature a strong scholarship component as well as practical solutions and will culminate in a daylong summit.

While some would argue that the economy has impacted higher education in a number of ways and as a result, diversity efforts, Texas A&M has not wavered in its commitment. Having limited resources provides us with an opportunity to think about what we are doing and how we are best accomplishing our work. It is time for us to leverage opportunities, be innovative and efficient, and work across boundaries and territories toward a common purpose. Diversity has historically been a promise of higher education institutions. Texas A&M University has a land-grant mission and vision to be a university of preeminence. We are increasingly a reflection of the demographics of our society, state, and the world. We cannot achieve preeminence without a diversity plan, accountability, commitment, and the support of all who comprise the Aggie family.

As indicated in the beginning, this report is the first of its kind from the Office and it will be not be the last. Overall, we are improving; we can pinpoint measurable progress in some areas, but there is much work to be done. With our unwavering commitment to accountability, climate, and equity, and our dedication to using concrete data to drive our improvements, progress is possible and indeed within our reach.

Christine A. Stanley
Vice President and Associate Provost for Diversity