Introduction

The College of Liberal Arts (CLLA) is one of the largest colleges on the College Station main campus. With 12 departments, 1 interdisciplinary unit, and 7 centers and institutes spread across more than 8 buildings on main campus, west campus, and off campus, the CLLA has the second most faculty and undergraduate students (next to Engineering), and sixth most graduate students. See Tables B and D in the Appendix: in 2018 our Undergraduate Students are primarily White (60%), Hispanic (27%), and Female (58%); our graduate students are primarily White (37%), International (39%), and Female (51%). See Table H: our faculty are primarily White (64%) and Male (53%). More specific charts appear in the Appendix identified in various sections of this report.

This report will focus on demographics related to traditionally underrepresented populations (Blacks and Hispanics). Gender is obviously important but the CLLA does not suffer as great a female gender imbalance as does the University in reference to undergraduate and graduate students, and even faculty, due to the strides it has taken regarding gender. Faculty and gender in the CLLA, specifically, will be addressed in the Reflection section.

The mission of the CLLA is to act as a representative model for educating students to think critically in a rapidly changing world and to instill in them a desire for lifelong learning. Central to that goal is to support faculty in their quest to make their scholarship nationally and internationally distinguished, to cultivate innovative and inspirational teaching at both undergraduate and graduate levels, and to foster in staff, faculty, and students the need for dedicated service locally and globally. All CLLA endeavors and activities occur within the context of the arts, humanities, and social and behavioral sciences.

Finally, the CLLA collected data from departments and other critical units. The initial report draft was written by the Associate Dean for Inclusive Excellence and Strategic Initiatives. That draft was then reviewed by the CLLA administrative leadership and departmental heads along with their representative to the CLLA committee for Climate and Inclusion. Any input provided was incorporated into the final report. Unless otherwise mentioned in the text for clarification purposes, data reflects multi-year work by individual units.
Recruitment

**UNDERGRADUATE STUDENT.** The CLLA has a goal of increasing traditionally underrepresented (Black and Hispanic) undergraduate students but it had not yet set a specific target. Using the University’s trend line—24% to 28% over four years for those populations—can serve as a comparison point (see Tables A & B). The CLLA has shown a 3% increase of those populations during that time period: 29% to 32%. Departments have invigorated their efforts toward undergraduate recruitment. SOCI utilized an “Ambassadors” program to encourage visiting students to learn about the discipline. ECON sent individual mailings to accepted high school students and visits Houston-area schools to recruit, while INTS’ mailings targeted guidance counselors for underrepresented students. The CLLA itself has organized multiple on/off-campus events for first-time-in-college students and other events to provide financial aid information.

The CLLA will focus on increasing Black and Hispanic students by two more percentage point by 2022. Our target will be for at least 75% of the CLLA departments to make direct outreach to predominately Black and Hispanic high schools in the Houston area and other metropolitan cities in Texas. Likewise, departments will be asked to engage in outreach to community colleges to recruit a more diverse transfer student body. Departments will identify their outreach methods and track their progress.

**GRADUATE STUDENT.** Likewise, the CLLA’s goal of increasing traditionally underrepresented graduate students (Blacks and Hispanics) during 2014-2018 followed the University’s trend line: the University remained stagnant at 13% while the CLLA remained at 17% during that time period—see Tables C & D. The CLLA has been active, though. PHIL faculty gave talks across the state to recruit from other institutions and has diversified its curriculum to include non-canonical philosophers. The development of SOCI’s race/class/gender area appealed to students from multiple underrepresented populations as their 2018 cohort is 57% non-White. All departments with doctoral programs made Diversity Fellowship offers. All departments featured on-campus recruiting events, including the COMM Diversity Conference and, for the first-time last year, several departments held a joint recruiting event for Diversity Merit scholarship recipients to create a sense camaraderie across the College. But clearly CLLA graduate student efforts have not realized the expected gains.

The CLLA will focus on increasing Black and Hispanic graduate students by one percentage point by 2022. The CLLA will consider holding a second on-campus, joint department recruiting event for Diversity Fellowship recipients in 2019. A new tactic will involve targeting promising Black and Hispanic undergraduates to grow them into graduate students, as well as working with the CLLA Development office to generate additional resources to create more attractive recruitment packages. For both undergraduate and graduate students, enhancing the inclusive nature of the climate, though, is essential to recruiting; see the Climate section below.
**Faculty.** The CLLA goal of increasing traditionally underrepresented faculty has generally stalled during 2014-2018 (faculty defined here as tenured/tenure-track/other—see Tables E-H—it does not include Graduate Teaching Assistants). University numbers from 2014-2018 will again serve as a comparison point:

- Blacks—91 total representing 3% in 2014 and 114 total representing 4% in 2018
- Hispanics—150 total representing 6% in 2014 and 179 total representing 6% in 2018

CLLA’s trajectory was somewhat similar:

- Blacks—23 total representing 5% in 2014 and 24 total representing 5% in 2018
- Hispanics—37 total representing 8% in 2014 and 42 total representing 9% in 2018

This is surprising that CLLA has not made greater gains since it has bolstered its recruiting efforts during the past four years. PBSI’s diversity committee developed a set of best practices including emphasizing diversity and inclusion in job ads, directly inviting particular applicants to apply, and discussing diversity guidelines with the search committee before candidate evaluations begin; PBSI has shared those best practices with their peer departments. All departments require all search committee members to attend STRIDE and DOF training. The CLLA has required departments petitioning for faculty lines to be specific as to how they will broaden the diversity of their pools before receiving authorization to start searching; the CLLA has returned some requests for departments to make a stronger case for their diversity efforts.

The CLLA will set a target of increasing Black and Hispanic faculty by 1% by 2022. It will engage in three new initiatives. First, it agreed, as the inaugural college, to invest in lines related to the ACES Fellowship program that has the potential of resulting in several diverse hires over the next two years. Second, the college is developing language for job ads that would ask applicants to provide a statement addressing their direct engagement with climate and diversity efforts as a consideration for the position. This can send a signal that the institution is serious about diverse hiring, since many faculty of color tend to gravitate and/or are called upon by institutions to lead in this regard. While it might not directly generate diverse hiring, it will add faculty who are interested in enhancing the inclusive nature of the climate (see that section below). Third, departments will be asked to develop two new strategies to employ in better diversifying their job search pools. For example, departments can identify new and useful strategies such as “Cues of Belonging, “Buffering against Bias in Creating” short lists, and others from *An Inclusive Academy: Achieving Diversity and Excellence* by Abigail Stewart and Virginia Valian. Fundamentally, the CLLA needs more diverse faculty to provide greater diversity of thought, and to offer more opportunities for students and faculty of color who seek out such faculty of color to help them navigate a climate that many perceive as not conducive to their success.
**Staff.** The CLLA has had no specific goal for the recruitment of a more traditionally underrepresented staff. University Black and Hispanic staff increased from 18% to 19% since 2014 while CLLA staff declined from 19% to 17% (see Tables J-K). Departments apply principles from STRIDE training and the CLLA uses hiring matrices based on TAMU hiring procedures, but gains have not been realized. Moving forward, the CLLA plans to reach the University baseline of 19% in the next 4 years. The CLLA will place job postings on websites that are frequented by more diverse job seekers to expand the pool diversity.

**Retention**

**Undergraduate Student.** The CLLA has multiple goals regarding undergraduate student retention. First, the goal for first year retention is 95% by 2022. Over the last two years the CLLA has hovered around 91%. The second goal is to attain 75% graduation rate at four years for all students (well above the University’s 55%) by 2022; the CLLA sits currently at 72%. The challenge, though, stems from current numbers related to Black and Hispanic students, sitting at 53% and 68%, respectively. See Tables L-Q.

Several departments have engaged several strategies that account for the solid nature of some of our numbers. ECON directed all academic advisors to teach semester long “new student” seminars. INTS has instituted a mandatory freshman/transfer first semester success course. COMM developed a certificate for Diversity and Social Justice to communicate those topics’ importance to interested students. HISP developed Heritage Speaker courses for Spanish students to develop oral literacy in an academic context, as well as providing both financial and office space for the Hispanic Student Association. The CLLA Undergraduate Program Office has initiated a number of steps over the last two to four years, including compiling first-round test assessments; created specialized programming for first generation students such as the Freshman Innovation Group—50 students to start but plans to expand in the next four years; revised the Regents’ Scholars program to include year-long reflection and academic papers to monitor progress; and it mandated students who fall below 2.2 to attend an advisor seminar, as well as called for all departmental advisors to hold regular first semester workshops.

As recently announced, the University will roll out a pilot for its first-year experience for 2019 incoming freshmen. By 2022, all departments in the CLLA will have developed their own first semester or first year experience; currently only six departments have a first-year experience. As first-generation students comprise approximately 26% of all CLLA students, it is important for the College to ensure the acclimation and development for these students’ success. Thus, first year programming will also include first generation student programming. The current six departments that do have first year programming will be asked to consider creating a second-year experience, such as a formal mentoring system, as the literature recommends.
**Graduate Student.** Regarding graduate students, the CLLA would like to retain 100% of them with no loss due to financial concerns or lack of mentoring or because of climate. On average over the last three years we have reached a 95% success rate. ECON assigned a graduate student sponsor for new MAs and PhDs to help them settle in the area as well as assisting them during the first year of studies; graduate students in their second year are assigned an academic mentor. COMM offered doctoral students the opportunity to attend and provide input during formal discussions about diversifying the curriculum and giving them a voice. Many departments petitioned the CLLA to increase graduate student stipends and those requests were granted.

Moving forward with graduate students, a 100% goal, while laudable, is unrealistic. The CLLA will seek to maintain a 95% retention rate and attempt to increase that by 1% by 2022. While stipends increased, they are still behind stipends at institutions such as UT. Furthermore, graduate students need more funding to address their professional development, such as departments being able to provide funding for graduate students to attend more than one conference a year. The CLLA will lead a discussion with departments about creative strategies for helping to increase graduate funding. For example, a department could consider foregoing a faculty search to use those monies to increase graduate student funding. Our goal would be for at least 25% of departments to make that adjustment.

**Faculty.** The CLLA goal is to retain 100% of its productive faculty. For example, ECON successfully retained 15 of 15 faculty who had outside offers over the last two years. Across the CLLA, though, in FY 18 the CLLA successfully retained only 71% (12 of 17, with two of the unsuccessful cases representing senior Black faculty). That deficit does not solely reflect the inability to financially counteroffer—three of the five left for reasons unrelated to finances. That is why mentoring faculty is important.

For the last four years all departments had mentoring plans in place—to varying degrees of formality—that feature an array of tactics to ensure junior faculty success and maintain their contentment. For example, COMM assigned two senior faculty to mentor junior faculty on a monthly schedule, rotated graduate courses to ensure all faculty had an opportunity to interact with graduate students once every three semesters, and created non-course opportunities for faculty/graduate student research engagement. Furthermore, the COMM head met once per semester with associate professors to provide them guidance for working toward full professor status. Over the last 7 years HIST expanded the administration of its graduate program to include a broader range of faculty who can then have access to graduate students to better support their research programs.

The CLLA will continue with its overarching goal of 100% retention of productive faculty, particularly faculty from traditionally underrepresented populations but, by 2022, hope for its current 71% retention to rise to 80%. Ongoing challenges include having enough funding to
counter outside offers and varying degrees of mentoring across departments. For the former, the CLLA will discuss with departments ways to pool resources for counteroffers. For the latter, the CLLA will ask for all departments to provide formal mentoring plans that include metrics for success—such as regular feedback from those involved—to be submitted during spring 2019.

**Staff.** The CLLA goal is to annually review all staff responsibilities to determine changes in duties that would trigger reclassifications for title/salary adjustment and to make 100% of those adjustments each year. Over the last two years it reached its goal: 10 of 10 reclassification requests were approved with four promoted internally. CLLA will continue this goal but budget restrictions in any given year make this an ongoing difficulty to maintain.

**Climate**

*Undergraduate Student.* The CLLA goal is to ensure a climate that is conducive for all undergraduate students to feel that they are respected for who they are. Specifically, the target is to compare at, and beyond, the University levels of undergraduate students recognizing an environment in which they are respected. See Tables R1-R2 which show the SERU 2013-17 Campus Climate Report for this prompt: “Students of my race/ethnicity are respected on this campus.” Table R1 shows results for all first-gen students while Table T2 shows results for first-gen, non-white students.

All first-gen, University undergraduate students “agreeing” that their race/ethnicity was respected fell from 92% out of 100% in 2013 to 87% in 2017. All first-gen, CLLA undergraduate students “agreeing” that their race/ethnicity was respected fell from 90% out of 100% in 2013 to 85%. When just looking at non-white responses, the numbers are even more troubling. All first-gen, non-White University undergraduate students “agreeing” that their race/ethnicity was respected fell from 82% out of 100% to 75%. All first-gen, non-White CLLA undergraduate students “agreeing” that their race/ethnicity was respected fell from 76% out of 100% in 2013 to 72%.

This is surprising given the multiple and distinct endeavors the CLLA has engaged in over the last four years to create a healthier climate. PBSI created online modules on coping skills for new students and is in the process of implementing a testing system for their intro courses that is designed to improve test scores among first generation students. COMM recruited at least 100 undergraduate students to attend the yearly “Communicating Diversity” conference. INTS held both workshops and film series on Muslim, Jewish, and LGTBQ inclusion. ECON’s various student clubs, such as the Women in Economics Club, enrolled 30-40 students each year to build a cohort in a discipline with a stark gender imbalance. At least 67% of CLLA courses were set for inclusion in the ICD/CD curriculum. The Freshman Innovation Group, a CLLA learning community started in 2017 for first-gen students, is built on the idea that students feel respected when their assignments and readings allow them to explore their lived experiences as an element.
of their disciplinary research (91% of those students “agreed” that they “feel valued as an individual at this campus” based on internal, year-end surveys).

Moving forward, the CLLA will seek to reach the University’s “agreeing” numbers for all first-gen students by 2022. It will engage, in part, in more directly assessable, programmatic strategies: at least 80% of CLLA courses will include a statement about respect and diversity; CLLA will increase participation to 70% of the ICD/CD curriculum; the Undergraduate Instruction Committee is in the process of developing a set of best practices for faculty to create a more inclusive classroom during the first few weeks of class; the CLLA will add an item to end-of-semester student evaluations such as, “The instructor demonstrated sensitivity to students’ needs and diverse life experiences,” to establish a college-wide baseline upon which to improve. Furthermore, it plans to monitor the FIRST Mentors program that began in 2018 that identifies for first-gen students on the College website—as well as with placards on doors—the first-gen faculty and advisors who agreed to act as mentors for them; a short survey at the end of each year can assess the FIRST Mentors use by students.

**Graduate Student.** The CLLA goal is to ensure a climate that is conducive for all graduate students to feel that the climate communicates a respect for diversity. Specifically, the target is to compare at, and beyond, the University levels of graduate students recognizing their faculty as committed to diversity. See Tables S1-S2 which show OGAPS 2016 Climate Survey for this prompt: “Please indicate how strongly you agree or disagree with the statement, ‘Faculty are committed to diversity.’” S1 shows results for all graduate students while S2 shows results for non-White graduate students.

The results for all University graduate students indicated a 62% “agreement” rate that faculty are committed to diversity. The results for all CLLA graduate students indicated a 56% rate that faculty are committed to diversity. When just looking at non-white responses, “agreement” at the University level fell to 59% while the CLLA “agreement” by non-white response fell to 36%.

The numbers are skewed since some respondents selected “I prefer not to respond,” or did not select any response, and thus does not reflect the full picture of what the CLLA has been engaging in to create a more inclusive climate. ECON held the Annual American Society of Hispanic Economic conference annually in which Hispanic students and faculty are hosted for a two-day conference highlighting research. POLS recently redesigned its graduate program so that all first-year students take all classes in common during the first year to build cohesion after a 2011 department climate survey indicated feelings of isolation among international students and students of color. HIST budgeted funds for recruiting more female and underrepresented graduate students, such as investing in their annual History Graduate Student research conference, which has led to several percentage point increases—in relation to national HIST averages—in women and Hispanic students joining its program from 2013-2018.
Despite many departments’ efforts, and even including the partially skewed nature of OGAPS reporting on graduate student perceptions, the CLLA is not where it needs to be (which is at least registering at the same level as the University in the OGAPS survey—not that that score is particularly high). Moving forward, the CLLA will seek to reach the University’s 62% “agreement” rate across all graduate students that faculty are committed to diversity by 2022. To begin in 2019-2020, the CLLA will hold a series of focus groups of graduate students to get their input into how faculty can commit more diligently to diversity and climate. From that data the CLLA will implement some new set of strategies that communicate more clearly and directly that it is committed to diversity. The CLLA will also consider appointing a half-time Faculty Fellow who can assist with that graduate-level implementation.

**FACULTY.** The CLLA goal is to maximize efforts to ensure a welcoming and inclusive climate for all faculty, particularly women faculty and faculty from underrepresented populations. Specifically, the target is to compare at, and beyond, the University totals of faculty perception regarding a climate for diversity and a climate specifically for the inclusion of women. See Table T: 2015 Faculty Climate Survey Data Report—the University saw a 44% response rate and the CLLA saw a 49% response rate. The University posted 3.70 out of 5.00 regarding “diversity climate,” while the CLLA posted 3.65 out of 5.00. Regarding an inclusive climate for women, the University posted 3.53 and the CLLA posted 3.57, respectively.

The CLLA’s numbers reflect several critical departmental initiatives. COMM has encouraged faculty to complete either Green Dot or Aggie Ally training during the last four years and currently 32% have completed that training; COMM seeks to increase that to 50% in the next four years. ANTH created new guidelines for holding faculty meetings to ensure that all faculty have a voice in major decisions. ECON held an Econometrics Society Meeting last year and sponsored a one-day networking event for female economists hosted by department mentors paired with junior female economists.

While the CLLA posted higher regarding the perception of an inclusive climate for women but posted slightly below the University on the perception of a diverse climate generally, it recognizes that it must work harder. The CLLA’s target is to increase the perception of an inclusive climate for women to 3.75 by 2022, and to reach 3.75 for the perception of “diversity climate.” The CLLA will take at least two steps. First, beginning 2019-20 and running annually, the CLLA will recognize—with a substantial bursary—up to ten faculty for their leadership in facilitating a more inclusive climate, and will also select two of those recognized faculty—and their departments—for special recognition of their distinguished service in creating a climate that is particularly conducive to first-generation student success (including a sizeable bursary). Second, beginning 2019-2020, the CLLA will replace the “Innovations in Inclusion, Diversity, Equity and Accountability Grant” (IIDEA), which largely catered to individual faculty and one-
off events related to climate and inclusion, with the “Advancing Climate Together” (ACT) grants that provide substantial funding to departments to programmatically change how they recruit and retain undergraduate or graduate students from underrepresented populations. These two initiatives communicate to faculty the seriousness of enhancing an inclusive climate in the CLLA. When the University conducts the next climate survey, the CLLA will track its progress.

**STAFF.** The CLLA goal is to ensure a climate that is conducive to the success of all staff. Specifically, the target is to compare at, and beyond, the University levels of staff recognizing a diverse and inclusive environment. See Table U1. For example, the CLLA staff, respectively, fell a little behind University staff in recognizing that “Top leaders are committed to diversity” (4.06 CLLA mean vs 4.15 TAMU mean), as well as in the category that “Diverse perspectives are valued” (3.73 CLLA vs 3.92 TAMU), and “A diversity-friendly work environment is maintained” (3.67 CLLA vs 3.76 TAMU).

Yet, in other categories, the CLLA environment leads the University. For example, staff noted that “I feel a sense of duty to support diversity at Texas A&M” (4.30 CLLA vs 4.24 TAMU), and “Training to manage diverse populations and offices is offered” (3.73 CLLA vs 3.66 TAMU). The CLLA scored higher on these and other categories based on a range of opportunities the CLLA encourages staff to participate in, such as professional development specific to diversity, and global learning (6 staff completed such training in FY18). Perhaps more important were the CLLA events developed particularly for staff, such as the “Lunch & Learn” series that brings scores of staff together to discuss the College’s Common Ground book (a book provided to all incoming freshmen that deals with diversity and related social topics). Part of the money received last year for the CLLA’s Diversity Accountability report helped to fund the Lunch & Learn series, along with the Staff Winter Social lunch, and the Staff Appreciation Logo Wear. Moving forward, the CLLA will seek to reach the University’s achieved means on all categories where CLLA means are less than the University’s by the next climate survey after 2020. To do that, the CLLA will hold a series of staff focus groups in 2019-20 to begin gathering input from staff as to how the CLLA can make the climate more inclusive.

**Equity**

**Undergraduate Student.** The CLLA agrees with the Office for Diversity website that states, “equity is interrelated with recruiting and retention and enhances the overall campus climate.” But there are some activities the CLLA engages in to ensure that all undergraduate students benefit equitably at a financial level as well as an academic one.

Regarding financing, the CLLA has worked the last several years to provide students from under-represented groups’ access to need-based funding. Since 2015 all scholarships were awarded based on need and/or first-generation status, coinciding with increases in the number of differential tuition scholarships to students of need, and along with the CLLA seeking
development funds for first-generation students. For example, the Freshman Innovation Group learning community created in 2017 for first generation students to take classes together in small cohorts, increased its student bursaries from $1,000 to $1,200 in a year, and the program helped to garner a $1 million gift for its continued development. The CLLA plans to expand the scope of the FIG program in the next few years, such as to include a study abroad component, which will provide its Development Office another aspect to the program that could generate more funding for first-generation undergraduate students.

Regarding academics, the CLLA encourages departments to reflect on processes they can engage to ensure equity within their disciplinary realms. Last year INTS instituted mandatory third-year advising sessions to keep undergraduate students on track; this is particularly important since first-gen students and students from underrepresented populations, anecdotally at least, are less likely to use advising resources. PHIL wanted to ensure equity of disciplinary engagement by adding diverse authors to syllabi in two of its introductory courses. The CLLA target for 2022 is for half of its departments to include a wider range of thinkers/topics in intro courses that can speak to the lived experiences of underrepresented populations of undergraduate students.

**Graduate Student.** The CLLA seeks to ensure that all graduate students benefit equitably at a financial level as well as an academic one. Financially, within the last year all departments increased their graduate student stipends (although they still fall below peer schools). Academically, HIST broadened the subject matter of its seminars in line with growing strengths in the department, including seminars in Race/Ethnicity/Migration, and Gender/Sexuality in History. SOCI, along with other departments, ensured that every graduate student has a teaching opportunity. The CLLA target for 2022 is to increase graduate stipends again by at least $1,000.

**Faculty.** The CLLA goal is to monitor all departments and to work with them to address salary compression issues annually. Departments use a variety of methods to assess equity issues. COMM works to provide 100% of salaries between male and female faculty of similar rank using a DOF salary analysis; this year it met its standard. Five years ago, ANTH developed a comprehensive plan to address equity in starting salaries; during that time period it has accomplished an equity adjustment of nearly 50% faculty. The CLLA target is to match requests from departments: for 2018-19, the CLLA approved 33 out of 33 faculty equity increases. Moving forward, it will continue helping 100% of departments reach their equity adjustment goals but budget restrictions in any given year make this an ongoing difficulty to maintain.

**Staff.** The CLLA goal is to annually review all salaries to ensure staff are paid consistently across University-identified salary ranges. The target each year is to approve all equity increases when needed. For 2018-19, seven of seven staff equity increases were approved. CLLA will continue this goal but budget restrictions in any given year make this an ongoing difficulty to maintain.
Reflection

A) The CLLA is “moving the needle” in several areas. Regarding gender and faculty, the CLLA has made gender a diversity priority and communicated that message consistently to departments. As a result, several departments have jointly hired faculty with the Women and Gender Studies program. Two CLLA departments in disciplines that don’t traditionally attract women—ECON and POLS—have worked diligently to diversify their faculty. Since 2012, ECON has successfully hired 7 of 15 new female faculty (with two having earned tenure on arrival)—this despite The New York Times conclusion that, “fewer than one-fifth of incoming doctoral students were women” (Justin Wolfers, “Why Women’s Voices Are Scarce in Economics,” 2/2/18). POLS seized opportunities for hiring female faculty as well. In 2016 it identified a rising female star in the field of women and politics and petitioned the CLLA for a waiver to do a search and were successful in hiring that person. Furthermore, all faculty categories in the CLLA saw increases in female hires over the last four years and, in several cases, now exceed or balance men in those categories (Graduate Assistant Teaching, Associate and Assistant Professors)—see Tables V1-V2. As the CLLA continues to increase female assistant and associate professors as consistently as it does, it is only a matter of time before the gender gap at the professor level decreases more substantially in the coming years.

B) There are several challenges the CLLA faces. First, recruiting faculty and students (both undergraduate and graduate) from unrepresented populations is difficult, particularly in a college that attracts those who are interested in culture, given the struggle the University has with its perception that it is not culturally inclusive. Second, graduate student stipends continue to lag those of other peer institutions. Third, given advisors are central to undergraduate student success, particularly undergraduates of first-generation status and from underrepresented populations and, with the University’s FYE initiative and the advisors-as-instructors that will be needed, they will be stretched even further with a marginal bursary reward.

The CLLA has begun to address those challenges in the following ways. First, the CLLA is piloting the ACES Fellows program, which not only has the probability of increasing the diversity of the faculty, but also of sending a message throughout the College as to the seriousness of diversity. Furthermore, as mentioned above, the College will begin asking job candidates for a statement outlining their actual efforts to foster inclusion—and not just their philosophy about it. With that “ask” in job ads, it will communicate that the CLLA is serious about enhancing inclusion in the faculty. Second, the continued rollout of the FIRST Mentors program mentioned above, along with the continued expansion of the FIG first-generation learning community, will continue to address academic and climate development for undergraduate students. Third, the CLLA will be working more closely with OGAPS regarding graduate student stipends. Finally, the CLLA will begin working with departments to address
advisor salaries; some departments have expressed willingness to adjust departmental base funds to hire additional advisors and/or to augment their salaries.

C) The CLLA has implemented several innovative strategies in the last few years to promote an inclusive and diverse environment for students, faculty, and staff. Students. For several years the CLLA has provided a book related to diversity and intellectual thought to all incoming freshmen for its Common Ground initiative. Faculty are encouraged to use some portion of the book for an assignment, discussion, and/or lecture within their disciplinary expertise to give students an introduction to diversity and critical thinking. Most years the CLLA invites the author who spends time with students in small and large forums. Also, the FIRST Mentor program was started in 2018: its goal was to brand what it means to be a first-generation student in a positive, affirming light, as well as to identify those first-generation faculty and advisors who expressed interest in becoming a recognized resource for first-generation students—see https://liberalarts.tamu.edu/about/engagement/cla-first-generation-students/. This first year the CLLA brought together students in its two separate first-generation programs—Regents’ Scholars and the Freshman Innovation Group—to hear speakers about what the first-generation experience is and how to navigate their academic career as first-generation students. Faculty. Prior to 2014, the CLLA had typically asked departments to justify the diversity of its search pool, with that justification memo usually coming right before candidates would be invited (thus creating a quasi-need to approve the justification). During the last several years the CLLA has requested that justification letter much earlier in the process, and been more willing to deny initial requests, since the search process was still in its early stages. This provided departments another opportunity to work more diligently in diversifying its search pools and seek justification again. The CLLA is in the process of rolling out two strategies this year: the ACT grant (see Appendix X) and the ACI award (See Appendix Y). The “Advancing Climate Together” (ACT) grant is an opportunity for departments to receive substantial College funding based on how it will make programmatic and sustainable changes to its recruiting, retention, and/or graduation rate for underrepresented undergraduate or graduate populations. The “Achievements in Climate and Inclusion” (ACI) annual award will, for the first time, recognize faculty for their efforts in providing the lion’s share of “invisible service”—their regular leadership, mentoring, impact, and continuous performance—that helps to encourage and facilitate a welcoming climate for students, faculty, and staff from underrepresented populations—typically an ongoing, time-consuming, and unrecognized service. Students, faculty, and staff of color tend to seek out faculty of color and female faculty to assure them that remaining at TAMU makes sense for them despite the climate.

D) The CLLA has put the Diversity Plan money it was awarded last year—and more of its own funds—to multiple uses (most of it going to students). Faculty. Approximately $40K went to the IIDEA grant program to support diversity-related events and lectures; support for the Transformational Teaching and Learning Conference; and funding programmatic initiatives
spearheaded by the Women and Gender Studies, and Africana Studies, for faculty development. *Students.* Approximately $120K went to supporting the FIG program (learning communities for first-generation freshmen); research bursaries for graduate Diversity Fellows; supplement to the Common Ground event last year featuring, Margot Lee Shetterly, author of *Hidden Figures*; helping to sponsor the COMM Debate Team; and funding speaker events for Aggie Agora (a forum that brought together non-partisan authors and politicians to speak to students, and that featured several Difficult Dialogue events for faculty, students, and staff to discuss how to navigate hostile climates). *Staff.* Approximately $15K supported the Lunch & Learn initiative for staff to come together under the Common Ground initiative; professional development for global learning; and other staff appreciation events (including logo wear for staff).
Table A: University Undergraduates

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* Fall 2018 is preliminary data

### Cross Table by Ethnicity

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* Fall 2018 is preliminary data
Table C: University MAs & PhDs

* Fall 2018 is preliminary data

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# Table D: CLLA MAs & PhDs

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* Fall 2018 is preliminary data
Table E: University 2014

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### Table G: CLLA 2014

#### Faculty Rank by Ethnicity

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## Appendix—accountability.tamu.edu

### Table H: CLLA 2018

#### Faculty Rank by Ethnicity

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#### Faculty Rank by Gender

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Table L: University FTIC-All students

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<th>% 4-yr Graduated</th>
<th>% 5-yr Graduated</th>
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Table M: University FTIC-Black students
Table N: University FTIC-Hispanic students

University-wide* Retention & Graduation
*Select Retention Type on the right
Fall Cohort 2017 is based on preliminary data

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<td>41.8%</td>
<td>67.8%</td>
<td>72.0%</td>
</tr>
<tr>
<td>2010</td>
<td>1,502</td>
<td>68.2%</td>
<td>44.0%</td>
<td>68.8%</td>
<td>73.1%</td>
</tr>
<tr>
<td>2011</td>
<td>1,594</td>
<td>88.7%</td>
<td>46.4%</td>
<td>73.3%</td>
<td>77.7%</td>
</tr>
<tr>
<td>2012</td>
<td>1,808</td>
<td>87.8%</td>
<td>48.3%</td>
<td>73.1%</td>
<td>77.0%</td>
</tr>
<tr>
<td>2013</td>
<td>2,355</td>
<td>65.2%</td>
<td>49.4%</td>
<td>71.6%</td>
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</tr>
<tr>
<td>2014</td>
<td>2,490</td>
<td>65.3%</td>
<td>49.6%</td>
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<tr>
<td>2015</td>
<td>2,471</td>
<td>67.5%</td>
<td></td>
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</tr>
<tr>
<td>2016</td>
<td>2,335</td>
<td>68.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>2,881</td>
<td>69.4%</td>
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<td></td>
</tr>
</tbody>
</table>
Table O: CLLA FTIC All Students

University-wide* Retention & Graduation

*Select Retention Type on the right

Fall Cohort 2017 is based on preliminary data
Table P: CLLA FITC Black Students

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>Headcount</th>
<th>% 1-y Retained</th>
<th>% 4-yr Graduated</th>
<th>% 5-yr Graduated</th>
<th>% 6-yr Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>28</td>
<td>100.0%</td>
<td>60.7%</td>
<td>82.1%</td>
<td>82.1%</td>
</tr>
<tr>
<td>2009</td>
<td>28</td>
<td>92.9%</td>
<td>64.3%</td>
<td>75.6%</td>
<td>75.0%</td>
</tr>
<tr>
<td>2010</td>
<td>37</td>
<td>91.9%</td>
<td>51.4%</td>
<td>64.9%</td>
<td>70.3%</td>
</tr>
<tr>
<td>2011</td>
<td>31</td>
<td>93.5%</td>
<td>51.6%</td>
<td>67.7%</td>
<td>67.7%</td>
</tr>
<tr>
<td>2012</td>
<td>50</td>
<td>92.0%</td>
<td>42.0%</td>
<td>60.0%</td>
<td>62.0%</td>
</tr>
<tr>
<td>2013</td>
<td>38</td>
<td>81.6%</td>
<td>63.2%</td>
<td>70.9%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>60</td>
<td>85.0%</td>
<td>53.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>60</td>
<td>90.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>42</td>
<td>90.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>38</td>
<td>92.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table Q: CLLA FITC Hispanic Students

---

### University-wide* Retention & Graduation

*Select Retention Type on the right

*Fall Cohort 2017 is based on preliminary data*

---

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>Headcount</th>
<th>% 1-yr Retained</th>
<th>% 4-yr Graduated</th>
<th>% 5-yr Graduated</th>
<th>% 6-yr Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>125</td>
<td>90.4%</td>
<td>82.4%</td>
<td>72.8%</td>
<td>76.6%</td>
</tr>
<tr>
<td>2009</td>
<td>133</td>
<td>89.5%</td>
<td>80.2%</td>
<td>73.7%</td>
<td>75.6%</td>
</tr>
<tr>
<td>2010</td>
<td>146</td>
<td>87.0%</td>
<td>73.0%</td>
<td>71.2%</td>
<td>74.7%</td>
</tr>
<tr>
<td>2011</td>
<td>154</td>
<td>80.3%</td>
<td>70.8%</td>
<td>81.5%</td>
<td>82.0%</td>
</tr>
<tr>
<td>2012</td>
<td>210</td>
<td>91.2%</td>
<td>88.2%</td>
<td>81.0%</td>
<td>82.4%</td>
</tr>
<tr>
<td>2013</td>
<td>256</td>
<td>88.4%</td>
<td>70.7%</td>
<td>70.2%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>270</td>
<td>88.5%</td>
<td>88.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>232</td>
<td>90.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>220</td>
<td>60.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>202</td>
<td>90.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

* Retention Type:
  - University-wide
  - Campus
  - College Station

* Cohort Type:
  - FTIC
  - College Liberal Arts
  - Department
  - All

* Major:
  - All

* Full Time / Part Time:
  - All

* Race/Ethnicity:
  - Hispanic or Latino of any race

* Gender:
  - All

---

Top 10 Percent:
- All
- First Generation
- Housing
- Family Income
- NSF STEM
- Dorm Type

---
## Appendix—assessment.tamu.edu

### Table R1: Undergraduate student perceived level of respect (all students)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>30.47%</td>
<td>33.83%</td>
<td>32.14%</td>
<td>31.48%</td>
<td>28.18%</td>
<td>32.53%</td>
<td>24.62%</td>
<td>26.41%</td>
</tr>
<tr>
<td>Agree</td>
<td>32.92%</td>
<td>37.39%</td>
<td>37.95%</td>
<td>41.17%</td>
<td>34.96%</td>
<td>36.71%</td>
<td>29.73%</td>
<td>32.24%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>18.92%</td>
<td>15.74%</td>
<td>18.29%</td>
<td>17.06%</td>
<td>19.78%</td>
<td>17.22%</td>
<td>21.62%</td>
<td>20.58%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>11.06%</td>
<td>8.56%</td>
<td>8.64%</td>
<td>5.90%</td>
<td>8.13%</td>
<td>7.47%</td>
<td>12.61%</td>
<td>11.78%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3.93%</td>
<td>2.87%</td>
<td>2.91%</td>
<td>2.75%</td>
<td>4.61%</td>
<td>3.39%</td>
<td>7.21%</td>
<td>5.58%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.70%</td>
<td>1.60%</td>
<td>1.88%</td>
<td>1.64%</td>
<td>4.34%</td>
<td>2.69%</td>
<td>4.20%</td>
<td>3.41%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

### Table R2: Undergraduate student perceived level of respect (non-white students)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>14.53%</td>
<td>18.45%</td>
<td>18.18%</td>
<td>17.63%</td>
<td>11.37%</td>
<td>17.05%</td>
<td>6.59%</td>
<td>12.08%</td>
</tr>
<tr>
<td>Agree</td>
<td>29.49%</td>
<td>33.64%</td>
<td>34.09%</td>
<td>37.60%</td>
<td>33.65%</td>
<td>34.62%</td>
<td>22.75%</td>
<td>27.20%</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>27.78%</td>
<td>24.97%</td>
<td>27.27%</td>
<td>25.80%</td>
<td>28.91%</td>
<td>26.05%</td>
<td>31.14%</td>
<td>28.25%</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>18.80%</td>
<td>15.39%</td>
<td>12.34%</td>
<td>10.79%</td>
<td>12.80%</td>
<td>12.24%</td>
<td>21.56%</td>
<td>18.41%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5.99%</td>
<td>4.99%</td>
<td>4.87%</td>
<td>5.09%</td>
<td>6.64%</td>
<td>5.59%</td>
<td>10.78%</td>
<td>9.14%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3.42%</td>
<td>2.55%</td>
<td>3.25%</td>
<td>3.08%</td>
<td>6.64%</td>
<td>4.46%</td>
<td>7.19%</td>
<td>4.92%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Appendix—tableau.tamu.edu

Table S1: Graduate students’ perception of faculty commitment to diversity (all students)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree/Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian only</td>
<td>3.3%</td>
<td>10.0%</td>
<td>26.7%</td>
<td>40.0%</td>
<td>10.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Black only/Multiracial with..</td>
<td>5.4%</td>
<td>19.6%</td>
<td>26.8%</td>
<td>33.9%</td>
<td>7.1%</td>
<td>5.4%</td>
</tr>
<tr>
<td>International</td>
<td>4.4%</td>
<td>5.7%</td>
<td>19.2%</td>
<td>44.1%</td>
<td>21.0%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Latino/a or Hispanic of any..</td>
<td>6.1%</td>
<td>8.7%</td>
<td>28.7%</td>
<td>35.7%</td>
<td>17.4%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Multiracial excluding Black..</td>
<td>6.3%</td>
<td>4.9%</td>
<td>22.9%</td>
<td>46.9%</td>
<td>19.1%</td>
<td>4.2%</td>
</tr>
<tr>
<td>White only</td>
<td>0.9%</td>
<td>5.6%</td>
<td>42.9%</td>
<td>28.6%</td>
<td>14.3%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>7.1%</td>
<td>11.2%</td>
<td>42.9%</td>
<td>28.6%</td>
<td>14.3%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2.7%</td>
<td>7.0%</td>
<td>22.6%</td>
<td>44.1%</td>
<td>18.0%</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

**College: Liberal Arts**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree/Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black only/Multiracial with..</td>
<td>11.1%</td>
<td>22.2%</td>
<td>33.3%</td>
<td>22.2%</td>
<td>11.1%</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>7.7%</td>
<td>23.1%</td>
<td>15.4%</td>
<td>38.5%</td>
<td>15.4%</td>
<td></td>
</tr>
<tr>
<td>Latino/a or Hispanic of any..</td>
<td>21.4%</td>
<td>14.3%</td>
<td>42.0%</td>
<td>21.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White only</td>
<td>1.4%</td>
<td>8.7%</td>
<td>20.3%</td>
<td>52.2%</td>
<td>15.9%</td>
<td></td>
</tr>
<tr>
<td>Not Reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>5.5%</td>
<td>12.8%</td>
<td>23.9%</td>
<td>44.0%</td>
<td>11.9%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>
Appendix—tableau.tamu.edu

Table S2: Graduate students’ perception of faculty commitment to diversity (non-White students)

### University-Wide Results

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree/Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian only</td>
<td>3.3%</td>
<td>10.0%</td>
<td>26.7%</td>
<td>40.0%</td>
<td>10.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Black only/Multiracial</td>
<td>5.4%</td>
<td>19.6%</td>
<td>26.8%</td>
<td>33.9%</td>
<td>7.1%</td>
<td>5.4%</td>
</tr>
<tr>
<td>International</td>
<td>4.4%</td>
<td>5.7%</td>
<td>19.2%</td>
<td>44.1%</td>
<td>21.0%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Latino/a or Hispanic</td>
<td>6.1%</td>
<td>8.7%</td>
<td>28.7%</td>
<td>35.7%</td>
<td>17.4%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Multiracial excluding</td>
<td>6.3%</td>
<td>6.3%</td>
<td>81.3%</td>
<td>6.3%</td>
<td>6.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4.7%</td>
<td>8.5%</td>
<td>22.4%</td>
<td>41.7%</td>
<td>17.0%</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

### College: Liberal Arts

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree/Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian only</td>
<td></td>
<td>33.3%</td>
<td></td>
<td>66.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black only/Multiracial</td>
<td>11.1%</td>
<td>22.2%</td>
<td>33.3%</td>
<td>22.2%</td>
<td></td>
<td>11.1%</td>
</tr>
<tr>
<td>International</td>
<td>7.7%</td>
<td>23.1%</td>
<td>15.4%</td>
<td>38.5%</td>
<td>15.4%</td>
<td></td>
</tr>
<tr>
<td>Latino/a or Hispanic</td>
<td>21.4%</td>
<td>14.3%</td>
<td>42.0%</td>
<td>21.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>12.8%</td>
<td>20.5%</td>
<td>28.2%</td>
<td>30.8%</td>
<td>5.1%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>
Table T: 2015 Faculty Climate Survey

Diversity Climate

Climate for the Inclusion of Women
Appendix—diversity.tamu.edu/Campus-Climate/Studies

Table U1: 2016 CLLA Climate Survey Results

In May 2016, all 5,982 TAMU staff members were invited to participate in a Staff Climate Survey by the TAMU’s Human Resources Department. Usable responses were gathered from 1,923 staff, resulting in an overall 32% response rate. Participants included staff from the TAMU main campus (including the Health Science Center, School of Dentistry, and Law School), Galveston, and Qatar. Demographics of the 2016 survey respondents are reported on page 3 of this report. Similar surveys were administered in 2009 and 2013.

**DIVERSITY & INCLUSION**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>TAMU Mean (SD)</th>
<th>Area Mean (SD)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Texas A&amp;M...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top leaders are committed to diversity.</td>
<td>4.15 (0.98)</td>
<td>4.06 (1.00)</td>
<td>28 (31%)</td>
<td>39    (43%)</td>
<td>12      (13%)</td>
<td>7        (8%)</td>
<td>1    (1%)</td>
<td>3    (3%)</td>
</tr>
<tr>
<td>Diverse perspectives are valued.</td>
<td>3.92 (1.07)</td>
<td>3.73 (1.09)</td>
<td>20 (22%)</td>
<td>36    (40%)</td>
<td>18      (20%)</td>
<td>12       (13%)</td>
<td>2    (2%)</td>
<td>2    (2%)</td>
</tr>
<tr>
<td>People from different backgrounds get along well.</td>
<td>3.99 (0.92)</td>
<td>3.77 (0.98)</td>
<td>14 (16%)</td>
<td>44    (49%)</td>
<td>17      (19%)</td>
<td>12       (13%)</td>
<td>0    (0%)</td>
<td>3    (3%)</td>
</tr>
<tr>
<td>People are valued at Texas A&amp;M regardless of their backgrounds.</td>
<td>3.77 (1.10)</td>
<td>3.68 (1.09)</td>
<td>19 (21%)</td>
<td>34    (38%)</td>
<td>19      (21%)</td>
<td>15       (17%)</td>
<td>1    (1%)</td>
<td>2    (2%)</td>
</tr>
<tr>
<td>Top Texas A&amp;M leaders prefer people who are similar to them. (R)</td>
<td>2.55 (1.11)</td>
<td>2.42 (1.20)</td>
<td>20 (22%)</td>
<td>23    (26%)</td>
<td>11      (12%)</td>
<td>17       (19%)</td>
<td>2    (2%)</td>
<td>17   (19%)</td>
</tr>
<tr>
<td>Texas A&amp;M is committed to enhancing the climate for faculty, student, and staff diversity.</td>
<td>3.97 (0.98)</td>
<td>3.89 (0.96)</td>
<td>18 (20%)</td>
<td>46    (51%)</td>
<td>14      (15%)</td>
<td>10       (11%)</td>
<td>0    (0%)</td>
<td>3    (3%)</td>
</tr>
<tr>
<td>At Texas A&amp;M, I feel the need to minimize various characteristics of my culture (e.g., language, dress) to fit in. (R)</td>
<td>3.36 (1.18)</td>
<td>3.38 (1.21)</td>
<td>6 (7%)</td>
<td>20    (22%)</td>
<td>15      (17%)</td>
<td>32       (35%)</td>
<td>17   (19%)</td>
<td>1    (1%)</td>
</tr>
<tr>
<td>I believe in the value of diversity for Texas A&amp;M.</td>
<td>4.33 (0.82)</td>
<td>4.46 (0.62)</td>
<td>48 (53%)</td>
<td>37    (41%)</td>
<td>6       (7%)</td>
<td>0        (0%)</td>
<td>0    (0%)</td>
<td>0    (0%)</td>
</tr>
<tr>
<td>I feel a sense of duty to support diversity at Texas A&amp;M.</td>
<td>4.24 (0.86)</td>
<td>4.30 (0.81)</td>
<td>44 (48%)</td>
<td>32    (35%)</td>
<td>14      (15%)</td>
<td>0        (0%)</td>
<td>1    (1%)</td>
<td>0    (0%)</td>
</tr>
<tr>
<td>I believe there is campus-wide respect for the expression of diverse beliefs and experiences.</td>
<td>3.59 (1.13)</td>
<td>3.18 (1.08)</td>
<td>7 (8%)</td>
<td>36    (40%)</td>
<td>19      (21%)</td>
<td>24       (26%)</td>
<td>5    (6%)</td>
<td>0    (0%)</td>
</tr>
</tbody>
</table>
Appendix—2016 Staff Climate Survey (diversity.tamu.edu/Campus-Climate/Studies)

Table U1: 2016 CLLA Climate Survey Results (continued)

**DIVERSITY & INCLUSION (CONT.)**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>TAMU Mean (SD)</th>
<th>Area Mean (SD)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my Department...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open communication on diversity is encouraged.</td>
<td>3.64 (0.95)</td>
<td>3.64 (1.06)</td>
<td>18 (20%)</td>
<td>38 (39%)</td>
<td>20 (21%)</td>
<td>9 (9%)</td>
<td>4 (4%)</td>
</tr>
<tr>
<td>Diversity principles are publicized.</td>
<td>3.68 (0.95)</td>
<td>3.70 (0.99)</td>
<td>19 (21%)</td>
<td>37 (42%)</td>
<td>22 (25%)</td>
<td>9 (10%)</td>
<td>2 (2%)</td>
</tr>
<tr>
<td>Perspectives of people like me are respected.</td>
<td>3.51 (1.02)</td>
<td>3.40 (1.12)</td>
<td>14 (16%)</td>
<td>34 (38%)</td>
<td>19 (21%)</td>
<td>18 (20%)</td>
<td>4 (5%)</td>
</tr>
<tr>
<td>A diversity-friendly work environment is maintained.</td>
<td>3.76 (0.91)</td>
<td>3.67 (0.96)</td>
<td>16 (18%)</td>
<td>41 (46%)</td>
<td>21 (24%)</td>
<td>9 (10%)</td>
<td>2 (2%)</td>
</tr>
<tr>
<td>Training to manage diverse populations and offices is offered.</td>
<td>3.66 (0.99)</td>
<td>3.73 (1.02)</td>
<td>17 (19%)</td>
<td>47 (53%)</td>
<td>13 (15%)</td>
<td>8 (9%)</td>
<td>4 (5%)</td>
</tr>
<tr>
<td>Recruitment comes from diverse sources.</td>
<td>3.52 (0.98)</td>
<td>3.47 (1.01)</td>
<td>13 (15%)</td>
<td>33 (37%)</td>
<td>30 (34%)</td>
<td>9 (10%)</td>
<td>4 (5%)</td>
</tr>
<tr>
<td>Equal access to DIVERSITY training is offered.</td>
<td>3.81 (0.94)</td>
<td>4.02 (0.95)</td>
<td>29 (33%)</td>
<td>41 (47%)</td>
<td>11 (13%)</td>
<td>5 (6%)</td>
<td>2 (2%)</td>
</tr>
<tr>
<td>Equal access to training is offered.</td>
<td>3.91 (0.92)</td>
<td>4.11 (0.86)</td>
<td>29 (33%)</td>
<td>48 (54%)</td>
<td>7 (8%)</td>
<td>3 (3%)</td>
<td>2 (2%)</td>
</tr>
</tbody>
</table>
Table V1: CLLA Faculty/Gender—2014
Table V2: CLLA Faculty/Gender—2018

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>44</td>
<td>114</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>34</td>
<td>28</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>62</td>
<td>61</td>
</tr>
<tr>
<td>Other Faculty</td>
<td>58</td>
<td>64</td>
</tr>
<tr>
<td>Graduate Assistant Teaching</td>
<td>180</td>
<td>183</td>
</tr>
</tbody>
</table>
Appendix X

Advancing Climate Together (ACT):
Liberal Arts Faculty Grants for Inclusive Excellence

Overview
Efforts on behalf of inclusion, diversity, equity and accountability in the College of Liberal Arts provide an opportunity each year to receive directed funding from the Office for Diversity, which in turn can be offered as a grant opportunity for faculty. The objective of the ACT grants (formerly IDEA grants) are to invigorate our college life with programmatic and sustainable actions (as distinct from one-time events) that will measurably advance college and university goals. Specifically, ACT grants will fund department-level efforts involving the recruitment, retention, and/or graduation rate of students from underrepresented undergraduate or graduate populations, or to give financial support to efforts fostering faculty development as it engages issues of inclusion. See https://u.tamu.edu/Eals41hX for more information about college priorities and see https://u.tamu.edu/NaOdLMG for Provost-level priorities.

Eligibility
All Liberal Arts faculty--academic professional track, tenure track, tenured--may apply. Project leaders must have from their Department Head or Program Director written acknowledgment of administrative support for programmatic changes by the respective unit. Preference will be given to projects developed in partnership with at least one of the 12 departments’ climate & inclusion committees. Departments should aim to highlight connections with the goals outlined in the departments’ diversity and climate action plans.

Timeline
Project implementation will typically run from September 1, 2019 to April 30, 2020. Final reports are due by May 29, 2020.

Funding Amounts
Awards will typically range from $5,000 to $15,000 but can vary, depending on the scope and intended impact of the project. The total available funding is $60,000. Funds cannot be used for TAMU faculty salaries but can be used for student support. Unexpended funds will be returned to the college by August 31, 2020. Funded projects will provide a mid-year progress and budget report by February 13, 2020 and a detailed final report by August 21, 2020.

Proposal Outline
Full proposals should be limited to 2 pages (excluding budget) and must address the following:

- Project description: What needs are you addressing? What are the project’s goals related to improving diversity, climate, equity, accountability or inclusion for students? What target groups will it be serving? What methods will be used to implement the project and what is the rationale for using them?
- Significance: What is the short term and long-term impacts for campus climate, inclusion, and diversity, equity, and/or accountability based on this project?
- Challenges: What challenges do you expect to encounter and how will you address them? Will you be partnering/benefitting from the strengths of other units to overcome those challenges?
- Preliminary evaluation plan: How will you evaluate the success of the project—directly and indirectly? How will you determine if you’re “moving the needle?” Will this project have sustainable impact beyond the term of the grant?
- Detailed budget: Explain how and when funds will be spent (e.g., travel, student support, etc.).

Please submit the Proposal to Associate Dean Leroy G. Dorsey by [date] at [email link].
Appendix Y

The new "Achievements in Climate and Inclusion" (ACI) awards in the College of Liberal Arts recognize those faculty members who regularly engage in service activities designed to encourage and facilitate a more inclusive and welcoming climate for all. Faculty are eligible for recognition at the department level (up to 10 bursary awards of $750 each, with the department contributing $250 and the college contributing $500). Jointly appointed faculty must be nominated by both units. Furthermore, the College will also recognize 2 faculty members with bursary awards of $4,000 each—$2,000 for the faculty member and $2,000 for their department; these awards will be selected from among departmental awardees to honor their superlative dedication to climate and inclusion. Departments will use their bursary award to fund efforts related to climate and inclusion in their unit. A subcommittee of the College’s Climate and Inclusion Committee will help select the College awardees.

**Eligibility**
- Full-time Liberal Arts faculty at any rank (including APT faculty)
- Have at least two years of full-time service to Texas A&M University
- Have not received an ACI award in the last five years

**Nomination Guidelines**
The strongest nomination packets will document the following (described in a letter or other appended materials):

- **Leadership** — Nominee’s leadership in sustained efforts, both inside and/or outside diversity committees, that work to create systems encouraging a welcoming and inclusive climate, particularly for people from underrepresented populations; nominee’s positive impact on colleagues, co-workers, staff, and students with their determination to engage and elevate the conversation about the importance of diversity with those around them; nominee’s assistance to their unit, College, and/or their discipline to identify efforts of people and programs that create a more inclusive environment.

- **Continuous Performance** — Nominee’s consistent dedication to diversity and inclusion by helping others process their lived experiences; nominee’s characteristic commitment of their time beyond research and teaching to engage in sustained conversations to help Aggies navigate their surroundings and feel respected; nominee’s frequent hands-on work to provide students, staff, and faculty from underrepresented populations the emotional support and general life skills needed for their success.

- **Innovation and Impact** — Nominee’s development of new strategies to address climate and inclusion in the classroom and/or elsewhere; nominee’s inventive efforts related to recruitment and retention of underrepresented faculty and students; nominee’s exceptional contributions to ensure that departmental staff are treated equitably.

- **Mentoring** — Nominee’s engagement in every-day listening, empathizing, and problem-solving for students—particularly for students from underrepresented populations—to ensure a welcoming environment for them; nominee’s regular service as a role model for other faculty, staff, and students to help them navigate their workplace experiences; nominee’s efforts toward informal professionalization for first-generation and other students.

**Nomination and Submission**
Nomination forms are online. One nomination packet must be submitted by the department head by **Monday, March 4, 2019** and include the following:
- Nomination form
- A two-page CV
- One nomination or self-nomination letter (two-page maximum)
- Up to two, one-page letters of endorsement (from faculty, staff, and/or students)

Submit nominations electronically to:
Leroy G. Dorsey, Associate Dean [Google drive link]
College of Liberal Arts - Office of the Dean