2019 Diversity Plan Accountability Report

Unit College of Liberal Arts   **Date:** October 28, 2019

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Instructions: The purpose of this report is to assess and reflect on your unit's continuing progress towards the Diversity Plan goals of accountability, campus climate, and equity. Please **compare** your unit's student, faculty, and staff data (as relevant) from Fall 2018 to data from **two peer institutions**. Peer-comparison data should be for Fall 2018 and include race/ethnicity, gender, and classification (student, staff, faculty, tenure, tenure/track, etc.).

Introduction (800-word limit)
- Describe your unit (campus location, departments, etc.) and its general mission.
- Describe how you selected two peer institutions and provide a rationale for why they were selected.
- Present the demographic data for your unit and two peer institutions. Peer-comparison data should, at minimum, include race/ethnicity, gender, and classification (student, staff, faculty, tenure, tenure/track, etc.)
- Describe the writing and review process for this report: Who wrote this report? Was your unit's Diversity Operations Committee representative included in writing and/or reviewing the report? Which unit leaders reviewed this report?

The College of Liberal Arts (CLA) is the second largest college on the Texas A&M University (TAMU) 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 CLA has the second most faculty and undergraduate students (next to Engineering) at TAMU. The CLA mission is to serve the students of Texas by educating them to think critically in a rapidly changing world, and to instill in students 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 CLA endeavors and activities occur within the context of the arts, humanities, and social and behavioral sciences.

The two peer institutions selected were the University of Florida-Gainesville (UF) and the University of Texas-Austin (UT). Several reasons drove those choices. First, both institutions are listed as TAMU "Peer Institutions" (https://vision2020.tamu.edu/Peer-Institutions). Second, each institution offers colleges similar to the CLA departments: UF offers a College of Liberal Arts and Sciences (CLAS); UT offers a College of Liberal Arts UT-CLA). Third, information needed for the report is difficult to get and thus institutional choices for this report were changed. Two of the institutions used in the 2017 report—the University of Wisconsin-Madison and Purdue University—did not provide information. UF's College of Liberal Arts and Sciences (CLAS) responded to inquiries with strategies, and their demographic information was readily available on its website. UT's demographic information was provided by the TAMU Office for Diversity but, given the recent administrative turnover at UT's College dean's position and

College diversity officer position, limited information was available; scouring UT's website revealed some strategies for the College, and some for the University itself which were subsequently included in this report. I suggest that the TAMU Office for Diversity seek some higher-level arrangement with several of our "Peer Institutions" to acquire both demographic information, relevant strategies, and climate as well as equity data, for our use to ensure some level of consistency in information retrieval and comparative analysis.

The following tables will be used in this report for reference and comparison purposes. This first table shows demographic information for Texas and Florida.

U. S. Census (rounded)	Texas	Florida
Male	14,500,00 (50%)	10,800,00 (49%)
Female	14,500,000 (50%)	11,200,000 (51%)
Total	29,000,00	22,000,000
White	41%	54%
Hispanic	40%	26%
Black	13%	17%
Asian	5%	3%
*https://www.census.gov/quickfacts/TX		
*https://www.census.gov/quickfacts/fact/table/FL,US/PST045218		

The following tables show TAMU-CLA institutional demographic data per classification for undergraduate students, graduate students, staff, and faculty in relation to our peers.

Fall 2018 **Undergraduate**	TAMU CLA	UF CLAS	UT CLA
Male	2887 (38%)	5194 (41%)	3757 (41%)
Female	4738 (62%)	7600 (59%)	5381 (59%)
Total	7625	12794	9138
White	4568 (60%)	6020 (47%)	4000 (44%)
Hispanic	2073 (27%)	2785 (22%)	2632 (29%)
Black	351 (5%)	953 (7%)	460 (5%)
Asian	370 (5%)	1146 (10%)	1186 (13%)
American Indian	14 (-)	20 (-)	0 (-)
International	46 (-)	814 (6%)	592 (6%)
Hawaiian	6 (-)	37 (-)	0 (-)
Multiracial	181 (3%)	486 (4%)	233 (3%)
Unknown	16 (-)	533 (4%)	35 (-)
Total	7625	12794	9138

Fall 2018 Graduate	TAMU CLA	UF CLAS	UT CLA
Male	411 (49%)	808 (52%)	381 (43%)
Female	435 (51%)	741 (48%)	511 (57%)
Total	846	1549	892
White	317 (37%)	686 (45%)	522 (59%)
Hispanic	112 (13%)	134 (9%)	87 (10%)
Black	31 (4%)	48 (3%)	21 (2%)
Asian	27 (3%)	44 (3%)	5 (-)
American Indian	3 (-)	4 (-)	0 (-)
International	328 (39%)	548 (35%)	246 (28%)
Hawaiian	0 (-)	1 (-)	0 (-)
Multiracial	11 (1%)	23 (1%)	6 (1%)
Unknown	17 (2%)	61 (4%)	5 (-)
Total	846	1549	892

Fall 2018 Staff	TAMU CLA	UF CLAS	UT CLA
Male	60 (32%)	84 (35%)	222 (37%)
Female	128 (68%)	155 (65%)	378 (63%)
Total	188	239	600
White	145 (77%)	181 (76%)	415 (70%)
Hispanic	26 (14%)	17 (7%)	102 (17%)
Black	6 (3%)	26 (12%)	36 (6%)
Asian	7 (4%)	8 (3%)	33 (5%)
American Indian	0 (-)	0 (-)	0 (-)
International	0 (-)	2 (-)	0 (-)
Hawaiian	0 (-)	0 (-)	1 (-)
Multiracial	4 (2%)	5 (2%)	13 (2%)
Unknown	0 (-)	0 (-)	0 (-)
Total	188	239	600

Fall 2018 data	TAMU-CLA	UF-CLAS	UT-CLA
	Tenure Track (asst. profs)		
Male	28 (45%)	48 (59%)	40 (56%)
Female	34 (55%)	34 (41%)	32 (44%)
TOTAL	62	82	72
Amer Ind	0	0	0
Asian	4	4	6
Black	3	5	7
Hisp	2	8	12
Intern'l	5	12	9
Unkn	1	3	0
White	47 (76%)	50 (61%)	38 (53%)
SUB-TOTAL	62	82	72
	Tenured (assoc./full profs)		
Male	175 (62%)	275 (69%)	265 (60%)
Female	106 (38%)	123 (31%)	177 (40%)
TOTAL	281	398	442
Amer Ind	2	0	0
Asian	17	35	21
Black	19	9	34
Hisp	29	20	41
Intern'l	1	1	9
Unkn	8	6	3
White	205 (73%)	327 (82%)	334 (76%)
SUB-TOTAL	281	398	442
	Non-Tenure Track (instructors)		
Male	227 (49%)	119 (48%)	103 (42%)
Female	238 (51%)	128 (52%)	142 (58%)
TOTAL	465	247	245
Amer Ind	2	0	0
Asian	14	18	24
Black	19	19	7
Hisp	62	20	27
Intern'l	84	14	22
Unkn	22	5	2
White	262 (56%)	171 (69%)	163 (66%)
SUB-TOTAL	465	247	245
TOTAL FACULTY	808	727	759

Finally, the CLA Associate Dean for Inclusive Excellence and Strategic Initiatives collected data from departments and other critical units; the initial draft was written by this Associate Dean/primary author. That draft was then reviewed by the CLA administrative leadership (associate and assistant deans), department heads, as well as departmental representatives to the CLA Climate and Inclusion committee. Any input provided was incorporated into the final report.

Recruitment (500-word limit): Describe 2-3 strategies your peer institutions are using to address <u>recruitment</u> of students, faculty, and staff. How do the strategies of the peer institutions compare to what your unit is doing? Are there any plans to modify current efforts or add new strategies based on your review of the peer comparison data? Why or why not?

<u>Undergraduate</u>

Our peer institutions use the following strategies for undergrad recruiting: UF's CLAS utilizes "transfer admissions and alternative articulation agreements with other institutions" to bolster recruitment of underrepresented populations; UT pays particular attention to first-generation students by incorporating those students' parents into new student orientation sessions specifically geared for families of those students.

One of the CLA's signature programs is the Freshman Innovation Group (FIG) for first generation students. This program began in 2017 to provide incoming first-gen freshmen a learning community involving a small network of faculty, advisors, and administrators in partnership with students. The program links four, seminar-sized courses that allows sets of 25 students to move together as a cohort through their first year. The program sends brochures about the program, and informational letters that are in English on one side and Spanish on the other, to parents/guardians of first-gen students whose family income is above $40,000. In 2017 the FIG program enrolled 34 students (14% Black and 33% Hispanic); in 2018 it enrolled 45 students (6% Black and 31% Hispanic). From the undergrad chart on page 2, this program exceeded CLA-wide numbers for Black and Hispanic students (5% and 27%, respectively). Once 2019 data is available, CLA will consider scaling the program up and work on adding new components to it such as study abroad.

Other significant CLA strategies included: 1) Holding on-campus recruiting events for the last several years for prospective students and for transfer students; holding off-campus recruiting sessions at Aggie Day in Laredo, Aggie Day in Rio Grande, and Aggie Day in San Antonio. 2) For the last several years, CLA sent all admitted students a recruitment package; follow-up emails with financial aid, FAFSA, and scholarship deadline information; and sent potential students emails and handwritten letters by some departments and the College.

These strategies resulted in increases with new students across our targeted demographic groups. Even though the college had fewer overall students (965 in fall 2019 vs. 1033 in 2018), there were noticeable recruitment improvements in 2018 as this chart shows.

Undergraduate Recruitment	2017	2018
Black	3.9%	4.7%
Hispanic	27.6%	28.4%
First Generation	26.2%	29.0%
Women	61.1%	65.0%

The goal is to match the CLA demographics for Blacks and Hispanics to the Texas Black and Hispanic demographics of 13% and 40%, respectively, within the next 7 to 10 years.

Percentage-wise, CLA does not lag behind UT and UF regarding female undergraduates; regarding Hispanic and populations at the undergraduate level we are behind UT-CLA by just 2 percentage points (32% vs. 34%, respectively). Many of the strategies across our institutions

appear somewhat similar (reaching out to other institutions as well as specifically targeting first generation students, for instance).

Along with continuing the above-mentioned successes, and continuing assessment for our strategies' efficacy, CLA's ECON department will initiate a new recruiting strategy. It received a CLA "Advancing Climate Together" (ACT) grant to bring between 20-50 high school counselors from around Texas to campus for a daylong informational conference about Economics and all of the career opportunities available to students. As this is a new initiative there is no data available yet, but ECON will track student admissions from those participating schools over the next four years.

Graduate
Our peer institutions use the following strategies for graduate student recruiting. UF offers the "McKnight Doctoral Fellowship" for African-American and Hispanic students. The program seeks to increase the number of African-American and Hispanic faculty in the state by providing a base stipend of $26,080 with tuition, health insurance and fee waiver for a maximum of five years for a Ph.D. UT offers the "Diversity Mentoring Fellowships" so that they can "recruit, mentor and support outstanding incoming graduate students" for underrepresented groups. These fellowships include a $24k stipend, medical insurance, and nine credit hours per semester for the length of the fellowship.

GRAD	Black	Hispanic	White	Total (all grads)
Fall 2014	4%	13%	41%	864
Fall 2018	4%	13%	37%	846

Over the last four years, CLA recruitment for Black and Hispanic graduate students has been flat. The CLA has utilized two Fellowship opportunities funded by the University to recruit grads: the Diversity Excellence Fellowship (DEF) and the Merit Fellowship (MF). The DEF provides an $18,000 stipend for minimum three years along with $10,000 for tuition, and with departments providing assistantships, the graduate student can receive health insurance. The CLA success rate involving offers for this fellowship was 66%/PhDs and 75%/MAs made in 2018; 50% of PhDs and 66% of MAs accepted. The MF, with criteria for the fellowship administered solely by the CLA, pays grad students' fees and tuition. Yield rate was low on the MF—1 acceptance out of 6. But given CLA administration of the MF, it added this rubric this year—demonstrated engagement and contribution to college diversity—to the general University rubrics for this fellowship; we will track the impact of this addition.

CLA departments engage in other strategies not related to monetary inducements. COMM developed a proposal to remove the GRE requirement for admissions because that testing mechanism disproportionately disadvantaged historically underrepresented groups and has not been a reliable indicator of future success in graduate school. COMM will begin this initiative for fall 2020 recruiting. POLS began sending a faculty recruiter to its annual conference to meet specifically with Latinx and Black students in a graduate school preparation program; and it has coordinated efforts with the Minority Graduate Placement program and surrounding Texas institutions to bring a diverse pool of hopeful PhD students to a data workshop/recruitment event; data is being collected for assessment. PBSI has hosted special panels on how to apply for

and succeed in grad school *as a member of a marginalized group*; data for their success has yet to be determined.

CLA's Black and Hispanic graduate populations exceed those of the peer institutions, but CLA numbers remained flat over the last four years.

Fall 2018 Graduate	TAMU CLA	UF CLAS	UT CLA
Male	411 (49%)	808 (52%)	381 (43%)
Female	435 (51%)	741 (48%)	511 (57%)
Total	846	1549	892
White	317 (37%)	686 (45%)	522 (59%)
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Black	31 (4%)	48 (3%)	21 (2%)

However, the University can help us do better. The Diversity Excellence Fellowship and the Merit Fellowship represent static strategies in that our College is reliant on the funding provided by the University. As graduate student recruiting has become more challenging since other institutions have larger financial packages to offer, CLA suggests strongly that University funding for such fellowships increase to match that of peer institutions.

Faculty
Our institutional peers' strategies for faculty recruiting include the following. UF's CLAS is currently developing a "best practices" document, compiled by its Diversity and Inclusion Committee, that would assess the "current state of equity, diversity and inclusion in the college." That committee would then recommend "actions for improvement, including educational and training programs," that would enhance recruiting and retention strategies for faculty, staff and students. UT provides Recruitment Strategies' workshops that help departments "create a more diverse applicant pool" by bringing people together from across campus to share best practices for an "inclusive search process."

CLA recognizes it has a way to go to get its faculty demographics closer to the state's demographics; for example, Blacks and Hispanics comprise 13% and 40%, respectively, for the state's population, while CLA demographics for those groups are 6% and 9%, respectively.

The lack of movement is not from lack of effort. The CLA was the first college to participate in 2018 for the Office for Diversity's Accountability, Climate, Equity, and Scholarship

FACULTY	Black	Hispanic	White	Total (T/TT)
Fall 2014	6%	8%	74%	331
Fall 2018	6%	9%	73%	343

(ACES) Fellows Program to increase faculty diversity; four of our departments—ANTH, ENGL, COMM, SOCI—hired four diverse faculty in 2018 because of that program. The CLA plans to follow that up by participating in the ACES Fellows program again in 2019, as well as take advantage of the university's Faculty Investment Program in 2019, privileging the diversity criterion in that program, as a means to increase the probability of hiring more diverse faculty.

Our targets over the next 5-8 years are to hire 12 Black and 19 Hispanic faculty, bringing our percentages up to 10% and 15%, respectively. Several new efforts will be initiated in 2019 to accomplish this. First, all department heads were provided *An Inclusive Academy: Achieving Diversity and Excellence*, and instructed to begin utilizing the best practices outlined in that book to increase the probability of a more diverse search pool, and to consider how a demonstrated commitment to climate and inclusion by an applicant figures into hiring decisions. Second, COMM has agreed to include new requirements in their job ads, including calls for a diversity statement by candidates, and to have its climate and inclusion committee meet separately with candidates during their campus visits.; PBSI revamped its hiring protocols to include a list of best practices for avoiding bias in decision-making and, like COMM, has included in the job ad a request for applicants to write a diversity statement to gauge their commitment to inclusion. Perhaps most forward thinking by PBSI, it's hiring policy beginning this year now includes diversity as a distinct and significant category along with the other more traditional categories such as research/teaching/service. Preliminary esults will be forthcoming in 2020.

Clearly, we already surpass UF in that we are in process to implement strategies with far-reaching implications while it is still in the planning stage for how to best recruit faculty. Regarding gender at various faculty classifications, the CLA compares well to its peers as evidenced below

Fall 2018 data	TAMU-CLA	UF-CLAS	UT-CLA
	Tenure Track (asst. profs.)		
Male	28 (45%)	48 (59%)	40 (56%)
Female	34 (55%)	34 (41%)	32 (44%)
TOTAL	62	82	72
	Tenured (assoc./full profs)		
Male	175 (62%)	275 (69%)	265 (60%)
Female	106 (38%)	123 (31%)	177 (40%)
TOTAL	281	398	442
	Non-Tenure Track (instructors)		
Male	227 (49%)	119 (48%)	103 (42%)
Female	238 (51%)	128 (52%)	142 (58%)
TOTAL	465	247	245

Staff
Our peer institutions engage staff recruiting in the following ways. UF's CLAS is currently developing a "best practices" document, compiled by its Diversity and Inclusion Committee, that would assess the "current state of equity, diversity and inclusion in the college." That committee would then recommend "actions for improvement, including educational and training programs," that would enhance recruiting and retention strategies for faculty, staff and students. UT's "Pride and Equity Faculty Staff Association" focuses on "strengthening recruitment and retention" of faculty and staff through increasing visibility of LGBTQ+ faculty and allied faculty," such as through informational workshops and "socially-supportive gatherings."

CLA already surpasses UF and UT for diverse staff given the various strategies we employ, but our staff numbers have been relatively static. Our goal is to achieve an increase to 5% and 18% for Black and Hispanic staff, respectively, in the next 5-8 years.

STAFF	Black	Hispanic	White	Total
Fall 2014	3%	15%	75%	181
Fall 2018	3%	14%	77%	188

Beginning in late 2018, staff position descriptions now include a call for an inclusion, diversity, equity, and accountability (IDEA) statement; the hiring committee will now complete a hiring matrix which will include a column related to IDEA. Individual departments, such as PBSI, has charged itself with increasing underrepresented hires over the next 5 years: it will determine its baseline, how it compares with CLA itself, and annually track their success; one strategy it will consider involves widely advertising jobs outside TAMU to avoid the bias of hiring majority group TAMU undergrads which currently limits the diversity of the pool.

In comparison to our peers, we share similar gender percentages, but we lag behind UT and UF in Black staff. This can hopefully be addressed with wider job ad placement.

Fall 2018 Staff	TAMU CLA	UF CLAS	UT CLA
Male	60 (32%)	84 (35%)	222 (37%)
Female	128 (68%)	155 (65%)	378 (63%)
Total	188	239	600
White	145 (77%)	181 (76%)	415 (70%)
Hispanic	26 (14%)	17 (7%)	102 (17%)
Black	6 (3%)	26 (12%)	36 (6%)

Retention (500-word limit): Describe 2-3 strategies your peer institutions are using to address retention of students, faculty, and staff. How do the strategies of the peer institutions compare to what your unit is doing? Are there any plans to modify current efforts or add new strategies based on your review of the peer comparison data? Why or why not?

Undergraduate

Retention strategies by our peer schools include: UF's PODEMOS program which gives first-year Hispanic/Latinx freshmen a fall semester academic success course, and a spring professionalization course that empowers them with information related to resources available to them at the university; UT's "First-Generation Living Learning Community" brings first generation students together to live in a dorm, meets bi-weekly to discuss academic and social strategies for success, and matches these students with a faculty/staff mentor who is also first generation.

According to the CLA's Undergraduate Programs Office, CLA's determination to move the needle regarding retention has been successful as evidenced in this chart. In addition, the CLA's first gen FIG program—which had 14% Black and 33% Hispanic in 2017 and 6% Black and 31% Hispanic in 2018—went from 73.5% retention for 34 students in 2017 to 100% for 45 students in 2018.

Undergraduate Retention	2017	2018
Black	90.5%	92.1%
Hispanic	86.3%	90.8%
First Generation	85.0%	85.5%
Women	91.0%	93.3%

The CLA engaged several new strategies in 2018-19 related to retention. The CLA hired an associate director from the Academic Success center to develop specialized programming in coordination with our departments for First-Time-In-College (FTIC); improved the Regent's Scholars Initiative (RSI) for first generation students by enhancing biweekly community meetings with their peer mentors, as well as restored the Costa Rica study abroad trip; instituted the use of mid-term grades to assess student success and to implement interventions when a student's GPA falls below 2.2; instructed students to meet with an advisor at least once a year to discuss their studies and anything that may be of concern. The FIG program added peer student mentors after the 2017 class which helps to account for the increased retention rate mentioned above.

CLA departments also engaged in their own retention programming. ANTH offered their "Graduate-Undergraduate Mentoring Program" (GUMP) that brings graduate students together with undergraduate students for the former to help the latter develop research skills among underrepresented populations of students. POLS provided programming to support student research, including a data workshop and senior thesis program, particularly for Latinx projects. PBSI developed a scalable online "Science of Resilience and Wellbeing Program" that teaches students health promotion, emotion-regulation, interpersonal and study skills; as the research indicates, all students—but particularly students of color and first-generation students—benefit with this attention to their psychological and social selves. COMM recently hired several academic advisors with diverse backgrounds and Spanish-language proficiency to appeal more

broadly to a diverse student population. Data from these relatively new programs is not yet available.

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Male	2887 (38%)	5194 (41%)	3757 (41%)
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Black	351 (5%)	953 (7%)	460 (5%)

CLA strategies compare similarly to the strategies UT and UF uses, while our numbers for gender and traditionally underrepresented students compare well to our peers. CLA will add to its arsenal with intrusive programming, such as college-wide peer mentoring by advisers and/or faculty, and not just student-to student mentoring. In addition, the FIG program for first-generation students plans to engage parents in retention efforts: this fall 2019, the FIG program invited first generation parents to campus in to experience "A Day in the Life of Your Student," where parents of first-gen students took specially designed courses for them, met with an advisor, learned how to use the Library, and engaged in other typical student activities so that first generation parents could become more comfortable with what their students are doing and consequently more supportive of their students' academic endeavors. Approximately 24 parents attended (out of 44); CLA will assess the success by talking with the students about the conversations they had with their parents after the event.

Graduate

Our peer institutions use the following strategies for graduate student recruiting. UF's "Supplemental Retention Scholarship" provides doctoral students, who are three or fewer semesters away from graduation but lack funding to finish, an assistantship or other funding to help them complete their degree. UT provides faculty members the "Diversity Mentoring Fellowships" so that they can "recruit, mentor and support outstanding incoming graduate students" from underrepresented groups.

CLA recognizes the challenge of retention and engages in proactive steps. When two international students in COMM departed that program because of harassment in the College Station community, the department held a forum to discuss climate for international students, and now ensured international student representation on key committees in the department to keep this issue in the forefront of future programming. A program restructure in ECON has aided

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Fall 2018	4%	13%	37%	846

in retention: all incoming first year doctoral students are assigned a sponsor that assists the student in getting settled in the B/CS area; after the first year those students are assigned an academic mentor; furthermore, it identified areas of improvement, including the need to provide international students more resources and support upon arrival to ease their transition into the academic program and social surroundings. Steady numbers reflect the retention stability in the CLA.

Our peer institutions engage in similar strategies as CLA—academic mentoring social support for graduate students. CLA (18%) graduate student percentages Black and Hispanic groups exceed UT (12%) and UF (12%)

Fall 2018 Graduate	TAMU CLA	UF CLAS	UT CLA
Male	411 (49%)	808 (52%)	381 (43%)
Female	435 (51%)	741 (48%)	511 (57%)
Total	846	1549	892
White	317 (37%)	686 (45%)	522 (59%)
Hispanic	112 (14%)	134 (9%)	87 (10%)
Black	31 (4%)	48 (3%)	21 (2%)

and

for

numbers. CLA has recommended that all departments develop formal guidelines for their mentoring programs.

Faculty

Our institutional peers' strategies for faculty recruiting include the following. UF's "Faculty Success Program" for diverse faculty provides new and mid-career faculty a "12-week virtual boot camp" that offers professional and personal tools to those faculty so that they can better understand promotion criteria, effectively collaborate with peers, and to learn how to "enjoy a full life beyond campus." UT's institutional membership in the National Center for Faculty Development and Diversity provides faculty from underrepresented groups access to a host of skills and strategies related to academic success.

Putting aside having more in the CLA budget to preempt or counter offers underrepresented faculty get from other institutions, like our peers, faculty retention centrally revolves around mentoring. The stability of CLA numbers attest to mentoring efficacy. Most departments have some mentoring system in place— formal or informal—that pairs senior faculty with new faculty to

FACULTY	Black	Hispanic	White	Total (T/TT)
Fall 2014	6%	8%	74%	331
Fall 2018	6%	9%	73%	343

acclimate the latter to the realities of research productivity and work/life balance. Some departments go beyond this: POLS consciously works to support women faculty when they are confronted with sexist behavior in their classroom, as well as encouraging women faculty to "sit at the table and ask questions" so that they feel that their voices are important elements in decision-making; PBSI's diversity and inclusion committee will track factors that contribute to attrition for underrepresented faculty, and work toward an annual merit raise evaluation policy that recognizes diversity activities as a separate category.

As mentioned earlier, the CLA was the first college to participate in the university's ACES' program and, as a result, succeeded in hiring four faculty from underrepresented populations into four different department for fall 2019. Mentoring for this cohort will span the Office of Diversity, CLA, and interdepartmental opportunities. The CLA orientation event for the ACES' fellows will specifically ensure that they gain as much insight into the CLA and B/CS communities, and help them understand how they are an integral part of those communities; during this event the fellows will be able to dialogue with the administrative leaders of the

college and engage in informative and useful conversations with their department heads and their mentors.

Retention, as seen from fall 2018 gender across the peer institutions for tenured and non-tenure track faculty, appears fairly similar; however, CLA (55%) exceeds UF (41%) and UT (44%) with female tenure track positions; this means CLA has more female faculty— percentage wise—in the pipeline to get promoted over the next several years. The CLA is in the process

Fall 2018 data	TAMU-CLA	UF-CLAS	UT-CLA
	Tenure Track (asst. profs.)		
Male	28 (45%)	48 (59%)	40 (56%)
Female	34 (55%)	34 (41%)	32 (44%)
TOTAL	62	82	72

of assessing women and underrepresented assistant professors and APT faculty experiences in the classroom as they encounter acts of incivility by students toward them or other students; once that data is acquired, CLA will bring the faculty together in 2020 to "crowdsource" strategies for themselves, and for department heads, so that those administrative leaders have a larger toolkit in which to help these faculty navigate classroom incivility so that those faculty choose to remain at TAMU.

Staff

Our peer institutions engage staff retention in the following ways. UF's CLAS is currently developing a "best practices" document, compiled by its Diversity and Inclusion Committee, that would assess the "current state of equity, diversity and inclusion in the college." That committee would then recommend "actions for improvement, including educational and training programs," that would enhance recruiting and retention strategies for faculty, staff and students. UT's "Pride and Equity Faculty Staff Association" focuses on "strengthening recruitment and retention" of faculty and staff through increasing visibility of LGBTQ+ faculty and allied faculty," such as through informational workshops and "socially-supportive gatherings."

While UF's strategies are a work-in-progress, and UT focuses on "socially-supportive gatherings," the CLA strategies move beyond that by recognizing and rewarding

STAFF	Black	Hispanic	White	Total
Fall 2014	3%	15%	75%	181
Fall 2018	3%	14%	77%	188

the staff's work, and giving them opportunities to expand their skill sets. This could explain the stability of staff numbers across time. The CLA annually reviews all staff responsibilities to determine changes in duties that would trigger reclassification and a pay increase; consequently, it would make 100% of those adjustments each year. For 2018-19, 87% of those adjustments were made (two not approved did not meet the requirements for reclassification). Also, departments such as ECON and SOCI both promote staff trainings and completing certificate requirements to enhance staff beliefs that they are critical elements in their unit's successes.

One area of concern for the CLA involves retention writ large. CLA hires at the top end salary range as set by the TAMU System. However, we still lose staff-advisors to certain colleges and to the provost's student success initiatives as we cannot compete with the

salaries being offered. The CLA suggests TAMU assess how differently-sized units/colleges can offer better salaries as well as create true career ladders for staff.

Campus Climate (500-word limit): Describe 2-3 strategies your peer institutions are using to address campus climate. How do the strategies of the peer institutions compare to what your unit is doing? Are there any plans to modify current efforts or add new strategies based on your review of the peer comparison data? Why or why not?

Undergraduate

Our peer institutions address campus climate in the following ways. UF's "Gatorship" program takes undergraduate students on a week-end long retreat where they will interact with others about important cultural topics, and be challenged with activities that will enhance their understanding of a diverse set of identities and social justice. UT's CLA sponsors a "Queer Camaraderie" symposium for undergraduates, a program combining the creative and the scholarly to reflect the "affective dimensions of queer intimacies, to forge networks and friendships across the university."

TAMU CLA plans to field the largest number of International and Cultural Diversity (ICD) courses, as well Cultural Discourse (CD) courses, in 2019 as part of the university graduation requirement that students—through six credit hours of their core curriculum—be given opportunities to "consider how to live and work effectively in a diverse society," "consider different points of view," and "hold respectful discussion on difficult topics." As of this writing, 236 courses have been designated with the ICD and/or CD label and CLA courses will comprise 67% of this entire course inventory. Departments such as COMM will field not only 25% of the ICD and CD new courses but use some of them as requirements in the department's new "Diversity and Social Justice Certificate" for undergraduates. Moving forward, CLA departments plan to create more CD course offerings (at least 10% more). The assessment of these ICD/CD courses and their influence on enhancing climate relies on University efforts to assess and report.
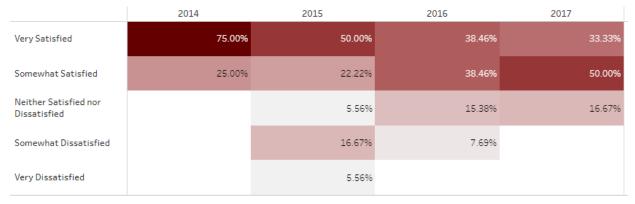
As there is no climate data available from the peer institutions, it is difficult to assess the efficacy of their efforts. Clearly, though, CLA already surpasses what its peers are doing for campus climate in that it's baking these strategies into the curriculum and not simply holding stand-alone events that may or may not make much impact. For example, ECON developed the "Women in Economics Club" which uses speakers and networking in their program—such as bussing women majors to meet with women executives in the energy sector—to strengthen the feeling of connectedness between women in a discipline that struggles with recruiting that gender into the discipline; assessment of that new initiative will be forthcoming in a later report.

Graduate

Our peer institutions use the following strategies for graduate student climate. UF's "Board of Education Summer Fellowship" (BOESF) program selects a cohort of newly enrolled, underrepresented Ph.D. students to participate in a six-week summer program designed to orient students to graduate education and to promote acclimation to the university. The BOESF also provides a $3500 stipend to assist with the transition, and four-credit hours of paid, in-state tuition into an admitted department. UT's College of Liberal Arts sponsors a "Queer Camaraderie" symposium for graduate students, a program combining the creative and the scholarly to reflect the "affective dimensions of queer intimacies, to forge networks and friendships across the university."

The SERU "Doctoral Exit Survey" above, with responses for CLA Black and Hispanic students, shows an uptick in "Somewhat Satisfied" to 50% in 2017 (vs. 38.46% the previous year). CLA departments engage in a number of initiatives to create an inclusive climate. POLS, like ANTH, plans to adopt a "code of conduct" for their departments, but POLS also support at least one social event per semester with underrepresented graduate students and faculty. Likewise, ECON

Overall, how satisfied were you with being a graduate student at Texas A&M University?				
	2014	2015	2016	2017
Very Satisfied	75.00%	50.00%	38.46%	33.33%
Somewhat Satisfied	25.00%	22.22%	38.46%	50.00%
Neither Satisfied nor Dissatisfied		5.56%	15.38%	16.67%
Somewhat Dissatisfied		16.67%	7.69%	
Very Dissatisfied		5.56%		

assessed the data it collected from a spring 2019 departmental survey on climate and identified the following areas for improvement: provide international students more resources and mentoring support upon arrival to ease their transition into doctoral life; and improve communication so that there is more transparency in teaching and research expectations.

As there is no climate data available from the peer institutions, it is difficult to assess the efficacy of their efforts. As mentioned above, the CLA works to embed changes into institutional mechanisms which give them life beyond an individual conference or table-talk event; in that regard, programmatic efforts of the CLA would probably net more impactful results than our peers. UF's BOESF Fellowship is unique, in that it provides doctoral students from underrepresented groups a type of bootcamp for success. CLA departments engage in some variant of the "bootcamp" at the beginning of the fall semester.

Faculty
Our institutional peers' strategies for addressing climate for faculty include the following. UF's CLAS makes it a priority for the Dean to issue statements of concern regarding public events (e.g., shootings that target particular underrepresented groups), and to meet with those student organizations whose membership is comprised of those underrepresented populations (such as their African American Studies students). UT offers its faculty the opportunity to participate in "Inclusive Classroom Leadership Seminars" that allow faculty to learn the means to develop and sustain an inclusive classroom.

The CLA takes climate seriously, particularly for faculty in the classroom, who either have to manage incivility between students or face incivility themselves from students. (For example, the CLA lost an asst. prof. from an underrepresented group due to too much classroom incivility in spring 2019). To that end, the CLA has begun the fall 2019 "Crowdsourcing Faculty Success

in the Classroom" initiative. This initiative involves: getting a baseline set of data from APT faculty and assistant professors (other instructor groups will be added after this pilot) about the level and type of incivility in their classrooms and personal strategies they use to address those acts; inviting those faculty together for a small group workshop to share, adapt, and enhance potential strategies while giving faculty an opportunity to establish connections across the College; and then presenting the information gleaned from the workshops to department heads to give those unit leaders a greater awareness of the challenges faculty face, and to provide department heads with a larger and more effective toolkit in helping faculty to address those concerns.

One other CLA initiative involved the Achievements in Climate and Inclusion (ACI) awards. The ACI awards, new to spring 2019, recognized those faculty who regularly engage in service activities designed to encourage and facilitate a more inclusive and welcoming climate. One faculty member could be nominated by each department to receive a $750 bursary, and then two of those nominees noted for their exemplary commitment could receive an additional $2,000 bursary. This award demonstrably indicates the College's commitment to enhancing its climate and to recognize those who endeavor to enhance it.

As there is no climate data available from the peer institutions, it is difficult to assess the efficacy of their efforts. That said, TAMU CLA's shares similarities with their peers' effort and goes beyond them with its ACI awards and ACT grants—initiatives that demonstrate a real commitment (we've put "our money where our mouth is" to recognize and reward the faculty working to enhance climate). The CLA will urge departments to move their diversity and climate committees into a more prominent role related to climate-related decision-making in the department. CLA will not copy UF's CLAS strategy of the Dean issuing "statements of concern" as media-savvy faculty (and some faculty who are cynical) consider such statements, without programmatic actions to accompany them, as nice but not really substantive.

Staff
Our institutional peers' strategies for addressing staff climate include the following. UF's Superior Accomplishment Award, particularly in the category of "Diversity and Inclusion in the Workplace," recognizes those staff members who have "contributed outstanding and meritorious service" regarding enhancing the quality of life for those around them. Recipients receive $200 at the division level and $1000-$2000 at the university level. UT's staff award, "Honoring Diversity & Inclusivity," provides recognition to those staff members whose "actions support the development of a diverse and inclusive university community."

The 2016 Staff Climate Survey, with CLA results, identified that 65%-74% agree that CLA works at making diversity and climate foundational to the work. The CLA regularly provides staff

Attribute	TAMU Mean (SD)	Area Mean (SD)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	I don't know
At Texas A&M...								
Top leaders are committed to diversity.	4.15 (0.98)	4.06 (1.00)	28 (31%)	39 (43%)	12 (13%)	7 (8%)	1 (1%)	3 (3%)
Diverse perspectives are valued.	3.92 (1.07)	3.73 (1.09)	20 (22%)	36 (40%)	18 (20%)	12 (13%)	2 (2%)	2 (2%)
People from different backgrounds get along well.	3.99 (0.92)	3.77 (0.98)	14 (16%)	44 (49%)	17 (19%)	12 (13%)	0 (0%)	3 (3%)

Appreciation logo wear or other branded items; hosts recognition events and activities; as well as sponsors the annual Lunch and Learn series that intersects with the undergraduate "Common Ground" experience—staff receive the Common Ground book the same as an incoming freshmen cohort and have their own discussion group around the book's theme of diversity and inclusion. Another form of staff recognition is the College of Liberal Arts Superior Service Award: for over a decade, 3-4 staff receive this award that recognizes, in part, a person's engagement with enhancing climate in the workplace. The College also provides scholarship opportunities to staff employees who choose to further their education while maintaining employment with the College. Some departments engage this issue in very creative ways. ECON builds teamwork and camaraderie by conducting quarterly charity events in which a different staff member selects a charity of their choice in which unit members can donate time and resources if they so choose.

As there is no climate data available from the peer institutions, it is difficult to assess the efficacy of their efforts. It is clear, though, that our peers target the intersection of staff and diversity/inclusion more directly than CLA. As a result, CLA will consider expanding its faculty "Achievements in Climate and Inclusion" (ACI) awards, which currently recognize those faculty members who regularly engage in activities designed to encourage and facilitate a more inclusive and welcoming climate for all with financial bursaries, to have an equivalent award for staff members starting in 2021.

Equity (500-word limit): Describe 2-3 strategies your peer institutions are using to address equity (e.g., advancement, promotion, development, salaries, graduation rates, etc.). How do strategies of the peer institutions compare to what your unit is doing? Are there any plans to modify current efforts or add new unit level strategies based on your review of the peer comparison data? Why or why not?

<u>Undergraduate</u>

Strategies to ensure equity by our peer schools includes: UF's "Diversity Meet-Up" which provides an opportunity specifically for diverse and underrepresented populations to meet with employers looking for students to fill fulltime and internship positions in a low-stress environment; UT's "Inclusive Innovation and Entrepreneurship" program provides a bridge between underrepresented students and community startups related to addressing the "disparity and inequity wealth gap between communities." These students get hands-on experience with venture capitalists and "career accelerator programs."

Many of the strategies employed by the CLA for recruitment and retention lend themselves to ensuring students have access to resources that help their academic and financial success, and thus their ability to stay. Even though the college had fewer overall students (965 in fall 2019 vs. 1033 in fall 2018), there were noticeable improvements in recruitment and retention from 2017 to 2018.

Undergraduate Recruitment	2017	2018
Black	3.9%	4.7%
Hispanic	27.6%	28.4%
First Generation	26.2%	29.0%
Women	61.1%	65.0%

Undergraduate Retention	2017	2018
Black	90.5%	92.1%
Hispanic	86.3%	90.8%
First Generation	85.0%	85.5%
Women	91.0%	93.3%

The CLA continues to award endowed scholarships based on student need whenever a donor gift agreement permits it; in addition, the CLA's Development Office has now prioritized seeking funds for first generation students (which includes underrepresented populations). Furthermore, the Undergraduate Programs' Office (UPO) in the CLA now give <u>every</u> student a 90-hour checkup to review students' degree plans to ensure timely graduation and assure all students that they are important.

Demographic data from the peer institutions alone does not provide a clear snapshot of equitable resource distribution. Our peer's focus on connecting students to external business opportunities while the CLA has focused on the academic experience. Case in point: beginning fall 2019, all incoming freshmen will have a first semester and/or year-long experience in smallish-sized classrooms—with several common academic topics including topics about university resources—where all students are acquainted with the tools that can help them succeed.

<u>Graduate</u>

Our peer institutions use the following strategies for graduate equity: UF's "Edward A. Bouchet Graduate Honor Society" honors the first African American PhD recipient in America by developing a network of scholars to mentor underrepresented graduate students—mentors who "serve as examples of scholarship, leadership, character [and] advocacy;" UT's "Graduate

Student Travel Grant" allows PhD candidates to access $250 to assist them with travel expenses to "present original papers on topics promoting diversity" at national conferences.

The CLA decided on a "hiring pause" in 2018 so that the funding for those faculty lines could be used to increase graduate stipends and to cover some fees. As a result, we normalized grad stipends across departments at approximately $20,000; this means grad stipends were increased from 2018 to 2019 by 9.7%.

Demographic data alone does not provide a clear snapshot of equitable resource distribution. All CLA departments with graduate programs, though, provide their students with funding to attend conferences and to do research at external sites. In those regards, CLA engages in similar strategies as its peers. The CLA will continue working with its departments and OGAPS to increase graduate stipends and the institutional ability to cover more fees.

Faculty

Our institutional peers' strategies for addressing faculty equity include: UF's "Faculty Success Program" for diverse faculty which provides new and mid-career faculty a "12-week virtual boot camp" that offers professional and personal tools to those faculty so that they can better understand promotion criteria, effectively collaborate with peers, and to learn how to "enjoy a full life beyond campus;" and UT's College of Liberal Arts routinely surveys "Gender Equity" to stay vigilant regarding gender trajectories in three categories: headcount, compensation, and leadership positions.

A 2013 University Faculty Climate survey, with 5 as most satisfied, valued, etc., showed CLA faculty as fairly satisfied. A new faculty survey is scheduled for 2020.

		Career Satisfaction	Feeling Valued	Productivity Perceptions	Life Satisfaction
College of Liberal Arts (non-STEM)	Female	3.28	3.33	3.22	3.22
	Male	3.20	3.21	3.23	3.50
College of Liberal Arts (STEM)	Female	3.39	2.99	3.28	3.61
	Male	3.28	3.47	3.07	3.74

New strategies that will take effect in 2019 include: PBSI's plan to revise the department evaluation criteria to include a separate category for diversity and inclusion activities—apart from the service category—and allocate funding to eligible faculty through increased salary or supplements to recognize the work they do to enhance climate. ENGL plans to raise associate professor average salary to at least 85% of peer institution averages. Furthermore, all CLA departments have annual assessments related to pay equity, and mentoring plans to help ensure associate professors' promotion to full.

Demographic data alone does not provide a clear snapshot of equitable resource distribution. Like its peers, all CLA departments take hands-on approaches to assist faculty members promotions to full—such as with mentoring—and to provide salary adjustments when needed and when budgetary constraints allow.

Staff

Our peer institutions engage staff recruiting in the following ways. UF's CLAS is currently developing a "best practices" document, compiled by its Diversity and Inclusion Committee, that would assess the "current state of equity, diversity and inclusion in the college."   UT's "Pride and Equity Faculty Staff Association" works to "encourage meaningful involvement of LGBTQ+" faculty and staff through campus community events, as well as promote the tenets of "workplace equity" and "career growth" for this population.

CLA annually review all staff salaries to ensure consistent payment across university mandated salary ranges and, when found out of line, equity adjustments are made for 100% of identified staff. For 2019-2020, 100% (seven of seven) staff equity increases have been approved. Again, CLA believes this to be more salient for staff concerns than simply holding community events such as UT does.

Demographic data alone does not provide a clear snapshot of equitable resource distribution. As mentioned earlier, though, even with trying to adjust equity for all staff concerned, and with some one-time merit monies to help bridge the gap, CLA still suffers from the loss of trained staff advisors to other units on campus because other units can pay more in base salary. This obstacle needs university-level attention as CLA does not have the funds to close the gap between itself and other, better funded units on campus.

Reflection (800-word limit): Related to recruitment, retention, climate, and equity --

    A. Reflect on what you have learned from the peer institutions and describe the similarities and differences in strategies across the peer institutions.
    B. Describe any similarities and difference between the challenges your unit is facing and those of the peer institutions regarding recruiting, retention, campus climate, and equity. What plans are in place to address the challenges in your unit?
    C. Describe how funding from the Diversity Plan awards has been used (or will be used) to address challenges and support and advance your unit's recruitment, retention, climate, and/or equity goals. Note: Please see the 2019 award letter for a summary of the funds awarded to your unit.

A) Investigating the two peer institutions reveals several important findings. First, UF is still in the process of developing a systematic set of best practices to address recruiting and retention for certain underrepresented populations, while UT has programs already in place—such as its recruitment strategies workshop for faculty hiring. Second, both peers offer learning communities for first generation/underrepresented students. Third, both peers use diversity fellowships to recruit grad students. Fourth, both peers attend more directly to rewarding staff members—monetarily—for staff efforts related directly to climate and inclusion. Fifth, both peers use social events to enhance a more inclusive climate. The CLA likewise shares many of those strategies, including offering learning communities through the RSI and FIG programs for first-generation students; engaging faculty recruitment strategies such as the ACES Fellows program; and offering diversity and merit fellowships. The one area that the peers outpace the CLA is in rewarding staff members—monetarily—for their efforts in fostering a more inclusive climate.

B. Recruiting: UF has more black undergraduates and staff because they're drawing on a larger pool in its state than CLA can in Texas (17% vs. 13% Black state populations, respectively). Similarly, Texas recruits more Hispanic students and staff given the state populations (40% vs. 26% in Florida, respectively). Both UT-CLA and TAMU-CLA share similar Black and Hispanic numbers for faculty: 128 vs 134, respectively. The challenge has always been attracting underrepresented faculty but the CLA is putting into place new, programmatic efforts, including the continued involvement with the ACES Fellows program; revamping job ads to include statements of evidence for an applicant's commitment to inclusion before hiring; and training to minimize bias in the search decision-making process. For students, the CLA will continue on-campus and off-campus informational events, increasing stipends, and sending department recruiters to disciplinary conferences.

Retention: The CLA goes beyond its peers for undergraduates with its proactive advising strategies to continuously monitor students' GPA and to request meetings when the GPA falls below 2.2 (the University is clearly modeling its new Office for Student Success after CLA practices); as well as departments utilizing programs to address growing numbers of students' mental health issues. Mentoring for graduate students and faculty is a key tool the CLA uses to ensure faculty promotion and degree completion. As mentioned above, the peer institutions'

focus on staff social gatherings to ensure retention while the CLA utilizes more pragmatic strategies such as employee development training and staff reclassifications that lead to salary increases.

Campus Climate: the CLA and its peers share several similarities in that we all engage in workshops and seminars to address climate concerns. The CLA moves well beyond that as its courses will comprise over 2/3 of the required courses related to culture and diversity that all undergraduate students will need to take degree completion. One challenge is the lack of regular climate data for faculty and staff. Relying on singular anecdotal accounts might lead to expending resources where they are not truly needed. However, the CLA's ACT grants to departments to develop substantive programming related to climate and inclusion, and its ACI awards that recognize faculty efforts to ensure an inclusive climate, are pragmatic steps for creating a welcoming environment for all. The CLA will consider its peers' strategies to reward, directly, those staff who are fundamental players in fostering an inclusive climate.

Equity: The equity challenge revolves around two aspects—enough funding to ensure financial equity, and having enough committed people to ensure equitable distribution of attention for all groups involved. The CLA shares similarities with its peer in that we monitor salaries for faculty and provide money for grad student professional development. The CLA is hiring more advisors—since several left to join the University Office of Student Success—in order to provide enough advisor power to ensure all undergraduates get the 90 hours check on their progress. The CLA "paused" faculty hiring last year to use those funds to provide more stipend support to its graduate students, as their stipends trail behind what our peers provide its grads. The challenge of funding is a real one in that the CLA tries to ensure that both faculty and staff receive equity adjustments when needed; to that end, departments stagger equity adjustments over time for faculty, and the College encumbers funds to provide equity adjustments to staff when warranted.

C) The CLLA has put the Diversity Plan money it was awarded last year—and-more of its own funds—to multiple uses. We were awarded $100,000 for 2019 and spent $36,040 more to support climate and inclusion efforts for faculty, staff, and students (particularly first-generation students).

Climate & Inclusion Budget	(73,519.03)	73,000	ACT grants and co-sponsoring events/lectures, professional dev
Transform Learn-FTIC	(2,811.51)	2,800	First Time In College
FIG Program	(31,838.10)	31,800	FIG Program
Staff Climate	(10,470.50)	10,400	Lunch & Learn, Staff Winter Social, Staff Appreciation, Logo Wear
Staff Professional Development	(8,486.24)	8,400	Memberships and Conferences for International Training Opportunities
Grad Diversity Support	(7,500.00)	7,500	Research Bursaries for Grad Diversity Fellows
RSI Student Etiquette Dinner	(1,360.00)	1,360	RSI Student Etiquette Dinner
Leadership Support	(781.56)	780	Books "An Inclusive Academy: Achieving Diversity and Excellence"
Total		136,040	

Funding supported: the first-generation students in the FIG and RSI programs, as well as first-time-in-college student events; staff development and appreciation events; bursaries for graduate student diversity fellows; and faculty/departmental initiatives that proposed new strategies for how recruiting/retention/graduation rates for underrepresented students could be strengthened.