

**Office of the Vice President and Associate Provost for Diversity
2015 Diversity Plan Accountability Report (Due 12/08/15)**

Unit: College of Agriculture and Life Sciences

Date: 12/08/2015

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Data Trend	Action Taken	Current Results	For the Future
<p>Recruiting and Success of Diverse Students: The College of Agriculture and Life Sciences targets the recruitment of underrepresented populations, specifically the recruitment of black undergraduate students.</p>	<p>College administration moved focused recruiting efforts from more traditional rural regions to urban areas (Dallas, San Antonio, and Houston), all recruiting materials were redesigned with urban populations in mind, and multiple learning communities and support groups were created to target underrepresented populations.</p>	<p>The undergraduate admission of black students has increased from 2 to 20 [10 fold increase] from 2013 to 2014 and from 20 to 32 from 2014 to 2015.</p>	<p>The data shows that College efforts are yielding positive results for Hispanics and blacks. Though we have had large increases in both groups, there is greater progress needed with blacks. While the number of black undergraduate students is still lower than desired, it has increased significantly since implementing strategies towards this goal. Targeted recruiting and close mentoring will continue these goals.</p>
<p>Graduate Students as Diverse Future Faculty: Small numbers of underrepresented minority PhDs in agricultural-related fields are being granted across the county, meaning there is a small pool of potential <i>new faculty hires</i>. Increasing this pool will create more potential faculty.</p>	<p>College leadership is making a concentrated effort to grow potential faculty from within our own departmental graduate programs. The College has worked to obtain a NSF Alliance for Graduate Education and the Professoriate (AGEP) grant, a Sloan Program in Exemplary Mentoring, learning communities, created a graduate student assessment program, and developed College Excellence/College Diversity Fellowships.</p>	<p>The College increased Black+Hispanic undergraduate enrollment from 10% in 2004 to 22% in 2015 and the Black+Hispanic graduate enrollment from 6% in 2004 to 14% in 2015. Both groups have seen a greater than two-fold increase. The College has also reallocated funds to graduate student support with a doubling of students supported since 2013.</p>	<p>Given the increases in Black+Hispanic enrollment at the undergraduate and graduate levels (Table 1 – a), female graduate and undergraduate enrollment exceeds 50%, and increases in faculty from underrepresented populations, College leadership feels that our strategies are having a positive effect and should be continued. We are supporting several efforts to learn what is working and to help communicate our best practices through scholarly literature. Our attention is expanding to sustaining this progress and connecting these gains to improving climate through program assessment. Additionally, the College has implemented tracking of students' career progression upon graduation.</p>
<p>Recruiting and Supporting Diverse Faculty: AGLS has insufficient diversity in our faculty. (Table I – b and Table I - c)</p>	<p>College leadership requires active and innovative recruiting to diversify candidate pools. Search committees are required to meet with the Dean to justify candidate pool diversity prior to the interview process. The College aggressively supports and promotes participation of all female faculty in ADVANCE Center program and hosts a number of faculty development mentoring workshops.</p>	<p>Dean reviews have increased department-level positive dialogue about diversity. We have increased our overall minority faculty percentage from 15% in 2009 to 22% in 2015. Black+Hispanic faculty have increased from 7% in 2009 to 9% in 2015. Female faculty have increased from 22% of the total faculty in 2009 to 26% in 2015.</p>	<p>In addition to providing a more supportive work/learning environment, having a more diverse faculty is an excellent recruiting tool that helps to increase the diversity of our undergraduate and graduate student populations. College administration places intentional emphasis on training and practice opportunities that will aid in increasing the diversity of the faculty and understand that the retention of these faculty is as important as the recruitment. Direct department-level dialogue by the Dean will reinforce the importance of diversity and climate.</p>

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<p>Supporting Professional Development of Diverse Faculty: The percentage of unsuccessful mid-term and full term tenure cases from female or minority candidates exceeded the proportion of these groups in our faculty.</p>	<p>Departmental processes now include annual review of Assistant Professors by Promotion and Tenure/Mentoring Committee. The Executive Associate Dean reviews all of these. Faculty development workshops and one-on-one mentoring have been implemented. ADVANCE Center STRIDE training is required for all Promotion and Tenure Committee Chairs. The College is making progress with the ADVANCE Center to develop and pilot implicit bias training for the promotion and tenure process.</p>	<p>For the 2015/16 Promotion and Tenure cycle, no unsuccessful full-term tenure cases are being submitted from the College.</p>	<p>Retaining a successful diverse faculty is as important as recruiting one. Therefore, it is important that all faculty be properly mentored through the mid-term and full term tenure cycles. The College is retaining higher percentages of the faculty populations that it recruits. We are now broadening our mentoring efforts to ensure that all groups progress to full professor at similar rates and with similar success rates. Assessment of the workshops and mentoring program is underway to help improve it and to communicate its effectiveness.</p>
<p>Assuring a Supportive College Climate: Prior College-administered climate surveys indicated many felt that the College leadership was not very aware of or concerned with diversity.</p>	<p>A College Climate Council has been created. This group of administrators, faculty, staff, and students is 1) elevating the visibility of climate matters and 2) identifying issues and opportunities for improvement, and 3) providing advice and input on climate and related topics.</p>	<p>By studying current climate data and participating in visioning exercises, the Council has begun to identify areas where improvement is needed within the College.</p>	<p>A reoccurring theme that developed out of the Council's strategic visioning was a lack of good communication in all areas of the College. While the Council will continue to advance the mission of climate and related topics within the College, helping to shape a better communications plan has emerged as the topic that needs immediate and focused attention. All 12 members have committed to at least 2 years of service and all are continuing to 2016.</p>

I. Recruitment -

Undergraduate Program

<p>Three recruiters on staff</p>	<ul style="list-style-type: none"> Specifically focused on urban environments (Dallas, San Antonio/Austin, and Houston) to focus on underrepresented minority recruiting
<p>Undergraduate recruiting programs</p>	<ul style="list-style-type: none"> National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP): mentoring program AGLS Transfer Network: matriculation coordination with community colleges Summer Training in Agriculture and Related Sciences (STARS) enrichment camps: focused on targeted urban schools World Food Prize Youth Institute: high school enrichment STEMing for Greatness: high school enrichment

Graduate Program

<p>Graduate recruiting programs</p>	<ul style="list-style-type: none"> Sponsor at Society for the Advancement of Native Americans and Chicanos in Science (SACNAS) National Meeting National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP) "Bridges to the Doctorate" program: funding support and mentoring program multiple recruiting visits to Prairie View A&M University and TAMU Kingsville Awarded 43 travel grants to departments to bring in outstanding prospective graduate students with preference for diversity
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Excellence Diversity, Tom Slick, and Bridge to the Doctorate Fellowships	<ul style="list-style-type: none"> • Matriculated 20 top underrepresented minority students to graduate programs in the College • Continued top-level funding for 7 second year underrepresented minority graduate students • Eleven departments and one interdisciplinary program had students receiving this fellowship funding
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Faculty

“Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE)” training	<ul style="list-style-type: none"> • College sponsored this training for all administrators, including department heads and chair of College Promotion and Tenure Committee • Two AGLS faculty members and one staff member participated in Cohort II training • Working with The ADVANCE Center to develop and pilot similar training for promotion and tenure process
Mandatory search committee training	<ul style="list-style-type: none"> • Search chairs and department heads required to attend training through the Dean of Faculties Office and the ADVANCE Center
Align AGLS diversity goals to maximize recruiting efforts	<ul style="list-style-type: none"> • Search committees must meet with the Dean to provide specific proof of aggressive/thorough recruiting and diversity of applicant pool before the formal interview process may begin. We recruit the best, but realize they may not come from departments that look like us

Retention

Undergraduate Program

Undergraduate student organizations related to minority retention	<ul style="list-style-type: none"> • Freshman Leadership Experience (FLE): freshman retention program • Go Out and Lead (GOAL); sophomore retention program • Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS): professional development and service • National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP): professional development
Other undergraduate minority student retention efforts	<ul style="list-style-type: none"> • United States Department of Agriculture (USDA) Diversity Outlook Forum • Aggie Mentor Program (AMP) • AGLS Women’s Professional Development Summit • AGLS Men’s Professional Development Summit • AG-gie Extend Learning Community • STEM Learning Community • FOCUS Learning Community

Graduate Program

Graduate Student minority student retention efforts	<ul style="list-style-type: none"> • Black Graduate Student networking group • Hispanic Leaders in Agriculture and the Environment (HLAE): learning community
Programs for graduate students to promote diverse populations to the doctorate/professoriate	<ul style="list-style-type: none"> • Alfred P. Sloan Program in Exemplary Mentoring (PEM): graduate learning community • National Science Foundation (NSF) Alliance for Graduate Education and the Professoriate (AGEP): graduate learning community • National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP) “Bridge to the Doctorate” Program: mentoring and graduate funding • Alfred P. Sloan Scholars: graduate funding and mentoring program • USDA National Needs Diversity Fellowships: graduate funding

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Faculty

“Mentoring Beyond the Department” Faculty Development Program	<ul style="list-style-type: none"> • Workshops on topics such as “New Faculty Orientation,” “Understanding the Expectations for Promotion & Tenure,” “Promotional Dossier Preparation Workshop,” and “Preparing for Full Professor” • One-on-one mentoring
Involvement in ADVANCE Center activities strongly encouraged	<ul style="list-style-type: none"> • AGLS provides specific funds to the ADVANCE Center so that its five [5] non-STEM departments can participate in activities • In FY15, 56 AGLS faculty and administrators participated in ADVANCE Center activities. Our College had one of the largest percentages of participation of any TAMU college. See details below.

Staff

“Faculty and Staff Interaction Team (FASIT)” Program	<ul style="list-style-type: none"> • Four AGLS departments participated (out of 20 TAMU departments) in this training • Action items created during this program have been implemented
AGLS Administration encourages staff participation in climate/diversity opportunities.	<ul style="list-style-type: none"> • College paid for attendance of “Community of Respect” training for interested staff • Organized Green Dot Active Bystander/Intervention training for Dean’s Office and departmental advising staff • Organized Aggie Allies (GLBTQ safe place) training for Dean’s Office and departmental advising staff

III. Campus Climate –

Though its importance has always been recognized and valued, climate continues to be the ultimate goal of the College’s diversity efforts. Strategies for improving areas of concern are based on periodic College-level and University-wide climate surveys given to faculty, staff, graduate and undergraduate students. Continued efforts, such as the College Climate Council for visibility/dialogue; learning communities for students; and participation by faculty in ADVANCE Center and Dean of Faculties programs are directed at improving climate.

Climate Matters Conference Sponsorship and Participation: A further way to showcase this commitment is College participation in the 2015 Climate Matters Conference and its participation as a sponsor for the 2016 Conference. Twenty-nine AGLS faculty, staff, and students participated in the 2015 Conference and we plan to encourage even more participation in 2016.

ADVANCE Center Participation: The College of Agriculture and Life Sciences remains committed to the ADVANCE Center. In 2015, the College again provided funding for its 5 non-STEM departments to participate in ADVANCE so that all our faculty can benefit from ADVANCE programs. Two administrators, 7 faculty, and 1 staff member are participating on ADVANCE committees. Thirteen faculty and administrators participated in the ADVANCE LEAD Program. One faculty member is serving on the ADVANCE Leadership Team/Investigators. Five faculty, 3 post-docs, and 2 staff members participated in the 2014/15 ADVANCE Roadmap workshop. Two faculty participated as facilitators for this. Four AGLS departments participated in Faculty-Staff FASIT training. Four faculty are participating in the ADVANCE Academic Writing Workshop; two faculty member are participating in the New Moms Success Circle, and one faculty member participated in Success Circles Writing Club. Two faculty completed STRIDE facilitator training and five faculty participated in STRIDE Workshop. Finally, the Executive Associate Dean serves on the ADVANCE Center’s Internal Advisory Board.

College Climate Council: The establishment of this Council as the group who will provide college-wide visibility, dialogue, input, and leadership for the College in the area of climate highlights College commitment to this ultimate diversity goal. See page 2 of this report.

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IV. Equity –

Faculty

Equity Studies	<ul style="list-style-type: none"> Specific instances identified through DOF and units are bi-annually addresses using College and unit resources
Professional Development	<ul style="list-style-type: none"> ADVANCE Center participation (as discussed above), 2015 Campus Climate Conference

Students

Undergraduate Students: Leadership Development	<ul style="list-style-type: none"> COALS Council, Freshman Leadership Experience (FLE), Representation on College Climate Council, Go Out and Lead (GOAL), Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS), National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP), AGLS Women’s Professional Development Summit, AGLS Men’s Professional Development Summit Scholarly study and assessment of these programs are underway.
Graduate Students: Leadership Development	<ul style="list-style-type: none"> Representation on College Climate Council, Alfred P. Sloan Program in Exemplary Mentoring (PEM), National Science Foundation (NSF) Alliance for Graduate Education and the Professoriate (AGEP), National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP) “Bridge to the Doctorate” Program, Alfred P. Sloan Scholars, Hispanic Leaders in Agriculture and the Environment (HLAE) Scholarly study and assessment of these programs are underway.

Staff

Leadership Development	<ul style="list-style-type: none"> Representation on College Climate Council
Professional Development	<ul style="list-style-type: none"> Green Dot Active Bystander/Intervention training, 2015 Campus Climate Conference, Aggie Allies (GLBTQ safe place) training

Table I – a

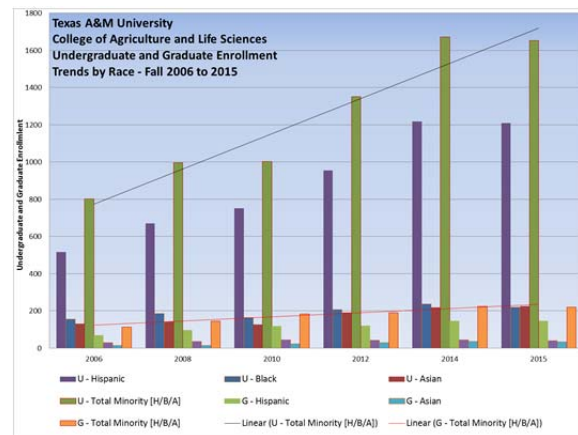


Table I – b

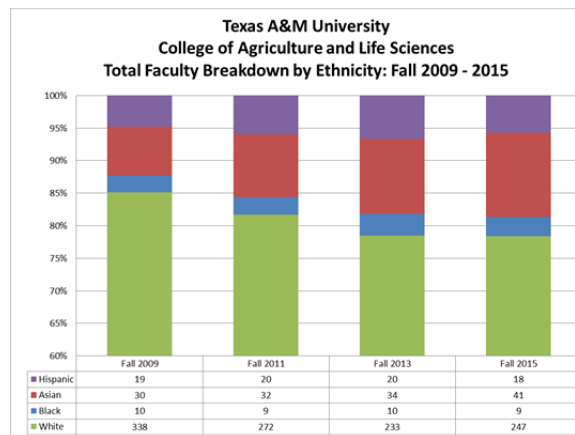


Table I - c

