

# Annual Diversity Plan Accountability Report

Reporting Unit College of Agriculture and Life Sciences  
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Reporting Date December 1, 2014  
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Please define the groups applicable to your unit for which you collect information and make peer comparisons.

- Students ( Undergraduate,  Masters,  Doctoral)  Faculty, Lecturers, and Instructors  Administrators (applicable to all units)  
 Budgeted Staff (applicable to all units)

## 1) Engaging the Data

TAMU's College of Agriculture and Life Sciences [AGLS] has identified the following 8 peer land-grant institutions to use in benchmarking diversity-related comparisons: Cornell University, Iowa State University, North Carolina State University at Raleigh, Ohio State University, Penn State University, Purdue University, University of Florida, and University of Wisconsin. Based on comparison with our peers, AGLS is leading in many areas of overall faculty and student diversity (Tables I – a to Table I - e).

While many on-going efforts within the College of Agriculture and Life Sciences touch upon diversity and campus climate matters, the College's leadership has chosen five specific actions on which to track progress.

Data Trend	Action Taken	Current Results
Small numbers of underrepresented minority PhDs in agricultural-related fields are being granted across the county, meaning there is a small pool of potential new faculty hires. Although we lag behind our peers, our female undergraduate and graduate enrollment already exceeds 50% and is increasing. (Table I – c and Table I - f)	AGLS 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.	The College increased Black+Hispanic undergraduate and graduate enrollment by 26% and 20%, while our peers remained unchanged.
AGLS has insufficient diversity in our faculty. We lead our peers in ethnic diversity, but lag in female representation. (Table I – a and Table I - b)	AGLS 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 formal interview process. The College aggressively supports and promotes participation of all female faculty in ADVANCE Center programs.	AGLS increased Black and Hispanic ethnic diversity while our peers declined. Both the College and peers increased female faculty, but AGLS still lags behind.
TAMU's AGLS is slightly behind its peer institutions in the recruitment of African American undergraduate students. (Table I - e)	AGLS 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.	African American undergraduate admissions increased from 2 to 20 [10 fold increase] from 2013 to 2014.
The percentage of unsuccessful mid-term and full term tenure from female or minority candidates exceeded the proportion of these groups in our faculty.	Departmental processes now include annual review of Assistance Professors by Promotion and Tenure/Mentoring Committee. The Executive Associate Dean reviews all Assistant Professor annual reviews. 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 working with the ADVANCE Center to develop and pilot implicit bias training for the promotion and tenure process.	For the 2014/15 Promotion and Tenure cycle, no unsuccessful cases are being submitted from the College.
Prior College-administered climate surveys indicated many felt that the AGLS leadership was not very aware of or concerned with diversity.	A College Climate Council has been created. This group of administrators, faculty, staff, and students will 1) elevate the visibility of climate matters and 2) identify issues and opportunities for improvement, and 3) provide advice and input on climate and related topics.	The Campus Climate Council was formed in Fall 2014. Further results are forthcoming.

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## 2) Recruitment and Retention

### Recruitment

#### Undergraduate Program

Three [3] off-campus recruiters on staff	<ul style="list-style-type: none"> <li>Specifically focused on urban environments (Dallas, San Antonio/Austin, and Houston) to focus on underrepresented minority recruiting</li> </ul>
Undergraduate recruiting programs	<ul style="list-style-type: none"> <li>National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP): mentoring program</li> <li>AGLS Transfer Network: matriculation coordination with community colleges</li> <li>Summer Training in Agriculture and Related Sciences (STARS) enrichment camps: focused on targeted urban schools</li> <li>World Food Prize Youth Institute: high school enrichment</li> <li>STEMing for Greatness: high school enrichment</li> </ul>

#### Graduate Program

Graduate recruiting programs	<ul style="list-style-type: none"> <li>Sponsor at Society for the Advancement of Native Americans and Chicanos in Science (SACNAS) National Meeting</li> <li>National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP) "Bridges to the Doctorate" program: funding support and mentoring program</li> <li>multiple recruiting visits to Prairie View A&amp;M University and TAMU Kingsville</li> </ul>
College Excellence and Diversity Fellowships	<ul style="list-style-type: none"> <li>Matriculated twenty-four [24] top students who were offered either a College Excellence or College Diversity Fellowship</li> </ul>
Graduate Student Travel Grant Program	<ul style="list-style-type: none"> <li>Awarded forty-one [41] travel grants to departments to bring in outstanding prospective graduate students with preference for diversity</li> </ul>

#### Faculty

"Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE)" training	<ul style="list-style-type: none"> <li>College sponsored this training for all administrators, including department heads and chair of College Promotion and Tenure Committee</li> <li>Two AGLS faculty members and one staff member participated in Cohort II training</li> <li>Working with The ADVANCE Center to develop and pilot similar training for promotion and tenure process</li> </ul>
Implemented mandatory search committee training	<ul style="list-style-type: none"> <li>Search chairs must attend training through the Dean of Faculties Office and the ADVANCE Center</li> </ul>
Align AGLS diversity goals to maximize recruiting efforts	<ul style="list-style-type: none"> <li>Focus on recruiting the best of the best, but realize they may not come from departments that look like us</li> <li>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.</li> </ul>

#### Staff

"Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE)" training	<ul style="list-style-type: none"> <li>First and only staff person outside of the ADVANCE Center invited to participate in this training</li> <li>Plans for workshop to be offered to other staff within AGLS</li> </ul>
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## Retention

### Undergraduate Program

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

### Graduate Program

Hired 50% effort Program Coordinator to assist in diversity progress	<ul style="list-style-type: none"> <li>• Works closely with Associate Dean for Graduate Programs and Faculty Development</li> <li>• Attends recruiting fairs focused on underrepresented populations</li> <li>• Engages diversity data to assist in future actions related to graduate students</li> <li>• Facilitates and organizes graduate student groups/activities</li> </ul>
Programs for graduate students to promote diverse populations to the doctorate/professoriate	<ul style="list-style-type: none"> <li>• Alfred P. Sloan Program in Exemplary Mentoring (PEM): graduate learning community</li> <li>• National Science Foundation (NSF) Alliance for Graduate Education and the Professoriate (AGEP): graduate learning community</li> <li>• National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP) “Bridge to the Doctorate” Program: mentoring and graduate funding</li> <li>• Alfred P. Sloan Scholars: graduate funding and mentoring program</li> <li>• USDA National Needs Diversity Fellowships: graduate funding</li> <li>• Hispanic Leaders in Agriculture and the Environment (HLAE): learning community</li> </ul>

### Faculty

“Mentoring Beyond the Department” Faculty Development Program	<ul style="list-style-type: none"> <li>• Workshops on topics such as “New Faculty Orientation,” “Understanding the Expectations for Promotion &amp; Tenure,” and “Promotional Dossier Preparation Workshop”</li> <li>• One-on-one mentoring</li> </ul>
Involvement in ADVANCE Center activities strongly encouraged	<ul style="list-style-type: none"> <li>• AGLS provides specific funds to the ADVANCE Center so that its five [5] non-STEM departments can participate in activities</li> <li>• In FY14, sixty-four [64] AGLS faculty and administrators participated in ADVANCE Center activities (largest percentage of participation of any TAMU college).</li> </ul>

### Staff

“Faculty and Staff Interaction Team (FASIT)” Program	<ul style="list-style-type: none"> <li>• Three AGLS departments participated (out of 13 TAMU departments) in this training</li> <li>• Action items have been implemented</li> </ul>
Commitment to staff diversity	<ul style="list-style-type: none"> <li>• While overall staff diversity has decreased slightly since 2010, the percentage of Black and Hispanic staff has significantly increased during this period. (Table I - g)</li> </ul>

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## 3) Internal and/or External Advisory and/or Developmental Council Groups

The College of Agriculture and Life Sciences (AGLS) created a College Climate Council. This group, made up of twelve [12] administrators [2], faculty [4], staff [2], graduate [2] and undergraduate [2] students, is charged with assisting AGLS leadership with defining AGLS diversity/climate goals and developing strategies to move the College forward in its plans in these areas. The members are a balance of genders and ethnicities. All of its members will receive the ADVANCE Center's STRIDE training.

The College of Agriculture Development Council (COADC) has 138 members (15 females and 123 males and 136 white, 1 African American, and 1 Hispanic). The COADC's primary function is that members pay \$1,000 annual dues which support scholarships and student high impact activities. The College continues to work to diversify its membership, as is evidenced with two [2] new female members for Fall 2014.

## 4) Unit Climate

Though its importance has always been recognized and valued, climate has become the specific area of increased focus for the College of Agriculture and Life Sciences. Strategies for improving areas of concern are and will be identified utilizing College-level and University-wide climate surveys given to faculty, staff, graduate and undergraduate students. AGLS administration strongly believes that increasing the focus on improving the climate in the unit will directly impact the numbers of underrepresented populations in a positive way. Continued efforts, such as a climate council for visibility/dialogue; learning communities for students; and participation by faculty in ADVANCE Center and Dean of Faculties programs, will be emphasized.

### ADVANCE Center Participation

- Of AGLS' 14 academic departments, the College has provided funding for its 5 non-STEM departments to participate in ADVANCE [Agricultural Economics; Agricultural Leadership, Education & Communications; Ecosystem Science and Management; Poultry Science; and Recreation, Park and Tourism Sciences] so that all AGLS female faculty can benefit from ADVANCE programs.
- Eight [8] AGLS faculty and administrators are participating on ADVANCE committees [representing Dean's Office and five [5] departments].
- Eight [8] faculty and administrators [representing six [6] departments] participated in the ADVANCE LEAD Program.
- One [1] faculty member is serving on the ADVANCE Leadership Team/Investigators.
- Two [2] faculty and five [5] post-docs [representing five [5] departments] participated in the 2013/14 ADVANCE Roadmap workshop. Three [3] faculty and administrators participated as 2013/14 ADVANCE Roadmap workshop facilitators [representing Dean's Office and two [2] departments].
- Two [2] Assistant Professors [representing two [2] departments] are participating in ADVANCE Scholars Program.
- Three [3] AGLS departments participated in Faculty-Staff FASIT training.
- Three [3] AGLS departments participated in the ADVANCE Speaker Series.
- Five [5] faculty are participating in the ADVANCE Academic Writing Workshop [representing four [4] departments]; one [1] faculty member is participating in the New Moms Success Circle, and two [2] faculty participated in Success Circles Writing Club [representing two [2] departments].
- Two [2] faculty and one [1] staff member participated in STRIDE facilitator training [representing Dean's Office and two [2] departments]. Three [3] administrators and sixteen [16] faculty participated in STRIDE Workshop [representing Dean's Office and nine [9] departments].
- Executive Associate Dean serves on the Internal Advisory Board.

## 5) Equity

Equity studies were done on faculty based on rank, gender, ethnicity, and performance. Overall, the studies showed that the salary is equitable between genders at each rank according to time in service. There were specific instances of salary inequality that were identified by the Dean and Department Heads and were addressed by using the faculty merit pool and unit resources.

## 6) Future Efforts

AGLS leadership continues to value internal and external quantitative data, but wants to shift more to engaging data related to climate as improving it is the ultimate value of diversity. Therefore, future efforts within the College of Agriculture and Life Sciences, while continuing to value our place as a leader in diversity numbers among our peers, will place more emphasis on results of climate assessments within AGLS. Working with the College Climate Council and other groups, the AGLS administration plans to use College-level and University-wide climate surveys given to faculty, staff, graduate and undergraduate students to make future plans.

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## Appendix Tables

TABLE I – a Faculty by Ethnic Diversity vs. Peers, Fa. 2010 & 2013

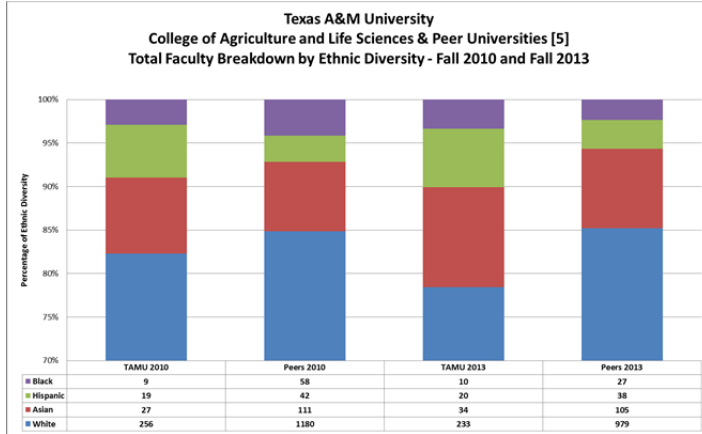


TABLE 1 – b Faculty by Gender Diversity vs. Peers, Fa. 2010 & 2014

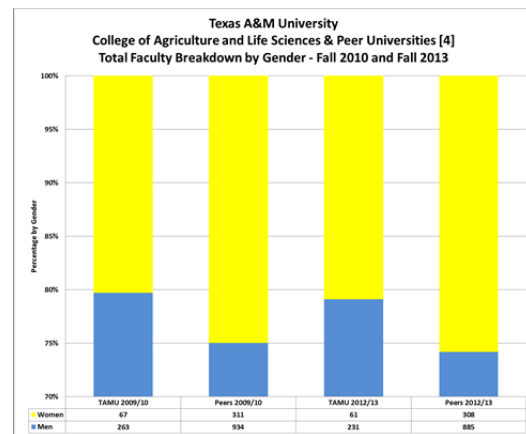


TABLE I – c Degrees Awards by Ethnic Diversity vs. Peers, Fa. 2010 & 2013

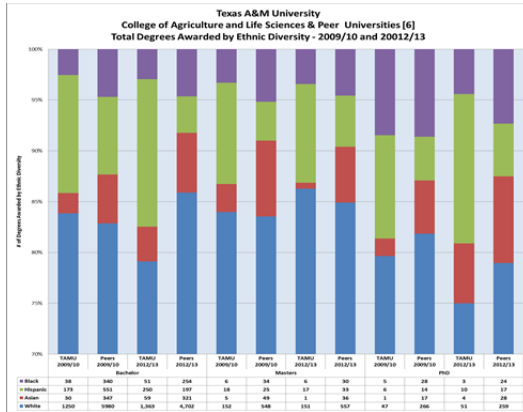


Table I – d Peer Degrees Awarded by Gender vs. Peers, Fa. 2010 & 2013

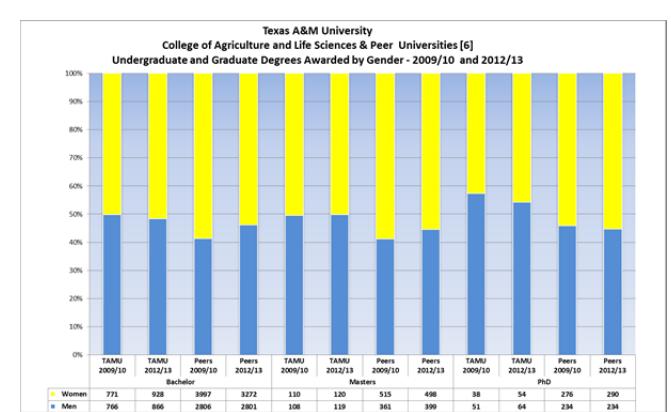


Table I – e Enrollment by Ethnic Diversity vs. Peers, Fa. 2010 & 2013

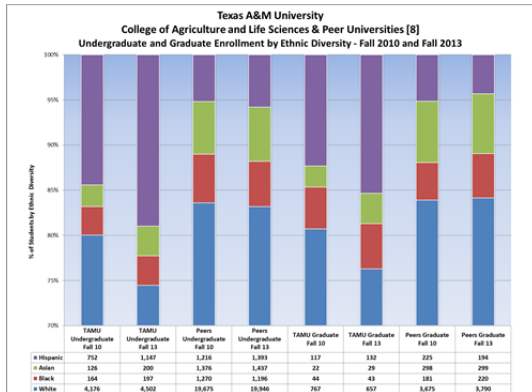


Table I – f Enrollment by Gender vs. Peers, Fa. 2010 & 2013

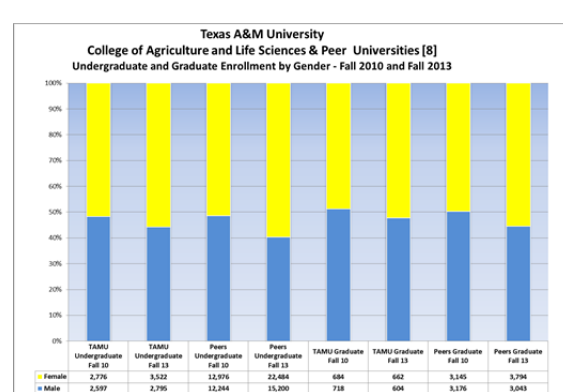


TABLE I – g Total Staff by Ethnic Diversity, Fa. 2010 and Su. 2014

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