

## 2016 University Diversity Plan Accountability Report

**Reporting Unit:** College of Agriculture and Life Sciences

**Date:** 12/6/2016

**Contact Name:** Julie Wilson

**Contact Email:** jdwilson@tamu.edu

### College of Agriculture and Life Sciences' Activities Related to Assuring a Supportive College Climate

<b>College-wide Unit-based Climate Plan Preparation</b>	Climate Workshop for Faculty Leaders	<ul style="list-style-type: none"> <li>Facilitated workshop on workplace climate specifically for faculty</li> <li>All 14 departments participated</li> <li>Build awareness and self-analysis of unit climate strengths and weaknesses</li> </ul>
	Climate Workshop for Staff Leaders	<ul style="list-style-type: none"> <li>Facilitated workshop on workplace climate specifically for staff</li> <li>All 14 departments participated</li> <li>Build awareness and self-analysis of unit climate strengths and weaknesses</li> </ul>
	Departmental Climate Plan Development	<ul style="list-style-type: none"> <li>Faculty and staff leaders who participated in Climate Workshops were charged with taking information discussed back to departments to initiate process for formulating departmental climate plans</li> <li>Trained staff offered as consultant as needed in this process</li> <li>To allow diversity for individuality of department needs, plan format was kept flexible. Departments were asked to dialogue about department climate, create feedback/assessment component, and develop participation/engagement activities from feedback in a circular process in these plans</li> <li>Faculty, staff, postdoctoral research associates, and graduate students required to be included</li> <li>Plans will be evaluated by the College administration and the College Climate Council and feedback will be provided back to departments</li> <li>All plans will be shared with all department heads to promote/share best practices</li> <li>Climate plan reporting will continue on an annual basis</li> </ul>
	College-Sponsored Climate Activities for Undergraduate Students	<ul style="list-style-type: none"> <li>Undergraduate students not specifically required for inclusion in departmental climate plans because some undergraduate students affiliate strongly with college, not department units</li> <li>College administration conducted one-on-one or small group meetings with various undergraduate student leaders to seek input</li> <li>Hosted college-sponsored Aggie Agora Race Relations workshop for student leaders</li> <li>Conducted diversity awareness session with College of Agriculture and Life Sciences' Student Council (COALS Council)</li> <li>Provide support for student-led social media campaigns: #weareAGLS and "An Ag leader is..."</li> <li>Plans for the future include engaging students in more climate topic-specific workshops, small group dialogue, and larger-scale climate-related events</li> </ul>
<b>Additional College-Level Climate Activities</b>	Leadership in University Climate and Diversity Activities	<ul style="list-style-type: none"> <li>Dean's Office staff member is the facilitator for university-wide ADVANCE Center's Faculty and Staff Interaction Team (FASIT) training</li> <li>Dean's Office staff serves a group facilitator for Aggie Agora Campus Race Relations and Processing the Election workshops</li> <li>Assistant Dean and additional Professor serve as The Posse Foundation trained mentors</li> <li>Dean's Office staff play key role in encouraging strong TAMU presence at 2017 National Conference on Race and Ethnicity (NCORE), to be held in Ft. Worth, including submitting presentation proposal on unit-based climate planning</li> <li>Administration participation in Vice President for Diversity's Diversity Leaders Group</li> </ul>
	College Climate Council	<ul style="list-style-type: none"> <li>Serves in an advisory capacity to the Vice Chancellor and Dean; comprised of 12 administrators, faculty, staff, graduate and undergraduate students</li> <li>Organized in Spring 2015, 10 of the 12 original members continue to be active</li> <li>Group participation in 2016 TAMU Climate Matters Conference pre-conference workshop</li> <li>Multiple ideas generated by the Council have been implemented</li> <li>Two year membership commitment from members and many original members want to continue beyond the initial two-year commitment</li> <li>Reviewing and advising on department climate plans</li> </ul>

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	Peer Assessment	<ul style="list-style-type: none"> <li>• In-depth study of how other AAU Land Grant institutions carry out climate and diversity mission</li> <li>• Active conversations with peer institution administrators regarding programs/concepts that are successful</li> <li>• Intentional consideration of tradition agriculture background versus non-traditional agriculture background as it relates to recruitment/retention of faculty and students</li> <li>• Since no peer institution has unique or exemplary progress, we are sharing what we are doing with them and planning a NCORE presentation on unit-based climate planning</li> </ul>
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### Progress on College of Agriculture and Life Sciences' On-Going Priority Goals – Multi-year Update

Goal	Action Taken	Results and Continued Plans
Recruiting and Supporting Diverse Faculty	<ul style="list-style-type: none"> <li>• College leadership requires active and innovative recruiting to diversify candidate pools.</li> <li>• Search committees are required to meet with the Dean to justify candidate pool diversity prior to the interview process</li> <li>• Administration aggressively supports and promotes participation of all female faculty in ADVANCE Center programs</li> <li>• College hosts a number of faculty development mentoring workshops</li> </ul>	Dean reviews have helped to increase 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 (Fall 2015 is the most recent data available.). 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.
Supporting Professional Development of Diverse Faculty	<ul style="list-style-type: none"> <li>• College-wide organized annual review of Assistant Professors by Promotion &amp; Tenure Committees</li> <li>• ADVANCE Center implicit bias training required for all Promotion &amp; Tenure Committee chairs</li> <li>• Faculty development workshops and one-on-one faculty mentoring</li> </ul>	Retaining a successful diverse faculty is as important as recruiting one. For the 2016/17 Promotion and Tenure cycle, no unsuccessful mandatory, full-term tenure cases are being submitted from the College. All faculty are mentored through the mid-term and full term tenure cycles. Because the College is retaining higher percentages of the faculty populations that it recruits, we are broadening our mentoring efforts to ensure that all groups progress to full professor at similar rates and with similar success rates.
Recruiting and Success of Diverse Students	<ul style="list-style-type: none"> <li>• Focused recruiting continues to be targeted in urban areas(Dallas, San Antonio, and Houston</li> <li>• Recruiting materials designed with urban populations in mind</li> <li>• Multiple learning communities and support groups continue specifically for underrepresented populations</li> </ul>	The undergraduate admission of black students has increased from 2 to 20 [10 fold increase] from 2013 to 2014 and from 32 to 83 (250% increase) from 2015 to 2016. 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.
Developing Graduate Students as Diverse Future Faculty	<ul style="list-style-type: none"> <li>• Concentrated effort to grow potential faculty from within our on departmental graduate programs</li> <li>• Continuation of NSF Alliance for Graduate Education and the Professoriate (AGEP) grant, a Sloan Program in Exemplary Mentoring, and various learning communities</li> <li>• Rigorous graduate student learning outcome assessment program</li> <li>• Development of aggressive graduate student fellowship programs, including College Excellence/College Diversity Fellowships</li> </ul>	The College increased Black+Hispanic undergraduate enrollment from 10% in 2004 to 24% in 2016 (528 to 1455) and the Black+Hispanic graduate enrollment from 6% in 2004 to 19% in 2016 (75 to 175). The College has also reallocated funds to graduate student support with a 500% increase of minority students supported since 2013 (14 to 70). College leadership has given the highest priority to recruiting top minority graduate students as a strategic plan to then recruit these for faculty positions post-graduation. In addition, there are plans to communicate best practices through scholarly literature.

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### A. Recruitment – Annual Update

#### Undergraduate Program

Three 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> <li>Awarded 17 travel grants to departments to bring in outstanding prospective graduate students with preference for diversity</li> </ul>
Intentional Focus on Providing Fellowship Sources (Excellence Diversity, Willie May Harris, OGAPS Diversity Top-Off, Tom Slick, and Bridge to the Doctorate Fellowships)	<ul style="list-style-type: none"> <li>Increased the number of fellowship opportunities and increased the number of minority students who were funded by 3 times over 2015</li> <li>Matriculated 70 (compared to 20 in 2015) top underrepresented minority students to graduate programs the College in 2016</li> <li>Continued top-level funding for 5 second year and 2 third year underrepresented minority graduate students</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>Piloted similar implicit bias training for promotion and tenure process with The ADVANCE Center</li> </ul>
Mandatory search committee training	<ul style="list-style-type: none"> <li>Search chairs and department heads required to 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>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</li> </ul>

We have chosen Iowa State University, The Ohio State University, and the University of Florida for our peers. All are Association of American University (AAU) members and Land Grant institutions and were chosen because of their well-developed climate/diversity/inclusion programs. While they are each doing some of the same type of organized underrepresented minority recruiting activities that we are, we have more robust programs in all areas of recruiting. We plan to share our best practices with our peers.

### B. Retention – Annual Update

#### Undergraduate Program

Student Organizations Dedicated to Minority Retention	<ul style="list-style-type: none"> <li>Freshman Leadership Experience (FLE): freshman 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>
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Minority Student Retention Activities	<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>• Regents Scholars Study Abroad trip to Mexico</li> <li>• AG-gie Extend Learning Community</li> <li>• STEM Learning Community</li> <li>• FOCUS Learning Community</li> </ul>
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### Graduate Program

Minority Student Retention Efforts	<ul style="list-style-type: none"> <li>• Black Graduate Student networking group</li> <li>• Hispanic Leaders in Agriculture and the Environment (HLAE): learning community</li> </ul>
Programs 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> </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,” “Promotional Dossier Preparation Workshop,” and “Preparing for Full Professor”</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>• College piloted implicit bias training specifically aimed at the promotion and tenure process</li> </ul>

### Staff

“Faculty and Staff Interaction Team (FASIT)” Program	<ul style="list-style-type: none"> <li>• Overall program is now facilitated by a Dean’s Office Staff member</li> <li>• Four AGLS departments participated (out of 20 TAMU departments) in this training</li> <li>• Action items created during this program have been implemented in participating departments</li> </ul>
Participation in climate/diversity opportunities.	<ul style="list-style-type: none"> <li>• Targeted climate and diversity training provided in College-led academic advisor meetings</li> <li>• College-led workplace climate workshop for staff leaders specifically held</li> </ul>

In learning about retention activities that our chosen peers have implemented, we discovered that we are doing some of the same general activities, but many of our activities have been implemented for longer periods of time and we have more opportunities at each level. We plan to share our best practices with our peers.

## C. Equity - Annual Update

### Faculty

Salary Equity Studies	<ul style="list-style-type: none"> <li>• College and unit resources used to address specific instances of inequity identified through DOF and units bi-annually</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Sponsor and participation in ADVANCE Center</li> <li>• Sponsor and participation in 2016 Campus Climate Conference</li> </ul>

### Students

Undergraduate Students: Leadership Development	<ul style="list-style-type: none"> <li>• COALS Council, Freshman Leadership Experience (FLE), Representation on College Climate Council, Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS), National Science Foundation (NSF) Louis Stokes Alliance for Minority Participation (LSAMP), Society for the Advancement of Native Americans and Chicanos in Science (SACNAS), AGLS Women’s Professional Development Summit, AGLS Men’s Professional Development Summit</li> <li>• Scholarly study and assessment of these programs are underway for publication</li> </ul>
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Graduate Students: Leadership Development	<ul style="list-style-type: none"> <li>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), Society for the Advancement of Native Americans and Chicanos in Science (SACNAS), Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS)</li> <li>Scholarly study and assessment of these programs are underway for publication</li> </ul>
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**Staff**

Leadership Development	<ul style="list-style-type: none"> <li>Representation on College Climate Council</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>ADVANCE FASIT participation, 2016 Campus Climate Conference, National Conference on Race and Ethnicity (NCORE) participation</li> </ul>

We also led our peers in efforts related to equity, especially in the area of professional development. We plan to share our programs with our peers.

## Peer Data Comparisons (Iowa State University, The Ohio State University, and the University of Florida)

