



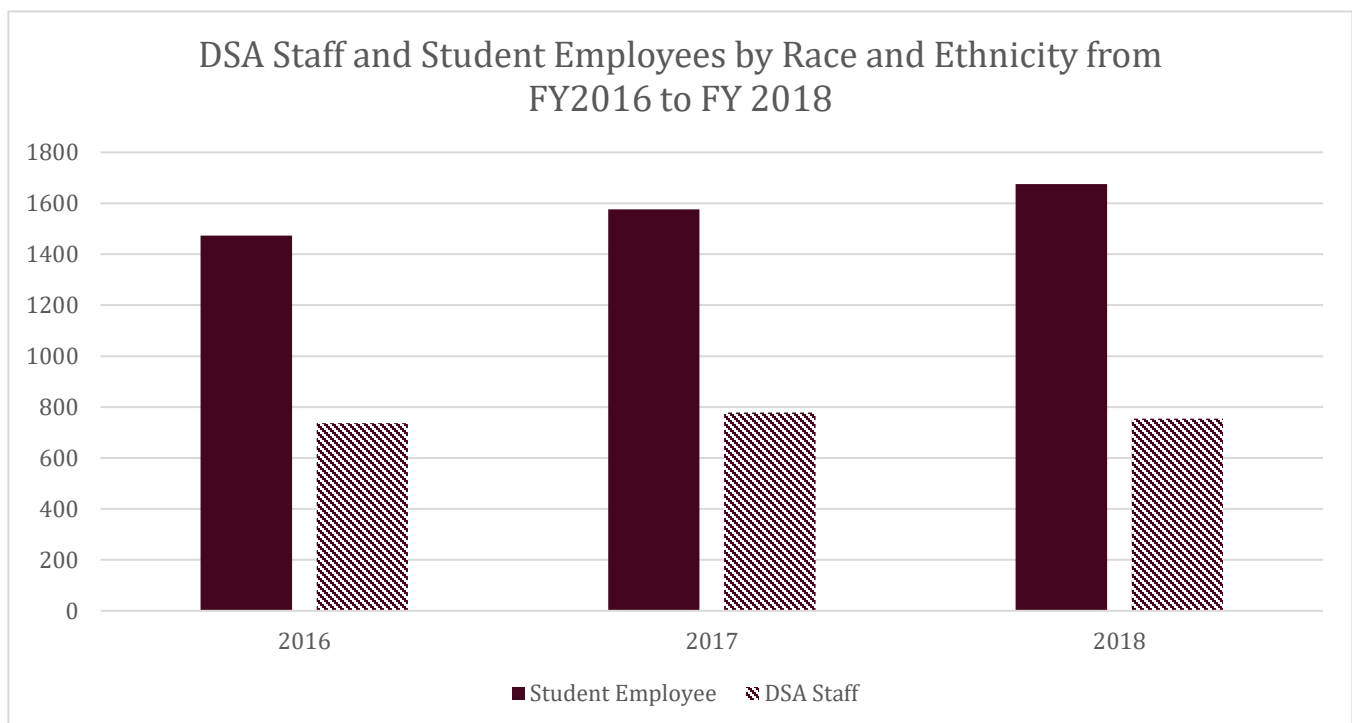
2018 Diversity Plan Accountability Report

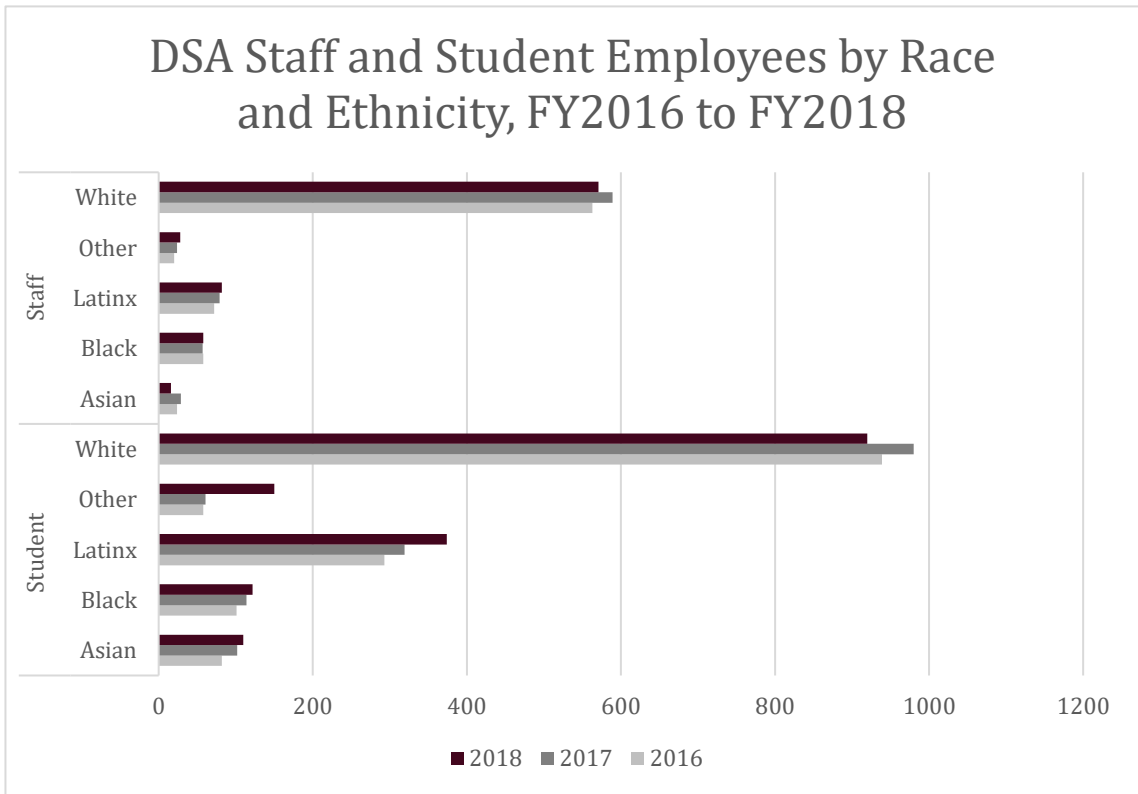
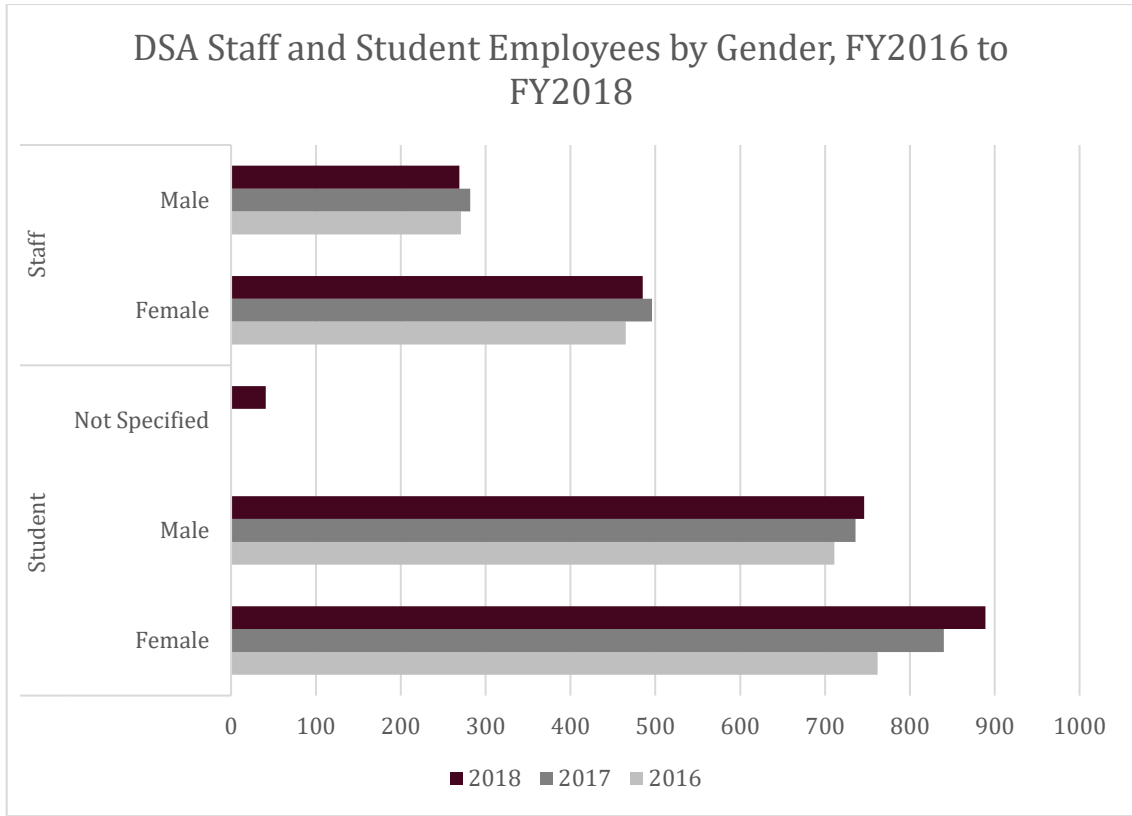
Introduction

The Division of Student Affairs (DSA) is comprised of 17 departments in various locations across campus, including Memorial Student Center, John. J. Koldus Building, James Earl Rudder Tower, Military Sciences Building, Student Recreation Center, Becky Gates Children’s Center, A.P. Beutel Health Center, E.V. Adams Band Hall, and West Campus Buildings 0064 and 0065.

The general mission of DSA contributes to student learning and development. We provide exceptional services, facilities, and programs that promote student success, embody the Aggie spirit, and foster a diverse and inclusive campus community to deepen the understanding and individual application of the Aggie Core Values – Loyalty, Integrity, Excellence, Leadership, Selfless Service, and Respect.

The DSA performed an analysis of staff and student employee composition from 2016 to 2018. Findings indicated that in FY2018, 31% (n=755) of DSA employees were staff and 69% (n=1676) were student employees. There were more female (64%, n=485) than male (36%, n=269) staff employees. Regarding staff’s racial/ethnic representation, most employees were Whites (76%, n=571) compared to Latinx (11%, n=82), Blacks (8%, n=58), Asian (3%, n=16), and other groups (2%, n=28). Similarly, student employees were slightly more female (53%, n=889) than male (45%, n=746), White (60%, n=920), Latinx (22%, n=374), Black (7%, n=122), Asian (7%, n=110), and other (9%, n=150). Percentages might add up to more than 100% due to rounding. Trends show that “the needle” has not moved towards racial/ethnic staff diversity, but student employee trend shows a slight increase for Latinx student employment as illustrated in the charts below.

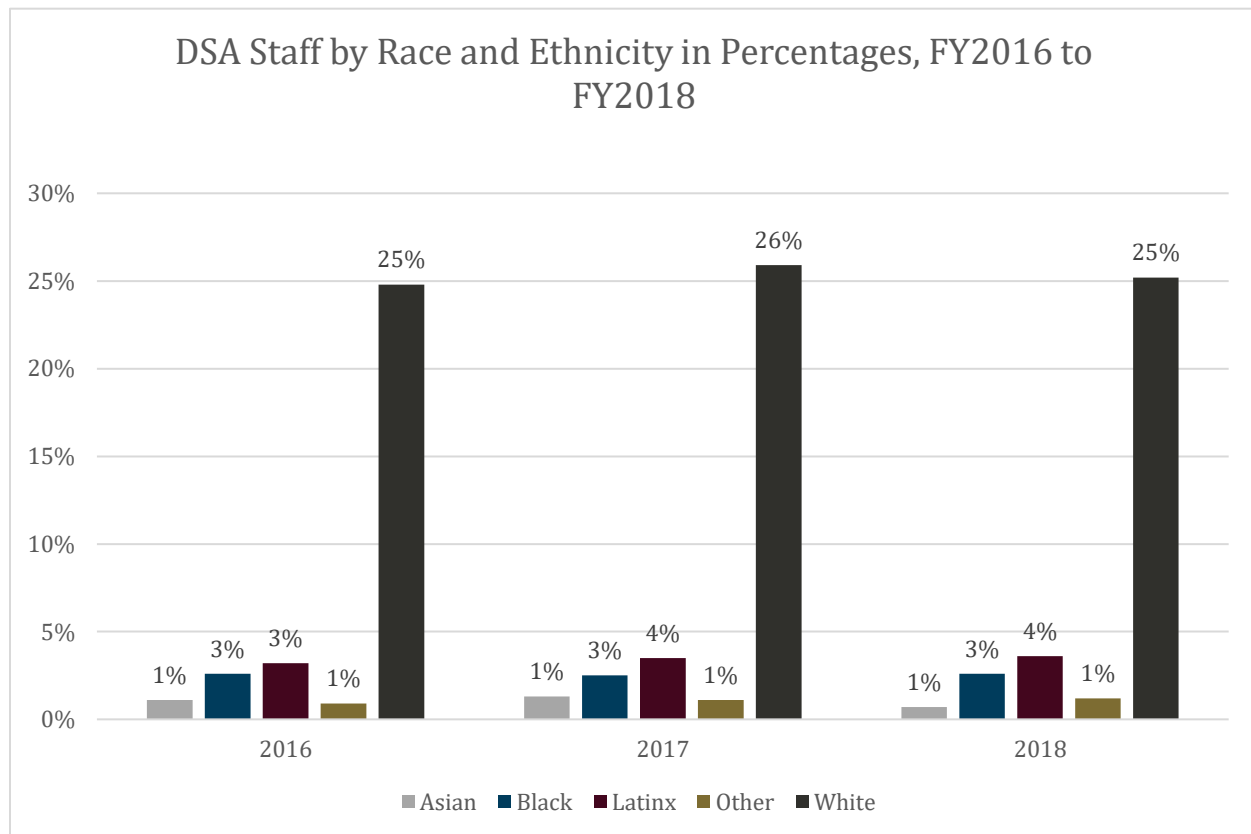




DSA's diversity council, named DSA 2.0, requested each of the 17 departments across the division to review departmental strategies, diversity, and assessment for goals addressing diversity, accountability, retention, climate, equity, and inclusion. Following this review, departments submitted unit-level progress using a Qualtrics survey developed by the DSA 2.0 Committee. Data was compiled and synthesized by DSA 2.0, which includes an Associate Vice President and Vice President, for the writing and review of this report.

Recruitment

As illustrated below, staff from underrepresented People of Color have remained fairly constant. Additional targeted strategies around search process, training, and candidate identification are needed to show significant progress in this area. The division has a practice of advertising vacant positions in diverse outlets and publications. Funding has been provided to assist departments with advertisement in spaces not traditionally utilized for recruiting diverse applicant pools.

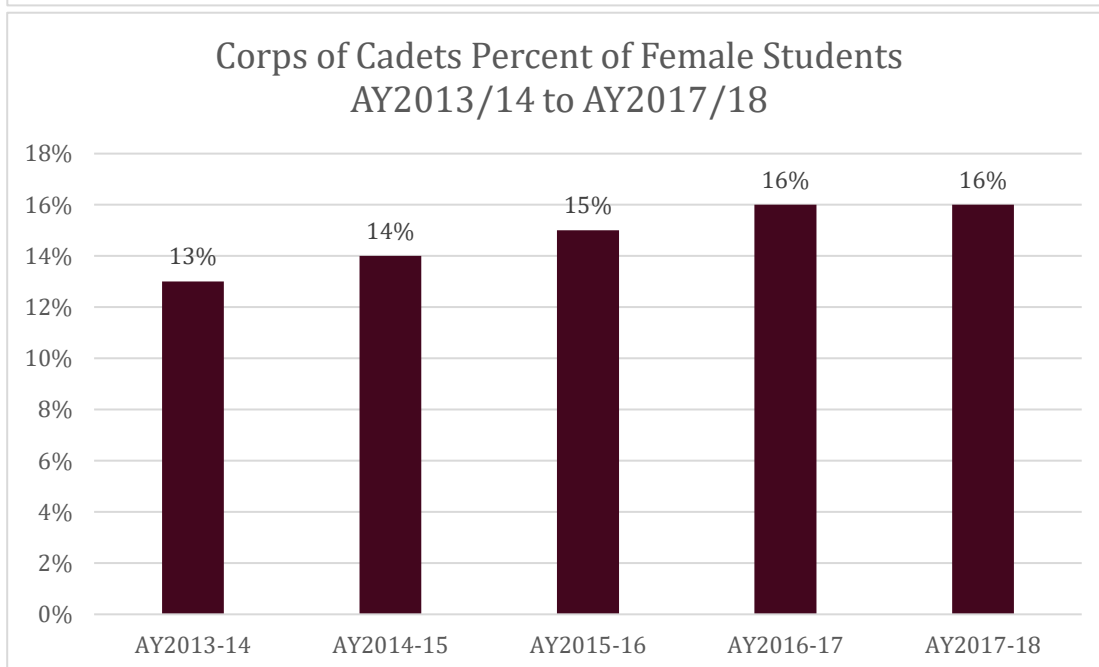
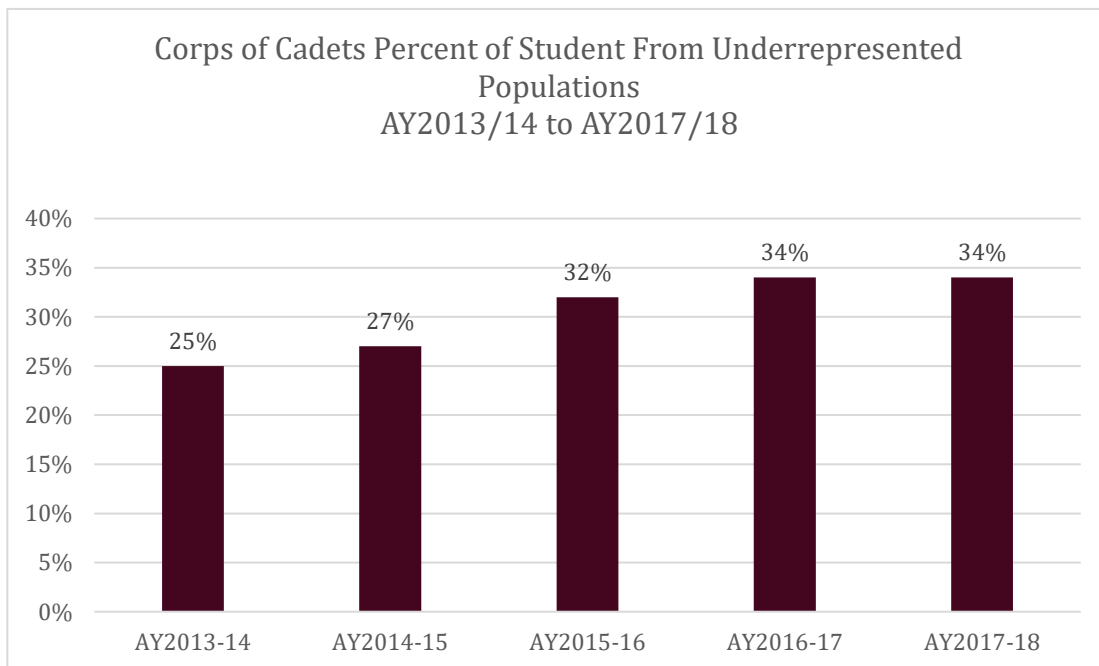


To better aid in the recruitment of potential candidates, DSA units adopted new business practices to assist with consistency and intentionality in recruiting diverse applicant pools. Pre and post hiring forms and Diversity Equity and Inclusion (DEI) questions are now foundational documents in the hiring process. In addition, a new diversity commitment statement was tentatively approved for inclusion on all division positions descriptions. Finally, the DSA 2.0 committee is researching the utility of the Stride program and Oregon State's Search Advocate program for training DSA search committees and onboarding.

Several DSA departments have exceptional training and onboarding programs for student staff with an emphasis on cultural awareness and inclusion. These departments' programs will be reviewed by DSA 2.0 and recommended as resources for other DSA units to adopt.

Corps of Cadets Data

A recommendation from previous reports wanted Corps of Cadets data and programs integrated into the DSA Accountability Report. The Corps of Cadets assessed participation of underrepresented students of color and female students. A five-year trend shows a 3% increase of female students from 13% of cadets in AY 2013-14 to 16% in AY 2017-18. Students from underrepresented racial and ethnic groups rose 13% from 25% in AY 2013-14 to 34% in AY 2017-18. These numbers indicate that current action plans are working to achieve the goals established for 2020.

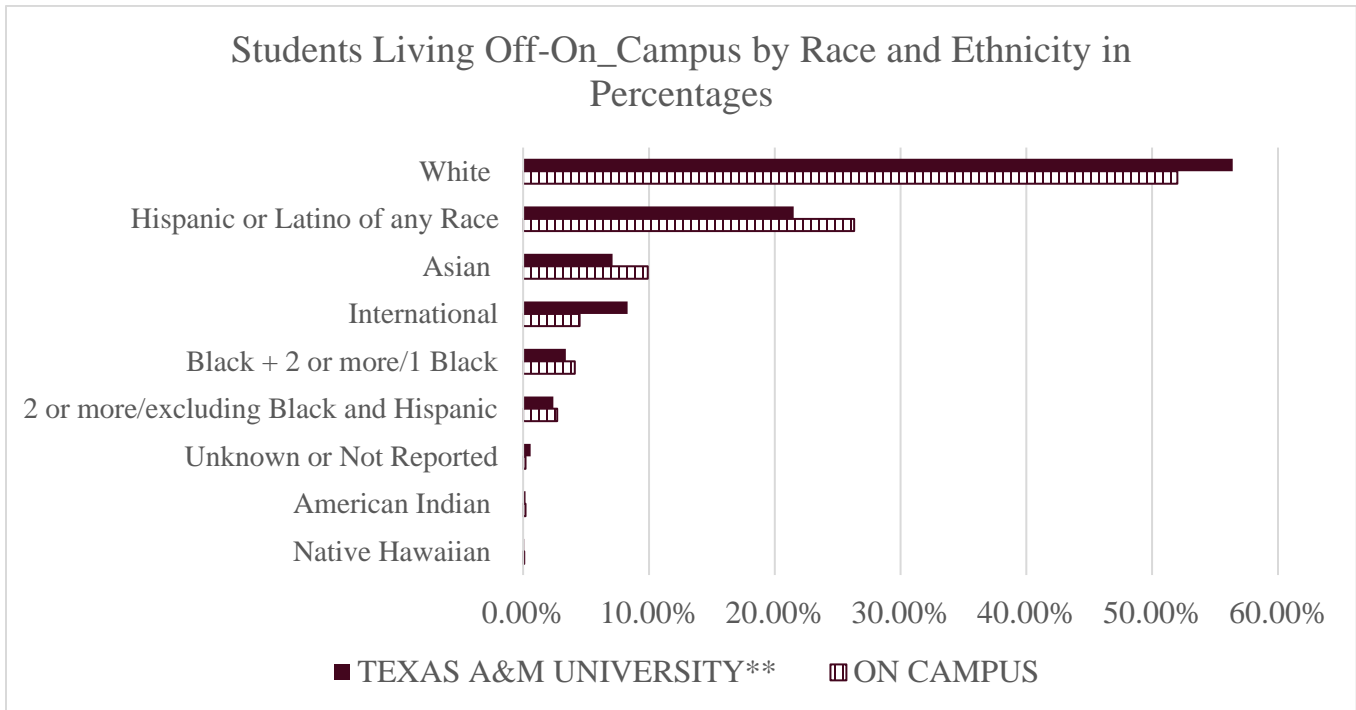




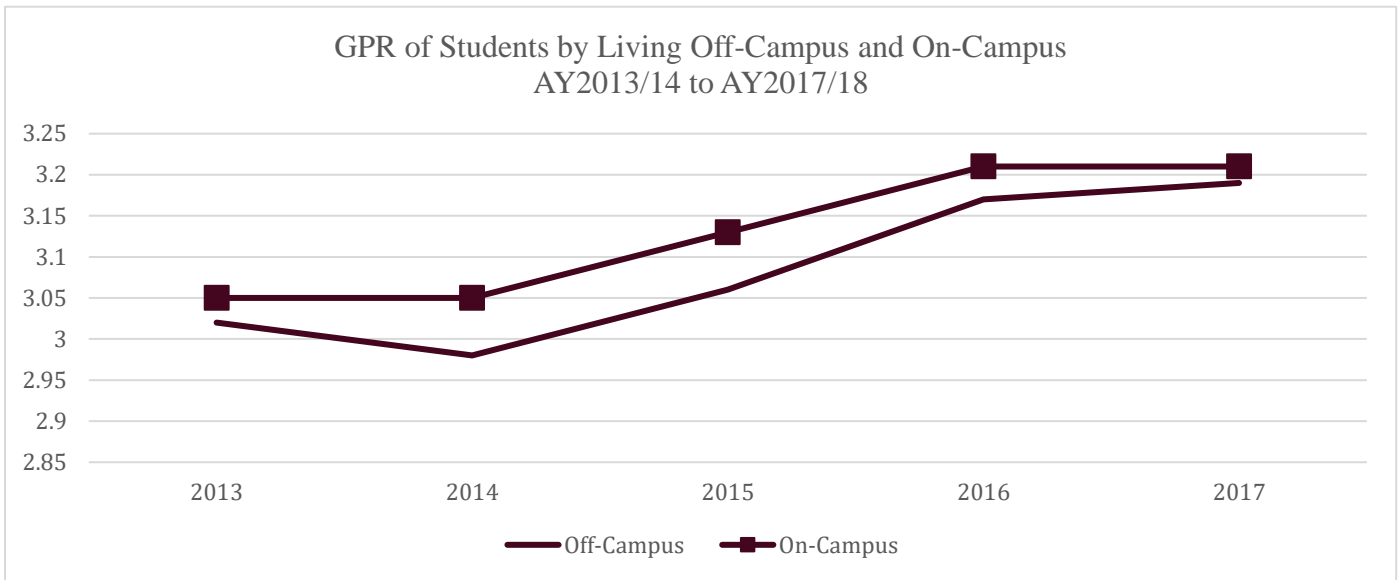
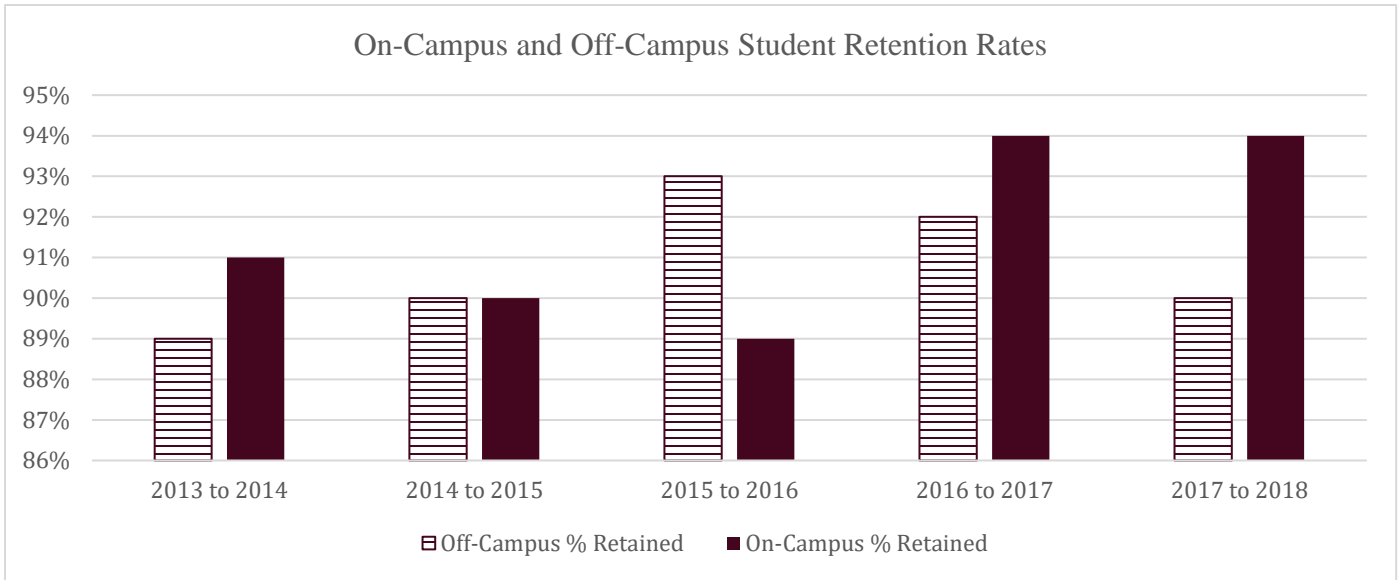
Retention

Departments in DSA have approached retention in different ways. Research indicates that students, particularly first generation and underrepresent students are more likely to be retained if they reside on-campus. The Department of Housing and Residence Life has a number of programs designed to provide a sense of belonging and community to various student groups by providing and promoting an environment that welcomes students and supports their cultural growth and development. While retention is a priority across the division, two illustrations are provided from the Departments of Residence Life and Disability Services.

The Department of Residence Life tracks demographics, GPR, retention, and graduation rates. Below are tables offering race/ethnicity data for on campus residents in comparison to the overall student body and on-campus versus off-campus comparisons from AY2013-2014 through AY2017-2018. Approximately 500 African-American/Black and 3500 Hispanic/Latinx student living on campus report greater satisfaction with the on-campus living experience than their White peers, but collectively there is an academic gap compared to those students living off-campus. Overall, the students who live on-campus are more diverse based on race and ethnicity than the campus community at large.

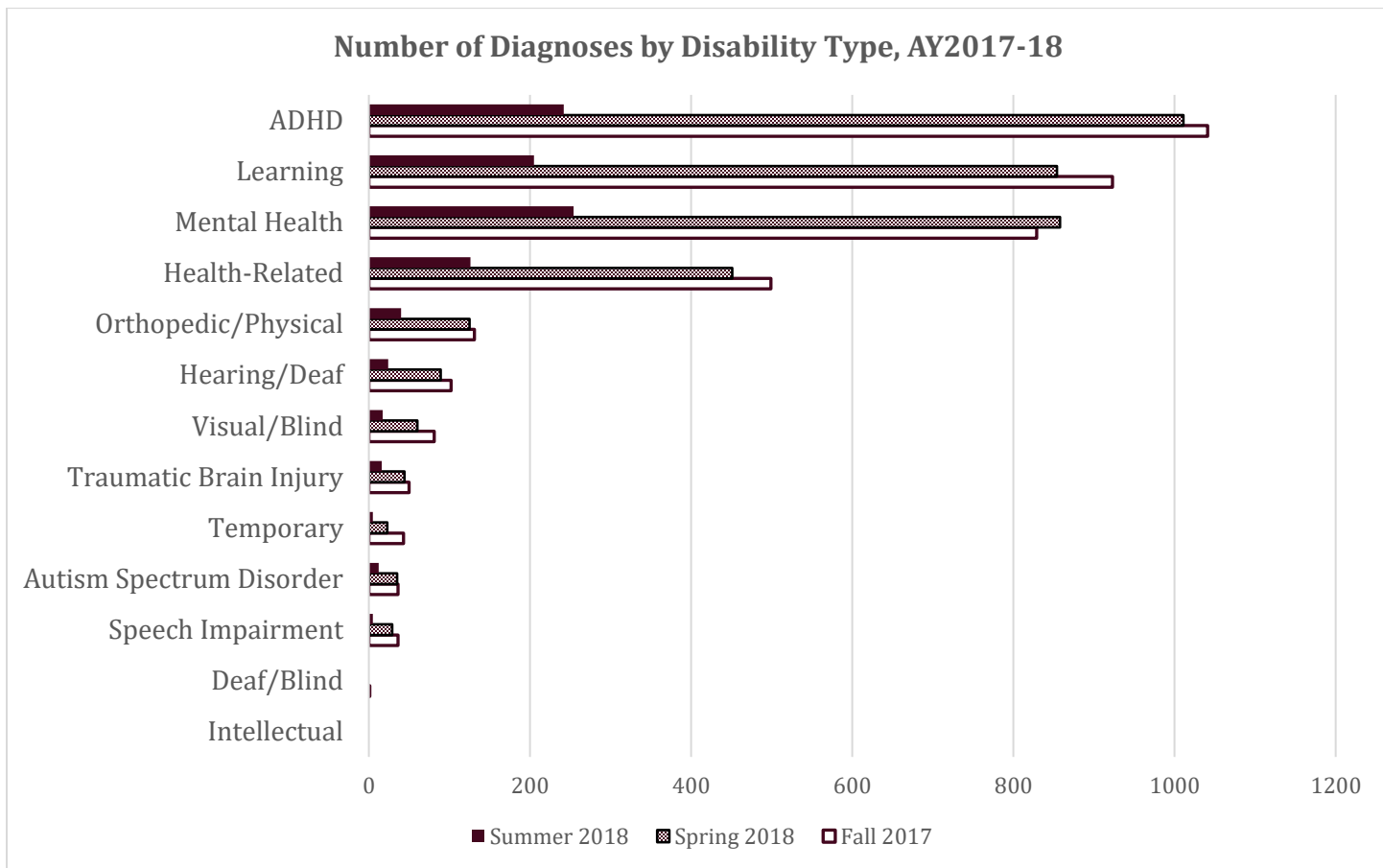


** Data acquired from the accountability.tamu.edu website.



Within this data, there are some disparities among racial/ethnic student groups. Specifically, Black and Hispanic/Latinx are being retained at lower levels than their off-campus peers. As a result, in the 2016 academic year, the Department of Residence Life sponsored the Aggie Family and Aggie Familia initiatives, and funded by the DSA Diversity Award during AY2017/18, to increase retention of those students. While grant funding has been exhausted, the department plans to continue this initiative in a different format moving forward.

Additionally, understanding and providing services to students with disabilities plays a role in their academic success and a retention factor. The chart below illustrates the number of touch points the Department of Disability Services had with various student populations.



It is important to note many students have more than one diagnosis. In examining the diagnostic categories, in spring 2018, mental health diagnoses outnumbered learning disabilities for the first time and this trend appears to be continuing. This has an impact on services as some challenges presented by those with mental health diagnoses can be greater (i.e. not able to go to class, significant anxiety with presentations, etc.).

Disability Services completed a survey of the students registered for the spring 2018 semester concerning their experiences with the Testing Administration Center readers and scribes and the note-taking process. Overall, students indicated having positive experiences with the Testing Administration Center readers and scribes provided through Disability Services. Although the numbers of students using readers or scribes was small, 100% reported that their experiences with the readers or scribes were positive or neutral. When asked to provide suggestions for improvement, the following were noted: extending the Testing Administration Center hours to close later in the evening and moving the office to a more convenient location. Disability Services will be moving into a newly designed and accessible space in the Student Services building in Spring of 2020.

Climate

The Strategic goal 3(a) of the DSA Strategic Plan is to “Enhance, create, and foster environments and communities in which students find places to belong.” This goal challenges departments to be actively engaged in providing experiential learning opportunities with regard to diversity, equity, and inclusion as stated below:



Department	Strategy	Metric(s)	Status
Offices of the Dean of Student Life (ODSL): GLBT Resource Center	Work to grow the Mentorship program	10% increase in the number of participants in mentorship program	Achieved
University Arts	One exhibition per year will explore issues relevant to diversity, inclusion and difference	75% of all students in organized class tours will participate. 10% of all casual visitors will participate	On-going
Becky Gates Children's Center (BGCC)	Associate Director will meet with each student worker at least once per semester to gauge an understanding of diversity and anti-bias	95% of students will demonstrate an understanding of the anti-bias curriculum and articulate how to respond to possible situations	On-going Completion by 2020
Multicultural Services (DMS)	Facilitate opportunities through programs and passive marketing for students to self-report bias related incidents	100% of programs communicate about mechanisms for reporting bias and threats to safety. Passive displays throughout office to reporting mechanisms	On-going
ODSL: New Student & Family Programs	Formalize use of equity, diversity, and inclusion auditing process	85% of under-represented populations attending New Student Conference will indicate they felt welcome during their NSC	On-going
University Center & Special Events (UCEN)	Meet with and engage campus ministers quarterly to seek input to enhance inclusion for All Faiths Chapel after the renovation and addition of new ablution space and installation of plaques with quotes from non-Christian based religions	10% increase in the diversity of faiths using All Faiths Chapel	Completed/Achieved
Music Activities	Offer the International Performance Experience as an option for students to experience a different Culture	Offer at least one International Performance Experience for students	On-going
Corps of Cadets	Expand Corps International Programs to enhance cadet awareness of key geo-political forces shaping the globe	20% of cadets participate in a ROTC, Corps, or University sponsored international program	On-going

Impacting Climate

The Division of Student Affairs is taking the lead to create an “Expressive Activity and Free Speech” website through the Expressive Activity Committee. The website will serve as an educational resource for students, faculty, staff, former students, and visitors. Texas A&M University’s



commitment to the first amendment, the market place of ideas and civil discourse will be topics explored on the website.

The 3rd annual DMS Student Success Banquet occurred on April 24, 2018, recognizing students with 3.5 or higher GPR, celebrating graduating student leaders, and acknowledging the successes of Asian Presidents' Council, Black Student Alliance Council, and Hispanic Presidents' Council and their respective communities. Aggies to Aggies (A2A) trainings and facilitations: 90% of A2A workshop respondents reported they had a better understanding of culture and cultural differences, cultural appropriation, power and privilege, microaggressions, and identity after the facilitation.

Across 260 trainings and facilitations, 23,510 students were provided information about identifying acts of insensitivity, hate, and/or bias, as well as ways to respond (including over 18,000 incoming freshmen, transfer, and graduate students). 100% of trainings and facilitations also received information about reporting hate/bias incidents through stophate@tamu.edu and the Report a Concern app. Additionally, 40,000 marketing pieces were distributed, including Community of Respect flyers and What You Can Do cards, which included mechanisms for reporting.

The Department of Student Activities initiated an IRB approved research study called the Traditions Inclusion Initiative. This grant-funded initiative was implemented to understand and document the experiences of underrepresented populations within campus traditions, with research dedicated to understanding traditions. Findings included:

- Student organizations with little (or no) internal diversity in terms of race, class, religion, sex, etc. tend to see themselves as diverse based on the factors that are intrinsic to any university in the nation.
- Religious minority groups feel more excluded based on the spotlighted platforms given to selected speakers or student leaders.
- The sometime problematic historical legacy of traditions, specifically the oldest, was typically overlooked by student leaders in their tradition education or marketing efforts.
- The importance of naming the origins of traditions made a noteworthy impact to those interviewed.
- Through all components of a participant's experience, narratives of ableism, classism, racism, and heterosexism pervaded throughout the traditions. Marketing efforts were deemed areas of improvement, while entertainment or speaker selections can also incorporate higher levels of scrutiny.

Below are 2017-2018 highlights from student organizations who have utilized the research results:

- Class Councils established a \$50,000 endowment dedicated to their continued creation and/or maintenance of inclusion and accessibility practices in the planning of their traditions.
- Muster selected the second female Campus Muster speaker in its history (first female speaker was in 2007) to focus on different representation in their messaging.
- SGA has worked, in partnership with the Traditions Inclusion Initiative, to incorporate an inclusion accreditation program for its commissions and committees, with targeted ownership through the Student Government Association Diversity Commission.

- Class Councils revamped the marketing language of its oldest traditions (Ring Dance and Elephant Walk) to name how their traditions' history was created back when Texas A&M was only a white male institution.

Fish Camp adopted “Diversity” as a core value and have been reviewing Fish Camp data to better understand participation patterns, and retention challenges across all subgroups including racial/ethnic, first generation, and top 10%. One outcome from the study was targeted fundraising efforts to increase the number of need based scholarships to attend Fish Camp. Fish Camp raised \$90,000 plus dollars to support need based request for Fish Camp 2018. 960 freshman applied for scholarship and 655 were classified as high need.

The International Student Association (ISA) transitioned from International Student Services to the Memorial Student Center (MSC) Student Programs Office to provide students added advisement and expertise. ISA promotes cultural awareness through event planning community engagement, represents and advocates for international Aggies, and provides opportunities for members and officers to develop global leadership skills. As of December 2017, ISA was provided a full-time advisor programming funding, office space, and exposure to MSC structure. This has resulted in a change in their officer structure, increase in organizational strategic planning and intentional international student engagement through programming.

Equity

DSA incorporates practices to assure students, staff and faculty are treated equitably and remedy any systemic deficiencies. These include rewarding outstanding performance, position reclassifications, counter offers, salary adjustments, equity increases, merit increases, temporary salary increases, and non-monetary compensation such as flexible work schedules and administrative leave. While these can also be included as recruitment and retention strategies, these practices assure staff contributions are viewed individually and treated equitably. To illustrate an equity practice, position reclassification involves alignment positions with the same title of the nature and variety of the work, difficulty of the work, authority and responsibility exercised, extent of supervisory controls over the work, and qualification requirements of the work. Further, the reclassification is expected to align with other staff with the same title and experience across the division.

The racial and ethnic composition of DSA staff has remained relatively constant in spite of efforts to address DEI practices. Department directors as well as responses from the Staff Exit Survey reported lack of staff promotion and low salaries as possible contributing factors. A great majority of the staff (72%, n=18) who responded to the Staff Exit survey reported that their department encouraged diversity and inclusion. In an effort to “grow our own,” the DSA is a sponsor of the NASPA Undergraduate Fellows Program (NUFP). Currently five undergraduate students are in the program. The mission of the NUFP is to increase the number of historically disenfranchised and underrepresented professionals in student affairs and/or higher education, including but not limited to those of racial and ethnic-minority background; those having a disability; and those identifying as LGBTQ.

Division of Student Affairs has committed recurring funds to support professional development in the division. Funding is allocated to provide staff with additional professional development funds than what they might currently be receiving. The funding is designated to explore new opportunities to help professional grow in their areas of interests and in the Division of Student Affairs.



All staff members, including graduate assistants, in the Division of Student Affairs who have *already* completed six months of service within the DSA are eligible to apply. Typical funding Award:

Local/State travel	Maximum \$2000
National travel	Maximum \$3000
International Travel	Maximum \$5000

Reflection

DSA has a commitment to diversity, by including and supporting individuals from all groups, encompassing the various characteristics of people in our community. Given the educational benefits of diverse learning environments, the following includes a reflection on how DSA is moving the needle toward diversity, and our impending challenges and ongoing strategies toward civic learning, engagement, and preparation of our students to live in complex global settings.

Moving the Needle

To better understanding the needs of Black and Latino males, an assessment was implemented in Fall 2017 for Underrepresented Males of Color programs. Programs workshops and experiences were developed and implemented during the 2017-2018 academic year based on the results. Top issues affecting the Black and Latino community in society and on campus were the lack of positive representation in higher education, community often stereotyped, academic success and support, and finding community. Further, a focus that would be helpful in the programs were networking, academic success, professional growth, leadership, and healthy relationships with different kinds of people.

The Becky Gates Children Center (BGCC) provides services to a diverse group of children and parents/guardians. A survey was conducted in an effort to evaluate and continue to provide high quality services to children and parents/guardians. The survey was designed to assess both the overall quality of the center, parent/guardian perspectives of the inquiry-based curriculum and the individual classrooms at the BGCC.

In a department of very little staff turn-over, 4 of the last 6 staff hires in Music Activities have been females or members from underrepresented populations. Recent data analysis shows Music Activities to be at or better than university percentages in diversity representation in all but international and female students (Marching Band Corps of Cadets requirement strongly affects female percentages.)

New students and their families who participated in the New Student Conference (NSC) program received a survey from New Student and Family Programs to elicit their experiences. Overall, over 93% of survey respondents agreed or strongly agreed that the NSC staff made them feel welcome throughout the conference. Additionally, for students who participated in the Summer Reading program and responded to a survey about their experience with the program, over 96% of respondents agreed or strongly agreed that because of participating on the program they felt prepared for a college-classroom environment.

Challenges

Implementation of diversity initiatives is generating some adverse reactions from students, staff and faculty and potentially building a barrier to our progress in certain areas. White students largely continue to not see themselves as part of diversity on campus and therefore do not see the relevance of their own culture or their contributions in the wider discussion of campus diversity.

DSA departments have challenges recruiting staff more representative of the student population. Some reported it was a function of geographical location, perceived climate, and no competitive salaries to attract diverse candidates. DEI challenges regarding students included attempts to increase outreach and eliminate barriers (e.g., cost) for students who do not participate in programs, organizations, and DSA events.

Innovative Strategies

In September, Aggie Black Male Connection (ABMC) hosted its inaugural “Gathering of Men” event which brought together over 40 Black men at all levels of the university for a night of fellowship and networking. The Latino Males United (LMU) has grown 60% from last year to this year’s cohort and has retained 90% of the previous cohort at Texas A&M University and 60% of the previous cohort participated as mentors in the following year.

The Student Counseling Center (SCS) has continued its efforts in providing outreach to underrepresented groups and maintaining liaison relationships with multiple departments and student organizations across campus that serve and/or support students of color. As such, SCS now has a Director of Diversity and Inclusion as well as a Diversity Graduate Assistant. The SCS has been providing a new program in the DMS space modeled after the “Let’s Talk” program offered by other university counseling centers across the nation. The intention of this program is for SCS to provide students opportunities to discuss some of their concerns in an environment that feels safe and empowering to them. Students have been utilizing this space to address issues of race and intersectionality, among other concerns, and the impact these concerns have on their mental health and academic output. These services help reduce the stigma associated with mental health while increasing the help-seeking attitudes and behaviors of students of color, which can reduce the need for additional services as concerns are addressed early and decrease the likelihood of a decline in student’s level of functioning. Student Counseling Center’s presence at the DMS decreases the need for a higher level of care. Further, DMS staff also use this space to consult about students for whom they have concerns.

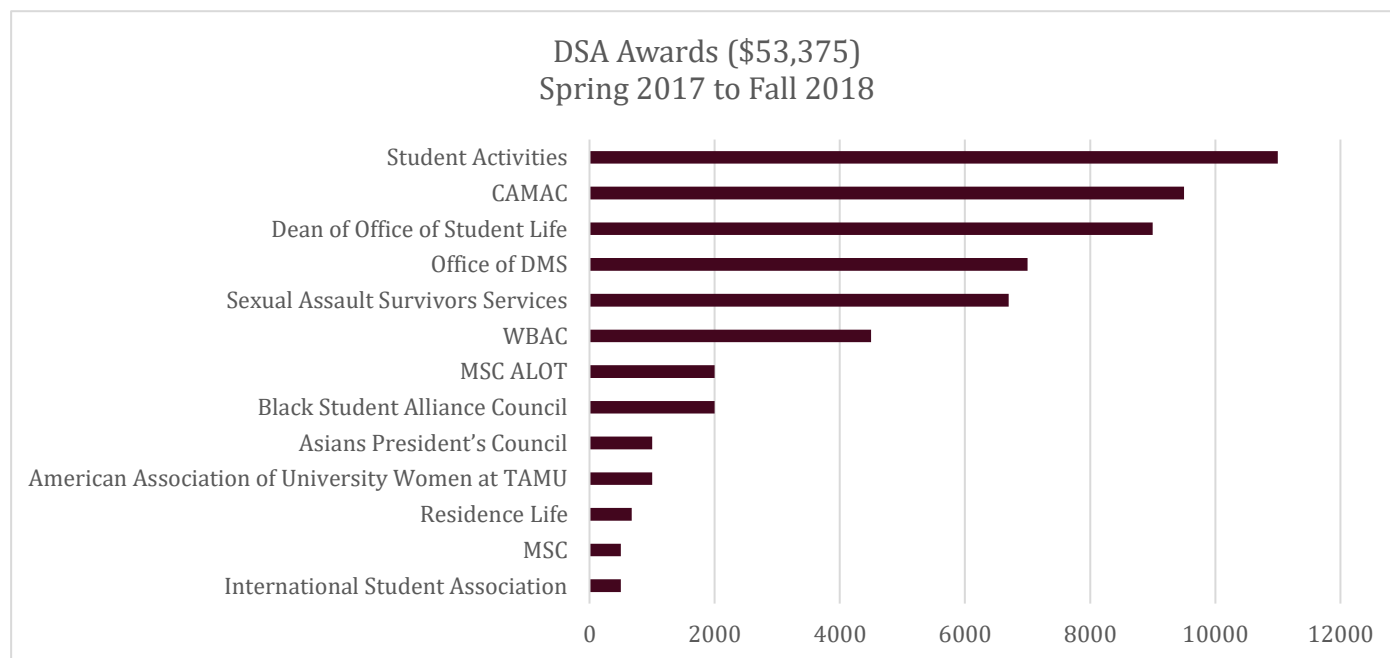
The SCS Director of Diversity and Inclusion is also serving as the consulting psychologist to DMS Race Identity and Social Equity (RISE) Fellows and supporting them in their efforts to learn concepts of diversity, equity, and inclusion that will inform their research and professional development.

University Center & Special Events reviewed all branding elements displayed within the Memorial Student Center in FY17/18 specifically for diversity and inclusion purposes. A committee of students and staff identified elements that should be replaced and generated design ideas that are diverse and inclusive. UCEN then began working with vendors to transform the ideas birthed from the committees work into full conceptual drawings. A vendor was selected and they have completed the final, approved concepts. There are 4 projects that will take place and have been set in priority order. The data mining and images are currently being collected and we anticipate the first installation taking place in the spring of 2019.

The Department of Residence Life created both a partner and pet policy for live-in staff. Both policies seek to improve the applicant for professional live-in staff and bring the department in alignment with peer institutions who have similar accommodations as policy and practice.

Diversity Plan Funding

Overall, DSA departments engaged in reviewing programs and practices related to DEI. Some departments encouraged or required DEI training for staff, promoted DSA and University functions related to DEI, while others enhanced or added staff and programming to implement DEI. DSA provided financial awards through its Accountability, Climate and Equity/Diversity and Inclusion Programming (ACE/DIP) Award Program for departments to create or expand DEI initiatives. Five departments received a total of \$53,375 since the spring of 2017 to implement DEI projects.



- MSC Student Programs Office surveyed climate and diversity issues among MSC participants and staff. It intentionally incorporated diversity in close to 75% of programming. For instance, MSC committee chairs reviewed demographic of applicant pools and accepted members to their organization through a diversity and equity lens to make their organizations diverse. It used Diversity Award funds for programming events (e.g., MSC Student Conference on Latino Affairs, MSC Aggie Leaders of Tomorrow) for students to experience art programming that challenged traditional thoughts and provided opportunities to learn more about Latinx culture.
- DMS developed support systems for underrepresented students to gain a sense of belonging (e.g., Latino Logradores) funded by the Diversity Awards, and implemented programs to educate the general student population about differences, cultural competence, and how all students and staff can contribute to an inclusive and respectful campus.
- ODSL used the diversity award to support student programming.
- Residence Life department used the Diversity Award funds to survey its staff about climate and found communication issues among staff levels needing improvement. Additionally, the department created programming for Black and Latinx students focused on cultural differences, first generation students, and identity consciousness. It also created a learning community for students with neurodiversity.



- Student Activities included DEI goals for employees' professional development and performance evaluations. Diversity award funds were used to enhance the Peer Leadership and Service Program to include first generation students. Its Inclusion Committee continued to provide training on DEI topics to campus communities.

