Preface: As our Texas A&M community adapts to this new environment of learning, teaching, working, and connecting virtually, it is imperative that our Diversity Plan goals of accountability, campus climate, and equity remain at the forefront of all our decisions. To put a finer point on the issue, particularly in times of crisis, we must ensure that all existing and planned policies, operations, procedures, and major plans for organizational change continue to be pursued with careful attention to their impact on our diversity, inclusion, and accessibility goals.

For the 2020-2021 Diversity Plan Accountability Report, the Office for Diversity is balancing the need to track and collect longitudinal data and narratives with the need to understand current, and sometimes unique, challenges and strategies presented by social distancing and the pandemic. Please use the 2020-2021 Diversity Plan Accountability Report as a tool to document and share your unit’s strategies, plans, challenges, and successes advancing diversity, inclusion, and accessibility in 2020.

Instructions: The purpose of this report is to assess the continuing progress towards diversity and inclusion at the college and division-level. Please review your unit’s strategic plans, diversity plans, and assessment plans for goals, data-informed actions, and strategies addressing diversity, recruitment, retention, campus climate, and equity. Where appropriate, use specific examples from individual departments in your unit to provide evidence for your narrative regarding progress towards Texas A&M University’s Diversity Plan goals: Accountability, Campus Climate, and Equity.

Formatting: Use portrait orientation and 12-point font or larger for the narrative, tables, and figures. Word limits are provided for each of the six sections. Please note: References, graphics, footnotes, and tables for demographic data are not included in the word count.

• Introduction (200-word limit): Describe your unit (campus location, 2019 demographics of students/faculty/staff, departments, etc.) and its general mission. Describe the writing and review process for this report: For example, was your unit’s diversity council included in the writing or review? Was this report reviewed by unit leadership? How has your unit shared, or plan to share, the Diversity Plan accountability reports across your unit? (204)

Texas A&M Galveston is a special-purpose institution for undergraduate and graduate instruction in marine and maritime studies in science, engineering and business and for research and public service related to the general field of marine resources. It is home to the Texas A&M Maritime Academy and offers eleven undergraduate programs in life, physical and social sciences, humanities, business, transportation, and engineering technology. In addition, the TAMUG campus offers four graduate programs in Marine Biology (MSc and Ph.D.), Marine Resource Management (MSc), Marine & Coastal Management and Science (Ph.D), and Maritime Administration and Logistics (MSc).
The Fall 2020 demographic snapshot for student enrollment includes 2,095 undergraduate and graduate students (1,647 Galveston majors and 430 College of Engineering) 58% of whom were male and 42% female. Among the 178 staff members, 52% were women and almost 48% men. Finally, the campus includes 141 faculty members, 110 of whom are full-time. 40% of the faculty are women and 60% are men, while 21% are from underrepresented minorities.

![Student Demographics Fall 2020](image)

The TAMUG CAO, the Assistant Director of Student Diversity Initiatives and the TAMUG CLIDE Committee were included in the report’s review. Upon completion, the Diversity Plan Accountability Report was shared with the campus’ executive team, department heads, student leaders and posted on the TAMUG CLIDE website.

- Recruitment (500-word limit): As informed by one or more years of your unit’s practices and/or assessment data, describe your unit’s goals, measures, data-informed actions, strategies, challenges, and progress on student/faculty/staff recruitment. If goals, measures, or data are not available, describe plans to develop and assess goals for student/faculty/staff recruitment (407)

TAMUG continues to make progress on its recruitment efforts. Though plans to charge a Strategic Enrollment Management Task Force to address recruitment and retention of black faculty, staff and students in Fall 2020 were waylaid by both COVID-19 and multiple weather-related interruptions, the Chief Academic Officer, in collaboration with the Director of Enrollment Services, will seat this task force in Spring 2021. In alignment with the campus’ strategic plan which includes a directive to Enhance Transformational Education and Student Success among its six priorities, the task force will be charged with enhancing current recruiting and developing new strategies that support the Student Success Initiative’s goal to increase black student enrollment from 3% to 6% and to increase Hispanic enrollment from 21% to 25%. This task force will also collaborate with the CAO, the Associate Vice
President for Academic Operations, the Associate Vice President of Student Affairs, the Director of Marketing and Communications to target the following actions 1) broadening the campus’ social media and web presence 2) developing articulation agreements with community colleges 3) increasing faculty engagement in recruiting and 4) developing and implementing a sustainable engineering model.

Providing funding support to underrepresented students is another key aspect of effective recruitment. The TAMUG Development Office received approval in October to participate in the Foundation Excellence Awards (FEA) which are offered directly to underrepresented students and a CLIDE scholarship subcommittee led by the Director of Counseling Services has been working with the Development Office to establish a scholarship for black students under the FEA. Finally, the TAMUG CAO collaborated with the TAMU Provost and the TAMU Associate Provost for Diversity to enable TAMUG’s participation in the ACES Fellows Program for the first time in Fall 2020. TAMUG’s participation will bring two scholars whose work advances scholarship in the Blue Economy which includes humanities, social sciences, natural and life sciences, business, and engineering and technology. Most significantly, the call solicits scholars who have a demonstrated commitment to promoting diversity, inclusion and intercultural competency and are willing to contribute to the campus’ IDEA goals. The call for applications will be issued in January 2021. In addition, the Campus also nominated a top scholar for consideration in the new cohort of 2021-2022 Hagler Institute Fellows. The scholar is a female African American scientist who is an influential thought leader in both industry and academia and could serve as role model for our early career BIPOC scholars (graduate students, postdoctoral fellows, faculty).

- **Retention (500-word limit):** As informed by one or more years of your unit’s practices and/or assessment data, describe your unit’s goals, measures, data-informed actions, strategies, challenges, and progress on student/faculty/staff retention. If data are not available, describe plans to develop and assess goals for student/faculty/staff retention. (496)

Successful retention includes sustained mentorship and a collegial community for faculty, staff and students. TAMUG has strived to provide these opportunities through several programs.¹ Much of TAMUG’s student retention work is embedded in the *Hullaballoo U By The Sea* program that supports the Student Success Initiative by enhancing the academic and social transition to college. Through its first-year experience courses, the program enables new students to learn more about the campus, to connect directly to a variety of resources, and to build an on-campus community of support. Beginning in the Fall 2020 semester, 99% of all non-transfer incoming students participated in a HU and 33% of transfer students chose the option to participate. It includes 33 course sections that address a range of issues from Comic Books & Social Justice to Fishing Fundamentals to Hip Hop & Culture and two

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sections of FIRST that focus on first-generation students. HU students also receive *The New Aggie News*, a monthly newsletter that includes resources, tips and advice for new students.

We also know that on-campus cultural spaces offer a safe haven for BIPOC students on predominantly white campuses and serve a pivotal role in retention.\(^2\) In Fall 2020, TAMUG made significant progress on this front by opening *The 1973 Center*, an intercultural student center located in Hullabaloo Hall. Named for the year that TAMUG enrolled its first seven women as well as the first African American student, this space is shared by student cultural affinity groups including the Black Student Alliance, Sea Aggie Pride, and the Student Alliance of Latin Leaders. The Center houses the Office of Student Diversity Initiatives staff and includes two dedicated study spaces, a library, a lounge area, a kitchen, and two gender neutral restrooms. It also includes an office that will house the inaugural *The 1973 Center* Faculty Fellow beginning in Spring 2021. This program offers a stipend and dining dollars to a faculty member who agrees to participate in the center’s events and to engage with students using the space.

Another student directed retention initiative comes in the CAO’s CARE Resource Map Project at the Galveston Campus. Part of the Council of Deans’ Deans CARE (Deans Committed to Anti-Racism Efforts) project which offers a student intern the opportunity to work with university leaders, it collects on and off-campus resources to support BIPOC students and will include a care team contact list comprised of liaisons from various on-campus units who can assist with navigating on- and off-campus resources. The resource map will also include student and campus-wide cultural affinity groups, as well as off-campus resources such as cultural events, salons, barbershops, and churches. The Deans CARE Intern will work with the CAO, the AVPAA and the CLIDE Committee Student Assistant in developing this resource.

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Hullaballoo U Retention Fall 2019-Spring 2020

- **Climate (500-word limit):** As informed by one or more years of your unit’s practices and/or assessment data, describe your unit’s goals, measures, data-informed actions, strategies, challenges, and progress on unit/campus climate issues. If data are not available, describe plans to develop and assess climate-related goals. (500)

Despite ongoing COVID-19 driven constraints, as well as three hurricane and tropical storm-based campus operations interruptions in Fall 2020, TAMUG pursued its strategies to address structural, historical, perceptual and behavioral aspects of campus climate. One perceptual strategy is the TAMUG Civic Literacy, Inclusion, Diversity, and Equity Committee’s (CLIDE) Core Values and Cultural Competency Series which continued as a virtual experience in Fall 2020 after successfully completing two Spring 2020 workshops on unconscious bias and African maritime cultures prior to the move to virtual delivery in March. Its Fall 2020 offerings included Hollaback!’s Bystander Intervention Workshop in September, Dr. Clementine Msengi’s “Finding Peace in Turbulent Times: Women and the Rwandan Genocide” in October in partnership with the TAMUG Common Reader Program, as well as two “Science for Whom: Deconstructing Bias and Diversity in Science Education” workshops facilitated by Dr. Maria Wallace in November.
TAMUG also continued its perceptual and behavioral climate work through the Intercultural Development Inventory. Administered through CLIDE, the Intercultural Development Inventory is a 50-item assessment that measures intercultural competency, or "the capacity to shift behavior based on commonalities and differences by experiencing cultures and individuals with greater levels of complexity" and provides an Intercultural Development Plan that guides users through a series of exercises to support intercultural competency development. TAMUG’s Marketing and Communication Department launched the CLIDE website in June 2020 which includes an IDI assessment request link. Currently, TAMUG has five staff and three faculty Qualified Administrators on campus and three additional staff and one faculty member will complete QA training in Fall 2020. Further, Qualified Administrators who will provide the campus with 10 hours of Intercultural Development Plan coaching support received stipends to recognize their commitment. The student facet of the campus’ IDI comes from the Office of Student Diversity Initiatives’ partnership with CLIDE which enabled SDI QAs to assess and debrief all first-year Maritime Academy cadets. They will be assessed annually to collect data and to track progress on the IDP until they graduate. The Office of Research and Graduate Studies, the Staff Council, the Department of Marine Biology and the Executive Team have all completed IDI Assessments and group debriefings. Since we began using the IDI in 2019, 180 faculty, staff and students have taken the IDI or 9% of the campus, including 30% of permanent faculty, 25% of staff and 6% of students.

Beginning in July 2020, CLIDE’s Anti-Racism Allyship subcommittee has offered biweekly guided anti-racism discussions led by faculty and staff members. These discussions support progress on the Intercultural Development Plan for those who have taken the IDI as well as offering staff and faculty professional development opportunities centered on inclusion, diversity, equity and accountability. Finally, though the Collaborative for Teaching Innovation (CTI) focuses on enhancing student success, this new faculty-led initiative necessarily centers inclusive pedagogy and culturally responsive teaching to support student success. The compositionally diverse, seven-member steering committee has committed to including both in the groups mission and its objectives as it develops a campus blueprint for institutionally-sustained faculty development addressing these issues. The
committee will complete its work in Spring 2021 and will offer a deliverable to be shared with all TAMUG faculty at that time. The Steering Committee will join the next cohort seated in Fall 2021 to identify ways to support faculty development in culturally responsive teaching and inclusive pedagogy.

**Equity (500-word limit):** As informed by one or more years of your unit’s practices and/or assessment data, describe your unit’s goals, measures, data-informed actions, strategies, challenges, and progress on equity-related goals (e.g., advancement, promotion, development, salaries, graduation rates, etc.) If data are not available, describe plans to develop and assess equity-related goals. (355)

TAMUG continues its deliberate pursuit of inclusive excellence in its faculty and staff hiring and promotion in order to address structural representation and compositional diversity. Faculty promotions effective this fall included eight faculty, five of whom are women. One was promoted to Associate Professor with Tenure, two others were promoted to Instructional Associate Professor, and the remaining two were promoted from lecturers to Assistant Professor of the Practice and Instructional Assistant Professor. Our campus also made five new administrative appointments that included three women faculty, two of whom are African American. Of the two new faculty members to join TAMUG this fall, one is a woman. Four women were among the five staff promotions this fall and three new staff members including two women and two of those new members are African American.

TAMUG is also extending its efforts to address equity in promotion through a new Promotion and Tenure Training Workshop for committee chairs. Developed and offered by the CAO and AVPAA in Fall 2020, the workshop focuses on outlining the ways that implicit bias can impact faculty evaluation and offers steps to take in providing more equitable evaluations.

TAMUG continues to make faculty and staff salary equity adjustments across the institution to address issues with salary compression. Over the last 4 years close to 40% of all Faculty have received an equity correction. Although internal discrepancies have been reduced, if not eliminated, a strong inequity
remains between faculty on the Galveston Campus with respect to similar title in similar fields on the main campus (approximately 80-85% of comparable salaries). That situation arises from the different economies of scale we have, the historically low salaries that were offered to faculty in Galveston, and the limited progress we are making every year in equity corrections. That said, and in spite of major cuts across the board in our budget, TAMUG was able to offer a few equity corrections to faculty this year and reclassified and promoted staff due to their extraordinary service to the institution. We are committed to continue prioritizing these strategies for retention and corrections, as we increase entry salaries for new hires.

- **Reflection (800-word limit):** This section provides you with an opportunity to outline your unit’s 2021 presentation for the President’s Council on Climate and Diversity (PCCD). Related to diversity, accountability, recruitment, retention, campus climate, and equity:
  
  a) Describe how your unit is “moving the needle” (e.g., changing numbers/composition, awards, recognition, grants, funding, etc.).
  
  b) Describe goals and strategies that have the greatest impact on, or the potential to impact, student, faculty and/or staff recruitment, retention, campus climate, and/or equity. Describe how strategies implemented in your unit might be useful to other units.
  
  c) What challenges has your unit faced? Specifically, acknowledge the impact of the responses to COVID-19 on your unit’s diversity, equity, and inclusion goals.
  
  d) Describe how funding from the Diversity Plan awards has been used (or will be used) to support and advance your unit’s recruitment, retention, climate, and/or equity goals.

Despite COVID-19’s impact and our storm-related operations interruptions this year, TAMUG continues to build its capacity to support and enhance retention, recruitment, climate and equity on campus. In particular, we are developing a cadre of faculty, staff and students who support these efforts. We have seen a range of campus community leaders respond to the call to become Chief Diversity Officers in their own units and who are driving our efforts to build a welcoming campus climate and a sense of belonging for all campus stakeholders. For example, we now have four faculty and one staff member recognized as ADVANCE Diversity Champions who have been important IDEA advocates across the campus in a variety of departments and units.

Further, our Intercultural Development Inventory initiative is growing and is sought out by individuals and departments—all four of the departments and organizations that received group profiles and debriefings this year requested them after taking the individual assessment. Plans are in place to offer an IDI overview presentation to Department and Unit Heads in Spring 2021 and one Department Head has already agreed to serve as a Qualified Administrator and will complete training in Spring 2021. Further, the Department of Liberal Studies is considering using the IDI in all of its cultural discourse designated ENGL 104 Rhetoric and Composition courses and it will also be used in the GALV 101 Honors Connections course in Spring 2021. Ultimately, the IDI’s aligns with TAMUG’s institutional identity which turns on its core values and its land-sea grant mission. By building intercultural competency, we
not only enhance faculty and staff members’ on-campus work, we also show students its integral role in their success while they are on our campus, and after they leave it to pursue their careers.

Our 2019 plans for a Professional Learning Community tied to CLIDE’s Core Values and Cultural Competency workshops materialized in a small and committed group of faculty and staff members who have been developing content for and leading Anti-Racism Allyship Discussions since July and will continue through the Spring semester. This group’s work has implications for recruitment, retention, equity and climate at every level in the institution because of our size and the multiple roles many of us serve on campus. In effect, the group’s multiple touchpoints broaden its impact.

The President’s Council on Climate and Diversity funding has provided all of the funding support for TAMUG’s inclusion, diversity, equity and accountability initiatives. These include IDEA Mini Grants which have supported all of our IDI work (training for Qualified Administrators as well as the assessments), partnerships with The Common Reader Program, the Office of Student Diversity Initiatives’ Gender and Sexuality Student Leadership Weekend, the Office of Counseling Services’ Wind Down Wednesdays and Time to Unwind events as well as the CLIDE Core Values and Cultural Competency Series.

As noted in the recruitment section, COVID-19 caused campus operational delays that, put alongside tropical storm and hurricane-related operational challenges, hindered Fall 2020 plans to launch a Strategic Enrollment Management Task Force to directly address the PCCD’s questions about TAMUG’s plans for recruiting and retaining black faculty, staff, and students. Seating that task force remains a Spring 2021 priority. Further, since the Office of Enrollment Services is currently operating below its normal staffing levels and those open positions will not likely be filled until the spring, the delay will enable a fully staffed office to more fully and effectively engage with the task force’s charge and work. Additionally, the COVID and storm related bottlenecks also impacted our plans to provide an overview of the IDI to Department and Unit Heads. This is another initiative that will be prioritized for Spring 2021. Yet despite these setbacks, there are also moments to celebrate. For example, though COVID’s impact limited their frequency in the Fall semester, the campus’ Coffee with CLIDE and Wind Down Wednesdays events continued to draw participation in early spring and attendance at the campus’ Fall events improved over spring attendance.

Beyond COVID-19’s challenges, George Floyd’s tragic death in June also impacted our campus’ faculty, students, and staff. In response to growing campus concerns about this tragedy, TAMUG hosted two campus forums—one in July and the other in October—that provided campus community members the opportunity to discuss systemic racism’s on campus implications. Identifying how these ongoing conversations will inform and support our ongoing efforts to advance our recruitment, retention, climate and equity work moving forward is a third priority for Spring 2021. In particular, we will identify corollaries in those discussions that are tied to existing policies and procedures and find avenues to meaningfully add to the questions and issues raised in those conversations.

This has been an unprecedented year for our campus and, of course, for every college campus across the country. As TAMUG continues to adjust to this fluid environment and the fundamental changes impacting our institution, we will continue to seek out deliberate and creative responses to our land-grant and sea-grant mandate to serve all of the people of Texas.
2021 Presentation Guidelines

1) The 2021 presentations to the President’s Council on Climate and Diversity; the President of Texas A&M; the Provost; and university leadership. are scheduled for TBD in the Memorial Student Center (MSC) Room 2406. Presentations are strictly limited to 10 minutes for content and 5 minutes for questions from President Young, Provost Fierke, the President’s Council on Climate and Diversity (PCCD) members, and university leadership.

2) The purpose of your presentation is to describe how your unit is progressing on Texas A&M’s 2010 University Diversity Plan goals of accountability, campus climate, and equity. Because of the strict time limit, prioritize goals, data-informed actions, and strategies that have the greatest impact on, or the potential to impact, student, faculty and/or staff recruitment, retention, campus climate, and/or equity. Please structure your presentation as follows:

   a) Describe your unit (campus location, demographics of students/faculty/staff, departments, etc.) and its general mission.
   b) Describe goals and strategies that have the greatest impact on, or the potential to impact, student, faculty and/or staff recruitment, retention, campus climate, and/or equity. Describe how strategies implemented in your unit might be useful to other units.
   c) What challenges has your unit faced? Specifically, acknowledge the impact of the responses to COVID-19 on your unit’s diversity, equity, and inclusion goals.
   d) Describe how funding from the Diversity Plan awards has been used (or will be used) to support and advance your unit’s recruitment, retention, climate, and/or equity goals.

3) In addition to the presentation, you can submit a single-sheet, front-and-back, summary of your 2020 Diversity Plan Accountability Report. In the past, units have used the single sheet to provide demographic information, tables, and graphics that enhance and support your February 19, 2021 presentation.

4) If you use a video in your presentation, please provide captioning. Your Power Point presentation and single-sheet summary (pdf) are due to the Office for Diversity by noon on January 20, 2021. Please email the materials to Jennifer McGee Reyes at jlreyes@tamu.edu.