

**Unit** Galveston  
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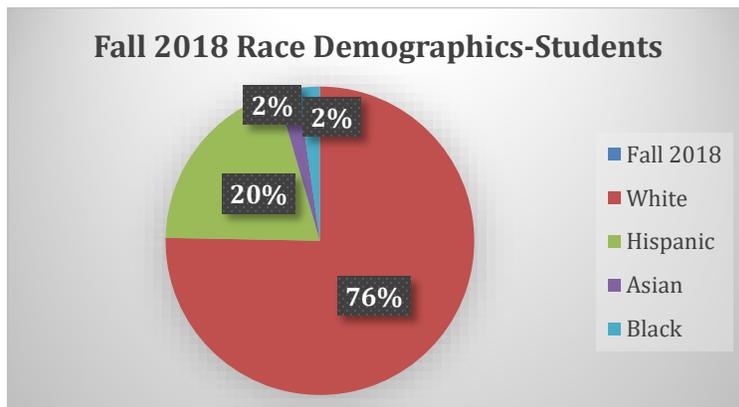
**Date:** 12/7/18  
**Email:** davisc@tamug.edu

**Instructions:** The purpose of this report is to assess the continuing progress towards diversity at the unit-level. Please review your unit’s strategic plans, diversity plans, and assessment plans for goals addressing diversity, recruitment, retention, 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’ Diversity Plan goals: Accountability, Climate, and Equity.

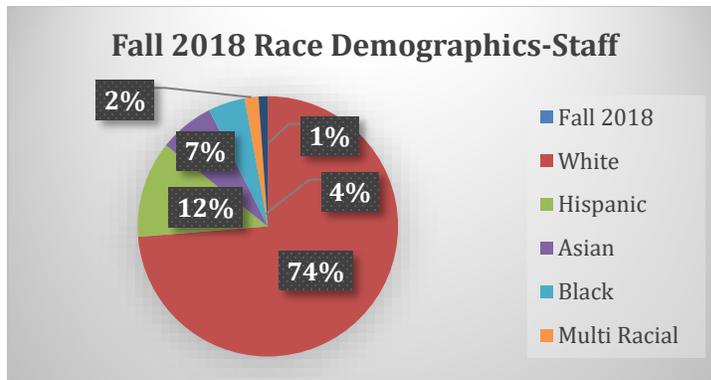
**Formatting:** Use portrait orientation and 12 point font or larger for the narrative, tables, and figures. Word limits are provided for each of the six sections. Please note: References, graphics, and tables for demographic data are not included in the word count.

**1. Introduction (200-word limit):** Describe your unit (campus location, 2018 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?

Texas A & M Galveston Campus in Galveston, Texas is a special purpose campus that is home to the Texas A & M Maritime Academy and offers majors in Marine Biology, Marine Sciences, Maritime Studies, Marine Engineering Technology, Marine Transportation, Maritime Administration, Ocean Engineering. We also offer three B.S. University Studies degrees with concentrations in Marine Environmental Law and Policy, Tourism and Coastal Community Development, and Maritime Public Policy and Communication. The Fall 2018 demographic snapshot for shows student enrollment stood at 1,815.



Nearly 60% of those students were male and just over 40% female. Among the 175 staff members, nearly 55% were women and 45% men. Finally, the campus includes 141 faculty members.

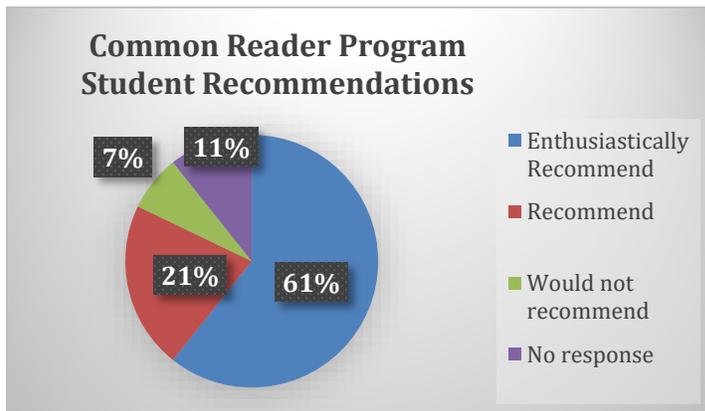


While the Chief Academic Officer and the Assistant Director of Student Diversity Services were included in the review and development of the accountability document, the campus' Climate and Inclusion Committee was not included as it is currently being restructured to include faculty, staff and a student representative who have successfully completed a diversity, inclusion and equity workshop discussed below. The newly restructured CLIDE (Civic Literacy, Inclusion, Diversity and Equity) Committee will be appointed by March 2019 and this new committee will be asked to participate in the development and drafting of next year's accountability document.

- 2. Recruitment (500-word limit):** As informed by two or more years of assessment data, describe your unit's goals, measures, 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.
- 3. Retention (500-word limit):** As informed by two or more years of assessment data, describe your unit's goals, measures, and progress on student/faculty/staff retention. If data are not available, describe plans to develop and assess goals for student/faculty/staff retention.

Though we retained 81% of students whose immediate family members attended college from 2016 to 2017, first generation student retention falls to 74% during that same period. The overall goal by 2020 is 87% retention across all demographics. Two student directed initiatives address this gap through their focus on a stellar first-year experience and high impact learning opportunities that turn on increasing a sense of belonging. While these initiatives also speak to our goals to improve both the campus climate as well as recruitment at TAMUG, the Common Reader Program and the First Scholars Program take direct aim at improving student retention. The Department of Liberal Studies' Common Reader Program,

which assigns a single text in core curriculum courses offered in LIST and creates a shared academic and social experience for students, was launched in the Spring 2018. We know that such experiences build a sense of belonging for students and supports their persistence and retention overall and are particularly impactful for students in underrepresented populations.<sup>1</sup> Core courses in Kinesiology, English, Sociology, Political Science, and Maritime Studies have included the program's first selection, *Hillbilly Elegy: A Memoir of a Family and a Culture in Crisis* by J.D. Vance to foster discussions about racial and gender identity, social and cultural capital, class mobility, addiction, and other related issues. The Common Reader Program also offers students co-curricular opportunities such as three Common Reader Student Ambassador-led Brown Bag lunch discussions and two Coffee Talk discussions with campus leadership including our Chief Operating Officer Col. Mike Fossum and Vice President of Academic Operations Dr. Donna Lang that further enable opportunities for shared experiences to build a sense of belonging among students. All six Common Reader faculty teaching a total of eight Common Reader courses required student attendance at a minimum of one of these events. Fifty-six students enrolled in SOCI 205, MAST 220 and ENGL 104 completed end-of-semester surveys specifically about their experience in the Common Reader Program and most students recommend the experience.



The First Scholars Program housed in the Seibel Learning Center is another initiative developed to address retention among students who report family incomes below \$40,000 a year and who are first generation students. Participants receive a scholarship of \$5,000 per year for four years. They additionally participate in a Living Learning Community (LLC). The LLC course meets for 50 minutes every other week and provides a platform for sharing information on campus resources and developmental opportunities, as well as for discussing and developing shared experiences. On the alternating weeks between each class, all participants meet one-on-one with a peer mentor. This gives each student the chance to discuss specific challenges they are facing and engage in strengths-based coaching. Program staff have also worked this year to incorporate additional community-building opportunities

<sup>1</sup> Tinto, Vincent. "Reflections on Student Persistence" *Student Success*. 8.2 (2017) 1-8.

within the residential element of the LLC by implementing peer mentor-led social gatherings and outings. Both programs look toward expanding their scope and seek resources to support their growth. The Common Reader Program was supported by a Diversity Matters Seed Grant in 2017 and is currently applying for Student Success Initiative Certification. The First Scholars Program has submitted a Diversity Matters Seed Grant Proposal for consideration this year.

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

Two linked efforts work toward improving campus climate, but both also speak to aspects of retention as they aid in cultivating spaces for belonging for students, faculty and staff. First, under the direction of TAMUG's AVP and CAO, Dr. Patrick Louchouart, the CLIDE Committee that will guide IDEA efforts will be appointed in Spring 2019. Dr. Carol Bunch Davis will chair the CLIDE committee. The "CL" in CLIDE emphasizes civic literacy and holds that a civically literate campus is essential to achieving our inclusion, diversity, equity and accountability (IDEA) goals. By linking civic literacy to our IDEA goals, we aim to critically reflect on cultural and other differences, to become proficient in understanding and engaging cultural differences and to imagine and sympathize with the situation of others in light of those differences.<sup>2</sup> Additionally, binding IDEA to civic literacy offers a point of entry to campus community members who might not otherwise engage with efforts to reach the TAMUG 2015-2020 Strategic Plan goals for inclusiveness which includes a rating of an acceptable campus climate across all dimensions as comparable with all TAMU colleges. To help signal this shift, our Marketing and Communication Department has been asked to develop a logo for the CLIDE Committee that echoes the TAMU Office of Diversity logo to help brand our initiatives, to make the campus community aware of the committee's work and consequently, the campus' commitment to IDEA. We also plan to provide each campus community member who completes the Diversity training workshop discussed below with a logo plaque, similar to the Aggie Ally plaque, to make the campus community aware of its members who are trained in IDEA concepts and goals and to recognize campus community members who are contributing to IDEA goals. Second, the Diversity Plan funds as well as the support from Dr. Louchouart's office enabled fourteen staff and faculty members to participate in a week-long Diversity and Social Responsibility Workshop from 7:45 a.m. to 5:00 p.m. each day from November 12-15, 2018. The intensive, immersive experiential

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<sup>2</sup> Gowan, Mary and Margaret Salazar-Porzio. "Crossing Disciplinary Boundaries with Civic Literacy." *Peer Review*.17.3 (2015).

workshop which emphasized the dimensions of diversity and the breadth of awareness of diversity's dimensions used small group work along with lectures and written assignments to help participants reflect on their own experiences with IDEA concepts and to develop an action plan for the participant's unit on the course's final day. Facilitated by DTP Leadership Group's Dr. Jackalyn Rainosek and Jowell Lydon along with TAMUG's Danny Roe, Assistant Director of Student Diversity Initiatives and the CLIDE Committee Chair, the workshop's goal was to create a cohort of visible advocates who can help communicate and champion our IDEA goals to the broader campus community as well as within their own units. Members of this cohort will be appointed to the CLIDE committee by March 2019.



Left to right front row: Captain Augusta Roth, Dr. Jackalyn Rainosek, Dr. Diego Gil-Agudelo, Dr. Katherine Echols, Daisey McCloud, Laura McElfresh Kane, Danny Roe. Left to right back row: Dr. Carol Bunch Davis, Branston Harris, Derick King, Derrick Ford, Alex Crouse, Laurissa Noack, Captain Allan Post, Jowell Lydon, Dr. Paul Potier.

- 5. Equity (500-word limit):** As informed by two or more years of assessment data, describe your unit's goals, measures, 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.

**6. Reflection (800-word limit):** This section provides you with an opportunity to outline your 2019 unit presentation for the Council on Climate and Diversity. Related to diversity, accountability, recruitment, retention, climate, and equity:

- a) Describe how your unit is “moving the needle” (e.g., changing numbers/composition, awards, recognition, grants, funding, etc.).
- b) What challenges has your unit faced? What plans are in place to address the challenges?
- c) What innovative strategies have been implemented in your unit that might be useful to other units?
- 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.

We are moving the needle in how we understand and enact IDEA strategies on our campus and this shift is illustrated in multiple examples. One is in the number of Diversity Matters Seed Grant applications originating from Galveston over the last two years. Another is in the broader scale sustained efforts both currently operative and those in the planning stages. increasing from just one last year to three proposals this year. Conversations on campus have encouraged both collaboration on such projects and helped an array of units to understand the ways in which they contribute to IDEA goals. The AVP and CAO’s Diversity Workshop also illustrates a shift in the way that we approach IDEA as a set of skills, practices, and outcomes that must be taught and contextualized for our campus community members. Last year’s accountability report noted that Marine Education the need to anticipate and respond to IDEA as a pedagogical Diversity Matters Seed Grant for Common Reader program awarded in 2017. Three proposals from Galveston submitted to support students with First Scholars, a new Alumni mentorship initiative and support for LGBTQI students through an on-campus housing initiative.