

# The President's *Ad Hoc* Committee on Diversity and Globalization Preliminary Final Report

*The time has passed when the isolation of the Texas A&M University campus served a compelling utilitarian function. Information, communication, and travel technology have produced a highly connected global society. The ability to survive, much less succeed, is increasingly linked to the development of a more pluralistic, diverse, and globally aware populace. It is essential that the faculty, students, and larger campus community embrace this more cosmopolitan environment. The university's traditional core values will give us guidance and distinctiveness, while preparing us to interact with all people of the globe. Texas A&M University must attract and nurture a more ethnically, culturally, and geographically diverse faculty, staff, and student body.*

—Vision 2020: Creating a Culture of Excellence<sup>1</sup>  
*Imperative 6: Diversify and Globalize the A&M Community*

## INTRODUCTION

Texas A&M University must diversify and globalize to move the academic quality of the university to a higher level. This assertion is based on one of our core values, which says that “we will welcome all people and do our best to prepare them for purposeful and productive lives. We will attract a richly diverse student body, faculty, and staff. We will value and build character and leadership in our faculty, students, and graduates. We will treat all members of our community with respect and civility. We will foster an atmosphere of community among our faculty, staff, former students, and parents. We will increase opportunities for women and under-represented minorities on our faculty, staff, and administration.”<sup>1</sup>

Although diversity and globalization are closely bound, they are not identical goals. This report will address these topics together and separately as appropriate. However, one goal is clear. To provide the educated citizenry that Texas will need to compete in an increasingly global society, Texas A&M must find creative solutions to meet the needs of Texas' increasingly diverse population. These solutions will involve the entire university community—faculty, staff, students, administrators and former students, as well as the university's relationships with the Bryan-College Station community.

## Committee Process

Provost Ronald G. Douglas and Vice President of Student Affairs J. Malon Southerland proposed to President Ray M. Bowen that they convene an *ad hoc* committee to review and assess diversity and globalization efforts at Texas A&M University with the purpose of preparing a briefing for the incoming president of the university. President Bowen agreed with the proposal and, in January 2002, they formed a committee composed of 30 Texas A&M faculty, staff, student, and former student leaders representing various academic disciplines, administrative units and affiliated organizations within the university community.

After an organizational meeting, the committee decided to work in ten subcommittees that would consider the issue of diversity and globalization from different perspectives. Membership on the subcommittees overlapped so that most committee members served on more than one subcommittee. The subcommittees considered the following topics.

- Student diversity
- Faculty diversity
- Staff diversity
- Administration diversity
- Curricular and program diversity and globalization enhancement
- Community diversity
- Student globalization
- Faculty globalization
- Internal campus perceptions (Campus climate)
- External Perceptions (Image)

Following deliberations, the subcommittees submitted reports that were compiled into a summary document. Three overarching themes emerged: leadership, communication, and resources. In addition, specific recommendations naturally fell into groups regarding faculty, students, staff, community, and curriculum. The recommendations in this report are organized to reflect both the overarching themes and the more specific segments of the university. As appropriate, the recommendations in a given area are subdivided as they relate to diversity, to globalization, or to both.

## **CONTEXT FOR DIVERSITY AND GLOBALIZATION**

Texas A&M University is considered one of the leaders in the state for adopting and implementing long-range plans to achieve racial/ethnic diversity. In addition, the university has a long tradition of international research collaborations as well as a significant international student population. Several current plans and initiatives emphasize the university's commitment to diversity and globalization by encouraging a campus climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and the world. Perhaps, the most prominent university-wide plan is *Vision 2020: Creating a Culture of Excellence*, which identifies the university's vision, mission, and core values, together with twelve imperatives for achieving a culture of excellence. As previously stated, Imperative 6 focuses solely on diversity and globalization. The current strategic plan, *In Pursuit of the Vision* (2002), continues the planning process begun with *Vision 2020* by outlining the university's goals and strategies through 2006. It, too, places diversity and globalization among the university's highest priorities. Another recent document, *The Texas A&M University Quality Enhancement Plan (QEP)* (2002), emerged from the 2001/2002 self-study that was conducted as a part the university's reaffirmation of accreditation through the Southern Association of Colleges and Schools (SACS). The *QEP* provides a systematic approach to guaranteeing continuous improvements in the learning environments offered to students. Diversity and

internationalization are among the four themes identified in the *QEP*. Both *In Pursuit of the Vision* and the *QEP* are based on plans developed at the unit and division levels. Collaboration between all of the units within the university will help to make the goals of these plans reality. In addition to these major plans and initiatives, an array of activities across campus demonstrates a significant and sustained effort by the university to support diversity- and globalization-related goals. A sampling of these activities is listed in Appendix A.

## **Diversity**

For context and statistical analyses regarding diversity, the *ad hoc* committee relied on information from two recent campus assessment studies: *Characterizing College Choice at Texas A&M University* and *The Campus Climate Study (1997—98)*. *Characterizing College Choice* reports the findings of a study by the university's Race and Ethnic Studies Institute (RESI) that examined factors influencing minority student non-enrollment at Texas A&M University (August 2000). A follow-up study was completed a year later with supporting reports and publications. The broad objectives of the studies were to examine the recruitment and admissions policies and programs at the university and make recommendations for improvement. *The Campus Climate Study* was coordinated by the Office of the Vice President for Student Affairs and conducted by a research team from the University of Michigan's Center for the Study of Higher and Postsecondary Education. The study was one of the most comprehensive diversity studies of campus climate in the nation. The study collected data from students, faculty and staff regarding their feelings about the university and their suggestions for improving campus climate. These assessments continue the work begun with the assessments and plans published in the *Texas Equal Educational Opportunity Plan for Higher Education* (1983), better known as the Texas Plan, and in *Access and Equity 2000* (1995). Finally, the *ad hoc* committee considered the Minority Conditions Committee of the Faculty Senate report titled "Student and Faculty Minority Conditions at Texas A&M University: A Longitudinal Comparison of the Years 1981, 1991, and 2001."

## **Globalization**

For context and statistics about globalization, the *ad hoc* committee relied on information furnished by the university's International Programs Office and Office of Institutional Studies and Planning, as well as on comparative data from the Texas Higher Education Coordinating Board, published in the online reports "Headcount Enrollment by Classification, Gender, Ethnic Origin," Fall 2000, and "Globalizing Texas Higher Education for the New Century: A Response to Closing the Gaps," January 2001.

Globalization efforts must be an integral part of the educational experience of a university whose academic scope extends internationally. Texas A&M's quest for national excellence clearly requires it to integrate a global perspective into its teaching, research, and service programs and to infuse an international dimension into the educational experiences of faculty and students. International experiences coupled with the integration of international students and faculty into the Texas A&M University community will expand our definition of

diversity and provide opportunities for the entire university community to appreciate the full spectrum of people, cultures, beliefs, and experiences from around the world.

## **DIVERSITY AND GLOBALIZATION IN TEXAS A&M'S HISTORY**

### **Diversity**

Throughout its history, one of Texas A&M's greatest strengths has been its ability to build community, solidarity and camaraderie through its traditions. Yet, this adherence to tradition can unintentionally exclude or marginalize individuals from other cultures, particularly ethnic minorities. Although Texas A&M University today is a markedly different institution than it was 40 or 100 years ago, some expressions of institutional pride are perceived as unwelcoming to those who are not part of the traditions. Consequently, adherence to some of these traditions does not always garner the support of groups who feel excluded from the Aggie culture.

Three of the most visible changes in Texas A&M's history took place in the 1960s. Under the administration of President James Earl Rudder, the Agricultural and Mechanical College of Texas became Texas A&M University and the new university admitted women and made membership in the Corps of Cadets non-compulsory. By 1974, Texas A&M's enrollment was 25 percent female and the size of the student body was increasing by more than 1,000 students each year. By 1990, enrollment reached 40,000 and almost half of the student body was female.

### **Student Issues**

Although the number of women enrolled in Texas A&M University increased dramatically, the number of ethnic minorities did not. Enrollment statistics for the 1970s and 1980s show that in the midst of tremendous increases in overall enrollment, enrollment of ethnic minorities increased only slightly.

But even these relatively small gains were set back in 1996 as a result of the 5<sup>th</sup> U.S. Circuit Court of Appeals ruling in *Hopwood v. Texas*, which effectively said that it was illegal to use race and ethnicity in admissions decisions. A subsequent opinion, issued by Texas Attorney General Dan Morales, in early 1997 interpreted the *Hopwood* ruling to mean that Texas public institutions can no longer consider race or ethnicity in both admissions and financial aid decisions. The effects of *Hopwood* struck hardest at the state's more selective undergraduate institutions, including Texas A&M and The University of Texas at Austin, where affirmative action admissions and financial aid programs and policies had helped ensure increasing diversity among the student body. Following the ruling, enrollment of Black and Hispanic students declined at Texas A&M University (Table 1).

**Table 1.—Texas A&M University Enrollment, by ethnicity**  
(source: Texas A&M University Office of Institutional Studies and Planning)

Year	Total Enrollment	African-American		Hispanic		Asian	
		Enrollment	% of total	Enrollment	% of total	Enrollment	% of total
Fall 1976	27,569	87	0.31%	272	0.97%	42	0.15%
Fall 1990	40,492	1,202	2.97%	3,078	7.60%	1,147	2.83%
Fall 1995	41,790	1,294	3.09%	4,079	9.76%	1,481	3.54%
Fall 2001	44,618	1,073	2.40%	3,678	8.24%	1,355	3.04%

In planning and evaluating efforts to recruit minority students—particularly Black and Hispanic students—it may be useful to know a little about statewide population trends and the statewide student body enrolled in Texas public universities. As shown in Table 2, the state’s population has grown by more than 22 percent over the last decade and is predicted to grow another 24 percent by 2015.

**Table 2.—Texas Population 1990, 2000 and Projected Population 2015 and 2020, by race and ethnicity<sup>2</sup>**  
(source: Office of the State Demographer, State of Texas)

Census year	Hispanic	African American	Total Texas population
1990 % of population	4,339,905 25.55%	2,021,632 11.90%	16,986,510
2000 % of population	6,669,666 32.00%	2,431,653 11.66%	20,851,820
% change in 10 years	+53.68%	+20.28%	+22.80%
2015 Projection % of population	10,320,923 39.79%	2,874,838 11.08%	25,936,845
2020 Projection % of population	11,742,820 42.33%	3,004,173 10.83%	27,738,378

Over the same period, the population will become increasingly diverse with the Hispanic population experiencing the largest percentage growth. Current statewide enrollment in public institutions of higher education is about one million students, representing only 5 percent of the state’s population.<sup>3</sup> This participation rate is lower than it was a decade ago, and lower than in

other populous states such as New York, California, Michigan, and Illinois. The participation rate for White students is 5.1 percent, the participation rate for Hispanic students is 3.7 percent, and the participation rate for Black students is 4.6 percent participation.

Based upon current figures and future projections of higher education growth rates, the THECB report entitled *Closing the Gaps by 2015: The Texas Higher Education Plan*,<sup>3</sup> says a decreasing percentage of students, particularly minority students, will be enrolled in higher education at Texas public universities. If current trends continue, by 2015, Texas can expect to have 1.2 million students enrolled in college, representing only 4.6 percent of the state's population. Furthermore, differences in college participation rates among population groups in the state will persist unless the state begins to educate all of its people. If higher education participation rates decline, so will family income—by an estimated \$30 to \$40 billion in 2030.<sup>3</sup>

As strategies for recruiting minority students are developed, it will be important to consider the effects of several campus characteristics, such as institutional mission, size, admissions criteria, campus climate, and the areas of the state from which students are recruited, on efforts to recruit minority students.

In addition to concerns about the diversity of the student body, Texas A&M must also grapple with diversity among its faculty and staff.

## **Faculty Issues**

The role of faculty in changing the diversity climate on campus cannot be overstated. Although diversity programs are vital, the interaction between minority faculty and students on a daily basis remains the most influential means to broaden student awareness of diversity and globalization. If this interaction is to be effective and pervasive, there must be a critical mass of minority faculty members. Currently minority faculty comprise only 14.3 percent (3 percent African American, 4.4 percent Hispanics, and 6.9 percent Asian and Native American) of Texas A&M University's 2,403 faculty; in 1981 minority faculty were 6.7 percent of Texas A&M's 2,750 faculty. Although this is an improvement over the last 20 years, the presence of minority faculty members, particularly African American and Hispanic faculty members, on the campus of Texas A&M remains hardly noticeable. Because of continued problems in recruitment, retention, and promotion of minority faculty members, the university remains largely an enclave for the education of White students by White faculty.

## **Staff Issues**

Taken as an aggregate, the full-time staff of Texas A&M University appears to be ethnically/racially and gender diverse. According to the most recent statistics, compiled for the "Affirmative Action Program for Executive Order 11246" and published in 2002, Texas A&M University has 5,724 individuals employed in permanent staff positions. Of these, 57 percent are women, 12.5 percent are Black, 14.8 percent are Hispanic, and 3.6 percent are other minorities. (For the purpose of the affirmative action plan, "other" means Asian and Native Americans.)

However, closer examination shows that the majority of Hispanics and African Americans, as well as women, are employed in categories with lower pay grades, such as services and maintenance, or as entry level office support staff. Table 3 illustrates the distribution of minorities and women across the 6 categories that cover the 30 job groups identified as “staff job groups” in the university’s affirmative action plan.

**Table 3.—Distribution of Staff Members within Six Categories of Job Groups, by gender and ethnicity**  
(source: Texas A&M University Human Resources Department)

<b>Job-group category</b>	<b>Total staff employees</b>	<b>Females</b>	<b>Males</b>	<b>Black</b>	<b>Hispanic</b>	<b>Other</b>	<b>White</b>
<b>Executive/ administrative/ Managerial % in category</b>	497	168 33.8%	329 66.2%	23 4.6%	23 4.6%	18 3.6%	433 87.1%
<b>Professional/ Non-Faculty % in category</b>	2,002	1,061 53.0%	941 47.0%	83 4.1%	143 7.1%	149 7.4%	1,627 81.3%
<b>Administrative Support % in category</b>	1,270	1,176 92.6%	94 7.4%	126 9.9%	201 15.8%	15 1.2%	928 73.1%
<b>Technical/ Paraprofessional % in category</b>	343	158 46.1%	185 53.9%	17 5.0%	32 9.3%	6 1.7%	288 84.0%
<b>Skilled Crafts % in category</b>	459	29 6.3%	430 93.7%	47 10.2%	68 14.8%	5 1.1%	339 73.9%
<b>Services/Maintenance % in category</b>	1,153	691 59.9%	462 40.1%	422 36.6%	378 32.8%	14 1.2%	339 29.4%

The Texas A&M Department of Human Resources currently offers a number of programs to assist staff in lower pay grades to improve their skills and increase their eligibility to move up through the career ladder. These programs include English as a Second Language (ESL), an Adult Basic Education (ABE) program, which is a pre-General Educational Development (GED) program, and a GED preparation program. Approximately 200 Texas A&M employees have graduated from the GED preparation program in the past seven years. The Department of Human Resources also offers a variety of training programs in general work place skills (grammar and business writing, etc.). Employees may also elect to participate in an Emerging Supervisors program. While these programs are not specifically targeted at staff members from minority groups, their content frequently addresses the unique needs of individuals in these positions.

## **Community Issues**

The economic impact of Texas A&M University and The Texas A&M University System on the Brazos Valley is enormous. Together these entities employ approximately 20,000 permanent and part-time employees in the Brazos Valley. Employment coupled with direct expenditures in FY 2000 yielded a direct economic impact of \$784.38 million. Obviously without the successful growth of the university over the past 20 years, the standard of living in Bryan-College Station and the surrounding areas would have been significantly lower. However, because Texas A&M is the “3,000 pound gorilla,” we may not be as friendly or as open in our communications with the local community as we could be. The perception of the university within the Bryan-College Station community is one of a friendly but not a “user friendly” campus. In addition, community members tend to believe that the university will do what it wants to do without considering the community. This perception is exacerbated by the conditions related to work projects that affect both the university and the surrounding communities.\* Local minority communities perceive the university as an institution that does not reach out to the minorities (students nor adults) in its own back yard. If our goal is to improve/enhance diversity at Texas A&M, we must improve our relationship with the diverse population in Bryan-College Station. Together, Texas A&M and Bryan-College Station can be positioned as a desirable community for minorities to live and raise their families.

## **Globalization**

Texas A&M has experienced significant success in establishing international education programs. Since the late 1970s, Texas A&M has built an impressive offering of over 40 faculty-led programs and over 30 reciprocal educational exchange programs in 39 countries. Currently, approximately 1,200 students participate in these programs. One of the strongest aspects of Texas A&M’s international educational programs is that they are faculty-driven and focused on assuring students’ academic and intercultural growth. In addition, globalization efforts for the entire student body were greatly enhanced by recent changes in the core curriculum requirements. Beginning in Fall 2002, students will be required to have six credit hours in international or multicultural courses.

The international faculty and students on our campus are another important part of the globalization effort. Texas A&M enrolls approximately 3,400 international students from 115 countries, statistics comparable to those of our benchmark universities. Texas A&M’s international student population also mirrors the national foreign student demographics with the majority of students coming from Asia.

Texas A&M is committed to creating an environment in which all students experience the benefits and understand the value of globalization. In addition to the international education programs, such as study abroad and exchange programs, the on-campus international student population offers one of the best ways for US students to experience globalization as part of

---

\* Particular problems include the lack of timely notice about street closings and the rerouting of traffic, coordination of bike lanes, sidewalks, and student safety in the surrounding community. Safety issues concerned the North Gate area specifically.

regular on-campus activities. The involvement of international students in the full range of campus activities provides on-campus globalization experiences for both domestic and international students. Involvement in student organizations, such as the Memorial Student Center, Student Government Association, Graduate Student Council, and Residence Hall Association, helps international students to become part of the campus community. In addition, the day-to-day operation of the organizations allows international and US students to work together and discuss globalization issues both formally and informally. Although international students are involved in many campus activities, faculty members and administrators need to encourage an increased level involvement as they work with student leaders and international students.

A valuable component of the on-campus globalization effort is training. Currently, the Center for Teaching Excellence has an orientation for international faculty and teaching assistants to provide guidance on teaching US citizens. However, a similar orientation for US students on international communication processes would broaden students' perspectives and prepare them for more successful interactions with international faculty and teaching assistants as well as with international students. Similarly, adding international components to voluntary activities for incoming students, such as Fish Camp, Howdy Camp, and T-Camp, would incorporate international heritage into the Aggie community as well as demonstrate the value of the learning opportunities available through interaction with international students.

Through these efforts, US students will begin to understand the importance of having international students on campus and why they should be part of the welcoming process for incoming international students. International Student Services, Sponsored Student Programs, and the International Student Association are the primary orientation and welcoming groups for international students. In addition, several student-led outreach programs are already in place and may serve as models for the development of similar programs in colleges and administrative units across the university. One new student organization, Global Aggie Connections welcomes international undergraduates after they are admitted and offers focused outreach to help students assimilate into the university community. Other similar programs, such as Aggie Global Interaction in the College of Business, have existed for many years. Every college should develop mechanisms to assist international students to feel that they are welcome members of the university community. Acclimation processes are also important for the families of international students. The Department of Residence Life has developed an aggressive assistance program for the residents of university-owned apartments, 80 percent of whom are international students and their families.

Finally, there are issues of diversity within the international student population. Although 115 countries are represented in Texas A&M's international student population, 55 percent of these students come from only three Asian countries: India, China, and Korea. In Spring 2002, 74 of the 115 countries represented at Texas A&M enrolled less than 10 students. Diversification of the international population will assist in efforts to integrate students into the general population instead of creating small international communities within the larger Aggie community. The College of Business has instituted a model for its MBA program in which the college selects a diverse group of students for the entering cohort, specifically seeking students from underrepresented nations.

## **Faculty Issues**

Academic departments and units have made significant progress toward achieving globalization opportunities for the faculty. The university currently has more than 70 formal cooperative agreements with institutions around the world and maintains its own facilities in Mexico City and Italy. In addition, Texas A&M is part of a federally funded network of 27 Centers for International Business Education and Research and operates two administrative units—the Office of Latin American Programs and the Institute for Pacific Asia—dedicated to the development and support of research and educational programs in these two regions of the world. During the past academic year, the university received funding from the European Commission to establish one of fifteen European Union Centers in the United States on the campus in College Station. The Center was dedicated in Spring 2002.

A number of programs provide financial support to encourage faculty involvement in international education and research. The International Research Travel Assistance Grant annually provides funds to supplement faculty research abroad. The International Curriculum Development Grant provides support for faculty members to develop or upgrade an international perspective in their course curricula. The Faculty Abroad Seminar is a ten-day seminar in Mexico City that allows faculty members to establish research and teaching contacts with Mexican colleagues and participate in language and cultural activities to enhance their global perspectives. Study Abroad Enhancement Funds provide matching fund support to faculty salaries as a way to increase faculty participation in study abroad programs. Faculty excellence in international teaching and research is recognized annually with the International Excellence Awards and the Bush Faculty Excellence Awards, which are publicized locally and nationally.

In addition, the Race and Ethnic Studies (RESI) of Texas A&M University sees globalization experiences of faculty as one important part of its goals. For the past four summers (beginning in Summer 1999), RESI has co-hosted at a partnering foreign university “International Cross-Cultural Research Exchange Conference Programs” in Mexico, India, and Spain. Among the objectives of these Conference Programs are: 1) to provide faculty opportunities to present research in international settings; 2) to facilitate an international research exchange between faculty; 3) to promote future professional international collaborative relationships; and 4) for faculty to gain and understanding and appreciation of different cultures and relate this experience to their students.

## **Community Issues**

The process of acclimating international families to the local community is also important. One community program, Discovery, has been serving the wives of international faculty members, students, and staff for more than 30 years. In addition, the Department of Residence Life has developed an aggressive assistance program for all the residents living in University owned apartments, 80 percent of whom are international students and their families.

## RECOMMENDATIONS

The *Ad Hoc* Committee on Diversity and Globalization reviewed and assessed the state of diversity and globalization on the Texas A&M campus, as well as plans in progress. The committee believes that the recommended initiatives would send a clear signal to both internal and external audiences that Texas A&M University is serious about creating a welcoming environment for all people, regardless of race, religion, national origin, sex, age, or disability, and that the university will back these words with resources.

Although many factors will affect our ability to successfully diversify and globalize Texas A&M University, three overarching factors—leadership, communication, and resources—give us the framework through which we may provide our students with the range of creative and intellectual perspectives needed to prepare them for life in a diverse, global society. Recommendations that apply to both diversity and globalization issues in all sectors of the university community are listed under overarching actions. Recommendations that apply specifically to diversity or globalization and affect all sectors of the university community will be listed in the appropriate subheading—diversity or globalization—under overarching actions. Recommendations that are specific to diversity or to globalization and affect a specific segment of the university community will be listed by segment under the heading segment specific actions. As appropriate, the recommendations may be further separated as applying only to diversity or globalization.

### Overarching Actions

#### Leadership

- Within the first one hundred days, the President of Texas A&M University should articulate a definition of diversity that embraces the university's core value on diversity as articulated in *Vision 2020* and quoted in the first section of this report.
- Within the first one hundred days, the President of Texas A&M University should articulate the university's long-term commitment to diversity and globalization, making this commitment a common theme in interactions with the regents, the Chancellor, the faculty, the staff, the administrators, the students, the former students, and the citizens of Texas. His statement should include the definition of diversity and emphasize the need for diverse perspectives as well as diverse representation.
- In conjunction with the Faculty Senate, the President should work with faculty to formulate strategies for and efforts to achieve diversity and globalization.
- The President should develop clear criteria and standards for diversity and globalization and set goals and objectives to achieve them, periodically evaluating outcomes to ensure progress.

## ***Diversity***

- The President should establish a high-level administrative position with authority and responsibility for the implementation and coordination of diversity efforts across campus. The position would also be responsible for assessing progress toward goals and serving as the primary liaison with various campus groups that serve the affected populations. This position must have the fiscal resources to support those efforts and should have the authority to cross divisional lines that would ensure coordination of those efforts. The responsibilities for a diversity position would include the following.
  - articulating the centrality of diversity as an imperative for Texas A&M University
  - implementing steps to “operationalize” diversity
  - creating a framework for achieving operational diversity and university-wide inclusion
- The President should ask the Human Resources Department, the Dean of Faculties, and the Vice President for Student Affairs to build on the MOSAIC program (Maximizing Opportunities for Staff to Achieve an Inclusive Campus), a peer diversity-education program designed specifically for staff of Texas A&M University, and encourage participation in all units of the university. Through the MOSAIC program staff members from various campus departments are trained and volunteer to facilitate a three-hour, interactive workshop designed to promote inclusion on campus.

## ***Globalization***

- The President and the Deans should continuously emphasize international education and globalization as key messages when communicating to faculty. The university’s strategy for globalization as outlined in *Vision 2020* must be a priority for all faculty members,
- The President and Deans should work with faculty members across campus to develop university strategies for globalization.
- The Assistant Provost for International Programs should create a university-wide international travel preparation seminar series that covers customs, cultures, language, and protocol matters.

## **Communication**

- The Office of University Relations should re-locate the Aggieland Visitor Center to a more accessible location and diversify informational resources for campus visitors. The Center

needs to provide resources specific to meeting the needs to all its guests and prospective students. \*\*

### *Diversity*

- The Office of University Relations should create a “presidential” diversity message that would serve as a continuous “talking point” for communications with the media, parents, former students and all other university constituencies. Message components need to include the following.
  - informed, open and empathetic response toward diverse values and populations
  - support for the demographic mission of the university
  - broad commitment to all the people of Texas
- The Office of University Relations should create a community relations position that would be responsible for developing a public relations plan that positions Texas A&M University and the Bryan-College Station area as a desirable community for minorities to live and raise families. The plan would seek to align, correct or modify external perceptions regarding the institutional history, academic offerings, student life and benefits of the Bryan-College Station community. The plan would also provide a foundation for coordinating projects and events that affect both Texas A&M University and the Bryan-College Station community.

### *Globalization*

- The Office of University Relations should develop a strategic globalization-marketing plan to recruit more international faculty members and students from diverse areas of strategic importance to Texas. This effort would utilize the expertise of the International Programs Office as well as the input of faculty representatives from the colleges.
- The Office of University Relations, working in coordination with the Association of Former Students, should ensure that the globalization activities of faculty members are widely known not only on campus but also through the local, national, and international Aggie network.
- The Office of University Relations should clearly articulate and promote Texas A&M’s strengths in global research and development.
- The Office of University Relations should work with the International Programs Office and colleges to fully utilize the International Aggie Network to promote international educational opportunities at Texas A&M.

---

\*\* The Visitor Center should have multi-lingual tour guides and customer representatives; multi-lingual signage and materials, including Braille; accessible exhibits, screening rooms, conference spaces, and counters; depictions of people from diverse cultures in illustrations, publications, video programs, and artwork

## Resources

### *Diversity*

- The Vice President for Finance working with the Deans and the Provost should dedicate adequate resources to support efforts to achieve diversity.
  - The Provost should continue funding for Race and Ethnic Studies Institute studies relating to student recruitment efforts.
  - The Provost and the Vice President for Administration should continue funding for campus climate studies as well as funding to implement their recommendations
- The Deans should pursue external funding opportunities in support of diversity.

### *Globalization*

- The President should establish an international studies endowment for faculty and students for the purpose of broadening participation in international education programs, including study abroad programs for graduate and undergraduate students and opportunities for faculty and graduate students to attend and present at international academic conferences.
- The Provost and the Deans should commit increased resources to faculty to study internationally. Long-term commitment on the part of faculty involved in international research opportunities requires an allocation of funding beyond reasonably expected travel costs.

In addition to these overarching tactics for broadening diversity and globalization at Texas A&M, the following segment specific actions are critical, practical steps toward meeting Texas A&M's diversity and globalization goals.

### **Segment Specific Actions**

In addition to the overarching actions that are applicable throughout the university community, there are a number of recommendations that relate specifically to a particular segment of the university community. These specific recommendations are grouped into the following categories: community, curriculum and academic programs, faculty, students, and staff. The recommendations in each of these categories include efforts toward both diversity and globalization. Recommendations directed specifically toward only diversity or globalization efforts are addressed separately in sections headed either diversity or globalization.

## **Community**

- The Office of University Relations should provide the new president with area demographics comparing Texas A&M University to Bryan-College Station and the Brazos Valley, particularly information on minority population trends.
- The President and the Vice President for Administration should continue cooperative relationships between law enforcement on campus and in the local communities to create and/or maintain a safe and welcoming environment for international and minority students and faculty members.
- Working with the Office of University Relations, the President should develop a relationship with the leaders in the Bryan-College Station and Brazos Valley area. Invite community leaders to campus for events, such as lectures and academic ceremonies, as well as to participate in dialogues and various social events.
- The President should work with the Bryan-College Station Development Council to attract midlevel companies to this area in an effort to keep young professionals in the community after they graduate from the university. A broader business base and infrastructure needs to be developed.

## **Curriculum and Academic Programs**

The diversification of academic offerings serves as one of the primary agents of change in broadening Texas A&M's appeal to a wider audience.

- The Deans should work with the faculty to broaden curriculum and course offerings to provide choices that would appeal to a wider array of students and faculty, such as Border Studies, Hispanic Studies, or Middle Eastern Studies.
- The Deans should work with the faculty to expand the number of curricular opportunities that provide for intellectual exchange across groups, such as the adoption of the International and Cultures Core Curriculum Requirement, Diversity Education Seminars, ExCel Seminar, Social Justice Issues in Higher Education, and Voices of the Civil Rights Movement.
- Faculty members should integrate a deeper appreciation of the value of diversity into the curriculum so that students may capitalize on, rather than be constrained by, increasing diversity.
- The Provost and the Deans should reassess academic policies that hinder student participation in international study and research activities, including requirements that a certain amount of coursework be completed on campus, semester hour caps, lock-step programs, and transfer credit procedures.

## Faculty

As the primary stewards of the responsibility to educate students, a diverse faculty is critical to providing a diverse learning environment for students. Minority faculty members are an encouragement to underrepresented students who will be able to see other minorities in leadership positions within the community. In addition, minority and international faculty members will contribute greatly to intellectual discourse and diverse education students need.

- A dialogue among faculty members should be initiated in which consistent and engaging discussion can serve as a model to spur further diversity discussions at interdepartmental levels. Points of discussion to include the following.
  - encouraging the appointment of diverse membership on search advisory committees
  - assuring that search processes are attuned to creating diverse pools of applicants
  - comparing Texas A&M's diversity efforts with those at national and peer institutions
  - publicly acknowledging units that demonstrate effective recruiting and retention practices
  - including diversity and globalization efforts as an element in the annual evaluation process for faculty and administrators
  - expanding study abroad opportunities in number, academic focus, and geographic location.

## *Diversity*

- Each academic department head should submit—through the respective dean to the administrative official responsible for diversity—a detailed, step-by-step plan to increase substantially the diversity of the department, including the preparation of a list of outstanding U.S. minority scholars commensurate with a flagship university and the specialty areas selected by the department, to be submitted one month after the adoption of this recommendation.
- The Dean of Faculties should meet with college recruitment committees to instruct members on developing innovative ways of locating outstanding minority scholars in their discipline who may not surface through the traditional canons of recruitment.
- The Dean of Faculties should encourage each academic department to operate on the assumption that every desirable candidate **is recruitable**, given the right inducements.
- Until and unless academic departments, whose disciplines include well-qualified minority scholars, demonstrate success in recruiting minority faculty members, recommendations for the appointment of a non-minority faculty consideration should be critically evaluated. This is not to force selection of a less qualified candidate over a more qualified candidate on the basis of race/ethnicity but to assure that an exceptionally qualified minority candidate has not been excluded from consideration.

## ***Globalization***

- The Vice President for Student Affairs and the Assistant Provost for International Programs should continue and expand on-going risk management training to inform faculty members about their roles and responsibilities when teaching study abroad classes or conducting research overseas.
- Deans and department heads should include an international dimension among the criteria used to evaluate research, teaching, and service activities for individual faculty members.

## **Students**

Recruitment and retention efforts are interconnected so that the greatest advances in these areas will come when both issues are addressed simultaneously. Recruitment efforts need to be targeted to grade levels much lower than traditionally thought. Summer visitation programs that focus on academic preparedness would enable the university to maintain a relationship with potential students through their middle and high school years. In addition, the university already hosts several thousand K-12-aged potential students in summer programs that also could serve as recruiting efforts. Developing an extensive summer visitation program would provide a long-term pool of underrepresented students who have had positive experiences with the university.

In recent campus climate studies, the most telling findings indicate that the comfort level of minorities decreases as their length of time at the institution increases. Factors that create these feelings of uneasiness primarily stem from a generalized sense that the majority of the student body lacks an understanding of and sensitivity to the social needs of individuals who are not part of the majority culture.

- The Assistant Provost for Enrollment should implement the campus-wide “Strategic Recruitment Marketing Plan” and similar plans for matriculation and retention that that would integrate the efforts of the many disparate operations on campus.

## ***Diversity***

- The Assistant Provost for Enrollment, working with the Deans, should continue to develop innovative campus visitation programs for students and parents, as well as for high school and community college counselors.
- The Assistant Provost for Enrollment should direct additional efforts toward recruiting more students from the Bryan-College Station community.
- Each department’s graduate advisor, with the assistance of faculty members and the head of a department, should develop a step-by-step plan to improve the department’s ability to recruit Texas and U.S. graduate students, including specific personnel required, needed resources, and

cost estimates. Each department's plan should be submitted through the respective dean to the university's administrative officer responsible for diversity.

- The Dean of Graduate Studies should monitor changes in the financial packages offered by competing universities and notify higher administration of these changes together with a recommendation for adjustments that would place the university in a competitive position.
- The Director of Admissions and the Director of Financial Aid should develop a plan to inform Texas high school students about financial assistance available to students from limited-resources families.<sup>5</sup> They should also develop procedures by which these students may be informed of the assistance they will receive at the same time that they are informed of their admission. These plans, including step-by-step implementation and a detailed budget, should be submitted to the administrative official responsible for diversity for critical input and financing.
- The Division of Student Affairs should develop a detailed plan to address the all too frequent expressions of racism in the student body as exemplified by student newspaper cartoons debasing various groups, attacks on international students, and comments from minority students concerning their treatment by other students and some faculty. One of these comments, which was published in *The Princeton Review's* "The Best Colleges," is a quote from an A&M student that summarizes what some people see as the university's public image:

The first thing I will admit about A&M is that it is very conservative. While most of the students are open-minded about the differences between us, there is a small yet visible group of students who are very close-minded. The one flaw I can point out about A&M is that people of minorities—whether a religious minority, a racial minority, or a minority based on sexual orientation—are not necessarily encouraged to come here by what they see. Honestly, we are a school of white, heterosexual, Christian students.<sup>6</sup>

The plan should be submitted to the high-level administrator with responsibility for diversity issues for review and critical input.

- The Deans, working with the Assistant Provost for International Programs and the Assistant Provost for Enrollment, should continue to recruit and enroll international students, particularly from diverse nations of strategic importance to Texas, as an important and effective way to diversify the overall climate of the university.
- The Vice President for Student Affairs should organize student-led "living and learning" groups in residence halls, identifying specific social needs that can be primary influencers in retention efforts that residence hall groups could influence. Although faculty and staff would be encouraged to participate, these groups would be student organized and student-implemented.

## ***Globalization***

- The Deans, working with the Assistant Provost for International Programs, should expand study abroad opportunities in number, type of program, academic focus, and geographic location.
- The Assistant Provost for International Programs should work with the Deans to consolidate the information available on international educational and internship opportunities.
- The Vice President for Student Affairs should work with the Assistant Provost for International Programs and the Assistant Provost for Enrollment to add an international component to traditional student orientation programs.
- The Provost, the Vice President for Student Affairs and the Vice President for Administration should develop a coordinated, university-wide mechanism to oversee and track students participating in study abroad programs, including a centralized safety and communication network that provides information that all Texas A&M students, faculty, or staff may use in case of an emergency while traveling.
- The Provost and the Vice President for Student Affairs should encourage an ongoing dialogue between administrative officials and student leaders who represent selected student organizations.
- The Vice President for Student Affairs should integrate international travel and campus globalization into the educational components of the previously listed student organizations.
- All administrators and faculty members should encourage student leaders to be part of the welcoming process and help other students understand the importance of having international students on campus and how student organizations can assist international students acclimate to the campus and surrounding community.

## **Staff**

- The Human Resources Department should continue to recruit using the World Wide Web to increase diversity in the employment application pool.
- The President, Vice Presidents, Deans and the Human Resources Department should use executive search firms for filling administrative positions at the director level or above.
- The President and the Deans should encourage the appointment of diverse membership on search advisory committees.

- The Vice Presidents and the Deans should provide additional development opportunities, like the Food Services Summer Placement Program, for the university's traditional minority staff members so that they can help create a more diverse white-collar workforce and mentor students. These employees are a rich resource to the campus and they are underutilized.

## CONCLUSION

There are several general contradictions between reality and perception that have influenced the image of Texas A&M in the minds of underrepresented constituencies. In the words of one African-American staff member:

“We are a better place for diverse students than it is perceived; we are not as good for them as we think we are.”

and

“The university talks a ‘good game’ and the right people ‘commit’ to diversity; yet we cannot get the money to follow the commitments.”

The committee's recommendations are strategic in nature. The selection of these initiatives is highly intentional in that these efforts, visibly supported by the president, can send a strong message to the various publics that Texas A&M University is moving forward in the area of diversity and globalization in a way that draws upon the strengths of the institution's history, yet moves into the 21<sup>st</sup> century able to prepare Aggies for an increasingly competitive and diverse world.

## ENDNOTES

1. Texas A&M University, *Vision 2020: Creating a Culture of Excellence*, 2000. Available on the World Wide Web at: <http://www.tamu.edu/new/vision/>
2. Office of the State Demographer, State of Texas, *2001 Population Projections—State of Texas*, December 2001. Available on the World Wide Web at: [http://txsdc.tamu.edu/tpepp/2001\\_txpopprj\\_txtotnum.php](http://txsdc.tamu.edu/tpepp/2001_txpopprj_txtotnum.php)
3. Texas Higher Education Coordinating Board (THECB), *Closing the Gaps by 2015: The Texas Higher Education Plan*, October 2000.
4. Texas Higher Education Coordinating Board (THECB), “Statewide Higher Education Awareness and Motivational Campaign,” 2002.
5. Justiz, Manuel J. “Hispanics and the Mainstream: The Role of Higher Education,” *Hispanic Law Journal*, 1996.
6. Frank, R., Meltzer, T., OPOCHINSKI, R., OWENS, E., BRAY, T., “The Best Colleges,” *The Princeton Review* 2002 Edition. Princeton Review Publishing, L.L.C., p. 488, 2002.

## **Appendix A. University Activities Supporting Diversity**

In addition to the major initiatives described above, an array of activities from across campus represents a significant and sustained effort on behalf of the university to support diversity related goals. There are a great many departments, centers, institutes, programs, scholarships, and outreach efforts that advance and support diversity on the Texas A&M University campus. The following lists represent only a sampling of these.

### ***Centers/Departments/Institutes***

Callaloo: A Journal of African Diaspora Arts	International Student Services
Center for Academic Enhancement	International Studies
Center for International Studies	Leadership in Medicine
Center for Internal Business Studies	Office of Distance Education
Cushing Library Diversity Series	Office of Greek Life
Department of Multicultural Services	Office of Latin American Programs
European Union Center	Race and Ethnic Studies Institute
Institute for Pacific Asia	Services for Students with Disabilities
International Center	The Women's Center
International Programs Office	Women's Studies Program

### ***Committees***

ALLIES Committee  
Academic Operations Committee  
Admissions Advisory Committee  
The Diversity Enhancement and Diversity Initiatives Committee  
Gender Issues Committee  
Orientation Oversight Committee  
State of the Art Committee  
State of the Corps Committee  
The Uniform Recruitment and Retention Committee

### ***Staffing***

- All the members of the staff of the Department of Multicultural Services have diversity as their job priority.
- In Fall 2001, an Assistant to the Dean for Multicultural Affairs was hired in the College of Agriculture and Life Sciences.
- The College of Engineering has staff members designated to work with Multi Ethnic Initiatives.

- The Division of Student Affairs has one staff member in each department dedicated to facilitating the accomplishment of departmental diversity goals.

### ***Student Organization Programming***

Aggie Global Interaction  
 Black Graduate Student Association (BGSA)  
 Hispanic Graduate Student Association (HGSA)  
 International Graduate Student Association (IGSA)  
 International Week  
 Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS)  
 Southwest Black Student Leadership Conference  
 Student Government Association Diversity Team  
 Texas A&M Diversity Symposium  
 U-ACT  
 Whoop Stock

### ***Training/Conferences***

The AMA International Forum on E-Commerce  
 The Civil Rights Tour Program  
 The Diversity Training Institute  
 The Higher Education Diversity Conference  
 Moving Beyond the Us Against Them Binaries: Maintaining Cultural Integrity and Group Identities  
     While Increasing Diversity in Academia (April 2002)  
 The Student Conference on Latino Affairs

### ***Departments Offering Scholarships/Awards/Grants To Targeted Populations***

Century Scholars Program  
 Department of Multicultural Services  
 Department of Wildlife and Fisheries Sciences—NSF Grants  
 The Lowry Mays College and Graduate School of Business—Mitte Scholarships for high achieving  
     prospective undergraduate and graduate business  
     students  
 Office of the Dean of Faculties  
 Various Greek Organizations  
 MSC Student Programs  
 Support Services for Students with Disabilities