REPORT AND RECOMMENDATIONS OF THE FACULTY SENATE
SUBCOMMITTEE ON MINORITY CONDITIONS
AT TEXAS A&M UNIVERSITY, 1999-2000

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Approved by Faculty Senate May 8, 2000
1999-2000 RECOMMENDATIONS

It is RECOMMENDED that Texas A&M University develop aggressively proactive measures both to stem the effects of the Hopwood decision, and to recruit and retain members of underrepresented groups to the faculty and to the undergraduate and graduate students populations of Texas A&M University.

It is RECOMMENDED that the questionnaire students answer in regard to ethnicity be reviewed to determine whether the inclusion of a statement concerning the importance of the information in TAMU’s reporting to the Coordinating Board and the Federal Government might alter the number of X’s which are growing.

RECOMMENDATIONS FOR ACCOMPLISHING
UNDERGRADUATE STUDENT GOALS

Demographic trends indicate that by the year 2030, six of every ten college students in Texas will be members of a group that is currently underrepresented. The growth of these groups at Texas A&M remains painfully slow. The committee suggests several proactive steps that can be taken to improve both recruitment and retention of students who are members of these groups.

It is RECOMMENDED that each college follow up on admitted minority students. This could include phone calls or correspondence from the dean or department head.

It is RECOMMENDED that a Faculty sponsor for admitted minority students be appointed who would work with the student from admit to enroll. There should be some type of recognition for participating faculty members. This should be considered as an effort to increase diversity of life on campus and should be considered in tenure considerations.

It is RECOMMENDED that the university develop a means to oversee all of the recruitment efforts that occur throughout campus.

It is RECOMMENDED that regional offices for recruitment purposes be established. These regional offices should be located next door to the University of Texas regional offices.

RECOMMENDATIONS FOR ACCOMPLISHING
GRADUATE STUDENT GOALS

The Hopwood decision and other legal developments have clearly complicated
minority graduate student recruiting and retention efforts. Nevertheless, our
subcommittee believes it is possible, albeit extremely difficult, to accomplish our goal. We
suggest that interested readers consider the following as potential components of a viable
recruiting strategy.

It is RECOMMENDED that the TAMU Development Foundation should be urged to
provide funding to support minority graduate students. A recent conversation with Dr.
Eddie Joe Davis suggests that this is a viable topic for further discussion. Dr. Davis has
suggested that the goal of increased minority graduate student enrollment at TAMU will
be difficult to accomplish but, it CAN be done. Our subcommittee cannot overstate the
critical importance of financial support from external sources. In fact, without such
support, we believe that all other efforts are doomed to failure.

It is RECOMMENDED that Deans, Colleges and Departments should be reviewed on
a regular periodic basis for their progress in minority graduate student enrollment. Without
re-inventing the proverbial wheel, we believe that the goal of minority graduate student
recruiting and retention should follow a similar model as that developed for minority faculty
recruiting and retention.

It is RECOMMENDED that TAMU seek to partner with a variety of corporate recruiters
to seek additional outside financial support for increasing minority graduate student
enrollment. Firms recruiting on the TAMU campus have a vested interest in helping us
attain the goal stated above. It is time for them to become part of the solution.

**RECOMMENDATIONS FOR INCREASING THE RECRUITMENT
AND RETENTION OF MINORITY FACULTY**

Since a request that resources be specifically dedicated by the administration to the
hiring of minority faculty can no longer be successfully recommended (based on the
application of the Hopwood opinion to faculty hires), the members of the Minority
Conditions Subcommittee recognize the increased need for all members of the faculty to
become more proactive in the recruitment and retention of minority faculty. To this end
we submit the following recommendations:

It is RECOMMENDED that the Faculty Senate Minority Conditions Subcommittee
lead a university wide faculty effort to determine more effective methods for the
recruitment and retention of minority faculty beginning with, but not limited to, the following
activities:

a. the organization of focus groups of minority faculty and faculty from departments who have been
   successful in recruiting and retaining minority faculty to solicit suggestions for making Texas A&M
   more attractive to potential minority faculty candidates,
b. the dissemination of the suggestions obtained to faculty and administrators in all departments and especially to the members of departmental search committees, and

c. solicitation from the provost and the dean of faculties of the additional funds that may be needed to implement the suggestions obtained for expansion of minority faculty recruitment and retention efforts.

In January of each year the Minority Conditions subcommittee should meet with the Provost to receive an update on the progress or lack of progress in the recruitment of minority faculty with respect to the goals of the Deans’ Plan and the most recent recommendations from the Subcommittee on Minority Conditions approved by the Faculty Senate. Strategies and recommendations based on this update should be discussed by the committee and the provost at this meeting.
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FACULTY SENATE MINORITY CONDITIONS REPORT, 1999-2000

INTRODUCTION

Texas population has increased rapidly. According to the most recent U.S. Bureau of the Census estimates, Texas population was more than 20.0 million persons as of July 1, 1999, indicating an increase of more than 3.0 million persons since 1990. This made Texas the second fastest growing state in numerical terms and the eighth fastest growing in percentage terms in the Nation. The major force in this growth is increase in the minority populations of Texas. By 1998, more than 59 percent of all births in the State were to minority parents with 44 percent being Hispanic and according to estimated through 1998 roughly 75 percent of the net increase in the population from 1990 to 1998 was due to the minority population. The Texas State Data Center at Texas A&M estimates that the population of Texas will be less than one-half Anglo by 2008 and that by 2030 Texas will have approximately 34 million persons with 36 percent Anglo, 10 percent African-American, 46 percent Hispanic, and 8 percent members of Asian, American Indian and other racial groups. Because of the younger age structure of minority populations estimates by the middle of the 1990’s suggested that less than one-half of the population less than 25 years of age was nonAnglo and projections for 2030 suggest that by 2030 nearly six-in-ten college students will be minority population members. The need to increase the minority representation at Texas A&M University is thus clearly a demographic necessity, if the University is to serve the current and future population of Texas.

ORDER OF PRESENTATION

The 1999-00 Report of the Faculty Senate’s Minority Conditions Subcommittee to the Faculty Senate pertaining to both faculty and students is organized in three parts. Part I concerns the minority and gender characteristics of Texas A&M faculty and of students, and compares Texas A&M University with all senior public Texas colleges and universities and the University of Texas at Austin for the fall semester 1998-1999. A summary figure presents an overview of Texas A&M’s minority and gender characteristics [Tables 7, 16, 20]. An attempt is made, in limited fashion, to explore and contrast the ability of Texas senior public colleges and universities to diversify within the confines of finances, law, perceived attitudes, and prejudice. Part II consists of two reports. One Report focuses on the enrollment and retention of minority graduate students. The second Report consists of a substantial list of all recruitment and retention efforts of undergraduate students for every college and program at TAMU. While the list is not comprehensive, it will be expanded in the future. Both Reports offer the Faculty Senate important information for evaluating the status of University participation on both student levels.

METHODOLOGY

Raw data for the tables and figures included in this report are provided by the Office
of Institutional Studies and Planning,1 and the Coordinating Board of the Texas College and University System. Data for all minority reports compiled by the President’s Committee on Minority Conditions in the early eighties, followed by those of the Faculty Senate from the mid-eighties until the present, used data compiled by that Office and sent to the Coordinating Board. The Office’s primary source for faculty numbers is the Texas A&M University annual payroll records. The format includes faculty name, rank, college, department, ethnicity, gender, and tenure status. Current faculty data will sometimes differ from data for previous years because of changes in policies concerning what information or personnel are included. Footnotes detailing differences are used. When permissible, as in the case of the placement in separate categories of Library faculty and central administrators holding faculty rank, attempts are made to include similar data from past years to assist comparisons. From 1988-99, data on all categories except gender were compiled from listings of all faculty and all students. Gender data were added in 1995.

The student data are also provided by the TAMU Office of Institutional Studies and Planning, taken from SIMS files of students by college, department, class level, ethnicity, and gender and from the Coordinating Board. Some data on Texas A&M University from the Coordinating Board and [1] all Texas Senior Public Colleges/Universities and [2] The University of Texas at Austin for 1998-99, not yet publicly available until June 2000, are included in this report. Data on the other colleges and universities are a year behind the 1999-00 data used extensively in this report. Consequently, when comparisons are made, we use comparable data for Texas A&M University for 1998-99. The numerical and percentage differences in the last three years are small and assist us in determining trends and progress at Texas A&M University, The University of Texas at Austin, and the Senior Public Colleges/Universities, in diversifying the Texas Public University System. The Coordinating Board does not always include data on those who choose not to answer questions on ethnicity; thus making different totals than those used in this committee's previous reports. The fact that 75 students failed to answer in 1996, 255 in 1997, 410 in 1998, and 578 in 1999-00, 506 undergraduates, 72 graduate and professional students, suggests that a substantial number of students are not included by the Board.

All data are sorted, tabulated, and analyzed. Every effort is made to determine discrepancies in data inclusion and exclusion. The data in this and previous reports will sometimes differ from the 12th day data, since this report is not compiled by this subcommittee until the Office of Institutional Studies and Planning feels errors have been corrected, usually by January. For example, faculty may be added or subtracted during the fall semester. Five undergraduates counted early in the fall of 1999 became graduate students during that semester and are so counted in this report. Every attempt is made to use the data that is accepted by Studies and Planning late in the fall semester or early the following Spring and sent to the Coordinating Board. The Medical School data previously published in this report does not appear for the 1999-00 year since the School is now in the Texas A&M System.

Vague terminology continues to be a problem. White faculty and students in the U.S. from any African country may use the term “African-American.” Some of TAMU faculty

1 Previously The TAMU Office of Planning and Institutional Research.
classified as African-American do not have U.S. citizenship and may or may not be African. Hispanic faculty and students are represented by a number of nationalities yet are considered to be Mexican American. We use the term Native American as inclusive of the U.S. Census definition but assume we are speaking of U.S. Indian Bureau recognized, members of the many U.S. and Canadian Indian Tribes. We use the term Asian American for faculty who are not citizens and therefore not strictly Asian American. We were instructed, several years ago, to cease using the term Alien and substitute International. Meanwhile the Coordinating Board still uses terms such as Black, Asian, Indian, and Aliens and posts these terms on their Webster. In addition, a faculty member or student is not forced to embrace a legal or politically correct definition of racial and ethnic classifications, but may report they are a member of any group they wish. We do not check birth certificates, tribal numbers, or other documents claiming to establish authenticity.

PART I.

FACULTY FINDINGS

Tables 1-11 focus on Texas A&M University faculty. Table 12 compares female faculty at Texas A&M University and the University of Texas at Austin. Table 1 contains most of the data available on all TAMU faculties except department and college of employment; Tables 2-6 explore specific details of the data in Table I and compare the 1999-00 data with those presented for previous years [Figure 1]. The decrease in number of TAMU faculty in 1999-2000 from that in 1998-1999 is the result of the removal of the Medical College to the TAMU System.

The total number of TAMU faculty for this academic year is 2,246 of which 1,346, 59.5 percent are tenured, 315 or 14.0 percent are tenure track, and 585, 26.0 percent, have no tenure status, Table 1. Minority faculty numbers and percentages of the total faculty remain low. The fifty African-American faculty members, down two from the previous year, accounted for 2.2 percent of the Texas A&M University’s total faculty. Hispanics, numbering ninety-seven down seven from the 1998-99 year, are 4.3 percent of the total faculty. Asian American faculty, 146, are 6.5 percent of the University faculty, lower by a percentage point from the previous year. Native American faculty remained at 0.4 percent with nine faculty members.

The number of women faculty continues to grow. In 1988, women faculty made up 15.3 percent of TAMU total faculty. By the 1999-00 fall semester, with 559 faculty members, women accounted for 24.8 percent of the total faculty, a gain of a little less than a percentage point a year.

TENURE AND STATUS

Status differences exist in academia. The power structure of professor, associate professor, and assistant professor is dominant. Within each rank there are status differences that exist between the three as well as within each level, between a college in
a university and its departments within the university, and between departments in the same college. There is a substantial difference between those faculty who have been selected as distinguished professors, chair holders, and the remaining, excluded faculty. The most obvious structure of inequality is tenure, Tables 1-7.

In 1999, of the 1,348 tenured faculty, 1,194 or 88.6 percent are white non-Hispanics, twenty or 1.5 percent are African-Americans, fifty-three or 3.9 percent are Hispanic, seventy-eight or 5.8 percent are Asian American, and three or 0.2 percent are Native American, Table 4 [Figure 2]. While 66.0 percent of the tenured white faculty are professors, only 40.0 percent of African-American and 30.2 percent of Hispanics are full professors. However, 57.9 percent of Asian American and 100.0 percent of Native American faculty are full professors. In terms of gender, only 6.6 percent, 59, of the full professors are women compared to 93.5 percent, 837, who are male.

In 1999-00, 87.1 percent of those faculty who are tenured are male and 12.9 percent are female, a 7.3 percent gain for females over their percentage positions in 1988 [94.4 percent male and 5.6 percent female, Tables 3, 3A [Figure 3]. Between 1988 and 1999, the total nontenured faculty decreased by 110 and the female tenured faculty increased by 105 and male tenured faculty increased by 5. Tenure track males decreased by 171 and females rose by 31 faculty positions. Male nontenured positions decreased by 167 and female nontenured positions increased by 57. From a total of 2386 faculty in 1988 the number of faculty fell to 2246 in 1999, a decrease of 140. At a time when students have increased to 43,442, how can a Research I University function with a serious drop in its tenured and tenure track faculty, Table 3A?

Percentages changed. Male tenured professors decreased from 94.4 percent to 87.1 percent and female tenured professors rose from 5.6 percent in 1988 to 12.9 percent in 1999. Tenure track males decreased from 82.4 percent in 1988 to 64.8 percent in 1999 and female tenure track positions rose from 17.6 percent in 1988 to 35.2 percent in 1999. The nontenured females rose from 31.2 percent in 1988 to 46.8 percent—almost half of the nontenured faculty—in 1999, while males decreased in nontenured positions from 68.8 percent in 1988 to 53.2 percent in 1999. The question is WHY? Table 3A

Distinguished professors, thirty-six or 1.6 percent of TAMU faculty, represent an elite among tenured faculty. Two are retired and do not maintain tenure status but remain Distinguished Professors. Of the thirty-eight, none are African-American, none are Hispanic, two are Asian, none are Native American, and none are female. These facts suggest that either the excluded groups are purposely overlooked because none possessed the “distinctive” academic credentials necessary, or that TAMU’s level of excellence has been unable to attract truly outstanding minorities or women.

GENDER

A large gap exists between TAMU’s male and its female faculty in 1999-00. While the University’s female students now stand at 47.7 percent for undergraduate students and 46.4 percent when professional and graduate students are included, women faculty are 24.8 percent of the faculty. This disparity might deter women students from pursuing careers in academia rather than in the expansive private sector. Tenurewise, the percentage of tenure, tenure track, and nontenured female faculty has increased since

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In addition to the female tenured faculty referred to above, tenure track female faculty increased from 3.4 percent to 4.9 percent and nontenured female faculty increased from 9.1 percent to 12.2 percent between 1988-1999, Tables 3-5.

ETHNICITY AND GENDER BY COLLEGE

Tables 7-10 view ethnicity and gender from the perspective of the college and department employing the TAMU faculty member. Table 7 lists all TAMU colleges and departments by the ethnicity and gender of their faculty. The total percentage of minorities in 1999-00, mentioned above was 2.2 percent African-American, 4.3 percent Hispanic, 6.5 percent Asian American, and 0.4 percent Native American. Colleges with the largest percentage of African-American faculty are Education, 4.5 percent; Business, 3.4 percent; Liberal Arts, 3.2 percent. Colleges with the lowest percentages of African-American faculty were Agriculture, 1.5 percent; Engineering, 1.4 percent; Architecture, 1.0 percent; Science, 0.7 percent; Veterinary Medicine, 0.0 percent. Colleges with the highest percentage of Hispanic faculty are Liberal Arts, 8.4 percent; Education, 4.5 percent; Agriculture, 3.9 percent; and Engineering, 3.8 percent. Colleges with the lowest percentage of Hispanic faculty are Science, Geoscience, and Veterinary Medicine with 2.4 percent, 2.8 percent, and 1.6 percent respectively. Table 8 [Figures 4, 5] is a summary table listing ethnicity in each College by number and percent.

Genderwise, Table 8 shows that Education with 51.5 percent, Liberal arts with 34.9 percent, Veterinary Medicine with 31.7 percent have the highest percentage of women faculty. The colleges of Agriculture, Geoscience and Engineering—14.5, 10.6 and 7.4 percent respectively—have few women faculty.

To add to the highly white and male concentration at Texas A&M University, administrators with faculty appointments are 94.4 percent white and are only 13.9 percent female.

ETHNICITY AND GENDER BY DEPARTMENT

Table 9, covering the years 1988, 1993, 1997, and 1999, shows that TAMU has made considerable progress in lowering the number of departments without Hispanic faculty. However, more than half of TAMU departments has no African-American faculty. Between 1988 and 1999, the percent of TAMU departments without African-American faculty fell from 66.2 percent to 52.3 percent whereas Hispanic faculty at 55.9 percent in 1988 fell to 32.3 percent in 1999.

In 1998 and 1999, only 7.8 and 7.7 percent of Departments had no female faculty. The Colleges with a Department or Departments without female faculty are Engineering, Agriculture, and Geoscience, Table 10.

The Austin American Statesman, December 28, 1999, wrote of the limited progress women faculty have made in major universities in the United States. TAMU’s female faculty, in number is 546 compared to UT Austin’s 826 female faculty; percentagewise, 24.9 percent of TAMU’s faculty are female compared to 32.5 percent of UT Austin faculty. Twenty percent of UT Austin’s women faculty are tenured and 41.2 percent are tenure track compared to 12.9 percent of TAMU’s women faculty who are tenured and 35.2
percent of TAMU’s tenure track women faculty. Both TAMU and UT Austin have or are close to having 50.0 percent of their women faculty in nontenure track positions. The article especially mentioned the problem in Engineering at the University of Texas at Austin where 8.3 percent of the faculty are women. In the Engineering College at TAMU, women make up 7.4 percent of that College’s faculty, 0.9 percent less1 than at UT Austin, Table 12.

**THE DEAN’S PLAN**

In response to the 1994 recommendations of this subcommittee through the Faculty Senate, a President’s approved plan suggested by the deans was instituted. Under this plan, the deans of the ten colleges of Texas A&M University and the University administration agreed to dedicate $8.5 million of the University’s appropriated money over a five-year period to minority and women faculty recruitment and retention. At the same time that monetary resources were dedicated, each college dean also set forth estimates of how many minority and women faculty they projected would be hired in their college for the period from 1994 to 1998. An examination of the results for the four years of the original dean’s plan [September 1994 –September 1998] indicated some success in the hiring of women. There were 76 new women faculty hires in response to the dean’s estimate of 94—an 80.4% success rate.

However, an examination of the results for the four years of the dean’s plan with regard to the hiring of minority faculty continues to indicate serious problems in our minority recruitment efforts. During the four years of the dean’s plan there were only 23 new minority faculty hires while deans had projected hiring 73 minority faculty during the that period—a 31.5% success rate. Estimated projections for minority hires during that period averaged 18 per year while actual hires averaged 6 per year for the whole university. There was no year during the four years that the number of minority faculty hires was close to the number of hires that were projected by the deans.

No estimated were provided for faculty hires for 9/1/99. There were 10 new minority hires as od 9/1/99; there were 9 minority faculty losses effective 9/1/99, so there was a net gain of only one minority faculty member between 1998 and 1999. The deans have continued to provide projections of additions of new women and minority faculty for the next three years with the additions of 4 women and 16 minority faculty projected for 000-01.

The hiring results under the dean’s plan indicate that whatever measures have been used for the recruitment and retention of minority faculty have not been adequate to achieve the desired results. They indicate that new ideas and additional efforts and commitment by the faculty, the deans, and the upper administration are needed if we are to make noteworthy progress in diversifying our faculty hires.

**STUDENTS**

Most of the concern over lack of diversity at major U.S. Universities has focused on students, including Federal Court Orders in the eighties. In the nineties, Hopwood
concerned student discrimination. Within the last two decades, a number of major universities established divisions of minority affairs, and devoted millions of dollars to devising “innovative” modes of recruitment. In general, their successes were limited. Major research universities, from the mid-eighties on, located in large metropolitan areas with sizeable minority populations, succeeded best. Texas A&M University, located in a small community where it is the major industry, has a number of problems in recruiting both minority students and faculty. Among these problems are geographic small-town location, long-term emphasis of the University on agriculture and engineering, limited employment opportunities for students, reputation as a male dominated military campus, with considerable hazing and discrimination.

GRADUATE STUDENTS

Graduate students are a significant part of a research university. The ability to recruit outstanding, highly intelligent, disciplined, motivated students offers a university the opportunity to compete for research funding, faculty to offer courses in select areas of specialization, to train and launch students as professionals, adding to the university’s reputation and future recruitment efforts of both students and faculty. Harvard University learned a century or more ago that its power base came with a diversified student body from all over the world. The networks established between national and internationally diverse students with other students, and diverse students and faculty, establish powerful connections used by a society’s powerful leaders—global or national.

Tables 13-16 address questions concerning how large and diverse are the graduate programs at TAMU in terms of ethnicity and gender. Table 13 [Figure 6] considers the total graduate student body, and Table 14 each graduate level, e.g., Post Baccalaureate, Masters, and Doctorate. Table 15 and 16 review the College and Departments, and where the most diversity occurs or does not occur, those that seem most and least insulated.

Texas A&M University has 6,866 graduate students, 16.0 percent of the total student body of 42,943 students. Between 1981 and 1999 several changes have occurred. The amount of diversity has improved slightly, but not significantly for any group. The 165 African-Americans students out of 6,866, .at 2.4 percent have gained 1.4 percent from the low of 1.0 percent in 1981. Hispanics have more than doubled from 2.0 percent in 1981 to 5 percent in 1999. Still, with 341 out of 6,866 students, the Hispanic presence is small. The major changes are the 25.0 percent drop in percentage of white graduate students from a high of 79.7 percent in 1981 to 54.3 percent in 1999, due in large part to an increase in International students from 16.5 percent in 1981 to 34.9 percent in 1999.

The largest amount of diversity in the graduate student body comes from the varied ethnic groups around the world who are attracted to Texas A&M. International students usually are from their country’s middle and upper classes and may have deeper financial pockets, private or public, and have usually developed cultural patterns more acceptable than their low income, resource restricted counterparts. Approximately 80 percent of TAMU’s Post Doctoral students, are International. There are only 332 more white U.S.
students in the graduate programs. Sixty-two percent of all graduate students are male and 37 percent female, Tables 13-14.

Table 15 views all fall 1999 graduate students by college, department and gender. The Colleges of Engineering, Science, and Architecture attract the largest number of graduate students, respectively. Table 16 looks at ethnicity and gender for each college. For the College of Engineering, 67.3 percent are International students, whereas 47.0 percent of Science, and 31.5 percent of Architecture’s graduate students are International. The Departments of Engineering, Mechanical and PETE attract the most engineering students; Physics and Statistics attract the largest percentage of Science students; and Architecture attracts the most Architecture graduate students.

For the total graduate student body, including the Bush School of Government and the College of Veterinary Medicine, 2.4 percent are African-American students. Only the College of Education and the College of Liberal Arts exceeded that percentage of African-American graduate student, 11.3 percent for Liberal Arts and 7.6 percent for Education. For Hispanics, Education with 10.5 percent, was the only College higher than the average, followed by the Bush School of Government with 9.5 percent. Again, Tables 15 and 16 show that, except for the International students, the graduate programs at Texas A&M University are extremely limited in diversity.

Table 17 reviews enrollment in the College of Veterinary Medicine from 1981-1999. After a high of 0.9 percent of African-Americans in 1990, the school is back to its 1981 position of 0.0 percent African-American students. Hispanics have increased slowly from eight students to twenty-one and stand at 4.2 percent in 1999. Asian American students have grown from zero to eighteen students or 3.6 percent of the 499-student body. In terms of gender, Table 16, the Vet School is now 52.4 percent female and 47.6 male. Except for the College of Education, which has been traditionally female, the Vet School has the best gender record of all the colleges in the university.

UNDERGRADUATES

Undergraduates are assumed to be the lifeblood of a university. From 29,303 undergraduates in 1981, Texas A&M University now has 36,077. Over this time period, the number of African-American and Hispanic students have more than tripled while the percent of African-American has changed by only 1.6 percent to 2.7 percent and the percent of Hispanic students has changed by 5.9 percent to 9.4 percent. Both white and international student percentages have decreased, Table 18 [Figure 7]. The number of nonresponses, risen to 506 or 1.4 percent of the total is high and could skew the data. A review of the presentation of the ethnicity question and its presentation should be made to determine if change could lower the number of nonresponses.

The Colleges of Geoscience and Architecture at 1.2 percent and 0.7 percent have the lowest percentage of African-American undergraduates. Table 19 shows that the Colleges of Liberal Arts, Architecture, and Science at 14.0, 12.2 and 11.8 percent have the highest percent of Hispanic undergraduates. Table 20 is a summary table of Table 19, with totals excluding gender.

Table 21 [Figures 8, 9] shows number and percent for the entire TAMU student body.
divided into undergraduate and graduate by college and ethnicity for 1995-1999. Generally there has been a decline in percent of African-American and Hispanic undergraduates, minute to be sure, but the total overall percentage is small: 2.7 percent African-American and 9.4 percent Hispanic. Six colleges and the General Studies Program had a numerical decrease in African-American undergraduate percentages from 1995 to 1999; five colleges and the General Studies and CLVM programs had a decrease in the number of Hispanic students between 1995-1999. Where gains were made by three colleges, the gain was never more than 0.7 percent. For Vet. Medicine and the Graduate School, the gains for Hispanics was 0.1 percent for each. Overall, for the total TAMU student body, the percent of African-Americans fell 0.5 percent to 2.6 percent and the percent of Hispanics fell 1.1 percent to 8.7 percent, Table 22. Table 23 further illustrates, over the last four years, TAMUs lack of progress in attracting African-American students.

At a historical period of demographic change, Texas A&M University is definitely walking into the future backwards. With African-American faculty at 1.5 percent and students at 2.6, and Hispanics faculty at 3.9 percent and students at 8.7 percent there should be tremendous concern. Surely data that is available from the Office of Institutional Studies and Planning available to all levels of TAMU administrators as well as the Faculty Senate’s annual reports, which have annually sounded an alert, suggest that administrators at this university and its Board of Regents are satisfied with the level of diversity and/or are ignorant or ill-informed of the immense changes taking place in Texas and in the United States. The future viability of Texas A&M will depend on successful adjustment to rapid demographic changes in state population.

COMPARISONS WITH ALL TEXAS SENIOR PUBLIC COLLEGES/UNIVERSITIES AND THE UNIVERSITY OF TEXAS AT AUSTIN

FACULTY COMPARISONS

Tables 24-26 compares faculty at Texas A&M, The University of Texas at Austin, and all Texas Senior Public Colleges and Universities. Between 1981 and 1998, seventeen years during which many Texas public universities were under Federal Court order to raise the numbers of minorities on their campuses and during which tremendous demographic changes were taking place, in the state, the percentage of African-American faculty in the total Texas Education System went up 0.4 percent to 4.8 percent of all faculty. Hispanic faculty doubled from 3.2 to 6.6 percent. Texas A&M and UT Austin made little progress. TAMU rose from 0.6 percent African-American faculty to 1.9 percent; UT
Austin rose from 1.3 to 2.9 percent. Both Universities doubled the number and percent of Hispanic faculty to 4.0 percent at TAMU and 4.8 percent at UT Austin.

During the same time span, Table 25, among tenured faculty at TAMU and UT Austin, the percent Hispanic faculty increased to 3.8 percent at both schools. African-American tenured faculty at TAMU was 1.0 percent and 3.8 percent at UT Austin.

Table 26 concerns the number and percent of tenured faculty by rank, ethnicity and gender. Texas A&M’s male full professors are 6.9 percent higher, 94.4 percent than UT Austin and all Texas Senior Public Colleges and Universities at 87.5 and 86.6 percent male respectively. On the Associate Professor level a similar pattern exists with Texas A&M University 79.7 percent and UT Austin at 67.3 percent followed by all Texas Senior Public Colleges and Universities at 71.1 percent.

STUDENT COMPARISONS

Table 27 compares the ethnic composition of Masters students at TAMU with all Texas Senior Public Colleges/Universities for 1981, 1985, 1990, 1993, and 1998. During this time span ethnicity of students at Senior Public Colleges and Universities changed. From 74.1 percent of white Masters degree students, the percentage decreased to 61.3 percent. The percentage of African-American Masters degree students in the seventeen years increased by 1.3 percent to 7.3 percent. The Hispanic Masters degree students took the largest percentage increase from 7.9 to 14.5 percent. International Masters degree students were 10.0 percent of the total percent in 1981, rose 2.9 percent. In contrast, TAMU white Masters degree students decreased from 81.3 percent to 60.2 percent. TAMU’s African-American Masters degree students decreased from 81.3 percent to 60.2 percent. TAMU’s African-American Masters degree students increased only 1.0 percent in the seventeen years and Hispanics increased by only 2.7 percent—far below the 7.0 percent increase by African-American Masters degree candidates at all Texas Public Senior Colleges/Universities.

Table 28 compares Masters degree students at TAMU with UT Austin for 1982, 1985, 1990, and 1998. The Universities made little gain in the sixteen years with only a .4 difference in African-American and a 1.8 difference in Hispanics.

Table 29 reviews ethnic composition of doctoral degree candidates at all Texas Senior Public colleges and Universities, TAMU and UT Austin between 1985 and 1998. African-American doctoral candidates at UT Austin and TAMU were at or close to the 3.0 percent level. UT Austin was able to increase Hispanic candidates to 7.0 percent and TAMU to 5.0 percent. The percent of international students in doctoral programs increased at UT Austin from 22 percent in 1985 to 27.3 percent in 1998; the percentage at TAMU doubled from 18.4 percent in 1986 to 36.6 percent by 1998. At both universities and especially at TAMU, the ability of a college or a department to teach graduate level courses depend on International students. On the all Texas Senior Public College/University doctoral level, white, African-American and Hispanic students are a percentage point higher than TAMU and UT Austin.

Table 30 compares the undergraduate student body for all Texas Senior Public College/Universities, TAMU and UT Austin. The most changes at the latter two schools have come in changing percentage of Hispanic and International students. The percent of
Hispanic students rose from 8.2 percent in 1981, to 10.2 percent of the UT Austin undergraduate body. At TAMU the percentage for the same time period increased from 3.5 percent to 10.3 percent. African-American students represent 3 percent of the undergraduates at both schools.

On the state level, Hispanics have almost doubled to 20.8 percent of all undergraduates in 1998 at Texas Public Senior Universities. African-American students have only risen 1.0 percent—from 8.6 to 9.6 percent in 1998.

While state figures are little better than the states two major research universities, Table 31 [Figure 10] looks at a level where some changes may be occurring. Figures for three universities, two in major Texas cities—UT Austin and the University of Houston—and TAMU in a small metropolitan area, show different dimension of diversity. TAMU remains predominantly isolated with 81.2 percent of its undergraduates nonHispanic whites. UT Austin is 64.7 percent nonHispanic white, with slightly larger percentages of Hispanic, African-American and International students. The University of Houston is the most diverse with over 10 percent African-American, 20 percent Hispanic, 20 percent Asian American, and 50 percent more International students than TAMU.

PART II

REPORT OF THE SUBCOMMITTEE ON TAMU MINORITY GRADUATE STUDENTS

INTRODUCTION

"Houston, we have a problem." So begins a famous communication from American history. As members of a subcommittee charged with providing information on the status of minority graduate students (minority graduate student) at Texas A&M University to the Faculty Senate Committee on Minority Conditions, we hope that our report will prove to be as succinct and effective as the NASA communication mentioned above and that it will serve as an effective catalyst in the search for a solution to the challenge faced by all Texas institutions in the post-Hopwood era.

ACKNOWLEDGMENT

The members of this subcommittee were Dr.. James Flagg, Ms. Felicia Scott, Dr. Robert Strawser, and Dr. Dan Robertson. We wish to acknowledge the able assistance of two individuals who made data available to us. These are Dr. Ruth Schaffer and Ms. Sherry Boyd. In addition, we are indebted to Dr. Eddie Joe Davis of the Texas A&M Foundation who also provided useful information to us.

PROBLEM DEFINITION
Rudder Tower, we have a problem. So might our subcommittee paraphrase the message from U. S. Astronauts. Our problem is focused on the enrollment of minority graduate students at Texas A & M University. Official data reported to the Texas Higher Education Coordinating Board for Fall, 1999 shows total minority graduate student enrollment at Texas A & M University to be barely seven percent, a figure far below that of comparable institutions. Enrollment is a reflection of previous actions and this report duly recognizes the importance of initial contact, screening, recruiting and retention. However, ultimately the result of these activities is measured in enrollment.

No research can be considered valid unless the problem is clearly defined. It is a source of concern to some members of this subcommittee that we clearly define what "minority graduate student" means. The State of Texas and this report both refer exclusively to U. S. citizens who are either Hispanic or African American enrolled in graduate student status G6, G7, G8 or G9. Indeed, it is our observation that many students, staff and faculty on this campus do not fully understand this definition. These two groups are the only groups considered by the State to be "under represented" minorities. All data in this report referring to minority graduate students is based upon this definition. Ironically, as noted in the Vision 2020 final report, "Texas is one of the most diverse states in the union and its diversity is increasing." * However, current minority graduate student enrollment and historical minority graduate student enrollment on the TAMU campus have never achieved the levels of our peer institutions. We therefore define the problem as follows: TEXAS A & M UNIVERSITY MUST DEVELOP A VIABLE STRATEGY THAT WILL RESULT IN INCREASED MINORITY GRADUATE STUDENT ENROLLMENT.

While this problem may seem obvious to some, we feel that it is deserving of emphasis. The Campus Climate Study, a recent survey of TAMU undergraduate and graduate students, faculty and staff, found for example that less than 60% of TAMU faculty felt that recruiting more minority students should be a "strong" goal or a "high priority" of our institution.*

PERTINENT DATA

This subcommittee examined current, historical and comparative data in the research process leading up to this report. Our subcommittee has distilled these data down to a few select tables that we believe to be critical to the development of a viable future strategy to improve recruitment and increase the enrollment of minority graduate at Texas A&M. For the reader's convenience these data are organized into tables contained in the Appendix of this report. The first table in the appendix presents Fall, 1999 graduate student enrollment data for Texas A & M University by College and Department. This table presents graduate enrollment by percentage of total. Thus, for example, the reader may see the percentage of Hispanic or African American graduate student enrollment by College or any academic department within a given College.

Table 15 follows with "headcount" numbers of graduate students. The large number
of zeros across departments concerns our subcommittee. However, we felt an obligation to bring both the successes of departments and the failures to the attention of the reader. The second table in the appendix (Table 14) provides historical TAMU graduate student enrollment by ethnic origin. One point of concern is that TAMU has experienced a decline in minority graduate student enrollment since 1996. Our subcommittee felt that this reinforced the need for the problem statement above! Table 15 provides similar data by headcount and percentage for all classifications of graduate student enrollment for Fall 1997-Fall 1999.

In addition to the expressed concern over minority graduate students, our subcommittee is concerned with total graduate student enrollment and wishes to draw the reader’s attention to the fact that TAMU has the lowest percentage of minority graduate students enrolled of any peer institution used in the vision 2020 report!*

A final table (Table 27) permits a historic comparison between TAMU minority graduate student enrollment and that of All Texas Senior Public Colleges and Universities. Of particular concern to our subcommittee is the fact that our percentages of African American (1.7%) and Hispanic (4.6%) Master's students fall miserably short of the 7.3% and 14.5% of other Texas institutions. Again, reinforcement for the problem statement above!

GOALS

Graduate enrollment at any university reflects the efforts made to recruit and retain students. Unlike most other large graduate institutions, TAMU is fully decentralized. By this we mean that academic departments may admit students without review by a central Graduate College or Graduate Dean. In fact, TAMU is unique in not having a Graduate Dean. The end result of this unique form of graduate study organizational structure is that graduate student recruitment is fragmented into literally hundreds of differing efforts that often are not even coordinated within a given academic department. It should come as no surprise that minority graduate student recruitment suffers or benefits accordingly. There are no stated goals for minority graduate student recruitment at Texas A & M University. Instead, each College and, in turn, each graduate program or area of emphasis, is left to develop its own goals. Frustrated by this and yet, accepting the reality of the situation, our subcommittee suggests that the Faculty Senate adopt the following goal statement. Graduate programs at Texas A & M University are urged to continue or initiate recruiting and retention efforts to increase minority graduate student enrollment. We believe that a restatement of this goal accompanied by a Resolution from the Faculty Senate can serve to reinforce the efforts of those departments who already have a minority graduate student recruiting and/or retention effort in place and stimulate development of such goals by those academic departments lacking such goals.

STRATEGIES FOR ACCOMPLISHING GOALS

The Hopwood decision and other legal developments have clearly complicated minority graduate student recruiting and retention efforts. Nevertheless, our
subcommittee believes it is possible, albeit extremely difficult, to accomplish our goal. We suggest that interested readers consider the following as potential components of a viable recruiting strategy.

The TAMU Development Foundation should be urged to provide funding to support minority graduate students. A recent conversation with Dr. Eddie Joe Davis suggests that this is a viable topic for further discussion. Dr. Davis has suggested that "the goal of increased minority graduate student enrollment at TAMU will be difficult to accomplish but, it CAN be done." Our subcommittee cannot overstate the critical importance of financial support from external sources! In fact, without such support, we believe that all other efforts are doomed to failure.

Without re-inventing the proverbial wheel, we believe that the goal of minority graduate student recruiting and retention should follow a similar model as that developed for minority faculty recruiting and retention. By this we mean that Deans, Colleges and Departments should be reviewed on a regular periodic basis for their progress in minority graduate student enrollment.

TAMU should undertake a comprehensive study of minority graduate student competition. The Chronicle of Higher Education reported significant changes in the competitive environment for minority graduate student recruiting in a recent article.* At a minimum, TAMU administrators need to be aware of both the competitive changes and, more importantly, the implications for future minority graduate student recruiting.

TAMU should re-evaluate the "grow your own" strategy for minority graduate student enrollment. By this our subcommittee means that we should consider AGGRESSIVE recruitment of our own minority undergraduates as potential future minority graduate student. Similarly, we should aggressively recruit our Master's students for Doctoral programs when and where it is appropriate to do so.

TAMU should "partner" with a variety of corporate recruiters to seek additional outside financial support for increasing minority graduate student enrollment. Firms recruiting on the TAMU campus have a vested interest in helping us attain the goal stated above. It is time for them to become "part of the solution"!

Private funds should be used to develop a communications/public relations story to "celebrate" the limited recent success we have experienced in recruiting/retaining and graduating minority graduate students. Emphasis should be placed on the "value added" and future contribution that these minority graduates will bring to the State of Texas! Our subcommittee knows of no such document ever being developed by TAMU.
Purpose/Introduction

This document is meant to serve as a reference for the many recruitment and retention efforts that occur across the campus of Texas A&M University campus. It is by no means comprehensive, but this committee would eventually like it to be.

In this document one will find event names, contacts, and approximate date of occurrence.

Information on each academic college as well as supporting offices has been included. This document also includes information on student organizations involved in recruitment and retention efforts.

This document is submitted with the intention that this information will serve as a beginning point to assess the current recruitment efforts. It is hoped that more concerted efforts or a knowledgeable dialogue on the subject can take place to come up with creative and/or alternative approaches to recruitment of particularly under represented groups on campus.
Various Recruitment Programs with the Office of Admissions Counseling

Attend recruitment programs, such as Houston Hispanic Forum and Aggie Socials as requested by Admissions Counseling.
Contact person: Wash Jones

Aggieland Saturday

Participate in presentations and exhibit booths.

Outreach Program for high school students

The Department of Poultry Science offers the Poultry Science Institute targeting about a dozen students during the summer for 3-4 days. This is a residential program wherein participants stay on campus. The program targets high school students and the purpose is to acquaint students with opportunities in poultry science. This is a student-run program.

We have several departments within our college that have Aggie Reps, whose responsibility is to assist in outreach efforts of the department. Primarily, Aggie Reps are expected to go back to their hometowns and recruit students by informing them of opportunities in their respective departments. Departments with Aggie Reps include, but are not limited to, Animal Science and Agricultural Economics.

The Department of Biochemistry and Biophysics conducts the ALPS Program (Anakletic Laboratory Program in the Sciences) each summer that targets high school students interested in research. The students work for a prescribed number of hours per week in a laboratory and are matched with mentors in their designated areas. They are required to complete a research project and present the results in a symposium at the end of the program. The goal is to enhance students’ interest in agriculture-related scientific related.

The Dean’s Office does on-going outreach with high schools (and younger grades) and in cooperation with University Outreach Centers around the state to enhance student knowledge of agricultural opportunities. One on-going program has been in conjunction with Alief Middle School in working with the Young Leaders in Action Program. Participants in this group are brought to campus once per year to expose them to higher education opportunities. Throughout the rest of the year, contact is maintained through other means.

Student organizations in this college assist in outreach efforts. The Society of Minorities in Agriculture, Natural Resources and Related Sciences assists with selected recruitment activities as requested, and the Agriculture Council is very helpful in this effort as well.

We participate annually in the Houston Livestock Show and Rodeo Black Heritage Day
activities to expose students to opportunities in COALS.

Here are recruitment and retention efforts that this office spearheads for the College of Agriculture and Life Sciences.
Contact Person:  Wash Jones

Send follow-up letters and conduct phone calls to newly admitted students to enhance matriculation into COALS. Conducted after students are notified by admissions office.

Visits and presentations to special groups in selected schools as requested by the groups. Conducted throughout the year.

Sponsor recruitment trips to COALS for special groups as requested. Conducted throughout the year.

Participate in Admit One Conference for newly admitted students (Spring semester) and Aggieland Saturday (Fall semester) to enhance student recruitment and matriculation.

Aggie (Advance to Greatness) Mentor Program: A mentoring program targeting new freshmen and transfer students wherein students mentor each other.

6. Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS). This is a student organization that focuses on retention of students by offering a network and support system among enrolled students. This program is active generally during the Fall and Spring semesters. This office provides advising for this group.

College of Architecture

Recruitment

High School Visits
Visits are made to various high schools around the state. Specifically, College of Architecture is working with the Northeast Design and Technology Academy in San Antonio. This is a new magnet school that is 90% minority. We have a matching grant to send down faculty and students to help teach their courses for Fall 99 and Spring 00. Also visit Dulles high school in Houston once a year.
Contact person:  Rodney Hill

Junior College Visits
Visits are made in the Fall and Spring to various community colleges around the state. Primarily, El Paso Community College, San Antonio College, and Del Mar College.
Contact person:  Rodney Hill
Summer Enrichment

Offer summer enrichment opportunities for students to learn more about architecture and career opportunities.
Contact person: Ms. Janice Ashley

Various Recruitment Programs with the Office of Admissions Counseling
 Attend recruitment programs, such as Houston Hispanic Forum and Aggie Socials as requested by Admissions Counseling.
Contact person: Rodney Hill

Aggieland Saturday

Participate in presentations and exhibit booths.

Retention

Mentoring
Student Advisory Council serves as a big sister/brother group to new transfer and freshmen. It is open to all students. Juniors and seniors from the College of Architecture volunteer for advising spots and hold about four functions a semester. Students have someone they can call 24 hours a day if there is a problem.
Contact person: Rodney Hill

Lowry Mays College and Graduate School of Business

RECRUITMENT PROGRAMS:

Contact: William Fuerst

Various Recruitment Programs with the Office of Admissions Counseling
Attend recruitment programs, such as Houston Hispanic Forum and Aggie Socials as requested by Admissions Counseling.
Contact person: Peter Drysdale

Aggieland Saturday
Participate in presentations and exhibit booths.
Participate in national conferences aimed at increasing minority enrollments.

Provide funding for minority focused conferences in an effort to get our college’s name in front of high quality minority students.

Members of our faculty who are from underrepresented populations are encouraged to be active in local and national recruiting efforts.

Sponsor student organizations in the College who at times engage in helping recruit minority students and who have a presence at local and national conferences.

Summer enrichment conferences aimed at exposing minority students to our college and university.

Engage faculty to serve in national organizations to provide enrollment information to students.

COLLEGE OF EDUCATION

RECRUITMENT PROGRAMS:

General Recruitment

Visit with Aggieland visitors for the College of Education, take part in all Admissions Counseling programs for high school students and junior college counselors. Attend CAEN classes talking with the students about careers in education, participate in Liberal Arts Career Night, participate in the ExCel and Honors college night. Respond to students that have visited the Web page. Attend both regional and state TAFE conferences.

Held throughout the year.

Contact person: Vida Wilhelm

Summer Enrichment Program

Program brings approximately 20 students to campus for about four days that are interested in education. Held in the summer.

Contact person: Vida Wilhelm

Various Recruitment Programs with the Office of Admissions Counseling

Attend recruitment programs, such as Houston Hispanic Forum and Aggie Socials as requested by Admissions Counseling.

Contact person: Vida Wilhelm/Dr. Frank Ashley
Aggieland Saturday

Participate in presentations and exhibit booths.

RETENTION PROGRAMS:

Require students to take the CAEN Succeeding in College classes
Require students to attend the study skills workshops offered on campus.
Enacted throughout the year
Contact person: Vida Wilhelm

DWIGHT LOOK COLLEGE OF ENGINEERING

RECRUITMENT/RETENTION ACTIVITIES

RECRUITMENT/OUTREACH

AGGIE ENGINEERING OPPORTUNITIES DAY (AEO DAY) (Held in October) - Visitation day for high school students (10th, 11th, and 12th grades). Held on a Saturday and includes engineering tours, departmental information booths, and presentations on the college of engineering, specific engineering departments, admissions, housing and financial aid. Registration is required, but there is no charge for participants. CONTACT PERSON: Shelle Montgomery, s-montgomery@tamu.edu

SEE PROGRAM (Held in June) – Three-day residential introduction to engineering summer camp for high school students. Grade level(s): Entering grades 11 and 12 Cost: $50 registration fee CONTACT PERSON: Shelle Montgomery, s-montgomery@tamu.edu

HOP (HIGH SCHOOL OUTREACH PROGRAM) (Ongoing program) - The HOP program consists of two components. The first component sends undergraduate students to their high schools to educate and encourage high school students to study engineering. HOP also includes undergraduate students calling or emailing recently admitted students, encouraging them to enroll at Texas A&M University. CONTACT PERSON: Tricia Draughn, Tricia@eapo.tamu.edu

TEACHER ENHANCEMENT PROGRAM (Held in June) – Funded by NSF, this program brings 6 math/science teachers from the Bryan/College Station and surrounding area to Texas A&M for 3 weeks during the summer to participate in an engineering research project with a Texas A&M Faculty member. CONTACT PERSON: Jan Rinehart, jan@tamu.edu
EXPANDING YOUR HORIZONS (Held in March) – A one-day career awareness program for 6th grade female students from the Bryan/College Station and surrounding community. The College of Engineering helps coordinate this program and provides workshops and career sessions. There are 150 students who participate each year.

CONTACT PERSON(S): Jan Rinehart, jan@tamu.edu or Tricia Draughn, Tricia@eapo.tamu.edu

TAME (TEXAS ALLIANCE FOR MINORITIES IN ENGINEERING) - Dr. Karan Watson, Associate Dean of Engineering sits on the TAME Board of Directors. Each year the College of Engineering hosts the TAME Math/Science Competition, which will bring about 800 Texas High School students to the TAMU campus for a two-day competition each April.

CONTACT PERSON: Jeanne Rierson, rierson@tamu.edu

TSPE/TEF (TEXAS SOCIETY OF PROFESSIONAL ENGINEERS/TEXAS ENGINEERING FOUNDATION) – Lori Cardenas, Program Coordinator in the Engineering Academic Programs Office is a member of the Precollege Educational Activities Committee. JETS TEAMS Competition (Junior Engineering Technical Society – Tests of Engineering Aptitude + Mathematics and Science) Coordinated by TSPE/TEF and held each February, this one day competition brings about 200 high school students to campus.

CONTACT PERSON: Lori Cardenas, lori@tamu.edu

BRAZOS BEST (BOOSTING ENGINEERING, SCIENCE, AND TECHNOLOGY) – College of Engineering volunteers coordinate this regional robotics design competition for high schools in the Brazos Valley each year. About 400 students from high schools, junior highs, private schools, and a home school participated last year.

TEXAS BEST (BOOSTING ENGINEERING, SCIENCE, AND TECHNOLOGY) – Sponsored by Texas Instruments, the College of Engineering provides faculty judges and coordinates engineering tours for this statewide robotics design competitions for high schools throughout Texas each year. 25 high schools participated last year – approximately 250 students.

ENGINEERING COLLEGE-WIDE STUDENT ORGANIZATION OUTREACH PROGRAMS

MAES(SOCIETY OF MEXICAN AMERICAN ENGINEERS AND SCIENTISTS) – PACES – (Promotion and Awareness of Careers in Engineering and Science) – provides after-school tutoring, in-class aid, and ESL (English as a Second Language) tutoring at Bryan High School and Lamar, the 9th grade Bryan High campus. The program also distributes the EL MAEStro newsletter to over 75 high schools and middle schools throughout Texas. PACES Weekend involves about 100 high school students visiting the TAMU campus. PACES on TOUR sends MAES members throughout Texas to promote the value of education and encourage engineering. In 1998, PACES on TOUR sent a delegation of 9 students on a 4-day trip to the Panhandle where they visited 17 middle and high schools and spoke to 3,400 students in Amarillo, Bovina, Canyon, Dimmit, Friona, Hart, Hereford, Pampa, and River Road, Texas.

CONTACT PERSON:
Javier Torres, MAES President

NSBE (NATIONAL SOCIETY OF BLACK ENGINEERS) – This student organization has established NSBE Jr. chapters at Bryan High School and at A&M Consolidated High School. They work closely with these groups to provide personal and professional development programs, mentoring, school tutoring services, and have offered scholarships for the college bound high school seniors. CONTACT PERSON: Shawna Spence, NSBE President

SHPE (SOCIETY OF HIPANIC PROFESSIONAL ENGINEERS) – ACE (Awareness of Careers in Engineering) – SHPE students participate in after-school tutoring at Lamar, the 9th grade Bryan High School campus.

SWE (SOCIETY OF WOMEN ENGINEERS) - SWE HIGH SCHOOL CONFERENCE (Held in late February) – Hosted by the Society of Women Engineers, this two-day conference is held for high school students interested in engineering. Held on Friday-Saturday and includes tours, competitions, engineering presentations, and information on college admissions. About 1000 high schools in Texas and Louisiana are invited each year and about 225 students participate. Registration and a fee of $25.00 per person are required. CONTACT PERSON: Jan Rinehart, jan@tamu.edu

SWE CAMP (Usually held in June) – One week residential engineering summer camp for girls, coordinated and sponsored by the Texas A&M student chapter of the Society of Women Engineers. About 300 Texas high schools are sent letters each year and about 40 students are selected to participate. Grade level(s): Entering grades 10 and 11 Cost: $100 CONTACT PERSON: Society of Women Engineers – TAMU Student Chapter, swe@tamu.edu

SEC (STUDENT ENGINEER’S COUNCIL) – SEC Engineering Day at the Mall – This one day outreach event held each February brings engineering students and faculty into the Bryan/College Station community to promote engineering at the Post Oak Mall in College Station. The hands on projects, demonstrations, information booths and games involve over 1000 local students each year.

ENGINEERING PHONE-A-THON - Engineering Student Organization volunteers make personal phone calls to all admitted honors, women, and underrepresented minority students to encourage them to enroll at Texas A&M and to answer any questions they might have. Event is coordinated by the Engineering Academic Programs Office and is held during the spring semester. About 1000 students are telephoned. CONTACT PERSON: Shelle Montgomery, s-montgomery@tamu.edu
RECRUITMENT ACTIVITIES WITH OTHER CAMPUS OFFICES

TRANSFER INFORMATION DAY (Usually held in February and October) – Visitation day for prospective transfer students and college counselors. Usually held on a Friday and includes campus tours and presentations on the college of engineering, specific engineering departments, transfer admissions procedures, housing and financial aid. Registration is required, but there is no charge for participants. CONTACT PERSON: Shelle Montgomery, s-montgomery@tamu.edu

HONORS INVITATIONALS (Held in June) – Two-day summer program for high-achieving students. Participants are invited by the Honors Program Office to participate in university-wide sessions and college specific activities. Grade level: Entering 12 grade Cost: No cost for participants CONTACT PERSON: Mary Ann Raatz, m-raatz@tamu.edu

AGGIELAND SATURDAY (Usually held in late October/early November) – University wide visitation day for prospective students. Held on a Saturday, activities include sessions on financial aid, housing, freshman admissions, transfer admissions, and college specific presentations. Students can gather information from many booths available and can talk with departmental representatives and current students. CONTACT PERSON: Shelle Montgomery, s-montgomery@tamu.edu

RETENTION

PHASE ONE (Usually held in July and August) – Five week summer bridge program for incoming freshman students who have been admitted to engineering at Texas A&M University. This program introduces students to campus life while strengthening their math and science skills. Grade Level: Graduating seniors in high school Cost: $300 CONTACT PERSON: Marilyn Green, marilyn@tamu.edu

MULTI-ETHNIC ENGINEERING PROGRAM (MEP) (Ongoing program) – The MEP is designed to provide a support system for underrepresented engineering students. Among the many services offered are group study sessions, peer advising opportunities, mentor programs, employment opportunities, academic counseling and social activities. All minority freshman and transfer students should contact the MEP office. The National Society of Black Engineers (NSBE), the Society of Hispanic Professional Engineers (SHPE), and the Society of Mexican-American Engineers and Scientists (MAES), have student chapters associated with the program. CONTACT PERSON: Marilyn Green, marilyn@tamu.edu, or Jeanne Rierson, rierson@tamu.edu

WOMEN IN ENGINEERING, SCIENCE, AND TECHNOLOGY (WEST) (Ongoing program) – The WEST program is designed to be a support program for women in the
College of Engineering. Some of the many activities and opportunities for women offered are: the Clusters of Resident Engineering Women (CREW) Program, the Graduate Student Seminar Series, Mentors for Aggie Proteges (MAPs), Women in Engineering Conference, tutoring, academic counseling, scholarships, and social and outreach activities. The student chapter of the Society of Women Engineering (SWE) is very active and women engineering students are strongly encouraged to participate.

CONTACT PERSON: Jan Rinehart, jan@tamu.edu, or Tricia Draughn, Tricia@eapo.tamu.edu

ENGINEERING SCHOLARS PROGRAM (ESP) (Ongoing program) – The ESP is an opportunity for exceptional academic students. The program provides an honors path through the BS degree, early involvement with graduate studies, and research activities. New student applicants must have at least 1350 composite score on the SAT or equivalent ACT, graduate in the top 10% of their high school class, and have received A's and B's in their math and science classes. Engineering students with 45 or less TAMU credit hours and a 3.6 cumulative GPR are also eligible. Students must maintain a 3.4 GPR while in the ESP program. CONTACT PERSON: Mary Ann Raatz, m-raatz@tamu.edu

EAPO STUDY CENTER & TUTORING CENTER (Ongoing program) – The EAPO Study and Computing Center is designed to be a comfortable place for students of all college wide student organizations to gather together to study, do homework problems, or to use basic computing facilities. The facilities and programs available are geared mostly towards freshman and sophomore students, but any member of the college wide student organizations can use the center. Additional information can be found at http://eapo.tamu.edu/eapoweb/5study.html CONTACT PERSON: Lori Cardenas, lori@tamu.edu, or Jeanne Rierson, jeanne@eapo.tamu.edu

STEPS – MEP MENTOR PROGRAM (Ongoing program) – The STEPS program matches freshmen and incoming transfer students with upper-class engineering students to mentor them academically, professionally and socially in order to help them accomplish their career goals. CONTACT PERSON: Marilyn Green, marilyn@tamu.edu

MENTORS FOR AGGIE PROTEGES (MAPS) (Ongoing program) – The MAPs program matches corporate engineers with sophomore, junior and senior female engineering students. The mission of MAPs is to assist Aggie undergraduate women in gaining a perspective of the technical workforce in engineering. CONTACT PERSON: Tricia Draughn, Tricia@eapo.tamu.edu

WOMEN IN ENGINEERING (WIE) CONFERENCE (Usually held in October) – The WEST program sponsors the WIE Conference. It is a day and a half of professional development designed to (1) provide students with a chance to explore different fields and specialties, (2) further the encouragement and support of future engineers, (3) create a strong network of engineering students and practicing engineers, (4) allow students to feel more comfortable with engineering and the numerous possibilities they
have, and (5) provide an opportunity for former students to return and give back to the university. CONTACT PERSON(S): Jan Rinehart, jan@tamu.edu, or Tricia Draughn, Tricia@eapo.tamu.edu

CREW (CLUSTERS OF RESIDENT ENGINEERING WOMEN) (Ongoing program) – This is a residence hall clustering program that groups freshman female engineering students together on the 4th floor of Mosher Hall. The purpose of this program is to provide a support system that will help new female engineering students succeed in Texas A&M’s rigorous engineering program. CONTACT PERSON: Tricia Draughn, Tricia@eapo.tamu.edu

ACADEMIC WORKSHOPS (Ongoing program) – A group study session under the direction of undergraduates who have taken and excelled in calculus, engineering, physics, and chemistry courses. These study sessions are designed to help students study and work in groups. The workshops are held two nights a week for two hours each session. CONTACT PERSON(S): Jan Rinehart, jan@tamu.edu, or Marilyn Green, marilyn@tamu.edu

College of Geosciences

Recruitment

All programs and efforts in the college are directed at the general population of undergraduates since our small size makes ALL Geoscience majors a type of minority on this campus.

Various Recruitment Programs with the Office of Admissions Counseling

Attend recruitment programs, such as Houston Hispanic Forum and Aggie Socials as requested by Admissions Counseling. Contact interested students in the General Academics Program. A great deal of time is spent in direct contact (mail, email, and phone calls) with admitted students in an effort to encourage matriculation. Plans are currently being crafted for collaborative efforts with the University Outreach for the Bryan-College Station area.

Contact person: Rodney Paris

Aggieland Saturday

Participate in presentations and exhibit booths.
Retention

Retention in the College is enhanced through a variety of programs sponsored by the departments and by the Dean’s office. These efforts include special sections of a college orientation class called "Succeeding in College", direct student mentoring by individually selected faculty advisors and a full-time dedicated advising staff in the Dean’s office that has a focus on student needs and accessibility to information. The College is the smallest at TAMU and takes advantage of its low faculty to student ratio so that no student falls between the cracks. A math/science enhancement program is being designed to decrease attrition due to lack of success in the sciences.

College of Liberal Arts

Various Recruitment Programs with the Office of Admissions Counseling

Attend recruitment programs, such as Houston Hispanic Forum and Aggie Socials as requested by Admissions Counseling.

Contact person: Dr. Larry Oliver

Summer Enrichment

Offer summer enrichment opportunities for students to learn more about Liberal Arts degrees and career opportunities.

Contact person: Ms. Margie Dyer

Aggieland Saturday

Participate in presentations and exhibit booths.

College of Science

Recruitment

Follow up with Admitted Students

Each department receives a list of admitted freshman and follows up with a letter to increase matriculation.

Contact person: Dr. Ken Poenisch
Diversity Committee
Representatives from each department serve on the committee. Hold a meeting in fall and spring and invite African American and Hispanic students in evening for a “Pizza Roundtable”. Students and faculty discuss academic and recruitment concerns and/or issues.
Contact person: Robert Clark

Various Recruitment Programs with the Office of Admissions Counseling
Attend recruitment programs, such as Houston Hispanic Forum and Aggie Socials as requested by Admissions Counseling.
Contact person: Dr. Ken Poenisch

Aggieland Saturday
Participate in presentations and exhibit booths.

Retention

Aggie Access Program Participation
Cooperate with General Academics in clustering students in courses to ensure success.
Contact: Dr. Ken Poenisch.

Math Department has special retention program. Department offers a one-hour course for credit which assists students.
Contact person: Al Boggess

College of Veterinary Medicine

High School Visits
Occur in the Fall and Spring semesters. In the Fall concentration is on the northern part of the state and in the Spring concentration is on the Southern part of the state. Visits with prospective freshman students to discuss college preparation and majors and careers available through Biomedical Science and Veterinary Medicine.
Contact person: Mr. Lyndon Kurtz

Junior College Visits
Occur in the Fall and Spring semester. Encourage prospective transfer students to consider Biomedical Science.
Contact person: Mr. Lyndon Kurtz

Veterinary Medicine Open House

Occurs each Spring the week after Spring Break holiday. It is an opportunity for the students, faculty, and staff of the college to reach out to the public to promote education about the many facets of veterinary medicine. Exhibits and activities for students of all ages as well as adults.
Contact person: Dean of Veterinary Medicine

Summer Enrichment Camp

Occurs annually in June. Sophomores, Juniors and Seniors in high school are eligible to participate. This enrichment experience is for any students interested in science, math, and/or veterinary medicine. Students stay in dorms for several days and do hands on activities.
Contact person: Lyndon Kurtz

Special Tours

Tours of the College of Veterinary Medicine are available upon request. Many middle school and high school counselors and/or science teacher request each year.
Contact person: Lyndon Kurtz

Various Recruitment Programs with the Office of Admissions Counseling

Attend recruitment programs, such as Houston Hispanic Forum and Aggie Socials as requested by Admissions Counseling.

Contact person: Lyndon Kurtz

Aggieland Saturday

Participate in presentations and exhibit booths.

Recruiting and Retention Efforts of General Academic Programs

Change of Major Policy

Our policy is perhaps one of the most significant retention efforts at Texas A&M, as it allows students time to decide upon a major, or build the GPR required to access a particular major. While affiliated with General Academic Programs, students are classified as General Studies (GEST) majors. General Academics accepts students on scholastic probation, and allows them to remain undeclared until they complete 60 credit
hours.
Contact person: Kriss Boyd, 845-5916. This program is in effect year-round.

**Academic Probation Policy**
Allows students on scholastic probation to remain at A&M as long as they continue to reduce their grade point deficit by 6 points each term. Thus, students may take two or three semesters to remove themselves from probation. General Academics considers as many as 600 appeals per year (300 non-GEST) from students who have failed to meet university academic criteria in their original majors and wish to become (or continue as) GEST majors. Most of these students are nurtured back to good academic standing, and ultimately graduate.
Contact person: Kriss Boyd, 845-5916. This policy is in effect year-round.

**RELOAD Program**
Grants exceptions on a case-by-case basis to the 60-credit hour limitation for students asking to remain GEST majors for one additional term. This program involves the student entering a contractual agreement with one of the academic colleges, with regard to course selection and GPR required to access a designated major at the end of the term. If the student meets the terms of the contract, he/she is allowed to change into the designated major.
Contact person: Sallye Henderson, 845-5916. This program is in effect year-round.

**Summer Provisional Program**
(Effective Summer 2000, the “Aggie Gateways to Success” program) – Allows provisional admission to students who narrowly missed the freshman admission criteria, yet showed the potential for success. Students who achieve the specified academic criteria during their probationary periods are granted full admission for the following semester. This program allots 75% of its spaces to students from recruited/targeted areas.
Contact person: Sallye Henderson & Russ Graves, 845-5916.

This program is ongoing—one group of provisional students will participate in Summer Sessions I and II, while another group will participate in Summer Session II and the Fall semester.

**Texas Aggie ACCESS Program**
A program that allows selected students from various majors registration placement in small sized sections for two of their classes, and provides academic advising in their majors. These students are selected from a pool of 800 applicants who either graduated from very small high schools, or who had disproportionate class ranks/test scores (either high rank in class but low scores, or low rank in class but high scores).
Contact person: Wanda Watson, 845-5916. This program is in effect year-round.

**Backpack-to-Briefcase**
A career planning presentation given jointly by General Academics, Student Counseling Services, and the Career Center to all incoming freshmen. It is a retention effort in that it exposes students to the numerous academic support services available on campus.
Contact person: Wanda Watson, 845-5916. This program is in effect for all New Student Conferences.

Texas A&M–Galveston Liaison
General Academics serves as the conduit for students who wish to change curriculum between the main campus and the TAMUG campus.
Contact person: Russ Graves, 845-5916. This service is provided year-round.

Advisory Meetings
General Academics advisors attend meetings hosted by colleges and departments around the campus. This makes them aware of opportunities about which they may advise GEST students, thus contributing to retention.
Contact person: Kris Boyd, 845-5916. This is an ongoing initiative.

Aggieland Saturday – General Academics participates in this annual admissions/recruiting program by giving “How to Choose a Major” presentations, and by distributing literature about General Academic Programs.
Contact person: Russ Graves. This program occurs in November each year.

Spend the Night With the Corps – General Academics participates in this recruiting program by addressing prospective students who are on campus to investigate potential enrollment at Texas A&M and participation in the Corps of Cadets.
Contact person: Russ Graves. This program occurs during the fall and spring semesters.

Various Recruitment Programs with the Office of Admissions Counseling
Attend recruitment programs, such as Houston Hispanic Forum and Aggie Socials as requested by Admissions Counseling.
Contact person: Kriss Boyd

OFFICE OF HONORS PROGRAMS AND ACADEMIC SCHOLARSHIP

RECRUITMENT PROGRAMS:
SHIP (Summer Honors Invitational Program)
Invite rising seniors from Texas and the contiguous states who scored high on the PSAT test taken their junior year. We do four of the invitationals each summer with approximately 250 students per session. Students stay in Lechner Hall and participate in College sessions, sessions on what questions to ask when choosing a college, the
admissions and scholarship process, interest sessions on leadership opportunities, play at the rec. center, special tours of facilities on campus, attend a mock honors class and hear a master lecture.

Held Monday and Tuesdays in June typically

Contact person: Shannon Estrada

High Scorer Receptions
Hold a reception in Dallas, Houston and San Antonio for African American and Hispanic students who scored high on the PSAT. Invite students and their parents to attend a presentation/reception in which the honors program and academic scholarship information is shared. Faculty, staff and current students attend the reception.

Held in the fall semester

Contact person: Shannon Estrada

National Merit Semifinalist Receptions
Same as High Scorer except that we invite National Merit Semifinalists and their parents. Also conducted in Louisiana and Nebraska.

Held in the fall semester

Contact person: Shannon Estrada

National Scholar Day
Invite National Merit Semifinalists, National Achievement Semifinalists and National Hispanic Scholars to come to campus on a Friday. Each student is given a personalized schedule that includes attending an honors class in the field in which they plan to major, attending an honors/scholarships session and a reception at the end of the day with their parents honoring their accomplishments.

Each of the following held on one day TBA:

- Louisiana Scholar Day
- National Achievement
- National Scholar Days

Normally held on Fridays in the spring semester.

Contact person: Shannon Estrada or Don Curtis

Challenge Scholar Day
New program. Will invite students and their parents who were awarded the Challenge scholarship to campus on a Friday. As part of the session, there will be a student panel, information about the honors program, a short presentation by each college and a
reception.

Held: Tentative date is April 7, 2000

Contact person: Shannon Estrada

**Lechner Overnight Express**
Invite National Merit Semifinalists, National Achievement Semifinalists and National Hispanic Scholars to come stay overnight in the Lechner Honors residence hall. Will have a highlight event—typically a football game or OPAS event. The students will also attend honors classes, an admissions/scholarships/honors presentation, campus tour, student panel and small group discussions with honors faculty members.

Held two-time in the fall semester

Contact person: Shannon Estrada

**Various Recruitment Programs with the Office of Admissions Counseling**
Attend recruitment programs, such as Houston Hispanic Forum and Aggie Socials as requested by Admissions Counseling.

Contact person: Shannon Estrada/Djuana Young

**OFFICE OF HONORS PROGRAMS AND ACADEMIC SCHOLARSHIP**

**RETENTION PROGRAMS:**

**Scholarship Convocation**
Each student is given a resource guide pertaining to their scholarships, honors and other campus resources.

Held the Sunday before the fall semester

Heidi Bludau—contact person

**College Night Out**
Requirement of freshmen scholarship recipients to attend a meeting pertaining to their respective college. College representatives, Honors staff and upperclassmen each speak for a few minutes and then the students break into small groups led by the upperclassmen for question and answer sessions.
Held in mid to late September

Heidi Bludau- contact person

**Midterm Advising**
All freshman scholarship recipients are required to attend meetings as a check up to help prepare for the rest of the semester, to answer questions and help them think about their grade status and plan strategy to circumvent problems pertaining to unfulfilled expectations.

Held the last week of October

Heidi Bludau- contact person

**ASPIRE**
Aggie Scholars Promoting Incentive Resources and Encouragement

No specific date

Peer Mentors- contact person

**Challenge College Success Program**
Freshmen recipients of the President’s Achievement, Academic Achievement and Challenge Scholarships are required to participate in one of the following programs: ExCEL Plus, CAEN 101, ENGR 189 or a series of workshops through Student Counseling Services.

Held twice during each semester for freshmen and mentors
BBQ- first of September

Heidi Bludau- contact person

**OFFICE OF ADMISSIONS AND RECORDS**

**RECRUITMENT PROGRAMS:**

**High School Counselor Institute**
Three-day conference is designed to provide professional development for high school counselors, and the opportunity to meet and talk with University representatives. Counselors actively participate in mock evaluation processes to learn about the admission of prospective students and the selection of scholarship recipients.

Held in June.
Aggie Regional Updates
Conducted each year, these regional conferences provide high school counselors an opportunity to meet with administrators from the Texas A&M Offices of Admissions and Records, Student Financial Aid, Corps of Cadets, Housing, and Honors Programs and Academic Scholarship Office. During these updates, counselors are made aware of any changes in procedures or policies concerning the application process.

Held in August/September

Contact person: Debbie Perez

Transfer Regional Counselor Conferences
Conducted each year, these regional conferences, patterned after the Aggie Updates, provide community college counselors the most up-to-date information on the transfer admission process to Texas A&M University.

Held in October/November

Contact person: Shelle Montgomery

Aggieland Saturday
Aggieland Saturday is an opportunity for prospective students and their families to visit Texas A&M University on a Saturday during the fall semester. Students and parents can tour the campus and attend presentations provided by the offices of various academic programs and student services, Office of Admission and Records, Housing, Student Financial Aid, and Honors Programs and Academic Scholarships.

Held in October/November

Contact person: Debbie Perez

Transfer Information Day
This new program is the only campus visitation day specifically designed for transfer students. This event provides an opportunity for prospective transfer students to find out more about the transfer admissions process and how admissions decisions are made, learn more about respective college and/or departments, and meet with current faculty, staff, academic advisors and students. These one-day programs are held twice a year, once in the fall and once in the spring.

Held in February/October

Contact person: Debbie Perez
**Aggie Connection**

Two day, overnight visitation program at the Texas A&M University campus allows University Outreach students to explore firsthand the opportunities available at Texas A&M. Students learn about Aggie traditions and campus life from currently enrolled students. Students also meet with representatives from Student financial Aid, Corps of Cadets, and the Honors Programs and Academic Scholarships Office and the Admissions Counseling.

Held in June

Contact person: Debbie Perez

**Telecounseling**

Current students call prospective students from recruited high schools, encouraging them to apply for admission, complete their application to Texas A&M University, or remind them about upcoming recruitment programs. The telecounselors, usually freshman or sophomore students, are assigned to call prospective students from their particular high school or home town and discuss their student life experiences on campus. Calls are made throughout the fall and spring semesters.

Conducted during fall and spring semesters

Contact person: Myra Gomez

**Application Workshops**

Admissions Counselors meet with prospective students at or near recruited high schools to help them complete the forms necessary for the admissions, financial aid and scholarship processes. These programs are held throughout the fall and spring semesters until the application closing date.

Held throughout fall and spring semesters

No specific contact person

**New Aggie Social**

A welcoming reception for enrolled students from recruited high schools designed to ease their transition from high school to college. The program provides a means to answer any questions pertaining to services and opportunities available to them. It also offers them the opportunity to volunteer to assist Admissions Counseling in future recruitment efforts. The program is held on the Texas A&M University campus, on the Sunday before classes begin.

Held Sunday before classes begin
No specific contact person

**Aggieland 101(campus trip)**
Program designed to give small groups of prospective students from recruited high schools a weekend experience at Texas A&M University. Patterned after the successful athletic recruiting program, these trips are held in conjunction with a home football game, basketball game, cultural program, or other campus event. Visit includes sessions with Honors and Scholarships, Financial Aid, and Admissions Counseling, as well as campus tours, Midnight Yell Practice, and staying in a residence hall with a currently enrolled student.

Held during fall and spring semester

Contact person: Debbie Perez

**Southwestern Black Student Leadership Conference**
Provides students from recruited high schools, who have shown an interest in attending A&M a chance to participate in a student-run conference. Students hear nationally known speakers at the conference and have an opportunity to experience campus life.

Held in January

Contact person not listed

**Aggie Socials**
Held across the state in targeted recruitment areas. Informal receptions to provide an opportunity for admitted students from recruited high school, and their families to meet with representatives from Admissions counseling, Student Financial Aid and the Office of Honors Programs and Academic Scholarship. Objective is to increase matriculation to Texas A&M University.

Held in April

Contact person: Tracee Carcasson

**Aggie Pals**
Project develop to increase matriculation of African American and Hispanic students from admittance to enrollment. Current students write letters to recently admitted students to provide them with information about the university and encourage them to attend Texas A&M University.

Held throughout the year

Contact person: Tracee Carcasson
Department of Multicultural Services

Recruitment Programs:

MEDALS (Minority enrichment and Development through Academic and Leadership Skills)

A two-day outreach conference in January for Texas’ ethnic minority high school students, their parents and counselors. Mission is to encourage high school students to pursue positive avenue after high school. Conference provides workshops, keynote speakers, scholarship opportunities and time to interact with current Texas A&M University students. Held in January.
Contact person: Tonya Turner-Driver

Various Recruitment Programs with the Office of Admissions Counseling
Attend recruitment programs, such as Houston Hispanic Forum and Aggie Socials as requested by Admissions Counseling.
Contact person: Felicia Scott

Aggieland Saturday
Participate in presentations and exhibit booths.

Retention Programs:

ExCEL Student Success Program (ExCELlence uniting Culture, Education and Leadership)
A two-day orientation conference held in August filled with workshops, peer group discussions and social activities to help students in the ethnic minority and their parents make a smooth transition from high school to Texas A&M University. A two-credit hour academic success seminar in the Falls is also part of the program.
Specific time not mentioned.
Contact person: Rodrick Moore

FACEs (Freshmen Adjusting to College Experiences)
Outreach program for incoming freshmen in the residence halls. Main goal for FACEs are retention and to enhance diversity awareness and is designed for, but not exclusive to, incoming ethnic minority students. Specific time not mentioned.
Contact person: Rodrick Moore

Student Organizations
Recruitment

Aggie Recruitment Committee

This student organization is a sub group of Student Government. It is designed to recruit interested sophomores, juniors, and seniors and introduce them to college life through an annual conference “Whoopin' Weekend”. They target approximately 2000 high schools nationwide.

Hometown Clubs

There are currently three hometown clubs recognized on campus. Laredo, San Antonio, and the Rio Grande Valley Hometown clubs are designed to offer assistance and support for students. Assistance in transitioning your freshman year, staying connected to family and friends and maintaining awareness of activities and events in their respective hometown. Some members may go to their respective high schools to talk about their experiences at Texas A&M in hopes of recruiting them.

Agricultural Engineering Department Aggie-Reps

This student organization was set up with the main goal of representing Texas A&M University, the College of Agriculture and Life Sciences, the Department of Agricultural Engineering at university, community, state, and national events. The main emphasis will be to promote agricultural engineering, biological systems engineering, and agricultural systems management and to make the public aware of these career fields.

Contact person: James “Jimbo” Mathis

Agricultural Education Aggie Reps

This student organization focuses on promoting and teaching the importance of leadership, the significance of agriculture, and the value of higher education.

Contact person: Cady Auckerman

Agricultural Economics-Aggie Reps

This student organization serves as representatives for the department of Agricultural Economics through a variety of activities. They offer presentations to high school students on and off campus.

Contact person: Dayna Rasco
Retention

T-Camp

This student organization run camp is held each Fall so that entering transfer students can gain knowledge to ease the transition of new students to Texas A&M University.

Fish Camp

This student organization run camp is held each summer. It is designed to aid the freshman transition from high school to college in an unconditionally accepting environment. It helps to build a support system to allow freshman to build relationships with others, to share the Aggie spirit, and to be welcomed into the Aggie family.

Aggie Fish Club

This student organization is dedicated to the involvement of freshman in leadership at Texas A&M University. This group serves as a support system to the freshman and encourages development through positive reinforcement, mentors, and friendship.

Hometown clubs

There are currently three hometown clubs recognized on campus. Laredo, San Antonio, and the Rio Grande Valley Hometown clubs are designed to offer assistance and support for students. Assistance in transitioning your freshman year, staying connected to family and friends and maintaining awareness of activities and events in their respective hometown. Some members may go to their respective high schools to talk about their experiences at Texas A&M in hopes of recruiting them.

Recommend follow up by each college on admitted minority students. This could include phone calls or correspondence from the dean or department head.

Recommend Faculty sponsor for admitted minority students that work with the student from admit to enroll. There should be some type of recognition for participating faculty members. This should be considered as an effort to increase diversity of life on campus and should be considered in tenure considerations.

Recommend the university develop a means to oversee all of the recruitment efforts that occur throughout campus.
Recommend installation of regional offices for recruitment purposes. These regional offices should be located “next door” to the University of Texas regional offices.

SENATE MINORITY SUBCOMMITTEE REPORT CONCLUSION

Gains over the last fifteen years, except in gender, have been miniscule. With minority faculty percentages at 2.2 for African-American and 4.3 percent for Hispanic faculty, little has changed in Texas A&M University’s low minority position despite the efforts of the Deans or their department heads. The problems cannot be solved by the high percentages of minorities in other System Universities. The efforts, plans, programs for recruiting minority faculty and students, pre and post Hopwood, failed. UT Austin’s 64.7 percent nonHispanic white percentage looks more futuristic than TAMU’s 81.2 percent. The change in percentage of women faculty to 24.8 percent is the major improvement. At the same time, the University of Houston is building its research program and is mentioned statewide and nationally as a serious contender for resources necessary for that development. To be moving as a research competitor while developing a diversity which more closely fits that of the changing Texas and national power structure and decision makers, places TAMU and its faculty, administration and Board of Regents in serious jeopardy.

On January 11, 2000, retiring Chancellor William H. Cunningham released a ten year plan titled: The Next Level: A 21st Century Plan for Texas. The Plan visualizes a three-tier system of the Texas Senior Public Colleges/Universities that “would be competitive with the higher education system in California and other large states.” Level one would consist of four Research I institutions—UT-Austin, TAMU, U. of Houston, and Texas Tech. The Plan would provide additional funding for all Texas Senior Public Colleges/Universities especially to increase the enrollment of poor and minority students. To quote Cunningham who could have been restating the message that Dr. Steve Murdock has repeatedly sent, “Texas is fast becoming a minority/majority state. It is imperative to increase minority enrollment and graduation rates or disparities between Texas and other states will grow larger. Our very future as a democratic society depends on our ability to meet this challenge.”

The life span of Systems and public Universities may be sharply curtailed or expanded as the diverse Texas legislature attempts to address serious problems in its delivery of higher education. At what point do we decide that what we have done has failed and what we are doing is failing? At what point do we begin to understand that funding in the future will be effected by how successfully we serve our diverse state? There is, as Cunningham pointed out, a relationship between the level of state funding and the ability of a university to obtain research funding. A predominantly white faculty and student body won’t “cut it!”

For TAMU, the crisis may be as close to the edge as when President Rudder
urged the admission of women to save the University. Our statistical position and the positions of other institutions that are emerging as formidable research entities, suggest that we may be reaching a point again when every part of this university—students and former students, faculty, staff, administrators, and the Board of Regents—must give serious consideration to remedies. To rephrase Cunningham, our very future as a university depends on our ability to meet this challenge. If we don’t, others will.
APPENDIX