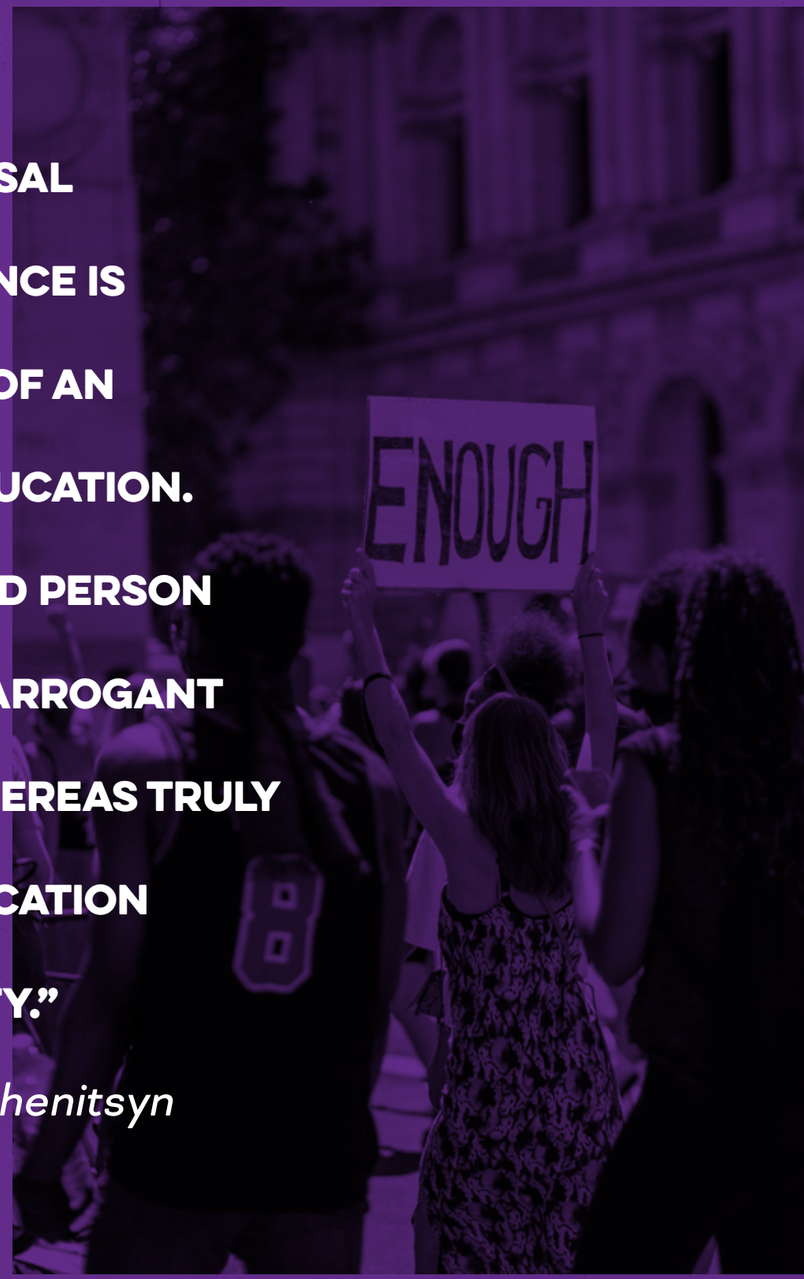
# HOW TEXAS A&M WENT WOKE

By Dr. Scott Yenor

# TABLE OF CONTENTS






**"IT'S AN UNIVERSAL LAW—INTOLERANCE IS THE FIRST SIGN OF AN INADEQUATE EDUCATION. AN ILL-EDUCATED PERSON BEHAVES WITH ARROGANT IMPATIENCE, WHEREAS TRULY PROFOUND EDUCATION BREEDS HUMILITY."**

*– Alexander Solzhenitsyn*

# EXECUTIVE SUMMARY

All over the country, administrators are transforming universities into institutions dedicated to political activism and to indoctrinating students into a hateful and destructive ideology. The transformation is happening in the name of Diversity, Equity, and Inclusion (DEI). This report concerns how this DEI transformation has come to Texas A&M. The report has several sections.

The section titled "**The DEI Revolution in American Higher Education**" uncovers how DEI proponents pursue radical policies under the cover of aspirations that seem benign and inviting. The real DEI policies are clear and present dangers that undermine the advancement of knowledge, the diversity of ideas, societal and campus unity, and the achievement of the common good. When fully exposed, the guiding principles of DEI are shown to be based on the following assumptions:

• America harbors unconscious racism (implicit racism) against blacks.

• Equal rights, free speech, meritocracy, and the law itself reinforce a regime of white supremacy as old as the United States itself.

• Only through tearing down the regime of meritocracy, equal rights, and free speech can "underrepresented minorities" become free.

Diversity, equity, and inclusion are really just cover words for transforming higher education institutions into activist arms for the American progressive Left.

The section titled "**Texas A&M: DEI Timeline**" outlines how far the DEI agenda has advanced at Texas A&M. The DEI regime at A&M started modestly, but accelerated with the ***2010 Diversity Plan***. DEI administrators became more emboldened in 2020 after the Black Lives Matters' (BLM) riots following George Floyd's death. The BLM movement arrived at A&M when activists attempted to remove the Lawrence Sullivan Ross statue. A&M currently has a large, powerful DEI regime that is poised to institute total DEI orthodoxy with little tolerance for alternate viewpoints like the founding principles of the United States.

The section titled "**A&M's DEI Vision: Weaving Increasingly Radical Ideology into A&M's Operations**" exposes the highly integrated plan to implement DEI into the fabric of A&M. In the beginning, A&M embraced equity policies and a transformative diversity climate while claiming that diversity was necessary for excellence. Later, it devolved into a desperate, anti-intellectual effort to claim that excellence, merit, and achievement are themselves racist concepts. Now many on campus are empowered to transform A&M into an anti-racist university. The fact that A&M's students are increasingly frustrated with this leftist climate only prompts a redoubling of DEI efforts.

The section titled "**The Costs of DEI Programming at A&M**" identifies that A&M has at least forty-six DEI administrators scattered throughout the university. Conservative estimates show that, all in all, A&M spends well in excess of $5 million on salaries for diversity officers and in excess of $11 million on diversity programming as a whole. The report lays out estimates in this section.

The section titled "**Current Equity and Campus Climate Programming**" provides a deeper dive into each of the DEI programs at A&M—some





aim at elusive equity, while others seek to build a DEI climate on campus.

The section titled "**DEI Administration and Action in A&M Colleges**" details the steady build-out of the college-level DEI apparatus. Higher administration incentivizes DEI programming in colleges by connecting funds to meeting DEI benchmarks. It also requires colleges to submit annual reports on equity and climate. As a result, in 2022, only two colleges do not have a college-level DEI committee to gather data and implement policies. Since colleges report on advances in climate, they are encouraged to hold events. Since the Diversity Operations Committee rewards colleges financially for expanding DEI programming, many, if not all, do so. The practice of requiring DEI statements from applicants to faculty positions began in the University of California system and spread rapidly throughout the nation's universities. A 2021 study by the American Enterprise Institute found that about one-fifth of American professors are now asked to provide a DEI statement during the hiring process.[1] **Approximately 58 percent of A&M departments in 2022 require a DEI statement for use in STRIDE for faculty hiring.**

The section titled "**A&M's Parallel DEI Curriculum: How Wokeness Weakens Academic Standards and Changes the Student Experience**" examines changes in the curriculum from 1980 to 2022. A&M's general education curriculum has been watered down through the infusion of the DEI ideology, and the curriculum has come to represent an increasingly non-American flavor. Whereas older curricula emphasized citizenship, the new curriculum has an increased emphasis on diversity. Whereas the older general education emphasized rigorous scientific study and laboratory work, the new curriculum allows for weak science performance among undergraduates. The 2022–23 catalog has created paths to get around rigor, as well as to allow substitution away from traditional courses and toward courses focused on social justice. Additionally, A&M has adopted two explicit DEI-based **requirements**: an "International Cultural Diversity" (ICD) requirement and a "Cultural Discourse" (CD) requirement.

The section titled "**CONCLUSION: "It happened right under our noses**" emphasizes that A&M remains a great school with a student body that is much more conservative and patriotic than most. It is an oasis of excellence still, with treasures to be preserved and expanded. Yet A&M is also coming to resemble every other university in the country, adopting DEI policies in its hiring, admissions, curriculum, and student life that make it look ever more like the University of Texas, Austin. It has more DEI administrators than UT-Austin. Its core curriculum has more diversity requirements than UT-Austin. It ties budgeting to DEI promotion in a more serious way than UT-Austin. It has faculty hiring programs that go over the line of legality, unlike UT-Austin. This is and should be shocking to those who embrace A&M's distinctive mission.

A&M has not hidden this DEI transformation. Few people have bothered to examine it even after the Ross statue incident. This transformation was the intentional product of A&M administrators, dating back to at least 2010. It accelerated under President Michael Young and is still growing today.

The stakes are high. Will the university celebrate achievement and leadership? Or will the university celebrate diversity? Will the university honor service to building the country? Or will it contribute to ripping the country apart along racial and sexual lines? The DEI revolution has been happening slowly, over decades. It has accelerated in the past three years. Resistance—which has been, for the most part, forced underground for years—from within the university seems impossible.

With each hire and each policy, the DEI regime marches on.

Resolute, visionary leadership can leverage A&M and other universities away from a radical DEI future. The Texas state legislature, lieutenant governor, and governor have the law-making tools to stop it. They should consider reforms to combat this malevolent ideology, including (1) broader enforcement mechanisms to effect bans on racial preferences and to protect free speech and meritocratic hiring; (2) targeted budget cuts aimed at defunding DEI offices and programs at Texas universities; (3) a reallocation of higher education resources away from corrupt disciplines and toward more or less solid ones; and (4) a more confrontational attitude toward the national government's mandates. Many bills to accomplish these goals are being filed in 2023 legislative session.

Former and current students, former student organizations like the Rudder Institute and the Sul Ross Group, taxpayers, and citizens of Texas must stay vigilant and let their voice be heard by contacting their representatives. The A&M board of regents and the Texas attorney general must provide vigilant oversight as well.

There is no substitute for academic leadership. An academic leader who pursues a vision of color-blind success is the place to start. Instituting honors for achievement and celebrating inventions and genuine excellence should be at the heart of the academic mission. A&M should double down on scientific investments, with the aim of becoming a shining light of academic freedom and meritocracy for the country. Physical, intellectual, and practical excellence must come to define the mission of each unit on campus.




# THE DEI REVOLUTION IN AMERICAN HIGHER EDUCATION

**America's colleges and universities have become increasingly radical over the past fifty years.**[2] Academics and administrators are no longer merely pushing progressive politics but are transforming universities into institutions dedicated to political activism and indoctrinating students with a hateful ideology. That ideology is Diversity, Equity, and Inclusion (DEI).

DEI starts with sweet-sounding, civically engaging words that seem unobjectionable and uncontroversial. Everyone wants to ***include*** and to be ***equitable***, after all. Nobody wants ***uniformity***. The real meaning of DEI emerges from its implementation—what these terms do and what they leave undone. DEI implies a very controversial and objectionable view of the world. DEI reflects a very controversial moral teaching. DEI ideology holds that institutions like universities are irredeemably racist or sexist. DEI ideology calls for policies that make the former victims (and those who rule in their interest) the new rulers of universities and the former oppressors the new victims. As famous critical race theorist Ibram X. Kendi writes, "The only remedy for past discrimination is present discrimination. The only remedy for present discrimination is future discrimination."[3] DEI is that present and future discrimination.

To provide clarity, contrast what DEI advocates say that Diversity, Equity, and Inclusion mean with what the Heritage Foundation and other associated scholars have found that it means in practice. If DEI advocates actually said what they were really going to do, few people would embrace their goals. So they must make their goals seem acceptable and then import the controversial meanings and policy through gratifying or agreeable words.

| | WHAT DEI ADVOCATES SAY ___ IS. | WHAT ___ REALLY MEANS.[5] |
|---|---|---|
| **DIVERSITY** | Everyone and every group should be valued not from mere tolerance but embracing and celebrating the rich dimensions of difference. | "An identity-based approach to society" and ever declining numbers from now-disfavored groups like whites and males through "political quotas." |
| **EQUITY** | Overcoming challenges and bias to achieve equal opportunity. | "Equality of outcomes plus reparations." |
| **INCLUSION** | Authentically bringing the formerly excluded into activities and decision-making so as to share power. | "Enforced segregation of people by race" and restrictions on speech by now-disfavored groups like whites and males. |

It is easy to poke holes in the asserted definitions of DEI advocates. Every group, they say, is celebrated, but would they celebrate a proud culture like imperial Great Britain or tsarist Russia or a conservative Republican from rural Arkansas? Equal opportunity means that every profession and every institution must have the exact same racial proportion as the population at large. Inclusion often means only supposedly underrepresented minorities can sit on committees. DEI advocates do not mean what they say. Conservatives have been pointing out the hypocrisy for decades. Concerns about hypocrisy, however, assume that DEI advocates are serious about their values in the first place. They are not. They pursue very different values under the cover of sweet-sounding words.

## DIVERSITY

Diversity used to mean difference or plurality but no longer. Diversity now means more members of victim groups and fewer members of the supposedly oppressive groups (and fewer of wrong-thinkers among victim groups). When men make up 80 percent of engineering students, that is a lack of diversity that must be remedied. When women make up more than 80 percent of elementary education majors, that diversity is celebrated. When blacks and Hispanics make up 65 percent of President Biden's cabinet, he is said to have the most diverse cabinet in American history. The Institute for Diversity and Ethics in Sports judged the National Basketball Association to be the most diverse league. Eighty-two percent of NBA players are people of color. It would be more diverse if it were 95 percent people of color![6] In curricula, diversity means replacing books written by white males with works written by authors from "historically underrepresented" groups. If Clarence Thomas, a black Supreme Court justice, is the example of the "historically underrepresented" group in question, however, you lack diversity because he does not think like he is supposed to. The achievement of diversity often requires that aggrieved minorities be held to lower standards than those who are privileged. The formerly marginalized get privilege, and the formerly privileged get marginalized.

## EQUITY

Equity used to mean fairness before the law but not anymore. Equity stands for the idea that universities must aim at something like statistical group parity (e.g., since blacks make up 13 percent of the population, they should be 13 percent of engineers). Failure to achieve parity is sufficient evidence of systematic discrimination. Therefore, we must dismantle the old culture (no matter how well it seemed to work) and build a new one that will achieve parity. In short, equity means equal group outcomes and offering reparations for those who do not achieve those equal outcomes. Claims about equity are used to disrupt existing institutions that do not have equal outcomes; once equity is achieved, however, the goal becomes diversity, which aims for ***more*** minority representation.

## INCLUSION

Inclusion used to mean everyone was welcome but no longer. Today's version of inclusion demands an institutional climate that elevates and supports the well-being of aggrieved minorities instead of or at the expense of the supposedly privileged. Sometimes that means providing special treatment for their supposedly unique needs—like establishing a women's center or excluding ideas and symbols that some members of underrepresented groups find objectionable (like thin blue line





flags). LGBT- or Blacks-only graduations are organized in the name of inclusion. Speech codes and safe spaces arise in order to accomplish this new inclusion. In short, inclusion means excluding everything that makes allegedly aggrieved minorities uncomfortable and including everything that makes them feel affirmed.

The ideas behind DEI require people to believe that America is on an endless treadmill of oppression and victimhood. Accordingly, all efforts to transcend group identity are thought to be lies that rationalize "privilege." Advocates for DEI demand ideological conformity—victims can only be seen as members of an oppressed class rather than individuals, and nonvictims are stigmatized and blamed for the evils victims suffer.

DEI subverts freedom under equal laws; it also saps social harmony.[7] It is inconsistent with the idea that individual rights should help organize political life. It is inconsistent with a dedication to scientific inquiry. There is no way to get from DEI to a peaceful, unified, and happy nation or campus. It also compromises family life. It promises to tarnish and alienate productive, law-abiding citizens who do not espouse DEI philosophy both in theory and in practice. It denies there is a standard outside of group identity to which groups can be held. It denies the reality that inequality and privilege are complex social phenomena that come about in many different ways, not just from oppression. It is every bit as deadly to the American way of life as selling state secrets to a public enemy. DEI is false and pernicious.

This report is based on the idea that DEI undermines the advancement of knowledge and the achievement of a common good. The report as whole, however, centers on the more urgent public policy question: **How far has the DEI agenda advanced at Texas A&M?**

# TEXAS A&M: DEI TIMELINE

**Two events have accelerated A&M's DEI build-out since the turn of the century.** First, the ***2010 Diversity Report*** set the stage for all subsequent diversity actions on A&M's campus. Second, the creation of ADVANCE, with the help of the national government. ADVANCE is an office through which many elements of the diversity and equity agenda are pursued. These two events set the DEI goal and established a means to achieve the DEI enterprise.

**1994.** Ray Bowen becomes president of A&M. Tenure featured the launching of Vision 2020.

**1999.** Strategic Plan "Vision 2020" includes imperatives to "lead in diversity" and to "achieve global awareness and experience for all students," with goals such as achieving student diversity through active recruiting and reflecting the "geographic diversity" of "the state, country, and world." White papers on Diversity and Globalization call for incentives to ensure "global perspective is infused into all courses."[8]

**2001.** George Bush becomes US president.

**2002.** Robert Gates become A&M president.

**2002.** President Robert Gates removed race considerations from admissions in accordance with court rulings and replaced with scholarships for first-generation college students. He was disappointed that A&M "has not met its goals for increasing the proportion of underrepresented groups on its faculty or in its student body," and established the Office of Vice President for Diversity. [9]

**2006.** A&M's first ***Campus Diversity Plan*** with major goals of achieving "equitable standards," developing "a climate of inclusion of participants with diverse identities," and increasing the numbers of minorities in "faculty, students, staff, and administrators."[10]

**2007.** Eddie Davis becomes interim A&M president.

**2007.** Establishes Council on Climate and Diversity to counsel president, provost, and executive vice president for academic affairs.

**2008.** Elsa Murano becomes A&M president.

**2009.** Barrack Obama becomes US president.

**2009.** Bowen Loftin becomes A&M President.

**2010.** ADVANCE program at A&M starts with seed money from federal grant applied for and granted by the National Science Foundation (NSF)[11] that addresses the focused goal of having more women in the science and engineering workforce. Since 2001, the NSF has invested over $270 million to support ADVANCE projects at more than one hundred institutions of higher education and STEM-related not-for-profit organizations in forty-one states, the District of Columbia, and Puerto Rico, including twenty-four EPSCoR jurisdictions. NSF's ADVANCE program has become more radical since 2010 to include funding the ***ADVANCE Journal*** whose stated goal is individual and institutional transformation for social justice. The focus has grown from initially involving only women to now encompassing the full gender identity movement (including correct pronouns) and racial "inequities."

**2010.** Issues ***2010 Diversity Plan***, the





cornerstone for all of A&M's ongoing promotion of DEI. Serious accountability measures begin. The Diversity Operations Committee (DOC) is established, charged with implementing the diversity plan, evaluating progress of university units toward diversity goals, and recommending and funding new equity policies.

• Accountability. Units are for the first time subject to DEI review and connected to resources.

• Climate. Units must promote DEI on websites, job postings, hiring, promotion, and training.

• Equity. DOC sets metrics, identifies problems, and recommends solutions.[12]

**2011.** ADVANCE Administrative Fellows Program (creating a pipeline of future female DEI administrators) functional until 2014 and later revived in 2017 in its current form for all URM.[13]

**2011.** Karen Watson becomes interim provost and then permanent provost until 2014. Her biography touts her relentless commitment to keeping campus diversity at the forefront of her institution. Part of Watson's approach over the years has been "to ask continuously if we really are willing to appropriately change our educational and professional systems and culture so it does value diversity."

**2011.** John Sharpe becomes A&M chancellor.

**2014.** Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) mandated in some colleges. STRIDE Handbook for Faculty Search Committee Members (diversity training for faculty search committees). Hiring process based on implicit racism and equity. Process encouraged to include the candidate's level of support for DEI ideology in evaluation criteria. Applicants are required to provide a DEI statement that is graded according to a rubric whose scores reflect the level of DEI support.

**2015.** Michael K. Young becomes A&M president.

**2017.** Donald Trump becomes US president.

**2017.** A&M's ADVANCE program broadens to encompass other minorities and applies to "all faculty across all units" of A&M.

**2019.** Dr. Cynthia Werner appointed director of ADVANCE, charged with weaving "values of diversity, inclusion, and respect into the culture of the institution." [14]

**2019.** STRIDE becomes mandatory in all colleges.[15]

**2019.** Accountability, Climate, and Equity Scholarship (ACES) Faculty Fellowship established, providing "pre-tenure track fellowship" to "early career scholars who embrace the believe that diversity is an indispensable component of academic excellence."[16]

**MAY 2020.** George Floyd Dies.

**JUNE 2020.** Lawrence Sullivan Ross Statue becomes object of controversy. Students later rally to have it removed.

**JUNE 2020.** The State of Diversity Report thoroughly embraces radical DEI agenda (see below), attacking meritocracy, color-blindness, and other foundational American concepts as products of whiteness.[17] The tone of this document was set up front in the message from the vice president and associate provost for diversity: "The first half of 2020 has seen Texas A&M's President Young issue statements on the murder of George Floyd, protests regarding the presence of the statue of Lawrence Sullivan Ross, former president of A&M and member of the Confederacy, and on racist behaviors seen on our campus. Additionally, 2020 has presented

crises of re-opening campus during a pandemic that is marked by health disparities. Systemic racism continues to deprive us of our very lives."

**JUNE 2021.** Katherine Banks named A&M president.

**2021.** Creation of ACES Plus program budgeted $2 million in funds to provide 50 percent matching base salary and benefits, up to a maximum contribution of $100,000 (salary and fringe) for new mid-career and senior tenure-track hires from Under Represented Minority (URMs) groups that contribute to moving the structural composition of the faculty toward parity with that of the State of Texas. Texas A&M defines URMs as African Americans, Hispanic/Latino Americans, Native Americans, Alaskan Natives, and Native Hawaiians. Note that Asians are excluded.

**BY 2021,** nearly all aspects of the diversity mission were consolidated to run through ADVANCE, including STRIDE, STRIPE (diversity training for faculty promotion and tenure), LEAD (workshops for department chairs on implicit bias, diversity, climate), Student Diversity Training, ADVANCE Administrative Fellows Program, ADVANCE NCDD Faculty Success, and others.




| A&M POLICY | HOW POLICY REFLECTS DEI ASSUMPTIONS | HOW POLICY UNDERMINES AMERICAN PRINCIPLES |
|---|---|---|
| STRIDE (faculty search committees trained in how to respect DEI) | Faculty search committees are instruments of systemic racism and implicit bias, so they must receive training in how to overcome their biases. | Hiring process is encouraged to include the candidate's level of support for DEI ideology as an evaluation criteria. Applicants are required to provide a DEI statement that is graded according to a rubric whose scores reflect level of DEI support. |
| STRIPE (faculty mentoring and promotion and tenure committees trained in how to respect DEI) | Promotion and tenure standards reflect systemic racism and implicit bias, so committees must be trained to evaluate candidates in tune with their cultures. | Real promotion and tenure standards are lower for "diversity" candidates, and the committees erode standards for excellence. |
| ACES (fellowships for early career faculty committed to DEI) | The dominant American culture disadvantages diversity candidates such that only special recruitment will lead to their hiring. | ACES turns the university into an ideological monolith, in addition to how it represents a quiet, sometimes-legal way of really hiring according to racial preferences. |
| ACES Plus (extends ACES to mid-career faculty) | The dominant American culture disadvantages diversity candidates such that only special recruitment will lead to their hiring. | ACES Plus transforms the university into an ideological monolith, and quiet, perhaps illegal way of hiring according to racial preferences. |
| LEAD (training for dept chairs in implicit bias and promoting a DEI climate) | Faculty leaders set the tone, and the tone must be formed by DEI not the dominant culture. | The environment of the university must be politicized toward the principles of DEI, not professionalism or competence. |
| ADVANCE Administrative Fellows Program (identifying next generation of DEI administrators and mentoring them through fellowships) | While DEI is popular today, America is systemically racist. The next generation must be saved from our toxic country and also administer our universities according to the principles of DEI. | The fellows program amounts to an ideological test for the office of administering universities. |

## CONCLUSION

**A&M's 2010 Diversity Plan continues to direct campus efforts, though it has taken a more radical turn since 2017 and especially since 2020. Since then, ADVANCE has sponsored programs to shape the faculty in the direction of DEI so that the faculty are increasingly enlisted into this divisive ideology. Not only have DEI statements become very common; the STRIPE, STRIDE, LEAD, and ACES programs have also built a DEI perspective into the hiring and promotion processes.**

# A&M'S DEI VISION: WEAVING INCREASINGLY RADICAL IDEOLOGY INTO A&M OPERATIONS

**A&M's strategic plans and diversity plans have been emphasizing DEI for more than two decades, but with increasing fervor and bureaucratic fanaticism.** The goals of A&M's ***2010 Diversity Plan*** are still central to A&M's determined effort to build a DEI university, though some of the means have changed and some of the institutions pursuing the means have changed. Even this 2010 plan grew from the 1999 strategic plan called "Vision 2020" and from the 2006 diversity plan. The ***2010 Diversity Plan*** is the lodestar for A&M's operations. Assessments of the ***2010 Diversity Plan's*** goals were conducted in 2010 (twenty pages), 2013 (forty-one pages), 2016 (thirty-four pages), 2017 (sixty-one pages), 2020 (forty-seven pages), and 2021 (111 pages).[18]

The goals of campus climate and equity were consistent between 2010 and 2020. Repeatedly, A&M commits itself to having a student body and a faculty that looks like Texas or looks like the United States or looks like the world (depending on the context). These equity goals demand a transformation of the campus climate. The full implications of these seemingly innocent aspirations were revealed during the summer of 2020. A&M still had not come to reflect the racial composition of Texas or the United States or the world and this was taken as evidence of systemic racism. This seeming failure was used to justify tearing down ideas like meritocracy and color-blindness. A new DEI-based campus culture must be hostile to competing ideas, since they compromise a welcoming campus climate. DEI bromides contain the seeds of rot and corruption—and A&M is just beginning to see the harmful effects. We use readily available public documents to show this increasing radicalism.

## JUSTIFICATION OF 2010 PLAN

The ***2010 Diversity Plan*** is based on the assumption that there is not and cannot be a tension between excellence and diversity. "We simply cannot achieve academic excellence without paying attention to and drawing from the richness and strength reflected in the diversity of our nation." Diversity is "an indispensable component of academic excellence." Diversity brings civic learning and engagement. Diversity is also rooted in "our land grand mission and core values."

According to the plan, diversity involves "an exploration of individual differences in a safe, positive, welcoming, and nurturing academic environment." Differences brought about by the inclusion of historically marginalized and underrepresented minorities (URM) are especially to be valued and nurtured. Such diversity must be measured quantitatively and qualitatively: quantitatively in metrics in progress to ensure that A&M looks like Texas and the nation and the world, and qualitatively through a measurement of interactions and curriculum and overall presence.





## GOALS AND STRUCTURES

The plan announces three overarching goals to achieve diversity: accountability, climate, and equity. Generally, A&M hopes to build a campus climate where the gospel of diversity is preached everywhere (climate) and where minorities exist in ever greater numbers (equity), while A&M establishes "structures, processes, and policies that hold all units accountable, and reward units and individuals" (accountability) for building a diverse climate and treating everyone equitably.[19] The bureaucratic goal of accountability allows for the measurement and promotion of equity and climate.

### ACCOUNTABILITY

Units across campus must first collect data on URM presence throughout their programs and evaluate their progress in creating a climate welcoming to diversity and in bringing about equitable outcomes. Initially, A&M would reward units that "excel" in achieving and expanding on these goals with additional funding.[20]

### CLIMATE

Each unit is expected to communicate its commitment to diversity after an audit of its marketing materials, websites, job postings, and events. Climate assessments show that women, racial minorities, non-Christians, and sexual minorities especially have concerns about "discrimination and insensitivities." Annual climate surveys would track progress in ensuring that such minorities enjoy a more "welcoming, inclusive, and respectful environment." Training about "insensitivity" would be required of leadership, committee members, and others.[21]

### EQUITY

With the aim of eliminating disparities or inequities on campus, annual equity audits and studies must be completed by June 30. All units must "identify and develop plans to eliminate institutional obstacles that may impede the progress of all individuals within their specific purview."[22] What this ultimately means, however, is a demand that all units on campus proportionately mirror both the population of Texas and the country (somehow).

Two councils were created to administer and evaluate how units responded to the goals of the strategic plan: The **Council on Climate and Diversity** (CCD) and **Diversity Operations Committee** (DOC). CCD rates each unit based on how it meets goals of climate and equity, also determining what kinds of measures are most helpful. DOC is charged with working with entities "to evaluate and recommend remedies to any systemic deficiencies in equity." These councils remain even as programs and DEI efforts have expanded. Every DEI policy adopted at A&M since 2010 is traceable to the climate and equity aspirations, as we shall detail in the next section.

## DIVERSITY'S NEW RADICAL JUSTIFICATION

The 2017 assessment of the 2010 university diversity plan is the most comprehensive.[23] It catalogs the academic units' own diversity plans. It recounts the efforts to transform university websites. It celebrates the leadership pipeline for diversity. It celebrates the progress represented by the steady decline in the percentage of white men among faculty, in the student body, and in leadership positions. But it also makes clear that the work is not finished and perhaps not finishable. Gaps in student success, deficiencies in campus climate, lack of transparency around merit and promotion, the need for more marketing diversity and more dialogue are noted. Equity

seems elusive. As the diversity ideology spreads, the campus climate seems to have gotten worse.

While earlier assessments discussed systems holding URMs back, the ***2020 State of Diversity Report*** condemns the university itself as fundamentally racist (among other evils). The radical implications of the diversity idea, always present, begin to come out into the open. Its executive summary frames the challenge in radical DEI terms: While the narrative of the ***2020 State of Diversity Report*** is optimistic about advancing diversity and inclusion, Texas A&M must identify and dismantle systemic racist and discriminatory practices. Dismantling systemic racism requires an unrelenting dedication to examining practices and policies that impact admissions, hiring, promotion, graduation, resource allocation, budgeting, safety, assessment, accessibility, and expressive activity.[24]

Citing Ibram Kendi, all disparities between blacks and whites (and Hispanics) are blamed on the "systemic racism" of A&M and the society to which it belongs. No alternative explanation for the disparities is considered legitimate. It marks the complete conquest of A&M by the DEI mentality. More forceful measures must be adopted in order to achieve a better climate and true equity. Dedication to DEI must be "unrelenting."

Indeed, the campus climate seems to be worse in 2020 than it was earlier. Fewer whites, blacks, and Hispanics feel like Aggies in 2020 than in 2015 or 2017 (and presumably earlier), though gaps among the groups exist. ***Stronger Together***, a 2021 report by the Commission for Diversity, Equity and Inclusion, noted declines in minority attitudes toward A&M between 2015 and 2017. It failed to note that minority attitudes deteriorated more in the succeeding years. It also failed to note that all groups—whites, blacks, and Hispanics—increasingly felt they did not belong at A&M. Oddly, the 2021 ***Stronger Together*** report mentions nothing about climate reports after 2017 and nothing about the objective decline of student climate. It fixates on the gaps between blacks and other groups.[25]

**FIGURE 1: PERCENTAGE (%) OF STUDENTS BY RACE WHO AGREED OR STRONGLY AGREED THAT THEY BELONGED AT A&M**

| | 2015[26] | 2017[27] | 2020[28] |
|---|---|---|---|
| White | 92 | 91 | 82 |
| Hispanic | 88 | 79 | 76 |
| Black | 82 | 71 | 55 |





Nor had equity arrived. In fact, the percentage of black faculty of Texas A&M hardly budged between 2010 and 2020 (despite all the efforts), and the percentage of black students declined from 4 percent to 3 percent.[29] Retention rates among blacks also declined between 2013 and 2017.[30] While many are "working to remedy pervasive campus climate issues by engaging campus leadership, addressing safety and belonging, and improving structural diversity and student success," the metrics were actually worse in 2020 than they were in 2010.

The ***2020 State of Diversity Report*** celebrates all the events and episodes that they think should promote belonging and a safe, equitable campus climate. But its authors stubbornly refuse to reexamine their assumptions. Because DEI policies had not yielded the anticipated results, the authors demand that A&M double-down on DEI ideology. They attribute A&M's shortcomings to the systemically racist A&M community. As they write, quoting other scholars, "problematic trends . . . are attributable to institutional practices, policies, mindsets, and cultures that persistently disadvantage Black students and sustain inequities."[31] The solution is to turn A&M into an institution that creates more activists. "Pedagogy is the most powerful and effective form of activism . . . We must all become education-activists. One can think of the *2020 State of Diversity Report* as a roadmap for such activism."[32] In fact, the ***2020 State of Diversity Report*** calls for "unrelenting" focus on dismantling so-called discriminatory practices and making students into social justice activists. This is the truth of the DEI regime finally exposed, for all to see.

Chief among the "systematic racist and discriminatory practices" that need to be dismantled are "innocuous-sounding words and sentiments such as meritocracy, legacy, color-blind, race-neutral, best-qualified, good fit and isolated incident" that "have been used to establish and maintain racist and discriminatory practices and sentiments."[33] The idea of merit itself, according to the ***Report***, "masks ways in which certain groups have benefited and others have been excluded from access to networks and resources." Color-blind hiring or admissions "mask favoritism, bias, and discriminatory practices." An incident (like having a speaker on campus that opposes the DEI regime) "implies that the occurrence is occasional, one-time, or an isolated event as opposed to an indicator of pervasive and systemic racism."[34] Such words and concepts must all be reimagined in the newspeak of DEI.

A&M's current diversity regime began with the claim that true meritocracy is inseparable from diversity, but it has ended with the claim that meritocracy is itself a racist idea. A&M used to say that there is no tension between excellence and diversity; now it casts doubt on the very reality of merit and thereby excellence.

## CONCLUSION

**A&M's embrace of equity and transformative diversity climate agenda began by portraying diversity as necessary to excellence. It has devolved into a more desperate and anti-intellectual effort to say that excellence, merit, and achievement are themselves racist concepts. Anti-racist advocates want to remove these foundational American principles from A&M so they can promote leftist political activism. The fact that A&M's students increasingly display frustration with this leftist climate has only prompted administrators to redouble their DEI efforts.**

# THE COSTS OF DEI PROGRAMMING AT A&M

A&M has built a significant DEI structure to carry out its "equity" and "campus climate" objectives. According to a report published by the Heritage Foundation, A&M has forty-six DEI administrators scattered throughout the university. Here we are concerned only with the DEI personnel at the central administrative level.

| DEI SPENDING AT TEXAS A&M | |
|---|---|
| The Office of Diversity | $2,100,000 |
| ADVANCE | $200,000 |
| Research Centers/Student | $800,000 |
| Programs Dedicated to DEI | $550,000 |
| Provost Fellows | $3,850,000 |
| Majors and Studies Programs Dedicated to DEI | N/A |
| DEI offices in UT Colleges. | $4,250,000 |
| **TOTAL** | **$11,750,000** |

The Office of Diversity is home to Annie S. McGowan ($242,441), who oversees a staff of approximately thirteen people, including two assistant vice presidents, one assistant provost, and an executive director of the Learning Environment Engagement Program, a communication specialist, several program managers, and a half dozen or so graduate and student assistants. The Office of Diversity total has a budget of **in excess of $1.2 million for salaries alone.** These salaries are included in the chart below. The two major DEI committees also run through this office. The Council on Climate and Diversity has 26 members, while the Diversity Operations Committee has more than thirty members. We estimate the cost of each committee as $10,000 per member annually for a stipend or course release, for a total of $500,000. Assuming an overhead rate of 33% for each employee, the total cost of the Office of Diversity is around $2.1 million.

ADVANCE, the faculty affairs diversity office overseeing A&M's faculty equity programming and woke faculty-to-woke administrator pipeline programs, has a budget of over $200,000 for salaries to oversee and implement training for hiring committees,





promotion and tenure committees, and to administer programs to attract minority faculty members (none of this includes the specific trainers that seem to be hired on contract).

Each of ACES programs costs something, although their budgets are not publicly available. ACES hires about ten faculty a year at approximately $70,000 in costs for a total of about $700,000 and it runs two cohorts at a time, for an annual total of $1.4 million without overhead and of $1.85 million with overhead. ACES Plus, at the cost of $2 million, more than doubles that total.

The chief diversity officers in the colleges make well in excess of $1.3 million (as we shall see in a subsequent section) for a total cost of $1.75 million when overhead is included. Most colleges also have diversity committees and programming. While the costs are impossible to calculate directly, the overall costs for running these committees—for stipends, and course buyouts, for trainings and for holding events and for job searches—cannot be less than an additional $2.5 million spread out over the various colleges.

Several other factors make up the total DEI budget for A&M. It has two research centers dedicated to DEI, The Transdisciplinary Center for Health Equity Research and Race and Ethnic Studies Institute. Neither of these programs are free. Estimate that each one costs $200,000, for a total of $400,000. At least two student centers dedicated to DEI exist on campus, Women's Resource Center and LGBTQ+ Pride Center. Each has programming and personnel. Again, estimate that each costs $200,000. Several majors, minors and certificate programs exist. Two majors (Bachelors in Women's and Gender Studies and a Bachelors, Race, Gender, Ethnicity Concentration), four minors (Africana Studies Minor, Gender and Health Minor, Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Minor, and Women's and Gender Studies Minor), and at least five certificate programs (College of Agriculture and Life Sciences. Cultural Competency Certificate; School of Architecture, Diversity Certificate; College of Arts and Sciences, Communication, Diversity and Social Justice Certificate and Psychology of Diversity Certificate; and School of Performance, Visualization and Fine Arts Performing Social Activism Certificate. Assuming small budgets of $100,000 for majors and $50,00 for minors and certificates, the total cost of these programs is $550,000.

**All in all, A&M spends at least $5 million on salaries for diversity officers and well in excess of $11 million on diversity programming as a whole.**

| A&M DEI PERSONNEL | TITLE | 2022 SALARY ESTIMATE[35] |
|---|---|---|
| Annie S. McGowan | VP and Associate Provost for Diversity* | $242,441 (2021, GovSalaries) |
| Jennifer Reyes | Assistant VP for Diversity* | $98,317 (2021, GovSalaries) |
| Jemimah Young | Assistant VP for Faculty Affairs* | $134,055.74 (2021, OpenPayrolls) |
| Michael Dewsnap | Executive Director of LEEP* | $83,006 (2021, OpenPayrolls) |
| Mashalle Carreno | Executive Assistant III* | $ 78,417 (2021, GovSalaries) |
| Alyssa Brigham | LEEP Program Manager* | $ 53,194 (2021, GovSalaries) |
| Mahmut Gundogdu | Data Scientist* | $ 72,897 (2021, OpenPayrolls) |
| Felipe Hinojosa | Assistant Provost for Hispanic Serving Initiatives* | $106,035 (2021, GovSalaries) |
| Cassandra Rincones | Hispanic Serving Initiatives Director* | N/A $344,906.40 (2021, Open-Payrolls) |
| Crystal Carter | Comms Director* | $54,009 (2021, GovSalaries) |
| Heather Wilkinson | Associate VP for Faculty Affairs | $ 104,648 (2021, GovSalaries) |
| Cynthia Werner | Director of ADVANCE | $51,148 (2021, GovSalaries) |
| Susan Burton | Program Coordinator (ADVANCE) | $ 45,042 (2021, GovSalaries) |





# CURRENT EQUITY AND CAMPUS CLIMATE PROGRAMMING

## A. PROGRAMS TO PROMOTE EQUITY

A&M aims at equity in faculty positions and in its student body. Again, this might sound attractive, but it is really a system of equal outcomes. Presumably, the proportion of faculty who are white, men, blacks, women, and so on must come to mirror the proportion of the population outside the university (either in Texas or the country or the world). As the ***2020 State of Diversity Report*** states the issue, "to be representative of Texas' population by race/ethnicity, Texas A&M's population would need to be at least 13 percent Black/African American as opposed to its current 3 percent Black/African American and 49 percent Hispanic/Latinx as opposed to its current 24 percent Hispanic/Latinx."[36] Colleges and other A&M units fall over themselves to achieve this ever-elusive equity, aided by the competition for diversity dollars. Equity programs are based on the idea that A&M is systemically racist, so people must be trained out of their implicit biases.

The promotion of a system of equity requires a long and deep bench of DEI administrators. That is precisely what A&M has built (as we have seen). Forty-six administrators oversee A&M's DEI system, more than administer programs at other famously liberal state universities like UT-Austin (forty-five), Tennessee (thirty-six), and USC (thirty-nine), according to a 2021 report by the Heritage Foundation.[37] This understates the presence of the DEI ideology at A&M, since committees are the locus of power on the A&M campus. Some committees sit at the university level. Others powerfully measure and guide actions at the college level. But these are not included in the Heritage numbers. The presence of DEI at A&M is a central fact for those who wish to keep the university professional and serious.

### 1. Equity Programs Among Faculty: Building a DEI-aligned Faculty

**ADVANCE,** which is A&M's office for faculty affairs, oversees extensive faculty equity programs. Faculty committees are taught to come to terms with their biases; faculty review committees are as well. More aggressive recruitment of minority faculty members is undertaken, both at the college level and with university programs, in an attempt to get minority faculty on the campus. A&M is involved in building pipelines for minorities and supposed minorities, constructing programs to move faculty into administration or to prepare minority graduate students for faculty positions, always making sure that faculty are committed to DEI.

**STRIDE**

Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) training became mandatory at A&M in 2019. Search committee members must attend STRIDE training that includes exposure to implicit bias training. Recommendations from the STRIDE workshops also include enhanced

affirmative action techniques. Search committees should personally call members of underrepresented minority groups, write emails to them, and send personalized letters to them, but they shouldn't do that for those outside underrepresented minority groups. It recommends writing job descriptions for the purpose of attracting underrepresented minority groups by saying that job qualifications are preferred instead of required and that diversity statements are important. It recommends that broad searches instead of specialized searches be the norm. As committees consider applicants, diversity is also crucial. Departments should "consider unit needs beyond area fit." Departments should also consider evaluating candidates without providing a rank order.[38]

**STRIPE**

Strategies and Tactics for Retention through Inclusive Promotion Evaluation (STRIPE) applies the same principles of STRIDE to the tenure and promotion process. Many "scholarly metrics" contain implicit biases, and often committee members do not understand the experiences of "systematically minoritized faculty members." To combat these problems, STRIPE develops layers of feedback and mentoring, recruitment of minority committee members, reviews of implicit bias training, "encourage[s] committee members to prioritize equity" in their evaluations, identifies outside reviewers who are sensitive to equity and bias concerns, and other programs.[39] Recognition of invisible labor and emotional labor in academia must also be understood, since, according to this view, URMs are under incredible stress from the violent environment on campus.[40] STRIPE is "currently" voluntary (according to the website), suggesting plans to make it mandatory in the future.

**ACES**

The Accountability, Climate, Equity, and Scholarship (ACES) Faculty Fellows Program is pretenure track faculty hiring program established in 2019 that "promotes the research, teaching, and scholarship of early career scholars who embrace the belief that diversity is an indispensable component of academic excellence." Faculty are hired for a two-year term "with the expectation of transitioning to tenure track (pending departmental review) by the end of the fellowship period." As "ACES Assistant Professors," fellows are required to teach only one course per year, dedicating the rest of their time to research, for which they are given an allowance as well as receiving "prescriptive mentorship" from allies of the program and participating in "community building." The program is administered as a partnership between six of Texas A&M's colleges and schools, the Department of Liberal Studies at the Galveston campus, and the Office for Diversity, which claims that the program is pursuant to the goals of the 2010 Diversity Plan. The ACES Faculty Fellows Program does not formally discriminate by race, and the content of fellows' activity and research is not specified. However, given the program's explicit goal to hire "scholars who embrace . . . diversity" and Texas A&M's broader goal to build a university that looks like the rest of Texas (or the country or the world), one must conclude that the purpose of this program is the advancement of the demographic and ideological remaking of the university.[41]

**ACES Plus**

In July 2022, the VP and Associate Provost for Diversity and the VP for Faculty Affairs announced the allocation of $2 million for the creation of ACES Plus, an extension of the





original ACES Program. ACES Plus will match funds at 50 percent of base salary for "mid-career and senior tenure-track hires from underrepresented minority groups." While the original ACES Program aims to hire new faculty members that "embrace diversity," ACES Plus is explicitly discriminatory in its specification of (1) which races are acceptable hires ("African Americans, Hispanic/Latino Americans, Native Americans, Alaskan Natives, and Native Hawaiians") and (2) its stated mission of "moving the structural composition of our faculty towards . . . a demographic composition that represents the State of Texas." ACES Plus is slated to begin this fiscal year.

**ADVANCE Administrative Fellows Program**

The ADVANCE (Faculty Affairs) Administrative Fellows Program began in 2011 as a means to provide funding for women STEM faculty to serve in administrative positions. The program ended in 2014 but was revived in 2017 with the new goal of developing "potential faculty leaders who are likely to contribute to diversity, equity, and inclusion efforts" by giving faculty "a temporary, part time administrative role in an administrative unit at the college or university level." The program funds three "Administrative Fellows" per year at $40,000 each, split between ADVANCE (75 percent) and the host administrative unit (25 percent). There are no formal demographic requirements for fellows, but preference is given to applicants "from underrepresented groups," to applicants with "a record of achievements that demonstrate a strong commitment to diversity, equity, and inclusion efforts," and to "proposed administrative roles that bear . . . relevance to diversity, equity, and inclusion efforts." At the close of the fellowship—provided they are willing to fund it—units can opt to make the Fellow's new administrative position permanent. In short, the Administrative Fellows Program exists to open the door for DEI-related administrative positions at every level by converting faculty into administrators.

**ADVANCE NCFDD Faculty Success Program**

The National Center for Faculty Development and Diversity (NCFDD) is an independent professional development organization committed to diversity, equity, and inclusion. ADVANCE provides funds, alongside lesser matching funds from colleges or departments, for A&M faculty to participate in NCFDD's twelve-week training program aimed at improving their empirically driven research methods. ADVANCE claims that the Faculty Success Program will aid Texas A&M's retention goals "while weaving the deeply held values of diversity, inclusion, and respect into the culture of Texas A&M." Much research that results from the program is built on DEI premises; some is not. The program's strength and distinctiveness involve weaving DEI into seemingly neutral aspects of the university, such as empirical research.[42]

## CONCLUSION

**Faculty equity plans are part of A&M's effort to create a more activist professorate and to make it more difficult to dislodge DEI from college and university missions. DEI administrators are being trained. DEI faculty are being recruited and promoted. The programs offer jobs to minorities and DEI-aligned non-minorities alike, in an attempt to skirt Texas's law against racial preferences.**

### 2. Equity Programs Among Students

Texas A&M has set itself a goal, often repeated in strategic plans and diversity plans, of having a student body that mirrors the ethnic population of Texas. The 2010 report bemoaned how "the faculty, staff, and

student presence data on race and ethnicity fall short in reflecting the demographics of the State."[43] Similarly, the ***2017 Assessment of the 2010 State of Diversity Report*** found that "the numbers of historically underrepresented students, faculty and staff are small, and not representative of the demographics of the State of Texas."[44] Similar language about "demographic goals" can be seen throughout the 2022 ***Stronger Together*** report. Texas has a population that is approximately 40 percent Hispanic and 13 percent black, but only 22 percent of A&M, College Station students are Hispanic and 3.05 percent are black. Meanwhile, whites were over 54 percent of the student body and Asians over 9 percent of the student body in fall 2021, both overrepresenting their percentage in the state as a whole.[45]

Such disparities, so offensive to the goal of "equity," exist despite two decades of affirmative action. What has been done and what is being done to achieve equity in the student body? Since diversity is "everyone's job" (as these reports claim), efforts at the university level regarding admissions and at the college level regarding recruitment are underway. Since there are disparities in student retention as well, such equity programs persist after students get to campus. Equity advocates expect that not only the university as a whole should reflect Texas's ethnic demographics but that each college and each department should do so as well.

Although the percentage of Asian and Hispanic students on campus have steadily risen, efforts to recruit and retain blacks have not borne much fruit. There are fewer black students at College Station in 2021 than there were in fall 2016, though the size of student body has increased. The diversity apparatus at the university is blaming the university itself for this problem (as we shall see below). These hired diversity guns put continual pressure on A&M to change itself to attract more blacks, never even considering that it might be more plausible to assign responsibility to factors over which the university has no control.

Student equity is also pursued at the college level. A&M expects colleges to undertake recruitment and retention efforts. Some colleges assign significant personnel and build outreach programs to recruit underrepresented minorities and women to the fields. More competitive master's level units like law and medicine have indicated an interest in moving to holistic admissions, so as to decrease the importance of standardized test scores and grade point averages. This has the effect of increasing admissions rates for blacks.

Colleges submit accountability reports about their student recruitment and retention efforts, always putting "student equity" at the heart of their reporting. Much of this is old-fashioned recruitment, like putting on events for high schoolers or creating relationships between two-year colleges. Other parts of it are more controversial and may involve violations of Texas's own ban on racial preferences. Putting more resources into recruiting from specific majority-minority two-year schools would be one example of skirting the law. Another would be secretly granting racial preferences to minority students. For instance, A&M's School of Medicine had nearly nine hundred students in fall 2022, according to A&M's Student Demographics Accountability website.[46] Nearly 5.5 percent are blacks, which would be an unusually high rate for black enrollees on campus, where the number, taken as a whole, is about half that. Similarly, over 6 percent of students in the School of Law are black, another unusually





high number. Were all admitted without racial preferences?

Furthermore, increasingly since fall 2020, students are refusing to indicate what their ethnicity in their applications to A&M law school. Nearly 41 percent of students refuse to identify with an ethnic group or color in 2022, up from under 5 percent in 2019. Many students do not want to play this sordid game of racial identity. Perhaps A&M as a whole might adopt that policy, too.

## CONCLUSION

**As A&M becomes more prestigious, the prospect of admitting students with racial preferences will become built into the DEI apparatus. As programs "climb the rankings" and as students apply, especially for graduate programs, high-performing units will no doubt face internal pressure from DEI advocates to violate Texas and US law and to grant racial preferences. Early indicators suggest that this might already be happening in the School of Medicine and the School of Law. Texas's legislature should demand an accounting for these programs.**

## B. PROGRAMS TO PROMOTE CAMPUS CULTURE: MAKING DEI THE REIGNING ETHOS AT TEXAS A&M.

Equity is often inseparable from campus climate according to the DEI view of the world. On one hand, according to this view, students need to see other students that look like them in order to find the campus welcoming and to feel like they belong. More "equity" leads to a more welcoming "campus climate." On the other hand, a more welcoming campus climate is more likely to recruit and retain minority students. Minority students come to a campus for the antiracism and they stay for it, too.

Equity and campus climate make for a perfect circuit. When campus climate declines (as it has at A&M), that is said to be the result of not trying hard enough on equity and campus culture measures. A&M sits at a position where leadership can either accelerate DEI efforts in the hopes that more DEI will lead to better outcomes or to recognize that many of its efforts have made matters worse. Sometimes A&M punishes those not on board with the DEI mission. At other times, it seeks to build more opportunities to transform the environment through programming. Currently, A&M is seeking to change climate through the following programs:

- Mandatory training
- Stop Hate reporting
- Aggressive DEI marketing
- Curricular changes
- Adding more affinity groups
- Events centered on DEI sponsored by the colleges.

Land acknowledgment statements and the renaming and removing of statues are also on the table. Colleges have special tasks through which they promote a DEI climate—they have their own bias reporting systems to punish dissenters and to sow fear into the environment, while they celebrate diversity and promote DEI through special training sessions.

### 1. University Programming on Campus Climate

The ***Strong Together Report*** catalogs A&M's aspirations and policies when it comes to securing a supposedly welcoming "campus climate." Broadly speaking, a better campus culture would, according to the report, follow from improving attitudes toward the DEI ideology itself, achieving greater equity in

faculty and students, changing symbols and traditions that affect climate, and changing the language and behaviors of many on campus so that "marginalized groups" are not subject to "hate speech and both overt and covert acts of racism."[47] Equity has not been achieved so far, especially for blacks, owing to "a culture of racism on campus and an unwelcoming environment."[48]

An obstacle to changing attitudes toward DEI is the "contingency of students, faculty, staff and former students who (either out of lack of understanding, failure to recognize or outright dismissal) don't believe these goals are of benefit to the university." For such people, there needs to be "formal DEI education and training" and more reporting of hateful, biased incidences. More communications and marketing supporting DEI are needed. Curricula need changing, so learning focuses on the "different culture history and frameworks of different identities." Leadership must be diversified. Student clubs need to be added and the "co-curricular Aggie experience" needs to be enhanced—and the list of these items is long. Networks uniting former students and current students are organized through the Association of Former Students' identity-based constituent networks for blacks, Hispanics, women, Pride, and BIPOC. The lunar new year is celebrated. Organizations simply for students are also founded.

**Stop Hate Campus Reporting System**

Overseen by the Office of Diversity, Stop Hate is A&M's online reporting system to allow those aggrieved to report hate/bias incidents. People can anonymously submit reports. Reports are then reviewed by Student Affairs, Human Resources, the Dean of Faculties, and the Office of Diversity and data are compiled. Stop Hate is supposed to produce "Safety and Belonging." According to the ***2020 State of Diversity Report,*** most reports were related to the alleged racism of campus speakers or from flyers or Nazi symbology alleged to have been produced by white supremacists on campus.[49] Everyone is given responsibility for stopping publicly disapproved hate on campus.[50] A free speech climate is not emphasized in the campus culture movement.

**Land Acknowledgment**

Another aspect of "improving" campus climate is releasing land acknowledgment statements. Such statements claim to recognize that a particular tribe or several tribes have been dispossessed of their land and the university is founded on that land. ***Stronger Together*** contains such a land acknowledgment.[51] The Office of Diversity issued a land acknowledgment statement in October 2021.[52] A&M's student senate voted to support a land acknowledgment statement in September 2021.[53] Expect pressure to issue a university-wide land acknowledgment to increase over the years.

**Symbols, Naming, and Iconography**

Should statues come down? ***Stronger Together*** dedicates an entire section to this topic, culminating in what appears to be a defense of pulling them down. The committee considers the case of A&M's Lawrence Sullivan Ross statue, which many at A&M, during the summer and fall of 2020, wanted removed. The ***Stronger Together*** report does not disagree. It argues for removing statues through a kind of go-with-the-crowd argument. Statues disliked by DEI advocates make for an unwelcoming environment. DEI cannot infuse the entire culture when symbols like that are there. Most of A&M's peer institutions are tearing down statues, so A&M should as well. It conducts case studies to prove the dedication





to renaming or replacing or simply dismantling such statues.[54] None of these controversies are likely to die out. So far, leadership has stopped such a toppling from happening.

## 2. College Programming

The promotion of a supposedly welcoming, but actually DEI-infused campus climate also falls on the colleges. A report aiming to convey the campus climate activities of each college would be prolix and repetitive. This report focuses on two case studies—the College of Dentistry and the College of Education and Human Development—to convey a sense of how colleges seek to create a DEI-focused climate. But first it gives a general sense of what is going on in each of the colleges. Generally, the conclusion is this: DEI is the most common and important value promoted in nearly all of A&M's academic colleges. Nowhere are colleges asked to report on their academic excellence or their promotion of genuine accomplished leadership.

The Bush School, for instance:

• Implements a "campus awareness," anti-bias, anti-hate reporting mechanism to improve the climate and make people feel more welcome and thus promote retention.

• Incorporates DEI into required career workshops for first-year students and the optional leadership development worships.

• Requires all syllabi for core classes to have a DEI statement.

• Integrates DEI into Public Service Weekend.[55]

The School of Law has implemented several climate initiatives, including:

• Establishing a new "wellness room" with soft lighten and comfortable seating.

• Establishing affinity groups such as Asian Pacific American Law Student Association, Latinx Law Student Association, OUTLaw, and Women of Color collective.

**College of Dentistry**

Let us undertake a more comprehensive treatment of a college to show how DEI gets integrated into daily actions. This is not some random imposition from crazy tenured radicals in sociology. The College of Dentistry is among the most woke of A&M's units. Lavern J. Holyfield is Assistant Dean for Diversity and Faculty Development. Holyfield presents the ***2021–2022 Diversity Plan Accountability Report***. She reports on equity and climate measures.

The College of Dentistry judges itself on whether it has achieved student equity and faculty equity. Dentistry aims at "developing a diverse student body and work force whose demographics align with those of the State of Texas." It is aiming to get the college to be filled with URM: 42 percent of students in the predoctoral program are URM, 45 percent of the staff, and only 16 percent of the faculty. Funds have been channeled to the "Bridge to Dentistry Pipeline Program" to "attract and recruit from minoritized and underserved backgrounds." Retention programs have been added to help students who were not ready for the program. Fifty-seven percent of the students needing remedial help are females. **Were the standards the same across ethnic groups? Were there racial preferences in admissions?**

Much the same was done in female categories, except among dental hygienists where the 97 percent female percentage does not cause anyone any heartburn and yields no efforts to "achieve equity." Changing such roles is "outside COD's sphere of influence." COD can

create the impression that women should be dentists—that is inside its sphere of influence. But it cannot try to create the impression that hygienists should be men—that is outside its sphere of influence. Similarly, blacks made up 20.6 percent of the spring 2021 graduating class and whites only 28.4 percent—both completely out of proportion to their percentage in the State of Texas. No issue was made of white underrepresentation. Further, Dentistry established a Multicultural Success Network, which is open to all students but, for some reason, is still mentioned in the ***Diversity Accountability Report***.

As regards climate, Dentistry has established a parallel Behavioral Response Team (BRT) to allow people to report biased incidents as "concerning behavior" or as too big for Dentistry and requiring Title IX Office intervention. After incidents are reported, a "post-action report" is generated and handed to the Dentistry diversity committee. It is not clear what happens after that. Dentistry asks for the establishment of its own Office of Diversity, Equity, and Inclusion (ODEI) with a full-time director and staff to increase the number of DEI-related trainings, to collaborate with other units on training, and to assess "current electronic and face-to-face cultural competency training modules." In the future, Dentistry plans Mandatory Cultural Competence Training, Diversity Speaker Series, Diversity and Inclusion Week, and Employee Resource Groups or affinity groups specifically for Hispanics, and LGBTQ+ groups.

Imagine how much time and energy are expended on DEI efforts at the expense of scholarly achievement. Every DEI demand takes time and attention away from the core educational mission of Dentistry. A genuinely professional school could drop these efforts, build a culture around professional achievement and knowledge, and prepare students to excel in their field, regardless of race or sex. Instead, DEI in Dentistry wants to expand its operations. The most recent ***Accountability Report for Veterinary Medicine & Biomedical Sciences*** tells much the same story as Dentistry.[56]

**College of Education and Human Development (CEHD)**

DEI acts like a foreign conqueror in Dentistry and Veterinary Medicine. DEI emerges from within other disciplines like Government[57] and Education.[58] Making DEI central to the preparation of future teachers has been official policy for over a decade, so this ideology is sown into the curriculum and the preparation of professors throughout the college. CEHD is itself a DEI institution. But it also reports on equity and climate. On this score, it looks very much like Dentistry.

Concerning student equity, again, its benchmark is getting the college to mirror the demographics of the state as a whole. Less than 30 percent of students are URM, a decline from recent years that is traced to the COVID pandemic. There is no reporting on the sex differential of the college in the Accountability Report, though males are less than 30 percent of the student body in the CEHD, according to the Accountability Dashboard.[59] Concerning faculty and staff equity, it has gotten money from the provost for hires, four out of five of which come from URM. It requires STRIDE training. It has leveraged the ACES program to make several hires. It uses "unconscious bias" tools in the recruitment process. Significant mentoring programs are added for retention. CEHD is collaborating with Mays Business and the School of Public Health to pilot an Intercultural Development Inventory to teach students,



How Texas A&M Went Woke

faculty, and staff to spread the DEI gospel to everyone. It was funded with a seed grant from the Office of Diversity in central administration.

Concerning climate, CEHD has undertaken a three-year relationship with Hanover Research to engage in the relevant study. The college has established its own ombudsman to oversee problems with civility in its midst. Also central to building a better climate are increasing professional development opportunities, its new Critical Conversations on Diversity Matters Event Series, and the construction of a toolkit for marketing and communications so that URM are emphasized in such materials.

## CONCLUSION

**DEI is the official ideology at A&M. Efforts to install DEI into the campus culture are well underway, including mandatory training, Stop Hate reporting, aggressive minority-focused marketing, curricular changes, and adding more affinity groups. Colleges report, recruit, and reconstruct climate in the DEI ideology.**

# DEI ADMINISTRATION AND ACTION IN A&M COLLEGES

A&M sets diversity objectives in central administration, emanating from the Council on Climate and Diversity (CCD) and the Diversity Operations Committee (DOC). They order units to conduct climate surveys. They evaluate equity plans. They offer colleges chances to expand equity offerings through various programs. Since there is strict accountability from these committees, less leadership must come from colleges. (Often universities hide the DEI build-out by requiring that colleges or departments make all the diversity plans, but not at A&M.)

The build-out of the college-level DEI apparatus has nevertheless been steady. The ***2010 Diversity Plan*** envisions colleges writing and executing their own diversity plans, but that never seems to have been fully implemented. Only two colleges have publicly available DEI plans (the Colleges of Education and Human Development[60] and Pharmacy[61]), and only two have DEI sown into their own strategic plans (the Colleges of Nursing[62] and Public Health[63]). A&M's central planning sets the objectives—and colleges are selecting means and are held to benchmarks. Colleges report on climate and equity "voluntarily." This necessitates forming committees to gather evidence and weigh policies and also having a designated administrator to oversee all these efforts. Colleges do much the same thing on equity and diversity. Diversity assessments tell the story of the build-out.

By 2017, thirteen of sixteen academic colleges had diversity-titled deans or directors with seats on the college's leadership teams.[64] By 2020, it was eleven of the seventeen, as some had been dropped while others had been added.[65] Today, eleven out of sixteen colleges have DEI-level deans (as can be seen below). Higher administration incentivizes DEI programming in colleges through connecting funds to meeting DEI benchmarks and requiring significant reporting from colleges. As a result, in 2022, only two colleges did not have a college-level DEI committee to gather data and implement policies. Since colleges report on advances in climate, they are encouraged to put events on. Since the Diversity Operations Committee rewards colleges financially for





| COLLEGE OR SCHOOL | DEI ADMINISTRATOR | DEI COMMITTEE | SUBMIT A 2021 ACCOUNTABILITY REPORT?[66] | HIGHLIGHT OF 2021 REPORT |
|---|---|---|---|---|
| Agriculture & Life Sciences | Associate Dean for Inclusive Excellence Craig Coats, Ph.D.[67] | Inclusive Excellence Committee[68] | Yes | Inclusive Excellence Summit |
| Architecture | Assistant Head of D&I Deidra Davis[69] | Diversity Council[70] | No | N/A |
| Arts & Sciences | Omar Rivera[71] | DEI Committee[72] | Yes | Land Acknowledgement in Sociology Dept. |
| Mays Business | Nancy Hutchins[73] | No | Yes | Multicultural Association of Business Students |
| Dentistry | Lavern Hoyfield[74] | IDEA Committee[75] | Yes | Conference on Race, Intersectionality, Sexuality & Equality |
| Education & Human Development | John Singer Associate Dean for Diversity & Inclusion[76] | Faculty Committee[77] | Yes | Critical Conversations on Diversity Matters Event Series |
| Engineering | No | Respect, Equity, Diversity & Inclusion (REDI) Committee[78] | Yes | Your Wellness Program |
| Bush Govt & Public Service | Matthew Upton[79] | Bush School Diversity, Equity, & Inclusion Committee[80] | Yes | Dean's DEI Town Hall |
| Law | Carol Pauli Director of DEI[81] | Diversity Council[82] | Yes | Establish Affinity groups like OUTlaw |
| Medicine | Ian Murray, Interim Associate Dean of Diversity, Equity, & Inclusion[83] | DEI Committee[84] | Yes | Establish Diversity & Inclusion Initiative Award |
| Nursing | No | Climate & Diversity Committee[85] | Yes | Holistic Admissions Review |
| Performance, Visualization & Fine Arts | No | No | No | N/A |
| Pharmacy | No | Diversity Leadership Council[86] | Yes | Created Well-Being Committee |
| Public Health | Crystal Vinal Director, Office of Diversity[87] | No | Yes | Workships promoting diversity & inclusion |
| Veterinary Medicine & Biomedical Sciences | Karen Cornell, Interim Director for Diversity & Inclusion[88] | C-IDEA: Committee for Inclusion, Diversity, Equity & Accountability[89] | No | N/A |

**DEI Statements in Colleges (2022).** DEI statements help institutionalize DEI ideology in the hiring process. Applicants for faculty positions are asked the following: to affirm their commitment to DEI; to explain how they will make the university a more equitable place and how they will contribute to a DEI-enhanced campus climate; and to detail how their research will further the cause of DEI in the community at large. Committees can screen out ideologically deficient candidates from consideration based on how candidates describe their DEI commitments. Thus, even underrepresented minority candidates can be discriminated against if they oppose the DEI ideology.

Proponents of DEI statements argue that they must ensure fair treatment for applicants from underrepresented groups in the hiring process or that diversity is central to every job on campus. However, there is good reason to be skeptical that fair treatment is the effect—or even the intent—of this practice. Proponents have gained the rhetorical upper hand by changing the meaning of "diversity," "equity," and "inclusion." These terms used to signify noble goals in line with the American tradition of equality before the law regardless of race. As we have argued above, they now signify a racialized understanding of politics. When applicants are asked to affirm their belief in these old words, they are really being tested for their allegiance to this new politics. To use political beliefs or political activism as a standard for hiring and promotion flies in the face of academic freedom and rational inquiry, ostensibly the goals of the American university.

Furthermore, DEI statements threaten the academic integrity of the university. Under the old hiring process, departments would formulate job descriptions based on their particular needs, say, to fill gaps in their research. In the new, DEI-informed process, departments tend to write broad descriptions, eliminate candidates that do not meet certain minimum requirements, and then use DEI statements to "break the tie." The Life Sciences Department at UC Berkeley, for example, used DEI statements to eliminate 76 percent of applicants in 2018–19 without so much as looking at their research records.[90]

Finally, DEI statements affect the type of research that departments conduct by deciding the conclusions of their studies in advance. This poses a particular threat to the social sciences, where professors whose work confirms dominant prejudices are rewarded and professors whose work would challenge dominant prejudices are screened out. This process, underway for decades informally, is skewing the partisan alignment of the professorate even more.

The practice of requiring DEI statements from applicants to faculty positions began in the University of California system and spread rapidly throughout the nation's universities. A 2021 study by the American Enterprise institute found that about one-fifth of American professors are now asked to provide a DEI statement in the hiring process.[91] **Approximately 58** percent **of A&M departments in 2022 require a DEI statement for job candidates.**

*Method.*

We searched each department or academic division with at least one open faculty position listed as of November 3, 2022. For most departments, only one posting was read, under the assumption that if a department requires a DEI statement for one position, it





will require one for them all. We spot-checked this assumption by examining multiple postings from five departments. All vindicated the assumption.

Of the sixteen colleges studied, a minimum of eleven have at least one department that requires a DEI statement in hiring. Six divisions require DEI statements from all their departments. DEI statements are not limited to the humanities and social sciences: the College of Engineering requires DEI statements for all positions; and Performance, Visualization & Fine Arts does not. The College of Pharmacy, in many ways among the most DEI-infused colleges, does not require DEI statements, surprisingly.

We conclude that A&M is ***more*** extreme than peer institutions in weaving DEI practices into its academic structure through the hiring process. With 58 percent of departments requiring a DEI statement, A&M has almost completed the work of substituting political allegiance for academic integrity, and, unless something is done, it will finish the job soon.

| COLLEGE, SCHOOL, INSTITUTE, OR UNIT | PERCENTAGE (%) OF DEPARTMENTS THAT REQUIRE DEI STATEMENTS IN HIRING |
|---|---|
| Agriculture & Life Sciences | 63.6 |
| Architecture | 100 |
| Arts & Sciences | 22.2 |
| Bush Government & Public Services | 100 |
| Dentistry | 0 |
| Education & Human Development | 100 |
| Engineering | 100 |
| Law | 0 |
| Mays Business | 25 |
| Medicine | 60 |
| Nursing | 100 |
| Performance, Visualization & Fine Arts | 0 |
| Pharmacy | 0 |
| Public Health | 100 |
| Veterinary Medicine & Biomedical Sciences | 25 |
| Total Departments | 58.33 |

## CONCLUSION

**Many factors indicate how colleges have bought into the DEI mission at A&M. Nearly every college has a DEI-focused dean (eleven out of sixteen in 2022) or a DEI-focused college-level committee (fourteen out of sixteen). At least 58 percent of all departments require candidates to submit DEI statements as well—much of which is determined with college policies (at least six colleges require DEI statements officially).**




# A&M'S PARALLEL DEI CURRICULUM: HOW WOKENESS WEAKENS ACADEMIC STANDARDS AND CHANGES THE STUDENT EXPERIENCE

Institutions that add DEI to their mission are never the same, They change themselves and their priorities in order to pursue equity and make for a supposedly welcoming campus climate. They stigmatize merit. They devalue excellence. They redefine professionalism to mean DEI. They make basic competence a lesser priority. Students will be admitted to achieve equity. Faculty hiring will be tailored to diversity needs more than institutional needs. Curricula will change to emphasize ideological purity instead of rigor and excellence. Student life will promote all aspects of the DEI agenda, especially the LGBTQ+ ideology and anti-racism programs.

How are all of A&M's DEI reforms affecting the basic student experience of education and campus life? There is no perfect way to measure this. Though many kinds of studies could be conducted on how DEI affects student life at A&M, this report focuses on the question of how it has affected the general education requirements. How has the advent of diversity affected the core curriculum or general education at A&M?

Transformations in curricula happen gradually, though there are moments of decisive change. A broader historical view allows one to see generational changes. Often these changes happen with small adjustments to requirements that have long-term revolutionary implications.

Compare the 1996–97 ***Course Catalog*** to the 2022–23 ***Course Catalog***. The 1996–97 catalog was the last before the modern DEI era at A&M, so it makes for a good benchmark.

The 1996–97 catalog is already a reflection of the dissolution of modern academic standards. There was no general education core in 1980. Then, each college had requirements in American history, American national government, and military science. There was a common core to each college, as well as a standard path, one that bespoke the vision of what an educated American engineer would know or what an educated humanities student would know. The College of Liberal Arts had a requirement in foreign language proficiency.

By 1996, requirements in American history, military science, and American national government had been loosened.[92] A&M had a General Education "distribution" requirement, where students had to select courses from a list of humanities courses, social science courses, and science courses, and so on. It hoped to cultivate competence and capacity and breadth of knowledge among students and talked of "**appreciation for our cultural heritage"** and **"social and moral responsibilities**." Eight hours of science was required by all. Six hours of math. Six hours of humanities were required—to propound

"knowledge of our culture and its ideals." In addition, four hours of physical education and twelve hours of "Citizenship," with six in political science and six in history, were required. A&M justified the citizenship requirement as aiming to produce a student who is "**a responsible citizen of one's own country and community**." Still, all students in 1996 had to demonstrate passing knowledge in a foreign language in order to graduate from A&M and the **program was centered on appreciating America and preparing for citizenship.**

General Education underwent a revolution after the ***2010 Diversity Plan*** was initiated. According to the 2022 ***Course Catalog***,[93] A&M aims to produce graduates who can "**articulate the value of a diverse and global perspective**." It seeks to provide students with a "**knowledge of human cultures"** and instill an ethos "**of personal and social responsibility for living in a diverse world**." Such a loose description could refer to diversity of thought and civic responsibility, the traditional aims of general education requirements; or it could refer to the new ideology of DEI and social justice activism.

The 2022–23 ***Catalog*** contains the shell of the old distribution requirements, but it has created paths to get around the rigor.

• Foreign language requirements have vanished.

• History and political science requirements have been "broadened" away from surveys in American history toward DEI courses such as "Blacks in the United States 1607–1877" cotaught with African Studies and Southwest Borderlands. This requirement has been "de-colonized." It is not called "Citizenship"; rather, it is justified in terms of considering "past events and ideas relative to the United States."

• Science requirements opened to "life sciences" with classes like "Contemporary Issues in Science—The Environment" and "The World Has a Drinking Problem—Global Water Scarcity" in addition to rigorous classes that are holdovers from a past era. The fact that the requirement has gone from eight credits in 1996 to nine credits now shows that the path can be taken without labs. One of the goals of the science requirement is "teamwork."

• No physical fitness requirements remain.

Changes go even deeper than the watering down of rigor. A&M has added two explicitly DEI-inflected requirements: an "International Cultural Diversity" (ICD) requirement and a "Cultural Discourse" (CD) requirement. Students must take at least three credits from courses with ICD or CD designations. ICD courses, as they are described, "will prepare graduates for a diverse, global society" by instilling "diverse and global" values and teaching students to "consider different points of view (including but not limited to economic, political, cultural, gender, and religious opinions)." These designations allow for a path around citizenship and around rigorous standards. Some courses that fulfill this requirement are standard courses with an international focus, such as "International Trade and Agriculture" or "Intermediate French II." Others are DEI-infused ideological courses, such as "Lesbian, Gay, Bisexual, Transgender and Queer Literatures," "Psychology of Women of Color," or "The Economics of Gender and Race," a joint offering from Economics and Women's and Gender Studies.

The Cultural Discourse requirement "will prepare graduates to be leaders in an increasingly diverse world and act in a multicultural society." This requirement, too, includes a wide range of courses, from a history course on "Revolutionary America," to one on "Critical Race Discourse," to "Introduction to Women's and Gender Studies," and to a course on activism in performance art.

A&M has quite loose standards for general education coursework. A&M's old foreign language requirement has given way to a "Language, Philosophy, and Culture" requirement. Students can fill this requirement by taking classes in Latin, history, or the Great Books; but they can also fill it by taking LGBTQ Literatures. Similarly, students can satisfy the American History requirement either by taking a two-course series on the "History of the United States" or a series on "Blacks in the United States."

By placing DEI courses on an equal playing field with the old standard general education requirements, A&M has, in effect, two parallel general education programs. With exceptions like Mathematics, nearly all Core Curriculum fields can be satisfied with DEI coursework or with more rigorous and traditional fields of study.

Two routes, then, are possible. Students who seek a rigorous liberal arts education can find it through intentional action. Students who come in committed to DEI ideology will find their prejudices confirmed. The danger is a third group of students, probably the majority, who do not know what sort of education they want in advance. These will be given no guidance from A&M's loose requirements and will likely tend to take less rigorous, more ideological coursework. By refusing to guide students through its general education curriculum, A&M lowers its standards and abets the rise of a parallel, activist university.

## CONCLUSION

**Not only has A&M's general education curriculum been watered down through the infusion of the DEI ideology; the curriculum has come to represent an increasingly non-American flavor. Whereas older curricula emphasized citizenship, the new curriculum has an increased emphasis on diversity. Whereas the older general education emphasized science and labs, the new curriculum allows for weak science achievement from undergraduates.**

# CONCLUSION: "IT HAPPENED RIGHT UNDER OUR NOSES."

**Complacency is a default position when it comes to institutions we love and respect.** A&M has been a great institution, providing discipline, public service, and excellence in important areas of education. It led the way as a land grant school, spearheading oil exploration and agricultural innovation, and engineering excellence. It still does many of those things. The student body is much more conservative and patriotic than most student bodies at other universities and colleges. It has oases of excellence still, treasures to be preserved and expanded. It is easy to sing a lullaby and pretend that DEI is not happening at A&M or that its influence will not be malignant at such a special, beloved place.

It is happening, however. DEI is just as malignant at A&M as it is elsewhere. As a result of more than a decade of determined action, A&M today resembles UT-Austin more than the old Texas A&M. As we have shown, A&M has more DEI administrators than UT-Austin. A&M's core curriculum has more diversity requirements than UT-Austin. A&M ties budgeting to DEI promotion. Nearly every college has DEI sown into its mission. Nearly every college has a DEI administrator or committee. This is and should be shocking to those taken with the distinctive mission of A&M.

A&M's DEI transformation has happened in plain sight. The administration is proud of it when it advertises it on their websites. It organizes events on campus with DEI in mind. DEI directs hiring and recruitment. The only time A&M appears ashamed of its DEI mission is when it comes to Austin for meetings of the state legislature. Then administrators paint the picture of the old A&M, hoping to draw on the good will of legislators. Administrators are not open and honest with the legislature since so much state money is on the line. So they prevaricate and hide the DEI agenda from immediate view.

We have written this report to lay bare exactly what is going on at Texas A&M. It is disturbing. The administration is dedicated to the DEI revolution, as they demonstrate in diversity plans and in the hiring of more and more administrative personnel. The faculty attached to the old A&M is fading and, along with them, the old idea of the university is as well. A new faculty, more ideological and more willing to divvy up people by race, is arising. They control more colleges than a few years ago, and they seek to conquer them all—either through policy or through personnel or through waiting for the older faculty members to retire or die. If nothing is done, A&M will drift further and further toward the DEI regime, which establishes itself through the appeal of innocuous-sounding words and sentiments but argues that such genuinely wholesome concepts as "meritocracy," "legacy," "color-blind," "race-neutral", "best-qualified," "good fit," and "isolated incident" are merely the products of systemic racism and the tools of control and oppression.





The stakes are high. Will the university celebrate achievement and leadership? Or will the university celebrate diversity? Will the university honor service to building the country? Or will it contribute to ripping the country apart along racial and sexual lines? The DEI revolution is happening slowly, over decades. It has accelerated in the past three years. Resistance, underground, for the most part for decades, from within the university seems impossible. With each hire and each policy, the DEI regime marches on.

Knowing what is going on is the first step.

Action to change it is the second step. We call on the political actors of Texas—from the governor to the Board of regents—to cut DEI budgets, to add enforcement mechanisms to Texas bans on racial preferences, to redirect the university to a mission emphasizing professionalism and meritocracy, to close down units on campus that are too infused with DEI mandates, and to undertake other efforts to return Texas A&M and the other universities of Texas to a mission consistent with American principles and with a genuine appreciation for knowledge and the public good.

# ENDNOTES

[1] https://www.aei.org/wp-content/uploads/2021/11/Other-than-merit-The-prevalence-of-diversity-equity-and-inclusion-statements-in-university-hiring.pdf?x91208

[2] Sam Abrams and Amna Khalid, "Are Colleges and Universities Too Liberal? What the Research Says about the Political Composition of Campuses and Campus Climate," *Heterodox: The Blog*. https://heterodoxacademy.org/blog/are-colleges-and-universitiestoo-liberal-what-the-research-says-about-the-political-composition-of-campuses-and-campus-climate/.

[3] Ibram X. Kendi, *How to Be an Antiracist* (New York: Random House, 2019), 19.

[4] These definitions are compilations from a variety of universities, including University of Michigan, Defining DEI https://diversity.umich.edu/about/defining-dei/; University of Texas at Austin, Change Starts Here: Building an Equitable and Inclusive Campus, https://diversity.utexas.edu/actionplan/; and Sam Houston State University, Words to Know, https://www.shsu.edu/inclusion/glossary.html.

[5] Katharine Gorka and Mike Gonzalez, *The Radicalization of Race: Philanthropy and DEI*, https://www.heritage.org/progressivism/report/the-radicalization-race-philanthropy-and-dei.

[6] Scott Yenor, "Translating Social Justice Newspeak," https://lawliberty.org/translating-social-justice-newspeak/.

[7] James Lindsay's work is especially interesting in this regard. Lindsay is a disaffected liberal who has written profound articles such as "Wokeness Threatens the Rule of Law," New Discourses, https://newdiscourses.com/2020/11/wokeness-threatens-rule-of-law/, and "For Racial Healing, Reject Critical Race Theory," New Discourses, https://newdiscourses.com/2020/10/racial-healing-reject-critical-race-theory/.

[8] *Vision 2020 Strategic Plan*, *https://vision2020.A&M.edu*.

[9] Texas A&M University, *The Next Five Years*, February 1, 2002, https://vision2020.A&M.edu/Vision2020/media/Media/PDFs/inpursuit.pdf; President Gates's statement in December 2002, https://www.myplainview.com/news/article/A-M-president-creates-new-administrative-job-with-9011081.php.

[10] Quotations from the *2006 Campus Diversity Plan* are found in the *2010 Diversity Report*, p. 2. https://diversity.A&M.edu/Diversity/media/diversity/PDF/Diversity-Plan-2010.pdf.

[11] https://advance.A&M.edu/About/History-and-Mission.

[12] *A&M Diversity Plan*, https://diversity.A&M.edu/Diversity/media/diversity/PDF/Diversity-Plan-2010.pdf.

[13] https://advance.A&M.edu/Programs/Administrative-Fellows/Previous-Fellows-(2011-2014).

[14] https://advance.A&M.edu/About.

[15] *2020 State of Diversity Report*, p. 37, https://diversity.A&M.edu/Diversity/media/diversity/PDF/State-of-Diversity-06-23-20-final2.pdf.

[16] https://diversity.A&M.edu/Home/Accountability,-Climate,-Equity,-and-Scholarship-F.

[17] *2020 State of Diversity Report*, p. 8, DDD, https://diversity.A&M.edu/Diversity/media/diversity/PDF/State-of-Diversity-06-23-20-final2.pdf.

[18] See the Office of Diversity website, where the 2010 report still frames campus activities: https://diversity.A&M.edu/Plan.

[19] *A&M Diversity Plan*, p. 2, https://diversity.A&M.edu/Diversity/media/diversity/PDF/Diversity-Plan-2010.pdf. The Plan's definitions violate the number one rule of defining, since they use the word they are trying to define to





define the word they are defining.

[20] *A&M Diversity Plan*, pp. 5–6 , https://diversity.A&M.edu/Diversity/media/diversity/PDF/Diversity-Plan-2010.pdf.

[21] *A&M Diversity Plan*, pp. 7–9, https://diversity.A&M.edu/Diversity/media/diversity/PDF/Diversity-Plan-2010.pdf.

[22] *A&M Diversity Plan*, p. 10, https://diversity.A&M.edu/Diversity/media/diversity/PDF/Diversity-Plan-2010.pdf.

[23] All quotations in the next two paragraphs are drawn from the 2017 assessment of the *2010 University Diversity Plan*, https://diversity.A&M.edu/Diversity/media/diversity/PDF/Diversity-Plan-Assessment-07-18-17-website.pdf.

[24] *2020 State of Diversity Report*, p. 4; see also pp. 41–43.

[25] *Stronger Together: A Report by the Commission for Diversity Equity and Inclusion*, p. 51, https://www.A&Ms.edu/wp-content/uploads/2021/01/CDEI_Final_Report_2021.pdf.

[26] *Undergraduate Campus Climate Assessment using Seru Data,* p. 1, https://diversity.A&M.edu/Diversity/media/diversity/Undergrad-2015-campus-climate-summary.pdf.

[27] *Stronger Together*, pp. 51–52

[28] *2020 State of Diversity Report*, p. 26, from graduating senior survey.

[29] Ibid., p. 32.

[30] Ibid., p. 33.

[31.] Ibid., p. 4.

[32] Ibid., p. 3.

[33] See *2020 State of Diversity Report*, pp. 6 and 8, https://diversity.A&M.edu/Diversity/media/diversity/PDF/State-of-Diversity-06-23-20-final2.pdf. All quotations in this section refer to the *2020 State of Diversity Report*.

[34] Ibid., p. 9; see also pp. 19, 30, 41.

[35] Finding salaries is a very inexact science. People are constantly switching positions in the DEI industry. The reporting system itself seems to be a year behind schedule. Based on the assumption that people will not take a new position at a much lower salary, we include the 2021 salary, where publicly available, as an estimate for the 2022 salary. It is unclear if people are working part time as faculty and part time as administrators, so we just include all the salary numbers when a person has more than one salary line. These salaries are taken either from the GovSalaries website or the OpenPayrolls website. Our estimate of salaries is conservative, in that we do not include pay raises "earned" after the 2021 and 2022 academic years. A fuller treatment of this would require a look at each particular contract. Our estimate also omits student assistants and graduate assistants.

[36] *2020 State of Diversity Report*, p. 5.

[37] Jay Greene and James Paul, "Diversity University: DEI Bloat in the Academy," https://www.heritage.org/education/report/diversity-university-dei-bloat-the-academy.

[38] All quotations are drawn from the *STRIDE Handbook for Faculty Search Committee Members*, January 2022, https://advance.A&M.edu/Advance_v2019/media/Assets/PDFs/Resources/STRIDE-4-Handbook-for-Faculty-Searches-(Revised-1-17-22).pdf.

[39] All quotations are drawn from *STRIPE Handbook for Promotion & Tenure Committees*, February 2022, https://advance.A&M.edu/Advance_v2019/media/Assets/PDFs/Resources/STRIPE-Handbook-Updated.pdf.

[40] https://advance.A&M.edu/Programs/STRIPE-Workshops-V2/Relevant-Literature-on-Invisible-Labor-and-Emotion.

[41] https://education.A&M.edu/aces/.

[42] For details on the program, see https://advance.A&M.edu/Programs/Faculty-Success-Fellows/FALL-2020-ADVANCE-NCFDD-FELLOWS-(5); https://www.facultydiversity.org/fsp-bootcamp.

[43] *2010 State of Diversity Report*, p. 10.
[44] *2017 Assessment of the 2010 State of Diversity*, p. 6.
[45] *Stronger Together*, pp. 21, 24–34.
[46] https://accountability.A&M.edu/All-Metrics/Mixed-Metrics/Student-Demographics
[47] *Stronger Together*, pp. 48–49.
[48] *Stronger Together*, p. 64.
[49] See *2020 State of Diversity Report*, pp. 26–27.
[50] https://stophate.A&M.edu.
[51] *Stronger Together*, p. 106
[52] https://twitter.com/aggiediversity/status/1447566132865642496.
[53] See Cody Scrudder, "Student Senate Discusses University Releasing Indigenous Land Acknowledgement," September 23, 2021, https://www.thebatt.com/news/student-senate-discusses-university-releasing-indigenous-land-acknowledgement/article_00ec4940-1cd4-11ec-a799-ef888e85cf39.html.
[54] *Stronger Together*, pp. 86–100.
[55] See *2021 Diversity Accountability Report*, poster presentation, https://diversity.A&M.edu/getattachment/Plan/account/2022-Virtual-Diversity-Gallery-Poster-Presentation.pdf.aspx?lang=en-US, p. 5.
[56] *2019 Veterinary Medicine & Biomedical Sciences Diversity Plan Accountability Report*, https://vetmed.A&M.edu/diversity/wp-content/uploads/sites/43/2020/01/CVM-2019-Diveristy-Accountability-Report.pdf.
[57] https://bush.A&M.edu/wp-content/uploads/2022/04/FOR-WEBSITE_2021-Diversity-Plan-Accountability-Report_FINAL.pdf.
[58] All references in the rest of this section are, unless otherwise notes, to the following *2021–22 School of Education and Human Development Diversity Plan Accountability Report*, https://mysehd.A&M.edu/wp-content/uploads/2022/08/2021-CEHD-Diversity-Accountability-Report-FINAL.pdf
[59] See https://accountability.A&M.edu/All-Metrics/Mixed-Metrics/Student-Demographics.
[60] https://mysehd.A&M.edu/wp-content/uploads/2022/08/ODDI_Strategic_Plan_Formatted-and-Finalized_April-5-2022.pdf.
[61] https://pharmacy.A&M.edu/diversity/index.html#Diversity%20Plan.
[62] https://nursing.A&M.edu/about/strategic-plan.html.
[63] https://public-health.A&M.edu/admin/documents/sph-strat-plan3.pdf.
[64] 2017 Assessment, p. 14–15.
[65] *2020 State of Diversity Report*, p. 15.
[66] *2021 Diversity Accountability Report*, poster presentation at https://diversity.A&M.edu/getattachment/Plan/account/2022-Virtual-Diversity-Gallery-Poster-Presentation.pdf.aspx?lang=en-US.
[67] https://aglifesciences.A&M.edu/about/leadership/.
[68] https://aglifesciences.A&M.edu/inclusive-excellence/inclusive-excellence-committee/.
[69] https://www.arch.A&M.edu/about/directory/?selectedDepartments=8.
[70] https://www.arch.A&M.edu/about/initiatives/diversity/diversity-council/.
[71] https://artsci.A&M.edu/about/equity-inclusion/faculty-equity-inclusion-initiatives.html.
[72] https://artsci.A&M.edu/about/equity-inclusion/dei-committee.html.
[73] https://mays.A&M.edu/office-of-diversity-and-inclusion/contact-us/.
[74] https://dentistry.A&M.edu/education/academic-affairs/administrators/lavern-j-holyfield.html.
[75] https://dentistry.A&M.edu/idea/idea-committee.html.
[76] https://education.A&M.edu/about/administration/.





[77] https://mysehd.A&M.edu/faculty/faculty-committee-on-diversity-equity-inclusion/.
[78] https://engineering.A&M.edu/biomedical/respect-equity-diversity-and-inclusion-committee.html.
[79] https://bush.A&M.edu/about/directory/.
[80] https://bush.A&M.edu/diversity/.
[81] https://law.A&M.edu/faculty-staff/find-people/faculty-profiles/carol-pauli.
[82] https://law.A&M.edu/diversity-inclusion/council.
[83] https://medicine.A&M.edu/about/leadership/index.html.
[84] https://medicine.A&M.edu/about/committees/diversity-and-inclusion-committee.html.
[85] https://nursing.A&M.edu/diversity/index.html#tab-panel-4.
[86] https://pharmacy.A&M.edu/diversity/index.html#Diversity%20Leadership%20Council.
[87] https://public-health.A&M.edu/diversity/index.html.
[88] https://vetmed.A&M.edu/about-us/administration.
[89] https://vetmed.A&M.edu/about-us/major-committees.
[90] https://www.aei.org/wp-content/uploads/2022/07/Prohibit-Diversity-Equity-and-Inclusion-Statements.pdf?x91208.
[91] https://www.aei.org/wp-content/uploads/2021/11/Other-than-merit-The-prevalence-of-diversity-equity-and-inclusion-statements-in-university-hiring.pdf?x91208.
[92] All references in this paragraph are to *1996–1997 Texas A&M Undergraduate Catalog*, pp. 13–17.
[93] All references in the rest of this section are to *2022–2023 Texas A&M Undergraduate* , available at *Catalog*, https://catalog.A&M.edu/undergraduate/general-information/university-core-curriculum/.

**“JUSTICE IS THE FIRST VIRTUE OF SOCIAL INSTITUTIONS, AS TRUTH IS OF SYSTEMS OF THOUGHT...”**



# ABOUT THE AUTHOR

**Dr. Scott Yenor**

Scott Yenor is a Washington Fellow at the Claremont Institute’s Center for the American Way of Life, and a member of the National Association of Scholars. He writes extensively on marriage and family life in the contemporary world, including his most recent book The Recovery of Family Life: Exposing the Limits of Modern Ideologies (Baylor University Press, 2020). He also writes on higher education, American Reconstruction, David Hume, and other topics for numerous websites including Law Liberty, City Journal, Newsweek, First Things, and The American Mind.

THE CLAREMONT INSTITUTE
CENTER FOR THE
AMERICAN
WAY OF LIFE

dc.claremont.org