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

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

1. Introduction (200-word limit): Describe your unit (campus location, 2018 demographics of students/faculty/staff, departments, etc.) and its general mission. Describe the writing and review process for this report: For example, was your unit’s diversity council included in the writing or review? Was this report reviewed by unit leadership?

The mission of Undergraduate Studies (US) is to provide programs and services that enrich student learning and promote student success. Lead by the Associate Provost of Undergraduate Studies, the department is comprised of several units located throughout campus (the Academic Success Center (ASC), Center for Student Athlete Services-not captured in this report, but in Athletics; L.A.U.N.C.H., Public Policy Internship Program, Study Abroad Programs, Transition Academic Programs, and the University Writing Center).

As of FY 18, US currently employs 85 full-time staff members. The demographic breakdown is below:

<table>
<thead>
<tr>
<th>Gender:</th>
<th>Race/Ethnicity:</th>
<th>Age:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male: 23</td>
<td>Asian: 2</td>
<td>21-30: 29</td>
</tr>
<tr>
<td>Female: 62</td>
<td>Black: 16</td>
<td>31-40: 19</td>
</tr>
<tr>
<td></td>
<td>Hispanic or Latin:</td>
<td>41-50: 9</td>
</tr>
<tr>
<td></td>
<td>Multiracial: 1</td>
<td>51-60: 23</td>
</tr>
<tr>
<td></td>
<td>White: 55</td>
<td>60 plus: 5</td>
</tr>
</tbody>
</table>

Based on race/ethnicity, 35% of the staff in US is from people in underrepresented groups.

Each unit leader completed an individual unit report and Arthur Watson (US representative on AACDC & DOC) compiled those into one, representing Undergraduate Studies.
2. **Recruitment (500-word limit):** As informed by two or more years of assessment data, describe your unit’s goals, measures, and progress on student/faculty/staff recruitment. If goals, measures, or data are not available, describe plans to develop and assess goals for student/faculty/staff recruitment.

Examining Human Resources (HR) data from the past two years, US had 15 position for which hires were made. US strives to recruit a qualified and diverse staff. We hired for all 15 positions and 40% of those hired are from underrepresented groups.

Undergraduate Studies has been successful in recruiting a diverse/qualified staff by the following mechanisms:

- Using supplemental questions in the application process to ascertain the level of diversity experience of each candidate
- Advertising open positions to a variety of constituent and campus organizations comprised of underrepresented groups
  - Diversity Abroad Network
  - Hispanic Outlook in Higher Education
  - Blacks in Higher Education
  - Women in Higher Education
  - Insight to Diversity
  - African American Professional Organization
  - Hispanic Professionals Network
  - GLBTQ Resource Center
  - Department of Multicultural Services
  - Various national educational employment websites
- Reaching out to candidates recommended by current employees and external constituents

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

US’s goal in retention is to retain our qualified and diverse staff. The staff of US is diverse in ethnicity, discipline, gender, life experience and educational experience. Although purely anecdotal, US leadership has reported how much staff appreciates the opportunities for professional development, among other retention-oriented initiatives (i.e. flex time, administrative leave, merit raises, wellness release, etc). Staff have sent emails and told leadership personally, how much these efforts have enhanced their work and work-life balance. We attribute our retention rate of 83% over the last two years to these efforts.
The goal of US is to increase our retention even higher than 83%. We will continue our current efforts and the following:

- Engaging staff in the decision making process
- Providing staff the opportunity to implement their ideas that contribute to the overall goals of the individual units and US
- Providing opportunities for promotions, where warranted
- Providing opportunities for training and skill enhancement
- Providing accommodations for staff members with health issues, disabilities and other personal circumstances
- Providing professional mentors within Undergraduate Studies

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

While there has not been a formal climate assessment in Undergraduate Studies, the climate seems to be good, qualitatively speaking, based on participation in division-wide events. However, in order to better assess climate in US, leadership plans to conduct a climate survey or focus group in the upcoming year to better understand climate within the division and units. Based upon the results of the assessment, recommendations will be made to improve climate, where warranted.

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

On an annual basis, Undergraduate Studies conducts an equity review of staff in comparison to other staff on campus in similar positions. Based on data from this review, equity raises are given where warranted, provided funding is available. Career ladders are also used, where available, to promote staff. These promotions are granted based on the annual performance review, coupled with the ability to add or change duties and position descriptions.

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

a) Describe how your unit is “moving the needle” (e.g., changing numbers/composition, awards, recognition, grants, funding, etc.).

i. Staff in Undergraduate Studies receive mini-grants from AACDC at each iteration it’s offered. Opportunities to attend conferences, bring
speakers/trainers, and other diversity-related initiatives have been received as a result of the mini-grant.

ii. Undergraduate Studies has also held its own diversity training to help educate staff in areas of inclusion and multi-cultural competence.

b) What challenges has your unit faced? What plans are in place to address the challenges?
   i. While no specific challenges related to climate and diversity have been discovered, US plans to conduct a climate assessment and address any issues that arise as a result.

c) What innovative strategies have been implemented in your unit that might be useful to other units?
   i. Some units within Undergraduate Studies hold monthly professional development meetings. These meetings are led by staff (on a rotating schedule). Staff are able to engage their colleagues in meaningful discussions and activities (often related to diversity). Giving staff the opportunity to led meetings contributes to the camaraderie, ownership and direction of the units.

d) Describe how funding from the Diversity Plan awards has been used (or will be used) to support and advance your unit’s recruitment, retention, climate, and/or equity goals.