Enrollment & Academic Services Diversity Report
October 2018

1. What specific efforts do you have in place to improve recruitment of diverse staff?

Obstacles?

Typically, Academic Affairs Business Services posts vacancies on both internal and external websites to draw from the largest, most diverse audience.

During interviews, AABS staff asks specific diversity-related questions. For example, most recently a candidate was asked, “Please give examples of a time you had to work closely with someone at work whose personality was very different from yours. What was the situation, and what was the outcome?” and “How do you build consensus when facing disparate opinions/choices at work?” Based on the responses to these, we are able to gain insight into how a candidate handles themselves in a diverse workforce, and potential behaviors/attitudes that will support and foster a friendly and inclusive environment.

AABS also has used some similar questions on the position posting to pre-screen candidates in the past.

**AABS Obstacle:** Recently, HROE’s refusal to allow us to use these types of questions on the postings is hindering our ability to prescreen candidates; instead they’d prefer to have us ask these in an interview situation. To work around the obstacle, we have used an email survey to ask our top candidates the pre-screening questions prior to inviting them for an interview.

Job promotion/advertising - In addition to HR posting Admissions positions to common job sites, Admissions promotes open positions statewide through associations within our industry as well as to external groups and community-based organizations.

Collaboration/Networks – Admissions works with groups such as Advise Tx, National College Advising Corps, ISDs, A&M constituent networks, etc. to promote Admissions jobs. Given the work done within the K-12 sector and other groups, Admissions staff share job opportunities with contacts throughout their network.

Matrix and Interview process - Once an applicant pool has been identified, Admissions supervisors utilize the matrix and selection process to ensure there is a well-rounded and diverse pool of qualified applicants.

The Career Center has continued efforts this year to recruit and retain diverse staff. As a result of these efforts, nearly 17 percent of the Center’s full-time staff is made up of African American and Hispanic team members, with more than 22 percent of our staff being non-white. When expanding our definition of diversity to include characteristics beyond race/ethnicity (e.g., veteran status, sexual orientation, disability status, etc.), 33 percent of the Career Center’s staff represent some form of diversity as outlined by Texas A&M University’s diversity and inclusion initiatives.
The Career Center has implemented strategies to expand recruiting efforts which now include outreach to The Association of Former Student Constituent Networks, such as the Texas A&M Hispanic Network and the Black Former Student Network. In addition, communications about job opportunities have been sent to national and regional organizations, including NACE, NASPA, and SoACE. Finally, we have worked with the colleges and other programs on campus to create more diverse applicant pools. In the past six months, these efforts have resulted in two of our last three hires being non-white. We will continue these efforts to increase the diversity of our team with additional openings.

Career Center Obstacles:
Certain positions within the Career Center office require specific expertise, specifically those positions that serve STEM disciplines. We typically seek candidates with education and experience in the fields they serve. Candidates with experience in STEM fields from diverse backgrounds are highly sought after in industry, and are provided with exciting opportunities for career development and lucrative compensation packages. As a result, our ability to recruit those individuals back to campus can be difficult. We will continue our work to attract diverse applicant pools for these positions and will also focus on those areas where we have had success previously.

DARS Obstacle: DARS was having trouble getting qualified candidates to accept offers due to the limits on salaries. DARS dealt with some of that by getting the title on vacant positions changed. Many of the DARS candidates are internationals who need some form of sponsorship. DARS currently has two staff members who are on OPT. DARS might have an obstacle to retention in being able to provide sponsorship for continued residence in the U.S.

Enterprise Information Systems includes at least three people on search/interview teams. Annual assessment goal of “EIS will maintain a diverse staff which is at least 45 percent female. According to the US Department of Labor, women are typically under-represented in IT professions (12-35 percent depending on roles). EIS would like to continue to exceed this average.” Interviews conducted via Skype to facilitate out-of-state applicants.

EIS Obstacles: Applicant pool, traditionally fewer women in IT professions, salaries below corporate rates

International Student Services is posting the FTE advisor positions with NAFSA, especially Region III to increase the potential pool.

ISS Obstacles: It appears that most of the research regarding diversity in international education is more geared toward students studying abroad rather than the diversity of international education staff. Anecdotally, the international education field tends to reflect those with study abroad experiences. Designated School Officials have to be U.S. citizens or permanent residents.
**Marketing and Communications** submits job postings to higher education communications groups outside of the university. Ex. HigherEdExperts.com

**Marketing and Communications Obstacles:** Competitive Salaries; location; Marcomm professionals lean more toward jobs at agencies versus higher education.

In order to increase a diverse staff, the **Provost Information Technology Office** began posting positions on various external sites, which include indeed.com, moster.com and higheredjobs.com.

The ability to effectively serve the university is most often enhanced by an existing knowledge or familiarity with the institution, so the most ideal job candidates or those deemed better qualified to fill positions within the **Office of the Registrar** tend to be internal to TAMU. Thus, the diversity of the preferred candidate pool is often subject to the overall diversity of the institution as a whole.

Despite that, Registrar staff recruitment also happens through professional networks, primarily at the state level. This gives us the opportunity to find prospects from among our colleagues at regional institutions, in some cases where the population includes larger numbers of underrepresented minorities. For senior-level positions, recruitment expands to regional (SACRAO) and national (AAU) networks. These positions require a more rigorous screening process that includes team interviews, with an emphasis on enhancing team diversity and the ability to work closely and communicate effectively with others.

Unfortunately, applicant pools in recent years have been decreasing in size, making it difficult to ensure adequate diversity. We are often unable to find qualified candidates, and those that are qualified seek salaries that are beyond those we have budgeted.

For **Scholarships & Financial Aid**, open positions are advertised via Texas Association of Student Financial Aid Administrators (TASFAA), our Regional Association (SWASFAA) websites, and our National Associations (NASFAA) website (for Associate Director and above level positions). We seek to increase the diversity of our pools through these advertisements. We hire a large number of student assistants and approximately four to five graduate assistants in our office. For these positions, we garner a diverse population of individuals. We have also hired into some of our full-time positions students and graduate assistants that work for us while in school.

**Scholarships & Financial Aid Obstacles:** We have been moderately successful at recruiting those with financial aid experience into our positions from other institutions and many of those recruited for our entry-level positions have not shown the level of skills needed, regardless if that position is at an entry level or management level. The starting salary for entry-level positions is low; the move to Bryan/College Station is not feasible for some individuals seeking work at Texas A&M.
2. **What specific efforts are you engaged in to enhance the retention of a diverse staff?**

**Obstacles?**

To engage Academic Affairs Business Services staff and to assist with retention, managers nominate individuals for office and campus recognitions to make them feel appreciated and recognized in their current position/role.

Academic Affairs Business Services provides training for all staff to prepare and encourage a friendly and supportive workplace that honors all types of individuals. These trainings include communication styles, strengths, unconscious bias, microaggressions, and leadership philosophies.

Staff are allowed and encouraged to attend on-campus and off-campus trainings that support diversity or other interests that help employees feel empowered within their jobs.

Establishing and enforcing office foundational expectations encourage and support a friendly and inclusive office environment.

To boost retention and engage employees, our department affords employees opportunities for individuals to express themselves fully and honestly within the office, such as how they decorate their office, what they wear, and contributing to office socials, sharing personal experiences in staff meetings, recognizing meaningful events in one’s life, etc.

Awarding merit pay, or other compensation, is provided in recognition of an effort well-done by an employee.

**Obstacle:** Budgetary constraints impede the ability to retain good employees who receive offers of more money from other campus units.

On-boarding – The Admissions office has worked to develop a more streamlined on-boarding process in an effort to create a sense of belonging, commitment, and appreciation by new staff.

Years of Service Awards – Admissions has a years-of-service program to recognize staff longevity and accomplishments while they are with us. This has helped staff feel appreciated and valued, not only by their supervisor, but by all the staff.

Promotion/Advancement – Admissions makes regular use of internal promotion and reclassification processes to keep staff and help them develop with a detailed plan of progression within the office.

Merit/Admin Leave - Admissions supervisors are encouraged to utilize recognition programs/processes like One Time Merit or Admin Leave to call attention to the great work the staff is doing. This has been working well.
Professional Development – Admissions supervisors develop a professional development plan with staff, which includes some funding for staff to attend conferences and training.

The Career Center continues efforts to retain all of our staff due to the length of time now required for the hiring process and the ability to effectively train new staff members given the workload of current staff. These efforts include a greater focus on employee recognition, improving processes for internal promotions, and continued support of professional development. These activities also contribute to improving morale and the climate of our office.

Employee recognition efforts include new initiatives such as awards for length of service being presented during our annual planning retreat and monthly Whoop Awards that include a gift card for going above and beyond in service and teamwork the previous month. We are also continuing monthly birthday lunches, treats provided by members of our management team during peak usage days, and more submissions for campus awards. In addition, we are working as a management team to implement processes that will allow for better usage of Administrative Leave and One Time Merits.

We are reviewing our processes to promote internal candidates. Historically, promotions have been infrequent and national searches have been conducted, even when an internal candidate is identified and far exceeds the qualifications of the potential applicant pool.

**Obstacles:**
The most significant challenge we have in retaining any of our staff members occurs when team members reach 5-7 years of service. If we are unable to promote at that time or substantially increase salary, those team members seek out opportunities elsewhere as they continue to advance their careers. Being that our mission is steeped in career development, we encourage this but at times can be victims of our own success.

**DARS Obstacles:** The need for frequent salary increases and/or title changes has caused some difficulty. DARS is attempting to create a clear career ladder but has been hindered by the need to also increase pay. A limited number of job titles are available to piece together a ladder. DARS is continuing to investigate options.

EIS provides or offers flex schedules; salary adjustments based on performance, responsibilities or equity.

**EIS Obstacles:** Better opportunities/pay elsewhere

In order to keep all staff, ISS invests in specialized training opportunities, performed an equity analysis, took time to have all FTE do the “Knowing Your Strengths and Communication Style” courses through EOD.
**ISS Obstacles:** This is a stressful job between student pressures, timelines established by the federal government, and increasing complexity in regulations and interpretation of regulations. It takes a year for staff to become proficient. There is a high volume of work and a single mistake can cost a student the ability to remain in the country or the ability to work. This adds to the stress.

Marketing and Communications utilizes a consistent onboarding process, created SOPs for department and encourage an open-dialogue environment where staff feel comfortable discussing anything. MarCom works to have equity among staff in regards to salary adjustments, professional development and project distribution.

The director provides staff the opportunity to try something new if they are willing to learn and pursue.

**Marketing and Communications Obstacles:** budget restrictions

PITO ensures that all staff have the ability based on their work to have opportunity to work on diverse training opportunities, across campus as well as make them available for different groups to attend. Examples include women in technology, as well as various diversity trainings.

The Office of the Registrar offers a rigorous and broad experience in some of the key areas of academic affairs, which makes our employees attractive to other units looking to employ experienced and knowledgeable individuals. In an effort to retain a diverse staff, the leadership work together to coordinate office-wide events that focus on aspects of diversity, including multicultural and multi-generational communication and interrelations. We work with EOD to schedule these events, and we temporarily close our office in order to ensure all staff are able to participate. These events promote unity through a common experience and also emphasize the importance of the subject matter by including all levels of the organization, from student workers to directors. To supplement these organization-wide events, staff are also encouraged to attend EOD workshops and take advantage of volunteer opportunities on campus, (ex. exam proctoring for Disability Services, helping with Aggie move-in day, or becoming an Aggie Ally).

Scholarships & Financial Aid is continuing to encourage and promote professional development of employees through conference attendance, trainings and workshops. Professional development enhances skills and builds confidence, which encourages employees to take ownership of their roles. Willingness to invest in staff. Builds leadership skills through participation in the Group Leadership Forum offered at Texas A&M.

- Utilizing the career ladder to promote staff.
- Utilizing one-time merit increases and Administrative leave as well as skills enhancement pay if applicable.
- Encouraging involvement in professional organizations, such as TASFAA, NASFAA, SWASFAA, SASEA, NSPA, TACFEP, TAVPO, WAVES, NSEA and SASEA.
Participates in VA System Symposium and VA workshop and provide VA workshops at Texas A&M for other institutions in Texas.

- Promoting recognition of staff through awards internally on a semester basis and externally via university awards and through various associations in which we are members.

Scholarships & Financial Aid Obstacles: Low rate of pay for financial aid advisors, increased workload, change in culture where individuals change job more frequently. Limited or no career ladder opportunities for some of our team members.

3. What specific efforts are you engaged in to improve the climate in the office?

Obstacles:
Academic Affairs Business Services held an all-staff retreat to explore each individual staff member’s unique communication style and have done the Strengths Finder assessment to determine individual strengths. Following educational sessions to better understand both the strengths and communication styles, staff interacted with one another in this controlled setting.

As a follow-up to encourage better communication efforts, each staff member’s strengths and communication styles are posted on laminated cards outside their offices.

During Leadership Team meetings, we have reviewed individual strengths more in-depth and have created a power point presentation for team leaders to use with their teams. We prepared a rubric of all the staff’s strengths and communication styles and to allow for discussion within the team(s) so we can all learn to appreciate and work with each person’s strengths and style.

To increase the team atmosphere, we invite individual staff members to share their life experiences with the rest of the staff.

AABS Obstacle: Employees, who refuse to open up and share themselves, or those who are not receptive to “fluffy” stuff at work create a barrier to engagement.

HROE – Admissions supervisors are intentional about staff taking advantage of HROE classes and certificate programs – it is included in performance goals.

AACDC - events have been another good opportunity for Admissions staff and have been well attended.

Research/Data - regularly share with Admissions staff climate related research, articles, and trade association information related to climate.

Team-Building/Collaboration - Twice a year, Admissions staff have the opportunity to attend an out-of-office event or activity to promote team building and strengthen internal collaboration.
Professional development is strongly encouraged within the Career Center for all team members. In April, members of our administrative staff were given the opportunity to travel to one of our National Conferences as it specifically related to the jobs that they do. While none of the team members participated, we are continuing to offer these opportunities to enhance their skills and knowledge of our field. For all staff, attendance at internal and external trainings, workshops, seminars, webinars, and conferences is strongly encouraged, as is submitting proposals for conferences and programs.

For student workers, the Career Center implemented the Student Staff Training initiative, which includes a semester-long course in e-Campus that is completed during work hours, monthly meet ups and recognition at the end of each semester. We created a new position last year, Lead Student Worker. The Lead Student Worker position is awarded to one to two outstanding members of our student staff and includes increased responsibility, recognition by our team, and increased pay.

DARS has been encouraging staff to attend diversity education programs. DARS teamed with PITO to offer special training events.

EIS offers diversity training opportunities including hosting in-house training; encourage training/conference travel; meaningful employee recognition activities/awards

**EIS Obstacles:** Willingness to participate, time, attitudes/perceptions

With the ISS staff being predominantly new within the last year and half, much time has been spent on training, reinforcing the norms of the office, providing feedback opportunities for staff. We did several classes together such as “Knowing Your Strengths and Communication Styles.” We get weekly feedback from staff in weekly one-on-one meetings with supervisors. Then the information is shared with the leadership team as needed.

**ISS Obstacles:** External stressors can hurt the climate by making staff feel overwhelmed with the changes occurring or rumored to occur in how we do our jobs. Volume of work can be a deterrent of good climate in the office. We are working to make sure that processes are as efficient as possible so to reduce stress on the FTE.

Marketing and Communications creates an inclusive environment, and all staff are provided the opportunity to participate in all projects. Everyone is given a voice and are encouraged to participate. Staff is respectful.

PITO provided training for all staff on diversity initiatives, encouraged staff to attend diversity trainings provided by HROE as well as individual trainings based on their needs and their indication to learn more based on affinity group relationship, gender, ethnicity and others.
Last year the Office of the Registrar completed our renovation project to promote more open communication and collaboration. This year we have been looking for ways to create and promote the Office of the Registrar brand in an effort to provide our staff with a unique identity and create a sense of belonging for our staff. For the second year in a row we were able to fill a roster in intramural kickball. Additionally, we have been evaluating years of service practices among our peers in order to implement similar practices. We are also implementing a “Favorite Things” form, which will allow our employees to share with us some of their favorite things (food, music, books, etc.). The purpose of this activity is not only to let our staff know we are interested in who they are but also inform our leadership of how we might be thoughtful in recognizing and rewarding our employees on an individual basis when their work goes above and beyond expectations. Finally we have also been more diligent in promoting wellness within the office. We encourage the use of wellness leave, we have identified two wellness leaders, and we dedicate space in one of our common areas to providing information specifically related to wellness opportunities.

Scholarships & Financial Aid’s specific efforts to improve the climate in the office include:

- Conduct a staff assessment survey every two years
- Internal Staff Spirit Committee who provide monthly activities for all staff
- Other internal committees – Winter Banquet, Spring Fling
- Internal office book club
- Encourage the use of wellness
- Staff training on various topics including diversity and inclusion (presented by our staff and outside staff)
- Human Resources working with our department to assess climate
- Staff involved in EAS Professional Development Committee
- Staff involved in Academic and Diversity Committee
- Encourage staff participation in trainings through UAC, Green Dot, Partners in Progress
- Diversity question as part of interview questions
- Staff Appreciation Week activities
- Employee of the Semester Award/recognition
- Student Employee of the Semester Award/recognition
- Recognition of staff/student graduation from Texas A&M each semester
- Support AACDC programs, including Supervisor Seminars
- Birthday board
- Email out to congratulate those who are celebrating work anniversaries
- Email out all weekly Kudos received on individual staff members by team mates or customers internal and external

4. **Have you conducted an equity analysis of your staff and if so, what adjustments have been made?**
Until recently, Academic Affairs Business Services did not have the data available to do an equity analysis. In the past, turnover in the office made it difficult to track. Now that I have the data available, I will review the positions I employ in my office and proceed with making equity adjustments. I will include these in my upcoming FY20 budget request.

As of September 25, 2018, Academic Affairs Business Services has 33 positions on the books, three of which are vacant. We are 79 percent female and 12 percent male. Our race and ethnic make-up are Asian 6 percent, Black or African American 3 percent, Hispanic/Latino 24 percent, and White 58 percent.

**AABS Obstacle:** Competing for finite fiscal resources with other units that directly service students. As well, we do not have a “target” to aim for when it comes to the types or levels of employees we should have in the business office.

Although Admissions has not done a formal equity analysis, a recent data pull by HR for the Department of Labor audit allowed us to look at pay within titles by gender and to look at outliers. Our analysis showed that the discrepancies were attributable to prior job experience, longevity in the job, and differences in job duties. Additionally, prior to any hiring or reclassifications, we regularly look at pay ranges of existing staff within similar titles to make sure we are addressing any equity issues that may arise. We will take a look at the files recently provided to us for another review.

In order to address issues of equity, the Career Center executive director expanded our Management Team to include all team members who have a title of Associate Director or higher. This allows for increased communication among all members of our staff, allows for greater discussion and understanding of the impact of decisions on all our teams, and assists in dissemination of important information.

The Career Center executive director also analyzed salaries compared to those across the division and determined there is room to improve in certain areas, particularly among administrative staff. The Career Center executive director worked within her team to maintain salary levels that are comparable based on education, effort and experience and in her new role as Executive Director, plans to continue to work on this as it applies to the entire Career Center team.

DARS looks at equity issues each time we are able to provide merit increases. DARS looks at similar positions and internal pay levels. In addition, DARS has looked at equity each time a new staff member is hired. In the past, DARS has needed to make offers to prospective employees that would create equity issues for some of the staff and has developed plans to deal with that should the person accept. In the most extreme case the candidate ultimately turned down the DARS job, so equity in that regard became a non-issue.

EIS reviews equity and makes adjustments in the merit process.
An internal equity analysis was done on ISS. Salaries have been increased and the career ladder was adjusted. ISS staff will be reviewing the data that Kelli Holt sent to review the equity compared with similar titles across campus.

The Marketing and Communications director hasn’t done a formal analysis but stated, “I do know that my staff’s salaries are low when compared to similar titles across campus. Ex. Communications Coordinator is in the bottom quarter of same title on campus.”

PITO conducted an equity analysis to ensure staff members are paid in a comparable manner to their peers based on tenure and type of work. Individual managers ensure they review the current staff’s salaries and each year individual salaries are reviewed. Because of the reviews, one individual come up for a promotion during the annual budget cycle. When bringing new a employee to our group, we ensure that the salary offered is aligned with our staff salary ranges, to safeguard there is no disparity in pay between new and existing employees.

The Office of the Registrar’s equity analysis has been ongoing and unfortunately met largely with opposition from TAMU HR. We have been working to adjust our titles and compensation in our Degree Audit area – a group that experiences significant turnover, but despite multiple attempts, we have not been able to complete this task. Our organization is largely perceived as strictly a processing hub, despite the high level of coordination and analysis needed to conduct the myriad of tasks associated with supporting teaching, learning, research, and service.

Scholarships & Financial Aid hasn’t had time to dig into the data received September 27. Staff plans to review in more detail and consult with Kelli Holt.

A few quick observations from Scholarships & Financial Aid:

FAAI’s average monthly salary is $2,784.07 other positions at TAMU in this SOC category average monthly salary is $3,047.38.

FAA II’s average monthly salary is $3,199.94 other position at TAMU in this SOC category average monthly salary is $3,908.38. Many with Bachelor’s and Master’s in the same SOC category have a higher rate of pay than those with a Bachelor’s or Master’s working in SFAID. I did see that some of the positions in the same SOC category who started in FY 17 were at a higher salary than those who started in FY 17 in SFAID.

Assistant Directors with Master’s in SFAID average is 4,797.14 (I removed Nick from the average as his salary is at the range of an Associate Director) Assistant Directors in Counseling with a Master’s $6,612. All other Assistant Director positions I reviewed average monthly salary is $4,909.

Our Administrative Coordinator monthly salary is $2,864, those who started at the same time as her range with the same education range from $4,250 to $2,875, we would like to pay a bit more as it is hard to keep individuals in this position for any length of time.
At this time no action has been taken. In budget narrative for FY 20, I have noted request for based funding to adjust salaries for FAAI’s which will trickle up to FAA IV’s. I also noted the ability to provide increases for the positions that have limited or no career ladder opportunities.