

Office of the Vice President and Associate Provost for Diversity
2015 Diversity Plan Accountability Report (Due 12/08/15)

Unit: Academic Services
Contact Person: Leslie Uptain

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Email: Leslie05@tamu.edu

Purpose: The purpose of this report is to assess the evidence for - and progress towards - respect for diversity in your unit. Please select the most impactful and transformative diversity-related strategies that have advanced the mission of your unit and the institution by addressing recruitment, retention, campus climate, and equity.

I. Recruitment - Assess and describe the strategies your unit has implemented to attain a strong, demonstrable presence of diversity in our faculty, staff, students, and administrators where they have historically underrepresented in your discipline, your unit, and/or in the institution.

Strategy 1 – In Academic Services (AS) unit, seven in ten employees are female and three in ten employees are either Black or Hispanic. While both of these numbers are higher than the university as a whole, we have engaged in targeted efforts to attract diversity talent. Despite these efforts, the percentage of diversity staff members has changed little in the last three years, from FY '12 - FY '15. However, the AS has had more success with diversity when hiring full-time employees from student worker positions. In FY15, almost half of the 39 full-time employees hired from student worker positions to staff positions were Black or Hispanic. Therefore, it is proposed that we enhance the quality of our student worker positions through meaningful work experiences related to office functions that prepare them for full-time employment in AS and engage in a targeted effort to recruit diversity in student workers and graduate assistants. The Student Employment Office in Scholarships & Financial Aid will coordinate this effort with all AS department heads and the conversion of these student workers and College Advising Corps staff members to permanent, full-time employment will be tracked by Academic Affairs Business Services (AABS). A similar effort can be made to recruit the diverse staff funded through soft money in the College Advising Corps (CAC) to regular funded staff positions. (The CAC are grant-funded positions for recent A&M graduates who work in underserved high schools for a duration of up to two years.)

Strategy 2 – All job postings will be submitted to the appropriate professional associations as well as being posted through diversity organizations. AABS, in conjunction with hiring supervisors, will ensure and track these postings are completed. As a new strategy, there is no data to link to this. However, as noted, Academic Services (AS) will have the ability to track this in the future.

II. Retention - Assess and describe the strategies designed to retain diversity in our faculty, staff, students, administrators, and supporters where they have been underrepresented.

Strategy 3 – Academic Services (AS) will provide \$64,000 annually to support the training and professional development needs of employees in the Division, with \$20,000 allocated to succession planning, \$10,000 allocated to mid-level managers, \$10,000 allocated to general development, \$1,500 allocated to networking and development, \$6,500 allocated to specific diversity training opportunities, \$1,000 allocated to team building, and \$15,000 allocated to optional supplemental to send personnel to unit specific development opportunities. These funds are intended to supplement existing departmental

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resources. This strategy is in response to the Climate Survey results regarding professional development opportunities for staff members; in 2012, 11% reported that they did not have any professional development opportunities; and while the percentage of staff reporting this in 2014 improved to 7%, it is the Division's goal that all staff members have these opportunities. AS managers will be required to track this and include it in annual performance evaluations with their staff members.

Strategy 4 – Opportunities to recognize the success and excellence of our employees can be improved. In the past year, five of six Tradition of Excellence award winners were Academic Services (AS) employees, clearly demonstrating the quality of work being achieved within the Division. However, since 2011, 17 of the 22 Tradition of Excellence award winners have been managers, not those who are performing at a high level in positions other than management. This strategy is also intended to address Climate Survey results that indicated some staff of the Division of Academic Affairs do not feel valued as approximately 25% in 2012 and 20% in 2014 reported that their opinions are ignored or their judgment doubted on matters over which they have responsibility. To ameliorate this problem and, as a means to enhance additional opportunities for recognition on campus, Academic Services will develop an awards program with a meaningful monetary award, a balance between levels of employees, and recognition at an appropriate division event/social and allocate \$4,000 to support this effort.

III. Campus Climate - Assess and describe the strategies used to create an environment where the opportunity to fully participate does not inappropriately or unintentionally depend on elements of an individual's identity.

Strategy 5 – In addition to the Climate Survey, AS will create a mechanism for staff to provide feedback on the climate and suggestions for improving the climate, ensuring that historically underrepresented groups are well represented in whatever mechanism is developed. As part of this effort, employees in AS will be asked for specific actions or activities that would improve their work-life balance and engagement within AS. This strategy will ensure that appropriate feedback is provided to unit heads and the Associate Vice Provost for action steps. The data gained from this feedback will help Academic Services to continue to hear the voice of its employees and implement additional actions or activities to improve the climate for its employees. In the 2012 and 2014 Climate Survey Reports, a majority of staff reported that beyond their workload the environment at Texas A&M was very or somewhat stressful with 63% and 62% reporting this in 2012 and in 2014, respectively. Further, on several measures in both surveys, the experiences and perceptions of respondents who identified themselves as members of historically underrepresented groups was reported as less positive than that of non-members. The next Climate Survey planned for 2017 will provide data to help determine if this strategy has been efficacious.

Strategy 6 – Academic Services (AS) will create a Staff Development Committee similar to Liberal Arts' committee (<http://liberalartscommunity.tamu.edu/html/lasdc.html>) with development activities, networking opportunities, and recognition events as a further strategy to improve the climate for Division employees. An initial budget of \$5,000 will be provided to the committee. As noted above, the next Climate Survey planned for 2017 will provide data to help determine if this strategy has been efficacious.

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IV. Equity - Assess and describe your unit's strategies to address equity issues across applicable groups (e.g., advancement, promotion, professional development, salary, staff training and development, student leadership development, start-up packages, leadership succession planning, etc.).

Strategy 7 – In November of each year, Academic Services (AS) will conduct an equity analysis to review individual salaries across the division for individuals who require an adjustment due to professional experience, education level, time in position, etc. This review will be provided to the Associate Vice President and AS department heads for consideration of adjustments in the upcoming budget cycle. Analysis will be conducted by Kelli Holt with support from AABS. Further, results from the 2014 Climate Survey regarding advancement and promotion opportunities will be provided to the leadership of AS -- these results indicate that 66% of employees reported they are not aware of advancement or promotion opportunities and 24% reported they felt they had encountered barriers to these opportunities. AABS already tracks employee eligibility for consideration of a sixth month hiring salary adjustment and provides a report to department heads. AABS will explore expanding this service to include career ladder eligibility based on year of experience to assist department heads in tracking who is potentially eligible. In addition, we will develop some additional materials for employees and managers to use that discuss advancement and promotion opportunities.