

## 2016 University Diversity Plan Accountability Report

---

**Reporting Unit:** Academic Services

**Date:** 11-09-2016

**Contact Name:** Joseph P Pettibon II

**Contact Email:** jpp2@tamu.edu

**Instructions:** Please report student, faculty, and staff data from your unit from **Fall 2015**, and comparison data from three aspirant peer institutions. Peer-comparison data should minimally include race/ethnicity, gender, and classification. Your **report is limited to five (5) single-sided pages (including any graphics) and should use at least a 10-pt font size**. As you reflect on your accountability, climate, and equity efforts and activities, please use the guiding questions provided below to frame your responses.

**I. ACCOUNTABILITY** – Review and compare current year and previous years’ data for applicable groups within your unit(s) across your peers and articulate what the data tell you related to unit, peer, local, and national contexts. Describe accountability procedures in place for unit leaders (*e.g., leadership team, department heads, supervisors, managers, student leaders, etc.*) and any specific action/intervention plans instituted as a result of the analysis, interpretation, and discussion of your data.

**A. Recruitment.** Examine how peer institutions’ strategies and unit strategies are contributing to the recruitment of a strong, demonstrable presence of diversity for students, faculty, and staff.

Comparison of peer data for units is difficult to do and realize meaningful results given the significant differences in the organization of units across institutions. The easiest units to compare are Admissions, Registrar, Financial Aid, and DARS and the diversity of those four offices as a whole is generally more diverse than peers. Comparing to UT Austin, African American and Hispanics make up 25% of Registrar staff and 50% of Admission staff compared with 15% and 35% at UT Austin. The Career Center lags behind other Academic Services offices and is emphasizing diversity recruitment more.

Strategies within Academic Services, besides normal efforts common at the university, include:

1. Emphasizing recruitment of student workers, graduate students, and temporary/part-time employees for full-time positions. Our experience suggests we enrich our full-time applicant pools by appropriate development of the above type of employees and preparing them to be competitive for full-time positions. As an example, the Career Center has filled 3 of 4 vacancies from the above type of employees and 2 of the 3 represent diverse populations. In Admissions, we have hired 8 full-time employees in the last three years, including 3 this year, from the College Advising Corps – a one year service-oriented job in diverse high schools we manage through a grant. In fact, 16 university employees have come from the diverse CAC.
2. For the Career Center, advertising with internal organizations like the African American Professional Organization and external groups like the Hispanic Network have been the norm recently. However, when benchmarking Career Center strategies with peers, we intend to adopt Purdue’s strategy of notifying contemporaries at HBCU and HACU institutions of vacancies. Additionally, K-State University’s Career Center reaches out to diversity point people in their academic colleges and divisions to inform them of opportunities.
3. For student workers, the office of Admissions created a Peer Recruiter program modelled after similar programs at Purdue, Central Washington University, and Saint Louis University. We are also exploring an expanded internship program to hire students into positions in our offices to provide more meaningful work experiences, garnered from a similar program and Western Oregon University.
4. All candidates being interviewed are asked diversity related questions in the process of hiring.

**B. Retention.** Examine how peer institutions’ strategies and unit strategies retain diversity in undergraduate students, graduate students, faculty, and staff.

Retaining employees within Academic Services is a point of emphasis given the investment in training and the significant workload within most units. When benchmarking with peer institutions, many have more defined “enrollment management divisions” that create an identity for employees beyond a single unit focus. In addition, in

## 2016 University Diversity Plan Accountability Report

---

reviewing comparably sized units internally, we identified opportunities for employees for improving professional development and recognition of success.

Professional development is strongly encouraged, including attendance at internal and external training, workshops, seminars, and conferences. In comparing our participation at state, regional, and national professional association activities, we are often among the leaders, both in participation and in engagement. It should be noted that our participation in professional association activities provides an opportunity for benchmarking with peers on efforts they are engaged in. Beyond professional development, specific job training is critical in all of our units.

Over the past year, we have begun implementing one of the elements of our strategic plan to strengthen the Academic Services identity through emphasizing the desire and need for all of our staff to have opportunities and be successful. Several initiatives that have begun include a new Professional Development Committee bringing two division wide workshops per year, a new employee recognition program – Pillars of Excellence, a central pool for professional development funds with an emphasis in succession planning and diversity. We have also ensured that every unit has a program to recognize staff at least annually.

### **II. CLIMATE** – Examine how your peer institutions are working to create and maintain an inclusive and healthy working and learning environment for students, faculty, and staff.

Units are encouraged to engage in planning retreats including all staff. Most units are able to facilitate this annually. This is a practice many of our peers have engaged in to create a climate whereby staff input and views are heard, considered, and developed.

Beyond planning events, other staff events and training are conducted with the intent to be inclusive of all staff. This can be a challenge given the remote locations of some employees, but we provide opportunities for them to become part of the event through appropriate planning, technology, or travel.

Purdue University circulates a “You Rock” prize on a bi-weekly basis for those going above and beyond during that time period. In addition, each staff member receives five “You are Golden” slips that they’re invited to give to team members whom they wish to recognize. We plan to explore Purdue’s practices noted above.

### **III. EQUITY** – Examine unit level strategies to address equity issues and perceptions of inequity for students, faculty, and staff (*e.g., advancement, promotion, access to information and opportunities, professional development, salary studies, student leadership development, start-up packages, leadership succession planning, etc.*).

We have used the implementation of the new overtime rules and the System Pay Plan to take a hard look at the current salary structures in place and the current pay of individuals in relation to similar positions. We have been able to make some adjustments, but we are actively engaged in ensuring equity in implementation of changes in internal policies across Academic Services as the new rules become effective later this year.

Of particular concern from the recent survey of supervisors, a lack of knowledge and transparency was identified within Academic Affairs regarding promotions, merit, admin leave, and other HR related policies. We are in the process of creating unit guidelines that are documented and published regarding how decisions are and will be made in each of these areas with the intent to have it in place before the next performance evaluation cycle begins.