

Climate and Diversity Annual Assessment Report

Reporting Unit Division of Academic Affairs Reporting Date 12/20/11
Report Contact Name Dave Wentling Contact email david-j-wentling@tamu.edu

Please define the groups applicable to your organization for which you collect information and make peer comparisons.

Students

- Undergraduates
- Graduates
- Doctoral Students
- Faculty, Lecturers and Instructors
- Administrators (applicable to all organizations)
- Budgeted Staff (applicable to all organizations)
- Other _____ (Define)

The Division of Academic Affairs, led by the Provost and Executive Vice President for Academic Affairs, comprises the following eight units:

VICE PROVOST

The unit reporting to the Vice Provost for Academic Affairs consists of International Affairs (facilitates international engagement including study abroad), the Office of Institutional Assessment (facilitates university-wide assessment efforts), and the Aggie Honor System Office (addresses academic violations of the Aggie Code of Honor).

PUBLIC PARTNERSHIP AND OUTREACH

Public Partnership & Outreach in the Office of the Provost is a new unit, created in September 2011, to provide services to enhance the relationships, outreach, and scholarly engagement of faculty, departments, and colleges, as well as the Division of Academic Affairs.

ASSOCIATE PROVOST FOR UNDERGRADUATE STUDIES

Undergraduate Studies, under the oversight of the Associate Provost, develops and supports successful learning experiences for students and provides campus leadership in engaged and integrated academic programs for undergraduates. Reporting offices include the University Writing Center, Student Learning Center, General Academic Programs, Honors and Undergraduate Research, Professional School Advising, Policy Internship Programs, Student Success Center, and Academic Services for Student Athletes.

ASSOCIATE PROVOST FOR GRADUATES STUDIES

The Office of Graduate Studies (OGS) maintains the official record for each graduate student, and in this role serves as the primary administrative body and overarching source of information for graduate education. OGS also supports graduate students through recruitment and retention activities, fellowship programs, research and presentation funding, professional development and thesis and dissertation preparation and submission approval.

DEAN OF FACULTIES

The Office of the Dean of Faculties and Associate Provost strives to achieve and preserve a university environment in which faculty feel inspired and enabled to reach their full potential. This office facilitates and observes fairness and equity in the recruitment, evaluation and advancement of faculty and academic administrators. The Office of the Dean of Faculties and Associate Provost is committed to academic freedom, shared governance, excellence, and the common good.

VICE PRESIDENT AND ASSOCIATE PROVOST FOR DIVERSITY

The mission of the Office of the Vice President and Associate Provost for Diversity is to facilitate, coordinate, advance, amplify, inform, and monitor the University and its many units as we develop our strength in - and evidence of - respect for diversity.

ACADEMIC SERVICES

The Division of Academic Services contributes to the success of prospective, current, and former students through the offices of Admissions, Scholarships and Financial Aid, the Registrar, International Student Services, Student Sponsored Programs, and the Career Center. Supporting students and Division partners are the offices of Institutional Studies and Planning, the Provost Information Technology Office, and Measurement and Research Services.

Climate and Diversity Annual Assessment Report

BUSINESS SERVICES

Academic Affairs Business Services is a new unit created on September 1, 2011 to centralize all business functions within Academic Affairs. AABS has plans to focus on internal diversity training and to push out recruitment efforts with an emphasis on maintaining a diverse community.

For the applicable groups above, please answer questions 1-6 below. Please provide concrete, specific examples referencing percentage and number changes in as succinct a manner as possible.

1) Engaging the Data

Review and compare current year and previous year data reflecting the state of diversity for the applicable groups and their peers and articulate what the data tell you.

Offices have been added and realigned within the Division of Academic Affairs within the last fiscal year which affected the ability to acquire and assess data for some of the units in comparison to previous years. For the most part, 2012 demographics within the Division of Academic Affairs closely mirrors those of the university. In examining the staff and faculty totals, both are predominantly white (70.3% for the university, 64.8% division), with Hispanics comprising the second highest percentages (12.3% university, 18.5% division), followed closely by the African American population (8.4% university, 11.1% division) and those of Asian descent (7.2% university, 3.8% division). All other demographics, at both the university and at the division level, comprise less than 1% of the total employee population.

When examining the total data, the only area where there is a wide discrepancy between university and division demographics is in gender. The university is fairly evenly divided (50.9% male, 49.1% female), but the division is predominantly female, at 73.9% of the employee population within the Division of Academic Affairs.

Women also outnumber men at all levels of EEO Job Code at the university level, with a much higher disparity at the divisional level. This disparity is most pronounced in professional staff, where women total 55.4% of the total university population, and 71.2% within the division.

Race demographics are fairly consistent within all EEO Job Codes, with a white majority, followed in number by Hispanics, African Americans, and Asians. At the divisional level, percentages of Hispanics and African Americans is greater in comparison to the university very consistently. The Asian population is only greater in both Clerical and Administrative staff.

In comparison to the previous year's totals, there is a much higher increase in African American hires at the divisional level (16.4% increase, compared to 6.6% for the university), and where the university showed a drop of 2.0% and 2.9% in the Hispanic and Asian employee population, the Division of Academic Affairs reports an increase of 10.4% and 4.8%, respectively. The division also increased female employee numbers by 2.4%, where the university showed a 2.9% loss.

Overall the Division of Academic Affairs shows a greater level of diversity in its staff than that of the university in total, though it is still majority White, and the division's Asian population within professional staff lags behind that of the whole campus.

Recommended Actions:

1. Identify successful hiring strategies that increased diversity within the division
 - Obtain demographic information from HR re: applicant pools and new hires for all hiring processes within the division over the last year.
 - Interview all the hiring managers who filled positions in the last year to determine what specific tools/strategies were used to facilitate diverse applicant pools.
 - Identify gaps related to diversity issues that could be closed in the divisional hiring processes, particularly as relates to areas where the EEO titles for gender and ethnicity are lower than university totals.
2. Share "best practices" and lessons learned with all hiring supervisors within the division.
3. Prepare a divisional climate survey for implementation in Spring 2012.

Climate and Diversity Annual Assessment Report

2) Recent Efforts

What efforts have been made this past year to retain diversity in the applicable groups?

The most common activities were related to educating staff on issues of diversity to enhance the climate for diversity in the workplace. The most frequently cited example was participation in the Diversity Workshop series offered by the Vice President and Associate Provost for Diversity. In addition, staff members attended other events, conferences, and training and brought in local experts to conduct workshops, retreats, and internal training programs within their own units.

Three units utilized human resource programs such as extended leave programs, alternate funding sources for salary increases, career ladders, and reclassifications to retain a diverse workforce. At the unit level, common practices of cultural sensitivity were put in place regarding religious and cultural events and food options. One office developed a diversity statement which was posted on their highly utilized Web site.

What efforts have been made this past year to recruit for diversity in the applicable groups?

Units with vacant positions utilized the services of Human Resources to identify a diverse applicant pool, placed announcements in state-wide publications and list serves and with diversity networking groups and professional associations; some units individually invited peer colleagues, especially those of color, to apply for vacant positions. Two units hired Administrative Fellows in conjunction with the TAMU ADVANCE program.

3) Future Efforts

Describe the organization's plans or future efforts to improve the organization's diversity?

All units indicated plans to continue current efforts and identified new strategies to improve the diversity in the unit. These will be considered as the division reviews hiring strategies and searches for best practices. These may include such efforts as the following: adding an exit interview to identify areas of concern by departing employees; identifying talent needed to provide diversity perspectives ensuring that hiring criteria are equitable, and providing more staff training and appointments to university diversity councils and committees. Additionally, it is recommended to the Provost that a standing division-wide committee will be formed to promote and track diversity efforts.

The division needs to obtain benchmarking data during the coming year. This will be done at a division level. Each unit within the division has provided the offices and functions as a starting point to create a survey of peer institutions.

The committee recommends conducting a climate assessment in the division during early spring 2012. The proposal would be submitted to the Provost for review and comment with the goal of conducting the assessment in the spring.

The division will initiate developmental activities to address key concerns identified through the climate assessment.

4) Advisory Groups

Describe the diversity of the various groups who advise your organization regarding diversity and climate. What efforts or plans have come out of this group that may not have been articulated above? What efforts are made to diversify the group when there is a membership vacancy?

Three advisory groups have members from outside Texas A&M University. Having a diverse membership is important to the groups, valued by the units, and an important component of member selection. Members of the groups are not asked to disclose their gender or ethnicity; a summary of the composition of these groups would be based on observation and not necessarily accurate.

Career Center Advisory Council is comprised of external employers and internal faculty, staff and administrators for a total of 59 members. The Council's purpose is to facilitate the Career Center mission by engaging the participation of corporate, academic, and student representatives who share their insights and advice on critical issues.

Office of Admissions VIP Advisory Group is made up of seven high school counselors from throughout the State and provides guidance efforts to recruit a diverse student population. Members are selected by the Admissions staff and include counselors from their targeted high schools, which include a majority of underrepresented students.

Climate and Diversity Annual Assessment Report

Texas A&M's International Advisory Board, composed of 40 men and women from business, government, education, and other areas, advises Texas A&M University on international program development and emphasis areas. Its members participate in international activities and assist in building an international network for the University, as well as promoting awareness of international programs and issues.

5) Organizational Climate

Describe your organization's climate based on data. Indicate if your organization has distributed a climate survey (and when) or other source of data and what actions have been taken as a result of the responses.

Academic Affairs will conduct a division-wide climate assessment in spring 2012. The division will initiate developmental activities to address key concerns identified by the assessment.

6) Other Efforts

Describe any other diversity and climate efforts within your organization that are not articulated above.

Most of the units within the Division of Academic Affairs are involved with various programming and staffing initiatives which create, integrate, and promote diversity. Notable examples include Brazos Valley Worldfest and high impact experiences, domestically and abroad.

Several offices facilitated diversity in the office environment by hiring graduate assistants and student workers from diverse backgrounds, which adds to the diversity of the office environment and allow staff members to develop skills to work with diverse colleagues. Additionally, Undergraduate Studies employees over 125 Writing Consultants, Peer Mentors, Peer Tutors, and Supplemental Instructors in paraprofessional positions; these groups of peer educators are highly diverse.