

Annual Diversity Plan Accountability Report

Reporting Unit Division of Academic Affairs
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Please define the groups applicable to your unit for which you collect information and make peer comparisons.

- Students
 Undergraduate (GEST)
 Faculty, Lecturers, and Instructors
 Administrators (applicable to all units)
 Budgeted Staff (applicable to all units)

The Division of Academic Affairs report represents 8 units: Vice Provost (VP), Public Partnership and Outreach (PPO), Associate Provost for Undergraduate Studies (US), Associate Provost for Graduate Studies (OGAPS), Dean of Faculties (DOF), Vice President and Associate Provost for Diversity (VPAPD), and Academic Services (AS). This report was compiled by the Division of Academic Affairs Climate and Diversity Committee (AACDC).

1) Engaging the Data

The peer Workforce presence data for comparable units in the University of Wisconsin was collected by the benchmarking subcommittee of the Academic Affairs Climate and Diversity Committee (AACDC), which also used University of Texas (UT) supplied for comparable units by VPAPD. Unfortunately, no other Wisconsin 2020 peers would provide data. This is a dramatic difference from previous benchmarking reporting, when the division was able to collect data from six peers using EEO vs. IPEDS data. Timing of requests and the change to IPEDS appear to have been contributing factors. However, to date, there have been not been discussions across all units about peer data given the difficulty in collecting the data and ensuing time constraints. These data and the comparative data for the State of Texas and Brazos County will be discussed as soon as practicable within each unit. Several units reviewed UT data and chose to focus on comparative data for the state and county because of the inability to make meaningful comparisons with UT units or EEO vs. IPEDS data. However, AACDC has reviewed the data and identified several highlights at the division level:

- For gender and ethnicity comparisons, of the 9 IPEDS occupation categories for which Texas A&M or a peer reported, four did not provide meaningful data because the staff numbers were so small (<6) and/or only one university uses that IPEDS category. Therefore, only five IPEDS categories are noted in the following data comparisons.
- For the two IPEDS categories of Community and Social Services Occupations, and Computer, Engineering, and Science Occupations, the Division of Academic Affairs (DAA) was significantly more diverse than peers, the State of Texas, and Brazos County.
 - For Community and Social Service Occupations, 51% of these Division staff members are white compared to 65.5% for the University of Wisconsin, 70.6% for the University of Texas, 71.4% for Brazos County, and 66.39% for Texas. Contributing to this is the fact that the Division leads all others in the percentage of Hispanic staff members with 31.3% compared to 10.4% for the University of Wisconsin, 15.6% for the University of Texas, 13.5% for Brazos County, and 19.4% for Texas.
 - For Computer, Science and Engineering Occupations, 58.7% of these Division staff members are white compared to 66.65% for the University of Wisconsin, 78.8% for the University of Texas, 75.8% for Brazos County, and 63.67% for Texas.
- For Office and Administrative Support Occupations, the Division was more diverse than peers and Brazos County as 60.4% of these Division staff members were white compared to 87.50% for the University of Wisconsin, 64.4% for the University of Texas, and 68.76% for Brazos County. However, the Division is less diverse in this category compared to Texas as 51.23% of these staff members are white. Interestingly, the Division led all others in the percentage of Black staff members at 15.4% compared to 6.25% for the University of Wisconsin, 5% for the University of Texas, 10.78% for Brazos County, and 13.57% for Texas.
- For Business and Financial Operations Occupations, the Division was more diverse than the University of Wisconsin and Brazos County as 70% of these Division staff members are white compared to 80% for the University of Wisconsin and 81% for Brazos County. However, 60.7% of these staff members at the University of Texas are white; and 65.36% of these staff members are white for Texas. Interestingly, the Division led all others in the percentage of Asian staff members with 16.7% compared to 0% at the University of Wisconsin, 7.2% at the University of Texas, 3.7% for Brazos County, and 5.55% for Texas.
- The Division was much less diverse in one category, Management Occupations, as 73.9% of these Division staff members are white compared to 25.7% for the University of Wisconsin, 63.7% for the University of Texas, 72.3% for Brazos County, and 69.19% for Texas.
- Texas A&M reported higher percentages of females employed than peers, Brazos County, and Texas in four IPEDS categories: Business and Financial Operations; Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media; Management; and Office and Administrative Support. The category where Texas A&M fails to match or exceed peers is in the percentage of females employed in Computer, Engineering, and Science Occupations. Texas A&M's 33.6% in this category is below that of Wisconsin (58.3%) and UT (53%). However, Texas A&M exceeds the percentage of women employed in this occupation in Brazos County (20.8%) and Texas (23%).

For the first time, the division was provided with diversity data for the GEST students. In previous years, these students had not been counted in any other data set. Unfortunately, no benchmark comparison data was collected from any institution other than UT, and that data only became available at the end of November. US is considering plans about how to address this baseline year data and will discuss that in a future accountability report. However, the diversity data for the GEST students follows a predictable pattern with the greatest percentage of these students being white at 68.62%, with the next greatest percentage being Hispanic at 20.65%, and a much smaller representation of Asian and Black students at 4.52% and 2.75%, respectively.

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Finally, VPAPD facilitated engagement with data in a variety of outreach activities for the campus and local community, including gathering University of Texas benchmarking data for the campus, facilitating four “Enhancing Diversity Seminars”, offering a Difficult Dialogues program, organizing the One Community Seminar, and working with DOF, OGAPS and others to present “Engaging the Data: A Work Session on Campus Climate Results”.

2) Recruitment and Retention

What efforts have been made this past year to retain diversity in the applicable groups (students, faculty, administrators, and budgeted staff)?

At the division level, 2012 Climate Survey results and unit accountability reports indicate that staff are supported and encouraged to engage in job appropriate professional development activities (conferences, workshops, EOD training, etc.) as well as diversity activities and training. However, other climate survey results, benchmarking data, and the hiring freeze have increased the importance of diversity training and initiatives; therefore, AACDC has instituted a mini-grant program to reinvest \$25,000 awarded for diversity efforts to the division into staff diversity training. Other division level activities include the following:

- Disability accommodations, flexible schedules, educational release time, administrative leave, offering praise for work meeting expectations and beyond, providing opportunities for collaborative decision making within departments, encouraging development opportunities, providing raises, salary adjustments, and awarding merit pay, are among the division-wide tools used to retain staff.
- AACDC hosted the Leadership Growing Program in Summer 2014, which was attended by 103 of 174 invited supervisors. At this meeting speakers facilitated discussion about nationally recognized practices in retention and recruitment. Evaluations and program details are available on the AACDC website (aacdc.tamu.edu).
- AACDC launched a standing subcommittee on recruitment and retention, which is focused on advancing the division equity plan. The equity plan is available on the AACDC website.
- Across the division, care is taken at special events and holidays to consider the cultures and preferences of all staff members.

In addition, division units facilitated the following measures:

- Formal mentoring programs pairing veteran staff with incoming new staff exists in Study Abroad Programs and various offices in AS. A number of offices expressed interest in developing such programs during the Leadership Growing program.
- Several AS departments include discussions of diversity and/or the University Diversity Plan in their regular training or retreats. Exit interviews are also conducted to identify problems and/or to otherwise improve departmental functions.
- The VP unit facilitated an equity review of development opportunities that will take place annually by each department head, which uncovered inequities that are being addressed.
- US and AS work to nominate staff for awards (university, regional and national) and encourage staff to serve as mentors and advocates for students from similar backgrounds.
- Staff members are provided with leadership and professional development opportunities through intra and inter office teams in Study Abroad Programs, OGAPS, and the Career Center. AS encourages staff to become engaged in the Hispanic Network, the Black Former Student Association and the Women’s Resource Center. In addition, AACDC created three division level standing subcommittees (recruitment and retention, climate survey, and benchmarking) and two temporary subcommittees (mini-grant, and supervisor advisory) that have provided 36 division staff members with an opportunity to serve in leadership roles to advance division diversity efforts.
- VPAPD and PPO help to support the affinity networks for current staff and former students.

GEST student retention efforts occur primarily through FOCUS and Gateway programs which provide additional personal and academic support through meetings, activities, and increased exposure to campus resources.

What efforts have been made this past year to recruit diversity in the applicable groups (new, transfer, and graduate students, faculty, administrators, and budgeted staff)?

At the division level, AACDC conducted a review of hiring processes which is discussed in more detail in the Equity segment of this report.

In addition, unit efforts include the following:

- While turnover has been minimal in many units in the division and a hiring freeze has been in effect for more than 6 months, in offices that have filled vacancies, there was an earnest effort to recruit a diverse staff, for example, in DOF and OGAPS, all new hires in the past year have added diversity in terms of age, gender, and/or race/ethnicity.

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- Depending on positions, some pools are quite diverse; however, for some positions, diverse pools have not materialized. In a number of units in the division, advertisements of positions were submitted to discipline/professional specific national outlets and former student networks in addition to those used by Human Resources. AS identifies peer colleagues, especially of color, to receive position announcements, and current managers conduct outreach to qualified candidates for management positions internally or in peer departments/organizations.
- Participation in the Leadership Growing Program sponsored by AACDC revealed opportunities to revise future hiring and recruiting practices and allowed presenters and participants to share information about successful recruiting techniques. Based on the AACDC report on hiring practices, several offices, for example in VP and the Career Center, will add or enhance interview and reference questions that explore a candidate's diversity skills. OGAPS examines job postings/descriptions to ensure each reflects its requirement for applicants to possess personal and/or professional experience working with people of diverse backgrounds. US uses the interview process to ascertain the candidates' views and approaches to diversity with regard to the diversity status of the candidate. In some units, such as AS, working with diverse populations is listed in the job requirements for positions and (if applicable) speaking a language other than English is listed as a job requirement. In a number of division units, hiring committees are composed of diverse staff members.
- VP, US, and AS hired diverse student employees to augment internal diversity.

In considering students, the division's role is not to recruit students into the GEST major but to serve those who are assigned to this major or who seek it out.

VPAPD staff collaborated and coordinated the non-matriculating student studies for undergraduate Hispanic and African American students who were admitted but did not attend Texas A&M – College Station and provided remarks at Aggieland Saturday to facilitate future student enrollment of underrepresented students.

3) Internal and/or External Advisory and/or Developmental Council Groups

1. Career Center Advisory Council (external employers and internal faculty, staff and administrators) The Council has representation from diverse populations, including African American and Hispanic members. Meeting discussions have included open discussions between employers, faculty, and staff about ways to connect with diverse student groups, and the employer Partner members make presentations to campus diversity groups.
2. Office of Admissions VIP Advisory Group: (external high school counselors) Members are selected by the Admissions staff and include counselors from their targeted high schools, which include a majority of underrepresented students. Any vacancies are filled with guidance counselors who work in high schools that serve underrepresented students. Members visit campus twice per year to receive updates on our progress towards diversifying the student body of Texas A&M University.
3. The Troops to College Committee: (campus and external agencies) assists Scholarships and Financial Aid to oversee and enhance efforts for Veterans who are primarily non-traditional students and their dependents. Their efforts assist in the recruitment and retention of these non-traditional students who enhance the diversity of the diversity of the student body.
4. Scholarship Development Committee: (Internal representatives from campus offices and programs) assists Scholarships and Financial Aid to increase the retention of scholarship recipients, many of whom are first-generation, underrepresented, and low SES students, through their oversight of scholarship programs and leadership development activities, high-impact experiences, and learning communities. These efforts assist in the recruitment and retention of diverse students who enhance the diversity of the student body.
5. Texas A&M International Advisory Board: (external business, government, education, and other areas) The board routinely receives information about diversity in global activities, visiting scholars, student mobility, and outreach. This board created the Presidential Award for Outstanding Service to International Students, rewarding faculty who go above and beyond to create a welcoming environment for international students. Special to this reporting cycle, they were 1) invited to participate in the 50 Years of Inclusion celebration focusing on the impact of opening of the university to women, and 2) discussed ways to help Texas A&M's double the participation of students engaging in activities abroad, part of the national Generation Study Abroad initiative.
6. MSC Bookstore Advisory Committee: (internal faculty, staff and students advises the Provost and Texas A&M on concerns and opportunities related to the services and operations of the bookstore; the group will explore opportunities to discuss diversity information.
7. The Advancement Board: (former students and external friends of the University Press) provides advice and support with the principal objective of bringing new sources of outside funding to the Press. The membership of this group has been intentionally enhanced over the last several years to include a wider range of viewpoints, life experiences, ethnicities, and genders. Not only is the group made aware of the important contribution that published works make to scholarly enterprise and general public conversation about diverse issues, they also hear presentations by University leadership about issues facing the campus, including such things as efforts to increase the diversity of the student population.
8. Faculty Advisory Committee: (internal tenured faculty members appointed by the Provost) Membership reflects the faculty diversity (both ethnicity and gender) and the publishing focuses of the University Press (UP). The UP often intentionally identifies manuscripts for publication that highlight topics that would otherwise have little authoritative coverage or exposure. Examples include a set of books

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published in conjunction with the Texas Institute of Cultures on the different ethnic components of the Texas population as well as a new series about women in Texas history. This committee reviews and approves all works published and so endorses these diverse topics.

9. Honors and Undergraduate Research (HUR) Advisory Subcommittee of the Faculty Senate: This subcommittee is intentionally structured to have a broad representation from all academic colleges and all HUR student groups.
10. Assessment Liaisons: (internal faculty, staff, and administrators) Office of Institutional Assessment has added the Diversity Plan's three goals (accountability, climate, equity) to WeaveOnline so that units can track their progress on learning or program outcomes that are related to diversity. The college and student support assessment liaisons were encouraged to have their reporting units link their outcomes to these goals where appropriate. Additionally, the composition of this group is 67% female. Although appointed by the units they represent, every effort is made to encourage the units to consider diversity when selecting a liaison for the committee.
11. The Honor Council: (internal faculty and students) As part of continuing to grow the representative diversity of this group, student applications were solicited through a number of means and methods including Fish Camp, MSC Open House, general announcements at speaking engagements, including New Graduate Student Orientation and International Student Orientation. Additionally, AHSO has an opportunity to serve a visually impaired member of the Honor Council, which has required some accommodations worked out with her, the Office of Disability Services, and the Office of General Counsel. Faculty members of the Honor Council are nominated and selected by their colleges. Although the office doesn't have input into the selection of faculty members, it works diligently to keep a diverse representation of faculty and students on the Honor Council.

4) Unit Climate

At the division level, engaging the 2012 Climate Data and implementing recommendations to address issues mentioned in last year's accountability report has been a strong initiative. All division staff members were provided access to the division climate survey data, which is posted online and has been discussed in three face-to-face division level forums: 2 brown bag seminars, 3 focus groups, and 2 supervisor meetings (Leadership Growing Program). While AACDC has completed the implementation of all recommendations from the 2012 division climate survey, additional recommendations related to improving climate have been generated from the face-to-face forums, and were presented to the Provost's Academic Leadership Team for consideration in late October 2014. Essentially, nine themes emerged as important to division staff in these face to face forums: explanation of "at will employment", staff team-building, professional development, staff involvement, transparency/communication, performance evaluation process, staff recognition, equitable treatment, and personal behavior.

At the unit level, there have been ongoing conversations in leadership meetings, staff meetings and retreats about climate issues based on data relevant to each unit. A sample of activities in addition to those already mentioned elsewhere in this report follow:

- PPO plans to continue to improve team communication and productivity. Furthermore, the nature of PPO's work provides many opportunities to engage historically underrepresented groups in outreach activities, which facilitates a high level awareness among staff of diversity and inclusion issues.
- OGAPS developed a new strategic plan goal to create and nurture an office climate that leads to excellent performance and collegiality among staff, which is facilitated by a climate and diversity committee. This group hosted 3 "Lunch'n'Learn" programs on topics impacting staff. In addition, the OGAPS strategic plan set a target for all full time staff to 1) attend one activity annually that focuses on climate and diversity to raise awareness and build skills and 2) functional and cross-functional interactions to occur bimonthly with a representative from each office area attending another area's regular meetings. Also, each year, during a staff meeting, OGAPS leaders recognize what has been accomplished as an office to appreciate staff for their collective contributions.
- Staff retreats in several US and AS offices allowed for more in depth conversation about climate data and how to address issues. Although US departments seem well satisfied with the climate, the leadership works to ensure that a high satisfaction level maintains or increases, so attention is paid to all types of diversity and leaders do such things as monitor and training staff on micro-aggressions such as inappropriate behaviors and comments. Issues of inappropriateness are dealt with very quickly.
- In VP, Study Abroad Programs has also worked to improve climate through such things as monthly birthday celebrations, promoting communication amongst staff through weekly staff meetings in which a different staff member presides each week and having supervisors meet monthly with staff they supervise to go over goals, progress, ideas, and potential concerns. Those one-on-one meetings promote regular communication and acknowledgement of accomplishments or actions to complete.

The first climate survey for the division was conducted in late spring/early summer 2012. The second climate survey was opened for response in November 2014. Although climate survey data is not yet available to make comparisons that would indicate whether the climate has improved since the first climate survey conducted, the division recognizes several challenges and opportunities:

Challenges: Supervisors engaged in 2012 Climate Survey follow-up activities indicate it is difficult to maintain a positive work environment when reward structures are limited in terms of career ladders and salary scales that do not seem in synch with competitor industries or inflation. Supervisors continue to report that the location of the University causes talented young staff to look to cities for career, social, and other opportunities not always available in College Station and Bryan.

Opportunities: Results of the 2014 climate survey will allow a review of potential change over time from the previous survey and provide additional insight as to what intervention strategies may be working or what new ones may be needed. Broadened staff engagement in

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diversity committees at the division and unit levels can facilitate a growing voice for staff in issues that are of importance to them and help to facilitate a better climate for everyone. The mini-grant program overseen by AACDC will provide a reinvestment in division staff to facilitate activities that will have a positive impact on division climate. In November 2014 the Provost hosted faculty experts in management and human resources from the Mays Business School who provided a program for upper level university leadership; this emphasized empowering employees in workplace structures that best utilize human capital and allow their skills and experience to help move the organization forward. There are opportunities for collaborations and rethinking structures and processes to identify essential and efficient processes to reduce workload and improve employee satisfaction with the work environment. As diversity awareness increases, division staff members may consider diversity issues in student programs and services for which they have responsibility.

5) Equity

Division leadership approved an Equity Matrix developed by AACDC which addresses two dimensions of equity with implications for those in historically underrepresented groups by gender, ethnicity and age: advancement/promotion and hiring practices. The equity matrix (available on the AACDC website) contains nine questions, possible measures to collect data, and a target timeframe for each. Of the nine questions, four are related to hiring practices that were explored in a two part hiring process review conducted by AACDC: 1) a review of a proportional sample of hiring files and 2) a survey of hiring supervisors. Results identified opportunities for hiring supervisors to include more elements of diversity in notices of vacancy, hiring matrices, interview questions, and reference questions. The survey indicated a need to educate all supervisors, over 39% of whom had been in supervisor positions fewer than 3 years, about diversity resources as well as general supervisory matters. Both reports are available on the AACDC website; initial training was provided at the Leadership Growing program in summer 2014. Information has also been shared electronically for any supervisors unable to attend. A similar review is planned in fall 2016 when results will be compared to determine the effectiveness of interventions. Two other equity matrix questions, related to perceived or real inequities in hiring practices or advancement and promotion, were added to the 2014 climate survey to gather baseline data. The three remaining equity matrix questions, related to advancement and promotion, are being explored by the AACDC recruitment and retention subcommittee, who will return their first recommendations in May 2015.

Sample efforts from units include the following:

- DOF and OGAPS facilitate an annual equity review of salaries.
- US supported employee involvement in local, regional, and national networks and service, including taking leadership roles.
- VP and VPAPD have created a combined equity matrix with 8 issues to explore and assignments of responsibility for each one. The issues fall into two categories: Professional Advancement and Strategic Time Management. This year, two goals were achieved from this matrix, both in the category of Professional Advancement.

6) Future Efforts

At the division level, AACDC will continue to implement the division Equity Plan and finish implementation of 2012 Climate Survey recommendations (new recommendations from three types of in-person division level discussions were submitted in October 2014 to the leadership for approval). Recommendations and implementation status are available on the AACDC website. In addition, the 2014 Climate Survey was launched in November 2014. Finally, data collected from peer institutions about retention strategies and climate by the AACDC Benchmarking Subcommittee has not yet been analyzed, so this is also a goal for the future.

At the unit level, the intention is to continue current efforts and facilitate such additional activities as the following:

- A number of units plan to use information gleaned from the AACDC report on division hiring practices to include diversity elements in any future hiring process through such techniques as using questions related to diversity and revising PDs and NOV's to reflect job skills and roles that reinforce the commitment to serving a diverse population.
- The Aggie Honor System Office will be reviewing interventions to address certain student groups disproportionately represented in violation reports to the Aggie Honor System Office.
- VPAPD will update the Diversity Initiatives Database with enhanced options and collaborating and coordinating an LGBT Campus Climate Assessment for faculty, staff, and students.
- OGAPS expects area leaders to demonstrate the importance of diversity and climate issues by their own examples of respectful behaviors, encouraging professional development and diversity training for staff, and endorsing the reporting of inappropriate behaviors in the workplace.
- US is utilizing the Equity scorecard developed by the Center for Urban Education to better understand how their policies are affecting access to programs dedicated to student excellence. The Honors and Undergraduate Research office is working to build a constituent network of Honors Former Students and will make intentional efforts to ensure that it is broadly representative.