

# Annual Diversity Plan Accountability Report

Academic Affairs—2013

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

- Students
  - Undergraduate
  - Masters
  - Doctoral
  - Professional
- Faculty, Lecturers, and Instructors
- Administrators\* (applicable to all units)
- Budgeted Staff (applicable to all units)
- Other (Define) \_\_\_\_\_

\*Note: 7 faculty members holding staff positions were identified in the division level EEO data. These are included in the "Staff EEO-Executive – Admin – Mgr" category.

For the applicable groups above, please answer questions 1-6 below. Please provide concrete, specific examples (using visual illustrations as appropriate) referencing percentage and numeric changes in as succinct a manner as possible.

Limit responses to the Annual Assessment Report to five (5) pages. Please note that if visual illustrations are used, these are included in the five pages.

## 1) Engaging the Data

Review and compare current year and previous years' data reflecting the state of diversity across applicable groups and their peers and articulate what the data tell you related to unit, peer, state, and national contexts. Describe how you are engaging unit leaders (e.g., leadership team, department heads, supervisors, managers, student leaders, etc.), with the data and what specific action/intervention plans are being taken as a result of the analysis, interpretation, and discussion of your data.

All Unit leaders in the Division of Academic Affairs (DAA) received Workforce Presence data in October, which was reviewed and discussed at the Academic Leadership Team (ALT) meeting and at unit leadership meetings. Although specific unit discussions identified unit specific issues, key findings at the division level include the following.

- DAA staff members are predominantly White (although the raw numbers of White staff members have declined slightly over time). Over the last 4 years, percentages have remained consistent at about 75% female and 25% male, with White females represented about 17% higher than the university as a whole.
- The University staff breakdown is 73.5% White, 7.5% Black or African American, and 11.4% Hispanic. In contrast, the DAA staff breakdown is 62.3% White, 11.4% Black or African American, and 20.4% Hispanic. Because of some relatively small group sizes in DAA, this report cites raw numbers instead of percentages. DAA modestly increased numbers of Black or African American, Hispanic, and Asian staff members (both predominantly in the professional non-faculty category) over the last year. However, the largest increase in new hires was in male and female, White, professional, non-faculty members.
- In all other ethnic categories, DAA remained the same as last year (Hispanic, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, and Two or More Races).

Specific actions taken by various units to increase diversity include the following.

- Some offices in Undergraduate Studies are identifying ways to improve/engage staff in data collection as well as action/intervention plans resulting from data.
- Academic Services leaders will develop action plans in conjunction with the work of the DAA Climate and Diversity Committee (AACDC).
- Dean of Faculties' office leadership meets monthly to discuss issues, including climate and diversity and takes action as needed.
- Leaders in the Vice Provost's unit observed that employees at the executive/managerial level trend White. Although there have been no vacancies at this level for more than 5 years, leadership recognizes a strong need to encourage diversity in the applicant pool if a hiring opportunity arises. In addition, the numbers of African American staff overall appear to be decreasing slightly, but the opportunity for several new hires may reverse that trend.

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- In the Assoc. V.P. for External Affairs' unit, most employees are longtime university staff and turnover is rare. Despite this, employee ethnic diversity decreased slightly and gender diversity increased slightly.
- In the Office of the VP and AP for Diversity recent searches were broadly advertised and resulted in a sufficiently diverse pool, ensuring that the best people were hired for the positions. In addition, hiring supervisors have been instructed to keep diversity in mind as graduating student employee positions are filled.

## 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)?

Initiatives across the DAA included the following.

- Despite tight resources, eligible staff members were awarded bonuses, merit pay, administrative leave, promotions, and/or reclassifications, based on performance evaluations.
- Several departments included discussions of diversity and/or the University Diversity Plan in meetings and trainings.
- Exit interviews are conducted in several units to identify and ameliorate problems and/or to otherwise improve departmental functions.
- Accommodations beyond legal requirements were made for staff related to school enrollment, family and other situations.
- Many unit heads offered praise for performance meeting expectations and beyond; provided opportunities for collaborative decision making; created a supportive environment for open, transparent communication; and nominated outstanding staff members for awards (university, regional and national).
- Ongoing efforts include 1) professional development opportunities for all staff members, including EOD training; diversity events/conferences/training hosted by Texas A&M units or others; attendance at state, regional, and national professional conferences; and participation in committees and professional organizations; 2) some units provide specific diversity programming, team building activities, staff mentoring programs, and encourage staff to serve on diversity committees and as advocates for students from similar backgrounds; and 3) some units take special care to consider the cultures and preferences of all staff members for special events and holidays.

In addition to DAA-wide efforts,

- One unit created an internal Diversity and Climate Committee that organized several staff training sessions, including Community of Respect, Conflict Management and Efficiency and Procrastination.
- A career ladder was created for one office, and equity adjustments to salary were made for applicable employees.

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)?

- All offices follow Human Resources' guidelines and procedures for ensuring a diverse applicant pool. In addition, one office used the Minority and Women Doctoral Directory 2010-2011 database in recruiting; as a result, the applicant pool was very diverse. Some offices aggressively used targeted advertising (e.g., organizational listservs, staff organizations, ads directed to professional organizations whose membership is largely from underrepresented groups, state-wide publications, and diversity networking groups) as well as personal outreach to qualified candidates in peer departments/organizations, which resulted in a more diverse applicant pool. Another unit is conducting a national search and diverse applicants have been recruited.
- In one unit, working with diverse populations is listed in the job requirements for all positions, and speaking another language is listed as a job requirement for selected staff positions. Moreover, managers ensure that hiring committees are comprised of diverse staff members. In another, diverse search committees are used.
- During the interview process, one unit actively seeks candidates' views and approaches to diversity in addition to regard for the diversity status of the candidate him/herself.
- Efforts are made to employ and retain student workers and graduate assistants who reflect the diversity of the Texas A&M's student body, and who have a positive impact on the climate of DAA offices.

## 3) Advisory and/or Developmental Council Groups

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Describe any progress being made to ensure that advisory groups and/or development councils understand and reflect the university's and unit's commitment to diversity (e.g., development or advisory activities that include board recruitment, program enhancement, unit leadership, curriculum and instructional efforts, research, etc.).

- Career Center Advisory Council is composed of external employers and internal faculty, staff and administrators. This year's Advisory Council employer members included Career Center partners and others each of whom value diversity in thought, experiences, background, and education. Meeting discussions included ways to connect with minority groups and difficulties recruiting international students, particularly at the BS/BBA level.
- Office of Admissions VIP Advisory Board is made up of high school counselors from across Texas who provide guidance for our efforts to recruit a diverse student population. Members include counselors from targeted high schools that enroll a majority of underrepresented students. To ensure the continued diversity of the board, Admissions staff members nominate outstanding guidance counselors who work in high schools that serve underrepresented students to fill vacant positions.
- Texas A&M International Advisory Board, business men and women, supports Texas A&M's global interactions and initiatives. The board receives information about campus diversity efforts as part of the agenda for its regular meetings. Most recently, Vice President and Associate Provost Christine Stanley spoke to the Fall 2013 meeting on the 50<sup>th</sup> Anniversary of Inclusion.
- The Association of Former Students Constituent Networks are composed of former students with common experiences and interests, networks include the Aggie Bar Association, Aggie Educators, Black Former Students, Hispanic Former Students, and the Aggie Women's Former Students. Agendas for network meetings often include reports on student recruitment and diversity efforts on campus.
- Community of Faculty Retirees is a recently created group. This a newly established network of retired faculty members, who come together several times each semester to participate in activities that engage them with each other and the university community. Programs include discussion of campus climate and diversity.
- The Advancement Board of Texas A&M University Press is an external group that provides advice and facilitates fundraising efforts. Agendas for board meetings include discussion of campus diversity efforts as well as promotion of books by a diverse array of authors and topics.

## 4) Unit Climate

Describe your unit's climate based on data, noting major themes, including strengths, challenges, and opportunities. Describe how you are engaging unit leaders with the climate assessment data and what action plans are being developed and implemented based on your climate assessment data.

The 2012 Academic Affairs Climate Survey identified key findings that were shared with the DAA leadership in February 2012. These unit heads are leading their units in plans to address specific issues of concern appropriate to each unit.

At the division level, the Academic Affairs Climate and Diversity Committee (AACDC) recommendations from the survey report were approved in August 2013 for implementation, and those may be referenced online in the report at <http://provost.tamu.edu/initiatives/councils-task-forces-folder/aacd-committee-folder/ClimateSurveyReportFINALv4.pdf>. The following recommendations are being implemented: 1) two division-level meetings were held in late October 2013 to share survey results and provide an opportunity for employees to discuss potential implementation steps; 2) a review of DAA-wide hiring practices is being conducted; and 3) focus groups will be conducted in Spring 2013 to identify additional information about concerns raised by historically underrepresented groups. To facilitate broader discussion and engagement, DAA staff members have also been invited to serve on AACDC subcommittees that will explore issues related to recruitment, hiring, selection, retention and promotion for all staff; create and implement the next climate survey; and create and implement next benchmarking survey.

The following are some of the unit-level concerns identified by the 2012 Climate Survey as.

- A high number of DAA staff members experienced negative behaviors or witnessed inappropriate behaviors, most of which occurred within the respondents' offices and were perpetrated by co-workers or supervisors. It is also notable that within two clusters of offices, there were some significant findings related to individuals identifying as members of historically underrepresented groups experiencing these issues at a higher rate. Across units, the following types of actions have resulted: 1) educating supervisors related to the climate study findings and the special role supervisors play in facilitating a welcoming

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climate, 2) building a sense of community among the staff members, 3) establishing an open door policy for all supervisors so that employees can voice concerns regarding inappropriate behaviors and remarks, 4) encouraging participation, input, and consensus of all staff on projects and work, 5) improving team communication, climate, and productivity, 6) always being aware of the potential for inappropriate behaviors and comments and encouraging staff to report these incidents when they arise, 7) encouraging staff to increase their awareness by attending trainings and seminars offered on campus such as Aggie Allies and other culturally diverse programs, 8) inviting staff members to serve on AACDC subcommittees and participate in discussions of Climate Survey results, 9) asking senior level administrators to participate in the University's Difficult Dialogues Initiative, and 10) ensuring that all staff understand how to engage in constructive dialogues, file formal and informal concerns, and expectations about creating and maintaining a welcoming environment for co-workers, colleagues, and the broader community.

- Making efforts to make employees feel valued in their work. Because 21% of DAA commented that they didn't feel valued in their work, unit leaders have made efforts to find financial, non-financial, and other ways to let employees know that their work is valued. In addition, several units are stressing teamwork and collaboration to create a less stressful work environment, and encouraging leadership to emphasize the value that every team member brings to the unit.
- Understanding importance of work done. Unit leaders have made efforts to tell the staff that they are valued by the university, which was partially done to address the 36% (2012 DAA Climate Survey) that reported feelings of tremendous uncertainty. The services provided to faculty, students, and staff members are valuable and should be noted as such. The Provost has reinforced the value of staff in division-wide programs. Some units meet regularly with the unit leaders. One unit sees its strength in having a strong orientation toward service, outreach, and partnership with Texas A&M's multiple internal and external constituencies as well as a high level of awareness for including diverse populations in its outreach activities.

The following division-level strengths were identified by the 2012 Climate Survey: 1) the majority of DAA employees, regardless of group identity, felt that top administrators, faculty and staff in division and at the university level value diverse perspectives; were comfortable talking to supervisors and co-workers about equity issues; and were encouraged by supervisors to pursue professional development opportunities.

## 5) Equity

*Describe your unit's equity efforts based on data and what progress is being made to address equity issues across all applicable groups (e.g., advancement, promotion, professional development, salary, staff training and development, student leadership development, start-up packages, leadership succession planning, etc.).*

At the DAA level, the following equity efforts were reported.

- Salary equity has been examined at the university level, through a consulting firm, and all unit heads addressed issues that were identified. In addition, one unit made equity salary adjustments in the hiring process. An organizational change in 2012-2013 presented another unit with the opportunity to conduct a thorough review of titles and salaries to ensure salary equity among job titles and compensation. In a third unit, the leader, in consultation with the Academic Affairs Business Services office, annually gathers information about total compensation including merit increase history, years in current position, and professional stipends, etc., and makes adjustments, as necessary, to ensure equity.
- Many offices strive to accommodate needs of employees equitably, including family commitments, observance of religious practices, medical situations, emergencies, and educational release time.
- Several offices use established career ladders to facilitate employee advancement.
- Several offices have reviewed shared services, job duties, titles, and/or workloads, which resulted in shifting roles, cross-training, and eliminating duties no longer deemed necessary and/or shared duties. Another unit created a career ladder to facilitate equitable titles and workloads. Still another unit conducted an informal review of like-titled administrator and staff positions to identify discrepancies that are not job related.

In individual units, the following equity efforts were reported.

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- In one unit, staff members were introduced to or trained in new operational areas to develop experience for potential advancement, and a succession plan has been developed to fulfill potential staff vacancies. In another unit, a transition plan was developed for pending retirements, which will allow for some equity adjustments and promotions.
- One unit adjusted salary and provided administrative leave on the basis of merit and is providing opportunities for professional development and trainings across the board.
- Two units are developing unit equity plans and will describe progress in the Sept. 2014 accountability report.

## 6) Future Efforts

Describe your unit's strategic diversity plans or future efforts to improve your overall diversity efforts.

Future efforts related to Accountability related to Workforce Presence and Benchmarking Data in DAA are as follows.

1. Complete the division level review of hiring practices, and share findings with DAA leadership so they may consider how division hiring practices could be improved to support diversity initiatives.
2. Identify supervisor needs related to addressing diversity issues and share findings with DAA leadership.

Future efforts related to Climate in DAA are as follows.

1. Complete the implementation of DAA-wide climate survey recommendations from the DAA-wide 2012 Climate Survey approved by the leadership, including focus groups, supervisor targeted activities, and others (see recommendations in survey report for details). Share results with DAA leadership and staff members.
2. Compile and release results of the DAA-wide discussions of the 2012 Climate Survey findings and develop a plan to implement the resulting recommendations.
3. Specific units will continue doing the following.
  - a. Promote staff awareness about how to report inappropriate behaviors in the workplace
  - b. Discuss with supervisors their role in facilitating a welcoming climate particularly as related to climate survey findings and how to address inappropriate behaviors in the workplace
  - c. Use the results of climate surveys to inform equity strategies
  - d. Review the DAA Climate Survey to identify other areas in which improvement is needed
  - e. Provide opportunities for professional development and training as it relates to issues of diversity and inclusion
  - f. Provide an open and safe environment in which employees feel comfortable discussing issues that affect them
  - g. Provide reports (including the State of Diversity Report and studies of non-matriculating Black and Hispanic students) and educational opportunities for the entire university. Such programs and initiatives include Difficult Dialogues, Conflict Management Workshops, Enhancing Diversity Seminar Series, university-wide celebration of 50 Years of Inclusion, and working with various entities to facilitate climate assessments.

Future efforts related to Equity in DAA are as follows.

1. Brainstorm equity dimensions that should be considered for DAA, whether by individual units or by the entire division.
2. Investigate how these dimensions may be viably measured. In this stage, some of the dimensions may be identified as too complex to measure or difficult to identify reliable data sources for. Share these findings, by February 3, 2014, with Dr. Butler-Purry, who will take them to the ALT for discussion and input before proceeding to step 3. Request decision no later than February 21.
3. Based on information discussed and gathered in steps 1 and 2, recommend dimensions that 1) should be addressed across all units in DAA, with an implementation plan and timeline and 2) may be better addressed by individual units. Share these findings, by March 17, with Dr. Butler-Purry, who will take them to the ALT for discussion and a decision. Request decision no later than April 4.