

**Office for Diversity**  
**2017 Diversity Plan Accountability Report**  
**(Due 12/1/17)**

**Unit:** Associate Provost for Academic Affairs

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The units reporting to the Associate Provost for Academic Affairs include: The Office of Institutional Effectiveness & Evaluation, The Aggie Honor System Office, and Academic Program Review. All told, there are 17 employees across the three units and/or reporting directly to the associate provost. Individual units are small, and the directors of each work to ensure employees feel welcome and comfortable discussing issues of climate, equity and retention with unit leadership.

In last year's Diversity Plan Accountability Report, the offices under the Associate Provost for Academic Affairs identified programs and initiatives at the University of Wisconsin – Madison as similar to what the division was hoping to accomplish. This report details the goings on since that time and what has been accomplished in the past year. It should be noted that the configuration and scale of programs previously highlighted do not necessarily compare to that of the division, so much of the content is original and designed specifically with the division in mind.

1. **Recruitment.** Assess what you have learned recently from your peers and describe future plans, including barriers, to attain a strong, demonstrable presence of diversity in our faculty, staff, students, and administrators.

The staff within the division is more diverse than it was a year ago, and the leadership believes the continued efforts to hire a more diverse staff were a success. There were three full-time position hires made in the unit (two in the Office of Institutional Effectiveness & Evaluation and a third in the Aggie Honor System Office) over the course of the time period covered by this report. Two of the three were women, one from a historically underrepresented group, with the third being male, also from a historically underrepresented group. Each was hired from diverse applicant pools.

At the current time, there are no additional full-time employee searches underway, nor are there any planned for the immediate future. If such positions become available, particular attention will be paid to the recruitment and hiring of diverse individuals. These strategies might include, as utilized during 2016 and practiced at the University of Wisconsin – Madison, working with Human Resources to ensure widespread publication of available positions to help create a more diverse applicant pool.

2. **Retention.** Assess what you have learned recently from your peers and describe future plans, including barriers, to retain diversity in our faculty, staff, students, and administrators.

Over the course of the past year there were only two departures from the Unit. One individual retired after more than twenty nine years of service to Texas A&M University, and another employee relocated to another division at Texas A&M University (both of were white males). The vacated position created by the employee transferring to another division led to a reclassification of that position, which led to an increase in the salary for the new hire to match the set of skills being sought for the replacement. The individual hired into the reclassified position was one of the two females discussed in the previous section.

The unit also ensures that resources for professional development are made available not only to reinforce and strengthen skills necessary for the positions in the unit, but also as a benefit of working for the organization. Professional development is valued across the unit with staff members given the opportunity to travel to professional conferences and participate in other forms of professional development such as Employee and Organizational Development (EOD) trainings and division-level workshops and informationals. This is a continuing priority (more information is provided in the Equity section of this report).

3. **Unit Climate.** Assess what you have learned recently from your peers, including campus and unit climate assessment data and describe future plans, including barriers, to enhance the educational environment where the opportunity to fully participate does not inappropriately or unintentionally depend on elements of an individual's identity.

During the 2015-2016 academic year, the Associate Provost Leadership Team initiated quarterly meetings focused on particular climate issues of relevance to the work the offices across the unit engage in and/or climate issues of significance on campus. These quarterly meetings will continue during the 2017-2018 academic year bringing together staff from across the unit to explore issues related to diversity and inclusion and to reinforce a positive climate across the unit. The content of two of the meetings will focus on climate or diversity related issues, including topics such as microaggressions, work place climate, and the experiences of historically underrepresented groups on campus that each of the offices in the unit serve. The other two meetings will be more social in nature, giving the members of the unit time to share experiences in a casual atmosphere. It should be noted that the quarterly meetings focused on climate related issues go above and beyond the minimum requirements for the online *Introduction to Diversity and Inclusion* web training, of which all members of the unit have completed, and two additional diversity and inclusion related trainings, particularly because many staff members also participate in a variety of other diversity and inclusion workshops on their own. Leadership in the unit will continue to identify relevant topics for conversation, with input from staff across the unit, particularly as they relate to current needs related to diversity, equity, climate, and inclusion.

It is also worth noting that, when conflict does arise, staff in the unit utilize campus resources to address the conflict swiftly and directly. During the past year, resources available through Human Resources and Organizational Effectiveness (HROE) were utilized to address a workplace conflict. Through this experience, employees were able to address their concerns, leading to a strengthening in working relationships and climate in the unit.

Finally, it should be noted that the unit plays a significant role in helping to promote conversations about diversity, climate, equity, and inclusion at Texas A&M University through data collection and analysis. During the past year, significant institution-wide assessment efforts, coordinated by leadership and staff within the unit, focused on transformational learning experiences, particularly the impact of opportunities provided for first-generation students, students of color, and other historically under-represented groups. These efforts contribute to the enhancement of the educational environment across the university, particularly for students from under-represented groups. These efforts will continue, particularly as they relate to educational experiences for first generation students and students of color. Collaborative work with peer institutions engaged in similar initiatives is underway, using shared instruments such as the Student Experience in the Research University (SERU) with the goal of increasing the effectiveness of these initiatives and leading to more impactful work on this front.

4. **Equity.** Assess what you have learned recently from your peers to address equity issues in your unit and describe future plans, including barriers, to address equity or inequity in your unit (e.g., advancement, promotion, professional development, salary studies, staff training and development, student leadership development, start-up packages, leadership succession planning, etc.).

During the past year there was some personnel shifting in the unit which occurred as a result of the departures mentioned previously. As indicated earlier, one vacancy created by the individual who moved to another division led to a reclassification of the position from a Program Coordinator I to a Program Coordinator II, with higher pay and more responsibilities; this position was filled by a woman. Another position was reclassified, with an increase in pay following the review of responsibilities and efforts to ensure pay equity when she took on additional responsibilities following the retirement of another employee.

Professional development opportunities provide another way in which equity can be addressed and promoted. During the previous year, four individuals across the division completed, or are currently completing, training for professional certifications. Two individuals are now certified Tableau Desktop Qualified Associates, one individual has completed Professional Development certification program offered by HROE, and another individual is in the process of fulfilling the requirements for the same. Several employees across the division also traveled this past year to attend conferences for professional development in their specific content areas.

Finally, the Aggie Honor System Office relies heavily on the support and work of students who participate as members of the Honor Council. The professional development of these students is of the utmost importance for the office to effectively fulfill their responsibilities in an equitable manner. Therefore, over the past year, the office has ensured that professional development opportunities are provided for student honor council members including in-class training, monthly sessions on issues related to academic integrity, and support for student travel to attend professional development trainings.

In the future, leadership in the unit will continue to emphasize professional development opportunities, particularly those related to the roles and responsibilities individuals have in the organization.