

2016 University Diversity Plan Accountability Report

Reporting Unit: Undergraduate Studies (U.S.)

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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.

1. What strategies are your peer institutions using to address recruitment of students, faculty, and staff in their units or departments? How do peer institutions compare to what your unit is doing?

In alignment with peer institutions (UC San Diego, University of Florida, and the University of Texas), Undergraduate Studies (US) at Texas A&M University seeks to recruit a diverse pool of applicants by posting to a variety of job recruitment tools. For example, in addition to the University’s main HR job posting site, US posts to job sites such as higherjobs.com and the Chronicle of Higher Education, like our peer institutions. Additionally, US reaches out to constituent networks that target diverse groups such as the African-American Professional Organization (AAPO) and the Hispanics Professional Network (HPN).

2. In light of peer comparison findings, are there any plans to modify current or add new unit level strategies? Why or why not?

US is consistent in recruitment with our peer institutions. However, we do seek to expand our applicant pool as much as possible to ensure a diversity of candidates. To do this, we employ additional methods such as the following:

- **Including supplemental questions on the application on the candidates’ philosophy, visions and experience with regard to support of diversity initiatives or diverse student populations**
- **Working to create outreach materials that reflect a unit friendly to a diverse audience**
- **Considering diversity in broad terms—sex and ethnicity, yes, but also educational background (institutional variety), area of expertise (major, other training), upbringing (area of country or countries lived in), sexual orientation, gender identification, religion, or political leanings where that is volunteered in the applicant’s materials or interviews).**

The largest student population with in Undergraduate Studies lies in Transition Academic Programs (TAP). The role of TAP is to provide academic advising, administrative support, accurate and timely information, and advocacy for students already admitted to the university. There are no goals of student recruitment, nor student recruitment initiatives within TAP.

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Figure 1. Comparison of TAMU, TAP, and UT Diversity , Fall 2015

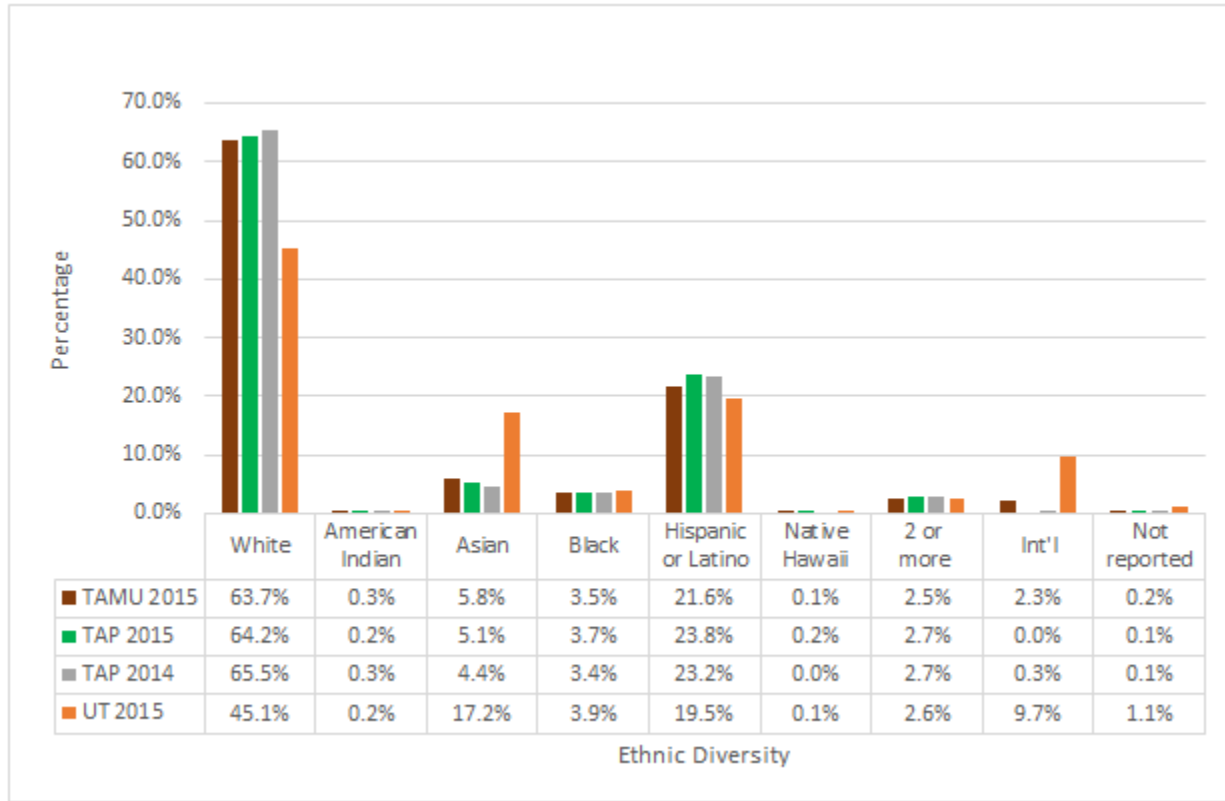


Figure 1 compares the diversity of students at TAMU with the diversity of students at the University of Texas (UT), a peer institution. Simply stated, the student population at TAMU is not as diverse as the student population at UT. Having established this fact, the student subpopulation of the programs within TAP are slightly less diverse than TAMU as a whole.

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

1. What strategies are peer institutions using to address retention of students, faculty, and staff in their units or departments? How do peer institutions compare to what your unit is doing?

US is also aligned with several peer institutions in regards to retention of staff. For example, units within US incorporate a mentor program for new staff. Georgia Tech University as a whole has a mentor program for new staff using Employee Resource Groups with Champions for interest groups (ethnic, gender, etc.). While not as extensive as Georgia Tech’s program that is offered to the entire university, one unit within US (Study Abroad) offers a mentor program for new staff that pairs them with a seasoned staff member and work closely with the assistant directors during their training, the first year.

2. In light of peer comparison findings, are there any plans to modify current or add new unit level strategies? Why or why not?

Maintaining a qualified, diverse staff is paramount in US. Several techniques are employed throughout US to accomplish this:

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- **Implementing accommodations for staff members due to health, disability, and/or personal circumstances. Support has retained valuable employees, as well as enabled them to continue to improve and/or excel in work performance.**
- **Providing professional development opportunities for staff to enhance their knowledge and job performance**
- **Encouraging staff to use the Wellness Release time implemented by the university**
- **Encouraging staff to attend university sponsored events in relation to diversity such as the MLK Breakfast and Women Wealth & Wisdom Conference**
- **Providing merit raises and one time merit when funds and job performance permit**
- **Offering flexible scheduling and the ability to work remotely to the extent compatible with their responsibilities to staff with emotional, physical, or care-taking needs**

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.

- A. What strategies are peer institutions implementing to address climate for students, faculty, and staff in their units or departments? How do peer institutions compare to what your unit is doing?

Offices within US report satisfaction with the climate in particular units. Many peer institutions employ strategies similar to Texas A&M University to create a positive and safe climate. Examples include the University of Florida (providing incentives to staff for diversity efforts by establishing an award program for staff related to increasing/promoting diversity efforts—similar to AACDC mini-grants); and the University of Minnesota (audit of existing print and electronic publications to ensure equity and diversity are represented verbally and visually—Undergraduate Studies was awarded a mini-grant and brought in Kathy O’Bear, diversity educator. Dr. O’Bear provided a ½ day workshop to all of US. As part of a follow up with US leadership, she provided labels and each label represented an underrepresented group. US has encouraged all units to keep these groups in mind when designing publications, included but not limited to websites, pamphlets, and brochures).

- B. In light of peer comparison findings, are there any plans to modify current or add new unit level strategies? Why or why not?

Providing a friendly, open and inclusive work environment is very important to the leadership of US. To align with the findings at peer institutions, units within US employ the following strategies to ensure a positive, safe work environment:

- **Encouraging staff to submit proposals for the AACDC Diversity Mini-Grant**
- **Participating in Strengths Quest workshops as units to discuss how to leverage the diversity of strengths in the workplace**
- **Promoting the Enhancing Diversity Seminar Series**
- **Working to keep lines of communication open so that staff can provide input into their experiences, including time at annual reviews**
- **Holding facilitated staff retreats and social events to create a collegial work environment and opportunities for colleagues to engage with one another and share ideas informal setting.**

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.*).

- A. What strategies are peer institutions using to address equity and perceptions of inequity for students, faculty, and staff in their units or departments? How do peer institutions compare to what your unit is doing?

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Two peer institutions stand out in regards to strategies in the area of equity: UC San Diego, which has an enrichment program to help new and existing functional managers understand leadership roles and duties; and UC Davis, which monitors hiring processes, salary and promotions. The UCSD program has similarities to offerings through TAMU and EOD, such as the leadership institute and the supervisor training certification. UCD is consistent with how AACDC has conducted hiring process reviews. These reviews are available to all units in Academic Affairs, including Undergraduate Studies.

B. In light of peer comparison findings, are there any plans to modify current or add new unit level strategies? Why or why not?

Strategies in US in regards to equity include the following:

- Providing merit-increases and paid administrative leave to full-time staff members for excellent work performance
- Allowing flex schedules to accommodate some of the staff needs due to health issues, enrollment in a course, family needs, FMLA, etc.
- Promoting staff when job duties warrant it
- Providing equity adjustments to align staff with comparable positions within US, Academic Affairs and the University as a whole

Below are units within US and their staff comparisons to similar units at the University of Texas (UT). These represent the larger units within US. While there are some units that are considerably diverse, there are others that do not have as diverse a staff. The recruitment strategies above are employed when positions become vacant and are able to be filled:

Transition Academic Programs:

Figure 2

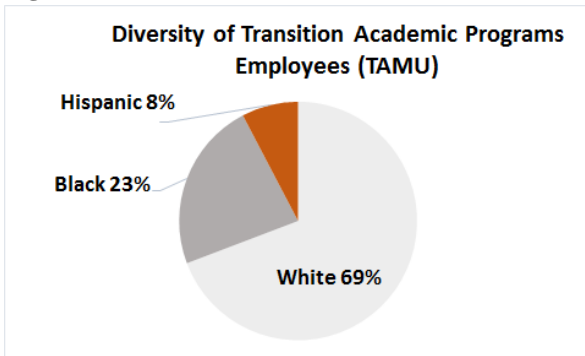
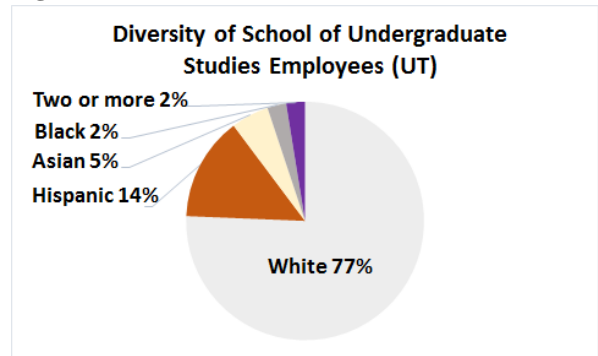


Figure 3



LAUNCH:

Table 1

	African American		Latino or Hispanic		Two or more		White	
	Female	Male	Female	Male	Female	Male	Female	Male
UT F15	1		2				6	3
TAMU F15	2		3	1		1	8	5
TAMU F16	2	1	1	2		1	4	2

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Academic Success Center (no UT Comparison Data):

Race/Ethnicity	Gender	Number			Percent			Year % Change
		2014	2015	2016	2014	2015	2016	
White	Women	10	12	10	76.9	80	83	+3%
	Men	3	3	2	23	20	17	-3%
Total		13	15	12	72.2	75	67	-8%
Black or African American								
	Women	2	2	2	50	67	67	0%
	Men	2	1	1	50	33	33	0%
Total		4	3	3	22.2	15	17	+2%
Hispanic or Latino/a								
	Women	1	1	2	100	50	67	+17%
	Men	0	1	1	0	50	33	-17%
Total		1	2	3	5.5	10	17	-7%