

**2014 Academic Affairs Climate Survey Recommendation Updated Tracking Sheet (last updated June 19, 2017)**

<b>Recommendation</b>	<b>Status</b>	<b>Completion Date or Next Steps</b>
<b><u>Survey - Related</u></b>		
1. Determine effective method to analyze sub-groups or clusters or units within Academic Affairs to inform targeted interventions to improve climate.	This was shared with the 2017 Climate Survey Subcommittee Chair in May 2017.	
2. Determine what other survey-related changes may be needed to enhance the effectiveness of the 2017 Division of Academic Affairs Climate Survey	This was shared with the 2017 Climate Survey Subcommittee Chair in May 2017. One key change to be made is that the committee will not conduct a full survey. They will instead dig into the data already obtained and identify other findings and potential recommendations.	<b>Completed May 2017</b>
<b><u>Engagement - Related</u></b>		
1. A group of targeted mid-level managers and other staff members with diverse backgrounds and perspectives should be assembled to work with AACDC to review the findings and develop a draft set of recommendations. This draft set of recommendations has been completed and they are provided in a separate report, "The Texas A&M Division of Academic Affairs Focus Group Input on Climate and Diversity". Engagement by key mid-level managers and diverse staff is essential to ensure buy-in toward implementing recommended interventions as well as helping these groups to feel part of the process.	1. On January 20-21, 2016, a group of mid-level managers and other staff members with diverse backgrounds and perspectives participated in a facilitated group discussion to review key findings and to provide recommendations to address these issues. These approximations are provided in Appendix G.	<b>Completed, January 2016</b>
2. Academic Leadership Team members reporting to the Provost and whose units are represented in the climate survey findings should work with AACDC leadership to review the findings and draft recommendations. Discussion within this group would provide the strategic level perspectives inherent in the new Diversity Plan Accountability Report format unveiled in June 2015 and	2. On February 17, 2016, the AACDC presented the findings and draft recommendations to the Provost and the Academic Leadership Team. The following set of final recommendations was subsequently developed by the team.	<b>Completed, March 2016</b>

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implemented in Fall 2015.		
3. Both review groups should consider progress made in addressing the recommendations of the 2012 Climate Survey report, bearing in mind the short timeframe during which these recommendations have been implemented.	This issues was raised with both review groups in the aforementioned discussions	<b>Completed, April 2016</b>
4. The AACDC Subcommittee for Recruitment and Retention should consider in their discussion and recommendations the new survey data related to respondent perceptions about advancement and promotion.	The preliminary findings of the new survey questions about this subject were shared with the subcommittee prior to the release of its report in November 2015, so these data are addressed in their recommendations.	<b>Completed, November 2015</b>
5. Following the identification of preliminary recommendations from leadership and selected staff members, all employees within the Division of Academic Affairs should be given the opportunity to engage in a review of and response to issues and recommendations about next steps, potential interventions, and ways to reward outstanding efforts, is recommended.	In her email of April 19, 2016, the Provost asked that “by September 1, 2016, directors and others in leadership positions make time in one of their upcoming staff meetings to discuss the results of this survey and be aware of the recommendations made by the leadership team that will be implemented by AACDC in the next few years.”	<b>Completed, September 2016</b>
6. Engage a faculty member with expertise in diversity surveying to facilitate the climate survey implementation, analysis, and reporting process in future iterations of the Division climate survey. Other units do this as a way to expedite report creation post survey and to gain cutting edge insights and expertise on issues raised in the findings.	There was a decision made not to conduct the full survey, but the analysis work to be done of existing data may still involve a faculty member who would be hired to do this. The Chair of the subcommittee has been notified about this.	<b>Completed, May 2017</b>
<b><u>Final Recommendations</u></b> (from engagement recommendations 1 and 2 above)		
1. Develop a diversity/inclusion training program that is made available to all Academic Affairs staff, building on offerings available from the office of Employee and Organizational Development (EOD). A diversity educational effort that includes all staff and consists of their completion of the Introduction to Diversity & Inclusion training that is offered online by EOD. Then, there should be recommended follow-up of two additional courses (with at least one face-to-face)	<ol style="list-style-type: none"> <li>1. AABS will track staff completion of Intro to Diversity &amp; Inclusion course and assign it to all who have not completed it since January 1, 2016, and to new hires.</li> <li>2. Reminders will be sent explaining the above and reminding supervisors that they will need to track completion of additional two courses.</li> </ol>	

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<p>offered by EOD. One of these two additional courses should focus on the issues identified in the climate survey results as critical needs (micro aggressions, negative diversity, positive climate, invisibility, and generational differences). The second course should address cultural differences. To facilitate accountability, the goal is 100% participation in the online course by August 31, 2017, and 50% participation in the follow-up course by December 31, 2018.</p>		
<p>2. Work with Academic Affairs Business Services (AABS) and Human Resources on a marketing strategy to address promotion and advancement opportunities in conjunction with the anticipated roll-out of the new System Pay Plan. Any strategy must include information on career ladders and their limitations and reasonable expectations for promotion (including upper limits of some positions). As part of this effort, compile a set of development ideas that the employee can do to enhance their ability to be promoted or obtain advancement (i.e., not just job performance). For example, some ideas for inclusion might be to seek out a mentor or coach, become a person of possibility, attend training or workshops valued by their department, head, etc.</p>	<p>AACDC will begin to work with AABS on the "guide to promotion" while we wait for System-Wide Pay Plan details to be released.</p> <p>Rachelle Dudley, AACDC member is working on this project.</p>	
<p>3. Enhance the summer supervisor workshop for Academic Affairs to include sessions that include how to develop staff, how to improve climate, and how to recognize and address inappropriate stress levels. The goal is 65% participation.</p>	<p>2016 Summer Supervisor Workshop included group discussions on developing staff and addressing inappropriate stress levels. Attendance was 51% (161 of 313 supervisors). While it did not reach the 65% goal, new units have been added and the number of participants exceeded 2014 attendance by almost 60 people.</p>	<p><b>Completed July 2016</b></p>
<p>4. Initiate an ideas' competition for improving climate, efficiency, or operational effectiveness within Academic Affairs. The top idea can actually be implemented and would be recognized in some manner.</p>	<p>Subcommittee has been created, headed by Stephanie Matlock. Initial report has been reviewed and edits requested.</p>	
<p>5. Investigate programs that help employees address their well-being as a person. Explore and make recommendations for options that may include healthy eating, exercise, personal financial management strategies, support/accountability. The University has many options, but</p>	<p>President Young has initiated a Well ness Program that provides opportunity for exercise during the work day. Given this occurred after the recommendation, we consider this as being completed since the wellness website gathers</p>	<p><b>Completed June 2016</b></p>

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they are "hide-and-seeK" opportunities that staff members have to find.	the information in one spot for all on campus.	
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