

2015 Annual Diversity Plan Accountability Report

Reporting Unit Texas A&M University at Galveston
Report Contact Name Donna C. Lang

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Contact email Langd@tamug.edu

Purpose: The purpose of this report is to assess the evidence for – and progress towards- respect for diversity in your unit. Please select the most impactful and transformative diversity-related strategies that have advanced the mission of your unit and the institution by addressing recruitment, retention, campus climate, and equity.

Institutional Context

As a branch campus of Texas A&M University, Texas A&M University at Galveston (TAMUG) is a special purpose institution of higher education for undergraduate and graduate instruction in marine and maritime studies in science, engineering, and business, and for research and public service related to the general field of marine resources. TAMUG programs focus on the scientific, technical, business, socioeconomic, and environmental policy issues concerning the oceans, coastal regions, and maritime industries.

TAMUG is committed to being the premier university for ocean and coastal studies on the Gulf Coast by providing enriching educational, research and service programs. In addition, TAMUG is committed to ensuring that the Texas A&M Maritime Academy is the premier Merchant Marine Academy in the United States.

The context for this report reflecting a branch campus is entirely different than a college or division within the larger university. Although, the size of all areas are smaller, this report includes the full breadth of university services including academic affairs, student affairs, residence halls, financial aid, physical plant, admissions, police, etc. etc.. The academic breadth includes science, engineering, business, agriculture, geosciences, liberal arts, and public policy.

While the specialization of the campus, small size, and strong informal communication yield strong relational bonds, the specialization also has cultural issues. TAMUG fully accepts our role to create leadership and access in the marine and maritime industries for a more diverse population than has been historically represented. Over time, these parameters have changed but the industry is still not fully inclusive. Significant efforts must be sustained to create pioneers across all groups to break through these barriers and create new opportunities for those that follow.

TAMUG is committed to service and outreach. TAMUG hosts one of the largest educational outreach programs in the Texas A&M University System. In one year, TAMUG outreach programs will touch approximately 8,000 students including residential Sea Camps, Sea Campus Kids day camps, Sea Squirts for ages 4 & 5, Winter Camp, elementary school classroom tours on oyster ecology in partnership with Texas Parks & Wildlife, Traveling Shark Show, 6th grade Wetlands field trip program for all Galveston County schools, Galveston Children's Museum, Ocean Bowl, Galveston Maritime Camp, Galveston Ocean Engineering Camp (THECB sponsored) and more. The outreach program is a credit to the campus in many ways. It operates with 5 fulltime staff and is fully self-supporting.

Climate & Inclusion Committee- The committee charged specifically with diversity issues, renamed this year as the TAMUG Committee on Climate and Inclusion, is chaired by the Assoc. Vice President of Academic Operations reporting to the CAO. The committee includes four members of the executive cabinet-as well as faculty, directors, staff, and students. The committee meets quarterly on a variety of topics and has directly engaged this year in: a strategic plan for diversity (within the framework of TAMU), a launch of a strategic enrollment management process, enhanced communications, a CEO Statement on Diversity, a shared vision statement of the executive team, directed resources, and increased program support. The level of engagement and support is significantly higher than three to four years prior.

ADMINISTRATION AND STAFF

RECRUITMENT: Strategies identified to enhance recruitment initiatives include increased engagement in the staff recruiting process, stepped up efforts to recruit individuals who qualify for a veteran's preference and individuals with disabilities, and monitoring of vacant positions to determine where opportunities exist to recruit traditionally underrepresented populations. While statistics for budgeted staff hires for the past 5 years indicate fluctuations from year-to year, FY 2015 shows the most promising results for both gender and racially diverse hires with a 56.82% female to 43.18% male hire rate and 40.91% minority to 59.09% white hire rate (see chart below for additional detail). Workforce demographics indicate that the Executive job group is an area for which under-representation of females and minorities needs to be addressed. While some progress has been made toward more gender diversity in this category, racial diversity has seen no improvement during the past 5 years (see chart below for additional detail).

TAMUG has traditionally had a good representation of veterans in its workforce. Currently, veterans comprise 9.05 % of the employee population compared to 8.3% in 2014, 8.75% in 2013 and 9.20% in 2012. We hope to be able to increase these numbers with additional recruitment efforts targeting this group. An individual from the HR staff was recently appointed to the role of Veteran Liaison responsible for promoting the hiring of veterans by ensuring job advertisements are placed in targeted publications, attending veterans job fairs, monitoring applicant pools for qualified veteran applicants, assisting departments with S.B. 805 and Affirmative Action Plan compliance, serving as a resource for veterans with employment related concerns or complaints, etc. Plans are also in place to step up efforts to recruit individuals with disabilities utilizing these same strategies.

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Budgeted Staff Hires (2011-2013 figures adjusted to exclude operations outsourced in 2013)						TAMUG Executive Job Group (includes job groups 1A & 1B)					
Sex	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Sex	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Female	20	76.92%	20	71.43%	14	60.87%	18	69.23%	25	56.82%	
Male	6	23.08%	8	28.57%	9	39.13%	8	30.77%	19	43.18%	
Total	26	100.00%	28	100.00%	23	100.00%	26	100.00%	44	100.00%	
Race/Ethnicity						Race/Ethnicity					
White	19	73.08%	23	82.14%	18	78.26%	19	73.08%	26	59.09%	
African American	0	0.00%	0	0.00%	3	13.04%	3	11.54%	4	9.09%	
Hispanic	2	7.69%	3	10.71%	2	8.70%	3	11.54%	7	15.91%	
Asian	4	15.38%	0	0.00%	0	0.00%	1	3.85%	5	11.36%	
Two or more races	1	3.85%	2	7.14%	0	0.00%	0	0.00%	2	4.55%	
Total	26	100.00%	28	100.00%	23	100.00%	26	100.00%	44	100.00%	
Race/Ethnicity						Race/Ethnicity					
White	29	85.29%	28	87.50%	26	89.66%	24	88.89%	29	87.88%	
African American	1	2.94%	1	3.13%	0	0.00%	0	0.00%	0	0.00%	
Hispanic	3	8.82%	3	9.38%	3	10.34%	3	11.11%	3	9.09%	
Asian	1	2.94%	0	0.00%	0	0.00%	0	0.00%	1	3.03%	
Two or more races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	
Total	34	100.00%	32	100.00%	29	100.00%	27	100.00%	33	100.00%	

Budgeted Staff Workforce (2011-2013 figures adjusted to exclude operations outsourced in 2013)						
Sex	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	
Female	86	57.72%	91	60.67%	92	58.97%
Male	63	42.28%	59	39.33%	64	41.03%
Total	149	100.00%	150	100.00%	156	100.00%
Race/Ethnicity						
White	110	73.83%	114	76.00%	116	74.36%
African American	9	6.04%	9	6.00%	10	6.41%
Hispanic	23	15.44%	19	12.67%	22	14.10%
Asian	7	4.70%	6	4.00%	7	4.49%
Two or more races	0	0.00%	2	1.33%	1	0.64%
Total	149	100.00%	150	100.00%	156	100.00%

RETENTION: TAMUG has worked to create an open and welcoming environment where all employees have the opportunity to be successful. In order to receive accurate and timely feedback on our efforts, we have implemented multiple venues through which individuals have an opportunity to provide feedback or raise concerns about the workplace. For the 2014 and 2015 academic years, online exit survey results indicate the most common reasons for separation are 55% for a better job opportunity, 33% returning to school, and 22% retiring (please note that multiple selections are available). No issues related to diversity or discrimination were cited, but results did reveal that separating employees felt cooperation and communication within the campus community had some room for improvement.

Our Employee Professional Development Program was recently enhanced with the addition of general sessions and mini-academies. These events were well attended with over 30% of the staff population participating in at least one training opportunity (up from 16% last year) and 43% of this group participated in multiple trainings. Evaluation scores received for the program rated sessions an overall 4.06 out of 5 (81% satisfaction rating). Additionally, a leadership development program based on "The Leadership Challenge" was introduced and completed by 9 upper level administrative officials in the Fall of 2014 and plans are in place for a group of mid-level management personnel to take the training in Spring 2016. Going forward, we have joined with TAMU EOD in a pilot program to train our trainers as a way to provide additional subject matter expertise to our existing program.

The TAMUG Staff Counsel has been making strides to become more engaged with staff members through numerous on campus activities and events. This group is also moving to promote their function to serve as a liaison with the administration on issues that impact staff. Recently, a staff member at TAMUG was elected to serve on the TAMU Staff Counsel and our employees were deemed eligible to receive benefits from the TAMU Staff Emergent Fund. Efforts are currently underway to see if participation in the TAMU Employee Scholarships Program might also be available. (TAMUG currently has a small program available- 1 course per term).

CAMPUS CLIMATE: Some of the initiatives currently underway to improve campus climate have been directed toward wellness, Title IX, and work-life balance opportunities. 2015 was a year of many successes for TAMUG's Wellness Program - the name "*AIM Well*" was adopted, a logo created, mission statement approved, policies updated, Facebook page introduced, wellness team formed, and, we have experienced a 33% increase in participation rates. Title IX outreach and compliance efforts have been stepped up with the introduction of a targeted in-person training program for staff, appointment of 2 additional Campus Deputy Coordinators, training of 10 certified investigators, updating of the Title IX website, and participation in TAMU's "Step In and Stand Up" campaign. New work-life balance initiatives have also become available through A&M System sponsored activities as well as local initiatives including the TAMUG wellness program, professional development program, staff counsel activities, and community services like the State Employees Charitable Campaign which realized a 43% increase in contributions from last year. We continue to target opportunities to take advantage of flexible scheduling, alternate work location, and similar programs, but survey results indicate there is more that can be done in this area.

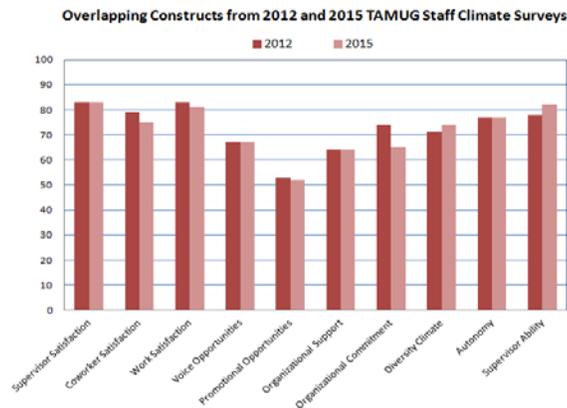
Staff climate surveys were administered between January 13 and January 30, 2015 and again between May 5 and May 29, 2015. These surveys received a 59% and 49% response rate respectively. The results of these surveys indicate that employees feel positively toward their work environment. Respondents reported the lowest levels of satisfaction with pay equity and promotion

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opportunities while the highest levels of satisfaction were attributable to their supervisor. In general, employees perceive the organization as supportive and are satisfied with coworker relationships. There was relatively low work-to-family conflict reported and responses were positive for various aspects of work-family culture, however, employees reported using few work-family practices. Responses show above average levels of satisfaction with voice opportunities and organizational commitment (albeit with a decline from 2012 to 2015). Detailed results and a comparison of overlapping constructs from 2012 and 2015 staff climate surveys can be found below.

Overall Results (1 = strongly disagree; 5 = strongly agree)				
<i>Note: For purposes of the Disagree, Neutral, and Agree columns, Disagree = 1.0 to 2.49, Neutral = 2.5 to 3.49, Agree = 3.5 to 5.0.</i>				
Construct	Mean	Agree	Neutral	Disagree
Pay Equity	2.6	21%	28%	51%
Supervisor Satisfaction	4.2	81%	14%	5%
Coworker Satisfaction	3.8	72%	24%	4%
Work Satisfaction	4	79%	17%	4%
Voice Opportunities	3.3	46%	46%	8%
Promotion Opportunities	2.6	17%	39%	44%
Development Opportunities	3.5	64%	25%	11%
Supervisor Abilities	4.1	75%	20%	5%
Supervisor Behavior	3.9	77%	16%	7%
Organizational Support	3.2	42%	41%	17%
Organizational Commitment	3.3	48%	36%	16%
Work-to-Family Conflict	2.8	24%	38%	38%
Managerial Support	3.5	57%	39%	4%
Diversity Climate	3.7	63%	37%	0%
Autonomy	3.9	78%	18%	4%
Job Demands	3.4	41%	49%	10%
Work Ethic	3.8	78%	22%	0%



Results of the surveys revealed fairly few meaningful differences across functional areas and there were relatively few differences between respondents based on demographic variables. Of particular interest, 63% of respondents felt that TAMUG has a diverse campus climate and 51% had concerns about pay equity. We are moving forward with plans to appoint a Staff Ombudsperson in an effort to provide additional opportunities for individuals to raise concerns and understand options.

EQUITY: As indicated in exit and staff climate surveys, pay equity has been identified as one of the biggest concern for TAMUG staff employees. As such, an internal salary parity study was conducted this past summer. Salary data specific to higher education was used with criteria based upon enrollment size, budget quartile, and Carnegie Classification. Results were presented to senior leadership, however, a decision was made to wait for the completion of the PwC Classification & Compensation Project to determine how best to use this information. An equity salary pool has been built into the FY 2016 budget to address some of these concerns as appropriate. While the PwC Project is not officially complete at this time, they have determined that TAMUG is part of a labor market (Houston Metropolitan area) where salaries are somewhat higher than the standard across the state of Texas. We have traditionally experienced difficulties competing for labor in this market and are hopeful that this information will help determine suitable levels of compensation for staff going forward. Promotional opportunities were also identified as concerns by staff and will be monitored to ensure equitable processes are in place and adhered to.

Survey data suggests that staff feel TAMUG's professional development and training opportunities are generally sufficient and offered on an equitable basis. With the introduction of the Leadership Challenge Program and ongoing modifications to the Employee Professional Development Training Program, we hope to continue this trend. As is the case with our training programs, wellness events and activities are open to all staff for participation.

STUDENTS

RECRUITMENT: TAMUG is currently working with a market research firm to survey current students and students that were accepted for the previous three semesters to environmentally scan our community and review market competition as part of our data-

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informed Strategic Enrollment Management (SEM) Planning process for new freshman and transfer student recruitment. TAMUG identified the top feeder high schools and community colleges to initially target historically underrepresented feeder institutions to expand the geographic diversity of our recruitment outreach. This included visits with UT Austin and TAMU during the fall Texas Together Counselor Updates throughout the state, recruitment at TACRAO college fairs and nights, and at public and private HS's throughout the state, contacting 15,000 Texas spring community college graduates about transfer admissions merit scholarships, engaging community college Phi Theta Kappa honor society chapters through purchasing their lunches and attending their meetings, through the Levy scholarships and Terry scholarships, targeted out of state recruitment along the Gulf Coast for campus open houses and College Board Student Search list purchase nationally to incorporate students from a plethora of unique backgrounds. In addition, TAMUG attends community events like the Houston Hispanic Forum to form an increasing community of talented scholars. The SEM process identified three major goals including representation and success of underrepresented populations.

Fall 2011-Fall2015 Students by Race/Ethnicity and Level as a percent of Total Enrollment																	
Race/Ethnicity by Gender			Fall 2011			Fall 2012			Fall 2013			Fall 2014			Fall 2015		
			Level			Level			Level			Level			Level		
	Gender		GD	PB	UG												
Asian	Gender	F	0.0	0.0	0.5	0.0	0.0	0.5	0.0	0.0	0.5	0.04	0.0	0.8	0.09	0.0	0.7
		M	0.0	0.0	0.9	0.0	0.0	0.9	0.05	0.05	1.0	0.04	0.0	1.1	0.09	0.0	1.1
Black	Gender	F	0.04	0.0	0.7	0.0	0.0	1.1	0.0	0.0	0.8	0.0	0.0	0.7	0.0	0.0	0.6
		M	0.0	0.04	1.0	0.0	0.0	0.9	0.09	0.0	1.2	0.09	0.04	1.0	0.04	0.04	0.9
Hisp	Gender	F	0.1	0.0	5.9	0.1	0.0	6.6	0.2	0.0	6.2	0.2	0.0	7.0	0.2	0.0	6.9
		M	0.09	0.04	6.9	0.2	0.05	7.3	0.09	0.05	7.7	0.09	0.0	8.0	0.09	0.0	8.3
Int	Gender	F	0.3	0.0	0.2	0.4	0.0	0.1	0.4	0.0	0.1	0.3	0.0	0.1	0.5	0.0	0.09
		M	0.1	0.0	0.3	0.0	0.0	0.3	0.2	0.0	0.3	0.4	0.0	0.3	0.4	0.0	0.3
Nat Am	Gender	F	0.0	0.0	0.5	0.2	0.0	0.3	0.0	0.0	0.05	0.0	0.0	0.04	0.0	0.0	0.2
		M	0.04	0.0	0.2	0.0	0.0	0.3	0.0	0.0	0.3	0.0	0.0	0.3	0.0	0.0	0.2
Mixed	Gender	F	0.04	0.0	1.2	0.0	0.0	1.2	0.0	0.0	0.7	0.0	0.0	1.2	0.04	0.0	1.0
		M	0.04	0.0	1.5	0.05	0.0	1.9	0.1	0.05	2.0	0.2	0.0	2.1	0.0	0.0	1.7
Hawaiian	Gender	F	0.0	0.0	0.09	0.0	0.0	0.1	0.0	0.0	0.05	0.0	0.0	0.1	0.3	0.0	0.2
		M	0.04	0.0	0.1	0.05	0.0	0.2	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.04
Unk	Gender	F	0.0	0.0	0.09	0.0	0.0	0.1	0.0	0.0	0.09	0.1	0.0	0.2	0.04	0.0	0.1
		M	0.04	0.0	0.2	0.0	0.0	0.2	0.0	0.0	0.09	0.04	0.0	0.2	0.09	0.0	0.1
White	Gender	F	1.5	0.0	23.3	1.8	0.2	26.6	2.0	0.2	26.0	1.8	0.01	24.9	2.2	0.09	24.7
		M	1.2	0.1	40.8	2.5	0.6	44.8	2.8	0.5	46.0	2.6	0.0	45.9	2.8	0.04	46.0
Total Enrollment			2305			2014			2174			2305			2324		

RETENTION: There was an increase in the number of students (n=2,324) attending TAMUG. For both the undergraduate and graduate populations, there was an increase in students who self-identify as Hispanic (+2.6%) and International (+7.7%). Furthermore, in 2013 out of 531 UG students, the first year retention rate was 83.05% (n=441), which holds steady from the retention rate of 2012. Efforts to retain and recruit diverse graduate students include: student ambassador/mentoring program for graduate students; targeted fellowships, and a graduate REU project. Student contribution to TAMUG's diversity mission has been added a dimension as part of all scholarships and awards given to graduate students. Efforts to retain diverse undergraduate students include: centralized advising and integrated success coaching for first and second year students; Louis Stokes Alliance for Minority Participation (LSAMP) program, and; create and support social safe spaces for students.



First LSAMP participant workshop
Featured Guest, Dr. Ashanti Johnson (OCNG '99)

Pictured: Dr. Liz Borda, C.J. White, Alissa Rodriguez, Adrian Gardner, Mayen Udoetuk, and Dr. Johnson

CAMPUS CLIMATE: The following information was obtained from surveys administered to TAMUG students that graduated during the 2014-2015 academic year (fall 2014, spring and summer 2015), and which contain questions on diversity. In the fall of 2014, the overall average for the diversity questions was 3.877. In the spring of 2015, the overall average of the diversity questions was 3.699, and in summer of 2015 the average was 3.813. The combined scores provided an average of was 3.80, which exceeded the target of 75% satisfaction rate of creating a positive diverse campus climate. A Diverse Learning Environment Climate Survey was distributed to students enrolled at TAMUG in spring 2015. Out of 163 respondents, the students' perceptions of a positive campus climate averaged 48.68%. The overall average of comparable public four-year higher education institutions was 49.58%. Campus Climate was measured using the following factors: Sense of Belonging, Academic Validation, General Interpersonal Validation, Institutional Commitment to Diversity, Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Discrimination and Bias, Harassment and Conversations across Differences. Strategies to bring a more culturally alert campus climate include: enhancing web and social media presence; develop and implement diversity recruitment and scholarships, and; continue to host inclusive programming. Strategies that will continue and/or be implemented are the following: create and support social spaces for students inviting inclusion where they can engage in communication without fear - where all constituents are heard and valued, and continue to collaborate with the Office of Diversity and student organizations (e.g. Aggie Allies, Asian Culture Organization, Black Student

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Alliance, Gay Straight Alliance, International Students Association, Student Association of Latino Leaders, Sisterhood of University Leaders, and Student Veterans Association) to bring inclusive programming to campus.

EQUITY: A study of student debt for TAMUG graduates (N= 1,429) from the past five years (2010-2015) was completed in early fall. Students were identified as economically and non-economically disadvantaged based on Pell Grant eligibility. A key factor is the higher than overall representation of women and minorities within the economically disadvantaged group. Interestingly, overall debt was often high for non-economically disadvantaged than disadvantaged (\$21,088 v. \$19,611 for 2014). Total average debt was \$20,485. Debt was also analyzed based on major and average starting salaries. Approximately 38% of the graduates with debt exceeded 60% of the expected first year salary. As a means to educate students regarding financial aid, in 2014, Student Business Services began offering a series of Financial Literacy classes to help students understand the psychology of money and to offer long term insight into financial decisions that can be made today to assist in obtaining future goals. These workshops are an attempt to educate students on how to reduce debt, be moneywise and how to manage their money. This information will be used to review aid distributions and scholarship programs.

FACULTY

Faculty by Ethnicity and Gender: Fall 2010 - Fall 2015											
Ethnicity & Gender		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Asian	Gender	F	2.0%	F	2.0%	F	2.5%	F	2.9%	F	3.2%
		M	4.6%	M	4.0%	M	3.8%	M	3.5%	M	3.8%
Black	Gender	F	1.3%	F	2.0%	F	1.9%	F	1.8%	F	1.9%
		M	0.0%	M	0.0%	M	0.0%	M	1.2%	M	0.6%
Hispanic	Gender	F	1.3%	F	0.7%	F	1.9%	F	2.4%	F	1.9%
		M	3.3%	M	4.0%	M	3.8%	M	2.9%	M	2.9%
Int	Gender	F	0.7%	F	0.7%	F	0.6%	F	1.8%	F	2.5%
		M	2.6%	M	2.6%	M	4.4%	M	2.9%	M	3.2%
Unk	Gender	F	0.0%	F	0.7%	F	1.3%	F	0.6%	F	0.6%
		M	1.3%	M	1.3%	M	1.3%	M	4.1%	M	0.6%
White	Gender	F	17.0%	F	18.5%	F	18.8%	F	20.6%	F	20.4%
		M	66.0%	M	63.6%	M	60.0%	M	55.3%	M	58.0%
Totals	Gender	F	22.2%	F	24.5%	F	25.5%	F	30.0%	F	30.6%
		M	77.8%	M	75.5%	M	74.5%	M	70.0%	M	69.4%
Total Faculty		153		151		157		170		157	

RECRUITMENT: Out of the nine Faculty who started their positions in the Fall of 2015, one is a Hispanic in an area of rapid growth (kinesiology and diving program) providing a strong role model opportunity for a field that is regularly dominated by white males. We also continue our strong effort to place women in position of leadership with the recruitment of the new Director of the Maritime Studies program. Finally, among the nine recruited Faculty we count five different non-US citizenships adding to the very strong cultural mix of Faculty on the Galveston Campus.

RETENTION: As an important benchmark for the campus, the first African American female, Dr. Carol Bunch-Davis, was granted tenure and promoted to Associate Professor this year. Dr. Juan Horillo, a Hispanic ocean engineer, was also promoted to Associate Professor with tenure on the basis of his entire probationary period as a Faculty in the Department

of Maritime Systems Engineering. In addition, the TAMU faculty ombudsperson visited the campus for two days in spring 2015. The visit was perceived as a positive statement about the relationship with TAMU and the Dean of Faculties office. The Center for Teaching Excellence hosted a fall workshop on teaching diverse populations and was very help received on campus. Additional efforts



are underway to increase support resources for teaching and scholarship.

CAMPUS CLIMATE: The TAMUG faculty participated in a campus climate survey but results are not yet available. As soon as appropriate, these results will be analyzed concerning current climate as well as reviewing any trends from the previous climate results. All of the initiatives listed in the campus climate section related to administration/staff also impact quality of life and climate for faculty.

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EQUITY: Several equity adjustments were made in the past year to address inequities based on gender, seniority, and responsibility. The salaries of two senior female administrators (an Associate VP and a Department Head) were corrected to reflect conditions and remunerations of peer male counterparts. Additionally, an equity correction was also applied to the salary of the Director of the Library (a male), to reflect conditions and remunerations of peer counterparts. All these equity corrections were identified and made without the request of the interested parties. To enhance promotion opportunities, the CAO has created and supported an Administrative Leadership Fellow. This position will report directly to the CAO and gain valuable experience in administration as well as providing valuable work to the campus. For this inaugural fellowship, the CAO reached to an area of academics, Liberal Studies, which has not usually been engaged in the administration of campus. This new representation will broaden the access to leadership positions and facilitate better transfer of information, as well as create a more diverse group of senior Faculty mentors across the university.