

Annual Diversity Plan Accountability Report

Reporting Unit Texas A&M University at Galveston Reporting Date 12/2013
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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) _____

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.

The Texas A&M University at Galveston campus has reflected significant change in the past year. At the executive level, the title was changed from president to chief executive officer and the executive cabinet was reconfigured. While there is some advantage reflected in the participation of women and minorities at the leadership level, there was some lost time in developing and implementing initiatives due to the shifts in responsibility and structures. In August and September, both the food services and facilities service areas transitioned to private entities. This transition caused considerable angst as well as significant demographic changes. Lastly, the assistant director of diversity and multi-cultural education resigned in September. The result of these changes is a refreshed look at our responsibility, accountability, and commitment to diversity. The assistant director position is currently being advertised and will remain an integral part of the student affairs staff. This will provide the strongest support for student mentoring and programming and create synergy with the breadth of student programs. The responsibility for the development and implementation of the campus level diversity plan will be removed from this position and added to the Vice President for Academic Operations. This oversight will elevate the diversity plan to an executive level person and better support the scope of students, faculty, and staff. To adequately support that shift, Dr. Juan Sanchez, Director of Institutional Reporting and Assessment, will take a leadership role to collect and analyze data (as well as attending meetings at TAMU when needed) with the longer-term intention that he might take on more responsibility for overall coordination of the plan. Lastly, the Campus Diversity Steering Committee has been expanded and re-charged. The Committee needs to take on a much more active role and has developed a new framework to update the campus diversity plan. The Committee will meet monthly to increase communication, redefine and clarify targets, and implement related strategies.

To facilitate our plan, the committee initiated leads in each of the key areas aligned to the TAMU plan:

	Students	Faculty	Staff
Accountability	Dr. Cheryl Grefenstette-Moon, Executive Director of Enrollment Services	Dr. Donna Lang, Vice President	Jeff Boyer, Executive Director of Human Resources

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Climate	Dr. Todd Sutherland, Asst. Vice President of Student Affairs Holly Richards, IDP program	To be confirmed: Dr. Eunjeong Yi, Assoc. Professor, GACD	Susan Hernandez Lee, Vice President of Finance
Equity	Naima Brown, Student Development Specialist Holly Richards, IDP program	Cpt. Amy Luna, Lecturer, Maritime Academy Liz Borda, Lecturer, Marine Biology	Daisey McCloud, Asst. Director of Counseling Fred Navarre, Sr. Academic Advisor II

With guidance and data support provided by Dr. Juan Sanchez, Director.

The committee has a good starting point but needs to build consistency. There is good representation with the exception of tenure/tenure track faculty. Every effort will be made to identify new members and secure their commitment.

As soon as possible the new Asst. Director of Diversity will take an active role in the committee. During the spring term, the committee plans to devote meetings to the review, discussion, and analysis of strategies related to each of these areas. The committee will begin with the campus climate in early January. In addition, the committee in conjunction with the campus Assessment Committee will encourage all units (both academic and administrative) to create associations for their individual assessment plans to the diversity outcomes in Weave Online. This will create a new means of reviewing campus level diversity initiatives as well as increasing department level accountability.

UNDERGRADUATE AND GRADUATE STUDENTS

1) Engaging the Data

Although the campus has experienced significant growth in the last four years, the representation of women in underrepresented fields and minorities in that population has changed very little. (The actual numbers have increased with growth.) There is significant positive change in the diversity of degree recipients. Female representation has changed from 41% to 48% (an increase of 43 degrees per year). While there is a slight decrease in the representation of the Hispanic population, there is an increase in the representation of non-white graduates from 14% to 23% with gains in multi-racial and Black populations.

2) Recruitment and Retention

Related to graduate students, mandatory one on one advising and a general orientation was implemented for all programs. Two new events were held to bring together international graduate students and faculty and help build community. Recruitment efforts were expanded and new 3+2 programs were developed in OCRE/MARM and MARA/MMAL.

Undergraduate application and admission comparisons for Fall 2013:

	First generation	Hispanic	African American
Fall 2012	168	189	37
Fall 2013	262	271	49

Significant effort will be made to try to align matriculation to the increased representation in applicants and admits. We are absolutely thrilled and delighted that the Galveston campus will be included in the Terry Scholars program for fall 2013 with 16 participating students. Inclusion and implementation of this new program have taken significant time but we believe this program has very positive potential. Other initiatives have included:

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- Improved services for veterans including professional conferences, dedicated lounge space, a veterans' support committee and specific VA student workers.
- Increased transfer initiatives including: Phi Theta Kappa, community college visits, scholarships, and draft transfer templates.
- Enhanced Hispanic initiatives including community events in San Antonio; multilingual staff, student workers, and Ambassadors; scholarship programs; advertising with Galveston Chamber; special events for local schools.
- Special attention to Counselor programs such as hosting TAMU/UH Counselor program on campus, including Ball High Counselor in VIC, Counselor lunch programs, and extensive work with Houston maritime high schools.
- New programming models in residence halls including a leadership learning community composed predominantly of women.

3) **Advisory and/or Developmental Council Groups**

Not addressed at this time. TAMUG currently has four advisory councils: the Board of Visitors and advisory boards for Maritime Systems Engineering, Marine Engineering Technology, and Educational Outreach. To be developed.

4) **Unit Climate**

Since the TAMU climate survey was not adaptable for a multi campus environment, there was a significant delay in acquiring climate data as perceived by Galveston students. In 2012-13, the Higher Education Research Institute (HERI) was contracted to include TAMUG in their annual Diverse Learning Environments Survey. 230 students responded for a 14% return rate to provide valuable information to guide future initiatives. The results of this study are currently under review and will be shared with the Diversity Committee in January.

5) **Equity** To be developed.

6) **Future Efforts**

Ongoing discussions are underway concerning recruitment and retention. The Executive Director of Enrollment Services has been added to this Diversity Committee and charged with leading the conversation related to accountability for the student group. She can directly help target resources and shape the recruiting efforts. Likewise, the Assistant Vice president for Student Affairs has been added to the Committee and will be an integral lead in the analysis of climate issues as well as developing strategies to address those issues. The Diversity Committee has not been actively engaged in the past year. This year will be focused on a review of the current status of each area, identification of key issues, development of critical strategies, and implementation of those strategies. While external benchmarking can be meaningful in many circumstances, it is often a difficult process for the campus due to its special purpose mission and difficulty to acquire data for related areas that function as sub-components of larger institutions. For now, the committee will focus on benchmarking against our historical data and seek to make tangible strides in each component area.

FACULTY, LECTURERS, AND INSTRUCTORS

7) **Engaging the Data**

The overall data reflects almost no change in gender or ethnic diversity. Galveston faculties were included in the TAMU Faculty climate survey. Their responses were slightly more positive (or slightly less negative for negative scales) for overall satisfaction, colleague recommendation, turnover intentions, burnout, and life satisfaction. Responses almost mirrored the mean for productivity perceptions. While TAMUG males were slightly more positive for scales related to career satisfaction and feeling valued, TAMUG females were less so. These two areas should be explored more fully.

8) **Recruitment and Retention**

The Assistant Director for Diversity served on all search committees for tenure/tenure track positions in the past year to increase awareness of diversity issues. The following statement was added to all advertisements: "University is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working

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in a multicultural environment and strongly encourages applications from women, minorities, individuals with disabilities, and covered veterans.”

9) Advisory and/or Developmental Council Groups: As noted, to be developed.

10) Unit Climate

A new chief academic officer was appointed this year and will have significant impact on developing faculty initiatives related to climate as well as strategic planning and programs. The TAMU Dean of Faculties Office has provided increased support and conducted multiple workshops to improve faculty communication and awareness. The new non-tenure title tracks seem to be fostering a sense of validation. Nineteen dossiers were submitted for promotion and tenure (out of approximately 95 full-time faculties). This was by far the largest promotion and tenure cycle for the campus.

11) Equity Galveston faculties were not included in the TAMU faculty equity study.

12) Future Efforts To be developed more fully. Initial thoughts are:

- Initiate an equity study across faculty titles including women and ethnicity
- Strengthen commitment to diversity in hiring practices
- Develop Galveston website to consolidate and link to faculty resources (example: <http://facultyequity.ucsd.edu/>)
- Enhance programs throughout year to increase communication especially for women
- Strengthen mentoring networks

ADMINISTRATORS

With limited time, this area has not been developed. Administrators are included in staff below. Effort will be made this year to explore this area further. As noted earlier, the executive cabinet was reconfigured. Of the vice president positions, three of the eight are women. Two are multilingual. Of the current academic department heads (although several are interim), four of the six are women.

BUDGETTED STAFF

13) Engaging the Data

Staffing data is difficult to analyze this year due to significant impacts related to outsourcing. The total number of staff dropped from 379 to less than 300. Of that decline, a substantial number of people were either Hispanic and/or African American. Overall Hispanic representation decreased from 18.2% to 10% and African American representation decreased from 7.3% to 4%. While these impacts will be difficult for some time, there have been very positive changes in diversity of professional positions that provide direct student contact (counseling, student affairs, residential services, advising). These positions will directly contribute to student success and inclusion.

Recruitment and Retention

Hiring managers for all staff positions are required to take online search process training. Additionally, the human resources staff has developed comprehensive recruiting resources to target special populations including Hispanic populations, African American populations, tribal institutions, HBUC's, and women.

Human Resources led campus initiatives to strengthen Title IX communication and compliance including a Title IX website (<http://www.tamug.edu/hrd/Title%20IX.html>), increased communication through annual notices and postings, participation in system and main campus sponsored trainings and meetings, and development of TAMUG specific Civil Rights Rule and SAP (currently being routed for approval).

14) Advisory and/or Developmental Council Groups As noted, to be developed.

15) Unit Climate

Galveston staff participated in a climate survey and yielded a 58% response rate. The results generally indicate that employees feel positively toward their work environment. Respondents reported the lowest levels of satisfaction with

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pay and the highest levels of satisfaction with their work. In general, employees perceive the organization as supportive, are satisfied with coworker relationships, and report positively on supervisors' ability. Employees generally believe their work involves high problem solving, autonomy, and information processing and feel that their expectations for work are being met. Importantly, the employee respondents indicate relatively low intent to leave and/or job search behavior, with some employees simply searching to stay aware of opportunities and/or to network.

Results of the survey revealed fairly few meaningful differences across the demographic groups. Of note, respondents in facility services and support services reported somewhat lower satisfaction levels (e.g., supervisor, coworker, work, voice and promotion opportunities, and pay satisfaction) than the other functional groups and respondents in the academic and informational services functional areas indicated somewhat higher job search behavior than the other groups. The responses communicated by service areas reflect the uncertainty and fear related to outsourcing.

In regards to functional area, administrative support/clerical workers reported somewhat lower satisfaction levels (e.g., work, promotion opportunities, pay, and organizational support) compared to the other functional groups.

We noted very few demographic differences across respondents. Female respondents reported slightly lower pay satisfaction, perceived organizational support, job autonomy, emotional competence, and problem solving opportunities than male respondents. Female respondents also reported slightly higher psychological contract breach than male respondents. Non-white employees reported somewhat higher job search activity and lower pay satisfaction, perceptions of the diversity climate, problem solving opportunities, and slightly lower organizational commitment compared to white respondents. Respondents 40 and older reported greater job search activity yet somewhat more positive job attitudes (e.g., voice opportunities, promotion opportunities, perceived organizational support).

Exit interviews during the past year indicate that employees continue to seek other employment for better opportunities and compensation. Additionally, data shows a substantial increase in turnover due to quality of supervision and dislike of the type of work

TAMUG instituted a Wellness Program this year and invited all employees to participate in a variety of both individual and group activities and supports to enhance their overall health. Activities included: fruit giveaway to invite people to participate, Walk Across Texas (approximately 96 participants), 2013 Turkey Trot Walk/Run.

16) Equity

Limited equity data are available. A merit pool was distributed at the beginning of this year and some was used to correct equity issues. The TAMUG Staff Council continues to evolve and is focused on less events planning and more staff advocacy. The Staff Council played a critical role in communication and policy decisions regarding outsourced employees. Community of Respect training has been added to the Employee/Supervisor Development Training. This program also includes sessions on Search & Selection, Performance Management, Supervision/Management/Leadership, Effective Communication & Motivation, Employment Discrimination and Sexual Harassment, Workplace Violence, Anger Management, Stress Management, Change Management, Conflict Management, etc.

17) Future Efforts

- Increased engagement in the staff recruitment process focusing on diversity and equity
 - Areas identified as underrepresented include executive, administrative/managerial and technical positions
 - HR will be requesting additional budget to assist departments recruit a more diverse pool of applicants by advertising vacant positions in targeted diversity related publications
- Qualifications and salary analysis for Assistant Director, Associate Director, Director and Executive Director positions at TAMUG due to identified inequities
 - This issue may be resolved upon implementation of the proposed system wide position qualification and compensation plan
- Implementation of PATH Performance Evaluation Module
 - Anticipated for the 2014-2015 evaluation cycle beginning April 2014
- Continued on site opportunities for a variety of wellness activities involving health, nutrition, personal safety, fitness, weight management and disease control and involvement in the many community activities that the Galveston area has to offer.