

Annual Diversity Plan Accountability Report

Reporting Unit Texas A&M University at Galveston
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Reporting Date December 1, 2014
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Please define the groups applicable to your unit for which you collect information and make peer comparisons.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students | <input checked="" type="checkbox"/> Faculty, Lecturers, and Instructors |
| <input checked="" type="checkbox"/> Undergraduate | <input checked="" type="checkbox"/> Administrators (applicable to all units) |
| <input checked="" type="checkbox"/> Masters | <input checked="" type="checkbox"/> Budgeted Staff (applicable to all units) |
| <input checked="" type="checkbox"/> Doctoral | <input type="checkbox"/> Other (Define) |
| <input type="checkbox"/> Professional | |

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 Accountability Report to five (5) pages. Please note that if visual illustrations are used, these are included in the five pages.

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 much more diverse population than has been historically represented. For example, historically, women were not allowed to board ships due to superstitions. The sea and her vessels were considered to be jealous creatures and women should not draw near. It was not until the late 1970's that the first women graduated from maritime academies in the United States and not until the late 1980's that the first women sailed as masters of ocean going vessels. Similarly, seagoing careers for African Americans and Hispanics are extremely rare. Overtime, 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 to follow.

Benchmarking creates some difficulty due to comparability of other institutions. TAMUG fully endorses our role to support TAMU as a branch campus of a Tier One institution and member of the AAU. In that respect, we have considered multiple institutions and subunits of institutions for comparability. No other maritime academy can boast a degree from a national research university. No other marine science institution includes the breadth of engineering, business, and policy. No other institution in the United States can engage in ocean studies from a truly comprehensive interdisciplinary perspective. TAMUG reflects the largest ocean studies program in the US. It is a unique strategic advantage for our university. For comparison purposes, this report includes TAMU and UT geosciences as benchmarks as R1 Texas institutions and similar in some academic characteristics; California Maritime Academy (CMA) to reflect the maritime programs; and University of Houston Clear Lake (UHCL) to reflect a regional perspective. A consulting firm has been hired and charged to gather data from national peers (or mostly sub units of national institutions). Both UHCL and CMA are adequate peer benchmarks but not considered aspirational peers.



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

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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 3 fulltime staff and is fully self-supporting.

Internal and/or External Advisory and/or Developmental Council Groups-There are currently five external advisory and thirty-four internal advisory committees not including student groups and task forces. The committee charged specifically with diversity issues, renamed this year as the TAMUG Committee on Climate and Inclusion, is chaired by the Vice President of Academic Operations reporting directly to the CEO. These changes reflect the broader context of the intersection of climate and diversity and have elevated the visibility of the group by having it chaired by the VPAO. The committee includes four members of the executive cabinet-as well as faculty, directors, staff, and students. The committee meets monthly on a variety of topics and has directly engaged this year in: a strategic plan for diversity (within the framework of TAMU), a diversity website, 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

Engaging the Data - Generally speaking, the institution has an overrepresentation of staff identifying as female compared to most peer institutions, the State of Texas and Galveston County. The female populations for Whites, Blacks and Asians exceed their male counterparts overall when compared to these groups while Hispanic women are on par with peers, but surpass data percentages provided for the State of Texas and Galveston County. Data shows a significant underrepresentation for racial/ethnic minorities of either sex within the state and county while Blacks and Hispanics compare more favorably against peer institutions, but less favorably for Asians.

Sex	TAMUG		TU Geosciences		A&M Geosciences		Cal Maritime		U of H Clear Lake		State of Texas		Galveston County	
Female	91	60.26%	140	38.57%	95	46.80%	70	44.87%	362	70.84%	46.70%	47.00%		
Male	60	39.74%	223	61.43%	108	53.20%	86	55.13%	149	29.16%	53.30%	53.00%		
Total	151	100.00%	363	100.00%	203	100.00%	156	100.00%	511	100.00%	100.00%	100.00%	100.00%	100.00%
Race/Ethnicity	TAMUG		TU Geosciences		A&M Geosciences		Cal Maritime		U of H Clear Lake		State of Texas		Galveston County	
White	114	75.50%	277	76.31%	166	81.77%	103	66.03%	308	60.27%	50.73%	63.02%		
Black or African	10	6.62%	6	1.65%	2	0.99%	12	7.69%	51	9.98%	11.10%	12.24%		
Hispanic	22	14.57%	37	10.19%	18	8.87%	11	7.05%	107	20.94%	33.21%	20.41%		
Asian	4	2.65%	38	10.47%	16	7.88%	22	14.10%	30	5.87%	3.90%	3.11%		
Am Indian or Alaska Native	0	0.00%	5	1.38%	1	0.49%	1	0.64%	3	0.59%	0.29%	0.32%		
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.07%	0.04%		
Two or more races	1	0.66%	0	0.00%	0	0.00%	4	2.57%	12	2.35%	0.70%	0.86%		
Race/Ethnicity unknown	0	0.00%	0	0.00%	0	0.00%	3	1.92%	0	0.00%	***	***		
Total	151	100.00%	363	100.00%	203	100.00%	156	100.00%	511	100.00%	100.00%	100.00%	100.00%	100.00%

While IPEDS category "Management Occupations" was fairly consistent with peer institutions overall for race/ethnicity, TAMUG's female population was high. It should be noted that state and county data specific to this group was not available, however, when analyzed against overall demographic information there is a significant overrepresentation of Whites.

Recruitment and Retention - Significant effort has been made to enhance a safe, positive, welcoming, and nurturing environment where individuals are encouraged to succeed. Initiatives include the availability of new expectant mother parking spaces on campus; identification and publication of multiple lactation spaces; a growing employee wellness initiative that incorporates aspects of physical, mental, emotional, and financial health into a program designed to be broad in nature while addressing specific issues that may be of concern to members of the campus community; redesigned supervisor/employee development program with greater focus on professional development; and a reinvigorated staff council that has taken steps to welcome new employees, boost morale, and engage with the main campus staff council. The Department of Human Resources has initiated a targeted effort to reach out to hiring

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departments in an attempt to better educate them concerning the hiring process and associated diversity initiatives. Our HR staff is actively engaged in local efforts to place disabled workers.

Unit Climate - TAMUG initiated the Leadership Challenge Program on campus for administrators this year. One of the benefits from this program as shown by research data is that each practice learned through the program increases the priority placed upon diversity by participants. The first group of individuals participating in the Leadership Challenge Program consisted of individuals from the Executive and Strategic Operations Teams. The Difficult Dialogues Program was also held on campus this past year with participants selected from key leadership groups within the campus community. Additionally, a formal TAMUG Title IX Committee was established recently to assist in addressing gender discrimination/sexual harassment issues across the institution. Individuals from Administration, Student Affairs, University Police, Human Resources and the Texas A&M Maritime Academy are among those that comprise the committee. While we anticipate having the results of our upcoming staff climate survey sometime during the spring of 2015, we continue to rely upon exit surveys and feedback from ongoing initiatives (i.e. Professional Development Training, Leadership Challenge Program, Employee Wellness Program, Difficult Dialogues, etc.) to assess the climate. While there is a general uneasiness due to the ongoing system wide efficiency studies and their potential continued impact to the University, there seems to be an overall general level of satisfaction from staff with room for improvement in certain areas. Areas identified for continued improvement include pay equity, flexible scheduling, work-life balance, supervision, and professional development. Staff employees show a strong sense of community and commitment to the University, its mission, and success.

Equity - Because TAMUG recently moved to align job qualifications for all director level positions with TAMU, a number of pay equity issues exist and are currently being assessed. This misalignment in the past has been particularly problematic for individuals in the Assistant Director and Associate Director titles because positions with less responsibility often received greater compensation based upon inconsistent and incongruent minimum qualifications. Additional pay equity issues are being addressed as they arise. Departments continue to take advantage of reclassifications and promotional opportunities for qualified individuals based upon organizational growth and need. We have taken a step forward in professional development with the introduction of the Leadership Challenge Program, Difficult Dialogues Program, and redesigned Professional Development Program. We are hopeful that these initiatives will be of value for leadership succession as those needs arises.

Future Efforts - While there has been an increased awareness recently for recruiting efforts directed toward veterans and individuals with disabilities, additional efforts to increase support for hiring departments will need to be identified. Additionally, we have partnered with the TAMU Mays School of Business to develop a staff climate survey that is currently in the approval process and should be ready for distribution in late 2014 or early 2015. Continuation of the Leadership Challenge Program is anticipated and efforts are currently underway to identify the next cohort for this training. Future efforts also include broadening the scope of Employee Wellness Program activities so they are even more inclusive and moving toward a more collaborative effort to address pay equity issues as they are identified.

Students

Engaging the Data- Texas A&M at Galveston's (TAMUG) strategic plan is to have 3,000 students enrolled by 2020. While the White population has been fluctuating between 75-77% for the last few years for undergraduates and 72-80% for graduates, the representation of non-white students is comparable or better than the peer group. UHCL is clearly more ethnically diverse which is expected for the South Houston/Galveston region; but UHCL does not reflect the same scope of programs. The student data is aggregated for undergraduates and graduate students. While TAMUG has a much higher percentage of "white" versus TAMU and UT Geosciences, the significant difference is in the larger percentage of international students at the two flagships. Both TAMU and UT are more dominant in graduate students versus the larger percentage of undergraduates at Galveston. Female enrollment is also comparable to peers especially in the engineering and maritime sectors; however, much work still needs to be done. If Galveston removed the biology and business programs from the gender demographics, it would be skewed more heavily towards males.

Recruitment and Retention-Ongoing efforts to address recruitment and retention of underserved student populations continue. For *graduate students*: 1) targeted recruiting at MSI and HBCU campuses; 2) Aggie Allies program; 3) NSF funded REU site; and 4) program co-sponsorship opportunities between the Galveston Graduate Student Association and the Office of Diversity and Multicultural Services. Six new competitive graduate fellowships have been added in the past year: three are targeted for merit and three for diversity. For *undergraduate students*: 1) scholarships for underserved populations; 2) increased advocacy and collaboration of student organizations; and 3) program efforts to increase knowledge and awareness of diverse communities in both the academic and social arenas. Examples include such initiatives as supporting the National Disabled Sailing Championships, Wounded Warriors, Initiative for Black Student Success, LGBT timeline displays, featured former students for women's history month, International lunches, Hispanic Heritage talks, and more. TAMUG has engaged in an aggressive marketing campaign including print, billboards, TV, radio, and web. Please view the commercial at www.aggiesbythesea.com. Marketing initiatives were based on focus groups including diverse representation and were developed with a keen awareness of visual representation. Print advertising and billboard

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locations were specifically targeted to underrepresented communities. Earlier this year, TAMUG also entered into a formal partnership with Houston Community College and HISD Maritime High Schools to create a Logisticians track including a high school diploma, associate's degree, and baccalaureate degree (three years post high school). The partnership event was hosted at the Port of Houston.

Unit Climate- The Office of Diversity and Multicultural Services continues efforts to address the climate within TAMUG by: 1) collecting randomized quantitative and qualitative data from campus-wide programs; 2) providing support to TAMUG climate activities, and 3) conducting a Spring 2015 climate survey for comparison to Spring 2012-2013 Higher Education Research Institute (HERI) survey data. Beyond the initiatives listed above concerning retention, aggressive initiatives related to Title IX have been implemented in all residence halls, new student conferences, corps of cadets, and student leadership.

Sex	TAMUG		TU Geosciences		A&M Geosciences		Cal Maritime		U of H Clear Lake	
Female	811	37.30%	261	40.59%	475	38.20%	150	44.87%	5246	64.30%
Male	1365	62.70%	382	59.41%	768	61.80%	896	55.13%	2918	29.16%
Total	2174	100.00%	643	100.00%	1243	100.00%	1046	100.00%	8675	100.00%
Race/Ethnicity	TAMUG		TU Geosciences		A&M Geosciences		Cal Maritime		U of H Clear Lake	
White	1685	77.50%	380	59.09%	797	64.10%	604	57.74%	3405	41.70%
Black or African American	57	2.60%	8	1.24%	34	2.70%	25	2.38%	781	9.60%
Hispanic	309	14.20%	74	11.50%	193	15.50%	163	15.58%	2099	25.70%
Asian	34	1.60%	38	5.90%	38	3.10%	87	8.31%	538	6.60%
Am Indian or Alaska Native	8	0.40%	1	0.15%	4	0.30%	4	0.38%	22	0.30%
Hawaiian/Pacific Islander	4	0.20%	0	0.00%	0	0.00%	7	0.66%	8	0.10%
International	22	1.00%	116	18.04%	152	12.20%	7	0.66%	1007	12.30%
Two or more races	51	2.30%	15	2.33%	20	1.60%	89	8.50%	192	2.40%
Race/Ethnicity unknown	4	0.20%	11	1.70%	5	0.40%	61	5.83%	112	1.40%
Total	2174	100.00%	643	100.00%	1243	100.00%	1046	100.00%	8675	100.00%

Equity- The Student Affairs Division continues to consistently engage students in leadership opportunities through efforts, not limited to: Leadership Guadalupe, the Leadership Learning Community, SALT Camp, the Initiative for Black Student Success, the Veterans' Association, student assimilation organizations and diversity workshops. These areas of support have shown demonstrated results in fostering broader campus participation and leadership for underrepresented persons. The Office of Financial Aid actively monitors scholarship, grant, and work study programs to increase equity and access. Adjustments to the graduate student stipends are being implemented to align with median TAMU stipend levels. Current aid programs are approximately \$17 million per year. Additional equity programs include the summer SAIL program for provisional admission, staff mentoring activities, and academic support services (free of charge to all students).

Future Efforts- The operative priority is to make progress toward the university's strategic diversity interests: 1) increased access for qualified students, especially those who are underserved minorities and women in engineering and maritime fields; 2) increased retention of diverse students; 3) increased graduation rates, and 4) enhanced campus climate for inclusion. A comprehensive realignment of academic advising and integrated success coaching is under consideration with an implementation date of Fall 2015. Simultaneously, a task force has been initiated to begin planning for a new academic complex to be completed by spring 2017.

Faculty

Engaging the Data- The table below reflects the gender and racial/ethnic profile for the faculty. While the female population at Galveston is competitive with TAMU, UT and CMA, in reality it is due to the breadth of the teaching faculty in the core curriculum and business fields. Significant progress has been made in female representation across the campus. In the last year, 50% of all new hires are women. Also in comparison with the peers other than the regional institution, TAMUG is less white. It is interesting to note the high number of "unknowns". Efforts will be made to review that group.

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Sex	TAMUG		TU Geosciences		A&M Geosciences		Cal Maritime		U of H Clear Lake	
Female	51	30.00%	12	19.35%	21	20.19%	11	44.87%	413	55.00%
Male	119	70.00%	50	80.65%	83	79.81%	48	55.13%	338	45.00%
Total	170	100.00%	62	100.00%	104	100.00%	59	100.00%	751	100.00%
Race/Ethnicity	TAMUG		TU Geosciences		A&M Geosciences		Cal Maritime		U of H Clear Lake	
White	129	75.90%	54	87.09%	91	87.50%	48	81.35%	443	59.00%
Black or African American	5	2.90%	0	0.00%	0	0.00%	1	1.69%	36	4.80%
Hispanic	9	5.29%	1	1.61%	4	3.84%	4	6.77%	56	7.50%
Asian	11	6.50%	7	11.29%	7	6.73%	5	8.47%	58	7.70%
Am Indian or Alaska Native	0	0.40%	0	0.00%	0	0.00%	0	0.00%	3	0.40%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
International	8	4.70%	0	0.00%	2	1.92%	0	0.00%	146	19.40%
Two or more races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8	1.10%
Race/Ethnicity unknown	17	10.00%	0	0.00%	0	0.00%	1	1.69%	1	0.10%
Total	170	100.00%	62	100.00%	104	100.00%	59	100.00%	751	100.00%

Recruitment and Retention-During the past year, five faculty members are under consideration in the faculty promotion and tenure process. Two of the candidates reflect ethnic minorities. One could possibly be the first tenured African American female on the Galveston campus. The other is a Hispanic male in engineering. This consideration is particularly impactful in a high need area. There are currently eleven open faculty searches. All faculty serving on search committees have participated in search committee training. Particular attention is given to wording and advertising locations to ensure a diverse qualified pool. In the last two years, TAMUG has employed or facilitated ten spousal hires.

Unit Climate- The Climate survey for Galveston faculties is fairly positive (or slightly less negative for negative scales) for overall satisfaction, colleague recommendation, turnover intentions, burnout, and life satisfaction. While TAMUG males were slightly more positive for scales related to career satisfaction and feeling valued, TAMUG females were less so. TAMUG is delighted to be included in the 2014 Advance grant proposal for eight women in STEM fields submitted by TAMU. Due to new conversations, many of the mentoring activities and support are already taking shape even without a formal award. All academic department heads as well as the TAMUG Academic Council have participated in Title IX training. At least one professional development activity is provided each year for teaching diverse populations. We are delighted that Dr. Teri Reed-Rhoads, Assistant Vice Chancellor of Academic Affairs for Engineering, will be our next keynote speaker for engaging women and minorities in engineering.

Equity- In the last year, significant effort was made to solidify academic leadership. Of six academic departments, two new chairs were hired and two were made permanent. Of the six department chairs, three are women. One of these women is the Department Head for Marine Transportation, a predominately male field. Also in the past year and after careful review, seven faculties were given equity pay adjustments. Six of those seven were female. These equity adjustments were in addition to a 3% merit pool awarded for exceptional performance.

Future Efforts- The academic and faculty relationships between the branch campuses and TAMU are maturing and evolving. The Galveston Chief Academic Officer has a seat on the Council of Deans for the first time in history and the Galveston campus is now included in the new development campaign. This integration is fostering synergy. Ongoing discussions about cross campus integration could yield new opportunities for joint appointments, new programs, administrative efficiencies, shared programs, and heightened national prominence. The Chief Academic Officer is fully committed to inclusion and has provided clear direction to the search chairs concerning his expectations. Good efforts are being made to ensure diverse candidate pools as well as inclusive selection and interview processes. There is every expectation that next year's report will include a more diverse faculty representation from these searches.