

2016 University Diversity Plan Accountability Report

Reporting Unit: Texas A&M University at Galveston

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INTRODUCTION

There is much work to be done but the Galveston campus has made significant strides in the last few years toward a more inclusive and welcoming climate. Dr. Doug Palmer was named Interim Vice President and COO in early spring and has brought a fresh vision and commitment to diversity. His new energy has coupled with the ongoing commitment of Dr. Patrick Louchouart to propel the discussion and structures forward very quickly. A recent example of this renewed commitment include the development of a new faculty recruitment process requiring clear identification approaches to diversify the pool of qualified applicants (e.g. all faculty and staff search committees receiving refresher training prior to commencing, advertising in targeted listserves, revision of language used in ads and during interviews to be intentional about reducing implicit bias, regular review of search steps by CAO for each search). As a result, a number of faculty searches have been held and extended due to lack of diversity, whereas the search for the Superintendent of the Texas A&M Maritime Academy included a considerable emphasis on the candidates' ability to improve climate and inclusion. The Galveston Campus is also seeing a number of Faculty and student-led initiatives that are promoting diversity and inclusion in ways never experienced before. For example, the group called *Aggies United* has brought Faculty staff, and students from all backgrounds to engage in regular conversations (book discussions) and activities (privilege walk) that bring to the fore the issues of inclusion that are specific to the minority and underrepresented groups on campus. This same initiative led Faculty leaders and a Department Head to organize an international conference on *Diversity in Higher Education* to be held in April 2017 in Galveston.

The Galveston campus is the only marine and maritime campus in the United States that can study the marine and coastal fields across academic disciplines that span the breadth of all TAMU colleges. In that context, Galveston is also the largest producer of Hispanic, African American and women graduates in the marine and maritime industry in the United States. While that is a positive comment, there remains significant potential to expand diversity in almost all sectors of the industry and to improve climate for all members.

Galveston Committee on Climate and Inclusion The Committee on Climate and Inclusion has an evolutionary history that reflects the progression of diversity and inclusion culture on the campus. In 2012, the Diversity Committee was an adhoc group of 5 or 6 members chaired by a mid-level manager. In 2013, the Committee was enlarged to a broad cross sector of the campus and chaired by a member of the Executive Team. In 2014, the Committee was renamed the Committee on Climate and Inclusion. In 2016 under the leadership of Dr. Palmer, the Committee has been reconfigured to include all division heads and department chairs. This committee will take on a stronger role of leadership and accountability that will encompass all members of the Galveston campus community. This reorganized committee has met and engaged in initial discussion with individual units. The new structure and composition of the committee is in response to the previous report and will allow a much higher level of engagement with all campus stakeholders. Engaging all units at the local level will allow each unit to identify issues, propose initiatives, and take ownership of a culture of climate and inclusions within their individual units enabling a more thorough culture shift permeating the campus.

The original committee structure looked at the data from the 2014 diversity accountability report and reviewed 2015 data from TAMU College of Geosciences, UT College of Geoscience, California Maritime Academy and University of Houston Clear Lake to consider any trends. While these are not considered aspirational peers, all add value to benchmarking certain data points. Due to the unique aspects of the campus, it is problematic to benchmark the campus as a whole to an aspirational institution. So in an imperfect situation, UHCL is relevant when looking at staff hired from a regional perspective, CMA is relevant considering maritime academy programs, and both TAMU and UT Geosciences have relevance looking at research-based departments focused on earth and ocean sciences. In addition, we contracted a consulting service to provide a review and analysis including University of Michigan, University of North Carolina, University of Delaware, and others. To prepare for future years, the new committee has developed a process for each academic program and administrative unit to define their aspirational peers specific to that department and the report will reflect an overview of units. Although only several units have reported at this time, there are good reflections in several. For example, the Department of Educational Outreach has benchmarked programs to Auburn University and Catalina Seacamp. They have identified a critical issue related to children with either learning or physical disabilities. They have suggested expanded training for camp counselors to support these students as well as some adaptive equipment to make the estuary and beach environments more accessible.

ACCOUNTABILITY

Students Overall student enrollment grew by ~7% from Fall 14 (n = 2174) to Fall 15 (n= 2324). In comparing demographics of race and ethnicity with peer institutions, TAMUG reflects comparable participation of African American/Black and Hispanic students when compared to Cal Maritime and the University of Delaware, but certainly lower than the College of Geosciences at UT and the regional campus of UHCL. The percent of women on campus continues to decline. The Campus leadership including the Strategic Enrollment Management Team is reviewing long-term goals on how the demographics of our campus will look in the future and

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recruit based on those targets. A strong emphasis has been made to recruit students who are committed to our programs and who have clear intentions to graduate with degrees offered on the Galveston Campus. Students are no longer admitted to the general academic major. Although TAMUG is the largest producer of African American and Hispanic graduates in marine programs, the percent of participation for African American students has decreased slightly since 2012 (3% to 2.4%). The Hispanic population has continued to grow over this same time period in both number and participation (14% to 18.6%). Recruiting efforts are also being targeted to a national audience and counselors have visited ten states in the last year as well as high schools with high minority populations and with programs in maritime studies.

| Demographic (undergraduates) | TAMUG (n = ~2,200) | CAL Maritime (n = ~850) | UHCL (n = ~5,900) | U Delaware (Marine Sciences n = ~80) | U Texas (Geosciences n = ~300) |
|------------------------------|--------------------|-------------------------|-------------------|--------------------------------------|--------------------------------|
| Male | 63% | 85.3% | 34.9% | 36% | 60% |
| Female | 37% | 14.7% | 65.1% | 64% | 40% |
| African American/Black | 2.4% | 1.9% | 8.7% | 2.6% | 4.2% |
| American Indian | 0.4% | 0.2% | 0.2% | ND | 0.3% |
| Hispanic/Latino | 18.6% | 17.2% | 27.1% | 1.3% | 23.9% |
| Pacific Islander | 0.2% | 0.2 % | 0.1% | ND | 0.1% |
| Asian | 1.9% | 9.9% | 6.5% | 2.6% | ND |
| White | 75.9% | 53.7% | 37.1% | 85.7% | 63.2% |
| Multiracial | 2.5% | 10.5% | 2.4% | 6.5% | 3.1% |
| International | 1.2% | -- | 16.8% | ND | 1.8% |
| Unknown | 0.4% | 6.4% | 1% | 1.3% | 3.1% |

TAMUG is on par with peer institutions to develop new actions that will seek to increase retention through student engagement and academic success programs such as study skills workshops (Cal Maritime), tutoring and career planning (UHCL), and professional development via invited lecture series (UT Geosciences). Efforts to retain diverse undergraduate students begin at the required Community of Respect program for all incoming students during TAMUGs Orientation. Furthermore, TAMUGs diversity mission is further explored through educating marketable skills to students through the 12th Man Leadership Program housed in Student Activities (student engagement/academic success); hosting two career fairs and resume building workshops (professional development); maintaining attendance to both the Southwestern Black Leadership Conference and Student Conference on Latino Affairs at TAMU in College Station, TX (student engagement and professional development), and; conversing in dialogue through the Aggies United organization – an organization for staff, faculty, and students aimed at encouraging diverse dialogue across the range of TAMUGs existing organizations and individual community members (student engagement). Of particular note, a number of cultural events were initiated by a wide variety of campus constituencies including Victory over Violence (graduate student association), Machismo- Male Masculinity (Latino Leaders), International Coffee Talks (Writing Center), Rape Aggression Defense Training (Peer Mentors), Is Gay the new Black? (Gay Straight Alliance). We believe these efforts reflect the organic nature of culture change, which is accelerating on our campus in recent years.

Staff Based upon available demographic information, overall gender representation at TAMUG trends a bit differently than its peers. TAMUG continues to have a staff workforce which is comprised of mostly Females (56.8%), while Texas A&M Geosciences (42.1%) and the University of Texas (UT) Geosciences (37.9%) have significantly fewer. The number of staff, as noticed in 2013, is significantly lower than the two tier 1 peers: TAMUG 250, UT Geosciences 377, and TAMU Geosciences 418. TAMUG (24%) and UT Geosciences' (23.9%) Minority populations are consistent with each other, but A&M Geosciences (32.8%) has a much higher representation due to a high participation of Asian males. The overall staff workforce for Asians is lower at TAMUG (6.4%) than either A&M Geosciences (19.7%) or UT Geosciences (10.1%); TAMUG (5.2%), A&M Geosciences (2.1%) and UT Geosciences (1.3%) have somewhat varied, but seemingly low percentages of Blacks; and all three are fairly consistent in their Hispanic populations (9.4% average). Detailed analysis of gender and race is also available by job groups.

For recruitment and retention purposes, peer institutions generally seem to be striving for workplace environments that attract and retain diverse staff by fostering a respectful environment that celebrates individual differences. One of their main themes is based upon the understanding that through diversity comes strength and excellence. In an effort to increase competitiveness for top talent, a sense of service to societal needs is being promoted along with a commitment to job security and competitive salaries.

We too feel that the environment is crucial to attracting and retaining top talent. To further our efforts, TAMUG senior leadership has been charged with ensuring that a wide net is being cast during the recruitment process and that neutral selection processes are in place. Discussions with this group have resulted in feedback indicating a desire for a more streamlined and faster hiring process. We are hopeful that the implementation of Workday, scheduled for December 2017, will provide some relief; in the meantime, we will be

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implementing a mandatory search committee training for staff searches in FY17 to help ensure an understanding of the process, identify areas where additional support can be provided, and receive continuous feedback. As part of our effort to increase awareness with individuals involved in the selection process, we intend to continue monitoring vacant positions to determine where opportunities exist to recruit traditionally underrepresented populations.

Protected veteran hires and overall workforce representation is consistent with the established hiring benchmark of 7%, while new hires with a self-disclosed disability is only 1.7% compared to a nationwide utilization goal of 7%; more outreach and recruitment efforts are planned for this segment of the workforce along with additional resources and support provided to selection committees in their effort to recruit individuals with disabilities. Due to the number of current employee issues during the past year with disability related concerns, we intend to increase outreach and awareness in this area as well.

While hiring in underrepresented groups has increased, turnover for female faculty members and minority staff members is high; as a result, we will continue to monitor vacant positions for opportunities to reach a diverse pool of applicants and work with campus constituents on efforts to create and maintain a welcoming work environment for all. Additionally, in order to help ensure a positive first impression and acclimate staff new hires to the campus community, arrangements have been made for new employees to have a campus tour and lunch with a member of the Staff Council on the first day of work. We are hopeful that this type of interaction will be useful in developing a sense of community and expressing the value we find in serving the community at large. A staff ombudsperson was appointed for the first time in the history of the campus. Given minority turnover for staff is relatively high at 55%, efforts will be made to engage all levels of the university in diversity initiatives

Faculty As mentioned earlier, there is a stronger commitment to diversity in the faculty hiring processes. Each vacancy proposed by an academic unit is reviewed by a council of all academic units. The search is required to include a diverse pool and committees are tasked to question their own internal biases. Until 2012, the Galveston Campus did not have a deliberate approach to increase the diversity of applicant pools to Faculty positions or actively recruit from underrepresented groups in marine sciences and maritime affairs. For example, in the period from 2010 to 2012, only 2 out of 10 Faculty recruited were women (who both were from underrepresented groups). In 2012, the Galveston Campus initiated a Faculty reinvestment program and hired 38 Faculty with a strong effort to increase both gender and minority representation. Of this cohort, 42% were women and 34% were either international or from minority groups. In the last year, female Faculty represented 55% of the recruited cohort showing that intentional efforts to recruit talented individuals from diverse background can result in rapid results. In addition to the efforts to diversify the Faculty, TAMUG has offered 7 spousal hires (one of which placed the spouse in the Mays Business School) in order to better support our newly recruited Faculty and staff (one of the Faculty hired is the spouse of our Assistant Director for Diversity). Finally, Faculty turnover at TAMUG is rather low. Over the last 7 years (2010-2016), only 4 Faculty (2 males and 2 females) resigned to either relocate internationally (1 male, 1 female) or to take positions in Federal Government (1 male) or at another institution of higher education (1 female).

The committee made contacts with multiple institutions and contact points within institutions to explore diversity related practices, initiatives, and outcomes. In most cases, the discussions revealed very little innovation beyond normal expectations or they expressed needs (desires) for more resources. The strategic plans for Marine Sciences at the University of North Carolina Chapel Hill and the Department of Atmospheric, Oceanic, and Space Sciences at the University of Michigan as aspirational peers mention the need to diversify faculty (and students) and improve climate but neither included strategies.

CLIMATE

Students The following information was obtained from an HERI Diverse Learning Environments (DLE) Survey administered to TAMUG students in the Spring of 2016. Students (n=310) rated significantly higher on average to peer institutions (n=6,000) on the following: a sense of belonging (52.1/49.7), positive cross-racial interactions (51.3/49.2), conversations across differences (51.1/48.9), and co-curricular diversity activities facilitated by the campus (49.5/48.8). There were significant differences within the factor report showing lower scores on average attributed to institutional commitment to diversity (47.7/50.2) and academic validation in the classroom (48.6/50.4) when compared to four-year peer institutions administered by HERI. No surveys administered for diversity and inclusion from peer institutions (Cal Maritime, UHCL, and UT Geosciences) were found. However, UHCL houses an Intercultural Student Services department that specializes in first generation, international, LGBT, and women programming, as well as, cultural education and development. TAMUG will continue to offer programs that add to building an inclusive campus climate, such as: Aggie Allies workshops; Step Up Bystander Engagement workshops; Safe Sex Bingo; Denim Day; Donut Break the Rules, Campus Safety; Leadership Guadalupe; and commemorative/appreciation month programming. Due to the lower scores shown by the DLE around institutional commitment to diversity, the Office of Student Diversity Initiatives plans on holding a forum discussing the results of the DLE survey and inviting the campus to create a dialogue on how to engage the whole community in building a more inclusive campus

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climate. Large standup signs have been placed around campus that feature community member's commitment and value to diversity. The new round of posters will feature executive team members, student leaders and academic department heads to promote the institutional commitment.

Staff There seems to be a significant amount of attention by peer institutions to issues of climate. Many efforts are directed at ensuring a workplace environment that is welcoming, productive, and rewarding for all employees. Some of the initiatives identified for success in this area include encouraging respect for individual differences; providing training on skill development, conflict resolution and teamwork; creating meaningful feedback mechanisms; regularly measuring workplace climate and taking action on findings; developing more regular and effective communication venues; identifying and eliminating bottlenecks related to processes and decision-making; hosting social events; creating a sense of community; encouraging a collaborative work environment; and maintaining, renovating, and planning for new facilities and infrastructure to promote a productive work environment.

On the positive side, climate survey results for TAMUG this year revealed increased levels of satisfaction with Developmental Opportunities, Perceived Organizational Support, Supervisor Satisfaction, Co-worker Satisfaction, and Diversity & Inclusion; additionally, overall Job Satisfaction was high and Turnover Intention declined. On the other hand, females reported lower levels of Job Satisfaction than males, Stressful Workload was seen as a problem, and a number of general comments were received about the need to improve diversity, communications, and faculty-staff relations; provide additional training opportunities; and address salary equity issues.

In order to move forward with our efforts to improve the climate at TAMUG, we intend to focus on some of the same issues as our peer institutions. Activities and initiatives that will be targeted include improved training opportunities in collaboration with EOD on main campus, offering more opportunities to provide feedback through staff forums by various TAMU and TAMUG officials, appointing a staff ombudsperson to assist in resolving workplace issues, offering support to the Staff Council in their efforts to become more engaged with staff and better communicate initiatives from higher administration, solidifying our relationship with TAMU Staff Council, and striving to improve the campus climate through targeted wellness activities, Title IX outreach efforts, and work-life balance opportunities. An employee scholarship program was implemented this year to increase access to education. The administration has also asked the Director of the Rec Sport Center to develop a new 30 minutes workout circuit in the gym in support of the Chancellor's wellness initiative. The CAO has also charged all unit leaders and Department Heads reporting to his office to describe the initiatives they have implemented in their unit for staff development during the report leading to their annual evaluation. The CAO himself is mentoring mid-career professional staff by 2 months rotations (by pairs) to help leadership development on campus and offer development opportunities for staff at the Director/Associate Director level. As may be obvious by this list of activities and initiatives, as a branch campus of TAMU we hope to continue to be able to utilize resources from the main campus to help ensure our success in this area.

Faculty TAMUG participates in the university wide climate study provided by the Dean of Faculties Office. This has been very helpful to review longitudinal trends as well as comparisons. While the current results are positive, there is room to improve in mentoring and inclusion for females and underrepresented minorities. With the new committee structure, the Academic Department Chairs are actively engaged in conversations to enhance experiences, opportunities, and environment for all faculty. The TAMUG Department of Liberal Studies is hosting a national Conference on Inclusion and Diversity in Higher Education in spring 2017. Other faculty lead initiatives include a nicely attended Constitution Day panel representing African American, Hispanic, and Muslim leaders in the Galveston community, Walk to Remembrance (A holocaust remembrance event to promote bystander intervention), study abroad, and strong commitment to the Pedagogy project. In the last year, thirty-five faculty and staff participated in a campus workshop titled Developing Cultural Competence.

To further promote inclusion, the Chief Academic Officer has open office hours on Friday afternoons to encourage all faculty and staff to voice needs and concerns. TAMUG continues to strengthen the relationship with the TAMU Dean of Faculties Office and has hosted the Faculty Ombudsperson for the past two years. During the campus crises in Missouri, TAMUG faculty initiated Aggies United consisting of interested faculty, staff, & students. This group has been meeting regularly for almost two years and provides support and validation for all groups as well as campus programming and mentoring.

EQUITY

Students Regarding equity and student leadership development, UHCL has a First Generation Students' program that prepares them for the workforce. Students attend workshops and seminars on topics including conflict resolution, resume building, career planning, personality and strengths assessments, as well as, refining their academic skills as they all apply to effective career preparation. With the College of Engineering merger, this is the first year TAMUG is hosting Regent Scholars. Regent Scholars are first generation students who are taking part in similar workshops and programs as UHCL that include: orientation, study skills, resume/career planning, etiquette dinner, and mentorship. A measure that UHCL is including are marketable skills, which is a quality that can be added to the Regent Scholars program in the following years through collaboration with Student Activities and Career Services.

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The addition of new interdisciplinary programs on the Galveston Campus allows the linkage of educational approaches to leadership development and minority representation. For example, our dive program transcends disciplines. Students from all backgrounds and majors enrolled in this program are challenged to work in cooperation and develop their skills in leadership, risk analysis, and self-reliance often coming away with significant increases in confidence in their ability to resolve critical decisions both in the water and out. Since the inception of this program in 2014, participants in this minor have consistently maintained GPA and average semester credit loads above the campus average, have shown significant engagement in student organizations and leadership positions, and have been a national model of diversity for a field that still lags in gender and ethnic diversity. Our campus is one of only three in the nation to offer an academic dive program that supports marine and engineering transformational experiences.

Two areas of concern this year were related to equity in need based financial aid distributions and provisional admission programs. The tuition set aside scholarship program was realigned to move more funding into automated packaging for students with need. All fund balances were reviewed and additional funds were moved into current year awards. This review provided almost \$1 million dollars in need based funds awarded. There was also concern that the summer “SAIL” program for provisional students had lost direction. A committee has met and separated this group into multiple programs to specifically address the needs of first generation students differently than more advantaged peers that do not meet test score or rank criteria. Both groups will be provided social and academic integration programs but, the first generation program will flow throughout the first year and be coupled with more support and mentoring.

Staff The strategies used by institutional peers to address equity issues focus largely on dealing with salary inequities, utilizing compensation systems that take into consideration commitment to service and merit, plus growing leadership skills through participation in workshops and targeted job assignments.

Many staff salary equity issues were addressed at the beginning of FY17 when the decision was made to align salaries with new System Pay Plan minimums on September 1, 2016, although implementation was not scheduled until December 1st. At the same time, TAMUG’s administration provided equity adjustments to individuals who had been excluded from the Pay Plan where deemed appropriate. As a result, 39% of staff employees received some form of equity adjustment effective September 1st. Throughout the remainder of the year, we intend to supplement these efforts by monitoring new hire starting salaries, correcting internal equity issues and ensuring merit awards are based upon performance standards.

While HR offers a multitude of professional development opportunities (currently rated as “excellent” by 80% of participants), feedback indicates that more options are desired. To help better understand the needs of staff employees in this regard, we will be conducting a survey to determine what other trainings might be offered. Additionally, HR will be working collaboratively with staff council’s recently appointed subcommittee on staff development and taking advantage of main campus training offerings which are now available to TAMUG employees at no cost. The ongoing Leadership Challenge Program which is now targeting mid-to-senior level administrators has generally received positive ratings, and participants have the opportunity to continue learning through facilitator lead coaching sessions on leadership best practices.

The TAMUG Wellness Program has earned a “Significant Strength” rating by the Well on Target Healthy Worksite Assessment conducted by Blue Cross Blue Shield of Texas and has enjoyed a significant increase in participation rates, up from 38% in FY 14 to 61% last year. We will be broadening the scope of our Employee Wellness Program to be even more inclusive through the use of a dedicated Wellness Committee and social media presence.

Faculty The most mentioned and critical issue leading to Faculty dissatisfaction on the Galveston Campus, is the salary ranges as compared to national peers. In order to address this issue, the higher administration developed during the FY16 budget cycle a Faculty salary equity correction process and study, which evaluated Faculty salaries based on years in rank, performance/productivity over the last 3-4 years, peer institutions salary data, and salary inversion/compression on campus. As a result, 24 Faculty saw their salaries adjusted for FY17.

The CAO Office has been hosting Faculty Leadership Fellows from fields that have been traditionally underrepresented in the leadership of the Galveston Campus (e.g. Liberal Arts). The representation of women in the leadership of the Office of Academic Affairs is exactly at par with that of men but more needs to be done to recruit leaders from underrepresented minorities. The CAO has asked that each Department Head and unit director support the leadership succession of their unit with strong consideration for diversification.

Another significant improvement in equity across faculty and staff has been the improved access to information and decision making. Dr. Palmer restructured the Executive Team upon arrival to include representatives from the Faculty Senate, Staff Council, and Human Resources. Everyone at the table is encouraged to have a voice. In addition, both the COO and CAO are meeting regularly with academic leaders, academic departments, staff advisory councils, student leaders, and student groups.

With zero doubt, the Galveston campus has improved dramatically in the last year.