

**The University of Texas Health Science Center at Houston**

***Institutional Diversity Plan***

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## *Preface*

Our nation is composed of diverse people who have contributed to the richness and strength of our society. Our nation's workforce is reflecting the diversity of our population and the contribution of all members of society. Increased educational opportunities and new technology present more job opportunities for all. Over half of the workforce in the United States consists of minorities and women. By the middle of the 21<sup>st</sup> century, the United States will be one of minorities. This national trend will unfold even faster in Texas.

Employers in all sectors of our economy are challenged by competition for the most talented individuals with critical skills, concerns over quality and accountability, and restructuring organizations to adapt to economic changes. Health care organizations and health care education institutions are not immune to the impact of outside forces, such as changing demographics and socioeconomics of the workforce on customary operating procedures. The information explosion and the incredible impact of technology on both health care and education necessitate that we hire individuals with the broadest possible talents. The emerging workforce is more and more demanding of full utilization of their talents while new challenges in the workplace demand team approaches. Many of these challenges test traditional higher education and health professions approaches to teaching and learning and the delivery of health care. These new challenges also test the mettle of leadership.

Like our colleagues in the corporate sector, The University of Texas Health Science Center at Houston (UTHSC-H) is adapting to changes in external and internal environments. However, in adapting to change, we must continue to fulfill our mission of educating health professionals, meeting challenges to the health of the people, and delivering the highest quality patient care possible. To meet these challenges, UTHSC-H must attract broadly talented individuals from diverse backgrounds to be our students, our faculty, and our staff and inspire them to adapt to change while showing a penchant for teamwork and institutional loyalty.

We believe that the future of UTHSC-H is dependent on the sustenance of an environment where imagination, creativity and differences are celebrated and valued. These values are among those that have traditionally been cherished in institutions of higher education. What was once one of the most traditional environments in the world is undergoing a great transition. While universities must preserve traditional university values, we must guard against stagnation in the name of tradition or custom, homogeneity of thought and of group structure, bureaucratization, and the notion that major problems can be solved only by groups of wise men. This can be accomplished by identifying and preserving core values, simplifying complex operational processes where possible, moving strategically to capture new opportunities, using confidence based on integrity and credibility to guide us, and valuing individuality and the contributions of all individuals in the organization.

At this point in our institution's development, we at UTHSC-H, must take stock and determine what we must do now to ensure that we are prepared to fulfill our institutional mission in an ever-changing environment. This institutional need must be fulfilled. We believe that in meeting this need our future strength will be in a workforce that reflects our population demographics. Toward this end we have made significant progress in a number of areas. However, until we reach our goal of having a student body, a faculty, and institutional leadership that mirror our diverse society, work remains to be done. The following is a work plan, including a list of past accomplishments, to be used to guide our future efforts in pursuit of our goal.

## A Vision of Diversity

The vision of the future of this university has been described in our institutional vision statement:

*The University of Texas Health Science Center at Houston will continue to lead the way in understanding and conquering the most common diseases of our time. Through the diverse and collective strengths of our six schools and each of our components, we will broaden the frontiers of health science to ensure a better quality of life for humankind. We will seek to fulfill our institutional mission by becoming one of the top academic health centers in the nation in education, research, service, and clinical care. As a world-class institute of scholarship and discovery, we will be the home for visionaries and scholars who will lead the way in defining and creating the future of the health sciences. We will attain national recognition as a service-oriented, community-sensitive, and patient-focused health university.*

Accomplishment of this vision is dependent upon the talents, energies, activities and leadership of a university community of over 5,000 students, faculty, staff, and trainees. We are united by a shared mission to advance the health and well-being of our nation and state. In some way or another, the outcomes of each person who studies here, who teaches here, who conducts research here, who treats patients here or who supports those who do these activities are related to this mission.

The individuals who make up the student body and workforce of UTHSC-H more and more reflect changes in society. They increasingly come from different nations, from numerous racial and ethnic backgrounds, and from widely divergent life experiences. Yet, while change is apparent, UTHSC-H remains challenged to reflect our society in the composition of our student body, our trainees, our faculty, and our cadre of institutional leaders.

We commonly speak of “diversity” to encompass all of these societal and demographic dynamics. Yet, “diversity” is a word that lends itself to a variety of meanings. Diversity at UTHSC-H goes beyond the traditional associations with race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, or age. Certainly those elements are encompassed in our concept of diversity. But, we also include diversity of health disciplines, diversity of intellectual pursuits, diversity of approaches to creativity, and diversity of institutional cultures. Diversity at UTHSC-H means balancing those characteristics that define us as individuals and discrete groups within the university with those characteristics that we share — our common values, common missions, and shared vision. Only when the appropriate balance is sustained can we fulfill our institutional vision of becoming one of the preeminent academic health centers in the world.

We believe that an organization that recognizes the importance of diversity and appreciates the contributions of all employees is a healthier and more productive organization than one that does not. Understanding and recognizing diversity enables an organization to capitalize on the differing views and contributions that each of its employees brings to the workplace. Such an organization provides a richer work environment and ensures that employees work in harmony to carry out organizational goals and objectives. Understanding and recognizing the contribution of diversity also reflects an understanding of societal changes and needs and enables the preparation and mobilization of individuals who can meet these needs.

Further, we believe that everyone who assumes a management or leadership position in this university is responsible for managing diversity in each of their organizational settings. This means that they must continually assess the appropriate balance among diverse individuals and accomplishment of their organizational goals and objectives. Managers and leaders must be aware of and compliant with laws and

regulations related to both Affirmative Action and Equal Employment Opportunity, but they must also be in tune with the new institutional imperatives related to sustaining a culture that embraces diversity. Managing diversity is important because of the contribution it can make to effective organizational decision-making. Whatever the diversity, in people or systems, the benefits of factoring myriad experiences, insights and approaches into decision making can only enhance the viability of solutions and our ability to anticipate consequences of decisions. Integrating diversity into an organization's management practices provides opportunities to facilitate organizational change; harness employee potential; increase efficiency; achieve performance goals; and enhance internal and external stakeholder satisfaction.

The leadership of UTHSC-H must take steps to make students, faculty and staff feel that they are part of a great organization. It is equally important that all feel that they have and are given equal opportunities to become contributors to achieve and advance within the organization.

Our vision for diversity then is:

*The University of Texas Health Science Center at Houston (UTHSC-H) will sustain a climate of diversity, opportunity, and professionalism in balance with achievement, high standards, and a philosophy of continuous improvement. UTHSC-H will become an institution and employer of choice for students, faculty and staff. As a result of attracting the best people from all backgrounds, UTHSC-H will reach its full potential and be strategically positioned to realize its vision of being among the best academic health institutions in the world.*

### **A Commitment to Diversity**

To better enable UTHSC-H to accomplish this vision, UTHSC-H leadership must make diversity and sustaining diversity an imperative for all faculty, executives, and staff throughout the institution. UTHSC-H must commit to being the model employer of a talented, dedicated, effective and successful workforce that reflects the diversity of Texas and the nation.

Pursuing these objectives will require changes in a number of our institutional processes and procedures, especially in the way in which we approach recruitment, retention, empowerment, motivation, and learning or job enrichment for employees. It will require changes in the way we carry out our programmatic responsibilities.

While this will be an expectation of university leaders and managers, it will also be an expectation of all members of the university community. It is important for all individuals to realize that opportunity for success is not synonymous with promise of success. Like the institution, they, too have responsibilities that must be fulfilled. The mutual responsibilities follow.

UTHSC-H is committed to creating an environment that:

- Fosters and sustains diversity;
- Educates the workforce on the nature of diversity;
- Encourages initiatives to empower and motivate employees to achieve their highest contribution to our mission;
- Enables, influences and challenges employees to make their maximum contribution;

- Encourages employees to offer differing views and suggestions toward achieving program and organizational goals;
- Respects and appreciates individual differences;
- Provides equitable treatment and opportunities;
- Creates and maintains an inclusive approach to all policies and practices that are related, but are not limited to, promotions, performance ratings, awards, training, appointments to boards, committees and teams and access to services; and
- Facilitates culture change to support new behaviors.

Within the created environment, individuals must be treated equitably. Thus, the environment must be one that:

- Rewards industriousness and professionalism;
- Protects personal rights;
- Protects individuals from unfair treatment;
- Recognizes productivity and positive behavior;
- Addresses concerns;
- Ensures that individuals know what is expected of them at all times; and,
- Ensures that individuals are treated with courtesy, respect and dignity, always.

It is important to note that while inclusiveness is meant to give all individuals a fair chance to rise, it should not be used as an excuse by individuals to maintain status quo or keep others from advancing. Therefore, within the created environment, individuals should be expected to contribute to their own success by:

- Accepting responsibility for their actions;
- Exemplifying preparation;
- Being industrious;
- Demonstrating achievement;
- Being patient;
- Accepting delayed gratification; and,
- Being open and respectful of others' opinions and ideas.

Only by maintaining an open mind can we learn from, value and respect differences. Open mindedness, which is the foundation of the education process, means that all ideas, opinions, and activities are evaluated equally, but are not necessarily valued equally.

Diversity, in the broadest sense, should be recognized and honored because doing so strengthens morale or the spirit in which individuals provide their service to the university. In turn, it should be accepted that personal and institutional strengths derived from being recognized and honored should be directed toward worthy efforts and our common purpose, i.e., to foster the prevention and treatment of illness.

In the end, individual and institutional strengths will be brought to bear in a positive way on scholarly endeavors discovery, teaching, integration, and application of knowledge that relate to disease prevention,

patient care and community service. It is scholarship in the health professions, biomedical sciences, and biotechnology and the potential to promote the health of all individuals and populations that make our institution different from others and worthy of support from citizens of Texas and the nation. As a university, this difference must be preserved.

### **The Compelling Need for a UTHSC-H Plan for Diversity**

First and foremost, university leadership has embraced a commitment to enhance diversity on our campus. Our president has asked for and supported the development of a diversity plan. The commitment of university leadership is critical to setting the pace, laying out the road map, setting the performance targets, and urging compliance. But, leaders can only do so much. Members of the student body, the faculty, the staff, and key administrators must also embrace the plan and take steps to implement it.

The need for a plan has been echoed by faculty and students as well. Two independent and large-scale planning processes brought together groups of faculty and students that met in the summers of 2000 and 2002. These efforts were part of the ongoing institutional strategic planning process; these planning efforts reinforced both the need to establish a plan for enhancing diversity and a sense of readiness to embrace such a plan.

From this planning process, three clear diversity imperatives for the university have emerged:

Increase the number of students from socially or economically disadvantaged backgrounds who are recruited to and retained in UTHSC-H's education programs.

Recruit and retain more women and minority faculty members.

Recruit and retain more women and minorities in key administrative positions.

These imperatives and specific actions that could be taken to achieve objectives will be detailed in later sections of the Institutional Diversity Plan. Because the actions to be taken were based on four major recommendations with 22 subcomponents made by the two planning groups, their recommendations are summarized as follows:

*Establish a coordinated approach to diversity efforts at UTHSC-H by:*

- Having a high level executive administrator oversee all diversity efforts;
- Delineating a model of organization where schools retain autonomy in pursuing their own diversity agendas while enabling coordination and dissemination of successful programs and best practices to other schools;
- Defining the ideal environment and developing a university infrastructure to support diversity efforts;
- Assessing through ongoing efforts, surveys and focus groups, the perceptions of faculty and students related to diversity;
- Updating and cataloging current diversity programs related to student and faculty recruitment, development and retention;
- Developing an institutional plan that includes processes, expected outcomes, evaluative methods and projected costs of implementation;
- Developing a reward or recognition system for schools, groups, and/or individuals who develop innovative programs;
- Seeking extramural funding for planned programs;

- Developing a private Foundation for awarding scholarships;
- Establishing university councils or committees and using extant committees to advise executive administration on pertinent issues; and,
- Ensuring that minority and women students and faculty are not overburdened by committee assignments or over utilized as examples to be followed.

*Integrate diversity into the University's mission and vision as a central focus so that the **institutional commitment to diversity** is unambiguous by:*

- Having diversity as a link on the University home page;
- Marketing UTHSC-H as an institution embracing diversity;
- Inviting renowned speakers to campus to address diversity issues; and,
- Inviting state legislators and other community leaders to discuss the steps UTHSC-H is taking to move forward in the area of diversity.

*Further develop **Pre K–16 programs** as recruiting mechanisms and key community service by:*

- Updating and cataloging our PreK–16 initiatives at UTHSC-H;
- Coordinating and supporting PreK–16 activities related to recruiting;
- Relating UTHSC-H PreK–16 initiatives to those supported by UT-system; and,
- Sustaining and expanding PreK–16 partnerships.

*Make **faculty recruitment/retention** the centerpiece of a diverse campus environment by:*

- Reviewing the process for recruitment of faculty to ensure that women and minorities are being fairly considered for faculty positions;
- Reviewing demographic trends in promotion and tenure and initiate strategies to improve statistics and to attain equity; and,
- Endorsing recruiting and faculty development programs based on the concept of “growing our own.”

## The Diversity Plan

The UTHSC-H's Diversity Plan is designed to provide:

- A uniformly accepted plan for managing diversity;
- A general framework so that change agents will acquire a fundamental understanding of managing diversity and its focus on organizational systems;
- A mechanism and primary source for the consistent and timely education of employees; and
- A plan for university-wide organizational assessments that will be a starting point for faculty, staff and program offices to create more individualized plans, measures and milestones that address their own diversity needs.

The plan is a living document that represents a synthesis of the thoughts, ideas, and recommendations from a broad cross-section of faculty, staff and managers. However, as our journey to build a culture that manages diversity continues, modification to this plan will be necessary.

This plan contains eight components to be implemented in parallel over the next five years.

Component 1 will focus on **Organizational Assessment**. In this Component, the university will compile data and information on the current perceptions of diversity, diversity efforts, and the management of diversity.

Component 2 **Advocacy** will focus on dissemination of information about diversity and the university's goals and objectives related to diversity to the broad university community.

Component 3 **Fostering Diversity in the Workplace: Quality of Life** will focus on developing and implementing flexible work practices and supportive systems for diversity.

Component 4 **Developing the Workforce for the 21<sup>st</sup> Century and Promoting Career Interests** will focus on developing career development programs and review current performance and reward systems.

Component 5 **Developing the Workforce for the 21<sup>st</sup> Century through Community Outreach** will promote UTHSC-H as a premier employer as well as the health and biomedical science professions university of choice. Several aspects of this part of the plan include recruitment and retention programs for students, women and minority faculty, and women and minority administrators.

Component 6 **Recruitment and Retention of Students** will focus on activities and programs that coincide with the goals of the institution's Uniform Recruitment and Retention Plan. The primary goal is to bring the composition of the student body in parity with the make-up of the state's population.

Component 7 **Recruitment and Retention of Women and Minority Faculty** will address the need to increase the minority women and minorities who are recruited into faculty positions. The aim is to have the faculty composition reflect the same proportion of women and minorities in the state's population.

Component 8 **Recruitment and Retention of Women and Minority Administrators** will address the need to recruit a cadre of administrators within the University that are in balance with the gender and minority composition of the state's population.

The plan also includes a summary of resource requirements and other proposals for ensuring success.

## Component 1 - Organizational Assessment

### Expected Outcomes

- Create a business case for diversity management.
- Identify the gap between the future state and present state.
- Assess the perceptions of the quality of work life at UTHSC-H.
- Determine whether UTHSC-H's systems, policies and practices support the vision for the institution, its faculty, students, employees, patients and other stakeholders.
- Create baseline information, needs assessment, identification of roots, behaviors, measures and plans for substantive change.

### Objectives

- To determine the quality of work life at UTHSC-H and what drives institutional behaviors.
- To examine recent assessments and past achievements.
- To take appropriate measures to create an environment that provides constituents with opportunities to contribute to the organizational mission and vision.

### Past Achievements

- *Faculty Satisfaction, Student Perception and Classified Staff Surveys.* The Office of Institutional Assessment periodically conducts surveys in collaboration with the Interfaculty Council, the Student InterCouncil and the Classified Staff Council, respectively, to better understand and address issues of concerns to these constituencies. All of these surveys are stratified by gender and ethnicity to better assess the environment for women and minorities at UTHSC-H.
- *Periodic Evaluation of Administrators.* To ensure accountability of administrative and academic administrators, UTHSC-H has in place a policy that provides for the periodic evaluation of administrators. Among the criteria for evaluation is promotion of and support for diversity and balance among faculty, students and staff.
- *Salary Equity Studies.* Seven comprehensive faculty salary equity studies have been conducted at UTHSC-H (1981, 1986, 1992, 1994, 1996, 1998, and 2002). The last four studies found no evidence of systematic ethnic or gender bias in faculty salaries. During FY01, the consulting firm of Watson Wyatt was engaged to perform comprehensive market studies for both the classified and management administrative and professional employees. The first phase of the project involved reviewing job descriptions and market data for management administrative and professional positions that resulted in newly designed one-page job descriptions and an increase in salary ranges for a few positions. The second phase is scheduled for early FY02 and will involve reviewing the job descriptions and analyzing market data for the classified positions.
- *Spring 2002 Strategic Planning Process.* As part of this planning process, a Diversity Task Force was established for the purpose of assessing the current institutional culture and its impact on recruitment and retention of faculty, staff, and students. Task force recommendations were integrated into an institutional strategic plan that is now in the final stages of completion.

**Component I Organizational Assessment – Action Plan**

<b>Action Plan Task</b>	<b>Responsible Officials</b>	<b>Partners</b>	<b>Timeframe</b>
<ul style="list-style-type: none"> <li>• Recount recent assessments and past achievements</li> <li>• Assemble a cross-functional, diverse group (Diversity Assessment Team) to determine the best way to conduct an institution-wide climate assessment (in-house or external consultants)</li> <li>• Present findings</li> <li>• Establish objectives</li> <li>• Identify faculty and employees to implement procedures and a timeline to accomplish objectives</li> <li>• Develop marketing and education strategies</li> <li>• Tie outcomes to performance plans</li> <li>• Report accomplishments to institutional leadership</li> </ul>	<p>Executive Vice President for Strategic Affairs</p> <p>Diversity Director</p> <p>Vice President for Community and Educational Outreach</p> <p>Diversity Council (to be formed),</p> <p>Diversity Contacts in support services departments</p> <p>All executives, faculty, managers and employees</p>	<p>Human Resources</p> <p>Public Affairs</p> <p>Employee and faculty groups (i.e., Committee on the Status of Women, University Classified Staff Council, Multicultural Affairs Committee, Interfaculty Council)</p>	<p>Immediate deployment and to be continuous</p>

## Component 2 – Advocacy

### Expected Outcomes

- An employee population educated about the role of organizational culture and understanding differences in employee behavior.
- The university case for managing diversity.
- The inclusiveness of diversity.
- The importance of executive support; and the culture change required to manage UTHSC-H's internal and external diversity.
- Creation of a more enlightened and educated workforce by conveying messages in many forums and in a variety of ways to facilitate the education process.
- Managing diversity has every opportunity to become a part of the way we manage the University.
- Partnership establishment.
- Examples set by our leaders will help educate others about managing diversity.

### Objectives

- To provide a framework wherein managing diversity and supporting initiatives (for example, EEO, understanding differences and other change strategies/tools) have every opportunity to thrive by providing a solid foundation and proactive support.
- To create an environment of supportive systems, policies and practices that ensure all employees have the opportunity to participate in accomplishing UTHSC-H's mission while attaining their professional goals.

### Past Achievements

- *Office of Executive VP for Strategic Affairs* was created on September 1, 2002. Part of the charge to this office from the president is to oversee all activities for the institution related to diversity, and to help develop and implement an institutional plan for diversity.
- *Office of Equal Opportunity and Diversity*. The Office of Equal Opportunity and Diversity was reorganized in 2001 and has the central responsibility of ensuring that the University meets its obligations as an affirmative equal opportunity employer and educational institution. It is responsible for implementing, articulating and advocating for UTHSC-H policies, procedures and priorities in the areas of equal opportunity and diversity.
- *Anthony Haley*. Anthony Haley, JD, serves as Assistant to the President on matters related to governmental relations and diversity. He received his undergraduate degree from Brown University and his juris doctorate from the University of Texas. For nearly three years, Mr. Haley has been instrumental in working with key legislators on issues of interest to UTHSC-H. He has also played a role in the recent strategic planning process as a member of the diversity task force. In Fall 2001, Mr. Haley participated as an observer of the medical school admissions process. He attended meetings of the admissions committee, participated in interviews of potential students, and advised the dean of his observations. Mr. Haley also has been active in drawing support from the local African American and Hispanic medical associations to the Medical School.
- *Standing Committees*. Several standing committees, with members appointed by the president, are charged to advise the president on issues related to diversity.

*Core Committee for the Advancement of Women and Minorities*. The Core Committee for the Advancement of Women provides an oversight structure for the concerns of both minorities and

women, the Core Committee for the Advancement of Women was renamed in 2001 as the Core Committee for the Advancement of Women and Minorities and expanded to include minority interests and representation. The committee is a requirement of The University of Texas System.

*Multicultural Affairs.* The charge of this committee is to analyze issues and concerns of minority faculty, staff and students, such as recruitment and retention, and to make recommendations to the President through the Vice President for Community and Educational Outreach. The goal is to make the Health Science Center environment optimal for the intellectual, emotional, and social development of individuals.

*Committee on the Status of Women (CSW).* The purpose of the CSW is to encourage open communication about the concerns of women at UTHSC-H. In carrying out its charge, the committee, with faculty, staff and student representation, serves in an advisory role to the president. This committee sponsors such activities as the Annual Distinguished Professional Woman Award; Annual President's Awards for Mentoring Women; travel scholarship funds for women students; and, biannual salary equity survey.

*Association of Women Faculty.* Active membership in the Association is open to all women appointed to faculty positions and to women in academic administration who hold advanced terminal degrees in the health sciences or education (for example, Ph.D., M.D., D.D.S., Dr.P.H., D.S.N.) at UTHSC-H. Associate membership is open to all female clinical and research fellows who support the Association's mission. The Association of Women Faculty exists to support and promote the career development of women faculty, to enhance leadership skills, provide social interaction, and to study and influence policies and practices that impact the professional woman.

#### *Extrainstitutional Committee:*

*Minority Faculty Association.* This group promotes cultural diversity by offering opportunities for faculty to participate in activities aimed at advancing minorities and the education of minority students.

#### *Governance Organizations:*

To encourage active participation of the faculty, students and staff in institutional decision-making, UTHSC-H has faculty and student governance organizations in each of its six schools, institutional faculty and student governance organizations and a University Classified Staff Council. Each of these organizations addresses policies and concerns of its constituency and engages in activities that foster communication within the institution.

*School Faculty Governance Organizations (FGOs).* Each school within the Health Science Center has established a body representing the interests of the faculty. It may comprise the entire faculty or representatives from each department or division. Each FGO has a set of bylaws, standing committees, and mechanism for conveying from the faculty to the dean of the school, ideas, advice, and concerns about: (1) faculty governance and academic affairs; (2) faculty status, rights, and responsibilities; and, (3) administrative affairs. Each FGO elects four to six representatives to the Interfaculty Council, usually for a two-year term.

*Interfaculty Council (IFC).* The Council is comprised of faculty representatives from UTHSC-H's six schools. Established in 1981 as the institutional faculty governance body, the IFC acts in an advisory capacity to the president and is a conduit through which faculty communicate matters of concern, such as matters related to faculty governance and academic affairs, faculty rights and responsibilities, and administrative affairs.

*Student InterCouncil (SIC).* The SIC addresses concerns of students through presentation from all the UTHSC-H schools and minority and international student constituencies. The SIC has oversight for two committees that address student needs: the *Student Activities Council* has primary responsibility for social activities for all UTHSC-H students and the *Student Fees Advisory Committee* reviews and makes recommendations regarding proposed fee increases. SIC interacts with the student governance organizations in each of the schools. The SIC is involved in the development of policies that impact students.

*School Student Governance Organizations (SGOs).* Each school within the Health Science Center has established a body representing the interests of the students. It may comprise the entire student body or representatives elected by the student body. Each SGO has a set of bylaws, standing committees, and mechanism for conveying from the students to the dean of the school, ideas, advice, and concerns. Many of the SGOs also plan and implement social activities. At least one representative of each school SGO is a member of the Student InterCouncil.

*University Classified Staff Council (UCSC).* The staff at UTHSC-H also is active in encouraging and fostering effective governance. The UCSC, with representation from each of the six schools and general administration, was established to address issues of concern to the staff and to assist in the development of policies that impact staff. For the last six years, the UCSC has sponsored an annual, one-day professional and personal development workshop for classified employees. This workshop is so popular that a lottery had to be used to effectively deal with the number of employees who wished to attend. The UCSC has sponsored and coordinated an annual service award appreciation luncheon to honor employees, including faculty, for their service to the university. At the dinner, service awards are presented and the President and Vice Presidents pay tribute to employees with service over ten years. New classified employees at UTHSC-H receive a personal visit by members of the UCSC, who welcome them to the university and explain the purpose of the UCSC. The UCSC also maintains a Web site and publishes a quarterly newsletter that addresses current issues and policies of interest to classified staff. Several years ago the UCSC established a scholarship fund for the children of UTHSC-H staff.

*Management Forum.* The Management Forum comprises over 320 management staff members from operating units of UTHSC-H representing each school, the Harris County Psychiatric Center, the Houston Recovery Campus, and the various administrative departments. This group meets on a quarterly basis to enhance communication and discuss issues of common interest and/or concern. The Management Forum also coordinates and sponsors Administrative Case Rounds and supports service projects like the UT Police Toy Drive, UT House Medics, and personal safety brown bag sessions.

*Administrative Case Rounds.* In order to reflect on our own experiences and collectively learn and develop new mechanisms for addressing specific issues, UTHSC-H established Administrative Case Rounds. Such groups as the University Classified Staff Council, the Management Forum and the Executive Administration sponsor a broad array of administrative case rounds during the course of the academic year. The cases have dealt with such topics as: The Impact of Managed Care on An Academic Medical Center and Conduct in the Academic Community. The audiences for these forums are individuals that represent a cross-cut of the University.

## Component 2 Advocacy – Action Plan

Action Plan Task	Responsible Officials	Partners	Timeframe
<ul style="list-style-type: none"> <li>• Develop a communications strategy articulating the working definition of managing diversity, outlining methods to educate employees about managing diversity and understanding differences and marketing the Institutional Diversity Plan. Use tools such as managing diversity video, brochures, pamphlets, and honoring diversity in university publications;</li> <li>• Develop university-wide education strategy to ensure consistency in approach;</li> <li>• Review university-wide training materials to integrate managing diversity interventions and understanding differences into existing courses and review leadership curricula for consistency with results of culture audit;</li> <li>• Develop proposal for university-wide diversity recognition award;</li> <li>• Develop proposal for university-wide diversity consultant initiative to instill managing diversity interventions in day-to-day work; and,</li> <li>• Meet with support services departments and provide input on the managing diversity interventions possible in their areas to assist in meeting goals.</li> </ul>	<p>Diversity Director</p> <p>Diversity Council (to be formed)</p> <p>Diversity Contacts in support services departments, all executives, managers, faculty and employees.</p>	<p>Human Resources</p> <p>Public Affairs</p> <p>Employee and Faculty groups (i.e., Committee on the Status of Women, University Classified Staff Council, Multicultural Affairs Committee, Interfaculty Council)</p>	<p>Ongoing</p>

### **Component 3 - Fostering Diversity in the Workplace: Quality of Work Life**

#### **Expected Outcomes**

- Management accommodates flexible work practices to meet business objectives.
- Flexible work practices championed as an employee relations process to better enable employees to balance university and employees' needs and meet the work life challenges (for example, dual incomes, older employees, non-traditional families).

#### **Objective**

- To create a supportive environment that ensures that initiatives are created to help balance the work and life responsibilities of employees to facilitate productivity.

#### **Past Achievements**

- *Work/Life Program.* To help faculty, staff, students, residents, and fellows reconcile the needs of work and family life, UTHSC-H established the Work/Life Program to provide various kinds of support and assistance about resources available to them such as the Family Care Resource and Referral Service, Employee Assistance Program, and Student Counseling Services. Institutional guidance and leadership for these activities comes from the Work/Life Council.
- *Faculty Satisfaction, Student Perception and Classified Staff Surveys.* The Office of Institutional Assessment periodically conducts in collaboration with the Interfaculty Council, the Student InterCouncil and the Classified Staff Council, respectively, to better understand and address issues of concerns to these constituencies. All of these surveys are stratified by gender and ethnicity to better assess the environment for women and minorities at UTHSC-H.
- *Flextime Schedules.* The University of Texas-Health Science Center at Houston values its faculty and staff and supports each department's managerial decision to offer flextime to its employees provided the job is appropriate for flextime and the missions of the department and the University are uncompromised and met. The Flextime Guide and the Handbook of Operating Procedures Policy 2.26 assists UT-Houston supervisors and employees to appropriately and effectively utilize flextime and include a definition of flextime, potential advantages/disadvantages of flextime, and tips for employees and supervisors implementing flextime. The University especially supports the use of flextime to help employees balance their competing demands of work and personal life.

### Component 3 Fostering Diversity in the Workplace – Action Plan

Action Plan Task	Responsible Officials	Partners	Timeframe
<ul style="list-style-type: none"> <li>• Develop a process whereby the Diversity Council can hear and address work life recommendations or concerns/issues from faculty and employees and offer recommended solutions to management for possible implementation</li> <li>• Research state-of-the-art workplace accommodations. Report findings</li> <li>• Research the feasibility of creating an institutional work life resource center, hot line and customer service center as employees' comprehensive service for work life needs and other issues, (e.g., employment referral service to address mobility, reduction in force and career issues in dual career or non-traditional families and other quality of work life initiatives). Report findings.</li> <li>• Evaluate pertinent findings from organizational assessment and implement as needed.</li> </ul>	<p>Diversity Director</p> <p>Diversity Council</p> <p>Diversity Contacts in support services departments</p> <p>All executives, faculty, managers and employees</p>	<p>Human Resources</p> <p>Public Affairs</p> <p>Employee and faculty groups (i.e., Committee on the Status of Women, University Classified Staff Council, Multicultural Affairs Committee, Interfaculty Council)</p>	<p>Ongoing</p>

## Component 4 Developing A Workforce for the 21<sup>st</sup> Century and Promoting Career Interests

### Expected Outcome

- Employees empowered to reach professional goals and maximize contributions towards organizational mission.

### Objective

- To provide opportunities for all employees to develop their knowledge, skills and abilities to their fullest potential.
- To be rewarded equitably.
- To ensure that these opportunities are extended to all segments of the workforce.
- To increase workforce diversity at UTHSC-H.

### Past Achievements

- *Periodic Evaluation of Administrators.* To ensure accountability of administrative and academic administrators, UTHSC-H has a policy in place that provides for the periodic evaluation of administrators. Among the criteria for evaluation is promotion of and support for diversity and balance among faculty, students and staff.

#### *Professional Development Programs*

- *Human Resources Training & Development Courses.* The Human Resources Training Group offers to UTHSC-H employees an ongoing schedule of classes in the areas of: leadership development; supervisory skills; staff development; communications; and, professional development. They will customize programs for individuals, work teams, facilitate retreats and brainstorming sessions, and provide professional development coaching.
- *Environmental Health & Safety Training.* The Chemical Safety Program is responsible for providing support to UT-Houston students, faculty, and staff concerning the recognition, evaluation, and control of chemical, biological, and physical hazards. To that end, they offer courses on the following subjects: Basic Hazard Awareness; Basic Laboratory and Clinical Safety; Basic Radiation Safety; Chemical/Laboratory Safety Refresher Course; Radiation Safety Officers Course, and X-ray Radiation Safety Officer Course.
- *Information Services Department.* The Information Services training web site provides the quarterly schedule for all IS training classes. It also encompasses course descriptions, a form for feedback to the department, and a link to the online registration form. Each quarter the site will spotlight Information Services training news. The classes available from Information Services include various Microsoft classes and other classes such as: Access, PowerPoint, Excel, TUFIMS Classes, etc.
- *Laboratory Animal Medical and Care.* It is a federal mandate that anyone working with animals complete certain required courses. These courses are available on a monthly basis from Laboratory Animal Medicine and Care.
- *The Committee for the Protection of Human Subjects (CPHS)* is the Institutional Review Board for the Health Science Center. It is charged with certifying that all research enrolling human subjects, or using human derived materials or data, conforms to the principles enunciated in the Assurance of Compliance document negotiated between the Health Science

Center and the Department of Health and Human Services. In compliance with federal regulations, they periodically offer training that meets the requirement for education on the protection of human subjects. CPHS provides information on scheduled classes through their web site. Also available from this site are links to on-line training courses that would meet the federal regulations for training on the protection of human subjects.

- *The Office of Sponsored Projects.* The primary responsibility of the Office of Sponsored Projects (OSP) is to provide an environment that facilitates communication and the delivery of professional research support services to the researchers at UTHSC-H. They offer training on activities relating primarily to pre-award issues.
- *Employee Assistance Program.* A team of professionals help guide employees and management through various topics and issues affecting everyday life in the workplace. These seminars and workshops equip employees with the tools to become more effective and valuable assets to the university.
- *Institutional Compliance.* The Office of Institutional Compliance is responsible for developing awareness of the principles of sound compliance with all applicable laws and regulations, standards and ethics in the conduct of university business through education and training of all personnel. The Office coordinates university wide initiatives for all compliance activities to prevent, detect and respond appropriately to compliance risks.

### Component 4 Developing the Workforce for the 21<sup>st</sup> Century and Promoting Career Interests

Action Plan Task	Responsible Officials	Partners	Timeframe
<ul style="list-style-type: none"> <li>• Develop a proposal for a career development program for existing staff</li> <li>• As a result of recommendations derived from the organizational assessment, identify training programs, policies or procedures that need to be modified. Recommend improvements to existing programs to facilitate professional development in order to maintain a competent workforce, upgrade skills, increase knowledge and train current employees for the jobs of the future</li> <li>• As a result of recommendations derived from the organizational assessment phase, review all systems, such as the performance/reward system, to ensure fairness and equity. Make recommendations for improvements.</li> </ul>	<p>Diversity Director</p> <p>Diversity Council (to be formed),</p> <p>Diversity Contacts in support services departments</p> <p>All executives, faculty, managers and employees</p>	<p>Human Resources</p> <p>Public Affairs</p> <p>Employee and faculty groups (i.e., Committee on the Status of Women, University Classified Staff Council, Multicultural Affairs Committee, Interfaculty Council)</p>	<p>Upon completion of organizational assessment and to be continuous</p>

## Component 5 Developing UTHSC-H's Potential Workforce for the 21st Century Through Community Outreach

### Expected Outcomes

- UTHSC-H viewed as a premier employer attracting and retaining the best and the brightest high caliber diverse faculty and staff in all areas.
- Increase the pool of prospective employees through proactive recruiting at schools and universities.
- Educate potential employees about UTHSC-H's contribution to society and employment opportunities.

### Objectives

- To develop or modify outreach programs such as the Summer Administrative and K-12 Science programs that will attract high caliber diverse applicants, provide exposure and stimulate interest in all specialties required to accomplish UTHSC-H's mission.

### Past Achievements

- *The Office of Community and Educational Outreach.* In April 2002 the President created an Office of Community and Educational Outreach. A major charge to this office is to oversee community and education outreach programs that support institutional diversification.
- *PreK-12 Programs*

Major PreK-12 and post secondary or college level (grades 13-16) programs in which UTHSC-H is involved are identified below.

- *CARS (Center for Academic and Reading Skills).* CARS is a research center that studies the ways in which reading skills are developed in young children, including children who are academically disabled and/or underachieving. CARS is dedicated to furthering K-3 reading skills and transfers research results into classrooms.
- *CATCH (Coordinated Approach To Child Health).* CATCH is a school health program designed to prevent cardiovascular disease and diabetes in elementary school children.
- *CIRCLE (Center for Improving the Readiness of Children for Learning and Education).* CIRCLE is involved in research and training activities related to the goal of promoting quality learning environments for young children. CIRCLE conducts demonstration teacher training projects across Texas Health Start programs.
- *Reach Out and Read Texas* is a national pediatric literacy program that trains physicians and nurses to advise parents on the importance of reading aloud and to give books to children at pediatric check-ups from age six months to five years (with a special focus on children growing up in poverty).
- *Elementary School Science Enhancement Program.* This program provides new and tangible materials, equipment, and computers for hands-on learning by students, and new resources and activities to enhance teaching effectiveness.
- *Excellence-in-Education Mini-Grant Program.* The purpose of this program is to improve teacher/staff education, specific skills and knowledge of students by providing small grants to support innovative projects that include science, math and computer literacy in the classroom. The program was originally initiated and has reached its peak in the Spring Branch Independent School District.

- *Asthma Management Familias (Familias y Escuelas Unidas Para Controlar Asma)*. This is a program to improve asthma self-management in school-age children.
- *SASI Program (School Asthma Screening and Intervention)*. The project provides a video-guided asthma screening instrument for Head Start Children.
- *After School Museum Program*. UTHSC-H partners with the John P. McGovern Museum of Health and Medical Science to benefit disadvantaged school-age children who attend the Spring Branch Boys and Girls Club. The program includes visits to the museum's exhibits and participation in the museum's educational programs.
- *Program on Childhood Injury Prevention*. UTHSC-H partners with the Department of Emergency Medicine at LBJ Hospital to sponsor a program for children at Harris County and Houston Public Libraries. The objective is to increase awareness of safety measures among young children and reduce the high incidence of preventable childhood injuries seen in our area hospitals.
- *ASPIRE (A Smoking Prevention Interactive Experience)*. ASPIRE is a multimedia smoking prevention program for 10<sup>th</sup> grade students.
- *Safer Choices (HIV, STD, and Pregnancy Prevention Program for High School Students)*. This is a multi-component educational program to reduce risk behaviors and increase protective behaviors in preventing HIV, other STD's and pregnancy among high school youth.
- *UTHSC-H Harris County Behavioral Health Collaborative*. The University of Texas Harris County Psychiatric Center, as part of its community service and education missions, provides weekly consultative services to school faculty in 27 schools in nine school districts (approximately 1,280 faculty and 20,000 students impacted).
- *Hightower High School Medical Science Academy*. Hightower High School, in the Fort Bend Independent School District, maintains three career academies: engineering, health and medical sciences, and telecommunications and media. UTHSC-H advises teachers and administrators at Hightower on the health and medical sciences curriculum.
- *Urban Ecology-Environmental Biology Advanced Placement Course*. UTHSC-H is providing support for a new Advanced Placement course in Urban Ecology-Environmental Biology course that will fill a void for health promotion in the curriculum of the Medical Science Academy at Hightower High School in the Fort Bend Independent School District.
- *HEADS UP (Health Education And Discovering Science While Unlocking Potential)*. This program was created to unite teachers with resources, technology, and personnel in one of the largest medical complexes in the world in order to cover science subjects and the Texas Essential Knowledge and Skills (TEKS). Middle school science curriculum modules consist of multimedia CD-ROMs, VHS tapes, lesson plans, classroom activities, and web resources. Modules, which address TEKS, are being developed by UTHSC-H Schools of public health and medicine in collaboration with Spring Branch Independent School District teachers, UTHSC-H, and staff from John P. McGovern Museum of Health and Medical Science in Houston.
- *Science Exploration and Curriculum Writing Institute*. This activity is connected with but separate from Heads Up. Teachers participate in a three-week, intensive hands-on research-based summer institute in collaboration with UTHSC-H professionals and other community resources. The institute exposes teachers to the latest community science resources and professionals that best address articulated curriculum needs concerning the human body, human disease and prevention. From this experience, teachers create and

revise health science curriculum materials for Heads Up to convey pedagogy and content appropriate for middle school students.

- *Smithsonian Scholars in the Schools Program.* UTHSC-H and the Smithsonian Office of Education in Washington D.C. support a program that brings renowned Smithsonian scholars to the Spring Branch Independent School District to provide workshops for teachers, teach students, and lecture to citizens in the local community. Plans are being formed to open the Smithsonian Scholars' presentations to the greater Houston community.
- *High School Microbiology and Pathophysiology Distance Learning Courses.* UTHSC-H, The University of Texas at El Paso and The University of Texas Southwestern Medical School at Dallas contribute expertise and resources to the distance learning medical microbiology and pathophysiology courses in the Spring Branch Independent School District.
- *SABE (Students Aspiring to Better Education).* In partnership with the Center for Mexican American Studies of the University of Houston, UTHSC-H sponsors a mentoring program for disadvantaged students in area high schools. The objective is to help students increase their academic standings, finish high school, and enroll in college.
- *AVID (Advancement Via Individual Determination).* AVID is a national program applied locally that provides middle and high school students who are average achievers and ordinarily would not enroll in college preparatory classes the opportunity to do so, and provides support for their success. AVID is an elective curriculum and is based on writing, inquiry, and collaboration and involves tutoring and mentoring, and motivational activities and speakers.
- *Summer Science Research Program for High School Students.* Students from partner high schools participate annually in three types of science-related preceptorships: laboratory, health informatics, and public health. The preceptorships are six weeks in duration and are guided by the National Science Education Standards for high school students. Stipends are provided for fifteen students.
- *Grades 13–16 (college) and Teacher Training Activities*
  - *Summer Administrative Internship Program.* This ten-week program offers learning opportunities for undergraduate college students to intern in administrative offices at UTHSC-H. Stipends are provided for fifteen students.
  - *Texas A&M University–Kingsville Presidents Distinguished Student Research Seminar.* The purpose of this program is to afford TAMUK students the opportunity to present their research and provide the Biology Department with an opportunity to showcase its students. The program is an outgrowth of an earlier, ongoing, UTHSC-H collaboration with TAMUK Research Infrastructure in Minority Institutions Biomedical Research program.
  - *UTHSC-H/UT-Pan American Distance Learning Project for Public School Teachers.* This is an annual project of The University of Texas-Pan American (UTPA) and UTHSC-H and is part of a course, *Recent Developments in Applied Sciences*, that supports UTPA's special Masters Degree Program in Science Education. UTHSC-H faculty from the Graduate School of Biomedical Sciences instruct teachers enrolled in the UTPA area via two-way interactive video, e-mail, fax, and teleconferencing. Teachers are from schools in the lower Rio Grande Valley region.
    - *Medical School Assured Acceptance Program.* This program is designed to make admission commitments to students while they are in their early college

years. The prototype program developed with the University of Houston (UH) offers assurance of admissions to up to ten students per year. Officials of UH identify students for the program after their first year of undergraduate work. Following interviews with the Medical School Admissions committee, these students, if accepted, are expected to fulfill all the criteria for entry into medical school.

- *Texas Southern University and Rice University Scholarships.* UTHSC-H, through the president's office has agreed to provide a scholarship to a student at Texas Southern University and Rice University so that they may attend UTHSC-H's professional schools or the Graduate School of Biomedical Sciences.

**Component 5 Developing the Workforce for the 21<sup>st</sup> Century through Community Outreach – Action Plan**

Action Plan Task	Responsible Officials	Partners	Timeframe
<ul style="list-style-type: none"> <li>• Develop a proposal for additional activities with colleges, universities to promote the image of UTHSC-H and attract quality employees</li> <li>• Identify community organizations and schools to support</li> <li>• Develop proposal for summer-intern program for prospective employees. Market through career awareness and orientation programs at targeted schools</li> <li>• Promote UTHSC-H by enhancing the activities of exhibiting at conferences, workshops, and professional society meetings</li> </ul>	Diversity Director  Diversity Council  Diversity Contacts in support services departments  All executives, faculty, managers and employees	Human Resources  Public Affairs  Employee and faculty groups (i.e., Committee on the Status of Women, University Classified Staff Council, Multicultural Affairs Committee, Interfaculty Council)	Start immediately and to be continuous

## Component 6 Recruitment and Retention of Students

### Expected Outcomes

- To recruit students so that the population of students in education programs at UTHSC-H reflect the population of the state.
- To recruit highly qualified, competitive students into all our education programs.

### Objective

- Increase the number of students from socially or economically disadvantaged backgrounds who are recruited to and retained in UTHSC-H's education programs.

### Past Achievements

#### Uniform Recruitment & Retention

##### *Steering Team*

- UTHSC-H embraces the collaborative efforts required to support and improve student recruitment and retention programs. Under the direction of UTHSC-H executive leaders, a Strategic Enrollment Management Steering Team was established in January 2001 and charged with developing a data-driven strategic enrollment management plan that incorporates initiatives and actions to improve campus diversity and improve services to underrepresented populations. The UTHSC-H Steering Team comprises 22 professionals from each of the six schools as well as from pertinent student service and support offices.

##### *Student Profiles*

- Total Fall 2001 enrollment is 3,287, a 4.5 percent increase over the previous fall. Of the total enrollment, 6 percent are African American, 12 percent are Hispanic, 59 percent are Caucasian, and 23 percent are of other ethnic descents or are unidentified. Due to efforts at the university and school level, UTHSC-H increased student diversity in the past year:

	Fall 2000 Enrollment		Fall 2001 Enrollment		Fall 2002 Enrollment		Change Fall 2001 to Fall 2002	
	# enrolled	% of total	# enrolled	% of total	# enrolled	% of total	# enrolled	% change
Asian American	425	14%	430	13%	457	14%	27	6%
<b>African American</b>	<b>173</b>	<b>6%</b>	<b>210</b>	<b>6%</b>	<b>196</b>	<b>6%</b>	<b>(14)</b>	<b>-7%</b>
Foreign	266	8%	277	8%	278	8%	1	0%
<b>Hispanic American</b>	<b>322</b>	<b>10%</b>	<b>380</b>	<b>12%</b>	<b>392</b>	<b>12%</b>	<b>12</b>	<b>3%</b>
Native American	16	1%	17	1%	11	0%	(6)	-35%
<b>White American</b>	<b>1,926</b>	<b>61%</b>	<b>1,949</b>	<b>59%</b>	<b>1,952</b>	<b>59%</b>	<b>3</b>	<b>0%</b>
Unidentified	15	2%	24	1%	49	1%	25	104%
<b>Grand Total</b>	<b>3,143</b>		<b>3,287</b>		<b>3,335</b>		<b>48</b>	<b>1%</b>

## *Recruiting Philosophy*

Relative to the university's mission, it is the responsibility of our faculty and staff to strive for leadership in everything that we do. This includes our commitment to and implementation of our Uniform Recruitment and Retention Plan. In this regard, part of our mission is to provide every student that we recruit, regardless of background, a quality educational program in an environment that is safe and conducive to personal and professional growth and development. In our educational programs, we are aware of the need to provide personalized learning for all students, support to reach standards or pass "high stake" testing, and to bring out students' unique talents, abilities and performance. While meeting these demands, we have high expectations of our students. In our graduates, we strive to transform information into new knowledge, wisdom and skills that are essential for purposeful and meaningful work, achievement and service throughout their lives. In all its students, UTHSC-H strives to impart ideal character traits related to personal qualities, work habits and attitudes; a capacity for complex and creative thinking; interpersonal and collaborative skills; ethical and proper use of information systems; an appreciation for differences; and a desire to contribute to the welfare of others. A vision of this portrait of a UTHSC-H graduate is at the heart of our teaching efforts.

One of the goals of the UTHSC-H is to work to recruit a diverse student body while continuously improving student performance in its education programs. Implied in this endeavor is the need to recruit students well grounded in basic academic skills, science and computer literacy. Thus, as part of the recruiting effort, a UTHSC-H strategy is to develop partnerships with public schools to support K-16 education as a means to increase the pool of students, particularly those from disadvantaged backgrounds, who complete high school and go to college to pursue majors leading to careers in the health sciences and health professions. Based on the pedagogic principle that good results in learning are directly related to quality teaching, high standards and rigorous curricula, another UTHSC-H goal is to recruit and retain high quality faculty and administrators, also with uniform recruitment and retention guidelines in mind. Through these parallel endeavors, it is anticipated that the UTHSC-H plan for uniform recruitment and retention of students will lead to the expected results – a diverse group of versatile, highly skilled graduates for Texas's work force.

## *Recruitment Activities*

- ***UTHSC-H Scholarship Foundation***

On August 29, 2001, the newly created UTHSC-H Scholarship Foundation was certified by the Texas Secretary of State. This tax exempt foundation has as its mission to encourage study in the fields of medicine, dentistry, nursing, and the biomedical sciences by qualified students with respect to race, ethnicity, gender, religion or other factors determined by the Board of Directors. Qualified students will receive scholarships and grants to study in education programs at UTHSC-H. The Foundation will be supported by donations from individuals, corporations and foundations and will be governed by a Board of Directors, a majority of which will not be directly employed by UTHSC-H.

- ***Grades 13–16 (college) and Teacher Training Activities***

- *Medical School Summer Research Program.* Undergraduates from universities in Texas and throughout the nation and first-year medical students have opportunities to participate in hands-on biomedical and behavioral sciences laboratory research supervised by UTHSC-H faculty. Stipends are provided for about fifty students annually.

- *Medical School Summer Enrichment Program.* This six-week program is designed to introduce promising college students to the Medical School environment and curriculum and to prepare these students to apply and interview successfully for admission to medical school. Stipends are provided for fifteen students.
- *Dental Branch Summer Enrichment Program.* This six-week program introduces undergraduate college students to the dental school environment and curriculum and prepares them for the application and interview process. Stipends are provided for fifteen students.
- *Summer Administrative Internship Program.* This ten-week program offers learning opportunities for undergraduate college students to intern in administrative offices at UTHSC-H. Stipends are provided for fifteen students.
- *Texas A&M University–Kingsville Presidents Distinguished Student Research Seminar.* The purpose of this program is to afford TAMUK students the opportunity to present their research and provide the Biology Department with an opportunity to showcase its students. The program is an outgrowth of an earlier, ongoing, UTHSC-H collaboration with TAMUK Research Infrastructure in Minority Institutions Biomedical Research program.
- *UTHSC-H/UT-Pan American Distance Learning Project for Public School Teachers.* This is an annual project of The University of Texas-Pan American (UTPA) and UTHSC-H and is part of a course, *Recent Developments in Applied Sciences*, that supports UTPA's special Masters Degree Program in Science Education. UTHSC-H faculty from the Graduate School of Biomedical Sciences instruct teachers enrolled in the UTPA area via two-way interactive video, e-mail, fax, and teleconferencing. Teachers are from schools in the lower Rio Grande Valley region.
- *The Mini-Sabbatical Program.* This program is a partnership between UTHSC-H and Prairie View A&M University (PVAMU) and aims to support the career development of PVAMU faculty while providing manpower for the UTHSC-H research enterprise.
- *Medical School Assured Acceptance Program.* This program is designed to make admission commitments to students while they are in their early college years. The prototype program developed with the University of Houston (UH) offers assurance of admissions to up to ten students per year. Officials of UH identify students for the program after their first year of undergraduate work. Following interviews with the Medical School Admissions committee, these students, if accepted, are expected to fulfill all the criteria for entry into medical school.
- *Texas Southern University and Rice University Scholarships.* UTHSC-H, through the president's office has agreed to provide a scholarship to a student at Texas Southern University and Rice University so that they may attend UTHSC-H's professional schools or the Graduate School of Biomedical Sciences.

### ***Retention Activities***

In addition to recruiting programs, and as part of the institution's student recruitment effort, some of our schools have developed impressive retention activities. For example the Medical School has several ongoing programs for retention and improved academic performance of students. These include the:

- *Alternate Pathway Program.* This program is a modified curriculum designed to extend from two to three years the time students may take to complete the basic curriculum. The program is for students with special needs or consideration.

- *Pre-Entry Program.* This is a five-week program offered each summer for accepted students prior to their matriculation to medical school. The program, for students who for a variety of reasons are deemed academically “at risk,” provides a rigorous academic component, tutorial sessions, and study skills training and establishes a support network with students and faculty.
- *Peer Tutorial Program.* This activity provides tutelage by second- and fourth-year students for students in the first two years of medical school.
- *Student Counseling Program.* This program is available throughout the Medical School from the Assistant Dean for Educational Programs. Students are provided the opportunity for counseling on a one-on-one basis.
- *Student Advisory Program.* This program administered through the Office of Student Affairs, is designed to help students adapt to the medical school environment and to build morale by showing personal interest, providing guidance, solving problems, and creating in students an awareness of being an important part of the University. Activities involve an orientation and a two-day student retreat before the first year begins and orientation programs for parents and spouses of medical students. Other activities include a mentoring program for all students and a financial/career counseling program.
- *Environmental Awareness Scholarship Program.* This program was established in 1994 and represents UTHSC-H’s commitment to the environment. The program is administered through the Office of Community and Educational Outreach and funded wholly from income earned by UTHSC-H’s institution-wide recycling effort. Recipients are disadvantaged students who are chosen by their respective deans and who agree to perform a measure of community service during the year of their award. Since inception, the program has awarded 28 students a total of \$53,000.

## Component 6 Recruitment and Retention of Students – Action Plan

Action Plan Task	Responsible Officials	Partners	Timeframe
<ul style="list-style-type: none"> <li>• Delineate a model of organization where schools retain autonomy in pursuing their own student recruitment agendas while enabling coordination and dissemination of successful programs and best practices to other schools</li> <li>• Develop a university infrastructure to support recruitment of a diverse student body</li> <li>• Assess, through ongoing efforts, surveys and focus groups, the perceptions of faculty and students relative to diversity</li> <li>• Develop and implement an institution wide Diversity Plan that includes student recruitment processes, expected outcomes, an evaluative component, and projected costs of implementation</li> <li>• Update and catalog current diversity programs on campus related to student recruitment and retention</li> <li>• Develop a reward or recognition system for schools, groups, and/or individuals who develop innovative programs relative to recruitment of students</li> <li>• Seek extramural funding for planned programs</li> <li>• Establish university councils or committees to advise the Office of Strategic Affairs on matters related to student recruitment</li> <li>• Develop a private foundation for awarding scholarships</li> </ul>	<p>Executive Vice President for Strategic Affairs has primary responsibility</p> <p>Vice President for Community and Educational Outreach</p> <p>The Office of Diversity and Equal Employment Opportunity</p> <p>The Steering Committee<sup>1</sup></p> <p>EVP Office of Academic Affairs &amp; EVP Strategic Affairs works closely to carry out activities that impact on diversity</p> <p>Planning Office should facilitate these efforts</p>	<p>Deans</p> <p>Department Chairs</p> <p>Offices of all responsible officials</p>	<p>Activities in progress</p> <p>Continue until Gap is closed</p>

<sup>1</sup> Steering Committee is responsible for the institution’s Uniform Recruitment and Retention Act, connects and coordinates recruiting and admissions activities in UTHSC-H six schools and is updated and reported annually to THECB. The committee is comprised of members from all schools and other administrative units throughout the HSC.

## Component 7 Recruitment and Retention of Women and Minority Faculty

### Expected Outcomes

- Recruit more women and minority faculty.
- Retain more women and minorities in senior level faculty positions.
- Have more input from women and minority faculty in academic and policy-making decisions.

### Objectives

- Recruit and retain more women and minority faculty.

### Past Achievements

- Several committees, with members appointed by the President, are charged to advise the President on issues related to diversity:
  - *Core Committee for the Advancement of Women and Minorities.* The Core Committee for the Advancement of Women is a standing committee of UTHSC-H and provides an oversight structure for the concerns of both minorities and women, the Core Committee for the Advancement of Women was renamed in 2001 as the Core Committee for the Advancement of Women and Minorities and expanded to include minority interests and representation.
  - *Minority Faculty Association.* Although not a standing committee of the UTHSC-H, this group promotes cultural diversity by offering opportunities for faculty to participate in activities aimed at advancing minorities and the education of minority students.
  - *Association of Women Faculty.* Active membership in the Association is open to all women appointed to faculty positions and to women in academic administration who hold advanced terminal degrees in the health sciences or education (for example, Ph.D., M.D., D.D.S., Dr.P.H., D.S.N.) at UTHSC-H. Associate membership is open to all female clinical and research fellows who support the Association's mission. The Association of Women Faculty exists to support and promote the career development of women faculty, to enhance leadership skills, provide social interaction, and to study and influence policies and practices that impact the professional woman.
  - *Committee on the Status of Women.* The Committee on the Status of Women is a standing committee of the university and is charged with encouraging open communication about the concerns of women at UTHSC-H.
- *Professional Development*
  - *Academic Leadership Development Program.* The purpose of this program which is aimed primarily at junior faculty is to encourage professional development. The program curriculum is eight months in duration and its centerpiece is a new initiative that is carried out by each participant.
  - *Mentoring Programs.* Each UTHSC-H school has taken the initiative to implement its own formal mentoring program where junior faculty are mentored by senior faculty.
  - *Strategic Thinking Sessions.* To address current and anticipated challenges in the environment, UTHSC-H conducts Strategic Thinking Sessions. These sessions involve

faculty, students and staff in informal discussions of topics that are chosen for their timeliness, controversy, or potential impact on the university.

- “*Distinctions.*” To recognize special accomplishments of faculty and students in the areas of research teaching, and philanthropy, UTHSC-H’s Office of Public Affairs publishes a monthly publication entitled “*Distinctions.*”
- “*The Leader.*” To provide news briefs and special announcements to faculty, staff and students, UTHSC-H’s Office of Public affairs publishes a monthly publication entitled “*The Leader*’. Included in the publication are a calendar of events; faculty, staff and student accomplishments; administrative process updates; and, executive level promotions, etc.

## Component 7 Recruitment and Retention of Women and Minority Faculty – Action Plan

Action Plan Task	Responsible Officials	Partners	Timeframe
<ul style="list-style-type: none"> <li>• Delineate a model of organization where schools retain autonomy in recruiting, developing and promoting faculty, while enabling coordination and dissemination of successful programs and best practices to other schools</li> <li>• Review the process for recruitment of faculty to ensure that women and minorities are being fairly considered for faculty positions</li> <li>• Review demographic trends in promotion and tenure and initiate strategies to improve statistics to attain equity</li> <li>• Interact with departmental chairs and deans to facilitate activities of schools related to the development of initiatives to recruit or retain women and minority faculty members</li> <li>• Influence faculty recruiting by providing monetary incentives and support to schools that develop novel recruitment and retention programs that can be disseminated to other schools</li> <li>• Develop a reward or recognition system for schools, groups, and/or individuals who develop innovative programs</li> <li>• Endorse the faculty development programs based on the concept of “grow our own”</li> <li>• Seek funds for recruitment and retention initiatives at our six schools</li> </ul>	<p>Executive Vice President for Academic Affairs</p> <p>(The Office of Academic Affairs already focuses attention to faculty appointment, promotion and tenure matters at the institutional level. Recruiting, developing and promoting faculty is currently a function of departments and schools and should continue to be so. The Office of Academic Affairs should facilitate recruitment and retention of minority and women faculty by working closely and innovatively with the deans of each of our schools.)</p>	<p>Deans</p> <p>Department Chairs</p> <p>School-based Faculty Appointment, Promotion and Tenure Committees</p>	<p>Activities are ongoing and will continue</p>

## Component 8 Recruitment and Retention of Women and Minority Administrators

### Expected Outcomes

- Recruitment of more women and minorities into leadership positions, such as departmental chair, dean (and assistant and associate deans) and positions at the general administrative level, i.e., assistant and associate vice presidents, vice presidents, executive vice presidents and president.

### Objective

- To recruit and retain more women and minorities in key administrative positions.

### Past Achievements

- *Professional Development*
  - *Academic Leadership Development Program.* The purpose of this program which is aimed primarily at senior faculty is to encourage professional development. The program curriculum is eight months in duration and its centerpiece is a new initiative that is carried out by each participant.
  - *Mentoring Programs.* Each UTHSC-H school has taken the initiative to implement its own formal mentoring program where junior faculty are mentored by senior faculty.
  - *“Distinctions.”* To recognize special accomplishments of faculty and students in the areas of research teaching, and philanthropy, UTHSC-H’s Office of Public Affairs publishes a monthly publication entitled *“Distinctions.”*
- *Salary Equity Studies.* Seven comprehensive faculty salary equity studies have been conducted at UTHSC-H (1981, 1986, 1992, 1994, 1996, 1998, and 2002). The last four studies found no evidence of systematic ethnic or gender bias in faculty salaries. During FY01, the consulting firm of Watson Wyatt was engaged to perform comprehensive market studies for both the classified and management administrative and professional employees. The first phase of the project involved reviewing job descriptions and market data for management A&P positions that resulted in newly designed one-page job descriptions and an increase in salary ranges for a few positions. The second phase is scheduled for early FY02 and will involve reviewing the job descriptions and analyzing market data for the classified positions.
- *Senior Leadership Orientation.* This program is designed to rapidly introduce new senior leaders into the culture, organization and operation of the University. Newly hired senior leaders (Deans Associate Deans, Assistant Deans, Executive Vice Presidents, Vice Presidents, and Associate Vice Presidents) are scheduled by Human Resources, as part of their orientation process, to meet with other senior leaders. The objective of this administrative overview program is to shorten the time that it takes new leaders to become knowledgeable about the University’s senior administrators and the functions of their offices.
- *Recent Recruiting Efforts.* In addition to student recruitment and retention, UTHSC-H has intensified its effort to recruit faculty and administrators from underrepresented groups. Significant advances have been made in recruitment into the administrative arena. Within the past two years individuals from minority backgrounds have been hired to fill the following major general administrative positions: Interim Executive Vice President for Academic Affairs; Vice President for Community and Educational Outreach; and, Associate Vice President for Human Resources. Women have been hired to fill the position of Associate Vice President for International Programs, Interim Dean of the Dental Branch, and Chair of Basic Sciences at the Dental Branch.

## Component 8 Recruitment and Retention of Women and Minority Administrators – Action Plan

Action Plan Task	Responsible Officials	Partners	Timeframe
<ul style="list-style-type: none"> <li>• All individuals responsible for recruiting to high level positions within the University should also be responsible for reviewing their policies and practices for recruitment to ensure that they comport with those that would be deemed equitable by comparison with best practices among other UT components and in comparison with practices of peer institutions nationwide. In short UTHSC-H should seek to improve recruiting by</li> <li>• Review the process for recruitment to ensure that women and minorities are being fairly considered for open positions</li> <li>• Review demographic trends and initiate strategies to improve recruitment of administrators to attain equity</li> <li>• Facilitate initiatives to recruit or retain women and minorities</li> <li>• Develop recognition systems for schools, groups, and/or individuals who develop innovative programs related to recruitment of women and minority administrators</li> <li>• Fund recruitment and retention initiatives</li> <li>• Develop recruiting procedures that enable coordination and dissemination of successful components and best practices to other schools</li> </ul>	<p>The deans of each school are responsible for recruiting and appointing assistant and associate deans</p> <p>The president is responsible for recruiting and appointing deans</p> <p>The president is also responsible for recruiting and appointing executive administrators, with designees, in most cases, being delegated responsibility for searches leading to the appointment of vice presidents, associate vice presidents and assistant vice presidents</p> <p>The Office of Human Resources provides advice and input regarding compliancy measures related to such issues as equal employment opportunity and compensation</p>	<p>Deans</p> <p>Department Chairs</p>	<p>Activities are ongoing and will continue</p>

## **Measures and Accountability**

At the conclusion of the organizational assessment, an analysis of where UTHSC-H is versus where it wants to be will be conducted. That analysis can better determine toward which vital issues the organization should target its resources and energy. This will allow UTHSC-H to focus on its most serious improvement needs and the development of specific measures and areas of accountability. Considering how employees describe the environment, UTHSC-H will identify systems and behaviors to be modified. Measures need to be developed within the context of an office's knowledge of its particular history, workforce, leadership, and operations.

Most key executive decisions are difficult to measure or cannot be measured or quantified statistically. Benefits such as discovery, innovation and creativity do not always provide results but are reflective of a positive work environment. In addition, since it is anticipated that pursuit of diversity goals will be a continuous effort, the time period of measurement must be congruent with the development period of learning and change.

After organizational assessment, administrative decisions should be made to:

- (1) Set forth expectations for accountability for managing diversity with objectives and measures incorporated into performance plans;
- (2) Align accountability with rewards for those who achieve desired outcomes;
- (3) Create ownership and accountability for culture change;
- (4) Use organizational assessment data to design activities and improve local environments;
- (5) Relate data back to implementation and operating plans and correlate results achieved with organizational culture feedback;
- (6) Use the data to set goals, design processes, modify systems and develop measures for upcoming years; and,
- (7) Institute system of continuous feedback, improvement and measures.

## **Partnerships**

Because managing diversity requires fundamental modifications or changes to existing systems and processes, all faculty, staff, managers and executives are partners in this effort. Specific partnering efforts will be established with employee groups, diversity councils, Human Resources, Public Affairs, support services organizations, and task forces. In addition, partnerships with external sources are critical.

## **Resource Requirements**

UTHSC-H is committed to implementing its Diversity Plan. UTHSC-H's Administration will provide core financial resources to support UTHSC-H's diversity commitments. Additional resources for other diversity-related activities will be identified each year in departmental operating budgets.

## **Diversity Council**

In an effort to effectively address diversity, a Diversity Council that reports to the president should be established and chaired jointly by the Executive Vice President for Strategic Affairs and the Vice President for Community Outreach. It should be composed of management and representatives of the faculty and staff population. Council members should represent a wide spectrum of diverse backgrounds.

## **Terms of Reference**

The Diversity Council should be entrusted to advance the institution's mission by serving as the conscience of UTHSC-H as it strives to manage diverse workforce and meet current and future needs of its faculty, staff and students. To this end, the duties of the Council will include, but will not be limited to, assisting UTHSC-H's management by accomplishing the following:

- (1) Developing and maintaining the Diversity Plan as a viable document;
- (2) Monitoring the implementation of the Plan in support services departments, providing continuous feedback on accomplishments;
- (3) Developing performance measures and milestones designed to accomplish Diversity Plan action items;
- (4) Defining and facilitating a specific process for each support services department that provides for substantive feedback to leadership on their diversity plans and significant diversity accomplishments, which have impacted the organization. Ensuring plans are measurable and substantive and reports accurately reflect accomplishments;
- (5) Serving as a forum to hear quality of work life, understanding differences, managing diversity concerns of workplace and recommend solutions;
- (6) Carrying out its responsibilities pursuant to the University's Diversity Plan;
- (7) Facilitating communications within UTHSC-H on diversity issues;
- (8) Modeling behavior envisioned in the Plan; becoming educated about managing diversity through process of personal mastery, team learning and understanding differences; and,
- (9) Serving as change agents in the day-to-day business of the University.

## APPENDIX

### *Definitions*

#### **(1) Change Agents**

Change agents are individuals within an organization, at any level. They are educated about managing diversity and committed to facilitating change by modeling appropriate behaviors. They also take every opportunity to ensure that systems, policies and practices are flexible enough to work for everyone, modifying them as appropriate. Change agents include top leadership, management and employees at every level. Because managing diversity represents a major change in the management of human resources, without multi-level change agents, implementation will not progress. It requires support from leaders with vision, credibility and authority. A managing diversity leader actively supports the organization's commitment to managing diversity and is seen by others as a valued member of the current culture and thus has credibility as the organization moves to the new vision.

#### **(2) Diversity Consultant**

A diversity consultant is a change agent who assists the organization in ensuring systems, policies and practices (the organizational culture) work for everyone. Diversity consultants are institutional managers or management officials who are charged with providing support and guidance to other managers and heads of departments in the implementation of the managing diversity strategy and in the design of local initiatives. They are change agents who assist the organization in ensuring systems, policies, practices and behaviors support managing diversity.

#### **(3) Managing Diversity**

Managing diversity is a comprehensive managerial process for developing an environment that works for all employees. Managing diversity is a culture change process that ensures that the complexities within an organization (systems, policies and practices) do not benefit any one group more than another. Managing diversity encourages managers to enable, empower and influence employees to operate with a set of challenges and opportunities that will create a harmonious and productive working environment in which each employee may achieve his or her full potential. Managing diversity is inclusive, addresses workplace behaviors and understanding differences and focuses on an organization's culture and climate. With a managing diversity capability, organizations are more adaptable to future change. Managing diversity enhances our understanding of the needs of our employees and customers so our employees are better equipped to perform their jobs, reach professional goals and achieve the University's mission.

#### **(4) Organizational Assessment (Diagnostic Phase)**

Discovering where the organization is today. This process examines systems, policies and practices to ensure they are flexible enough to support the future state environment. This phase is at the heart of managing diversity. It involves data collection to assess the organizational climate. It can consist of diversity scans (to see whether there is visible diversity), surveys which are attitudinal in nature to get a sense of how the faculty and staff perceive their work environment, cultural audits (which look at the organization's roots that drive its systems), assessments of written and unwritten organization policies and procedures and reviews of complaint and grievance data. Change to support the effective management of diversity must take place at a root level to be meaningful and lasting.

## **(5) Organizational Culture**

Underlying values, beliefs and principles that serve as a foundation for the organization's management systems, as well as the set of management practices and behaviors that both exemplify and reinforce those principles.

## **(6) Understanding Differences**

Understanding differences is the awareness and acceptance of differences among and between people both on an interpersonal and personal level. It encompasses myriad dimensions such as race, sex, age, thinking style, religion, sexual orientation, professional degrees and functionality. The objective is to enhance interpersonal or interventional relationships.

## *Commonly Asked Questions*

### **How are affirmative action (AA) and managing diversity different?**

The practices of AA are government initiated, legally mandated reactive initiatives that emerged in response to America's historical treatment of women, minorities and other protected groups. The goal of AA is to ensure that our workforce reflects the community we serve through assimilation and to raise the consciousness of employees about the contributions of groups historically excluded from recognition.

Managing diversity is a non-mandated management approach to creating an environment that allows all employees and customers to reach their full potential in pursuit of the organization's mission. It excludes no one. It is proactive, business linked, requires an assessment of the organizational culture to ensure that it is supportive of inclusivity and is an integral part of our overall mission.

### **Why manage diversity?**

Managing diversity provides a process whereby we can carefully assess where we are organizationally against where we want to be and examine or modify barriers or inhibitors, which prevent us from reaching our goals. Managing diversity is the only cultural change strategy that focuses on inclusiveness and ensures that the organization's roots support the new vision, initiatives and behaviors. If roots (systems, policies or practices) are not supportive, new initiatives may not succeed. If the organization does not step up to the challenge of effectively managing a diverse workforce, it will likely be plagued with high turnover, low morale, limited innovation, lagging productivity and the inability to recruit and retain the best and brightest diverse talent.

### **Leadership's Role in Managing Diversity**

Leaders are responsible for acting as change agents and modeling behaviors that support the creation of a future state which maximizes the contributions of employees as they fulfill organizational goals.

Leaders are responsible for ensuring that:

- Appropriate workplace behaviors are supported
- Systems, policies and practices support vision
- Managing diversity principles are integrated into the way of life of the organization
- The organizational culture and its systems support the vision and are responsive to environmental changes
- The environment is inclusive
- Empowering, influencing and enabling others is practiced
- Managing diversity is linked to other organizational change initiatives, such as reengineering, communications, education and partnerships

### **Employee's Role in Managing Diversity**

Every employee is responsible for focusing on inclusion and appropriate and supportive workplace behavior. Each employee need not value all the differences in our external customers and within the UTHSC-H workforce but we should learn to acknowledge, accept and understand that similarities and differences do exist. Each employee can help create a positive work environment by identifying and working to change rigid practices that are exclusive of all employees and add no value and by identifying behaviors and patterns of doing things, whether are conscious or unconscious that are exclusionary. Every employee affects organizational outcomes. With each employee working on managing diversity, UTHSC-H will move closer to an environment where all ideas and perspectives are considered in order to more effectively meet our mission.