



Student Affairs Fee Advisory Board

DIVISION OF STUDENT AFFAIRS

Funding Request Form FY2024

Department should complete one form for each individual request

Department:

Multicultural Services

Program, Service or Operation Requested:

Professional/Full Time Employee (FTE) position - Student Development Specialist III

General Description:

This request is for a full-time employee position to support the Multicultural Services new organizational structure and office space expansion through position responsibilities to design and deliver of cultural competency development initiatives.

Request Type:

- Full
- Increase
- One-Time
- Partial/Matching

Type of Funds Requested:

- UAF
- Other

General Questions

How does this address an important need and/or positively impact students?

The department has been charged with supporting the Texas A&M University’s mission, strategic, diversity, and quality enhancement plans, and initiatives designed to fulfill the university’s commitment to an inclusive, equitable and diverse environment. Funding for this request supports the department’s need to positively contribute to global perspective development. The expansion of the department will allow increased capacities to develop students’ abilities to value, respect, and learn from diverse cultures, religions, races, ages, genders, and sexual orientations. The position will further DMS contribution to employer desired competencies to demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences not only positively impacts campus climate but also prepares students for entering the working world.

What department/Division strategic plan item does this support?

As the Texas A&M University Diversity Plan outlines, “The Aggie family is diverse, therefore initiatives to intellectually explore individual differences in a safe, positive, welcoming, and nurturing space are essential.” This request supports this plan, as well as the new Texas A&M Decade of Excellence - Strategic Plan 2020-2030 as it states, “We must tirelessly ensure that all undergraduate students can access the life-changing experience of a transformative

education, both inside and outside the classroom, to close equity gaps and promote social mobility”.

This request supports the following department goals:

Goal 1: Holistic Support

Provide a holistic support system and sense of social and individual belonging to contribute to how students experience a positive campus climate.

Goal 3: Engaging & Welcoming Environment - Promote and maintain a welcoming environment where students feel affirmed and can thrive

Objective 3.1 Cultivate a culture of acceptance and inclusion where students feel at home.

Goal 4: Foster a Culture of Student Success - Cultivate student success and lifelong learning through meaningful engagement and development

In addition to these university plans, this request supports the following Division of Student Affairs (DSA) goals.

- DSA Goal #2: Contribute to student success, including retention/persistence, and timely graduation
 - i. Objective 2.a. Examine current programs, processes, and practices that promote student success*
 - ii. Objective 2.b. Design programs and services that equip students with the skills and competencies desired by employers and ensure they are highly sought after for jobs and participation in significant areas upon graduation*

- DSA Goal #3: Create an inclusive environment that develops global citizens and leaders who productively engage in a wide spectrum of ideas, perspectives, and cultures.
 - i. Objective 3.a. Enhance, create, and foster environments and communities in which students find places to belong*
 - ii. Objective 3.b. Expand opportunities for students and staff to reflect on personal and multiple perspectives regarding difference, diversity, and inclusion.*
 - iii. Objective 3.c. Create and enhance programs and services to reduce and effectively respond to bias related incidents.*
 - iv. Objective 3.d. Create and enhance an on campus environment that promotes the freedom to inquire, to speak, to hear, and to examine all perspectives in the marketplace of ideas.*
 - v. Objective 3.e. Foster positive leadership development experiences, grounded in emerging leadership and/or student development theories or models, which equip students with skills and competencies highly desired by employers.*

The department has a short-term plan to add professional, graduate and undergraduate student staff to support the department’s space expansion that will allow further tailoring of

well-researched and promising practices for student success, engagement, and education. These position would partially support the department's human resource needs.

Please provide data, evidence, and/or input (student faculty, staff, other) you gathered to help you determine the need for additional resources.

The department has identified human, financial, and physical space needs to address student growth and delivery of initiatives. The department has identified human, financial, and physical space needs to address student growth and delivery of initiatives. Tracking of presentations, workshops, and facilitated dialogues consistently increased through early 2020 reaching over 400 presentation hours with over 25,000 students touched by 3 staff and 1 graduate assistant. Engagement tracking was interrupted and continued to be disrupted by COVID and its multiple variants, however current engagement is on track given early fall 2022 engagement has exceeded early fall 2019 numbers.

The physical space needs have been addressed through a renovation and expansion of the current office space to serve this growing number of students and allow the department to strategically create a more robust and functional space to fulfill the mission. However, the physical space funding was not inclusive of staff, which yielded an inability to support the new organizational structure. The department maintained 9 full time student facing programming and advising staff across this campus growth period, with only three dedicated to cultural competency development.

What actions have you implemented or discontinued internally to address the identified need?

DMS acted to implement and discontinue in numerous ways to address and mitigate the demands caused by increased student growth and increased student engagement. DMS has:

- reviewed and restructured the organization of the department to provide specialized and targeted initiatives from staff with aligned expertise and experience
- developed practice of staff managing additional duties, considering temporary salary adjustments for staff assuming more than 100% effort, utilizing graduate assistants.
- expanded services and access to DMS space for students and student organizations with affiliation to DMS sponsored organizations.
- revamped and streamlined services, programming and presentation formats to allow delivery to larger audiences
- discontinued programs that were not meeting outcome/impact expectations
- reallocated funds based on discontinuation of programs and elimination/reclassification of positions
- utilized reserve balances and one-time funding opportunities to supplement operations funding gaps.

- developed a document incorporating multiple plans for managing the office suites

If funding is granted, what metrics will you use to evaluate success of this program/service/operation?

Metrics to evaluate success will be related to evaluation of staff members’ job responsibility performance. Performance evaluations are conducted annually and center specific behavioral competencies which are what as staff member does (applying your technical knowledge, skills, and ability) and how the staff member does it (the consistent behaviors you demonstrate and choose to use). Behavioral competencies incorporate an assessment of a staff member’s service capacity, cooperation and collaboration, respect for treating people with dignity, civility, and fairness, level of resourcefulness, independent action, and professional judgement, and practice of taking ownership.

Metrics to evaluate success will also be implemented through processes to document students served, address disparities, and assist Texas A&M University in achieving student success goals. In addition, DSA will be implementing new annual reporting processes, including requirements to document impact.

Have other sources of funding (fundraising, sponsorship, reserves, etc.) been considered? Please explain.

The department refrains from instituting any practices that would cause full time employee salaries to be allocated from a one-time funding source.

Total Estimated Cost

Funding Description	Amount
Professional/Full Time Employee (FTE) position - Student Development Specialist III	\$65,000
Salary + 6-month Adjustment	\$47,895
Benefits	\$15,000
Professional Development	\$2,000
<i>Less Estimated Partial/Matching Funds (if Applicable)</i>	<i>\$2,000</i>
TOTAL INCREASE REQUESTED	\$63,000