College of Education and Human Development

Texas A&M University

State of Diversity Report

September 17, 2010

Introduction and Data Collection Process

The College of Education and Human Development has been engaged in a five-year strategic plan and this diversity initiative is aligned with college's strategic plan for diversity. Therefore, we embarked on data collection from our peer institutions with two goals in mind: to meet expectations of the office and to acquire data that would inform the college's strategic plan and its implementation. The college's strategic plan is organized into the four broad domains of undergraduate education, graduate education, research and engagement. These four domains cut across the four departments, namely Educational Human Resource Development; Educational Psychology; Health and Kinesiology; and Teaching, Learning and Culture. Central to our strategic plan is the goal to better serve a dynamic local, state, national and global community. As a result, the theme of diversity — and the overt attempt to focus on this theme — weaves through the college's five-year strategic plan.

In preparation for this activity, this summer the college chose three peer institutions that were similar in size, had predominately the same programs, and were on our current peer list, the Vision 2020 list, or lied with other very high research institutions. The three institutions were University of Texas, University of Minnesota, and Michigan State University. Since peers for programs and departments often vary, we asked the departments to choose a peer department from another institution in addition to the three. Educational Human Resource Development chose University of Illinois, Educational Psychology chose University of Wisconsin, and Teaching, Learning and Culture chose the University of Maryland.

To assist with the collection of data for the diversity report, we hired four graduate students, one from each department. Each student was assigned an institution and the fourth student was assigned the three individual departments from the different universities. They searched and collected data that were requested for this report, primarily student and faculty data. We also garnered information on diversity initiatives and programs from the other institutions as well as data about research dollars and major strategic initiatives to be used as benchmarks for the college's strategic plan.

The research group, consisting of the four students together with Drs. Mary Alfred and Becky Carr, had several meetings to review, reflect, and discuss findings from the data. These discussions contributed to our analysis and reflections that are contained in the report. It is important to note that during the process, the students were highly engaged and had a great experience in data collection and analysis. Since one of our strategic goals is to prepare doctoral students for the professoriate, engaging them in such an activity was an important decision, indeed.

In the report, comparison data for the college and its peer institutions are first presented followed by departmental data in relation to their peers. While the department data is not analyzed for this report, it will provide valuable insights to the departments to guide their thinking and planning about diversity in their units. Each department has a strategic plan that is aligned with the college's plan, and it addresses the four broad domains of undergraduate education, graduate education, research, and engagement. As with the college's strategic plan, a goal of each department is to recruit and retain diverse faculty, staff, and students.

Findings: CEHD and Peer Group

A. Students-Undergraduate

i. Our population at TAMU follows a national trend of high percentage of female students. We are at 77% while our peers are between 65% and 78% based on fall 2009 enrollment data.

ii. We are not as diverse as UT and Minnesota, but we are higher than Michigan State in terms of undergraduate enrollment. Students of diverse background at UT make up 43% of the undergraduate enrollment, with Minnesota at 32%, and A&M trailing third at 18%. Hispanics have the highest percentage of undergraduate enrollment at 12%, followed by Blacks at 3%, and Asian at 2%. In comparison, UT has 22% Hispanics, 10% Blacks, and 12% Asian. We fare better than Minnesota and Michigan in our Hispanic population, but not in our Black population. In fact, we had the lowest percentage of Black undergraduate students among the four institutions.

iii. Our population of first time freshmen follows the same pattern. Compared to our peer group, University of Minnesota had the highest first time in college enrollment with 45%, followed by UT with 39%, Michigan at 20%, with A&M trailing at 18%. Consistent with the overall undergraduate enrollment, women far surpassed men among the first time in college group. However, Texas A&M has the highest enrollment of women (83%) who are first time in college, followed by Michigan at 79%, UT at 73%, and Minnesota at 64%. Our diversity enrollment and first time in college enrollment are consistent at about 17% of our overall undergraduate enrollment. First time in college Blacks are a 5%, a gain of 2% over the overall Black undergraduate enrollment.

iv. Bachelor's degrees awarded follow a similar pattern as the enrollment figures. We are not as diverse as UT and Minnesota but are higher than Michigan State. In all cases, the percentage of Bachelor's degree awarded to students of diverse background is slightly lower than enrollment figures. The figures for A&M are 17% enrollment and 15% graduation; those for UT were 43% enrollment and 40% graduation; Michigan with 15% enrollment and 12% graduation. Minnesota trailed at 32% enrollment compared to 16% of total graduates. This is understandable as diversity is increasing each year, and graduation percentages may not be consistent with current enrollment figures.

B. Students-Graduate

i. Our population at TAMU follows a national trend of high percentage of female students. We are at 69% while our peers are between 68% and 72%.

ii. Our diversity is basically the same as UT. A&M is at 29% to UT's 30.3%, while Minnesota and Michigan State have 10-12% diversity among their graduate students. While A&M trails the other peer institutions in its enrollment of Black undergraduates, it surpasses all with its enrollment of graduate students at 12%, followed by UT at 8%, Michigan at 6%, and Minnesota at 5%. UT is slightly ahead in its enrollment of Hispanic graduate students at 17% followed by A&M at 14%.

iii. First time graduate enrollment for students of diverse background is higher at UT at 34% with A&M at 27%, followed by Minnesota at 9%.

iv. While we are behind UT in granting Master's degrees to students of diverse backgrounds (15% to 24%), we are slightly higher in granting doctoral degrees, with A&M granting

31% while UT at 30%. Women were awarded 67% of the doctoral degrees at University of Minnesota, followed by 66% at A&M, 64% at UT, and 63% at University of Michigan. On all counts, women are making greater strides in enrollment and graduation in doctoral programs than men. This trend will have long-term implications for leadership in institutions and organizations.

v. Graduate student diversity has been a strong suit for many years. We control the admissions process and recruiting and graduating diverse students continues to be a priority. However, what is missing from these data is the retention rate for majority and minority students.

C. Faculty

i. We follow a national trend of having near equal or slightly more female faculty in our college as do our peers. We have a total of 53% female while our peers range from 53-56% female. However, when you look at gender by rank, we find that while we follow the national trend, we are slightly behind in female faculty at the professor rank. While men constitute 47% of the faculty, they make up 73% of those at the full professor rank.

ii. The diversity of our faculty is also increasing, currently at 34%. Neither Michigan State nor Minnesota has a significant number of diverse faculty, each with less than 10%. That leaves us with a comparison of UT. Total faculty diversity at both A&M and UT is a little over 23%. However, we are behind UT in the diversity of our Tenured/Tenure track faculty. UT has 41% while we have 34%. Moreover, 81% of full professors are White, with the remaining 9% consisting of faculty from Black (5), Hispanic (2), and Asian (2) groups. Women make up 43% of the associate professor, still lagging behind men at 57%. Women of color fare better at the associate rank at 32%.

iii. Faculty in the non-tenure track rank at A&M consist of 61% female and 31% male, compared to UT at 54% and 46%, Minnesota, 61%, 30%, and Michigan at 73% and 27% respectively. Across all cases, the profile for non-tenure track faculty file mirrors that of tenure track faculty with women in the majority. An interesting discovery, however, is that faculty of color are almost absent from the non-tenure track rank. For example, A&M and UT have 9% faculty of color at that rank, Minnesota has 10%, and Michigan has zero. Since non-tenure track faculty are often concentrated in undergraduate education, their absence in the classroom is one that needs immediate attention.

iv. We have made great strides in the past five with 53% of new hires being female and 48% being diverse. We have lost 9 of our new hires while only 3 were diverse 6 were female.

D. Staff

i. Our administrative staff and support staff are heavily female at 77% and majority White at 79%. Among the 20 administrators in the CEHD, 75% are female (15) and only 10% are people of color (2—one Black and one Asian-Pacific Islander). Certainly, this is an area that needs attention.

ii. Of the 11 members of the dean's leadership team, four are female and seven are male. Additionally, three of the members are from diverse backgrounds. There is an effort in the college to develop minority faculty for leadership with two associate deans serving in a part-time capacity.

Diversity Plan Minimum Data for Accountability Template

Fall 2009 Total Undergraduate Enrollment	Texas A&M University College of Education and Human Development		University of Texas College of Education		University of Minnesota College of Edcuation and Human Development		Michigan State University College of Education	
Total	4,067		1,964		2,166		1,798	
By Gender:								
Women	3,125	77%	1,367	70%	1,412	65%	1,397	78%
Men	942	23%	597	30%	754	35%	401	22%
Unknown								
By Race:								
Am Ind	18	0.4%	8	0.4%	40	2%	13	1%
Asian	87	2%	149	8%	287	13%	49	3%
Black	122	3%	198	10%	245	11%	133	7%
Hispanic	489	12%	440	22%	66	3%	50	3%
Int'l	11	0.3%	40	3%	25	1%	14	1%
Native Hawaiian/Other Pac Is.								
Two or more races								
Unknown	18	0.4%	3	0.2%	35	2%	16	1%
White non Hispanic	3,322	82%	1,125	57%	1,468	68%	1,523	85%

Fall 2009 Total First Time in College (FTIC) Undergraduate Enrollment	Texas A&M University College of Education and Human Development		University of Texas College of Education		University of Minnesota College of Edcuation and Human Development		Michigan State University College of Education	
Total	485		316		457		345	
By Gender:								
Women	402	83%	230	73%	294	64%	273	79%
Men	83	17%	86	27%	163	36%	72	21%
Unknown								
By Race:								
Am Ind	2	0.4%			14	3%		
Asian	5	1%	21	7%	80	18%	14	4%
Black	22	5%	26	8%	80	18%	31	9%
Hispanic	58	12%	67	21%	21	5%	11	3%
Int'l	2	0.4%	9	3%	6	1%	6	2%
Native Hawaiian/Other Pac Is.					2	0.4%		
Two or more races								
Unknown					1	0.2%	7	2%
White non Hispanic	396	82%	193	61%	253	55%	276	80%

Diversity Plan Minimum Data for Accountability Template

Fall 2009 Total Graduate Enrollment	Texas A&M University College of Education and Human Development		University of Texas College of Education		University of Minnesota College of Edcuation and Human Development		Michigan State University College of Education	
Total	1,346		1,315		2,749		1,967	
By Gender:								
Women	937	70%	904	69%	1,973	72%	1,407	72%
Men	409	30%	411	31%	767	28%	560	28%
Unknown					9	0.3%		
By Race:								
Am Ind	8	1%	7	1%	29	1%	11	1%
Asian	33	2%	66	5%	120	4%	52	3%
Black	164	12%	106	8%	142	5%	110	6%
Hispanic	195	14%	220	17%	53	2%	43	2%
Int'l	162	12%	207	16%	237	9%	201	10%
Native Hawaiian/Other Pac Is.								
Two or more races								
Unknown	32	2%	19	1%	119	4%	66	3%
White non Hispanic	752	56%	690	52%	2,049	75%	1,484	75%

Fall 2009 Total First Time Graduate Enrollment	Texas A&M University College of Education and Human Development		University of Texas College of Education		University of Minnesota College of Edcuation and Human Development		Michigan State University College of Education	
Total	286		335		287			
By Gender:								
Women	202	71%	235	70%	231	80%		
Men	84	29%	100	30%	56	20%		
Unknown								
By Race:								
Am Ind	2	1%	1	0.3%	4	1%		
Asian	7	2%	19	6%	10	3%		
Black	26	9%	33	10%	13	5%		
Hispanic	42	15%	60	18%	4	1%		
Int'l	46	16%	41	12%	12	4%		
Native Hawaiian/Other Pac Is.								
Two or more races								
Unknown	14	5%	5	1%	27	9%		
White non Hispanic	149	52%	176	53%	217	76%		

Diversity Plan Minimum Data for Accountability Template

FY '09 (Fall 08, Spring 09, Summer 09) Total Bachelor Degree Completions	Texas A&M University College of Education and Human Development		University of Texas College of Education		University of Minnesota College of Edcuation and Human Development		Michigan State University College of Education	
Total	1,146		481		438		454	
By Gender:								
Women	859	75%	346	72%	305	70%	364	80%
Men	287	25%	135	28%	133	30%	90	20%
Unknown								
By Race:								
Am Ind	4	0.3%			2	0.5%	5	1%
Asian	19	2%	40	8%	29	7%	10	2%
Black	27	2%	31	6%	23	5%	22	5%
Hispanic	110	10%	107	22%	10	2%	11	2%
Int'l	5	0.4%	9	2%	2	0.5%	4	1%
Native Hawaiian/Other Pac Is.								
Two or more races								
Unknown	3	0.3%	3	1%	5	1%	2	0.4%
White non Hispanic	978	85%	291	60%	367	84%	400	88%

FY '09 (Fall 08, Spring 09, Summer 09) Total Masters Degree Completions	Texas A&M University College of Education and Human Development		University of Texas College of Education		University of Minnesota College of Edcuation and Human Development		Michigan State University College of Education	
Total	264		198		311		446	
By Gender:								
Women	191	72%	150	76%	205	66%	320	72%
Men	73	28%	48	24%	106	34%	126	28%
Unknown								
By Race:								
Am Ind	1	0.4%			1	0.3%	5	1%
Asian	3	1%	8	4%	11	4%	11	2%
Black	9	3%	8	4%	13	4%	26	6%
Hispanic	27	10%	33	17%	2	1%	16	4%
Int'l	23	9%	28	14%	7	2%	32	7%
Native Hawaiian/Other Pac Is.								
Two or more races								
Unknown					27	9%	10	2%
White non Hispanic	201	76%	121	61%	250	80%	346	78%

Diversity Plan Minimum Data for Accountability Template

FY '09 (Fall 08, Spring 09, Summer 09) Total Doctoral Degree Completions	Texas A&M University College of Education and Human Development		University of Texas College of Education		University of Minnesota College of Edcuation and Human Development		Michigan State University College of Education	
Total	86		110		122		89	
By Gender:								
Women	57	66%	70	64%	82	67%	56	63%
Men	29	34%	40	36%	40	33%	33	37%
Unknown								
By Race:								
Am Ind	1	1%	1	1%	5	4%	1	1%
Asian	5	6%	6	5%	4	3%	7	8%
Black	9	10%	9	8%	3	2%	7	8%
Hispanic	12	14%	18	16%	4	3%	2	2%
Int'l	14	16%	15	14%	21	17%	14	16%
Native Hawaiian/Other Pac Is.								
Two or more races								
Unknown					3	2%	5	6%
White non Hispanic	45	52%	61	55%	82	67%	53	60%

TEXAS A&M UNIVERSITY
College of Education and Human Development

	All Faculty		Professors		Associate Professors		Assistant Professors		Non TT (not Visiting or TA's)	
Total	217		48		40		38		91	
By Gender:										
Women	116	53%	13	27%	17	43%	23	61%	63	69%
Men	101	47%	35	73%	23	58%	15	39%	28	31%
Unknown										
By Race:										
Am Ind	0	0%	0	0%	0	0%	0		0	
Asian	14	6%	2	4%	4	10%	6	16%	2	2%
Black	24	11%	5	10%	7	18%	9	24%	3	3%
Hispanic	13	6%	2	4%	2	5%	6	16%	3	3%
Int'l	0		0		0		0		0	
Native Hawaiian/Other Pac	0		0		0		0		0	
Two or more races	0		0		0		0		0	
Unknown	0		0		0		0		0	
White non Hispanic	166	76%	39	81%	27	68%	17	45%	83	91%

UNIVERSITY OF TEXAS
College of Education

	All Faculty		Professors		Associate Professors		Assistant Professors		Non TT (not Visiting	
Total	265		49		37		34		145	
By Gender:										
Women	141	53%	21	43%	21	57%	21	62%	78	54%
Men	124	47%	28	57%	16	43%	13	38%	67	46%
Unknown										
By Race:										
Am Ind	4	2%	2	4%	3	8%	9	26%	8	6%
Asian	8	3%	0		2	5%	1	3%	5	3%
Black	22	8%	2	4%	3	8%	9	26%	8	6%
Hispanic	27	10%	8	16%	4	11%	4	12%	11	8%
Int'l	0		0		0		0		0	
Native Hawaiian/Other Pac	1	0.4%	1	2%	0		0		0	
Two or more races	0		0		0		0		0	
Unknown	0		0		0		0		0	
White non Hispanic	203	77%	38	78%	27	73%	20	59%	118	81%

UNIVERSITY OF MINNESOTA
College of Education and Human Development

	All Faculty		Professors		Associate Professors		Assistant Professors		Non TT (not Visiting	
Total	353		75		57		33		188	
By Gender:										
Women	195	55%	28	37%	31	54%	22	67%	114	61%
Men	158	45%	47	63%	26	46%	11	33%	74	39%
Unknown										
By Race:										
Am Ind	2	1%	0		1	2%	0		1	1%
Asian	15	4%	3	4%	3	5%	5	15%	4	2%
Black	13	4%	0		3	5%	6	18%	4	2%
Hispanic	4	1%	1	1%	2	4%	0		1	1%
Int'l	0		0		0		0		0	
Native Hawaiian/Other Pac	1	0.3%	0		0		0		1	1%
Two or more races	0		0		0		0		0	
Unknown	8	2%	0		0		0		8	4%
White non Hispanic	310	88%	71	95%	48	84%	22	67%	169	90%

MICHIGAN STATE UNIVERSITY
College of Educaton

	All Faculty		Professors		Associate Professors		Assistant Professors		Non TT (not Visiting	
Total	131		45		42		33		11	
By Gender:										
Women	74	56%	19	42%	24	57%	23	70%	8	73%
Men	57	44%	26	58%	18	43%	10	30%	3	27%
Unknown										
By Race:										
Am Ind	0		0		0		0		0	
Asian	4	3%	1	2%	2	5%	1	3%	0	
Black	5	4%	1	2%	2	5%	2	6%	0	
Hispanic	4	3%	0		2	5%	2	6%	0	
Int'l	0		0		0		0		0	
Native Hawaiian/Other Pac	0		0		0		0		0	
Two or more races	0		0		0		0		0	
Unknown	3	2%	0		0		0		0	
White non Hispanic	115	88%	40	89%	37	88%	27	82%	11	100%

	TEXAS A&M				
	College of Education & Human Development				
	Administrators				
	Assistant Dean for Administrative Services	Assitant Dean for Finance	Assistant Director	Director	Associate Director
Total	1	1	5	11	2
By Gender:					
Women	1	1	4	7	2
Men	0	0	1	4	0
Unknown	0	0	0	0	0
By Race:					
Am Ind	0	0	0	0	0
Asian	0	0	0	1	0
Black	0	0	1	0	0
Hispanic	0	0	0	0	0
Int'l	0	0	0	0	0
Native Hawaiian/Other Pac Is.	0	0	0	0	0
Two or more races	0	0	0	0	0
Unknown	0	0	0	0	0
White non Hispanic	1	1	4	10	2

TEXAS A&M

College of Education & Human Development

Staff

	Academic Advisor, I, II	Academic Business Administrator, II	Admin. Assistant, Admin. Coord.	Assist. to DH	Assoc. Research Scientist	Audio Visual Specialist	Business Administrator, I, II	Business Assoc. III	Business Coordinator I, II, III	Certification Officer	Communications Coord. , Manager, Specialist	Customer Service Assoc.	Data Analyst	Digital Media Coord.	Editorial Asst.	Facilities Coord.	Gear Up Parent Liaison	Graphics Designer
Total	9	3	12	3	2	1	4	4	5	1	7	1	1	1	1	2	2	1
By Gender:																		
Women	8	3	12	3	1	0	4	3	4	0	6	1	0	1	1	1	2	1
Men	1	0	0	0	1	1	0	1	1	1	1	0	1	0	0	1	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
By Race:																		
Am Ind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Black	1	0	0	1	0	0	0	0	2	0	1	0	0	0	0	0	0	0
Hispanic	0	0	2	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0
Int'l	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Other Pac Is.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White non Hispanic	8	3	10	2	1	1	4	4	3	0	6	1	0	1	1	2	1	1

TEXAS A&M

College of Education & Human Development

Staff

	Information Technology Associate/Consultant/Manager/Team Leader	Lead Information Technology Consultant/Microcomputer/LAN Admin.	Lead Office Assistant	Mngr.	Microcomputer Spec.	Office Assoc.	Peer Advisor/ Placement Coord.	Program Coord./ Specialist/Manager/ Analyst II	Sr. Academic Advisor I, II	Sr. Admin. Coord.	Sr. Information Technology Assoc/Manager	Sr. Office Assistant/ Associate	Sr. Software Applications Developer	Systems Administrator
Total	4	2	1	1	1	1	3	16	3	1	2	7	1	1
By Gender:														
Women	0	1	1	0	0	1	3	11	2	1	0	7	0	0
Men	4	1	0	0	1	0	0	5	1	0	2	0	1	1
Unknown	0	0	0	1	0	0	0	0	0	0	0	0	0	0
By Race:														
Am Ind	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Black	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Hispanic	0	1	0	0	1	0	1	1	1	0	1	1	0	0
Int'l	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/Other Pac Is.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	1	0	0
White non Hispanic	4	1	1	1	0	1	2	15	2	1	1	4	0	1

Diversity Plan Minimum Data for Accountability Template

	Texas A&M	
	College of Education and Human Development	
Dean's Advisory Council		
Total	43	
By Gender:		
Women	28	65%
Men	15	35%
Unknown	0	
By Race:		
Am Ind	0	
Asian	0	
Black	2	5%
Hispanic	0	
Int'l	0	
Native Hawaiian/Other Pac Is.	0	
Two or more races	0	
Unknown	0	
White non Hispanic	41	95%

	College of Education and Human Development	
BVCTE(Brazos Valley Council on Teacher Edcuation		
Total	111	
By Gender:		
Women	74	67%
Men	37	33%
Unknown	0	
By Race:		
Am Ind	0	
Asian		
Black		
Hispanic		
Int'l		
Native Hawaiian/Other Pac Is.		
Two or more races		
Unknown		
White non Hispanic		

Faculty 2009 Racial Diversity by Department

Faculty 2009 Racial Diversity	TAMU													University of Texas												
	Total	%	Hispanic	Black	Am Ind	Asian	Hawaiian/ Other Pac	2 or more races	Total Diverse	%	White	Int'l	Un-known	Total	%	Hispanic	Black	Am Ind	Asian	Hawaiian/ Other Pac	2 or more races	Total Diverse	%	White	Int'l	Un-known
TLAC																										
Professors	12			2		1			3	25%	9			11		1				1		2	18%	9		
Associate Professors	10		1	2		2			5	50%	5			15		4	1		1			6	40%	9		
Assistant Professor	7		1	2					3	43%	4			18		3	5					8	44%	10		
Total TTT	29	63%	2	6		3			11	38%	18			44	65%	8	6		1	1		16	36%	28		
Non Tenured/TT	17	37%	1	1		2			4	24%	13			24	35%	3		1				4	17%	20		
Total	46		3	7		5			15	33%	31			68		11	6	1	1	1		20	29%	48		
EAHR																										
Professors	8			2					2	25%	6			10		5	2					7	70%	3		
Associate Professors	8			3					3	38%	5			3			1					1	33%	2		
Assistant Professor	5		2	1		1			4	80%	1			5		1	2					3	60%	2		
Total TTT	21	72%	2	6		1			9	43%	12			18	24%	6	5					11	61%	7		
Non Tenured/TT	8	28%		1					1	13%	7			58	76%	3	5	2				10	17%	48		
Total	29		2	7		1			10	34%	19			76		9	10	2				21	28%	55		
EPSY																										
Professors	15		2	1					3	20%	12			17		2						2	12%	15		
Associate Professors	12		1			1			2	17%	10			10			1					1	10%	9		
Assistant Professor	15		3	3		4			10	67%	5			7			2		1			3	43%	4		
Total TTT	42	82%	6	4		5			15	36%	27			34	64%	2	3		1			6	18%	28		
Non Tenured/TT	9	18%	2						2	22%	7			19	36%	3	2					5	26%	14		
Total	51		8	4		5			17	33%	34			53		5	5		1			11	21%	42		
HLKN																										
Professors	13					1			1	8%	12			11									0%	11		
Associate Professors	10			2		1			3	30%	7			9				1	1			2	22%	7		
Assistant Professor	11			3		1			4	36%	7			4									0%	4		
Total TTT	34	37%		5		3			8	24%	26			24	35%			1	1			2	8%	22		
Non Tenured/TT	57	63%		1					1	2%	56			44	65%	2	1		5			8	18%	36		
Total	91			6		3			9	10%	82			68		2	1	1	6			10	15%	58		
College Total																										
Professors	48		2	5		2			9	19%	39			49		8	2			1		11	22%	38		
Associate Professors	40		2	7		4			13	33%	27			37		4	3	1	2			10	27%	27		
Assistant Professor	38		6	9		6			21	55%	17			34		4	9		1			14	41%	20		
Total TTT	126	58%	10	21		12			43	34%	83			120	45%	16	14	1	3	1		35	29%	85		
Non Tenured/TT	91	42%	3	3		2			8	9%	83			145	55%	11	8	3	5			27	19%	118		
College Total	217		13	24		14			51	24%	166			265		27	22	4	8	1		62	23%	203		

Faculty 2009 Racial Diversity by Department

Faculty 2009 Racial Diversity	University of Minnesota													Michigan State University												
	Total	%	Hispanic	Black	Am Ind	Asian	Hawaiian/ Other Pac	2 or more races	Total Diverse	%	White	Int'l	Un-known	Total	%	Hispanic	Black	Am Ind	Asian	Hawaiian/ Other Pac	2 or more races	Total Diverse	%	White	Int'l	Un-known
TLAC																										
Professors	11									0%	11			10			1					1	10%	9		
Associate Professors	11			1		1			2	18%	9			17		2			1			3	18%	14		
Assistant Professor	3									0%	3			15		2						2	13%	13		
Total TTT	25	38%		1		1			2	8%	23			42	89%	4	1		1			6	14%	36		
Non Tenured/TT	41	62%		1	1				2	5%	37		2	5	11%								0%	5		
Total	66			2	1	1			4	6%	60		2	47		4	1		1			6	13%	41		
EAHR																										
Professors	26		1						1	4%	25			8									0%	8		
Associate Professors	15									0%	15			7			2					2	29%	5		
Assistant Professor	12			2		2			4	33%	8			4			1					1	25%	2		
Total TTT	53	50%	1	2		2			5	9%	48			19	100%		3					3	16%	15		
Non Tenured/TT	52	50%		1		1	1		3	6%	43		6										0%			
Total	105		1	3		3	1		8	8%	91		6	19			3					3	16%	15		
EPSY																										
Professors	11									0%	11			21					1			1	5%	20		
Associate Professors	8			1					1	13%	7			14					1			1	7%	13		
Assistant Professor	10			1		1			2	20%	8			11			1		1			2	18%	9		
Total TTT	29	38%		2		1			3	10%	26			46	98%		1		3			4	9%	42		
Non Tenured/TT	47	62%	1	1		1			3	6%	44			1	2%								0%	1		
Total	76		1	3		2			6	8%	70			47			1		3			4	9%	43		
HLKN																										
Professors	27					3			3	11%	24			3									0%	3		
Associate Professors	23		2	1	1	2			6	26%	17			5									0%	5		
Assistant Professor	8			3		2			5	63%	3			3									0%	3		
Total TTT	58	55%	2	4	1	7			14	24%	44			11	69%								0%	11		
Non Tenured/TT	48	45%		1		2			3	6%	45			5	31%								0%	5		
Total	106		2	5	1	9			17	16%	89			16									0%	16		
Total College																										
Professors	75		1			3			4	5%	71			42			1		1			2	5%	40		
Associate Professors	57		2	3	1	3			9	16%	48			43		2	2		2			6	14%	37		
Assistant Professor	33			6		5			11	33%	22			33		2	2		1			5	15%	27		
Total TTT	165	47%	3	9	1	11			24	15%	141			118	91%	4	5		4			13	11%	104		
Non Tenured/TT	188	53%	1	4	1	4	1		11	6%	169		8	11	9%								0%	11		
Total College	353		4	13	2	15	1		35	10%	310		8	129		4	5		4			13	10%	115		

Faculty 2009 Gender Diversity by Department

Faculty 2009 Gender Diversity	TAMU						University of Texas						University of Minnesota						Michigan State					
	Total	%	M	%	F	%	Total	%	M	%	F	%	Total	%	M	%	F	%	Total	%	M	%	F	%
TLAC																								
Professors	12		10	83%	2	17%	11		5	45%	6	55%	11		6	55%	5	45%	13		3	23%	10	77%
Associate Prof.	10		6	60%	4	40%	15		5	33%	10	67%	11		7	64%	4	36%	17		4	24%	13	76%
Assistant Prof.	7		1	14%	6	86%	18		6	33%	12	67%	3		1	33%	2	67%	15		4	27%	11	73%
Total TTT	29	63%	17	59%	12	41%	44	65%	16	36%	28	64%	25	38%	14	56%	11	44%	42	89%	10	24%	32	76%
Non Tenured/TT	17	37%	1	6%	16	94%	24	35%	2	8%	22	92%	41	62%	20	49%	21	51%	5	11%	0	0%	5	100%
Total	46		18	39%	28	61%	68		18	26%	50	74%	66		34	52%	32	48%	47		0	0%	37	79%
EAHR																								
Professors	8		5	63%	3	38%	10		7	70%	3	30%	26		15	58%	11	42%	8		5	63%	3	38%
Associate Prof.	8		3	38%	5	63%	3		1	33%	2	67%	15		3	20%	12	80%	7		3	43%	4	57%
Assistant Prof.	5		2	40%	3	60%	5		4	80%	1	20%	12		5	42%	7	58%	4		2	50%	2	50%
Total TTT	21	72%	10	48%	11	52%	18	24%	12	67%	6	33%	53	50%	23	43%	30	57%	19		10	53%	9	47%
Non Tenured/TT	8	28%	2	25%	6	75%	58	76%	33	57%	25	43%	52	50%	16	31%	36	69%						
Total	29		12	41%	17	59%	76		45	59%	31	41%	105		39	37%	66	63%						
EPSY																								
Professors	15		11	73%	4	27%	17		10	59%	7	41%	11		8	73%	3	27%	21		16	76%	5	24%
Associate Prof.	12		6	50%	6	50%	10		5	50%	5	50%	8		4	50%	4	50%	13		9	69%	4	31%
Assistant Prof.	15		5	33%	10	67%	7		1	14%	6	86%	10		2	20%	8	80%	11		3	27%	8	73%
Total TTT	42	82%	22	52%	20	48%	34	64%	16	47%	18	53%	29	38%	14	48%	15	52%	45	98%	28	62%	17	38%
Non Tenured/TT	9	18%	2	22%	7	78%	19	36%	4	21%	15	79%	47	62%	27	57%	20	43%	1	2%			1	
Total	51		24	47%	27	53%	53		20	38%	33	62%	76		41	54%	35	46%	46		28	61%	18	39%
HLKN																								
Professors	13		9	69%	4	31%	11		6	55%	5	45%	27		18	67%	9	33%	3		2	67%	1	33%
Associate Prof.	10		8	80%	2	20%	9		5	56%	4	44%	23		12	52%	11	48%	5		2	40%	3	60%
Assistant Prof.	11		7	64%	4	36%	4		2	50%	2	50%	8		3	38%	5	63%	3		1	33%	2	67%
Total TTT	34	37%	24	71%	10	29%	24	35%	13	54%	11	46%	58	55%	33	57%	25	43%	11	69%	5	45%	6	55%
Non Tenured/TT	57	63%	23	40%	34	60%	44	65%	28	64%	16	36%	48	45%	11	23%	37	77%	5	31%	3	60%	2	40%
Total	91		47	52%	44	48%	68		41	60%	27	40%	106		44	42%	62	58%	16		8	50%	8	50%
College Total																								
Professors	48		35	73%	13	27%	49		28	57%	21	43%	75		47	63%	28	37%	45		26	58%	19	42%
Associate Prof.	40		23	58%	17	43%	37		16	43%	21	57%	57		26	46%	31	54%	42		18	43%	24	57%
Assistant Prof.	38		15	39%	23	61%	34		13	38%	21	62%	33		11	33%	22	67%	33		10	30%	23	70%
Total TTT	126	58%	73	58%	53	42%	120	45%	57	48%	63	53%	165	47%	84	51%	81	49%	117	91%	53	45%	64	55%
Non Tenured/TT	91	42%	28	31%	63	69%	145	55%	67	46%	78	54%	188	53%	74	39%	114	61%	11	9%	3	27%	8	73%
Total	217		101	47%	116	53%	265		124	47%	141	53%	353		158	45%	195	55%	128		36	28%	63	49%

Student 2009 Racial Diversity by Department

Student Fall 2009 Racial Diversity	TAMU													University of Texas												
	Total	%	Hispanic	Black	Am Ind	Asian	Hawaian /Other Pac	2 or more races	Total Diverse	%	White	Int'l	Un-known	Total	%	Hispanic	Black	Am Ind	Asian	Hawaian /Other Pac	2 or more races	Total Diverse	%	White	Int'l	Un-known
EAHR																										
Undergraduate	343	42%	41	14		17			72	21%	263	1	7													
Graduate	470	58%	83	70	3	9			165	35%	247	42	16	296	100%	77	56	1	11			145	49%	134	15	2
Total	813		124	84	3	26			237	29%	510	43	23	296		77	56	1	11			145	49%	134	15	2
EPSY																										
Undergraduate	271	47%	71	7	3	3			84	31%	185	1	1													
Graduate	304	53%	61	25		13			99	33%	161	41	3	263		37	12	1	23			73	28%	157		8
Total	575		132	32	3	16			183	32%	346	42	4	263		37	12	1	23			73	28%	157		8
HLKN																										
Undergraduate	2061	93%	265	72	10	41			388	19%	1664	5	4	904	84%	207	87	2	47			343	38%	539	9	2
Graduate	157	7%	9	9	1	7			26	17%	97	32	2	178	16%	11	7		4			22	12%	107	49	0
Total	2218		274	81	11	48			414	19%	1761	37	6	1082		218	94	2	51			365	34%	646	58	2
TLAC																										
Undergraduate	1392	77%	112	29	5	26			172	12%	1210	4	6	957	80%	224	77	6	101			408	43%	528	18	3
Graduate	415	23%	42	60	4	4			110	27%	247	47	11	237	20%	51	14	2	9			76	32%	107	51	3
Total	1807		154	89	9	30			282	16%	1457	51	17	1194		275	91	8	110			484	41%	635	69	6
College Total																										
Undergraduate	4067	75%	489	122	18	87			716	18%	3322	11	18	1861	66%	431	164	8	148			751	40%	1067	27	5
Graduate	1346	25%	195	164	8	33			400	30%	752	162	32	326	11%	62	15		15			92	28%	185	44	5
Total	5413		684	286	26	120			1116	21%	4074	173	50	2835		607	253	12	195			1067	38%	1572	142	18

Student 2009 Racial Diversity by Department

Student Fall 2009 Racial Diversity	University of Minnesota													Michigan State University												
	Total	%	Hispanic	Black	Am Ind	Asian	Hawaian /Other Pac	2 or more races	Total Diverse	%	White	Int'l	Un-known	Total	%	Hispanic	Black	Am Ind	Asian	Hawaian /Other Pac	2 or more races	Total Diverse	%	White	Int'l	Un-known
EAHR																										
Undergraduate	241	23%	5	17	2	47			71	29%	151	7	12													
Graduate	814	77%	21	60	9	30			120	15%	560	93	41	316	100%	10	33	5	11			59	19%	213	33	11
Total	1055		26	77	11	77			191	18%	711	100	53	316		10	33	5	11			59	19%	213	33	11
EPSY																										
Undergraduate	277	23%	6	12	1	19			38	14%	234	3	2	266	43%	2	23	1	6			32	12%	230	1	3
Graduate	953	77%	14	32	9	37	1		93	10%	762	51	47	352	57%	10	24		13			47	13%	230	67	8
Total	1230		20	44	10	56	1		131	11%	996	54	49	618		12	47	1	19			79	13%	460	68	11
HLKN																										
Undergraduate	487	72%	9	11	3	26	1		50	10%	423	3	11	794	89%	31	52	8	26			117	15%	668	3	6
Graduate	193	28%	5	12	3	4			24	12%	149	18	2	103	11%	3	4		1			8	8%	70	13	8
Total	680		14	23	6	30	1		74	11%	572	21	13	897		34	56	8	27			125	14%	738	16	14
TLAC																										
Undergraduate	52	12%	4	14	3	21			42	81%	10		1	738	38%	17	58	4	17			96	13%	625	10	7
Graduate	379	88%	8	14	2	19			43	11%	268	50	18	1196	62%	20	49	6	27			102	9%	971	84	39
Total	431		12	28	5	40			85	20%	278	50	19	1934		37	107	10	44			198	10%	1596	94	46
College Total																										
Undergraduate	1057	31%	24	54	9	113	1		201	19%	818	13	26	1798	48%	60	133	13	49			255	14%	1523	14	16
Graduate	2339	69%	48	118	23	90	1		280	12%	1739	212	108	1967	52%	43	110	11	52			216	11%	1484	197	66
Total	3396		72	172	32	203	2		481	14%	2557	225	134	3765		103	243	24	101			471	13%	3007	211	82

Student 2009 Gender Diversity by Department

Student Fall 2009 Gender Diversity	TAMU						University of Texas						University of Minnesota							Michigan State Univ.					
	Total	%	M	%	F	%	Total	%	M	%	F	%	Total	%	M	%	F	%	Un-Known	Total	%	M	%	F	%
EAHR																									
Undergraduate	343	42%	144	42%	199	58%	0	0%	0		0		241	23%	117	49%	124	51%	0	0	0%	0	0%	0	0%
Graduate	470	58%	176	37%	294	63%	296	100%	113	38%	183	62%	814	77%	287	35%	524	64%	3	316	100%	129	41%	187	59%
Total	813		320	39%	493	61%	296		113	38%	183	62%	1055		404	38%	648	61%	3	316		129	41%	187	59%
EPSY																									
Undergraduate	271	47%	10	4%	261	96%	0	0%	0		0		277	23%	29	10%	248	90%	0	352	57%	98	82%	254	51%
Graduate	304	53%	60	20%	244	80%	263	100%	68	26%	195	74%	953	77%	235	25%	712	75%	6	266	43%	21	18%	245	49%
Total	575		70	12%	505	88%	263		68	26%	195	74%	1230		264	21%	960	78%	6	618		119		499	
HLKN																									
Undergraduate	2061	93%	714	35%	1347	65%	904	84%	446	49%	458	51%	487	72%	225	46%	262	54%	0	794	89%	319	40%	475	60%
Graduate	157	7%	85	54%	72	46%	178	16%	84	47%	94	53%	193	28%	107	55%	86	45%	0	103	11%	51	50%	52	50%
Total	2218		799	36%	1419	64%	1082		530	49%	552	51%	680		332	49%	348	51%	0	897		370	41%	527	59%
TLAC																									
Undergraduate	1392	77%	74	5%	1318	95%	957	80%	103	11%	854	89%	52	12%	22	42%	30	58%	0	738	38%	61	8%	677	92%
Graduate	415	23%	88	21%	327	79%	237	20%	61	26%	176	74%	379	88%	92	24%	287	76%	0	1196	62%	282	24%	914	76%
Total	1807		162	9%	1645	91%	1194		164	14%	1030	86%	431		114	26%	317		0	1934		343	18%	1591	82%
College Total																									
Undergraduate	4067	75%	942	23%	3125	77%	1861	66%	549	30%	1312	70%	1057	31%	393	37%	664	63%	0	1884	50%	478	25%	1406	75%
Graduate	1346	25%	409	30%	937	70%	326	11%	99	30%	227	70%	2339	69%	721	31%	1609	69%	9	1881	50%	483	26%	1398	74%
Total	5413		1351	25%	4062	75%	2835		875	31%	1960	69%	3396		1114	33%	2273	67%	9	3765		961	26%	2804	74%

Current Diversity Initiatives

A. Through support from the college and from external funds, there are several summer programs targeting diverse high school students. Summer Arts and Humanities Institute for Urban Leadership, Aggie STEM workshop, Explore conference are programs aimed at introducing the students to the university environment. Each group brings in a highly diverse group of high school students from across the state, ranging from 30-100 students each. These are our early efforts at attracting a diverse group of undergraduate students. These initiatives are important because as the data demonstrates, much work in warranted in the area of undergraduate student enrollment among diverse populations.

B. The college supports an undergraduate recruiting office that works with diverse students in high school, recruiting students primarily from Houston, Dallas, San Antonio and the valley.

C. Through generous monetary contributions from donors, the College has established the Marilyn Kent Byrne Student Success Center. The Byrne Center is geared to assist students in whatever they need to be successful academically in our college. The Center is primarily interested in retaining our students and helping them to be successful.

D. Lohman Learning Communities are also supported by generous donations. The learning communities are also a successful retention tool for the college. Data show that students participating in the learning communities have on average higher grades and lower probation rates than nonparticipants.

E. The Center for Urban School Partnerships is another initiative that is supported by generous donations. The two endowed chairs that coordinate the Center work with public schools in urban communities, prepare teachers to work in urban environments, and recruit teachers to the graduate program in their department. It is anticipated that these efforts will keep Texas A&M at the forefront of many high school students' minds.

Although the College of Education and Human Development has been engaged in diversity work for some time, as the data indicate, much is yet to be done.

Plan for Improvement

A. Diversity remains a priority as noted in our strategic plan. There will not be as many new faculty hires in the next couple of years as there were in the past five years; therefore, progress may be slower in increasing diversity among the faculty.

B. We will continue to work with the University about new undergraduate students and how we might influence the admission of more diverse students, particularly in the area of teacher education. We will also continue to focus on retention of students, especially diverse students. The recruitment office will also work on diversifying our student population through recruiting students from community colleges.

C. Through differential tuition, we plan to offer more distance education programs to widen access for students who, through family, work, and other obligations, are unable access on-campus classes.

D. Diversity in graduate student enrollment and retention will continue to be a priority. While we are not doing as well as our peers in Master's degree granted, we are performing better than all in doctoral degrees awarded to diverse students.

E. There is a need for funding to attract and retain highly competitive and diverse students. Therefore, we have hired a research development officer to assist faculty with external funding activities. The goal is to generate more external dollars so we can attract more minority and first generation students with scholarships and assistantships.

F. We will continue to focus on implementing our strategic plan which consists of four broad domains: Undergraduate education, graduate education, research and development, and engagement. Throughout all these domains increasing diversity and retention of diverse populations remain central to our mission.

G. Climate is important in our recruitment and retention efforts. To that end, the college has a Director of Organizational Development whose role is to help faculty and staff work through conflicts and other challenging situations. That individual works closely with the Associate Dean for Faculty Affairs and advises the dean and the leadership on matters affecting climate.

H. The climate in our unit seems to be about the same or better than the campus as a whole. As we compare the findings of the staff climate study for the campus to our own college, we are better in almost every category that we have information in. We do not have the breakdown of the faculty climate survey by college so it is not very useful to us in our planning. Also, we believe that anecdotal data is inadequate to plan for a healthy climate; therefore, as part of our strategic plan, we will conduct a climate study involving faculty, staff, students, and administrators. Data will be collected through both quantitative and qualitative methods, and the findings will give us further direction for building a healthier climate and ways to improve retention.

I. We are planning to be heavily involved with the difficult dialogue program this year. Our Director of Organizational Development is heading this program for the Office of the Associate Provost for Diversity, and the College of Education has been targeted as a pilot for the this program.

J. Because of our commitment to increase diversity among our undergraduate enrollment, we plan to conduct a study of admitted undergraduates who did not attend to evaluate the reasons for their nonattendance.

K. Study-abroad programs serve as a way to increase knowledge of other races, ethnicities, cultures, religion, and other ways of being. As a result, we are seeking funding to broaden the opportunities for our students to be involved in study abroad trips.

A core mission of the College of Education and Human Development is to prepare educators and other professionals to work in today's ever changing global arena where diversity drives much of what takes place in these workplace environments. To that end, diversity remains a high priority.