

# Annual Assessment Report

**Reporting Unit: College of Education and Human Development**

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Please define the groups applicable to your organization for which you collect information and make peer comparisons.

Students

Undergraduate

Masters

Doctoral

Faculty, Lecturers, and Instructors

Administrators (applicable to all organizations)

Budgeted Staff (applicable to all organizations)

The College of Education and Human Development (CEHD) frames our diversity initiatives from reflection on: 1) what we *espouse* we value, 2) our observable *artifacts*, which are the observable cultural components of the college, and 3) the underlying assumptions driving items 1 and 2, particularly if there is incongruence (Schein, 2004).

CEHD *espouses* we value diversity in its many forms. CEHD adheres to the TAMU VPD diversity definition of “*the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community. The characteristics can include, but are not limited to: age, background, citizenship, disability, education, ethnicity, family status, gender, gender identity/expression, geographical location, language, military experience, political views, race, religion, sexual orientation, socioeconomic status, and work experience*”. Throughout our document it is apparent what we *espouse* is observable through our *artifacts* while understanding that our commitment to diversity requires continuous reflection and improvement. Our *artifacts* show we thoughtfully address the dimensions of race, ethnicity, and gender while other dimensions do not have the same strategic focus.

**1. Engaging the Data – Review and compare current year and previous year data reflecting the state of diversity for the applicable groups and articulate what the data tell you.**

CEHD *espouses* we thoughtfully reflect on and address most diversity dimensions well. However, the College has focused most of its energy and resources to address the diversity dimensions of race, ethnicity, and gender. The CEHD *artifacts* indicate we have continuous improvement in addressing race/ethnicity and gender across the college (Tables 1, 2, and 3). However, we need to reflect and address, with greater intentionality and strategy the recruitment, retention and climate for undergraduate males, graduate students of color - particularly Black or African American women, Black or African American faculty at all ranks, faculty of color and women across all T/TT ranks, and strategically reflect on staff hires.

## Students

Table 1. Students – Undergraduate Students

Undergraduates	FY 10-11	FY 11-12
Gender		
Men	851	885
Women	2941	3001
Race/Ethnicity		
White	3042	3022
Black only + 2 or more	99	123
Hispanic or Latino	504	580
2 or more/excluding BI	51	65
Asian	78	74

Table 2. Graduate Students

Graduate Students	FY 10-11	FY 11-12
Gender		
Men	402	393
Women	921	875
Race/Ethnicity		
White	723	666
Black only + 2 or more	183	162
Hispanic or Latino	194	202
2 or more/excluding BI	15	19
International	156	170

### *Undergraduates – 2011 compared to 2010*

CEHD has an increased enrollment in Black (24% increase), Hispanic/Latino (15% increase), and our multiracial (2 or more/excluding Black) students (34% increase). The increases applied for both male and female students. Further, CEHD increased by 42% our international female students (n=10) enrollment. The College slightly increased male undergraduates (4% increase, n=885).

### *Graduate Students - Masters and Doctoral*

CEHD experienced a slight decrease in the enrollment of graduate students, but this was not unexpected due to our work to increase focus on our graduate student experience largely through our strategic mentoring program. However, CEHD had an 11% decrease (n=19) in the number of Black only students, and only an 8% decrease in White Only students, which is a concern the college is addressing. There was a 4% increase in students who identified as Hispanic/Latino, 26% increase in students identifying as multiracial (2 or more/excluding Black), and an 8% increase in international students. Of particular notice is a 14% decrease in the number of our women graduate students identified as Black only + 2 or more. These concerns will be addressed in further sections of the document.

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## Faculty

Table 3. Faculty – Tenure/Tenured Track & Non TT

FY	Rank				Gender		Race/Ethnicity & Gender							
	Prof	Asst Prof	Assoc Prof	Non-Tenure Track*	Men	Women	White		Black/AA		Hisp/Lat		Asian	
							M	W	M	W	M	W	M	W
10-11	61	51	46	70	101	130	80	99	6	15	7	6	6	8
11-12	66	38	44	65	92	124	72	93	6	14	7	6	6	9

\*Includes Lecturers & Instructors

### Instructors & Lecturers

CEHD has seen an 8% decrease in faculty as a whole. This decrease was intentional due to budget cuts throughout the University. Instructors and lecturers were decreased by 7% decrease in personnel. The majority (69%) of Instructors and Lecturers are White women, followed by White men (30%), and 1 male who is Asian, Black or African American, and Hispanic. This trend is consistent with the College's past years.

### Tenure/Tenured Track (T/TT) (data from TAMU Diversity Plan Workforce Presence – FY 2012)

CEHD saw a decrease (~5%) in Tenure/Tenured Track faculty. This was due to the VSP (retirement) and a delay in any rehiring due to budget decreases. Through promotion CEHD tenure/tenured track faculty moved across ranks and achieved tenure as well as our clinical and instructional faculty.

Women Faculty of Color and Women Faculty – CEHD saw a decrease in Black or African American women Assistant Professors (currently n=7) due to promotion and no new hires; a 33% increase (n= +1), in Black or African American women Associate Professors (current n=4); an 8% increase (currently n=46) in all Associate Professors, and; an increase in Black or African American, Hispanic, Asian, and White to Full Professorship.

Men Faculty of Color and Faculty – CEHD saw a decrease in male faculty across all three T/TT ranks and within all race/ethnicity categories. The VSP contributed to the male decrease, but particular concern was not retaining two African American male Associate Professors and a Full Professor. These faculty members left for other universities that offered either promotion to full, spousal tenured position, or an endowed chair. The College has entered dialogue on practices for strategic retention in the future so we do not experience the same loss.

## Staff & Administrator

Table 4. Staff & Administrator Data

Group	FY 11	FY 12
Staff	129	138
Race/Ethnic Diversity	25	29
Women	95	100
Men	34	38

Group	FY 11	FY 12
Administrators*	24	26
Race/Ethnic Diversity	4	4
Women	15	15

\*dean, director, and dept. head titles inc. asst & assoc

### Staff

CEHD has had an increase in the number of racial/ethnic minorities and men over the past year. However, both groups are underrepresented in the College. Although attention to diverse staff is important to the college, recruitment based upon diversity dimensions has not been a focused priority. CEHD has created an ad hoc staff climate group to discuss and generate recommendations for the college with part of their charge to address diversity of staff.

### Administrators

CEHD has 26 administrators identified (see Table 4). Over one-half of the administrators are women and four of the administrators are people of color.

### Overall Reflection

The CEHD data indicates the College continues to improve racial/ethnic diversity and gender overall. However, the College notes the need to continue to address the goals to: 1) increase of males in the undergraduate teacher education program; 2) increase the number of racially/ethnically diverse students at both the UG and graduate level; 3) address the decrease in Black or African American and 2 or more diversity dimensions; this downward trend is not reflective of our espoused and committed values and goals for the College; 4) address the decrease of the CEHD faculty identified as racial/ethnic diverse with particular emphasis on the decline in the Black or African American faculty; and, 5) begin the process of strategic focus on additional diversity dimensions CEHD espouses as important to address.

## 2. Recent Efforts to Recruit and Retain Diversity

Undergraduate Students – ongoing efforts continue to address recruitment and retention of underrepresented groups: 1) Summer Arts and Humanities Institute for Urban Leadership, 2) Aggie STEM workshop, 3) Explore conference are programs aimed at introducing the students to the university environment, 4) an undergraduate recruiting office that works with diverse students in

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high school, recruiting students primarily from Houston, Dallas, San Antonio and the valley, 5) the Marilyn Kent Byrne Student Success Center, 6) Lohman Learning Communities, and, 7) The Center for Urban School.

*Graduate Students* – a strategic mentoring program was established October 2011. Dr. Howard Adams, mentoring expert, spent one day with graduate students, faculty, and administrators to guide this strategic program. CEHD is committed to providing a graduate student experience that involves comprehensive mentoring.

*Faculty* – active recruitment and retention efforts with particular focus in strategic hires is the current focus for CEHD. With a reduction in funding the college has moved to a strategic hire model in both research area and increasing diversity.

*Staff* – CEHD has a Staff Advisory Committee (SAC) designed to address issues of staff that include retention. Further, CEHD created (2011 August) an Ad Hoc Staff Climate Committee (SCC) to address climate issues which directly impact the recruitment and retention of all staff.

*Administration* – CEHD and the Dean have an ongoing commitment to provide opportunities in administration for our diverse faculty who express interest or a willingness to serve in administration. These opportunities exist at the levels of associate dean, program directors, assist department heads, division chairs, etc. and are being utilized to foster leadership succession. CEHD had a Director of Organization Development and has expanded that position to Assistant Dean of Organization Development and Diversity Initiatives. Allocating resource to address diversity and build a positive climate is an imperative for the college.

## *Addressing all CEHD Constituents*

2011 January – CEHD is the pilot college for the Office of the Vice President Difficult Dialogues Program (DDP). DDP is under recruitment and retention because as faculty and administration are willing to have difficult dialogues CEHD can more accurately address climate issues that hinder faculty retention, particularly faculty of color.

### **3. Future Efforts to improve CEHDs Diversity**

Diversity and Climate are two areas of priority and focus for CEHD as demonstrated by our Strategic Plan and organizational development and diversity initiatives. CEHD is committed to both addressing diversity initiatives while simultaneously embedding the idea and dialogue about diversity throughout all CEHD discussions and decision making. Diversity and climate are part of the CEHD culture versus solely a standalone program.

## *Addressing all CEHD Constituents*

2011 December: CEHD has created a Committee on Diversity Initiatives (CoDI) – 18-member committee established to strategically address and have high impact on diversity and the college climate. CoDI is comprised of faculty, UG and graduate students, staff, and administrators. CoDI will impact the climate to better address diversity and make the College a culture where all of our faculty, students, staff, and administrators can thrive. Through creation of a thriving climate, retention and recruitment of diversity will increase.

2012 January: Unit/Departments' responses to Climate Summary document and generate a plan with strategies and tactics to address unit/departamental climate and diversity issues (elaboration in section 5 below).

*Students* – continuation of programs described in question 2; undergraduate learning communities, graduate mentoring program to increase retention

*Faculty* – dialogue about strategic retention of faculty, with particular emphasis on faculty of color

*Staff* – addressing through Staff Climate Committee

*Administration* – continue with succession program where focus on senior faculty with an interest in administration with a strategic plan for mentoring provided by Deans and Department Heads

### **4. Advisory Groups Contributions to CEHD**

## *Addressing all CEHD Constituents*

CEHD Advisory Committee – limited focus on diversity has occurred with our advisory committee

2011 January Ad hoc committee on Climate and Difficult Dialogues

2011 Spring – Mentoring Committee: focus on strategic mentoring addressing role of mentee/protégé and their active role in the mentoring relationship; focusing on mentoring and differences to advising

2011 July Ad hoc committee on Staff Diversity Issues

Deans Council – student presence in sharing perspective on college issues. Committee comprised of faculty, students, staff and administration

Faculty Advisory Council – focus on diversity with a particular focus on rank and tenure and non-tenure status; address equity of resources; work to reduce power differentials

Staff Advisory Council – focus on climate and diversity for staff

### **5. Organizations Climate**

## *Addressing all CEHD Constituents*

2011 April – present: development of CEHD Leadership Team's Intra-team Values and Commitments

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- 2011 May – present: Climate Survey Project – process to strategically identify the anecdotal reports of diversity climate issues and move to change and implementation of programs (e.g. Difficult Dialogue Program) to systematically address the diversity climate issues
- 2011 July – creation of position of Assistant Dean for Organizational Development & Diversity Initiatives (OD&DI)
- 2011 August – commitment and education, training, and practice on entering difficult dialogues with the College leadership with the understanding leadership’s *artifacts* must be congruent with what we *espouse* and expect from others throughout the college.
- 2011 November: CEHD Deans Strategic Realignment – this realignment addressed diversity and climate by: 1) creating an organizations structure that is more conducive to address diversity issues (e.g., increased presence and support for the International Programs Office) and 2) created opportunities for leadership for more of the College’s mid-level administration where some of the diverse staff are and have been underutilized
- 2011 November: change to the CEHD Leadership Teams responsibilities to address large diversity and climate issues at two annual retreats
- 2011 November: change to the CEHD Deans Councils responsibilities to be the governing advisory body to the Dean and to CEHD with one charge to embed climate and diversity as part of each discussion and initiative.
- 2011 December – dissemination to Unit/Department climate summaries. Process created to address diversity and climate. In Summer 2009, reflecting on the CEHD Strategic Plan and university-wide initiatives, CEHD Leadership Team proposed that a Climate Survey should be conducted for all CEHD constituents (faculty, undergraduate students, graduate students, staff, and administrators). While we have anecdotal information on climate and diversity in our College and Departments, we need a systematic data gathering activity to assess climate and diversity issues and strengths. Since the CEHD climate is determined by each individual in the College, the survey provided the opportunity to gather input from college faculty, staff and a sample of graduate students.

The Departments are focusing on two items:

- 1) A self-generated departmental climate report card (Table 6.) that can be used in a comparative analysis; and

Department/Unit Report Evaluative Summary

<b>Supportive Environment for:</b>	UG Student	Grad Student	Staff	Faculty
Work of Department/Unit	A+	C	A	B
Diverse Ideas	B	C	B	A
Diverse Individual Identity	D	D	C	C
Learning Organization	B	A	C	B

Table 6. *Sample* Departmental Report Card

- 2) Through reflection and response to the questions below which are due 2012 February 29.

1. *What does the summary say about our department/unit?*
2. *What are our departmental/unit strengths?*
3. *Where are our areas for growth?*
4. *Action Plan: what issues do we need to address and how will we address these issues? (process, timeline, address them as a department and/or with the College)*
5. *How is our Action Plan related to our departmental strategic plan?*
6. *How will we measure our Action Plan?*
7. *What support, if any, do you need from the Committee on Diversity Initiatives (e.g. based upon our departmental findings we need a college wide workshop on bullying. This workshop would assist us in the following ways...and would help our department achieve its goals”).*

The College of Education and Human Development *espouses* we: 1) value diversity and 2) want to have a climate where all individuals can thrive. Through our climate survey and the ongoing department/unit and college dialogues, we are systematically and strategically determining the congruency between what we *espouse* and our *artifacts* (behaviors, policies, and practices), the cultural components of the college.

## 6. Other Efforts (CEHD diversity and climate efforts not articulated in 1-5)

As demonstrated in the CEHD responses to Questions 1-5, the College assessment report is strong. CEHD is congruent in what it *espouses* and in the observable *artifacts*. CEHD realizes it can be stronger in climate and diversity through the ongoing efforts that are being embedded within the CEHD climate and culture.