Context for Climate Study

The College of Education and Human Development (CEHD) is committed to providing an environment rich with diversity where faculty, students, staff, and administrators can thrive and be productive in their work. Based upon this commitment, the College community determined in the current Strategic Plan (Attachment A) a college-wide organizational climate and diversity study should be conducted. Organizational climate has been defined as a mutually agreed internal environmental description of an organization’s policies, practices and procedures (Schneider, 1975). The definition emphasizes organizational members’ agreed, whether espoused or not, perceptions of their organizational environment. Organizational climate has also been used to refer to common practices, shared beliefs, and value systems that an organization follows (Schneider, 1990). Thus, the term organizational climate was used in this study to refer to employees (faculty, staff, and administrators) and graduate students’ perception towards their organization (College of Education and Human Development) which has great impact towards their work and learning outcomes. Organizational climate directly and indirectly impacts the achievement of the mission, goals and objectives of the college.

Climate Survey

Per the CEHD 2010-2015 Strategic Plan, the CEHD Ad hoc Climate Committee, formed Fall 2009, continued into Fall 2010 to systemically begin the discussion and plan for strategically addressing CEHD climate and diversity. The committee gathered information on previous university-wide and college-wide climate studies, findings and results, and created a CEHD Climate and Diversity Survey. In June 2011 the CEHD Climate Survey was disseminated to faculty, staff, administrators and graduate students. Beginning August 2011, the CEHD Ad hoc Data Analysis Group was formed to analyze the faculty, staff, and administrator data. Attachment B has the full text on the CEHD Climate Study and the climate survey form.

Overview of Process. Cumulative Climate Summary Feedback and Responses to the Seven Questions

The five units in the College of Education and Human Development, namely the Departments of Education Administration & Human Resource Development (EAHRD), Educational Psychology (EPSY), Health & Kinesiology (HLKN), Teaching, Learning & Culture (TLAC), and the Dean’s Office (DO) received their Climate Summary information in December 2011 and January 2012.

The units received a: (1) one-page summary of their unit’s climate survey results and (2) faculty and staff summary comments for their unit (Attachment C). Each unit was then asked to reflect on their climate summary information and to respond to seven questions (Attachment D).

The rationale for the seven questions was to have each unit:
- create their departmental/dean’s office narrative of what their summary means to their unit
• be able to emphasize their specific areas of strength
• determine areas for growth and improvement, adhering to the idea that strong units can always get stronger
• generate an action plan related to issues the department will address with a: 1) time of completion, 2) plan for assessing and measuring the components of the action plan, 3) plan explaining who will complete the action items (department or college level), and 4) request for any support needed from the College
• align their climate and diversity plan to their unit’s strategic plan

Each unit engaged in their response to the 7 questions process differently during the Spring 2012 semester. A brief explanation of each unit’s process is discussed below. The full text from each unit can be found in Attachments E through I.

The Department of Education Administration & Human Resource Development held a retreat to discuss their climate and diversity as related to the core mission of their department (research, teaching, and service). EAHRD development working teams to discuss their departmental issues along with assigned facilitators for the groups with responsibility to create action items.

The Department of Educational Psychology faculty and staff met and Dr. Willson shared the climate information. The faculty and staff created two climate and diversity committees, one for faculty and staff and one for staff (staff requested solely staff group). These groups have an ongoing responsibility to address climate and diversity and to share ideas, processes, and progress with the department head and executive committee.

The Department of Teaching, Learning and Culture, led by a faculty member met to discuss the findings and to look at next steps. Currently, the department has commented to the idea of ongoing dialogue and to continue meeting to discuss, address, and improve their diversity climate.

The Department of Health and Kinesiology’s Division Chairs are meeting with their faculty, and staff, are also meeting as a group. Dr. Kreider met with his leadership and they incorporated the summary comments into their one-page document. This document is being shared with faculty and staff this semester. This is the beginning of their strategic dialogue related to their diversity climate.

Finally, The Dean shared the summary with the Dean’s Office which then met, in co-facilitated small groups, to discuss the seven questions and generate responses to the questions. The information was consolidated into a report the Dean will share with the Dean’s Office.

CEHD has chosen to systemically engage in the evaluation and dialogue of its climate and diversity. Below are the detailed responses to the seven questions.
CEHD Summary to the Climate Survey and Seven Questions*

Full comments to the seven questions are available in Attachment C.

*Note: comments reflect a majority of views but do not address each comment or concern indicated in the climate survey results

1. **Question 1 - What does the summary say about CEHD?**

The college had a reasonable response rate from faculty and staff on the college-wide climate and diversity survey. The CEHD summary finds the majority of the faculty and staff find the diversity climate favorable. This is one of the indicators the college uses to determine if the college has an environment where faculty and staff believe they can thrive. Additionally, over one-quarter of the CEHD faculty and staff are undecided about the college climate or find it to be unfavorable. Diversity themes and issues emerge for the college across the departments and the dean’s office across seven specific diversity themes. Further, six specific diversity issues are consistently raised throughout the college.

- The five Units’ climate survey response rates ranged from 54% to 81%
  - Response rates for all faculty ranged between 51% to 67%
  - Response rates for staff ranged between 41% to 79%
- The majority of the CEHD respondents, both faculty and staff, in the College agreed or strongly agreed that they were comfortable with the climate for diversity in the College (55%-83%)
- 27.2% of the CEHD faculty and staff were undecided or disagreed that they were comfortable with the climate for diversity in their unit
- Faculty and staff have heard or observed inappropriate behaviors and statements related to:
  - **Top response CEHD diversity themes** (equal responses; organized alphabetically)
    - Political beliefs
    - Religion
    - Sexual orientation
  - **Additional areas** (equal responses; organized alphabetically)
    - Age
    - Disability
    - Ethnicity
    - Race
    - Sexism
- Faculty and staff have heard or observed inappropriate behaviors and statements related to the issues of
  - loss of faculty of color
  - lack of support for junior faculty (specific examples related to women, faculty of color, lack of support from senior faculty)
  - non tenure track faculty
  - staff
  - women having to justify their ideas
  - both young and older staff feeling devalued by one another
2. **Question 2 - College Strengths**

Climate, for most faculty and staff, is identified as favorable throughout the college. The college is committed to continuous improvement related to climate and diversity. The college relies on its’ strengths as a factor in creating and maintaining a solid identity and foundation. The college works to ensure that its’ espoused priorities are congruent with what its faculty and staff experience in the workplace.

Specifically, three areas were identified as particular CEHD strengths - diversity, opportunities for support, and people/groups that provide support for diversity and climate. The College has made active efforts to increase the diversity throughout the college. It was noted by all units that an increased commitment to diversity and diversity in the workplace is an asset and strength for CEHD.

**Diversity as a college strength**
- Recruitment of diverse faculty and students
- Increased diversity in gender, race, and ethnicity
- Increase in graduate student diversity
- Increase in student diversity in classes
- Value diverse faculty bring to department

**Additional CEHD strengths were indicated throughout the college related to opportunities for support in both formal and informal ways**
- Inter-program interaction
- Mentoring
- Social event opportunities

**Finally, strength related to people and groups in CEHD were noted**
- Assistant Professors
- Department Heads’ commitment to climate
- Staff Advisory Committee
- Staff involvement with faculty
- Leadership Team’s diversity
- Having an Assistant Dean for Organization Development & Diversity Initiatives

3. **Question 3 - Where are our areas for improvement and growth?**

While the college has an espoused commitment to climate and diversity and it works to create an environment for our faculty and staff to have the opportunity to thrive there are notable areas for improvement. These areas need to be and will be systematically addressed by the college and its departments.

The recommended ‘first area of improvement’ is to address the concerns and issues raised from climate survey related to: political beliefs, religion, sexual orientation, age, disability,
ethnicity, race, sexism, loss of faculty of color, lack of support for junior faculty (specific examples related to women, faculty of color, lack of support from senior faculty), non-tenure track faculty, staff, women having to justify their ideas, and both young and older staff feeling devalued by one another (see Question 1 responses).

Further areas and issues, reported by a majority of the college’s units, to grow and improve in are related to the movement of the college toward:

Consistently Focusing on the College’s core missions
- Link climate and diversity to core missions of research, teaching, and service
- Emphasis on academic work (program quality and scholarly reputation) and its quality will help improve departmental climate
- Build departmental communities, prepare quality graduates, review our curricula, develop quality benchmarks for our online courses and build and sustain research capacity

Creating opportunities for people to reflect on, and dialogue about, their mental models related climate and diversity
- Improve inclusiveness and openness to different ideas
- Increase accountability
- Increase the valuing of diversity
- Increase the view that addressing climate and diversity is about continuous improvement and not about blame or judging someone

Building more Effective Communication skill sets
- Improve communication
- Build effective conflict management skills
- Build trust

An Increased Willingness to actively engage in Difficult Dialogues
- Growth - Be courageous and commitment to collegial growth
- Engage in difficult dialogues, specifically related to issues of rank, position, power differentials and privilege
- Skill set development

4. Question 4 – What is the CEHD Action Plan? What issues do we need to address and how will we address these issues (process, timeline, addressed by department or college)?
The CEHD Action Plan is designed to build in processes to address the areas of improvement and growth for the college. Because the college expects climate and diversity to be embedded in all of its dialogues and processes, an action plan explaining how this will occur is necessary. A beginning of an action plan is below. Additional information needs to be submitted by two departments when their units are in a position to dialogue about the seven questions productively. Further, more specificity is necessary, for the CEHD action
plan, in order for it to be an effective framework and guide for systematic change and continuous improvement for climate and diversity.

Issues to Address
Issues raised from climate survey related to: political beliefs, religion, sexual orientation, age, disability, ethnicity, race, sexism, loss of faculty of color, lack of support for junior faculty (specific examples related to women, faculty of color, lack of support from senior faculty), non-tenure track faculty, staff, women having to justify their ideas, and both young and older staff feeling devalued by one another.

Process
The processes recommended by the five units involve ongoing dialogue, climate and diversity committees for each department (2) and the dean’s office, and more leadership engagement. Specific recommended process examples are:

- CEHD Committee on Diversity Initiatives (CoDI) should develop processes based upon climate survey summary feedback to seven questions.
- CEHD Leadership Retreat to discuss action plan and processes to actualize plan.
- Create CEHD formal processes and procedures to address conflicts.
- Create professional development opportunities for faculty and staff including: 1) trust building, 2) conflict management (to include but not limited to intervention methods, exercising perspective taking, understanding, valuing, and appreciating multiple perspectives and different mental models), 3) productive and effective communication, 4) relationship building, 5) supervisor training specific to CEHD issues.
- Department and Dean’s only retreats to address issues specific to their groups.
- College-wide awareness building – what is the work we do and what is our value to others in the college.
- Enhanced Communication to address issues, improve communication, and better coordinate between the Dean’s Office and the four departments.

Timeline
- A consensus from several departments is that climate and diversity improvement will take time.
- Much more dialogue will take place before two departments develop an action plan and then they can create a timeline.
- Begin Spring 2012.
- Continuous process, and therefore, ongoing.

Address the Action Plan
Action Plan addressed within Departments/Dean’s Office
- Adopt and support the Dean’s only staff ad hoc climate committee’s (DACC) climate framework and recommendations provided in Fall 2011.
- Departments and Dean’s Office work closely with the college-wide Staff Advisory Council (SAC).
• Faculty-staff climate committees
• Departmental Opportunity Sets were created along with deliverables, who is responsible, and time for completion.

Action plan addressed by College
• Committee on Diversity Initiatives (CoDI)
  o Lead in creating an action plan for the college
  o Address the fact many people have difficulty in valuing people who are different from them
  o help create an environment and a climate to acknowledge and value differences
• Provide professional development opportunities for faculty and staff
• Develop a Difficult Dialogue Program (DDP)
• Deans Council – the leadership of the college should lead in addressing these issues
• View climate and diversity as continuous improvement
• Create culture and expectation to engage in difficult dialogues with each other when a conflict arises

5. Question 5 - How is our Action Plan related to our departmental strategic plan?
For climate and diversity to be embedded in the day to day dialogues within the college and within the units it is valuable for climate and diversity to be woven into and addressed in the departmental and the college strategic plans. Because the CEHD strategic plan was the driving factor in moving forward with a climate survey and summary result discussion we know this action plan is aligned to the CEHD Strategic Plan. However, climate and diversity action plans are a focus of a strategic plan of only one CEHD unit, EAHRD.

Strengthening the College’s Action Plan into measureable specific ideas and plans are recommended next steps for the college. These formalized and operationalized ideas and plans will increase the ability to track where the college and the departments are related to achieving their commitment to the unit’s climate and diversity goals.

Some college units made additional recommendations related to their action plan that is not necessarily generalizable to other units or the college as a whole. These recommendations are:
• The action plan be linked to the document presented by the DACC
• The Dean’s Office does not have a strategic plan. A document may be needed that demonstrates: 1) how they serve the college, 2) clarifies functions and roles, and 3) clarifies services provide to college community
• The College’s strategic plan needs to include a statement that we shall provide a supportive environment where people feel free to voice opinions
• The Dean needs to clarify the CEHD priorities

6. Question 6 - How will we measure our Action Plan?
It is recommended the CEHD Action Plan be strengthened, as mentioned above, before determinants for measuring the action plan can be made. Further, several units are at
preliminary stages of dialogue related to climate and diversity and therefore cannot generate a response to Question #6 yet. Specific responses from departments/dean’s office:

EPSY - The two climate committees will be asked to:
- recommend ongoing, periodic processes to assess department climate with respect to faculty and staff
- We expect that a student component will be added to this next academic year that will expand the process

EAHRD - We will use the Logic Model of Evaluation to measure our Action Plan
As outlined in our 2010-2015 strategic plan, achieving excellence in our core missions of teaching, research and service
- This requires effective enrollment management with a focus on the recruitment and retention of students from diverse backgrounds,
- preparing our graduate students for the professoriate,
- seeking of external funding to support our research, students and instructional and learning activities,
- and using technology in the design and successful delivery of our degree programs

Dean’s Office
- Additional climate surveys
- Determine what specifically we want to measure (e.g. less conflict, more openness)
- Share success stories
- Demonstrate impacting climate and diversity

7. **Question 7** - What support, if any, do we 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 related to...”).
- Information about college initiatives that might support the departmental/dean’s office climate committee recommendations will be important
- Information-sharing about other department approaches and activities will be useful to the committees
- Workshops on conflict management
- Workshops on difficult dialogue
- Mediation training for program chairs and associate department head
- Not certain yet – as our departments get clearer we will want some specific supports
- Time to work on climate and diversity
- Need Dean’s support – financial, human resources, time allotment
- Metrics by which to gauge progress (statement vision could be this metric)
- Supervisor training

The CEHD Climate Survey Summary and the responses to the 7 Questions indicate the college has strengths related to climate and diversity. Further, most faculty and staff view the climate favorably. However, a number of faculty and staff are uncertain about the diversity climate or view it unfavorably. The college is committed to creating an environment where all employees have the opportunity to thrive. This thriving environment is a climate where the value of diversity is understood, where employees can bring their different identities to work and feel safe in their personhood and valued and respected as a person.

In order to achieve this thriving diverse climate, issues, conflicts, and problems need to be addressed within the college in a systematic way. Opportunities for difficult dialogues need to be made available to all and these dialogues need to occur. The college leadership needs to clearly and precisely espouse and practice the college’s beliefs and commitments to climate and diversity. Further, each individual who is part of the college needs to know these beliefs and these commitments. Finally, each person who is part of the college needs to understand and engage in the college expectation that climate and diversity is the responsibility of each and every individual.

### CEHD Diversity and Climate Next Steps

Based upon the CEHD collective response to the climate survey summary responses and the response to the seven questions below are critiques, suggestions, and recommendations for next steps for the college.

**Critique**
- Feedback on Climate Survey – some individuals thought the survey was just about diversity and not diversity and climate, have greater clarity next time
- Trust concerns – some individuals were concerned the survey would not remain anonymous and therefore feared retaliation
- Clearly communicate the purpose of the survey up front

**Suggestions**
- Increase education about climate survey and process to respond to questions whenever the college next engages in a formal climate and diversity survey. Some faculty, staff, and administrators stated this process “was a forum for people to decide they were victims” and not a productive tool to gather information
- Dean share summary of process and results with other deans at Texas A&M University
- Summary be shared with college community
Recommendations

- Clarify and increase specificity to CEHD Action Plan (Question 4)
- Clearly align Action Plan (Question 5) to strategic plans in departments and the college
- Specificity on how Action Plan will be measured (Question 6)
- Work collaboratively with CEHD leadership, departmental/dean’s office climate and diversity committees, and CoDI on next steps
- Develop strategic priorities plan for dean’s office
- Continue CEHD evaluation related to climate and diversity. Reminder: the climate survey was considered the foundation for developing mechanisms and processes to assess climate and diversity in the college. The CEHD ad hoc climate committee envisioned a strong qualitative piece to the climate and diversity study (e.g. focus groups)
- Analyze the graduate student data collected June 2011
- Train a cadre of CEHD mediators (4 individuals from each of the 5 units = 20 participants)
- Train a cadre of CEHD Difficult Dialogue facilitators mediators (4 individuals from each of the 5 units = 20 participants)
- Use the self-assessment Department Heads/Dean’s report cards in the annual diversity report for the Vice President of Diversity office and for CEHD annual evaluation by OD&DI (Attachment J). This activity gives the Dean and Department Heads the opportunity to reflect on the unit they lead related to undergraduate students, graduate students, faculty, and staff and climate and diversity.
Attachment J. DH and Dean’s Report Cards
Introduction

As it celebrates its 40th anniversary, the College of Education and Human Development can attest to the strengthening and growth of many of its domains across its history. In order to sustain this growth and further enhance the excellence for which it is known, the college has chosen to focus on four specific domains over the next five years. These domains, along with the rationale for their choice and a brief introduction to each domain’s goals, are presented below.

2010 - 2015 Strategic Plan Focal Domains

The rationale for choosing to focus on these four domains stems from the mission of Texas A&M and from the College of Education and Human Development. According to Vision 2020,

*Texas A&M University is a creation of the state, and in its origin was designed to prepare educated problem-solvers to lead the state’s development. This fundamental mission, born out of the land grant heritage of service, remains today. Texas A&M University’s aspiration to be among the best public universities in the country resonates with this historical mandate. The diverse population of Texas should have access to the best public education in America without having to leave the state.*

Advancing excellence in undergraduate and graduate studies, in research, as well as in professional, community, and societal engagement, is congruent with Vision 2020 and with the college’s mission to provide cutting-edge professional training to its students and to be on the forefront of research development for both knowledge building and problem solving of social issues.
Presentation of the strategic plan in four distinct domains is an artifact, devised for the purpose of clearly communicating the college’s foci. In reality, these domains are not orthogonal, nor distinct, as they overlap and interact synergistically within the multiple routines of the college and its four departments (Educational Administration and Human Resource Development; Educational Psychology; Health and Kinesiology; and Teaching, Learning and Culture).

Moreover, the four domains are connected by a common, underlying thread — *diversity.*

The student, faculty and staff populations at Texas A&M have become increasingly diverse, over time, mirroring the mounting complexities inherent in the current U.S. demographics. While the university community has grown and developed into a complex multicultural, multiethnic and diverse population, its constituents also have become increasingly diverse and complex. To reflect and to better serve a dynamic local, state, national and global community, the theme of diversity — and the overt attempt to focus on this theme — weaves through the college’s five-year strategic plan.

**Population Demographics of Texas**

![Population Demographics Graph]

**Strategic Plan Structure & Presentation**

This document presents the college’s strategic plan for 2010 - 2015, organized according to each of its four focal domains.

*Click here to view a one-page chart summary of the strategic plan.*

*Click here to view a detailed table that aligns the focal domains and goals with Vision 2020 and the university’s Academic Master Plan.*
Undergraduate Education

While issues surrounding diversity have been a concern for the college in the past 20 years, marked changes in the composition of its community have placed diversity at the forefront. How to establish and maintain diversity as an essential element in the achievement of excellence remains a continual and engaging challenge. As the demographic and cultural diversity of the U.S. population broadens and intensifies, preparing leaders from diverse backgrounds with multiple perspectives — especially for the field of education — becomes vital. This need, coupled with the necessity to develop a climate supportive of diversity within the university motivates the primary goal within the Undergraduate Education Domain. In order to prepare leaders to function within multiple population groups, the college must recruit, retain and educate representatives of all population groups. The college is committed to the unrelenting pursuit of this goal.

The drive to focus on educating a diverse workforce results from forces both within and outside the college. As the college has increased the diversity profile of faculty, students and staff in an attempt to prepare leaders for multiple population groups, it also faces nontrivial challenges regarding how to optimally manage multiple worldviews, contributions and at times conflicting interactions within the college itself. Nevertheless, because diversity is an essential prerequisite for the survival of complex systems, the college has enthusiastically taken on the challenge and has committed itself — as the learning organization that it is — to mastering the strategies that will foster diversity, excellence and outstanding performance.

Coupled with the increasing complexities seen in the current U.S. demographics are the challenges posed by a fast-paced and ever-changing technological landscape. Because technology affects professional practice at all levels of expertise, it also impacts education, both in its teaching and in its learning dimensions. Preparing diverse leaders for roles in education cannot be decoupled from providing these leaders with appropriate technological skills and tools. Therefore, the college is committed to equipping all students, beginning at the undergraduate level, with both essential and cutting-edge technological skills and resources.

Goals – Undergraduate Education

- Increase undergraduate diversity as defined by race, ethnicity, gender and first-generation status through improved recruitment and retention to 20% in two years and 25% in five years.
- Create a climate that fosters and supports the retention and development of students from diverse backgrounds.
- Ensure all students are well equipped with technology skills and highly capable in applying those skills to diverse tasks.
Graduate Education

The college is committed to developing future leaders to serve at all levels of education (pre-K through college levels). As with the Undergraduate Education Domain, preparing graduate students to assume leadership roles requires a focus on providing these students with appropriate research skills, relevant technological expertise, content-area mastery and resources to serve a variety of human populations.

While the current U.S. professoriate ages and retires, the need for leadership in higher education, specifically, intensifies. Accordingly, Vision 2020 proposed as one of its goals to

*Position Texas A&M University to become a major source of research faculty for the next generation by attracting outstanding research personnel at all levels.*

Yet replacement of faculty in colleges and universities is subject to the same expansion of diversity forces being played out in U.S. society as a whole. Therefore, the need to prepare higher education leaders from various demographic backgrounds that are equipped to educate and relate to members of minority communities, versed in their academic disciplines and primed for academic excellence, has become both vital and urgent.

Equally pressing is the need to provide this preparation within an environment whose climate and culture are supportive of all types of diversity (not merely ethnic or racial). The college is strongly committed to fostering a climate that will facilitate the recruitment, retention and preparation of graduate students and graduate faculty from diverse backgrounds for diverse work settings.

While the preparation of leaders for higher education must reflect the diverse composition of the U.S. population and of the university’s constituents it also should take into consideration the diversity of scholarship and expertise. Such diversity takes into account the need to prepare professionals for leadership in higher education, research or within pre-K-12 education. Through its doctoral programs, the college attempts to prepare higher education experts who are able to navigate multiple scholarship paradigms. The Ph.D. program prepares students to exercise leadership in research and knowledge building while the Ed.D. program prepares students to exercise leadership in educational practice at the local, regional, national and global levels.

The college’s commitment to offer professional degrees such as the Ed.D. and M.Ed. is geared towards meeting the needs of the state and the nation for trained leadership within all domains of education, such as school teachers, school administrators and education policymakers. Additionally, graduate degrees offered online, such as the Executive Ed.D. program in the Department of Teaching, Learning and Culture, provide leadership training for professionals who will assume top positions at complex organizations. Unlike their Ph.D. counterparts who will be responsible for augmenting the knowledgebase in their disciplines, those with professional graduate degrees must become sophisticated consumers of this knowledge in order to apply it to the decision-making and policy-development processes in which they are engaged.

Within each of these paradigms, students familiarize themselves with multiple teaching, learning and researching strategies. As students acquire the ability to navigate across various professional strategies, learn to respect the inherent value in many modes of knowledge building and practice working in multistrategy teams, they become better prepared to face the realities of their future workplaces and to lead the nation in its educational and human development efforts.

**Goals – Graduate Education**

- Prepare doctoral students for the professoriate
- Create a climate that fosters and supports the development of students and faculty of diverse backgrounds through research and instruction
- Prepare Ed.D. and M.Ed. students for success as practitioner-leaders
Research

The college is strongly committed to generating knowledge in the fields of education and human development that will foster well-being and social justice for people across the state, nation and world. The backbone of this knowledge-generating enterprise – especially in universities of very high research output such as Texas A&M – is research. Development of the knowledge base in all disciplines is quintessential for the growth of a learning institution and for transformation of society at large.

Investment in research efforts is paramount for the College of Education and Human Development as it promotes synergism among teaching and mentoring of students, meeting the needs of the state and nation, and developing knowledge and technology. No other dimension of university life provides the framework for such encompassing synergism and such wide-ranging impact. Yet, resources to sustain research efforts are limited and competitive.

College faculty and research staff have been successful in securing extramural funding, from sources such as the U.S. Department of Education, National Science Foundation, and U.S. Department of Health and Human Services, to support their research initiatives. This support has been instrumental in attracting, recruiting and retaining outstanding graduate students nationwide. Despite such sustained efforts and their successful outcomes, the college maintains its commitment to increasing the funding for research within the college, as additional monies will allow the expansion of research efforts; building of additional research facilities, such as laboratories and classrooms; acquisition of necessary research equipment and resources; support and training of additional graduate students; and continued inclusion of undergraduates in hands-on research experiences.

Yet quality research can become useless if its findings and implications are not disseminated among other professionals the general public or the ultimate users of the research findings. Communication of research findings and methods, as well as pivotal for research to achieve its potential synergistic effect. Therefore, investing in strategic dissemination efforts and in the processes that facilitate dissemination to diverse audiences is a valuable strategic effort – one that is often taken for granted by many institutions of higher education.

Because dissemination of research across multiple and diverse audiences is a complex process, involving individual- and contextual-level factors, it cannot be taken for granted. The dissemination process requires focused attention, concerted efforts and systematic nurturing. The college has strategically focused on providing writing support services for both graduate students and faculty as part of this need. The college is committed to providing the necessary resources to foster excellence in writing and publishing, as well as sustained writing and publishing productivity, among its faculty and students.

Goals – Research

- Increase external funding
- Increase faculty dissemination of findings in top-tier publications

Engagement

Engagement with the profession, as well as with local, regional, state, national and global communities, is the one dimension of college life into which all other dimensions converge.

Throughout the college’s 40-year history, it always has been a permanent vision, mission and goal to serve – with excellence and concern for social justice – three primary audiences: children, youth and families. As the college trains its undergraduates to function as school teachers and its graduate students to become leaders in educational and human development efforts at multiple levels, it continually reflects on its contributions to the well-being of these audiences.

The college is strongly committed to placing training and knowledge development at the service of children, youth and families in Texas and beyond. It proposes to strengthen existing engagement initiatives already in place that account for successful outcomes, such as the Center for Disability and Development, the Center for the Study of Health Disparities, the Center for Urban School Partnerships,
and the Texas Center for the Advancement of Literacy and Learning. The college also commits to developing new opportunities for engagement in response to specific needs and opportunities for involvement.

While the college focuses its engagement efforts in constituent groups outside campus, it is equally committed to serving the Texas A&M community. As the college refines its expertise in developing and implementing technology-mediated instruction, it broadens its ability to serve other colleges and provide opportunities for interdisciplinary collaboration. Because societal problems in the 21st century will become increasingly complex, multifaceted and multidimensional, developing solutions to these problems will require equally complex, multifaceted and multidisciplinary approaches. The college plans to increase the availability of professional development opportunities, coursework and interdisciplinary certificates that will foster interdisciplinary collaboration and facilitate access to available resources in the college. By serving these constituents, the college hopes to sustain service to its former students in their continued development, excellence and professional success.

**Goals – Engagement**

- Support and enhance P-16 research and engagement initiatives
- Increase use of technology-mediated instruction to facilitate access to high-quality programs
### Undergraduate Education

**Increase undergraduate diversity as defined by race, ethnicity, gender and first-generation status through improved recruitment and retention to 20% in two years and 25% in five years**
- Target recruitment efforts to include diverse high schools, first-generation students and high-need teaching fields
- Provide need-based scholarships for diverse students

**Create a climate that fosters and supports the retention and development of students from diverse backgrounds**
- Engage all freshman students in learning communities
- Invest $50K in the Byrne Student Success Center to engage in retention efforts and learning communities

**Ensure all students are well equipped with technology skills and highly capable in applying those skills to diverse tasks**
- Develop a scope and sequence for technology knowledge and skills for each undergraduate program and integrate into specific courses

### Graduate Education

**Prepare doctoral students for the professoriate**
- Invest $50K to help students submit papers at conferences as part of a required initiative
- Offer writing courses
- Track alumni’s employment
- Require teaching experience before graduation
- Assess rigor of courses

**Create a climate that fosters and supports the development of students and faculty of diverse backgrounds through research and instruction**
- Invest $20K for faculty recruiting trips to encourage the recruitment of diverse faculty, staff and students
- Facilitate the retention of diverse faculty, staff and students

**Prepare Ed.D. and M.Ed. students for success as practitioner-leaders**
- Continually assess curricula to reflect CEHD values and current trends
- Assess selection admission and retention for applicants

### Research

**Increase external funding**
- Invest $40K to hire a grant writer to assist CEHD research office with proposal development for faculty and invest $75K for two post-doc fellowships in methodology
- Coordinate workshops on grant writing that are discipline specific through the CEHD research office
- Identify sources for external funding through CEHD development office
- Provide incentives for experienced grant staff and/or faculty to mentor others in proposal development and grant management
- Provide competitive financial support for multidisciplinary collaborations that lead to external grant proposals
- Provide one-time merit for faculty who submit a grant application to an external funding source

**Increase faculty dissemination of findings in top-tier publications**
- Provide training incentives and support for faculty to communicate with local, state and national representatives
- Provide training to faculty, students and research project staff to develop a dissemination plan for writing to laypersons and communicating with media
- Utilize a wide variety of current technologies through the CEHD communications office to disseminate research highlights to policy makers, stakeholders and academicians

### Engagement

**Support and enhance P-16 research and engagement initiatives**
- Identify engagement initiatives
- Invest $3K to sponsor an engagement initiatives “Share Day” to strengthen engagement initiatives
- Invest in additional communications staff to help highlight engagement initiatives

**Increase use of technology-mediated instruction to facilitate access to high-quality programs**
- Encourage faculty to use podcasting and other technologies in their classes
- Investigate implementing the undergraduate distance program
- Increase online certification opportunities
- Provide professional development certificates and programs as outreach
# Undergraduate Education

**GOAL 1:** Increase undergraduate diversity as defined by race, ethnicity, gender, and first generation status through improved recruitment and retention. Increase diverse student enrollment to 20% in two years and 25% in five years.

<table>
<thead>
<tr>
<th>ACTIVITY / STRATEGY</th>
<th>OWNERSHIP</th>
<th>INPUTS</th>
<th>BARRIERS / CONSTRAINTS</th>
<th>OUTCOME MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted recruitment efforts to include diverse high schools, first generation students, and high need teaching fields.</td>
<td>Recruitment office Department advisors</td>
<td>Visits, email contact, campus visits for students from diverse high schools</td>
<td>Limited assistance from the University Office of Admissions and some of the PSCs.</td>
<td>Number of diverse students Number of diverse graduates Track diversity of applicant pool Retention of students to degree in six years Retention of students from professional phase to graduation within 3 years</td>
</tr>
<tr>
<td>Provide need based scholarships for diverse students</td>
<td>Development officer Differential tuition</td>
<td>Identification of need through collaboration with Student Financial Aid Office</td>
<td>Lack of scholarships</td>
<td>Number and amount of scholarships available to diverse students</td>
</tr>
</tbody>
</table>

**GOAL 2:** Create a climate that fosters and supports the retention and development of students from diverse backgrounds.

<table>
<thead>
<tr>
<th>ACTIVITY / STRATEGY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Engage all CEHD freshman in learning community type groups</td>
<td>Departments</td>
<td>Faculty members upper classmen freshman</td>
<td>Faculty resistance to additional responsibilities.</td>
<td>Involvement of freshman in learning communities Number of diverse faculty</td>
</tr>
<tr>
<td>Engage Byrne Center personnel in all learning community experiences</td>
<td>Departments College Byrne Center</td>
<td>Byrne personnel will offer time management and study skills seminars.</td>
<td>Shortage of personnel</td>
<td>Same as above</td>
</tr>
</tbody>
</table>

**GOAL 3:** Ensure that all students are well equipped with technology skills and highly capable in applying those skills to diverse tasks.

<table>
<thead>
<tr>
<th>ACTIVITY / STRATEGY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Develop a scope and sequence for technology knowledge and skills for each program</td>
<td>Departments College</td>
<td>Identify common technology outcomes for each program Develop scope and sequence</td>
<td>Time - Increased work load on faculty</td>
<td>Ensure that each program has appropriate technology knowledge and skills experiences</td>
</tr>
<tr>
<td>Integrate scope and sequence into courses in each program</td>
<td>Departments College</td>
<td>Attach knowledge and skills from scope and sequence to courses of each program Identify a capstone experience to measure expected outcomes.</td>
<td>Time - Increased work load on faculty Unwillingness of faculty to modify their courses.</td>
<td>Evaluation of outcome measures identified in each program</td>
</tr>
</tbody>
</table>
**GOAL 1: Prepare doctoral students for the professoriate**

<table>
<thead>
<tr>
<th>ACTIVITY / STRATEGY</th>
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<th>OUTCOME MEASURES</th>
</tr>
</thead>
</table>
| Require doctoral students to submit proposals for presentation at research and professional conferences. | Departments  
Grad Faculty  
Programs  
Students | Grad faculty who are mentoring  
Venues for presentation  
Research data  
Funding for grad student travel  
Poster-printing resources  
Presentation mentorship forums | Students not involved with research projects.  
Lack of effective communication about requirement for graduation.  
Lack of knowledge about travel support. | Number of presentations at professional conferences |
| Offer courses teaching the academic writing process (to include grant writing and productive academic writing skills). | CEHD  
Departments  
Grad Faculty / Grad Mentors | Courses offered throughout academic year and summers.  
Faculty willing to and capable of teaching grant writing/productive writing courses. | Lack of faculty willing to teach courses.  
Students’ degree plans not flexible.  
Students not on campus when writing courses are offered (and/or courses not offered by distance).  
Lack of summer course funding. | Students taking writing courses  
Number of publications authored or co-authored by students |
| Track alumni’s employment in academic positions/institutions, post-graduation. | CEHD  
Departments  
Programs  
Faculty  
IT staff | System for tracking  
Faculty obtaining updated information on former students.  
List-serve for alumni | Lack of data  
Lack of input  
Poor quality tracking system. | Number of graduates in professoriate |
| Require Ph.D. and Ed.D. students with no prior teaching in higher education environments to co-teach and, subsequently, solo-teach an undergraduate course. | Departments  
Faculty  
Program Directors  
Students | Policy  
Resources  
Availability of undergraduate courses. | Faculty willing to be mentors.  
Lack of incentives for faculty.  
Students unwilling to teach.  
Not being on campus.  
Lack of technology support.  
Lack of expertise for on-line course development and delivery. | Number of graduates with teaching experience |
| Periodic assessment of academic rigor of graduate courses (face-to-face and online courses). | Departments  
Faculty  
Program Directors  
Students  
Academic Advising Staff | Learning Outcomes.  
Assessment guidelines  
Assessment procedures  
Professional expectations or competencies  
External/Internal Reviews | Resistance to change  
Variations in interpretation of the term “rigor”.  
Differences in goals and expectations among programs.  
Lack of faculty interest. | Number of graduates with teaching experience |
**GOAL 2: Create a climate that fosters and supports the development of students, faculty, and staff of diverse backgrounds**

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<tbody>
<tr>
<td>Encourage recruitment of diverse faculty, students and staff.</td>
<td>CEHD Departments Faculty Students Staff VP for Diversity</td>
<td>Funds Incentives (start-up monies). Administrative support Community support Effective recruitment strategies</td>
<td>Campus and community climate regarding diversity issues. Definition of “diversity”. Lack of funding. Absence of administrative support.</td>
<td>Develop and conduct a climate study involving faculty, staff and students, culminating with recommendations to implement with measures to follow.</td>
</tr>
<tr>
<td>Facilitate retention of diverse faculty, students, and staff.</td>
<td>CEHD Departments Faculty Students Staff Office of VP for Diversity</td>
<td>Funds Continuous assessment or monitoring of individuals’ experiences with CEHD climate. Opportunities for interaction Workshops to discuss issues of diversity, and raise awareness. Interaction with community. Accountability</td>
<td>A&amp;M Traditions Geographical location of A&amp;M Community norms Personal attitudes Institutional barriers Perceptions Current climate in CEHD and A&amp;M Current practices to promote diversity</td>
<td>Number of diverse students Number of diverse graduates Retention of students to graduation Number of diverse faculty</td>
</tr>
</tbody>
</table>

**GOAL 3: Prepare Ed.D. and M.Ed. students for success as practitioner-leaders**

<table>
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<tbody>
<tr>
<td>Continually assess the Ed.D. and M.Ed. curricula to reflect CEHD leadership values and current trends in school leadership.</td>
<td>Faculty Students Programs offering Ed.D. and M.Ed.</td>
<td>Funding Faculty members committed to Ed.D. training. Program Chairs along with faculty specializing in Ed.D. and M.Ed. curricula, to carry out assessment. Knowledge of stakeholders’ needs. Collaboration with stakeholders Dialogue with peer institutions with similar programs. Awareness or understanding of current state and national policies, legislation, affecting education reform.</td>
<td>Absence of central university office overseeing P-20 initiatives and collaborations. Funding Perception of value of Ed.D. vs Ph.D. Academic requirements for entrance/admission Time constraints for assessing Ed.D. applicants Course offerings Accessibility and delivery of Ed.D. curricula to students who work full time</td>
<td>Number of graduates Retention of students to graduation Track professional positions of graduates</td>
</tr>
<tr>
<td>Assess selection, admission and retention criteria for Ed.D. and M.Ed. applicants/students.</td>
<td>Program faculty CEHD Academic Advising Staff</td>
<td>Time Internal benchmarks/criteria Peer institutions’ criteria Engaged faculty responsible for assessing criteria</td>
<td>Cumbersome and undefined admissions procedures. Time to review applications Time to review writing samples and portfolios</td>
<td></td>
</tr>
</tbody>
</table>
## Research

**GOAL 1:** *Create a climate that fosters development and growth for faculty research success in obtaining external funding.*  
*Increase external funding in two years to $20 million and in five years to $25 million*

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<tbody>
<tr>
<td>CEHD research office staff contacts PIs to offer assistance with proposal development.</td>
<td>CEHD research office</td>
<td>Faculty complete pre-proposal form. Department heads communicate with CEHD research office of faculty who have areas of expertise related to an RFA.</td>
<td>Faculty do not complete pre-proposal form. Not enough time between RFA and dissemination and deadline. Limited information on faculty research interests.</td>
<td>Amount of funding</td>
</tr>
<tr>
<td>CEHD research office coordinates workshops on grant writing that are discipline specific to various federal agencies (e.g. DOE, NIH, NIMH, NSF).</td>
<td>CEHD research office (CEHD CPI)</td>
<td>Successful PI in the topic of the specific workshop facilitates (e.g., NSF) Announcements of workshops in advance. Venue for workshop. Video recording of workshop, recordings and materials archived online.</td>
<td>PIs too busy to develop and conduct workshop. Lack of time for faculty to attend workshop.</td>
<td>Number of PIs Number of new PIs</td>
</tr>
<tr>
<td>CEHD development office staff works with faculty to identify sources for external funding.</td>
<td>CEHD Development Office, CEHD Research Office, Department heads.</td>
<td>CEHD Research Office and department heads refer faculty to development office as an additional resource. CEHD Development office provides information to faculty on how they can assist faculty.</td>
<td>Faculty do not know of the existence of the development office.</td>
<td>Amount of funding</td>
</tr>
<tr>
<td>Provide incentives for experienced grant staff to mentor staff in proposal development and grant/contract management.</td>
<td>CEHD Departments</td>
<td>Experienced grant staff give time to mentor. Identify incentives Identify all grant staff in the college.</td>
<td>Limited time for experience grant staff to mentor others. Grant staff who need mentoring may not realize they need it.</td>
<td></td>
</tr>
<tr>
<td>Provide competitive financial support for multidisciplinary collaborations that lead to external grant proposals.</td>
<td>CEHD Research Office, Departments</td>
<td>Seed grants with specific focus on multidisciplinary proposals</td>
<td>Limited resources. Faculty do not know other faculty involved in the same research interests in other disciplines. Faculty can’t see how their research expertise can contribute to a multidisciplinary project. (lack of creative, outside of the box thinking)</td>
<td>Number of submitted grants</td>
</tr>
<tr>
<td>Provide incentives for experienced PIs to mentor faculty who have never received a grant.</td>
<td>Departments CEHD Research Office</td>
<td>Experienced PI gives time to mentor. Identify incentives (stipends? Time off?) CEHD Research Office identifies faculty who have never received a grant.</td>
<td>Limited resources. Limited time for experienced PI to mentor others.</td>
<td></td>
</tr>
</tbody>
</table>
Provide one time merit for faculty who submit a grant application to an external funding source.

| GOAL 2: Elevate our Faculty and Their Research and Scholarship |
|---|---|---|---|---|
| **ACTIVITY / STRATEGY** | **OWNERSHIP** | **INPUTS** | **BARRIERS / CONSTRAINTS** | **OUTCOME MEASURES** |
| Provide training, incentives and, support for faculty to communicate with local, state, and national representatives. | CEHD Research Office, CEHD CPI, CEHD Communications Office, Department heads | Faculty with previous experience communicating with state and/or federal representatives will facilitate workshops. Financial resources for travel. Identify incentives. | Limited resources. Limited time for experienced faculty to facilitate workshop. | Number of faculty trained in communicating to lay audiences Faculty publications in peer reviewed journals |
| Provide training to faculty, students, research project staff on developing a dissemination plan, writing for laypersons, and communicating with the media. | CEHD Research Office, CEHD CPI, CEHD Communications Office | Faculty and PIs with previous experience facilitate workshops on developing a dissemination plan, writing for laypersons and/or communicating with the media. CEHD Communications office facilitates workshops on communicating with media, writing for lay persons. Venue for workshop. | Limited time for experienced faculty to facilitate workshop. Limited time or interest for faculty, students, research project staff to attend. Lack of awareness on how such training can be a benefit. | |
| CEHD communications office utilizes a wide variety of the more current technologies to disseminate research highlights of CEHD faculty to policy makers, stakeholders, and academicians. | CEHD Communications Office, CEHD Research Office, Department heads. | CEHD Research office and department heads provide leads to communications office. Knowledge of current technologies including social networking sites and web 2.0. Time to convert news stories to appropriate format (e.g., video stream). | Faculty time to work with communications office to explain their research and scholarship. | Stories picked up in national and new publications |
### Engagement

**GOAL 1: Support and Strengthen P-16 research and engagement initiatives**

<table>
<thead>
<tr>
<th>ACTIVITY / STRATEGY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Identify engagement initiatives</td>
<td>Faculty PIs Department heads</td>
<td>Information Grants Faculty School partners Rahul – database identifier</td>
<td>Funding Time Communications Faculty reporting</td>
<td>List of engagement activities currently</td>
</tr>
<tr>
<td>Strengthen engagement initiatives</td>
<td>Faculty Department heads PIs Dean’s Office</td>
<td>Grants Funding to encourage large scale collaborative projects Faculty School Partners</td>
<td>Funding Time Faculty participation</td>
<td>Numbers of increased engagement activities</td>
</tr>
<tr>
<td>Highlight engagement initiatives</td>
<td>Faculty Department Heads Communications Group</td>
<td>Database information Faculty information Communications staff Time</td>
<td>Time Appropriate communications venues</td>
<td>Stories and media coverage of engagement activities</td>
</tr>
</tbody>
</table>

**GOAL 2: Increase use of technology mediated instruction to facilitate access to higher quality programs and professional development engagement activities.**

| Encourage faculty to use emerging technologies in their classes | Faculty Technology Services | Equipment Faculty Lessons | Faculty technology skills |
| Investigate implementing the undergraduate distance program | Faculty Department Head | Faculty Courses on line Internship opportunities Connections with community colleges | Marketing distance undergraduate program Coordinating distance program Students |
| Increase online certification opportunities | Faculty Program groups | Faculty On line course materials | Certification options Creating programs Coordinating additional students |
| Provide professional development certificates and programs as outreach | Faculty Program groups | Faculty Course materials | Professional organizations Time |
| | | | Additional outreach for professional development opportunities. |
## College of Education and Human Development Strategic Plan 2010-2015 Alignment with University Plans

<table>
<thead>
<tr>
<th>CEHD Strategic Plan</th>
<th>Vision 2020</th>
<th>Academic Master Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Education</strong></td>
<td>(Imperative, precept, goal)</td>
<td></td>
</tr>
<tr>
<td>Increase undergraduate diversity as defined by race, ethnicity, gender, and first generation status through improved recruitment and retention. Increase diverse student enrollment to 20% in two years and 25% in five years</td>
<td>(6, A, 4) Recruit outstanding minority students and provide the educational opportunities and leadership development experiences that will prepare them as future leaders for Texas. (6, A, 3) Increase the geographic diversity represented in the faculty, students, and staff. Target areas of the state, country, and world from which to recruit our populations of faculty, students, and staff.</td>
<td>Theme 1, Strategy 1 – Recruit, mentor and professionally develop a diverse and high achieving community of faculty, staff and students through an environment that fosters quality of life and work/life balance and encourages the campus community to have a broad knowledge of and be engaged in updating and developing comprehensive plans.</td>
</tr>
<tr>
<td>Targeted recruitment efforts to include diverse high schools, first generation students, and high need teaching fields.</td>
<td>(6, A, 1) Recruitment activities must focus on students and their parents in targeted school districts and community colleges through strategically located outreach centers and through utilizing students and faculty of diverse backgrounds in recruiting activities.</td>
<td></td>
</tr>
<tr>
<td>Provide need based scholarships for diverse students</td>
<td>(11, B, 2) Maintain access by appropriate strengthening of financial aid.</td>
<td>Teaching-Strategy 7 Enhance scholarship support and preserve the university's reputation for a best-value education in order to actively recruit and advance a high-achieving student body that reflects diversity of the state and nation.</td>
</tr>
<tr>
<td>Create a climate that fosters and supports the retention and development of students from diverse backgrounds.</td>
<td>(6,A,2) Create an environment that respects and nurtures all members of the student, faculty, and staff community. Reduce to zero the number of students, faculty, or staff who leave because of a perception of a less-than-welcoming environment.</td>
<td>Theme 1 Develop human potential and diversity at Texas A&amp;M to ensure the highest quality environment for workplace productivity, learning and discovery.</td>
</tr>
<tr>
<td>Engage all CEHD Freshman students in learning community type groups</td>
<td>(3,D,1) Use the strength of Texas A&amp;M University's student enrichment and traditions to facilitate students’ learning both in and out of the classroom. Provide high-quality service and developmental opportunities while fostering an inclusive campus community in support of the university's educational mission.</td>
<td></td>
</tr>
<tr>
<td>Engage Byrne Center personnel in all freshman learning community experiences</td>
<td>(3,A,2) Nurture the individual student to insure highest probability of success. We must assume responsibility for the success of our students. Attain a 95 percent freshman retention rate and an 80 percent six year graduation rate—levels consistent with the best institutions.</td>
<td></td>
</tr>
<tr>
<td>Ensure that all students are well equipped with technology skills and highly capable in applying those skills to diverse tasks.</td>
<td>(2,A,5) Advance Texas A&amp;M University’s information technology strategies and infrastructure to position us to be a world leader in the development and delivery of education in the 21st Century.</td>
<td>Teaching-Bach LO6 - Show proficiency in current technologies and the ability to adapt to emerging technologies</td>
</tr>
<tr>
<td>Develop a scope and sequence for technology knowledge and skills for each UG program in the CEHD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate scope and sequence into particular courses in each UG program in the CEHD</td>
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</tbody>
</table>

**Graduate Education**

<p>| Prepare doctoral students for the professoriate | (1,B,3) Position Texas A&amp;M University to become a major source of research faculty for the next generation by attracting outstanding research personnel at all levels: senior faculty, junior faculty, postdoctoral associates, and students. | Teaching Doctoral LO1 – Master the degree program requirements, including theories, concepts, principles, and practices; develop a coherent understanding of the subject matter through synthesis across courses and experiences; and apply subject matter knowledge to solve problems and make decisions. Teaching Doctoral LO3 - Communicate effectively. |
| Require doctoral students to submit proposals for presentation at research and professional conferences. | | Teaching Doctoral LO4 - Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences. |
| Offer courses teaching the academic writing process (to include grant writing and productive academic writing skills). | | |
| Track alumni’s employment in academic positions/institutions, post-graduation. | (1,B,3) While recognizing that not all doctoral graduates seek academic careers, place 75 percent of those who do at top-tier national institutions. | |
| Require Ph.D. and Ed.D. students with no prior teaching in higher education environments to co-teach and, subsequently, solo-teach an undergraduate course. | (2,A,4) Impact the quality of higher education in the 21st century by providing graduate students excellent preparation as teachers as well as researchers. Give responsible training in pedagogy to graduate teaching assistants and to graduate students seeking academic careers. | Teaching Doctoral LO6 - Teach and explain the subject matter in their discipline. |
| Periodic assessment of academic rigor of graduate courses (face-to-face and online courses). | | Teaching Strategy 5 - Design and implement plans for assessing teaching effectiveness and student achievement of the University Learning Outcomes. |
| Create a climate that fosters and supports the development of students, faculty, and staff of diverse backgrounds through research and instruction. | (2,A,1) Create a climate that welcomes graduate students as part of the community of scholars and increase the size of the graduate student population while maintaining present numbers of undergraduate students. Insure that our students are prepared to compete successfully in a global environment. | Theme 1, Strategy 1 – Recruit, mentor and professionally develop a diverse and high achieving community of faculty, staff and students through an environment that fosters quality of life and work/life balance and encourages the campus community to have a broad knowledge of and be engaged in updating and developing comprehensive plans. |
| | | | |
|---|---|---|
| <strong>Encourage recruitment of diverse faculty, students and staff.</strong> | <strong>(6,A,3) Increase the geographic diversity represented in the faculty, students and staff.</strong> | <strong>Research Strategy 4 Reinforce the importance of being a comprehensive research university by recruiting and retaining a diverse community of world-class scholars in areas of existing and emerging strengths.</strong> |
| <strong>Facilitate retention of diverse faculty, students, and staff.</strong> | <strong>(1,A) Achieve the highest quality faculty and faculty life. The evolution of the highest quality of student life requires a commitment to high-quality faculty and faculty life. Intense dedication to teaching, research, and service on the part of faculty will be matched by the university’s commitment to provide a supportive, encouraging environment. The dimensions of this environment are manifold...The aim is to provide an environment that supports the highest creative and intellectual work to benefit students, the institution, and the faculty—in short, to create an encompassing community of scholars.</strong> | |
| <strong>Prepare Ed.D. and M.Ed. students for success as practitioner-leaders</strong> | | |
| <strong>Continually assess the Ed.D. and M.Ed. curricula to reflect CEHD leadership values and current trends in school leadership.</strong> | <strong>(5,B,1) Increase awareness of existing and improving quality of professional programs. Achieve top-ten standing, by appropriate evaluating organizations, for all graduate professional programs.</strong> | <strong>Teaching –Master’s and Doctoral LOs</strong> |
| | | |
| | <strong>Assess selection, admission and retention criteria for Ed.D. and M.Ed. applicants and students.</strong> | |
| <strong>Research</strong> | | |
| <strong>Create a climate that fosters development and growth for faculty research success in obtaining external funding. Increase external funding in two years to $20 million and in five years to $25 million</strong> | <strong>(1,B) Expect and support research and scholarship of the highest caliber. Scholarship is the foundation of quality in teaching, researching, and service. Our goal for 2020 is to produce scholarship that breeds excellence and is uncompromising in its commitment to understanding. This is the highest form of truth-seeking and the reason for hiring the best faculty and recruiting the best students. The cornerstone of the academic enterprise is traditional, basic research</strong> | <strong>Research Strategy 4 Reinforce the importance of being a comprehensive research university by recruiting and retaining a diverse community of world-class scholars in areas of existing and emerging strengths.</strong> |
| | CEHD research office staff contacts PIs to offer assistance with proposal development. | |
| | CEHD research office coordinates workshops on grant writing that are discipline specific to various federal agencies (e.g. DOE, NIH, NIMH, NSF). | |
| | CEHD development office staff works with faculty to identify sources for external funding | |</p>
<table>
<thead>
<tr>
<th><strong>Provide incentives for experienced grant staff</strong></th>
<th><strong>Provide competitive financial support</strong></th>
<th><strong>Provide incentives for experienced PIs</strong></th>
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<tr>
<td>mentor staff in proposal development and grant/contract management.</td>
<td>for multidisciplinary collaborations that lead to external grant proposals.</td>
<td>to mentor faculty who have never received a grant.</td>
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<td>Provide training, incentives and, support for faculty to communicate with local, state, and national representatives.</td>
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<th><strong>Engagement</strong></th>
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<td><strong>Support and enhance P-16 research and engagement initiatives</strong></td>
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<tr>
<td>Identify engagement initiatives</td>
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<tr>
<th><strong>Strengthen engagement initiatives</strong></th>
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<table>
<thead>
<tr>
<th><strong>Highlight engagement initiatives</strong></th>
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</table>

Research Strategy 3 Support institutional mechanisms to promote excellence in multidisciplinary and multimodal research, especially those that simultaneously reinforce the disciplinary excellence of the colleges and schools.

(1,C,1) Create and refine structures and mechanisms that encourage and support interdisciplinary work.

(7,A,2) Lead the development of alternative modes of scholarly communication and measurement of quality.

(12,A,1) Demonstrate the role and responsibilities of a flagship university and communicate its importance to stakeholders.
<table>
<thead>
<tr>
<th>Increase use of technology mediated instruction to facilitate access to higher quality programs and professional development engagement activities.</th>
<th>(2,A,6) Advance Texas A&amp;M University’s information technology strategies and infrastructure to position us to be a world leader in the development and delivery of education in the 21st Century. Increase to 50 percent the proportion of the master’s population enrolled in distance and other non-traditional master’s offerings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage faculty to use new and emerging technologies in their classes</td>
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<tr>
<td>Investigate implementing the undergraduate distance program</td>
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</tr>
<tr>
<td>Increase online certification opportunities</td>
<td></td>
</tr>
<tr>
<td>Provide professional development certificates and programs as outreach</td>
<td>(6,B,2) Develop and offer international distance education programs, including master’s degree, professional development and continuing education. Have 20 percent international enrollment in distance education master’s degrees, professional, and continuing education programs. (12,B,1) Establish Educational Extension and Research programs as a fundamental and high-priority land grant mission of Texas A&amp;M University in the 21st Century.</td>
</tr>
<tr>
<td></td>
<td>Engagement area 3 – Non-degree learners and students</td>
</tr>
</tbody>
</table>
Creation of Committee

Per the CEHD 2010-1015 Strategic Plan, the CEHD Ad hoc Climate Committee was created to systematically begin the discussion and plan for strategically addressing CEHD diversity climate.

Committee Membership

Mary Alfred (co, Becky Carr, Amber Hopkins (replaced by Nicole Ellis), Jim Kracht, Fred Nafuhko, and Nancy Watson.

Summer 2009 – Reflecting on the CEHD Strategic Plan and university wide initiatives, the 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 the college and departments, we want a systematic data gathering activity to assess climate and diversity issues, concerns, and strengths. Because 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.

Timeline of Ad hoc Committee Work

2010

Fall 2010 – Ad hoc Climate Committee formed

- This committee worked charged to address climate and to create a climate survey document. The committee worked from a survey template from the College of Liberal Arts.

September 23, 2010 – FY 11 Priority Goals and Associated Strategic Initiatives (CEHD Strategic Plan)

- Goal 1: Recruitment and retention of students from diverse backgrounds.
  - Start Fall 2010 climate study for faculty, graduate students, and staff
  - The climate study begins a process to support the college and departments to systematically identify issues that may impact recruitment and retention.
  - Encourage faculty and staff to participate in university Difficult Dialogue Program (DDP). Participation is DDP creates a mechanism, process, and refinement of skill set for faculty, staff and students to dialogue about issues that are difficult to discuss and, therefore, often not addressed or addressed nonproductively. Refinement of CEHD faculty, staff and students skills set can assist in positively impacting climate and therefore improve recruitment and retention.

- Goal 2: Recruitment and retention of graduate students from diverse backgrounds
  - Start Fall 2010 climate student for faculty, students, graduate students, and staff
Encourage faculty and staff to participate in university Difficult Dialogue Program

September 30, 2010 – Charge per CEHD Strategic Plan

1. To conduct a climate study to determine how our stakeholders experience the College, what is working well, and what we need to change, focusing on UG and graduate students, staff, faculty, and administrators
2. To reflect on the data regarding: 1) where the College has a healthy climate, 2) what are the issues, 3) what changes need to be made
3. To make recommendations on the state of the college climate based on the study’s findings (how to move forward, ongoing dialogue needing to occur, etc.)
4. To develop an action plan
5. Rationale for climate study for each group
   • UG – gather data to help increase our retention rate so it is aligned with our peer institutions (Jim – think about academic environment, structures, support, is program a good place for academic inquiry)
   • Graduate – gather data to substantiate or refute anecdotal data of problems (are they isolated or widespread) to determine how climate and retention are impacted for graduate students
   • Staff/Faculty – gather data to evaluate whether we have created a community where faculty/staff can thrive, achieve individual goals, work collaboratively, and where they are expending excess energy to perform their roles within the College

October 21, 2010 – Information gathered/discussed

• Genyne L. Royal, Doctoral Student in Education Administration and Human Resource Development gathered climate studies conducted at TAMU and in CEHD
  1. Must be able to explain why it is time to do a climate study particularly when times are so difficult (e.g. solicit more honest responses; this is where we are in our college development, have been working on strategic planning for several years, even though difficult time we will continue with the forward momentum and continuous improvement). Further rationale – we have anecdotal data but do not have empirical data for planning purposes
  2. Know we will need to follow up climate survey with other studies (plan—do—check—plan—do)
  3. Action Items: Mary/Nanc – talk with former Wisconsin colleague, meet with Jeff Froyd. Arrange with graduate student to get a “summary of TAMU climate studies”

November 15, 2010

1. Difficult Dialogue Program (DDP) – program explanation website
   http://diversity.tamu.edu/DifficultDialogues/default.aspx
2. CEHD pilot college for DDP
3. Climate study with faculty, staff, and graduate students first
4. Start with climate survey then determine next steps

December 13, 2010 – Draft 1 proposal for climate study
2011

January 25, 2011

• Defining climate includes:
  1. environmental/organizational qualities (what elements construct a productive work environment) and
  2. behavior
• Key variables that help define our organizational climate
• Study – purpose, methodology, findings and outcomes, other questions/concerns, next steps

February 21, 2011 – input on survey and problem statement and purpose of survey

May 10, 2011 – Liberal Arts climate study (used in the construction of CEHD climate survey with modification)

May 2011 – preparation for distribution of the survey to CEHD faculty, graduate students, and staff (undergraduate survey to be conducted at a later date)

June 2011 – climate study open three weeks online for staff, faculty, and graduate students and surveys completed

July 2011 – created Ad hoc Data Analysis Group (DAG) to review and analyze data.

• Committee members: Becky Carr (chair), Yvonna Lincoln, Jean Madsen, Vic Willson; support provided by Rahul Sharma, Nicole Ellis, and Nancy Watson. Drs. Madsen and Willson had graduate student assistance for support in analysis.
• Committee charges:
  1. analyze data,
  2. generate one-page summaries and comment sheets for each unit,
  3. share overall College impressions from data, and
  4. make recommendations for next steps for additional data collection and analysis for the college

November 2011 – DAG completes responsibilities and shares completed information with Nancy Watson

December 2011 – data shared with Dean Palmer and Dr. Alfred

December 2011 – one-page summary and comments for each department/unit shared with that Department Head/Dean through meeting and dialogue with Nancy Watson

Excerpts from the data are provided so that departments can capture the essence of their strengths and weaknesses and, thus, plan accordingly for improvement. Those who wish to view it should make a request to the department head and be given access to view it in a private space.

Survey dissemination strategy will include:

  1. one-page summary and comments shared with DH/Dean,
2. DH/Dean meet with their Executive Committee to share summary and comments and questions,
3. EC and DH determine mechanism to share with departmental/unit as a whole,
4. EC and DH determine mechanism for questions to be answered with collective input from the department, and
5. questions turned into Nancy Watson by February 29, 2012.

December 2011 – CEHD Ad Hoc Climate Committee disbanded. Information from committee will be given to newly formed CEHD Committee on Diversity Initiatives (CoDI) at their first meeting January 2012.
Answers to the following 6 questions highlight some of the reasons that people, in general, find their colleges to be good workplaces.

**“I have a good relationship with my supervisor or department chair.”**
- Strongly agree: 50.8%
- Agree: 33.6%
- Sometimes: 16.6%
- Disagree: 2.7%
- Strongly disagree: 2.4%

**“I am given the responsibility and freedom to do my job.”**
- Strongly agree: 53.5%
- Agree: 30.4%
- Sometimes: 11.6%
- Disagree: 2.6%
- Strongly disagree: 1.7%

**“My job makes good use of my skills and abilities.”**
- Strongly agree: 50.3%
- Agree: 32.8%
- Sometimes: 12.8%
- Disagree: 2.5%
- Strongly disagree: 1.7%

**“People are supportive of colleagues regardless of heritage or background.”**
- Strongly agree: 42.0%
- Agree: 42.4%
- Sometimes: 11.2%
- Disagree: 2.7%
- Strongly disagree: 1.7%

**“My supervisor or department chair supports my effort to balance work and personal life.”**
- Strongly agree: 48.7%
- Agree: 35.4%
- Sometimes: 11.0%
- Disagree: 3.7%
- Strongly disagree: 3.2%

**“I understand how my job contributes to the institution’s mission.”**
- Strongly agree: 56.5%
- Agree: 33.5%
- Sometimes: 7.2%
- Disagree: 1.8%
- Strongly disagree: 1.0%

The answers to these 6 questions, however, indicate areas where higher education does not do as well for its employees, indicated by much lower levels of satisfaction:

**“My department has adequate faculty/staff to achieve our goals.”**
- Strongly agree: 12.8%
- Agree: 28.7%
- Sometimes: 25.4%
- Disagree: 20.9%
- Strongly disagree: 12.3%

**“I am paid fairly for my work.”**
- Strongly agree: 16.2%
- Agree: 36.9%
- Sometimes: 22.0%
- Disagree: 16.0%
- Strongly disagree: 8.9%

**“Issues of low performance are addressed in my department.”**
- Strongly agree: 15.6%
- Agree: 35.5%
- Sometimes: 28.4%
- Disagree: 12.6%
- Strongly disagree: 7.7%

**“There is a sense that we’re all on the same team at this institution.”**
- Strongly agree: 22.6%
- Agree: 32.8%
- Sometimes: 27.4%
- Disagree: 10.7%
- Strongly disagree: 6.6%

**“Our review process accurately measures my job performance.”**
- Strongly agree: 21.0%
- Agree: 37.9%
- Sometimes: 24.4%
- Disagree: 10.2%
- Strongly disagree: 6.4%

**“Faculty, administration, and staff are meaningfully involved in institutional planning.”**
- Strongly agree: 20.0%
- Agree: 37.5%
- Sometimes: 28.3%
- Disagree: 9.7%
- Strongly disagree: 4.9%

NOTE: Percentages in each category are rounded and do not always total 100%.

SOURCE: 2010 Great Colleges to Work For survey; Chronicle of Higher Education

By Ron Coddington
Colleagues,

The College is committed to an environment where faculty, staff, and students have the opportunity to succeed. In light of this, the College is conducting a mixed method Climate Study. The primary purpose of this descriptive study is to examine faculty, staff, and students’ perceptions of organizational climate in one’s home department and in the College of Education and Human Development. The Climate Study will begin with a survey distributed to all staff, faculty, and graduate students with an undergraduate student survey to follow in the fall.

Attached is a brief survey for you to complete. Through participation in this anonymous survey you will be sharing your experiences and perceptions of the College climate.

Thank you in advance for completing this brief survey.

Doug Palmer
Context for Climate Study
The College of Education and Human Development is committed to providing an environment where faculty, students, staff, and administrators can thrive and be productive in their work. Based upon this commitment, the College community determined in the current Strategic Plan (Attachment A) a college-wide organizational climate study should be conducted.

Organizational climate has been defined as a mutually agreed internal (or molar) environmental description of an organization’s policies, practices and procedures (Schneider, 1975). The definition emphasizes organizational members’ agreed, whether espoused or not perceptions of their organizational environment. Organizational climate has also been used to refer to common practices, shared beliefs, and value systems that an organization follows (Schneider, 1990). Thus, the term organizational climate is used in this study to refer to employees (faculty, staff, and administrators) and students’ perception towards their organization (College of Education and Human Development) which has great impact towards their work and learning outcomes. Organizational climate directly and indirectly impacts the achievement of the mission, goals and objectives of the college.

Employees’ perception of organizational climate has been defined using a six factor model (Stringer, 2002):

- **Structure**: employees and (students) understand clearly college procedures and policies and their duties and responsibilities
- **Standards**: employees take their efforts to develop their quality of work to higher and proud levels
- **Responsibility**: reflects the employees’ feelings in terms of courage used in problem solving
- **Recognition**: reflects the feeling of employees who receive rewards, blame and appropriate punishment. It also includes balance and consistency.
- **Support**: the trust and the willingness to share with one another as a working team and colleagues and the ability to get the co-workers’ and supervisor’s support whenever it is needed.
- **Commitment**: reflects the employees’ feeling in sense of integration to the college and commitment level towards the mission and goals of the college.

History
Beginning September 2010 a Climate Study Work Group (CSWG) was established to begin determining the process of organizing and conducting the research study. The CSWG consists of: Mary Alfred, Becky Carr, Amber Hopkins (replaced by Nicole Ellis), Jim Kracht, Fred Nafukho, and Nancy Watson.
Statement of Problem
The College of Education and Human Development (CEHD) is committed to providing a climate where all students and employees operate in an environment where they can experience success. Similar to other colleges and universities, there are anecdotal reports of climate issues within the College. Examples of anecdotal issues consist of problems of sexism, racism, ageism, homophobia, xenophobia, and subjective and preferential treatment dependent upon rank/title. The anecdotal reports and comments are taken seriously by the administration in the College. However, the leadership of the college is unaware of how prevalent, widespread, accurate, and how employees respond to the climate issues, hence the need for this study.

Purpose and Objectives of the Study
The primary purpose of this mixed methods study is to establish a baseline understanding of faculty, staff, administrators, and students’ perceptions of organizational climate in the College of Education and Human Development.
Specific Objectives:
1. Determine the perceptions of employees and students of the College of Education and Human Development regarding the college policies, procedures and practices.
2. Increase understanding faculty, students, staff and administrator’s perceptions regarding their quality of work.
3. Establish the perception of faculty, staff, administrators and students regarding support received from co-workers, supervisors, and mentors.
4. Compare the perceptions of faculty, staff, and administrators in the college regarding recognition received for their work in the college.
5. Compare the perceptions of faculty and staff in the college regarding their commitment to mission and goals of the college.

Participants
There will be five (5) groups participating in the climate study. Participants in the study will consist of faculty, undergraduate students, graduate students, staff, and administrators.

Methodology
The research study will include both qualitative and quantitative methods.

Qualitative Study
The study will initially consist of focus groups for each of the five groups names above (faculty, undergraduate students, graduate students, staff, and administrators). Each focus group will consist of approximately eight participants. Focus groups will be led and facilitated by doctoral students, from the Department of Educational Administration and Human Resource Development, who are trained in conducting focus groups and organizing the data. In addition, interviews with faculty, undergraduate students, graduate students, staff and administrators selected through purposive sampling will be conducted by the same doctoral students.
Quantitative Study
The data collected from the qualitative portion of the climate study will be used to create a survey questionnaire that will be given to the five groups (faculty, undergraduate students, graduate students, staff and administrators) (how are we going to define administrators??). The survey will be then administered via an anonymous online survey process.

Findings and Outcome
The results of the study will be used to maintain best practices that are having positive results for the people in the college community. Further, practices that are creating an unfavorable environment for the college community will be reviewed, discussed, and recommendations for change will be made to the college’s Leadership Team. The Leadership Team will take formal steps to change and improve the college climate where determined necessary. An action plan will be developed, shared with the college community, and implemented. Follow up evaluation of the climate and climate changes will occur yearly. Ongoing climate improvement will be occurring regularly.

References
Good afternoon Dr. Watson,

I have attached a summary of all of the reports with the exception of the Presidents Ad Hoc Committee for your review. That last report was much longer than the others however the information data was as is reflected in that report is as it was in the others provided.

Please see the attached documents, and I certainly hope that this is what you were looking for.

Additionally, you asked for my recommendations for further assessment. The thing that I would suggest is that the college itself conducts a Quality of Life assessment for the College of Education and Human Development specifically. As a former member of the Graduate Student Experience Task Force and a current member of the Budget Reallocation Committee for the university, I can say that conducting such as assessment of students, faculty and staff can better inform those of you who are required to make specific recommendation for the college as you move forward.

Please let me know if I can be of any additional assistance.

In the Aggie Spirit,
Genyne L. Royal, Doctoral Student
Education Administration and Human Resource Development
Texas A&M University
Survey Title: *Perspectives on the Climate for Diversity*
Year Completed: 1998

**Committee Members:**
- Robert Bisor
- Frederick Boadu
- Mary Broussard
- Kevin Carreathers
- Sherylon Carroll
- Curtis Childers
- Diane Kaplan
- Robert Piwonka
- Anneliese Reinemeyer
- Rogelio Saenz
- Tameka Sapenter
- Felicia James Scott

**Executive Summary:**
- Sylvia Hurtado
- Ricardo Maestas
- Leon Hill
- Karen Kurotsuchi Inkelas
- Heather Wathington
- Ellen Waterson
  University of Michigan, Ann Arbor

**Target Population:** Faculty, Staff, Graduate Students and Undergraduate Students

**Purpose of Study:**
- “Improve programs and services” (p.2) for diverse populations
- “Identify and document issues related to racial climate” (p.2)

**Methods:** Qualitative & Quantitative
- Student focus groups – seven 90 minutes sessions
- Eighteen individual interviews with administrators, faculty, staff and students
- Document review (Battalion and other publications)
- Surveys – 6,000 mailed/3,361 respondents

**Number of Participants:** Estimated 3,442

**Findings:**
- Majority of community expressed diversity was important in student learning and an enhanced university community.
- Diversity was ranked third to A&M “becoming a top 10 university” and “creating a positive undergraduate experience” (p. 7) which were first and second respectively.
In satisfaction questions “White/Anglo” consistently ranked most satisfied with the university in numerous aspects, while African Americans and International students consistently scored lower.

Harassment and discrimination were more likely to be experienced and/or reported by African Americans and White women.

Most of the harassment was attributed to the Bryan/CS residents although undergraduate international students attributed their harassment more to other students.

Students of color were more likely to actively participate in diversity programming and have more diverse experiences.

“25% faculty and 41% of undergraduates” (p. 14) believe students have a good understanding of diverse populations.

Students assessed their ability to interact and accept diverse populations lower than their growth in other competencies including problem-solving, communication and their ability to work together.

Implications/Recommendations

- Rank diversity amongst institution priorities
- Provide diversity education and activities inside and outside the classroom
- Campus-wide celebrations of diverse communities
- Recruit more diverse administration, faculty, staff and students
- More opportunities for dialogue and collaboration

Survey Title:  
Campus Climate 2008: How’s it Working for You?

Year Completed:

Primary Investigators: Department of Multicultural Services
Office of the Vice President and Associate Provost for Diversity

Target Population: Fulltime undergraduate students

Purpose of Study: To generally assess the campus climate for students. The study considered nine (9) primary themes: Demographics, University Friendships, Academic Success, Involvement, Access to Resources and Services, Diversity, Student Experience and Student Satisfaction.

Methods: Survey – The assessment tool was developed with the Department of Student Life Studies and was web-based.
Used a “stratified random sample” (p. 3) inclusive of 492 students provided by the Department of Disability
Examined “similarities and differences” (p. 3)

**Number of Participants:** 1,006 undergraduate students

**Findings:**

**Demographics**
38% of students work on or off-campus. Most within that subgroup identified as African American, females and/or senior classification.
Most students attended predominately White high schools and lived in predominately White neighborhoods.
Students exhibited close family ties, which was consistent regardless of race/ethnicity

**University Friendships**
Students of color maintained a more diverse population of friends, while White respondents said their friendships were primarily of the same ethnicity (80%).
Students tended to make friends with those of similar classification, geographic, sexual orientation, and religious belief.
Asians and Whites indicated more religious diversity within their friends.
Blacks and Hispanics discussed issues of race more that White and Asian students.
Male students made more stereotypical statements then women.

**Academic Success**
Most respondents (97%) stated that they anticipated completing their degree at A&M, although African Americans and Asian students responded much lower (45% and 50% respectively)
Most students appreciated the quality of education at A&M
Most students responded that they would recommend A&M because of the quality of education. The lowest response was from Asian students at 77%
Overall expressed positive academic experience but some responded with concerns about the university culture and environment specifically noting the lack of “cultural and arts events and courses” (p. 8)

**Involvement**
80% of respondents stated that they had been involved in at least one student organization and 92% in at least one A&M traditional event. Those who had not participated expressed that the environment was not inclusive.

**Access to Resources and Services**
Resources and services are inclusive of the “library, computing and information, dining, residential, counseling, health and disability services” (p. 8)
Most respondents stated required services were available.

**Diversity**
Students of color did not believe that A&M has a commitment to diversity.
Additional respondents stated that the only diversity the university addressed was ethnic/racial diversity and there is not enough effort in cultural, sexual orientation and religious diversity.

Some respondents expressed that they were concerned that increasing diversity will “compromise Texas A&M’s prestige and reputation” (p. 9).

Areas to promote diversity include improving safety, sense of belonging for students of color, preparing students for real life experiences and exposing students to diverse beliefs and understandings.

Students of color, women, non-heterosexual, and international respondents stated that they felt “uncomfortable” (p.9) because of someone’s “reaction to them (p.9).

**Student Experience and Student Satisfaction**

The majority of White students (91%) were satisfied with their out-of-class A&M experience. African Americans were the least satisfied (62%).

**Recommendations/Summary**

Findings are consistent with the 1998 *Perspectives on the Climate for Diversity Report*

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**Assessment Summary**

*Texas A&M University*

**Survey Title:** 2009 Campus Climate Study

**Year Completed:**

**Primary Investigators:** Not Provided

**Target Population:** University Faculty (Administrators were also included in responses.)

**Purpose of Study:** To assess the working environment and experience of faculty at the university.

**Methods:** Quantitative study

Five grouping variable used include “gender, race/ethnicity, position and tenure process and college” (p. 1).

**Number of Participants:** 742 (out of 3,133 faculty)

**Findings:**

- Demographics show faculty is primarily White (79%) and male (68%).
- Most faculty were equally distributed between the title of professor and non-tenure track faculty, both at 32%. 46% of faculty is tenured.
- Colleges with the largest faculty were liberal arts (532), engineering (472) and agriculture/life sciences (410). The smallest faculties exist in the libraries (85), the Qatar campus (77) and Bush School (59). College of Education was recorded at 246 faculty members.

**Career satisfaction**

- Generally men, Asians, tenured and administrators are most satisfied and/or productive.
- All of the same populations were satisfied with their lives with one exception. White faculty scored higher than Asians in this area.
• Females, Blacks assistant professors and tenure track professors report having the most negative relationships with colleagues.
• Whites, males, full professors (and those with tenure as well as those that are non-tenured) perceive that diversity on campus encouraged, publicized and valued at the university.
• Men, Asians, administrators and non-tenured track faculty report having positive relationships with colleagues. Negative behaviors were reported by women, multiracial, associate professors and tenured faculty.

College of Education & Human Development
Assessment Summary
Texas A&M University

Survey Title: TAMU Staff and Manager Survey
Year Completed: February 2010
Primary Investigators: Dr. Wendy Boswell
Dr. Ryan Zimmerman
Richard Gardner
Target Population: Managerial Staff and Staff Employees
Purpose of Study: Managerial Staff and Staff Employees
Methods: Quantitative analysis
Web based survey and hardcopy document (for employees without computer access as a part of their employment).

Number of Participants: 1,543 Staff and 288 managers out of 4,400 and 288 members respectively

Findings:
• University staff is primarily female (70%) and White (79%). University managers are primarily female (54%) and White (84%).
• Staff members responses associated to job satisfaction were primarily consistent as they were all “fairly positive” (p. 1). African American staff members were the exception as they expressed less satisfaction.
• Likewise,
• Hispanics/Latinos were more likely to perceive work discrimination.
• Staff believes there is a “respect for diversity” (p.3).
• Staff in President’s Office and Operations has a higher level of pride and commitment to the university.
• The President’s Office and Student Affairs staff have greater “work-life conflicts” (p. 5) as do managers in Finance and Operations.
• There was less job satisfaction with the managers in the President’s Office, Student Affairs and Facilities.
• Both managers and staff find environment collegial.
• Managers and staff feel adequately prepared for their responsibilities, however they prefer conferences and online reports for professional development.

• Managers agree that their staff possess the skills needed for their position and prefer “face-to-face workshops” (p. 11) for their staffs professional development.

• Both managers and their staffs expressed interest in improved “job flexibility, parking, tuition assistance, career ladders, training, and policies aimed at work-family balance” (p. 12).

• Extremely low percentages of female staff and managers experienced sexual harassment (2% and 5% respectively).

• In both populations there was a high level of unwillingness to report sexual harassment (85% and 87% respectively).

• Female managers report less satisfaction with advancement opportunities as do classified employees.

**Recommendations/Summary**

The majority of the results are consistent with the 2006 survey. No specific recommendations were made as a part of this document.
CEHD Climate Survey

Please indicate your department/unit:

- DBAN
- EAHK
- EPSV
- HLSN
- TLAC

Demographic statements (please check all that apply to you):

- I am a member of an underrepresented group
- I consider myself female
- I consider myself male
- I consider myself to have another gender identity
- I am a tenured faculty member
- I am an untenured faculty member on tenure track
- I am a non-tenure track faculty
- I am a staff member
- I am a graduate student

CEHD Climate Survey

Overall, I feel comfortable with the climate for diversity in my department/unit.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Overall, I feel comfortable with the climate for diversity in the College of Education and Human Development:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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CEHD Climate Survey

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<tr>
<th>In my department/unit, I have observed inappropriate behaviors and/or comments in the past three years (or less if you have been at TAMU for fewer than three years) regarding...</th>
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<td>Biological sex</td>
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<td>Gender identity</td>
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<td>Race or Ethnicity</td>
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<td>Political beliefs</td>
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<td>Disability</td>
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<td>Age</td>
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CEHD Climate Survey

Within the past three years (or less if you have been at TAMU for fewer than three years) I feel the diversity climate in my department/unit has become...

- Significantly better
- Remained the same
- Significantly worse

In the space below, please describe the reasons underlying your response.

Within the past three years (or less if you have been at TAMU for fewer than three years) I feel the diversity climate in the College of Education and Human Development has become...

- Significantly better
- Remained the same
- Significantly worse

In the space below, please describe the reasons underlying your response.

CEHD Climate Survey

The undergraduate students I interact with in my department value diversity.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

31
CEHD Climate Survey

Please describe the climate of your department/unit in terms of the following adjectives:

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<th>Highly characteristic</th>
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<th>Not characteristic</th>
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<td>Friendly</td>
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<tr>
<td>Accessible to persons with disabilities</td>
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Please describe the climate of the College of Education & Human Development in terms of the following adjectives:

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</table>
CEHD Climate Survey

The following items pertain to recruitment and also retention and support. Please rate each item for your department/unit:

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>Recruitment of a diverse faculty is a priority.</td>
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<td>Recruitment of a diverse staff is a priority.</td>
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<td>Recruitment of a diverse graduate student population is a priority.</td>
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<tr>
<td>Retention and support of a diverse faculty is a priority.</td>
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<td>Retention and support of a diverse staff is a priority.</td>
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<td>Retention and support of a diverse graduate student population is a priority.</td>
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CEHD Climate Survey

Please list up to three actions that your department/unit is doing to improve the climate.

For each item listed, please include a number from 1 to 7 to rate the effectiveness of the initiative using the following scale:

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tr>
<td>works against improving the climate</td>
<td>doesn't do anything to improve the climate</td>
<td>highly effective</td>
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For example: Having an effective diversity committee might be:

a. Diversity Committee - 6

b. c.
CEHD Data Analysis Group, made up of several college faculty and staff members is reviewing and summarizing the data from the CEHD Climate study. The data analysis of the qualitative comments from the College’s climate survey provides an overall perspective on people’s views about climate and diversity. While these themes are not indicative of comments from departments, they do reflect the overall beliefs about diversity and climate at the college level. Based on the preliminary findings from the Climate Survey, analysis of the College responses resulted in the following themes:

- The definition of diversity reflected a narrow interpretation.
  - Unclear about what was meant by diversity. Several responses revealed that the college only used race as a marker for diversity.
  - Several comments noted that there appears to be a divide between those who have progressive verses conservative ideology.
- Not able to express their religious beliefs.
- Needs to be a broader perspective to include diversity of thought, religious beliefs, sexual orientation, age and gender.
- Emphasis placed on racial diversity may prevent the College from addressing other related concerns about diversity.
- Another emphasis was a concern regarding the recent departure of faculty of color. Several statements noted that the college was losing faculty of color and their perception was that the college had not made efforts to resolve this issue.
- Some comments focused on an apparent lack of attention paid to diversity issues at the college or departmental levels.
- A portion of faculty reported their relatively new time in the college prevented their making informed comments.
Attachment C.

One-page Unit Summaries & Faculty and Staff Climate Summary Comments
Description of Climate in the Department
A majority of respondents have experienced inappropriate behaviors or comments related to diversity of groups or individuals. Some describe the climate as not supportive and in some cases hostile but does not get addressed.

Positive Responses and Indicators
Increase of student diversity in classes
Hiring of diverse faculty and the value is brought to the department
Mentoring teams
Social events

Specific Concerns
Specific areas of concern are racism, sexism, homophobia by 40% of respondents
Specific concerns about communication within and among faculty were raised
For the most part many recognized that discussions surrounding racial diversity have led to discomfort and forms of boundaries surrounding groups
Comments indicated that the term "diversity" focused on race, but not other aspects of what is meant by diversity

Response Rates
67% of faculty
48% of staff
57% Overall

Respondents that agree or strongly agree that they are comfortable with the climate for diversity in the department 66%
EAHR Faculty and Staff Comments

Climate is not supportive

- Climate towards diversity is decent. Climate overall is disturbing. It seems to have gotten worse over the past year or two. We have faculty "stabbing each other in the back", an unsupportive climate overall, and very poor leadership who only does not know how to lead.
- I absolutely feel that the climate in my department has not been supportive, and in some cases, could be considered hostile. While I feel that colleagues have individually been supportive of me, collectively I have not felt supported at all. In fact, even individuals who have been supportive in one-on-one interactions have not been supportive in group situations. I do not feel that I can count on being supported by my department, and particularly my program.
- Everyone knows that the climate here is not supportive, and an argument can be made that folks would concur that it is hostile. But we don't do anything about it. And when specific situations come up, it's almost like we forget about the climate issue and that it could even possibly have an influence on what's happening. My tolerance for this has really come to an end.

Concerns of racism, sexism, and homophobia

- I feel that certain faculty members continue to push certain areas of diversity and it sometimes feels as though they don't care who they are hurting or walking on to get their particular diversity issues played to the forefront.
- I feel there has been no improvement, and in fact it has become worse BECAUSE of a few faculty of color troublemakers.
- I feel that people are being hired because of their diversity rather than for their skills/knowledge. While the diversity may be increasing, the atmosphere and the working climate is decreasing. It is a more unpleasant place to work because people do not get along.
- Climate overall is worse than it has ever been. As a faculty of color in the department I feel embarrassed and ashamed of how some of my fellow faculty of color behave. I've been in their offices and have heard them talk about how "horrible" the climate is for them while at the same time behaving in the same manner they accuse other horrible faculty of. We might be the most diverse department in the college and one of the most diverse in the university, but the climate is probably the worse too. The blame should be equally distributed to all faculty members, including my fellow faculty of color.
• Just having diverse people in a department does not mean they can work well together. If a department doesn't work well together, the climate is bad although from a diversity standpoint an outsider would say it is good. People have to have similar goals, attitudes, and behaviors and be able to work together in order to have a good working climate - which I consider much more important than just have a bunch of diverse people thrown together.

• There is a continual dismissal of women faculty particularly by the dept head.

• The leadership is less receptive to issues of sexism. Also, it is being assumed that everything is great with racial and ethnic issues when actually the deeper levels of these are being ignored.

• Our department is diverse in terms of ethnicity, gender, and age especially among staff and faculty and this has raised a lot of discomfort among some members of our department especially those who have never been exposed to diverse ways of thinking. This is also evident among individuals who see things only in their own way. Diversity problem in the department has been summarized in the terms of meopia where some individuals always think of themselves and how they can benefit. While we have departmental primary commitments, we need to move from having these commitments on paper to application.

• The department chair is great, the problem is there are some people who control meetings and never let him lead. They should all be called up for their racist misinterpretations of the chair.

• There are folks who remain uncomfortable with persons of color. And there are persons of color who are adept at playing the race card. But comfort levels have gone up with time and I hope things will continue to get better. My guess is we will always have trouble with sexual orientation issues so some will be uneasy with coming out for a long time.

• I feel there has been no improvement, and in fact it has become worse BECAUSE of a few faculty of color troublemakers.

• Wish they weren't so homophobic and wish they would look to hire on both qualifications AND diversity and not just color

• The issues of gender bias and the mistreatment of female faculty needs to be addressed.

Concerns about communication

• we all talk amongst each other but no one ever says it openly-departments don't get along or act superior to another, staff members don’t respect others, resentment is shown for favoritism of certain depts, faculty, and staff.

• Too much focus on happy happy, and not enough on deeper issues. Not sure faculty is willing to engage in the necessary self critique.
• It is difficult to judge the total climate of the department. Many faculty/staff are only seen at faculty meetings - if then. It is hard to judge from the interactions at faculty meetings. A few vocal and outspoken individuals dominate and drive the conversations. A lot of faculty will sit through these meetings in tolerant silence.

• I think it is the most diverse department on campus. Some people in the department complain about problems but never say anything specific about the problems. I don't know how to fix problems that people are not willing to talk about. I have seen very few problems. The main problem that I see is that some faculty are too self-centered and do not work well with others in the department. We should all realize that we are public servants and not individual mini-corporations.

• At a faculty meeting in May, when individuals expressed they were feeling "fear," within the department--fear about speaking out at meetings in particular--I felt we missed an opportunity to work on fostering the department's climate. Individuals in the department often speak about "teams" and which team so-and-so belongs to. What they are really referring to is the department's cliques, and unfortunately, I'm starting to feel like I'm back in high school. Morale is the lowest I can ever remembering it being in my tenure at TAMU, and unfortunately, I believe this is trickling into the climate and affecting how several of my colleagues are experiencing the climate both in the department and at the college level.

Definitions of diversity

• We have a small number of faculty members who do not respect everyone. They are the ones that speak of social justice but it seems that they have their own definition of what social justice entails. They want everyone to respect their beliefs but when someone else voices a different opinion, these faculty members will not listen as the opinion does not align to their beliefs.

• Interestingly the climate for men has become more chilly over time. Lots of stereotypes about men and whites that are tolerated--even encouraged. Age related bias is most commonly older faculty treating younger faculty like kids--making comments that assume that older is always better, smarter and more experienced. Those with administrative roles are favored over those who do not have them--even though those with administrative positions are commonly medium to very low in terms of scholarly impact. Membership to in-groups is important for one’s success. If you are a member of an in-group you will be promoted faster and see many more announcements and much more information regarding your successes, etc. If you are an out-group member, forget it. Despite our talk about social justice, we simply use a common, race-based model to examine it. It's a lot more complicated when you get closer to what is happening interpersonally, by program and department. I'm glad we are so supportive of diversity, but we are far less supportive of some than others (administrators win the day) and we seem to forget that there is much more to
diversity than one or two categories. We seem to be comfortable talking openly with biases about those who are on the outside--no holds barred. Some will get tenure and promotion (and have) due to their connections--that even extend to who reviews them externally. We're treating people very differently--on purpose. If appreciating diversity means trying to include everyone, we are failing. If appreciating diversity means supporting a team of individuals at the cost of others in the department, we are doing that quite well.

- Diversity is narrowly defined in CEHD. When you expand it beyond race and gender, then you see groups who receive much more favoritism than others from the Dean (and the office of the dean). Reverse stereotypes about men, women, etc. are common. We do very little overtly about issues other than race, such as LGBT, disability, diverse values, international perspectives, family issues and much more... Climate is a difficult issue and the Dean really distances himself from the departments--almost never comes to dept. meetings--have to meet with him at his place on his time. The Dean really does little in terms of overtly addressing TX statewide P-20 diversity issues. He may just sense it is too risky for him to do so, or he may not care. The Dean is proud that he is pleasing the Provost and President (said we were a model college at the last all faculty gathering), but maybe there are ways we should not be pleasing administration. Finally, what happened to being a top-10 college in the nation. We can do this with a diverse student and faculty population. We are ranked the same as always. The Dean does nothing about this--keeping Vision 2020 hidden, not serious about it...

Positive Responses
- New faculty are of underrepresented race. We have received several diversity fellowships which has enhanced our graduate student population.
- Many in our working group have attended the Diversity Training.
- We work hard to be the best we can be
- Our department head is very good with people.
- More emphasis has been placed on hiring faculty/staff that represent diverse groups. More training has been made available to faculty/staff.

Miscellaneous Comments (favorable and concerns)
- Seems like it meets the requirements. I have never seen a need or reason for it to get better.
- I feel that certain departments and individuals within those departments have negative attitudes about other departments. Instead of working together as a group, we are all divided up and although SAC tries to bring us together, these people ruin it for the others. It feels like a better than you mentality that they have, not sure if it's
because of their years in the college or their relations with the dean. Same for faculty members, our faculty complain about it all the time.

- We are unable to retain our faculty of color that have been hired in the past 5-6 years.
- We are losing faculty of color without any effort to do anything about it.
- I am deeply concerned over the loss of so many faculty of color with little significant attempts to retain them. It does not make me feel secure. In fact, coupled with the hostility present in my department, this makes me consider leaving the university.
- Very few people in the department put into practice the departmental values as espoused in our primary commitments. We need to put into practice our primary commitments.
- I think things look very good on the surface. They are not so good below. I also think that, as a group, we are underperforming against our once stated goals of becoming a top-10 college. Simply not getting closer to that at all and promoting people to leadership positions without model records for such a stretch to the top-10.
- 1. To promote a positive climate in the department, there is need to value and respect all people in the department and their contributions. Need to focus less on ranks such as faculty and staff and even within faculty ranks - full professor, associate or assistant. We all have an important role to play. For junior faculty, it is a question of time and they too will grow to become senior faculty. 2. Need to focus on the values of our department as espoused in our primary commitments as a way to promote a positive work climate. Need to remember that we all have some positive contributions to make to this department, college and university regardless of our rank and background.
- Power resides in a few people and is not shared across the department.
- None Dr. Nafukho is doing a great job and Dean Palmer has greatly improved. Good place to be except for some people in my department.
- There are several powerful people who actively create a hostile work environment for less powerful groups in the department. They do this through threats, intimidation, and creating coalitions against others. On the whole, I submit that it is a rather hateful place to work. What keeps my sanity is the presence of a handful of generous and kind colleagues who are supportive and a smaller number of more senior faculty who are trying to make the department a more socially-just workplace.
- Lack of respect by some faculty members especially during faculty meetings.
**Educational Psychology**

**Description of Climate in the Department**
A majority of respondents have experienced inappropriate behaviors or comments related to political beliefs or religious beliefs, with almost a third about sexual orientation.

Concerns expressed over haves and have-nots related to research funding and between faculty and staff.

**Specific Concerns**
Concerns were express about the harsh treatment of junior women of color.

Faculty of color are supported to the extent that they remain quiet.

Concerns were mentioned about College and University loss of faculty of color.

**Response Rates**
- 59% of faculty
- 45% of staff
- 54% Overall

**Positive Responses and Indicators**
There is increasing diversity regarding gender, ethnicity and nationality.

Diversity of graduate students.

Assistant professor group.

Interprogram interaction and department activities.
Inappropriate behaviors or comments related to political or religious beliefs or sexual orientation

- Although I generally find the college highly supportive, I find it highly INTOLERANT of traditional religious and political beliefs. There are some departments in the college (not my own department of EPSY, thankfully), where some of the beliefs of mainstream Christianity are openly disparaged and those who practice Christianity ridiculed. However, I have NEVER heard Islam, Judaism, or any other religion (mainstream or not) ridiculed... just traditional Christianity. Some departments also take a position that American liberal political beliefs are normative and "correct," and that people who oppose a generic Democrat/liberal social goals are racist, homophobic, sexist, etc, or at least are less enlightened than liberals. For example, the EDAD dept's "primary commitments" include social justice (twice), a commitment that would make most conservatives or libertarians uncomfortable. The fact that it is enshrined in department policy (and libertarian goals, like economic freedom or educational choice aren't) shows that there are some aspects of diversity that the department is NOT committed to. It's ironic that people in this college who find the idea of overt and covert oppression so horrifying would engage in it themselves. If this committee is serious about its goals and is intellectually honest, it will do more to ensure that Christian and non-liberal voices are heard in this college and that overtly political aims of the departments are balanced across the ideological spectrum.

- I feel that the college as a whole is both classist and sexist. I have overheard or had comments directed toward me about how staff are not valued and how women are not valued. I believe that in my department these comments can be gotten away with because ultimately I think our leadership (in the dept) agrees with these beliefs and perpetuates these beliefs. Thus when something is done that is inappropriate there are few resources to turn to unless you want to jeopardize your job.

- I believe the climate in the department is not friendly or collegial. Units are divided and the department head is not interested in bring them back together. As far as diversity, I believe there is so much focus on diversity that we overlook the obvious...are people QUALIFIED to be a student, faculty or staff in this department. We seem to hire people whose skill sets are lacking but because they fit the "diversity mold", we hire them. To me, that is wrong and does not promote a happy climate.

Concerns expressed over the haves and have-nots to research funding and between faculty and staff

- In the last few years, there has been significantly increased pressure for research productivity and grants - the unintended consequence is that there is less collegiality (if you aren't part of the grant, you don't exist), and much less emphasis on the
needs of students --- students are peripheral to some faculty, they do no advising, and unlike 5 years ago, when the department rule was that NOONE could completely buy out of teaching, some do not teach and as a result, unless on their grant as a GA, students have minimal contact. Then when other faculty take time to meet with students, encourage students to pursue their own ideas, those same faculty complain that these faculty are making them look bad and that they only advise students who work on their research agenda. This creates tension on both sides, and the students are stuck in the middle. Does this have anything to do with diversity? nope Is it racist? homophobic? nope sexist? nope.... but it sure has changed the climate of this department and the extent to which faculty interact other than in the context of grants or research. This is particularly felt by clinical faculty who are treated as second class, but even for tenured faculty who don't have research grants. The budget cuts and potential for lost positions has only served to make it - well, a much nicer place when no one is here.

Harsh treatment of junior faculty
Faculty of color are supported to the extent they remain quiet
- I have been in my department for quite a while and I know they key players. They like to think they are supportive to faculty of color but instead they are only supportive to the extent that faculty of color keep quiet. They are particularly harsh to women faculty of color. one woman of color advocates for the other women of color but is dismissed by the senior faculty (mostly white old men). Another woman of color copes by laying low and keeping her nose clean. the other two women of color who are more vocal are feeling the backlash of senior faculty. For example, students challenge these women of color in the classroom and instead of being supportive to the women of color they side with the students, often going as for as being disrespectful to these women. Students see this coming from senior faculty and they think it is ok to disrespect these women of color too.
- the numbers in faculty of color have increased but the climate as to who faculty of color are treated is the same. they are to be seen not heard.

Positive responses
- There is an increasing diversity among the faculty regarding gender, ethnicity, nationality; and as part of the diversity I feel welcomed.
- Faculty conducting interdisciplinary work involving diverse populations has attracted diverse students.
- Diversity faculty have received promotion to other rank with tenure. The Department is most diverse. The best example is our own program; bilingual education. (Chinese, African American, Hispanic/Latino and Anglo).
- We have diverse programs and a very diverse faculty in our department.
- Fairly diverse group and has remained diverse.
• I have continued to feel comfortable and supported so far while I've been in EPSY.
• We have had a diverse faculty for many years. Generally, the faculty have interacted well with each other and brought issues out into the open. Similarly, the staff is diverse, had some issues a few years ago but has constructed a good process for discussion and airing issues.
• I know that we do talk about diversity more as a program and this has been a good thing even though we don't always agree.
• individual mentoring
• Generally very good, some subtle issues, generally positive
• Our department has become increasingly diverse with respect to the racial, ethnic, sexual orientation, partner status, and gender of faculty members. I believe the graduate students we admit have become increasingly diverse and from a wider spectrum of countries. The undergraduate students we teach, however, seem to be monoethnic and linguistic and have limited experiences of diverse cultures. I would like to see the undergraduate admissions become more diverse and the university more supportive of diverse students. This, however, is a problem that our University leadership should be addressing and not under much control of our College and Department. I would like to see our University and System leadership become more diverse as well. Texas A&M is, unfortunately, sadly lacking in diversity of all sorts.
• The departmental climate is good. The climate at the College level and the University level is really what needs to be addressed more directly. Public support for the good work that faculty do would be helpful.

Miscellaneous Comments (favorable and concerns)
• In contrast to the environments in which I worked prior to my position here (a total of 20 years), this environment is most diverse and the healthiest in which I have worked. However, I hasten to add that the current proposals, the hostility of the comments from letters I read to the local newspaper, and the columns written by "hired guns" from the Texas Public Policy Foundation and legislators that support the TPPF seems almost tantamount to workplace bullying. I can't believe we have no leadership to stand up for our faculty against the simple-minded, anti-intellectual and unfounded criticisms leveled against us. I am astonished, to be frank.
• Not aware of any systematic or systemic problems with respect to diversity in our department.
• Generally good, attitudes change slowly
• We haven't had any training (as we have had in the past in my department) and things just seem to stay the same. There is not good communication among different groups.
• No effort to retain or hire minority faculty.
• I don't see any serious problems.
• However, I feel that the diversity climate at the University level has become significantly worse, especially with respect to gender diversity and racial diversity. The climate at the University level has made me seriously consider leaving A&M for another university.
• I believe that this department has provided a supportive environment for many years.
• If the TTPF and its spokespeople continue to criticize and belittle our faculty and our activity, I promise you that colleagues of color and from under-represented groups will leave this university. I know one from our college already has. I don't feel like my future here is safe now, and I'm a white man. Rest assured that colleagues from under-represented groups now sense our Vision 2020 mission statement is null and void, and the worst of Texas stereotypes now dictate the agenda and mission of this university, and there is no one to tell them -- let alone convince them -- otherwise.
• I am not aware of any problems.
• I feel like everyone does their own thing.
• Improving the climate is not a priority.
• The department has had to work through many new hires from many different universities with different cultures. It has taken 8 years to develop a new working relationship among faculty, staff, administration, and with students that is based on trust and mutual respect and understanding. The faculty has shifted over the last 20 years from predominantly male to majority female, from senior-dominated to junior-dominated. In addition, there have been significant changes in the orientation of the faculty over that time from professional/teaching oriented to research-oriented with some difficult changes in cultural attitude as well.
• The questions are not well formulated. Our Department for example is structured by programs. Each program has the opportunity to make recommendations. Bilingual Education is one of the most diverse program in the university because it is our philosophy. I ignore and respect what each program is doing in regard to recruit graduate and undergraduate students, faculty and staff.
• i haven't seen any changes in attitudes or climate.
• I haven't noticed any changes.
• Its talked about to death but I never really thought we had a problem to begin with.
• I have not seen any formal moves towards improving the climate.
• Move on...this subject has been beat to death. We have bigger problems around here.
Health and Kinesiology

**Description of Climate in the Department**
- Tensions among faculty members due to the emphasis on diversity
- About 35% have experienced inappropriate behaviors or comments related to religion, political beliefs, gender, sexual orientation or age-related comments

**Response Rates**
- 51% of faculty
- 87% of staff
- 60% Overall

**Specific Concerns**
- Concern that too much emphasis is put on diversity and not on other goals
- Backlash because faculty of color feel they are questioned about their productivity
- Little support of ideas from non-tenure track faculty

**Positive Responses and Indicators**
- Climate is good and diversity is addressed in a positive way
- Department has recruited a number of ethnically diverse faculty and promotes the recruitment of diverse students
- Department Head makes efforts to make people feel comfortable and works to build a conducive climate
HLKN Climate Comments

Tensions among faculty members due to the emphasis on diversity
- There are minority faculty members who do not get along with each other; one or two minority faculty members are prejudice against white faculty members!
- last question was confusing and not set up well. Dept Head tries hard to promote more accepting climate, as do SOME faculty. However, efforts countered by the majority who don't see a problem and therefore resistant to any efforts to "fix" something that ain't broke

Inappropriate behaviors or comments related to religion, political beliefs, gender, sexual orientation, or age.
- anyone with a Christian belief system is discouraged from voicing their beliefs in the name of political correctness
- I find HLKN to be a remarkably heterosexist environment. There are also cases of devaluing women and racial minorities, though not to the same extent. We certainly seem to get along with each other more than we used to, at least superficially, but the underlying prejudices still remain. As one example, I regularly volunteer at the GLBT booths on campus. One day, our department head walked by the booth. I waived to him, but upon seeing me and the booth, he turned the other way and kept walking. There are certainly people who are champions for sexual minorities, but I could list them on one hand. I find it troubling, to say the least, and morally reprehensible.
- if you are a white christian male keep your opinions to yourself or you will end up in trouble....
- I am concerned about 4 faculty in one division who are splitting into polar camps, based on a long history of real and perceived injustices. These realities were originally fed by bad behavior on the part of PI's external to our College, but have now taken on a life of their own within our department. Anger and assumption of ill will are spilling over into faculty meetings and other venues... this will require attention.
- Sometimes I feel like there is some age discrimination but this was not listed as an option to select

Too much emphasis is put on diversity and not on other goals
- I believe the obsession about diversity is extreme to the point of ineffectiveness.
- I think the diversity issue in the department has become the banner of a few faculty who continue to bring it to the attention of the administration. While I don't think the issue is ignored or considered not a priority, thinking of diversity sometimes gets lost
in the myriad of other responsibilities. Or it could be that I am not aware of the attention paid to this by the administration in the department.

- Diversity should be in political thought and religion. If you have a very pro gay person you should have a very anti gay. That assumes you really believe in diversity.
- We have very diverse and productive faculty. It would be nice to see more attention paid to the merits of the work of faculty.
- I continue to look at people individually. I don't agree that people should be hired or judged based upon the color of their skin, or their gender preference. I do like the fact that we are all different and I like the fact that our department is well represented in terms of race, age, gender preference, etc. However, I do not believe that this increase in diversity was targeted, especially in the area of staff.

**Blacklash because faculty of color feel they are questioned about their productivity**
- Minority faculty are still questioned about their line of research.
- The increase in number of faculty from minority groups has put some from majority groups in an uncomfortable position. Experiencing a backlash as a result of them feeling threatened by influx of minorities.

**Little support of ideas form non-tenure track faculty**
- There seems to be little support of ideas or projects coming from non-tenure track faculty.

**Positive Responses**
- Within the time frame of the question, diversity issues at the university level have been and continue to be addressed in a positive manner.
- checked significantly better because it was the only "better" choice. I think it has become better, maybe not significantly. I believe this has to do with individuals who were here at one time who are no longer here. I also think that it has to do with the uproar a few years ago in the college. I think the upset that it caused among all faculty, has made some stop and think about comments or at least, not share comments they might have with those they think don't believe the same as they do. So, I'm not sure if it is better because it "is" better or if it is better because people don't openly share their feelings. I'm not sure it matters why, just that it is.
- The department head made efforts to make sure that everyone felt included.
- climate is solid, respectful and focused on productivity. We do a good job of boasting on achievements, regardless of gender, orientation, race. Actions speak louder than words. Respect for achievement is solid in our department.
• HLKN has a climate of support for all faculty and staff. It is a great working environment.
• I am very satisfied with my department regarding any issues
• Our department is very supportive of its students, faculty and staff.
• I have a visual impairment and the group I work with understand this disability. On more than one occasion, they have come to my rescue with the different computer formats that were hard for me to see and navigate. They also weren't judgmental about it and I didn't feel like different from other people.
• The climate in my area of work is very positive and welcoming and continues to remain that way. I am honored to work with such wonderful colleagues.
• Prior to working in HLKN, I worked in a different office on campus that was very conservative and narrow minded. The inclusiveness that I felt in my interview with HLKN made my decision to move easier. Since joining this department, I feel that the diversity climate is much more open and accepting than my previous office environment.
• I work in a very team orientated department. I am proud that my department accepts the diversity of people no matter what that diversity may be. It is an integrated part of our department.

Miscellaneous Comments (favorable and concerns)
• In the past our department had an issue with a small sect of individual who felt it was appropriate to bring personal issues to the workplace. The individual primarily responsible is no longer with the department.
• Looking at the makeup of faculty and staff makes it readily apparent
• I believe the climate has been really good the entire time. I do think a few students are too quick to play the "race card" when we faculty push them to achieve or think outside their normal thought process. I have observed that when things become uncomfortable for a few of them, they are quick to (wrongfully) accuse rather than consider that other points of view are valid and, in fact, diverse. Other than that I don't see any problems.
• Our department hires people for their qualifications, not based on their gender or ethnicity. I believe this is the best practice.
• The implication is that there is a diversity "climate" I act with and treat all my colleagues and students in the same manner. I consider our 'climate' to be open, friendly and collegial
• The leadership has stayed the same.
• Primarily related to salary and teaching load.
• I have always found the department to be appropriately diversity concerned.
• I No change in attitudes or in diversity of additional hires.
• have never seen it as a problem and still do not
• I don’t like the way the responses to this question are phrased... it makes it seem like a more diverse group of people is "better" and a less diverse group of people is "worse" - but, diverse in what regard??? There are some "diversities" that could make a population "better" and some diversities that could make a population "worse". For example, I could see how an increase in diversity regarding race could be beneficial for the department while something like, an increase in diversity with respect to something like, for example... criminal backgrounds or mental illnesses or overall physical health... would not necessarily be beneficial.
• I don't perceive any major changes over the last 3 years. We have made good progress in this area and seem to retain our quality faculty.
• Too liberal. Against campus carry. Against vouchers. Against private schools.
• There hasn't been that much turnover.
• Our department has undergone many personnel changes in recent years - so while there seems to be movement in the right direction at times, at other times it seems like little progress is being made. This movement depends a lot on the personalities in the context, at a given time.
• My primary teaching assignments have been at the graduate level. These classes tend to be very diverse every semester.
• I didn't see any problem in these years.
• I feel like people do not have any bias with any issues
• My department has recruited a number of ethnically diverse faculty, especially in the Health Education Division, and has continued to promote the recruitment of ethnically diverse graduate students. On this account, I believe attitudes and emphases have not changed over the last 3 years--- it was good 3 years ago. Where we are at a deficit is in gender balance among tenured/tenure-track faculty in KINE Division (2 women) and in SPMT Division (1 woman). This has been consistent over the last 3 years as well.
• In my dept. people react to people end of story.
• The climate in my department was excellent and has remained that way
• media and campus awareness
• The climate survey is missing questions regarding academic/research climate. The climate may not be supportive for faculty/staff involved in certain research areas regardless of race, ethnicity, gender, etc.
• Some staff are not held to the same standard as others causing dissension and hostility between employees (ex. Staff member who is rarely at work and/or habitually arrives late or leaves early and doesn't take appropriate leave.) All employees should have to follow the rules regardless of gender, ethnicity, tenure, religion, etc.
• There needs to be more minorities hired as faculty and staff...increase funding for minority graduate students.
• We are a large department, and for the most part we all get along and respect one another and enjoy the interaction! I guess there are always a few who are negative and sour; but without about 3 or 4 people, our department would have a great climate!
• too much of a 'good ole boy' network going between non-tenured instructors, staff (including dept head staff and advising staff)
• I think the climate in my department is fine. This survey has actually made me want to go study-up on diversity research... I don't think a more diverse group is always for the better -
• We have several flat screen TVs in the hallway of the department. Most of the time they are used to remind the students about advising sessions, workshops, etc... At one time, cable news programs could be viewed; recently, I haven't noticed cable news on the TV. I usually don't pay attention to the TVs but one of our computer experts mentioned that a faculty member complained that the TV was on Fox News. Why should they care?? I am sure the TV was on CNN or MSNBC other days of the week. My main concern is that academia tends to lean toward the left and is not accepting of views in the middle or to the right and that our department and college is no exception.
• Our dept works with people as people.
• I don't see any problems
• I believe we genuinely have an honest respect and acceptance for each other.
• Never seen a problem!
• I cannot say significantly better but I think small changes have been made.
• I don't pay attention to diversity so I wouldn't know if it changed
• Nothing has really gotten better or worse
• not many of the same race move up, but remain in the same position or leaves
• In my time here, i've seen people from all walks of life. My interactions and experiences with the people in this department and college have not been negative.
• I don't believe there has been a major change either way in the department.
• We have not had new lab personnel and the environment is typically made up of the same people.
• More persons of race have been hired.
• I didn't see any problem in these years.
• I feel like people do not have any bias with any issues
• The population of staff members is better represented from all walks of life.
• I've not witnessed any issues or changes regarding this subject.
• Our faculty and graduate student body seems to be quite diverse.
• I am not sure what my department is doing to improve the climate which is why I put unsure in the blanks.
• In my opinion this survey does not provide the opportunity to bypass certain questions which do not apply to me nor am I familiar with certain questions; although, I want to participate in this survey.
• it's more like "do as I say, not at I do" around here, when one is not in an admin position.
• Overall, the climate is good in the department.
• I am very satisfied with my department regarding any issues
Teaching, Learning and Culture

Description of Climate in the Department
Overall climate: bimodal: 55% comfortable, 34% not comfortable
Half or more indicated hearing inappropriate statements about political beliefs and race/ethnicity
Communication and support for various groups are problematic and entrenched

Specific Concerns
There is a Clinical-Tenure/tenure track divide in perception of adequate support and treatment
Loss of faculty of color without adequate College or Department response
Initial concerns about the new Department Head’s leadership, potential to grow the department
Lack of support for junior faculty by senior faculty
Underrepresented faculty report more inappropriate behaviors and comments for almost every category and also report that the department climate as more sexist, racist, homophobic, and less accessible to those with disabilities than majority faculty

Response Rates
- 60% of faculty
- 41% of staff
- 54% Overall

Positive Responses and Indicators
- Hiring of diverse faculty is a value to the department
- Inclusion of staff at events and meetings
- Diversity of students in classes has increased
TLAC Climate Comments

Inappropriate statements about political beliefs and race/ethnicity

- I have not observed overt comments regarding race/ethnicity or biological sex, but it is a matter of who gets the "benefit of the doubt" when there is a misunderstanding, who is badmouthed behind their back, who is considered too demanding or not having a good "attitude." These attitudes/comments/behaviors have not seemed to change over the past 3 years. Members of the department in general seem not to be working toward the same goals. In fact, some department members seem to be actively undermining others (who tend to be female and/or of an underrepresented race/ethnicity) and/or exploiting junior faculty. The climate leaves one feeling a bit paranoid -- Colleague X seems to be being helpful, but I saw him/her undermine a different colleague. Is Colleague X trying to undermine me too?

- Fellow faculty members have told me to my face that people of my origin are smart but cunning; I could not do anything because it would be my word against her word

- When comments are made about certain groups, non-tenured track vs. tenure-track, not being diverse regarding sex or race, I think it has to be reviewed as an entire faculty.

- Within my department, I have witnessed individual students, staff and faculty treat each other with respect and disrespect. In my opinion the primary issue in my department is the lack of all individuals to respect any opinion or view that is different from their own. The TGLB students typically act as if they are put upon; white students believe non-white students get preferential treatment; professors snipe at one another over research students; finally, many of the people I come into contact with on a daily basis act like petulant little children, upset that they did not get their way.

- The climate has not become worse; however, it has always been deplorable (with regard to political ideology). Within my department, it is assumed that every person is of the same political belief system. I frequently hear comments (that disparage my political perspectives) I find offensive. I am not comfortable correcting my colleagues/informing them that I find their statements to be inappropriate, judgmental, and erroneous, as I feel I will be "blacklisted."

- If the caliber of comments I hear (on a regular basis) about people of my political and/or religious persuasion were made about ethnic minorities, lawsuits would be filed and employees would be fired. On the contrary, the assumption is made that all professionals in academia are of a similar political belief system. I find the resulting climate not only uncomfortable and awkward, but also highly unsettling--bordering on unsafe.
Within my department, I have witnessed individual students, staff and faculty treat each other with respect and disrespect. In my opinion the primary issue in my department is the lack of all individuals to respect any opinion or view that is different from their own. The TGLB students typically act as if they are put upon; white students believe non-white students get preferential treatment; professors snipe at one another over research students; finally, many of the people I come into contact with on a daily basis act like petulant little children, upset that they did not get their way.

Communication and support for various groups is problematic and entrenched

- The department and college by extension is generally hostile. I do not get the feeling that it is better or worse for any group, but it is not a pleasant place to work.
- There are discussions and conversations and more openness.
- We do not actively address diversity issues. There is no forum for discussion. We tend to ignore all diversity issues. There is a climate of ignorance and avoidance.
- Few conversations occur that include me. My male-dominated department is cold and unfriendly.
- We seem to be still talking about general problems related to diversity without anything specific.
- diversity is often spoken about but nothing is done about it, even when it is suggested that there is a lack of diversity
- The climate is inhospitable, makes coming to work a chore unless I am working with students.
- At this point, someone needs to step in and help our department have a proper dialogue about the transition to our new department head. There seem to be a great many fears about this change, and I think most of them are unfounded. Some faculty members also need to be strongly warned to stop spreading unfounded rumors. An open forum where these issues are discussed will help improve the climate in our department which right now is quite dismal. Everyone right now seems to be acting out of fear rather than from a place of reason.
- The TLAC department is not very friendly and there seems to be a lot of animosity among individuals. There doesn't appear to be very much collegiality among faculty members or collaborations within the department. It just feels like everyone stays in a bubble and it makes it very hard to find your way.
- Climate is very isolated and does not lend itself to collaboration among faculty. This environment does not promote students as the first priority. I am fortunate in that the faculty in my particular program have reached out to a diverse population of students in an effort to make the graduate experience a good one.
Clinical – Tenure/tenure track divide in perception of adequate support and treatment and lack of support for junior faculty by senior faculty

- There is a huge gap between clinical and tenured faculty. They are viewed as second class. I am also more than concerned about our new department head coming in Sept. He does not seem to understand faculty, know about our department, and he does not have people following him.

- Denny Smith's engagement with department is that of bully - he pushes his agenda and often has changed information sent past our department that reflects his views rather than the faculty. In general in the 5 years that I have been here I have seen/experienced very little (if any) support, guidance, help, collegiality from any senior faculty - my 'area' didn't bring in money, and was therefore cut, graduate students have commented to me from the beginning of their time in the department that it was always blatantly clear that they and their academic interests were not important at all. Two or three senior faculty have actually been helpful and of those 2 were also new faculty! Senior faculty in department talk down about the clinical staff (as the Dean has), Most of my time here has been engaged in trying to get accurate information concerning process, until I realized that it wasn't going to come - mainly I think people are out for themselves - which is right in line with the model that our department head has presented and supported. For senior faculty to show that they cared or wanted to be any more involved than they have been they would have had to challenged Dennie in ways that would have actually encouraged change. So they continue doing what they do, which is not care, not support, not discuss, not guide the department in any direction that would encourage real diversity of thought, ideas, ways of working. It's a pretty sad state of affairs and I'm glad to be out of it. We have a new department head coming in and from what I've seen/heard things are not expected to get better. Again - I'm glad to be out of it.

Loss of faculty of color

- We have lost numerous faculty who raised diverse viewpoints in meetings.

- There has been an important decrease in diversity and the climate is both a cause and of and result of the flight of faculty from the College and University. Little is done to improve the working conditions of diverse faculty. A greater burden is placed on these faculty while others seem to continually skate by unaffected. Diverse faculty leaders in the college and university tend to play smaller roles once they move beyond their faculty role.

- Minorities are leaving in a disproportionate amount

- During my first year this department had recently hired 7 faculty I would categorize as minority (latinos, African Americans, & females). As of this date 3 of that group remains and will return next year, 2 of them are white. In addition the department
has lost tenured faculty of color - recruited away by another institution. Our senior faculty is made up mostly of older males (predominantly white) who have shown very little if any concern/support toward Jr. faculty.

- There has been a decline in the number of male African American faculty members. I don’t know of the number in staff positions. There appears to be a lack of interest in diversity as it relates to African Americans. Diversity appears to be covered with the hiring of various ethnic groups with the exclusion of African American males.

Initial concerns about the new department head

- I have been very shocked by the reactions in our department to the announcement that our new department head will be an Asian male. I have never heard so many unfounded rumors in my life as I have in the last few weeks since his appointment was announced. I have heard people say that he will enforce a strict working schedule so that all faculty will have to be there from 8-5, because that’s the way Asians do it!! This is ridiculous.

- The new Department Head has not officially assumed his role, yet he has already alienated many faculty and staff. It appears that many faculty and staff will be looking to leave the Department now.

- Need effective leadership-already climate is so different since announcement of new department head.

- I have not seen any efforts made specifically to improve the climate in our department in the past 3 years. We are changing department heads starting in the 2011-12 academic year. The incoming department head met with each faculty member in the department and asked each of us what we thought of the climate, and if we had any ideas on how to improve it. So, it remains to be seen if the new department head will work on climate issues.

- The department recently added Diversity, internationalization, and Interdisciplinary to the A-1. I support this move. However, the department head removed these items after the A-2’s. He said that it was too difficult to evaluate these items. This shows that the leadership in TLAC and CEHD has no idea how to address and support diversity, internationalization, and interdisciplinary. The leadership does not even know how to recognize and evaluate diversity. This is very ironic. There is a lot of rhetoric about diversity and inclusion, but when it comes to recognizing and implementing even the most basic practices, the department and college fail repeatedly.

- There seems to be a general unrest about new department head. We have had a really good department but don’t think we will in about 2 semesters under his leadership.
• Pretty good under Dennie Smith’s leadership. All are hoping Yeping is able to maintain positive climate

Positive responses
• Healthy work environment
• Each year, it seems society as a whole, including this department, has gained a increasingly greater understanding of and appreciation for diversity.
• More diverse graduate students and more faculty of color
• TLAC has consistently valued diversity for the past 10 years.
• In general, these are the nicest, most supportive and collegial people I have worked with on a university campus

Miscellaneous Comments (favorable and concerns)
• Not much has changed in the Department
• Over-emphasis on racial/ethnic diversity with decreasing diversity of thought, decreasing acceptance of diversity of thought and research agendas
• I have been at TAMU for two semesters and have not witness any blatant changes in climate.
• We have no Hispanics or Spanish-speakers on the faculty
• This survey is VERY indicative of what is wrong in the department/college. It is labeled as a survey about college climate and it overemphasizes diversity. There are no questions about the climate relative to teaching, research, and service. There are no questions about the climate created by the administrators within the department/college. There are no questions about BOR and the budget. In the end, someone will be able to say we did a survey on the climate of the department/college and there are some minor issues relative to diversity but everything else is OK!
• I believe an understanding of and appreciation for diversity is undoubtedly important and valuable. However, I do not believe current and future faculty, staff, and students should be given priority in hiring, retention, or admission because they are part of an under-represented race, ethnicity, gender, age, religion, sexual orientation, political belief (as if we really make an effort to have diverse political beliefs anyway!), etc. In all cases, I think hiring, retention, and admission should be based on the qualities the person brings for the position (e.g., research experience, teaching effectiveness, academic performance, work ethic, etc.). In my case, I would not want to be selected over a better qualified candidate because I am part of an under-represented gender. Nor would I want to be denied for a lesser qualified candidate because I am part of an over-represented race. If the position is best
served by someone from a certain culture, fine; but otherwise, this seems to be reverse discrimination.

- Not aware of any issues
- Very poor
- I can’t see that the diversity climate has become better or worse.
- I have been at TAMU for two semesters and have not witness any blatant changes in climate.
Description of Climate in the Department

Approximately one third observed inappropriate behaviors or comments regarding age, religion and political beliefs. Some indicate the group is not respectful or collegial

Specific Concerns

Female respondents expressed concern over being treated differently from their male colleagues, being asked to justify their decisions. Concerns expressed regarding the devaluing ideas from new and younger staff members.

Response Rates

81% Overall
79% Staff
86% Senior Administrators

Positive Responses and Indicators

Diverse leadership team
SAC
Director of OD
Dean’s Office Thematic Comments

Inappropriate behaviors or comments regarding religion or political beliefs
- It is still considered OK to comment about sexual orientation and race as reasons for particular behaviors.
- I would say the climate has become somewhat worse. It seems like the climate across campus has become counter-Christian, almost dismissing Biblical and conservative values as being anti-diversity. At some point in our striving to be inclusive, it would be encouraging to see genuine diversity celebrated, where an open dialogue could include conservative and liberal perspectives (any everything in-between).

Respectful or collegial
- Despite efforts to promote diversity, in some cases, race is the primary disabler - nothing else matters. Also, there is a general atmosphere and assumption that there are limits for people of a certain kind of appearance. People may be personally nice, but it is not from substantiated respect.
- I treat everyone with proper respect and I am treated with proper respect.
- There are a couple of individuals whose conversation and behavior have, in my opinion, lessened the collegiality and inclusiveness of our unit. The perception that some individuals are doing less with more, during these economically difficult times, has also impacted the quality of the climate.
- I think this department has serious issues with respect, mostly pertaining to age and understanding what people’s role are.

Female treated differently from male colleagues
- The issue is not that it is a negative or tense environment. I have also personally experienced having to repeat the decisions I made because colleagues keep asking males to make the decisions. When it is not their decision to make, it was my project. I have also had to justify my decision and my approach where my male colleagues have not had to do so.

Age issues - Devaluing ideas from new or younger staff members
- I have experienced age discrimination from the younger staff
- I am a young staff member, and because of that, I am not taken as seriously as older staff members in my unit and I am not respected at the same level. While I have worked to be professional and articulate in my role to prove myself, I continue to be disrespected over and over again by certain individuals due to the fact that I
I am a young supervisor in a leadership role. I know that my age plays a large role in this because I have documented comments that were said to me based on my age. And, I have seen situations where I am talked down to and somebody 20 years older than me makes the same comment and is not talked down to.

- I feel there is a disconnect between staff. I notice it most with regards to age.
- I have experienced age discrimination from the younger staff.
- I am a young staff member, and because of that, I am not taken as seriously as older staff members in my unit and I am not respected at the same level. While I have worked to be professional and articulate in my role to prove myself, I continue to be disrespected over and over again by certain individuals due to the fact that I am a young supervisor in a leadership role. I know that my age plays a large role in this because I have documented comments that were said to me based on my age. And, I have seen situations where I am talked down to and somebody 20 years older than me makes the same comment and is not talked down to.
- I feel there is a disconnect between staff. I notice it most with regards to age.
- I find the department environment often demotivating and occasionally hostile. My supervisor does not welcome suggestions for doing things in new ways, for providing more active and personalized customer service, and for taking actions appropriate to accomplish the goals I have been given. I was hired specifically for my ability to grow a function, but I can't do that if I have to be completely submissive to someone who has operated many years in the status quo and views the world in terms of what has been and is. I am stymied, frustrated, and ultra-sensitive because I no longer know when what I do will be considered another "mistake."

**Positive Indicators**
- The leadership team is becoming more diverse in terms of members from underrepresented groups, for example, race and sexual orientation.
- There is an effort to improve the demographic composition of the leadership team to include more members of underrepresented groups. However, with this improved diversity make-up comes tension in terms of inclusion as experienced by these members.

**Miscellaneous Comments (favorable and concerns)**
- Although positive efforts have been made, individuals do not work actively to ensure equality, equity, and justice.
- The climate for diversity in certain departments do not provide positive experiences for members of certain groups, for example, women non-tenure track faculty and tenure track female assistant professors of color. Autocratic leadership style exhibited by some male supervisors create a negative climate for subordinates.
- Not much effort in understanding diversity.
• I would say the climate has become somewhat worse. It seems like the climate across campus has become counter-Christian, almost dismissing Biblical and conservative values as being anti-diversity. At some point in our striving to be inclusive, it would be encouraging to see genuine diversity celebrated, where an open dialogue could include conservative and liberal perspectives (any everything in-between).

• The climate is fine but diversity is not a priority.

• Good climate is not an "issue" for us. It is necessary for completing our jobs.

• Personally, I think the concept of seeking diversity in all of these non-work related attributes is counter-productive. The goal should always be to get the most qualified candidates or students. As far as interpersonal relationships, the goal should always be courteousness. But, it should also include openness and freedom of expression without the fear of repercussions when my opinions differ from another's opinion. The current tendency in our society to rhetorically beat down people for every perceived slight is not conducive to a positive work environment.

• I think that everyone is a little uneasy because of the controversy surrounding faculty assessment, possible loss of accreditation, resignation of McKinney, Governor Perry's interference and power moves, the list goes on and in my mind started with the forced resignation of Murano. It also does not help that the cost of living is increasing each year with no promise of raises in the near future. My understanding was if there were funds saved from the budgets cuts they would be used for merit raises. Personally I think everyone needs cost of living raises and only those who really deserve a merit raise - it should be supported by documentation - should receive one. I am also not opposed to raising tuition. If parents can afford to buy houses or pay rent for luxury apartments and buy new cars & trucks for their children they can afford to pay more tuition. Those students who have financial needs should have easy access to scholarships, loans & grants. My children are currently paying off college loans.

• I am very new to the College - therefore I have not had enough time to learn about diversity initiatives. However, if CEHD is like other colleges I have worked in at TAMU - it is a high priority. Which it should be.

• Its generally good climate of diversity. Though I do feel that particular unit inside our department gets favoritism and more support than they really need. This does lead to lot of money wasted on unnecessary things. This is felt by lot of people in our department.
Attachment D. 7 Questions

Department/Deans Office Questions to Address

Report Submitted by February 29, 2012 to Nancy Watson n.watson@tamu.edu

- What does the summary say about our department/unit?

- What are our departmental/unit strengths?

- Where are our areas for improvement and growth?

- 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)

- How is our Action Plan related to our departmental strategic plan?

- How will we measure our Action Plan?

- What support, if any, do we 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 related to…”).
Unit’s response to the 7 Questions

Attachment E. Education Administration & Human Resource Development (EAHRD)

Attachment F. Education Psychology (EPSY)

Attachment G. Health & Kinesiology (HLKN)

Attachment H. Teaching, Learning & Culture (TLAC)

Attachment I. Dean’s Office (DEAN)
Attachment E. EAHR

Department/Deans Office Questions to Address

EAHR Report Submitted to Dr. Nancy Watson n.watson@tamu.edu

- What does the summary say about our department/unit?
  The majority of the respondents both faculty and staff, 66% (n=31) out of the total 47 people in the department agreed or strongly agreed that they were comfortable with the climate for diversity in the department. Of the 57% of the people in the department who responded to the climate survey, some indicated that they had experienced inappropriate behavior or comments related to diversity of groups or individuals. While some respondents described the climate as not supportive and in some cases hostile.

- What are our departmental/unit strengths?
  The strengths of the department were identified during a departmental retreat that was held in January this year. These included:
  - Faculty generates external funds in innovative ways
  - Strong overlap of interests across programs
  - Technology and online support
  - Preparing students to be productive scholars
  - New faculty with new, fresh ideas
  - Legacy, knowledge and experience
  - Leadership skills of Department Head and flexibility
  - Growing sense of humor
  - Strong in research and productivity
  - Students are out and bringing about change in the external work
  - Individuals with great work-related passion
  - Highly committed staff
  - Incredible people, high flyers in their fields
  - Service is valued
  - Great advisors
  - Diversity in terms of faculty and students
  - Commitment to students
  - People are treated as professionals
  - Department is large with exceptional capacity
  - Communication within program
  - Caring, nurturing efforts to create community
  - Department with people with enormous depth of professional knowledge
  - Involved in professional and national organizations
• Good classroom teachers

- Where are our areas for improvement and growth?
  
  Building a departmental community, preparing quality graduates, reviewing our curricula, developing quality benchmarks for our online courses and building and sustaining research capacity.

- 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)

The Action Plan provided below was developed during our departmental retreat that was facilitated by Drs. Michael Benedik, Jeff Froyd, and Nancy Watson.

<table>
<thead>
<tr>
<th>Opportunity Sets</th>
<th>Deliverables</th>
<th>Who (Team)</th>
</tr>
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<tbody>
<tr>
<td>Department Community</td>
<td>• Define diversity &lt;br&gt; • Provide forum for difficult discussions &lt;br&gt; • Define issues as mined from climate survey &lt;br&gt; • Need space for healing &lt;br&gt; • People list difficult questions to be dealt with &lt;br&gt; • Develop plan to address issues and questions in 3 and 5</td>
<td>Lechuga Lincoln Nelson Saavedra (Convener) Wang Webb-Hasan Venzant-Chambers</td>
</tr>
<tr>
<td>PhD Graduate Students</td>
<td>• Market CTE GTA &lt;br&gt; • Market college teaching &lt;br&gt; • Develop funding and research opportunities for graduate students &lt;br&gt; • Consider coordinator for PhD students in each relevant program &lt;br&gt; • Create alumni follow-up list &lt;br&gt; • Mentoring for publication &lt;br&gt; • Create new kinds of networks in the department to locate job positions</td>
<td>Chlup Egan McKenzie Nelson Madsen Peck-Parrott (Convener) Lincoln</td>
</tr>
<tr>
<td>Graduate Curriculum</td>
<td>• Follow the research sequence &lt;br&gt; • Advertise research sequence of courses &lt;br&gt; • Empower faculty to sequence core courses &lt;br&gt; • Establish four-track research PhD curriculum</td>
<td>Callahan Goddard Lechuga Tolson (Convener) Williams</td>
</tr>
<tr>
<td>Offer Online Quality Courses</td>
<td>• Define quality online courses &lt;br&gt; • Establish and follow benchmarks for online courses &lt;br&gt; • Explore strategies to engage students in online courses &lt;br&gt; • Provide funds for faculty to attend online related workshops and conferences</td>
<td>Dooley Gundy Kurup Muyia Sandlin Pavlika Wang (Convener)</td>
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- How is our Action Plan related to our departmental strategic plan?

The action plan is related to the department’s strategic plan which is provided below:

EAHR 2010-2015 Strategic Plan

<table>
<thead>
<tr>
<th>Faculty and Research</th>
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<tbody>
<tr>
<td>• Build and sustain research capacity</td>
<td>• Increase external for various projects</td>
<td>Dooley Egan Goddard (Convener) Madsen Miller Skrla</td>
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<tr>
<td>• Workshops on database utilization</td>
<td>• Grant writing workshops on specific topics – Budgeting, IES, NSF</td>
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<tr>
<td>• Seed money for proposal writing</td>
<td>• Submission of one grant proposal per faculty per year unless the faculty member already has other funded projects</td>
<td></td>
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<tr>
<td>• Major GOAL is for faculty to increase grant activity</td>
<td>• IRB Connection as main contact and need for a grant proposal person to work with faculty</td>
<td></td>
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</tbody>
</table>
The vision of the College of Education and Human Development at Texas A&M is “We Transform Lives.” In line with this vision, the Department of Educational Administration and Human Resource Development held its annual strategic planning meeting on Friday September 3, 2010. The main objectives of the EAHR 2010-2015 strategic plan are to: (1) determine where we are going as a department in the light of the economic environment in which we are operating (2) provide a sense of direction and continuity in our three core missions of teaching, research and service, and (3) provide us with an opportunity to take a proactive stand on the priority goals identified. The EAHR 2010-2015 strategic plan has priority goals which were developed based on the College of Education and Human Development five year strategic plan and the University’s Academic Master Plan. The goals fall in four domains including: undergraduate education, graduate education, research and engagement. As outlined in our 2010-2015 strategic plan, achieving excellence in our core missions of teaching, research and service requires effective enrollment management with a focus on the recruitment and retention of students from diverse backgrounds, preparing our graduate students for the professoriate, seeking of external funding to support our research, students and instructional and learning activities and using technology in the design and successful delivery of our degree programs.

<table>
<thead>
<tr>
<th>Undergraduate Education Goals</th>
<th>Implementation Strategy</th>
<th>Implementer</th>
<th>Indicators of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Management</td>
<td>Continue previous strategies:</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>1. Review the Enrollment Management Plan; update as needed.</td>
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<tr>
<td></td>
<td>2. Publish detailed enrollment requirements; review and update as needed.</td>
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<tr>
<td></td>
<td>3. Maintain webpage</td>
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<td>4. Develop uniform requirements across EAHR</td>
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<td></td>
<td>5. Staff to be liaison between faculty and students</td>
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<td></td>
<td>6. Increase enrollment requirements for change of major applicants to match the requirements for transfer students</td>
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<tr>
<td></td>
<td>- Clinical Faculty and Advisors</td>
<td></td>
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<tr>
<td></td>
<td>- Academic Advisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Advisors (Avery and Michael)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Program chair work with the Dean for Academic Affairs</td>
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<tr>
<td></td>
<td>- Advisors</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Program chair and advisors</td>
<td></td>
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<tr>
<td></td>
<td>- Increase in enrollment of students with diverse backgrounds such as first generation, students of color, transfer students, non-traditional students</td>
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<tr>
<td></td>
<td>- Reduction in the number of inquiries from prospective students on enrollment requirements</td>
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<tr>
<td></td>
<td>- Frequency in use of our Webpage</td>
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<tr>
<td></td>
<td>- Increase in graduation rates among the students enrolled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance technology and incorporate universal teaching design in undergraduate courses</td>
<td>Continue previous strategies:</td>
<td>New strategies:</td>
<td></td>
</tr>
<tr>
<td>---</td>
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</tr>
</tbody>
</table>
|  | • Provide information for faculty via professional development  
• Collect data to measure effectiveness (mid-term assessment)  
| Drs. Gundy and Farnsworth  
Dr. Sandlin post survey; collect data and distribute to faculty |
|  | • Review data results and compare across semesters  
• Provide professional development for faculty  
  o Incorporate new tools (iClickers)  
  o Utilize Webcams  
  o Utilize technology software (Camtasia, etc.)  
• Increase number of online courses; amount of web support of face-to-face courses |
|  | All faculty  
Dr. Gundy  
Dr. Farnsworth |
|  | • All faculty teaching undergraduate  
Department support |
|  | • Increase in multiple pathways of instruction and learning strategies as a result of training provided to faculty and teaching assistants.  
• Increase in percentage of course sections offered via distance education  
• Increase in the number of training provided to faculty and Teaching Assistants |
### Graduate Education

#### Prepare Ph.D. students for the professoriate

<table>
<thead>
<tr>
<th>Implementation Strategy</th>
<th>Implementer</th>
<th>Indicators of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate a positive yearly trend in numbers of Ph.D. students enrolled</td>
<td>1. Graduate faculty; student advisors/chairs</td>
<td>1. Positive yearly trend</td>
</tr>
<tr>
<td>2. Provide more co-teaching experiences for all Ph.D. students</td>
<td>2. Graduate faculty; student advisors/chairs</td>
<td>2. Positive yearly trend</td>
</tr>
<tr>
<td>3. Engage Ph.D. students to a greater degree in scholarly activities (i.e., publishing, conference presentations)</td>
<td>3. Graduate faculty; student advisors/chairs</td>
<td>3. Positive yearly trend</td>
</tr>
<tr>
<td>4. Broaden recruitment efforts of full-time Ph.D. students nationally and internationally</td>
<td>4. Program chairs; clinical faculty; former students</td>
<td>4. Positive yearly trend</td>
</tr>
<tr>
<td>5. Forge connections with other colleges to increase accessibility and availability of courses to Ph.D. students</td>
<td>5. Dean of college; department head; individual faculty</td>
<td>5. Increase in accessibility and availability of courses</td>
</tr>
<tr>
<td>6. Encourage a more thoughtful selection of coursework</td>
<td>6. Graduate faculty; student advisors/chairs; students</td>
<td>6. Ensure relevance of coursework to research interests</td>
</tr>
</tbody>
</table>

#### Manage Enrollment – PhD, M.S.

<table>
<thead>
<tr>
<th>Implementation Strategy</th>
<th>Implementer</th>
<th>Indicators of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain or increase staffing</td>
<td>1. Department chair; program chairs</td>
<td>1. Sustain or increase number of faculty</td>
</tr>
<tr>
<td>2. Decrease doctoral load and increase masters program enrollment</td>
<td>2. Department chair; program chairs; graduate faculty; clinical faculty</td>
<td>2. Offer more distance education options; be more discerning in student acceptance; clinical faculty should assume greater responsibility in marketing program</td>
</tr>
</tbody>
</table>

#### Program Evaluation

<table>
<thead>
<tr>
<th>Implementation Strategy</th>
<th>Implementer</th>
<th>Indicators of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emphasis on quality</td>
<td>1. Graduate faculty; student advisors/chairsts</td>
<td>1. Positive yearly trend in students transitioning to academia</td>
</tr>
<tr>
<td>2. Emphasis on competitiveness and collaboration</td>
<td>2. Graduate faculty; student advisors/chairsts</td>
<td>2. Positive yearly trend in students transitioning to academia</td>
</tr>
</tbody>
</table>

### Research Goals

#### Increase external funding

<table>
<thead>
<tr>
<th>Implementation Strategy</th>
<th>Implementer</th>
<th>Indicators of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Extend collaboration</td>
<td>1. All higher ed. Faculty</td>
<td>1. More applications (frequency), more funding</td>
</tr>
<tr>
<td>2. Utilize new grant person</td>
<td>2. Program chair, Windy Hollis, new</td>
<td>2. How many GA’s we support on soft money</td>
</tr>
<tr>
<td>3. Discuss opportunities for grantmanship in program meetings</td>
<td></td>
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</tr>
<tr>
<td>Engagement Goals</td>
<td>Implementation Strategy</td>
<td>Implementer</td>
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</tbody>
</table>
| Increase use of technology mediated instruction for the purpose of increasing potential students and providing academic enrichment and development for outside constituents | 1. Increase K-12 courses online  
2. Training of faculty and staff on online skills  
3. Identify and communicate college's online resources  
4. Feasibility study of expanding undergraduate offerings on workforce development in collaboration with Blinn. | Mario Torres, Fred Nafukho/GA's, Becky Carr, Ann Gundy | 1. 50% of masters courses will be developed to be online within a year  
2. All faculty and staff trained  
3. Information communicated to faculty and staff  
4. Feasibility plan developed |
| Publicize data to constituents | 1. Develop a process to regularly collect data, i.e., their current position, on our graduates. | Fred, Marie Shelfer, Kara and Jenna | 1. Database is set up and 25% of our graduates are on the database |
Identify funding strategies for the development and implementation of innovative programs and outreach

1. Current efforts include ALI, Aggie STEM Center, International HRD program, TCALL
2. Explore doctoral cohort collaboration with Lone Star College

1. Each program has its own implementer
2. Fred Bonner

3. These programs already exist
4. Decision on go/no go

- How will we measure our Action Plan?
  We will use the Logic Model of Evaluation to measure our Action Plan.

**Logic Model- Inputs, Activities, Outputs and Outcomes**

**INPUTS**

- Faculty and Staff Time Invested
- Faculty time
- Faculty time
- Students’ time invested in learning
- Faculty time

**ACTIVITIES**

- Develop a Community conducive to work
- Prepare graduate students for the professoriate
- Curricula review
- Offer Quality online courses
- Build Research Capacity

**OUTPUTS**

- A Collaborative work environment
- Supportive leadership
- Number of graduates going to the professoriate
- Revised curriculum and number of courses deleted for not being offered over a period of time
- Number of quality online courses. Positive feedback from the students
- Number of grant proposals submitted
- Number of grants and contracts awarded
- Increase in number of grant and contract dollars

**OUTCOME**

- Improved work and Learning Climate as report by faculty and staff
- Success of our graduates in the professoriate based on tenure earned
- Improved curricula
- Quality online courses
- Increased grant activities
- Increase in research publications

**Situation**

**Assumptions**

**Internal & External Factors**

**Evaluation**
- What support, if any, do we 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 related to...”).
  - Workshops on positive conflict management
  - Workshops on difficult dialogue
  - Mediation training for program chairs, associate department head
EPSY Climate Report

Victor Willson, Head and Professor

1. What does the summary say about your department?

   Overall faculty climate is generally healthy, specific issues need to be addressed.

2. What are our department/unit strengths?

   A high level of collegiality exists generally among faculty. There are few subgroups that operate outside program grouping.

3. What are areas for improvement and growth.

   a. Faculty-staff interactions emerged through a staff open meeting that did not arise from the survey. This needs significant attention regarding professional interactions and attitude by faculty.
   
   b. Power differentials between junior and senior faculty appear to emerge in problematic ways, particularly with respect to junior faculty of color (perception or behavior remains to be elucidated).
   
   c. A culture difference regarding political/social orientation between staff and faculty appears to exist that occurs in conversations and comments, particularly by faculty, with staff assuming a power differential about interactions of that sort.

4. Action plan:

   a. A faculty-staff climate committee was established by approval of the department Executive Committee in early February. Department Head appointed one member from each of the five programs, and two staff members were elected from among the entire department staff (central office, advising, and research/teaching staff). The staff requested and were approved to establish a separate staff climate committee, elected by the staff, to work independently but in coordination with the department committee. These committees are charged with developing plans for climate improvement through activities and actions. They will report at each Executive Committee meeting, staff meeting with the Head, and faculty meeting during the semester on progress and develop a plan for continued improvement.

5. How is the Action plan related to the department strategic plan?

   I see no particular linking – this is department functioning that supports the strategic plan and can be shown to improve all aspects of the plan, but climate improvement is not part of the plan as it is currently constituted except indirectly.

6. How will we measure our Action Plan?
The two climate committees will be asked to recommend ongoing, periodic processes to assess department climate with respect to faculty and staff. I expect that a student component will be added to this next academic year that will expand the process.

7. What support is needed from the Committee on Diversity Initiatives?

Information about college initiatives that might support the climate committee recommendations will be important. Information-sharing about other department approaches and activities will also be useful to the committees.
Health and Kinesiology

Description of Climate in the Department

- Members of the EC felt that there was some confusion over the breadth of the definition of diversity (i.e., otherness) so faculty and staff may have characterized diversity in different ways as they responded to the survey.
- The majority of faculty and staff surveyed (79%) feel that the climate in the department is primarily positive and that progress is being made while 21% of those surveyed feel the climate is unfavorable.
- There are some tensions among faculty members due to the perception of overemphasis on diversity as well as concern that not all views and beliefs are respected.
- About 33% surveyed indicated they have experienced inappropriate behaviors or comments related to religion, political beliefs, gender, sexual orientation, or age-related comments.

Response Rates

- 51% of Faculty
- 87% of Staff
- 60% Overall

Summary of Specific Concerns Raised

- Some faculty and staff feel that too much emphasis is placed on diversity and not other goals while others feel that more progress is needed in addressing diversity issues.
- Concern that some personal and professional differences among a few faculty members are negatively affecting the climate.
- Concern that diversity in political, social, and religious views that do not conform to a politically correct perspective are viewed upon negatively. Therefore, some faculty do not feel comfortable sharing their views.
- Concern that since some faculty and staﬀ don’t see any problems related to diversity, issues are not adequately addressed.
- Concern over perceptions that not all faculty and staff members are held to the same productivity standards and expectations as others.
- Concern there is not enough support for ideas from non-tenure track faculty.
- Concern was expressed in follow-up discussions about the climate survey that the lack of merit pay for faculty and staff is negatively affecting morale within the department and that staff should be included in discussions about merit at the university level.

Positive Responses and Indicators

- Leadership is an important factor in the climate and culture of the department.
- Climate is good and diversity is addressed in a positive way.
- Department has recruited a number of ethnically diverse faculty and promotes the recruitment of diverse students.
- Department Head makes efforts to make people feel comfortable and works to build a conducive climate.
- There is solid respect and acknowledgment for achievement and productivity.
- Department is very supportive of students, faculty, and staﬀ and has a great working environment.
- Department is a very team oriented and diversity is integrated into the department.
- There is an honest respect and acceptance of one another.
- Climate in the department is open, friendly, and collegial.
Complete response to 7 Questions will be submitted 2012 May
Attachment H. TLAC

Department/Deans Office Questions to Address

Report Submitted by February 29, 2012 to Nancy Watson n.watson@tamu.edu

- What does the summary say about our department/unit?
TLAC departmental gathering on March 7 did not discuss the survey results, as they were perceived to be too sensitive at this time. Nevertheless, the summary of the survey shows well that the department climate needs much improvement in multiple dimensions. The summary reflects well that the department needs dialogues, communication improvement, openness, inclusion, and makes it a place that people are happy to come to work.

- What are our departmental/unit strengths?
The diversity in terms of gender and race has had some improvements over the years. Staff members (especially in Heaton Hall) don’t have much concern about climate and, in general, feel happy to come to work.

- Where are our areas for improvement and growth?
Inclusion and openness to different ideas and for dept members with different ranks and positions. Improving communications and knowing each other in the department.
(Note: As the department head, I think it is important for the department to focus on the improvement of program quality and scholarly reputation. An emphasis on academic work and its quality will help improve the department climate.)

- 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)
A consensus from the department gathering on March 7 is that the climate improvement will take time. A follow-up department-wide gathering is already scheduled for April 4, together with a pot luck social. Much more dialogue will take place before attempting to develop an action plan.

- How is our Action Plan related to our departmental strategic plan?
More information will be available later.

- How will we measure our Action Plan?
More information will be available later.

- What support, if any, do we 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 related to...”).
More information will be available later.
Overview of Process

The Dean’s Office received their Climate Summary information January 2012

The Dean’s Office followed the following process:
1. Dean Palmer met with CEHD Deans to discuss the results.
2. Dean Palmer met with the Deans Office Staff to explain the findings and next steps.
3. The Dean charged the Deans Only Ad Hoc Staff Climate Committee (DACC) to meet with the staff to address the seven questions.
4. CEHD Deans met to address climate summary document and the comments and to address the seven questions (Attachment 1) due to the Assistant Dean for Organizational Development and Diversity Initiatives (OD&DI) by February 29, 2012.
5. Deans Only Ad hoc Staff Climate Committee (DACC) met with the Dean’s staff (Attachment 2). DACC used a co-facilitation to meet with the Deans staff in small groups to discuss the seven questions. The Dean’s Office had a 95% participation rate in the small group dialogues.
6. Below is the Dean’s Unit response to the seven questions.

Deans Office Summary to the Climate Survey Seven Questions
- Summary sheet can be viewed in Attachment 3
- Full summary comments available in Attachment 4
- Note: comments reflect a majority of views but do not address each comment or concern indicated in the climate survey results)

1. What does the summary say about our department/unit?
   - General comments
     - Strong engagement in climate survey response rate
     - 81% are comfortable with the climate for diversity
     - 19% not comfortable with climate
     - We are a diverse group
     - Leadership team’s diversity is a positive for our unit
   - Thematic issues mentioned
     - Lack of professionalism
     - Interpersonal conflicts
     - Jealousy
2. What are our departmental/unit strengths?

- Leadership
  - Approachable Dean
  - Diversity of college leadership
  - Staff Advisory Council (SAC) engagement
  - The role of Organizational Development and Diversity Initiatives (ODDI)
  - Leadership values

- Staff
  - Longevity of staff
  - Diversity of staff related to age

- Work commitment
  - To students
  - To task completion
  - Engaged and involved in work

- Organizational Development skills
  - Adapt to change
  - Willingness to engage in difficult dialogues
  - Committed to CEHD
  - Helpful

3. Where are our areas for improvement and growth?

- Need to view climate and diversity as continuous improvement
  - Enhance diversity and climate in teaching, research, service

- Increase the valuing of diversity
  - Need to value multiple perspectives
  - Need to value the differences and strengths of our diverse group
  - Create an environment to acknowledge and value differences

- Build trust

- Address concerns raised in climate survey (see responses to Question 1)
• Communication
  o More opportunities for dialogue and conversation
  o Get to know each other
  o More inclusiveness of all staff
  o Communication is not good between Dean’s Office and departments
  o Too much decentralization or lack of centralized organizational structure

• Accountability
  o Get 100% involvement in a climate study
  o Supervisory training
  o Create procedures for addressing conflict
  o Equity in staff evaluations
  o Create staff exit interviews

• Effective Conflict Management
  o Dean’s Office improve conflict management skill set
  o Expect effective conflict management skills from new hires
  o Leadership needs to assist in the development and support of a culture of conflict management
  o Conflicts are not dealt with quickly and appropriately
  o We need to have more ‘walk the walk and talk the talk’ on conflicts and address them between the principle parties when the conflict arises

• Growth
  o Help each other grow
  o Challenge one another
  o Be courageous
  o Commitment to collegial 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)

Issues (some issues were already identified in Question 3)
• View climate and diversity as continuous improvement
• Create culture and expectation to engage in difficult dialogues with each other when a conflict arises
  o Creating additional opportunities for dialogue
  o Expectation to the commitment we make to climate and culture
  o Address conflict at point, and with person, of origin

Process
• Process and procedures to address conflict when they arise
• Continuous and ongoing improvement
  o Create conflict management opportunities
• Professional development
Dean’s office staff retreat
  - trust building
  - conflict management – teach: 1) interventions, 2) perspective taking, 3) multiple perspectives/mental models
  - communication
  - relationship building
  - supervisor training specific to CEHD

Awareness Building
  - Open house for each department/unit
  - Biography book for each department/unit
  - Understanding of what each of us does
  - Share what value about one another’s diversity dimensions

Enhance Communication
  - Address underlying issues through clear communication
  - Better communication between departments and Dean’s Office. Departments/Units should have monthly meetings. More transparency should exist

Timeline
  - Timeline
    - Begin Spring 2012
    - Continuous process, and therefore, ongoing

Address within Dean’s Unit
  - Support DACC recommendations provided in Fall 2011 (Attachment 5)
  - Work with SAC
  - Dean’s Office professional development
  - Develop a Difficult Dialogue Program (DDP)

CEHD Address
  - Committee on Diversity Initiatives (CoDI)
    - address fact many people have difficulty in valuing people who are different from them
    - Create an environment/climate to acknowledge and value differences
  - Deans Council – leadership address these issues
  - University-wide professional development opportunities
  - Enhance diversity and climate in teaching, research, service

5. How is our Action Plan related to our departmental strategic plan?
  - Dean’s office needs to develop a strategic plan and measure against it
  - Should be linked to the document presented by the DACC (Attachment E)
• The Dean’s Office does not have a strategic plan. We do need a document that demonstrates: 1) how we serve the college, 2) clarify functions, roles, and 3) clarify services provide to college community
• The College’s strategic plan includes a statement that we shall provide a supportive environment where people feel free to voice opinions
• The Dean needs to clarify CEHD priorities

6. How will we measure our Action Plan?
• Climate surveys conducted 2-3 years
• Determine what specifically we want to measure (e.g. less conflict, more openness)
• Track those who participated in the process/attended trainings
• Hopefully we will become more aware of instances in which we and others are engaging in dialog.
• Share success stories with Nancy and each other, for example, when you are proud of the way you handled a situation.
• Demonstrate impacting climate and diversity
• Demonstrate increase in trust

7. What support, if any, do we 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 related to…”).

Dean’s Support
• Resources
• Time to work on climate and diversity
• Demonstrate and communicate what we are doing
• Need Dean’s support – financial, human resources, time allotment
• Metrics by which to gauge progress (statement vision could be this metric)
• How do we build expectations for those that are new to the unit
• Supervisor training
• Dean should mandate better communication.

CEHD and CoDI Support
• Possibly the DACC and SAC work in conjunction with the CODI group
• CODI - go to for professional development suggestions and support
• Need help enforcing better communication
Next Steps

Below are suggestions, feedback, and recommends for next steps for the CEHD Dean’s Office Unit

Feedback

- Feedback on Climate Survey – some individuals thought the survey was just about diversity and not diversity and climate

Suggestions

- Dean share summary of results with Deans
- Enter a discussion with Dean’s related to Question 4 – Dean’s Unit Action Plan related to Dean’s Unit Strategic Plan
- Dean share summary of results with Dean’s Unit
- Dean suggest next steps for Dean’s Unit
- Enter a discussion with Dean’s related to Question 4 – Dean’s Unit Action Plan related to Dean’s Unit Strategic Plan

Recommendations

- Need to clarify and increase specificity in Question 4 – Dean’s Unit Action Plan
- Need to formalize processes
- Work collaboratively with CoDI
Attachment 1. 7 Questions

Department/Deans Office Questions to Address

Report Submitted by February 29, 2012 to Nancy Watson n.watson@tamu.edu

- What does the summary say about our department/unit?

- What are our departmental/unit strengths?

- Where are our areas for improvement and growth?

- 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)

- How is our Action Plan related to our departmental strategic plan?

- How will we measure our Action Plan?

- What support, if any, do we 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 related to...”).
### Attachment 2. Dean's Office Small Group Facilitated Meeting Participants

<table>
<thead>
<tr>
<th>Facilitators</th>
<th>Nancy Watson</th>
<th>Nicole Ellis</th>
<th>Kristy Anderson</th>
<th>Janice Crockett</th>
<th>Jill Hobbs</th>
<th>Ben Smith</th>
<th>Cheryl Quinlan</th>
<th>Carol Holmes</th>
<th>Rahul Sharma</th>
<th>Windy Hollis</th>
<th>Carol Holmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Beverly McClain</td>
<td>Arlen Strader</td>
<td>Holly Lambert</td>
<td>Raymond Castillo*</td>
<td>Glenda Byrns</td>
<td>David Castillo</td>
<td>Ben Kim</td>
<td>Diane Oswald</td>
<td>Shailen Singh</td>
<td>Cruz Quiroz</td>
<td>Casey Ricketts</td>
</tr>
</tbody>
</table>

95% participation rate
(*Two Dean’s Staff members chose to not participate out of 37; excluding Dean Palmer.
A. LaRocca was not assigned to a group due to being on leave)
Attachment 3. Climate Survey Summary Sheet for Dean’s Office

Dean’s Office

Description of Climate in the Department
Approximately one third observed inappropriate behaviors or comments regarding age, religion and political beliefs. Some indicate the group is not respectful or collegial.

Specific Concerns
Female respondents expressed concern over being treated differently from their male colleagues, being asked to justify their decisions. Concerns expressed regarding the devaluing ideas from new and younger staff members.

Response Rates
81% Overall
79% Staff
86% Senior Administrators

Positive Responses and Indicators
Diverse leadership team
SAC
Director of OD
1. What does the summary say about our department/unit?

Good response rate so staff are engaged
But 19% not comfortable with climate
There are concerns about gender, age, religion, politics
We are human and are all different with different needs. This is not a bad thing, the problem is when we are not respectful of those differences.
The lack of extended/external relationships does not mean you can’t have a professional relationship.
We are a diverse group. The leadership team and it’s diversity is a positive for our unit.
1 out 5 in our unit do not feel the/their climate is positive.
Staff reflection
Personal responsibility
What value do I add?
We all have a choice
Overall it seems rather exceptional that 81% are comfortable with the climate for diversity
On the flipside, if you look at the numbers you could argue 1 in 5 are not comfortable with the climate for diversity
Surprise was indicated on the comments related to age discrimination. Discussion followed on whether the issues that were identified as age discrimination may actually be interpersonal conflicts. It was also mentioned that it could be power issues/struggles or jealousy over roles and responsibilities.
Issues: Age/gender/religion/politics
Diversity of perspectives/differences
Power and privilege
They felt 81% was good and that the people hired act professionally and try to do a good job without too much conflict from other staff members.

2. What are our departmental/unit strengths?

Diversity of college leadership
Longevity of staff
Diversity of leadership
SAC
OD/DI
Leadership values
Willingness to change (difficult dialogues)
Engaged in work/involved
Willingness to engage in difficult dialogue/committed to change for good
We are human and are all different with different needs. This is not a bad thing, the problem is when we are not respectful of those differences.
The lack of extended/external relationships does not mean you can’t have a professional relationship.
We are a diverse group. The leadership team and it’s diversity is a positive for our unit.
Service to students, adaptability when change occurs, willingness to help, commitment to CEHD
Even though it is often seen as a source of conflict, the group felt the differences in age and what everyone can bring to the table is a good thing.
We have a very approachable Dean.
Adaptability of the group, over the last few years there has been considerable growth in the Dean’s Office as well as multiple changes in leadership.
Individuals are adaptive to change; that we are a professional unit and are meeting the demands of the job. They think that the fact that we are going through this process is strength because there are not too many departments/businesses that would go through this process.

3. Where are our areas for improvement and growth?

- View climate and diversity as continuous improvement
- Value multiple perspectives
- Creating additional opportunities for dialogue
- Enhance diversity and climate in teaching, research, service
- Create an environment to acknowledge/value differences
- Getting 100% involvement in a climate study
- Build trust
- Address concerns raised: ethnicity/gender/age
- Communication - More opportunities for dialogue/conversation
- Get to know each other
- Keeping in mind time is precious
- Address – gender, age
- Communication, more inclusiveness of all staff, accountability, supervisory training for those in that role, addressing conflict (procedures), equity, staff evaluations, staff exit interviews
- We need to talk about our positions of privilege
- Dean’s Office should be better educated on how to approach conflict and once we all agree how we will deal with conflict we should communicate that to anyone new that is hired so they are aware of what will be expected of them.
- Leadership will need to assist in the development and support of a culture of conflict management.
- There is a need to value the differences and strengths of our diverse group.
- Communication is not good between Dean’s Office and departments. Conflicts are not dealt with quickly and appropriately. Too much decentralization or lack of centralized organizational structure. We need to have more ‘walk the walk and talk the talk’ on conflicts as soon as they arrive instead of delaying or getting more people involved.
Help each other grow
Challenge one another
Be courageous
Commitment to collegial 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)**

Professional development
i.e., trust building, conflict management, communication, supervisor training (specific to CEHD)
Timeline: will be a continuous process. Some may can be accomplished in spring; some later.
Dean’s office staff retreat
Culture/expectation to engage in difficult dialogues with each other when a conflict arises.
   Training to be able to do this
   Expectation to the commitment we make to climate/culture
Process/procedures to address conflict when they arise
Open house for each dept/unit
Bio book for each dept/unit
Dean’s office retreat (trust building exercises, getting to know one another better, learning what each other does – what roles each of us have
In an effort to value differences, we could each say something we value about the other, focus on good things.
If someone says something that makes you uncomfortable, talk to that person about the issue, they may not know they offended you and it does no good to complain about it to others.
Get to the bottom of matters by communicating clearly.
Better communication between departments and Dean’s Office. Departments should have monthly meetings. More transparency should exist.
View climate and diversity as continuous improvement
Value multiple perspectives
Creating additional opportunities for dialogue
Enhance diversity and climate in teaching, research, service
Create an environment to acknowledge/value differences
Professional development
Facilitated/ongoing dialogue
Support of ad hoc committee recommendations
Committee on Diversity Initiatives – address fact people have difficult in valuing people who are different from them
Adapt intervention slide
Input from ad hoc committee and CoDI
Leadership team engaged  
Timeline: spring semester  
SAC, other independent individual activities, deans office professional development

5. How is our Action Plan related to our departmental strategic plan?

Need to develop a strategic plan and measure against it.  
We need a strategic plan  
Should be linked to the document presented by the Ad Hoc committee  
Looked at the DRAFT-Dean’s Staff climate Enhancement Proposal document and using it as a baseline for going forward.  
The Dean’s Office does not have a strategic plan. We do need a document that demonstrates how we serve the college; not what we do, but how.  
The College’s strategic plan includes a statement that we shall provide a supportive environment where people feel free to voice opinions.  
Should develop a dean’s unit strategic plan – don’t need a strategic plan but a document to clarify functions, roles, and services provided out of the deans office  
What is our role in service and leadership to the college and dean’s office?  
Dean needs to clarify CEHD priorities – he highlights things but does not prioritize them. Prioritization needs to address all elements of the deans office

6. How will we measure our Action Plan?

Need to determine what specifically we want to measure (less conflict? more openness?)  
Climate surveys done every couple of years keeping in mind the change in staff/faculty/administration  
You can always keep track of those who participated in the process or attended trainings.  
Hopefully we will become more aware of instances in which we and others are engaging in dialog.  
Share success stories with Nancy and each other, for example, when you are proud of the way you handled a situation.  
Wait a few years and conduct another climate survey. Ask the departments if they are having monthly meetings. Measure who is reading e-mails for better communication. Create a template of reviews  
Demonstrate impacting climate and diversity  
 Demonstrate increase in trust  
Create conflict management opportunities  
Build a CEHD Difficult Dialogue Program  
We will recognize colleagues for impacting climate and diversity
7. What support, if any, do we 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 related to...”).

Need Dean’s support – financial, human resources, time allotment
Metrics by which to gauge progress (statement vision could be this metric)
How do we build expectations for those that are new to the unit
Supervisor training
Possibly the Dean’s Ad Hoc Climate Committee and SAC work in conjunction with the CODI group.
CODI should be seen as a resource that we can go to for professional development suggestions and support.
Need help enforcing better communication. Dean should mandate better communication.
Availability of resources
Time to work on climate and diversity
Demonstrate and communicate what we are doing
Attachment 5. – DACC Document Dean’s Staff Climate Enhancement Proposal and Timeline

Dean’s Staff Climate Enhancement Proposal

The Dean’s Office Ad Hoc Climate Committee is charged to reflect, develop, and share a proposed college-wide structure and framework to support the staff climate in College of Education and Human Development. Specifically the ad hoc committee is working under the vision and mission of the college’s Organizational Development and Diversity Initiatives framing. The proposed framework, to share with the dean’s staff, specifically focuses on process, procedures, and tactics. The figure below is the framing to be used to support the staff in developing and/or sustaining a thriving climate.

OD&D MISSION: Works with faculty, staff, and administrators to aide their creation of a climate where students and peers thrive.
OD&D VISION: Facilitates the creation of a climate that enables the College’s vision.

Process - A series of actions, changes, or expectations to achieve a thriving climate
How - Talk as a group through consensus
Examples
- Define what a thriving climate is for DEAN staff
- Develop a Code of Cooperation, through group consensus
- Communicate Shared Core Values (Trust, Respect, Support, Effective Communication, and Collegiality)

Procedures - A strategic pathway to accomplish the process
How - Procedural day to day functions and interactions with colleagues
Examples
- Address conflicts when they arise
- Address conflicts closer to point of origin (define actual cause of conflict, listen actively), followed by supervisor intervention (document resolution and plan of action), and mediation if necessary
- Leadership, supervisor, staff responsibility to support and implement climate enhancement
- Expectations for communication (to staff, for staff and by staff)

Tactics - The means by which staff gain/define the skills desired or necessary
How - Develop a series of professional development opportunities and activities
Examples
- Weekly Thematic Training Modules
- Engage in Difficult Dialogue
- Team Building/Trust Building
- Conflict Management
- Supervisor Training
- Professional development opportunities external to CEHD
- Customize in-house training/professional development
Timeline of Activities
Climate Ad Hoc Committee

Committee:
Nancy Watson (Chair)
Kristy Anderson
Janice Crockett
Nicole Ellis
Jill Hobbs
Wendy Hollis (co-chair)
Carol Holmes
Cheryl Quinnan
Rahul Sharma
Ben Smith

Initial group meeting
- Held sub-committee meetings based on framework
- Discussion of staff's role in strategic plan
- Discussion of our goal and process and requested staff colleagues approval to move forward
- Dean shares climate survey results

August
- Recommended Framework of:
  - Processes
  - Procedures
  - Professional Development

September
- Charge: Reflect on the continuous improvement of climate

October
- Share proposal with the Dean's Only group to request approval to proceed

November
- Discussion of creating shared core values through facilitated discussion of whole staff

December
- Share the Draft Climate Enhancement Proposal with staff and facilitate group discussions for climate survey feedback

January
Department: Educational Administration & Human Resource Development
Date: December 2011

DEPARTMENT/UNIT CLIMATE GRADE
Self-assign a letter grade (A-F) for each of the four supportive environment indicators based upon your review of your departmental climate summary, departmental comments, and reflections of the department.

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Supportive Environment definitions for indicators:

1. **Work of Department/Unit**: individuals are satisfied with what they are asked to do to meet the mission of the department

2. **Diverse Ideas**: individuals with wide perspectives and ideas are welcomed and encouraged

3. **Diverse Individual Identities**: individuals with visible identity differences, such as race or sex, or less visible identities, such as sexual orientation, religious identity, nationality all are welcomed and encouraged

4. **Learning Organization**: the entire department has individuals committed to learning and development so that the organization not only is more successful in outcomes, but improves in its overall climate for all
Department: Educational Psychology
Date: December 2011

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Department: Health and Kinesiology  
Date: December 2011

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Department: Teaching, Learning, and Culture
Date: December 2011

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Unit: Dean's Office  
Date: December 2011

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