Annual Diversity Plan Accountability Report

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Applicable groups to your unit for which you collect information and make peer comparisons.

X Students (n=6143): X Undergraduate (n=4832), X Masters (n=718), X Doctoral (n=593)

X Faculty, Lecturers, and Instructors (n=200), X Administrators (n=26) and X Budgeted Staff (n=147)

For the groups above, please answer questions 1-6 below.

CEHD is committed to the development of individuals to learn, educate, discover, serve, and lead in a culture of diversity through continuous improvement in the areas of climate, diversity, and equity. The College is committed to building a climate that supports diversity and inclusion through three overarching diversity goals that support our focus of creating and maintaining a culture of excellence: Diversity Goal 1 - Build individual capacity by providing within-College and within-University opportunities for CEHD faculty, students, staff and administrators to actively participate and engage in increasing their knowledge, understanding, commitment, and skill sets to enhance the College climate for diversity and to further integrate diversity into all areas of the College. Diversity Goal 2 - Build organizational capacity by systematically implementing strategies that enhance our climate of fostering and supporting the development of faculty, students and staff with their many diversity dimensions and backgrounds in their research, instruction, and roles.

Diversity Goal 3 - Systematically evidence and benchmark CEHD strategy / goal attainment and equitable standards and metrics that demonstrate advancement of the mission of the College (adapted from TAMU Campus Diversity Plan).

In 2011 and 2012, the College focused primarily on framing and building infrastructure related to climate and diversity. For 2013, CEHD has focused on the following areas related to climate, diversity, and equity: (1) finalizing the creation and refinement of CEHD structures and processes; (2) clarifying strategies and strategic implementation of tactics; (3) initiating new department-led climate surveys of faculty, students, and staff; (4) conducting a program evaluation of the CEHD Office of Organization Development and Diversity Initiatives; and (5) linking CEHD tactics to findings from College reports regarding climate, diversity and equity.

1. Engaging the Data - Review and compare current year and previous years data reflecting the state of diversity

Faculty /student data indicate continuous diversity improvement in the College among 1) faculty identifying as Asian or Hispanic; 2) Women faculty in senior level roles; 3) graduate students identifying as Hispanic or International and 4) undergraduate students who identify as Black, Hispanic, or multiracial. Staff diversity data remain consistent with past years. Strategic focus for 2013-2014 will be placed on staff hires, and faculty and graduate students identifying as Black. Data and Analysis: Highlighted cells in tables 1–5 indicate areas of change

Faculty - Faculty enrollment has increased in the College (see Table 1). The College emphasized recruiting faculty with a record of external funding (building organizational capacity).

Accomplishments over the past year include increased: 1) faculty identifying as Asian and Hispanic; 2) women faculty at both the Associate Professor and Professor ranks. Women faculty in senior level roles is important for College diversity and creates opportunities for climate enhancement, leadership, and mentoring. Further, it aligns with our diversity goal of building individual capacity; 3) male non-tenure track faculty, which is a challenge for a College with such a large, and predominately White and female, teacher preparation program.

Table 1. CEHD Faculty Diversity

![CEHD Faculty Rank and Gender](image)

![CEHD Faculty Gender and Diversity](image)
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(see Figure 1). However, the College remained the same in the number of faculty identifying as Black or African American. CEHD demonstrated stronger alignment of its diversity goals to maximize faculty recruitment and retention efforts by: 1) hiring more senior faculty (Associate and Full) with a history of external funding to build individual research capacity through mentoring of more novice faculty and to build organizational capacity through increase in external funding; 2) senior faculty hires provide program leadership and mentor other faculty, thus enhancing individual and organizational capacity and 3) Faculty work on diversity is given strong consideration in the hiring decision.

**Graduate Students**

CEHD has seen the following accomplishments: 1) Increased graduate student enrollment (n=1311). There was a decrease in male students (-26) and students who identify as Black only (-12) a change counter to the College’s goals; 2) Increase (+4) in Hispanic and International (+17) student enrollment; 3) Increased Masters completion rate (n=80) with 30.77% of our Masters completers being racially diverse; 4) Increased doctoral completions (+8) and 50% of our doctoral students are racially diverse (see Table 2). The College built individual and organizational capacity by accomplishing its strategic goal of increasing degree completion rates. The College needs to continue its recruitment work of students identifying as Black and Multi-racial.

**Undergraduate Students (UG)**

The College has an increase (+483) in the number of UG (n=4832); a targeted goal to increase. There is also an increase in students who identify as Black or multi-racial (+34), Hispanic (+192), multi-racial excluding Black (+29), and international (+3). Almost 27% of the CEHD UG students identify as racially/ethnically diverse with over 1/3 (36%) of CEHD FTIC UG students identifying as racially diverse. These targeted trends align with our diversity goals 1 and 2. The College saw an increase (+47) in the UG degree completions of racially diverse students (see Table 3).

**Staff**

Staff were compared to Brazos Valley demographics. Consistent with past years, the College has an overrepresentation of staff identifying as female and as White. Further, the College has an underrepresentation of staff who identify as male, Black, Hispanic, and Asian (see Table 4). Although staff diversity is an espoused goal, the College continues to experience limited success obtaining diverse staff.

**Administrators**

Nineteen out of 26 administrators in the College are women or identify as Racially Diverse (see Table 5).

**Engagement**

- The College has moved towards being a stronger data driven College (CEHD Diversity goal 3) This process has increased engagement related to decision making and alignment with the College’s strategic and diversity goals.

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Table 2. CEHD Graduate Students

<table>
<thead>
<tr>
<th>Sex</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022</th>
<th>Fall 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>402.00</td>
<td>399.00</td>
<td>111.00</td>
<td>385.00</td>
</tr>
<tr>
<td>Female</td>
<td>691.00</td>
<td>873.00</td>
<td>378.00</td>
<td>381.00</td>
</tr>
<tr>
<td>Total</td>
<td>1093.00</td>
<td>1272.00</td>
<td>489.00</td>
<td>466.00</td>
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Table 3. CEHD Undergraduate Students

<table>
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<tr>
<th>Sex</th>
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<th>Fall 2021</th>
<th>Fall 2022</th>
<th>Fall 2023</th>
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<tbody>
<tr>
<td>Male</td>
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<td>885.00</td>
<td>1061.00</td>
<td>1126.00</td>
</tr>
<tr>
<td>Female</td>
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<td>772.00</td>
<td>772.00</td>
<td>795.00</td>
</tr>
<tr>
<td>Total</td>
<td>1566.00</td>
<td>1657.00</td>
<td>1833.00</td>
<td>1921.00</td>
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</table>

Table 4. CEHD Staff

<table>
<thead>
<tr>
<th>Subdepartment</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022</th>
<th>Fall 2023</th>
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<td>25.00</td>
<td>26.00</td>
<td>21.00</td>
</tr>
<tr>
<td>Female</td>
<td>26.00</td>
<td>24.00</td>
<td>22.00</td>
<td>29.00</td>
</tr>
<tr>
<td>Total</td>
<td>47.00</td>
<td>53.00</td>
<td>49.00</td>
<td>50.00</td>
</tr>
</tbody>
</table>

Table 5. CEHD Administrators
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- Leadership Team - strategically address enrollment. Members of the leadership team made personal phone calls to racially diverse high school seniors who had been admitted to the university, encouraging them to enroll.
- Department Heads – generated and executed enrollment management plans, faculty hires related to Strategic Goals
- Developed and revised CEHD Graduate Student Council – increased student engagement in College decision making, increased graduate students’ voice regarding College guidelines. Engage students through seminars, focusing on professional development working in the profession. Awarded over 130 travel and research grants, aimed at providing PhD students with the resources necessary to excel in their program.
- Developed and revised CEHD Undergraduate Student Council; All FTIC and Transfer students take part in a learning community, thereby increasing their engagement in the College and University; CEHD has offered over $250,000 in scholarships and support for global education experiences. This has resulted in a 3-fold increase in persons taking field trips abroad and in semester-long study abroad over the past 2 years.

2. Recruitment and Retention - efforts this past year to retain and recruit. Ongoing efforts to address recruitment and retention of underrepresented groups across faculty and students continue.

- Faculty - 1) mentoring program for faculty; 2) new faculty orientation; 3) increased faculty recognition; 4) faculty newsletters related to research support and 5) implementation of tactics determined from 2012 faculty retention study. As a result of faculty retention study, department heads have been authorized to negotiate counter offers as a retention strategy to keep talented faculty at the CEHD. The executive associate dean meets with each search committee to go over guidelines, to emphasize recruitment for diversity, and to bring attention to the recruitment for diversity handbook. Graduate Students - 1) mentoring program for graduate students; 2) stipends; 3) family friendly policy revision and 4) include student contribution to CEHD’s diversity mission as part of all scholarships and awards given to graduate students. Undergraduate Students - 1) telephone calls to accepted students, new recruitment; 2) transfer recruitment partnership with Lone Star College – Montgomery, 3) Collaborative in service learning projects to support diverse and at-risk students in Aldine ISD; 4) John Deere Foundation Grant to recruit urban high school students into STEM Education; 5) established relationships with Texas Association of Future Educators (TAFE) Chapters; 6) new high schools campus visits to the University; 6) TAFE conferences and state convention representation and recruitment presence. Staff - 1) creating staff ombuds; 2) annual staff conference; 3) departments/deans office staff codes of conduct and 4) staff exit interviews.

3. Advisory and/or Developmental Council Groups – progress made to advisory groups/development councils understand and reflect the university’s and unit’s commitment to diversity

The College has strengthened the roles of our student, faculty, and staff advisory groups. Further, the College has increased the information being provided to the dean’s development council related to diversity. Below are examples of strengthened roles for each group:

- Dean’s Development Council (DDC) – bi-annual meetings include faculty diversity research presentations; College diversity trends shared, DDC engaged in supporting College in work with racially/ethnically diverse P-16
- Dean’s Office – monthly reports on climate, diversity and equity
- Dean’s Council – monthly dialogue on climate, diversity, and equity
- Committee on Diversity Initiatives (CoDI) – cross-College advisory committee address climate, diversity, and equity
- CoDI Subcommittees - Education & Trust Building, Communications, Evaluation & Sustainability, and Leadership tactical groups that execute College/departmental climate, diversity, and equity activities
- Departmental/Dean’s Office Climate, Diversity, and Equity Committees – committees tactically address climate, diversity, and equity activities based upon each unit’s climate survey findings
- Graduate Student Council – representatives from each department student group. From a policy standpoint, the GSAC has addressed family-friendly policies, GA stipends, and student experience (via seminars)
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- Undergraduate Student Council – The Undergraduate Student Council - Members speak to constituency groups throughout the semester and represent the College at recruitment, matriculation, and fundraising events in the future.

4. Unit Climate - unit’s climate based on data, noting major themes, including strengths, challenges, and opportunities. The College continues its strong efforts to address climate within the College, departments and programs. Specific focus has been placed on strategies, tactics, and processes to support progress towards the College’s diversity goals.

**CEHD Office of ODDI**: 1) collects monthly data on College-wide/departmental climate, diversity, and equity activities; 2) provides leadership to College and departmental level climate activities and supports for deans/department heads and 3) College leadership on climate issues including department conflict, faculty recruitment, faculty retention, staff retention, graduate student supports, specific climate issues related to race/ethnicity, sexual orientation and gender identity, religion, power, and communication **Departments**: 1) conduct Fall 2013/Spring 2014 climate surveys and compare with 2011 survey data; 2) offer programs, workshops, and seminars to address climate, diversity and equity based upon departmental 2011 climate survey findings **CoDI Subcommittees**: 1) Leadership – Equity white paper; 2) Education and Trustbuilding – Climate issues based on Faculty Senate anti-bullying document 3) Communications – Diversity webpage development support; 4) Evaluation and Sustainability –College-wide support of Diversity goal 3 Activities and Action Plans

**Fall 2012-Fall 2013**: 1) development of CEHD Diversity Webpage for external audience; 2) development of CEHD Diversity Webpage for internal **Spring 2013**: 1) creation of CEHD Difficult Dialogues Initiatives Program; 2) university-wide Climate Survey with CEHD UG oversampled; 3) university-wide Graduate Student Climate Survey, CEHD results shared at College and departmental level with development of actions plans **Summer 2013**: beginning of Dean’s Monthly Climate, Diversity, and Equity reports **Fall 2013**: 1) Dr. C.K. Gunsalus: College sponsored university-wide speaker on Incivility; 2) DCDOC Initiative on creating share values and processes, procedures and tactics; 3) EPSY Climate Survey for faculty, students, and staff; 4) creation of Staff Exit Interviews; 5) CoDI Subcommittee on Leadership: Equity white paper; 6) CoDI Subcommittee on Education and Trust Building: Bullying white paper **Spring 2014**: 1) March 2014 CEHD Conference: A Dialogue on Climate, Inclusion, and Respect, addressing themes from 2011 Climate Survey; 2) launch CEHD Diversity Webpage for external audience; 3) launch CEHD Diversity Webpage for internal audience; 4) Deans Office and Departmental Climate Surveys (for remaining three departments) for faculty, students, and staff; 5) UG Climate survey results and action plans from departments; 6) Mentoring symposium for graduate students and faculty; 7) Women Researchers on Women's Issues symposium launch Staff Exit Interviews

Addressing areas of improvement identified from 2012 Accountability Report

1. **Diversity of Student Enrollment and Subsequent Graduation Rates** - Explanation of the enrollment-graduation gap of diverse undergraduate students was also identified by CEHD as priority warranting further investigation. The enrollment-graduation gap is impacted by the characteristics of the College’s internal and external transfers; both groups are less racially diverse than our FTIC students. CEHD analyses show 87% of our FTIC students graduate from the College, and there are no demographic differences among those who do not.

2. **Targeted Improvements and Action Planning to Address Climate Survey** Findings - College has systematically addressed the 2011 climate survey findings through the implementation of tactics described above. The 2014 CEHD Conference: A Dialogue on Climate, Inclusion, and Respect is strategically organized to address the major CEHD climate themes identified in the 2011 survey.

3. **Alignment of Diversity Goals to Maximize Recruitment and Retention Efforts** - Demonstrate stronger alignment of our CEHD Diversity Goals to maximize faculty recruitment and retention efforts (see Faculty section page 2).
5. Equity - unit’s equity efforts based on data and what progress is being made to address equity
The College continues to consistently engage in salary equity annual reviews for our tenure and tenure track faculty. Annually the College engages in an internal salary study for equity purposes. This results in faculty salary increases. In 2012, CEHD did a salary comparison study between its clinical faculty and faculty with similar teaching responsibilities at TAMU system schools. While comparable to some schools, the College’s clinical faculty was generally lower than average. As a result of this study, the salaries of 33 clinical faculty were adjusted. The College’s Dean’s Council charged the CoDi Subcommittee on Leadership to reflect on ‘equity issues’ within CEHD. The Leadership subcommittee generated a working definition of Equity and identified six broad areas of perceived or actual inequities for faculty, staff, graduate students, undergraduate students, and administrators. These six areas will be further vetted by the College faculty, students, and staff and steps to address and remedy actual inequities will be developed and implemented. Defining Equity - An equitable environment is a set of structures, processes, cultural practices, and circumstances that allow individuals the opportunity to achieve optimal success.

Annually, the Dean and Department Heads are asked to reflect on their perception of diversity strengths within their department for faculty, students, and staff. Table 5 shows a perceived improvement in all departments and the Dean’s office. This exercise creates another opportunity for College leadership to reflect on climate, diversity, and equity.

6. Future Efforts - unit’s strategic diversity plans or future efforts to improve your overall diversity efforts.
Future efforts have been partially identified in this document as part of ongoing strategies and tactics. As stated, CEHD has worked to develop an infrastructure to strategically and systematically address climate, diversity, and equity (see Figure 3). Further, the College has aligned diversity initiatives with climate studies and other findings. Finally, the College has implemented tactics to address identified climate, diversity, and equity issues. The College will continue to implement tactics to address identified areas and evidence and benchmark progress towards the diversity goals of that building individual and organizational capacity.