

Annual Diversity Plan Accountability Report

Reporting Unit: College of Education and Human Development

Reporting Due Date: December 1, 2014

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Applicable groups to your unit for which you collect information and make peer comparisons. (Fall 2014 data)

X Students (n=6,731) X Undergraduate (n=5,298) X Masters (n=801) X Doctoral (n=623) X Professional (n=8)

X Faculty, Lecturers, and Instructors (n=206) X Administrators (n=29) X Budgeted Staff (n=158)

The College of Education and Human Development (CEHD) is committed to the continuous improvement of climate, diversity, equity, and accountability by building individual capacity, organizational capacity, and being able to evidence and benchmark progress for all CEHD constituents (faculty, students, staff, and administrators). Constituents across the four CEHD departments and Dean's Office regularly engage in dialogue related to these overarching diversity goals which are integral to creating an organization of excellence through a climate where all have the opportunity to be successful. CEHD strives toward its diversity goals by engaging in strategies, processes, tactics, and activities that support positive climate. Additionally CEHD measures success by examining how CEHD compares to peer and aspirant institutions. The following report summarizes CEHD annual climate, diversity and equity efforts.

Fall 2013 CEHD Diversity Accountability Report Council on Climate and Diversity (CCD) Feedback

CCD constructive feedback on the *December 2013 CEHD Diversity Accountability Report* and CEHD action steps are outlined below.

CCD Feedback	CEHD Action
1. Make tables and figures bigger	All tables and figures are larger in the CEHD December 2014 report
2. Clarify plans to improve diversity among staff	April 2014 – created and implemented a staff exit interview process. Useful information on why staff leave CEHD has been collected and is being analyzed Spring 2014 - developed a Staff Ombudsperson Program Spring 2015 - <i>Minimizing Implicit Bias</i> workshops for our staff search committees
3. Further explain the effect of diversity efforts with respect to teacher demographics	Fall 2013 - (1) increased number of diverse (race, ethnicity, and gender) hires (faculty and staff) which CEHD believes will have a direct impact on student diversity efforts and (2) established articulation agreements with additional community colleges (will report results in fall 2015 Diversity Accountability Report)

December 2014 CEHD Diversity Accountability Report Fall 2013 Data

1. Engaging the Data - The December 2014 CEHD Diversity Accountability Report (Fall 2013 data) was collected from TAMU CEHD and Michigan State University, University of Minnesota, and the University of Texas (Tables 1-3).

Undergraduate Student (UGs) Data Longitudinal data from 2006-2013 show continuous improvement for diversity among CEHD UGs with increases in total UGs (+720) as well as UGs who identify as Asian (+47), Black/African American (+80), Hispanic (+457), 2+ races (+111), and international (+5). Fall 2013 data indicate 27.38% UGs and 36.14% FTIC are racially diverse. Future UG data should continue to reflect positive trends as CEHD focuses on strategic enrollment management for 2015-2020. CEHD leads its peers in number of UGs (2013, n=4832; 2014, n=5298) and ranks 2nd in number of students who identify as Hispanic/Latino and students who identify as 2+

Table 1. TAMU CEHD and Peer Institution Comparison - Undergraduate Students

	TAMU CEHD2006		TAMU CEHD 2013		2006-2013 % CHANGE	UT		MINN		MSU	
	N	%	N	%		N	%	N	%	N	%
Gender											
Male	985	23.95%	1196	24.75%	0.79%	725	33.20%	839	35.73%	559	26.61%
Female	3127	76.05%	3636	75.25%	-0.79%	1459	66.80%	1509	64.27%	1542	73.39%
Total	4112		4832			2184		2348		2101	
Race/Ethnicity											
Am. Ind.	15	0.36%	7	0.14%	-0.22%	6	0.27%	7	0.30%	4	0.19%
Asian	66	1.61%	113	2.34%	0.73%	166	7.60%	373	15.89%	56	2.67%
Black/AA	119	2.89%	199	4.12%	1.22%	207	9.48%	227	9.67%	119	5.66%
Haw./Pac. Isl.	0	0.00%	3	0.06%	0.06%	2	0.09%	4	0.17%	0	0.00%
Hisp./Latino	417	10.14%	874	18.09%	7.95%	571	26.14%	112	4.77%	83	3.95%
2+races	0	0.00%	111	2.30%	2.30%	36	1.65%	71	3.02%	41	1.95%
White	3473	84.46%	3507	72.58%	-11.88%	1127	51.60%	1539	65.55%	1744	83.01%
Inter-national	11	0.27%	16	0.33%	0.06%	66	3.02%	0	0.00%	0	0.00%
Unknown	11	0.27%	2	0.04%	-0.23%	3	0.14%	15	0.64%	54	2.57%
Total	4112	100%	4832	100%		2184	100%	2348	100%	2101	100%

Data Source- TAMU DARS, Sr. Business Analyst (UT Austin), Workforce Analyst (UT Austin), Data Analyst (University of Minnesota), Associate Dean of Academic Affairs College of Education (MSU)

CEHD is behind its peers in male students and students who identify as American Indian or Asian (4th). CEHD ranks 4th in percentage and 3rd in number of students identifying as Black/African American (4.12%, n=199). CEHD also has the 2nd largest percentage of White students (72.58%). Although CEHD has made great strides in our growth related to race and ethnicity, we aspire to improve the diversity within our UG student body, striving for a student body more aligned with state demographics and comparable to our peer institutions. To build organizational capacity, CEHD hired a new Assistant Dean of Undergraduate Affairs who systematically reviews CEHD recruitment and retention efforts. Findings will be used to initiate

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Table 2. TAMU CEHD and Peer Institutional Comparison FTIC and Degree Completion Data

First Time in College													
	TAMU CEHD 2006		TAMU CEHD 2012		TAMU CEHD 2013		2006-2013 % CHANGE	UT		MINN		MSU	
	N	%	N	%	N	%		N	%	N	%	N	%
Racially Diverse	79	17.59%	160	27.68%	288	36.14%	19%	94	42.00%	188	43.00%	79	24.00%
White	370	82.41%	418	72.32%	509	63.86%	-19%	128	58.00%	246	57.00%	254	76.00%
Total	449	100.00%	578	100.00%	797	100.00%		222	100.00%	434	100.00%	333	100.00%
Degree Completions													
Undergraduate													
Racially Diverse	122	11.16%	217	19.75%	265	21.21%	10%	241	41.13%	249	23.58%	48	9.54%
White	979	88.84%	894	80.25%	992	78.79%	-10%	345	58.87%	807	76.42%	455	90.46%
Total	1101	100.00%	1111	100.00%	1257	100.00%		586	100.00%	1056	100.00%	503	100.00%
Masters													
Racially Diverse	43	23.00%	66	27.39%	82	30.77%	8%	88	40.93%	112	14.74%	50	12.32%
White	144	77.00%	175	72.61%	180	69.23%	-8%	127	59.07%	648	85.26%	356	87.68%
Total	187	100.00%	241	100.00%	262	100.00%		215	100.00%	760	100.00%	406	100.00%
Doctoral													
Racially Diverse	19	27.94%	37	44.58%	45	50.00%	22%	44	44.00%	37	26.24%	13	26.00%
White	49	72.06%	46	55.42%	45	50.00%	-22%	56	56.00%	104	73.76%	37	74.00%
Total	68	100.00%	83	100.00%	90	100.00%		100	100.00%	141	100.00%	50	100.00%

Data Source-TAMU DARS, Sr. Business Analyst (UT), Data Analyst (MINN), Data Resource Analyst (MSU)

improvements aiding CEHD in reaching our aspirant land grant mission and national goals for diversity. Although CEHD ranks 3rd among peer institutions in FTIC (Table 2), CEHD has increased degree completions for racially diverse UGs by 19%. CEHD has had sizable differences in 2007 and 2008 cohorts with further increases in 2009. Intentional retention efforts, especially through high impact learning experiences, have improved retention relative to previous years. This also helps improve graduation rates. CEHD expects 2014 UGs data will reflect these improvements.

Table 3. TAMU CEHD and Peer Institution Comparison - Graduate Students

	TAMU CEHD 2006		TAMU CEHD 2013		2006-2013 % CHANGE	UT		MINN		MSU		
	N	%	N	%		N	%	N	%	N	%	
Gender												
Male	369	29.73%	385	29.37%	-0.37%	347	30.47%	695	29.32%	438	32.06%	
Female	872	70.27%	926	70.63%	0.37%	792	69.53%	1675	70.68%	928	67.94%	
Total	1241		1311			1139		2370		1366		
Race/Ethnicity												
Am. Ind.	4	0.32%	0	0.00%	-0.32%	3	0.26%	10	0.42%	5	0.37%	
Asian	22	1.77%	37	2.82%	1.05%	49	4.30%	251	10.59%	36	2.64%	
Black/AA	123	9.91%	150	11.44%	1.53%	91	7.99%	129	5.44%	85	6.22%	
Haw./Pac. Isl.	0	0.00%	0	0.00%	0.00%	0	0.00%	0	0.00%	0	0.00%	
Hisp./Latino	168	13.54%	217	16.55%	3.01%	197	17.30%	99	4.18%	49	3.59%	
2+races	0	0.00%	18	1.37%	1.37%	14	1.23%	48	2.03%	24	1.76%	
White	785	63.26%	690	52.63%	-10.63%	619	54.35%	1725	72.78%	983	71.96%	
International	127	10.23%	189	14.42%	4.19%	149	13.08%	0	0.00%	0	0.00%	
Unknown	12	0.97%	10	0.76%	-0.20%	17	1.49%	108	4.56%	184	13.47%	
Total	1241	100%	1311	100%		1139	100%	2370	100%	1366	100%	

Data Source-TAMU DARS, Sr. Business Analyst (UT Austin), Workforce Analyst (UT Austin), Data Analyst (University of Minnesota), Associate Dean of Academic Affairs College of Education (MSU)

Graduate Student Data Graduate student (GS) enrollment has increased since 2006 (+70) with notable increases in GSs who identify as Black/African American (+27), Hispanic/Latino (+49), and International (+62). Compared to our peer institutions, CEHD ranks 1st on percentage of GSs who identify as Black/African American and International students. CEHD ranks 2nd on percentage of students who identify as Hispanic/Latino, and 3rd on students who identify as Asian and 2+ races. CEHD has engaged

in enrollment management to improve the GS experience and to increase the percentage of degree completions. Our recruitment and retention efforts are effective, strong, and continue to show improvement for GS diversity.

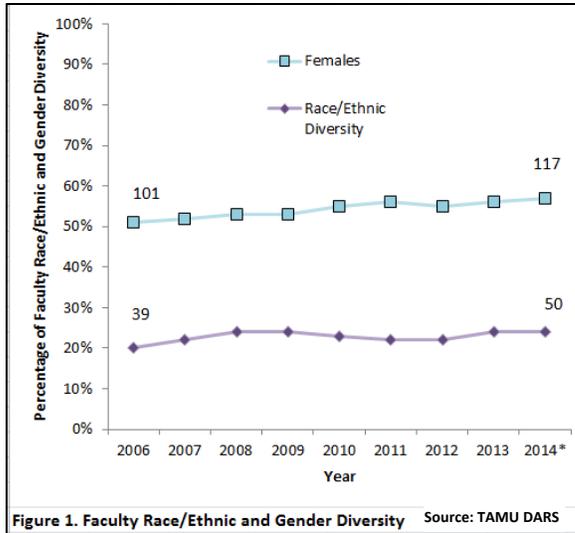
Faculty Data Over the past eight years the college has increased the number of racially/ethnically diverse faculty (+11) and women faculty (+16; see Figure 1). Fall 2013 data show 199 faculty in CEHD of which 48% are non-tenure track (NTT). We continue to show improvements in racial/ethnic diversity (+8 since 2006), but due to our large teacher preparation program the percent of NTT faculty that identify as White female is also high (61%). CEHD ranks 1st compared to our peer institutions in the percent of Black/African American faculty (see Table 4). However, there have been no numerical changes in Black/African American faculty since 2006 (n = 19). Recruiting and retaining faculty who identify as Black/AA continues to be a concern for CEHD and among other national CEHD institutions. CEHD ranks 2nd in the number of Hispanic faculty, White faculty, and number of faculty that are Professors. CEHD is 3rd in the number of Asian faculty, female faculty, and total faculty diversity as compared to our peer institutions. We have the fewest number of Assistant Professors and tenure/tenure track (T/TT) faculty. Data indicate a need for strategic efforts to address racial/ethnic and gender diversity (for T/TT) among faculty. CEHD has added additional services and workshops for our faculty through the Office of Faculty Affairs.

Table 4. TAMU CEHD Faculty and Peer Institution Comparison

	TAMU CEHD 2006		TAMU CEHD 2012		TAMU CEHD 2013		2006-2013 % Change	UT		MINN		MSU	
	N	%	N	%	N	%		N	%	N	%	N	%
Gender													
Male	99	49.00%	88	44.90%	88	44.00%	-5.00%	79	39.00%	80	49.00%	89	37.00%
Female	101	50.50%	108	55.10%	111	56.00%	5.00%	125	61.00%	84	51.00%	152	63.00%
Total	200	100.00%	196	100.00%	199	100.00%		204	100.00%	164	100.00%	241	100.00%
Race/Ethnicity													
American Indian	0	0.00%	0	0.00%	0	0.00%	0.00%	2	0.98%	3	1.83%	1	>1%
Asian	9	4.50%	13	6.63%	15	7.54%	3.04%	3	1.47%	17	10.37%	20	8.30%
Black/AA	19	9.50%	19	9.69%	19	9.55%	0.05%	16	7.84%	13	7.93%	23	9.54%
Hawaiian Pac. Isl.	0	0.00%	0	0.00%	0	0.00%	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic/Latino	11	5.50%	11	5.61%	13	6.53%	1.03%	32	15.69%	5	3.05%	6	2.49%
2+races	0	0.00%	0	0.00%	0	0.00%	0.00%	0	0.00%	1	0.61%	1	>1%
White	161	80.50%	153	78.06%	152	76.38%	-5.00%	151	74.02%	125	76.22%	190	78.84%
International	0	0.00%	0	0.00%	0	0.00%	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	200	100.00%	196	100.00%	199	100.00%		204	100.00%	164	100.00%	241	100.00%
Total Div.	39	19.50%	43	21.94%	47	23.62%	4.12%	53	25.98%	39	23.78%	51	21.16%
Rank													
Prof	50	25.00%	47	23.98%	48	24.12%	-0.88%	47	23.04%	76	46.34%	48	19.92%
Assoc	43	21.50%	38	19.39%	42	21.11%	-1.00%	60	29.41%	69	42.07%	44	18.26%
Assist Prof	29	14.50%	17	8.67%	13	6.53%	-8.00%	28	13.73%	19	11.59%	33	13.69%
Total T/TT	122	61.00%	102	52.00%	103	51.76%	-9.24%	135	66.18%	164	100.00%	125	51.87%
Non TT	78	39.00%	94	48.00%	96	48.24%	9.00%	69	33.82%	0	0.00%	116	48.13%
Total	200	100.00%	196	100.00%	199	100.00%		204	100.00%	164	100.00%	241	100.00%

Data Source: CEHD Faculty DB, Sr. Business Analyst (UT), Workforce Analyst (UT), Data Analyst (MINN), Associate Dean of Academic Affairs College of Education (MSU)

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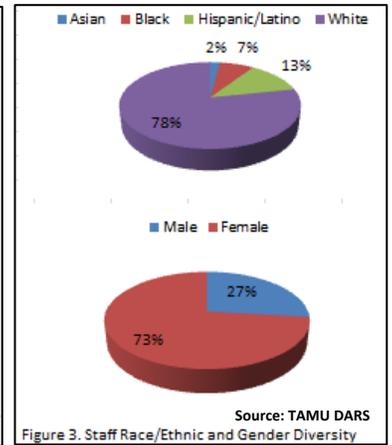
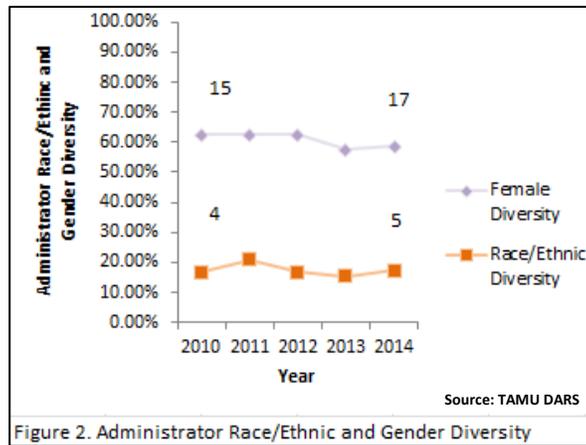


Administrator and Staff Data There are 29 administrators in CEHD with 17 females and 5 who are racially/ethnically diverse (Figure 2). CEHD has 158 staff with 72% women and 26% (n=41) racially/ethnically diverse (Figure 3). CEHD recruits from and compares staff data to Brazos Valley (BV) demographics. CEHD is below BV in number of men, Black/African American by ~5%, and Hispanic/Latinos by ~7% (Fall 2014 data). Although hiring pools for each institution vary, UT reports more Hispanic staff (23%) than TAMU. CEHD leadership actively engages in data analysis, intervention planning, and implementation. On a monthly basis the Dean's Council meets to discuss and address data on climate, diversity and equity issues and activities. A monthly report is also generated summarizing climate, diversity and equity initiatives across departments and units. The CEHD Committee on Diversity Initiatives (CoDI) meets twice a semester and the Assistant Dean for ODDI holds individual monthly meetings with deans and department heads. This semester (Fall 2014) department heads, Deans, CoDI members and Staff Advisory Council (SAC) representatives attended a half-day *CEHD Climate Kick Off Retreat* to discuss 2014 Climate Survey data. Two-year plans (2015-2017) for CEHD and departmental/units with specific strategies and tactics to address climate, diversity and equity issues were developed.

Departmental Data CEHD departments benchmark to one of their peer departments - EAHR-Univ. of Illinois, EPSY-Michigan State Univ., HLKN-Univ. of Florida, and TLAC-Univ. of Maryland. All of our departments have a larger representation of female faculty than their peer departments and TLAC and EPSY have more racial/ethnic diversity of their faculty (see Table 5). Two of four departments have greater racial/ethnic UG diversity three of the four departments have greater racial/ethnic diversity at the graduate level compared to their peer departments.

Table 5. 2013 Dept. Race/Ethnic Diversity	CEHD TAMU							Other Institutions						
	Total	%	Hisp.	Black/AA	Asian	Total Div.	%	Total	%	Hisp.	Black/AA	Asian	Total Div.	%
Educational Administration & Human Resource Development							University of Illinois							
Faculty	23	100%	2	5	2	9	39%	44	100%	2	13	5	20	45%
Undergraduate	430	55%	122	21	19	173	40%	0	0	0	0	0	0	0
Graduate	358	45%	71	55	12	140	39%	459	100%	33	112	24	189	41%
Educational Psychology							Michigan State University							
Faculty	42	100%	8	4	6	18	43%	75	100%	0	2	11	13	17%
Undergraduate	287	50%	83	3	3	93	32%	221	36%	9	8	2	21	10%
Graduate	291	50%	67	15	11	98	34%	391	64%	15	10	16	52	13%
Health & Kinesiology							University of Florida							
Faculty	93	100%	1	5	2	8	9%	34	100%	1	3	3	8	24%
Undergraduate	2905	91%	521	149	80	827	28%	1757	90%	222	170	91	573	33%
Graduate	281	9%	34	35	8	82	29%	195	10%	10	11	7	33	17%
Teaching, Learning & Culture							University of Maryland							
Faculty	41	100%	2	5	5	12	29%	45	100%	3	6	1	12	27%
Undergraduate	1207	76%	147	26	11	213	18%	524	61%	70	43	48	182	35%
Graduate	381	24%	45	45	6	102	27%	471	39%	23	58	53	112	24%

Data Source: TAMU DARS, TAMU Faculty CEHD DB, Associate Dean of Academic Affairs College of Education (MSU), Associate Dean of Academic Affairs College of Health and Human Performance, Assistant Director of Analytic Services, Senior Statistical Analyst (University of Florida), Assistant Dean & Executive Director of Teacher Education, Information Specialist (University of Maryland), Business Manager I, Department Head, Assistant Provost and Director (University of Illinois)



2. Recruitment and Retention –

Recruitment of faculty and students is a CEHD priority. Ongoing retention efforts of faculty, students, and staff are also a College priority.

Retention efforts include the following: **UGs** - Continue to institutionalize Aggies Commit through incentives, recognition and curricular changes • annual student survey • modify recruitment, retention, and graduation plans to include management and evaluation • manage enrollment through high-need fields and state demographics by race/ethnicity • evaluate and revise current recruitment plan • addition of 2 camps (for a total of 4 camps) aimed at recruiting students in high need fields who are from under-represented groups, peer mentoring program, FLED • increase input from UGSAC • new CEHD recruitment video • STEM Camps • recruitment at TAFE and BETA. **GS** - GA stipend increase to address equity • strategic diversity recruitment through fellowships and scholarships • student engagement in impacting diversity mission of college • strategic research awards and grants (~200K) • strategic travel grants and scholarships (~70K).

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Faculty - Counter offers for strategic retention • mentoring programs specifically related to faculty engagement in mentoring doctoral students (these efforts positively impact the graduate student experience and degree completions) • the Executive Associate Dean for Faculty Affairs meets with faculty at all ranks throughout semesters • new faculty orientations • faculty development opportunities • increase in faculty awards and recognitions • faculty engagement in the TAMU Grand Challenges • search committee and promotion and tenure (P&T) committee trainings on minimizing implicit bias • P&T workshops to increase faculty awareness • faculty hiring workshops • interviews with faculty on retention • increase in recruiting diverse faculty (n=7, Fall 2014 data) **Staff** - CEHD began staff exit interviews to determine reasons why staff leave and added a Staff Ombuds Program. This information has been shared with CEHD leadership and issues are being addressed. **Administrators** - CEHD is committed to leadership development and plans for sustainability.

3. Internal Advisory, External Advisory, and Developmental Council Groups - CEHD has strengthened the roles of student, faculty, and staff advisory groups. Further, CEHD has increased diversity information provided to the Dean's Development Council.

CEHD has strengthened advisory roles for: **Dean's Development Council (DDC)** – bi-annual meetings include faculty research presentations sharing work conducted in areas of diversity. The Dean also shares CEHD diversity trends and the DDC discusses engagement in and support for racially/ethnically diverse P-16 issues and needs. The DDC Chair works with CEHD the Development Officer and Asst. Dean for ODDI to address diversity on the DDC Board with a focus on increasing the diversity of members of color and the younger generations. **Dean's Office** – monthly reports on climate, diversity and equity **Dean's Council** – monthly dialogue on climate, diversity, and equity **CoDI** – 21-member cross-College

advisory committee that address climate, diversity, and equity issues **CoDI Subcommittees: Education & Trust Building** - provides activities to build individual capacity and creates white papers, **Communications** - distributes information for opportunities to build individual and organizational capacity, **Evaluation & Sustainability** – conducts 2014 Climate Surveys for Dean's Office, depts., UGs, and GSs to evidence and benchmark progress, **Leadership** – leads climate awards to recognize individuals making a contribution to CEHD through climate, diversity, and equity

Departmental/Dean's Office Climate, Diversity, and Equity Committees –tactically address climate, diversity, and equity activities based upon each unit's climate survey findings

Graduate Student Council (GSC) – representatives from each department address GS issues. The GSC has addressed family-friendly policies, played a major role in GA stipend increases to address equity, and GS experience

Undergraduate Student Council (UGSC) – speaks to constituency groups throughout the semester and represents CEHD at recruitment, matriculation, and fundraising events. UGSC is also involved in the [2015 Climate Matters Conference](#) and the [CEHD Climate White Paper](#)

4. Unit Climate - CEHD continues its strong efforts to address climate within the College, departments and program areas.

Ongoing support for the College climate is provided by College leadership, CoDI, the four CoDI Subcommittees, and the Departmental

& Dean's Office Climate and Diversity Committees. Specific focus has been placed on strategies, tactics, and processes to support progress towards the overarching goals of building individual capacity (IC), organizational capacity (OC) and being able to evidence and benchmark (EB) progress (Table 6). CEHD continues to build climate, diversity and equity infrastructure, CEHD [website](#), processes, and white papers while simultaneously engaging in tactics.

Table 6. CEHD 2014 Climate Activities		IC	OC	EB
Spring	Climate White Paper-Endorsed by Dean's Council	X	X	
	CEHD Conference: A Dialogue on Climate, Inclusion and Respect	X	X	
	Conference Evaluation: conducted and posted on webpage		X	X
	Women Researchers on Women's Issues symposium-350 across campus attended	X	X	
	Gender neutral restrooms, Webpage enhancement reflecting climate and diversity		X	
	Dr. Stanley presents non-matriculation of African American and Hispanic students		X	X
	UG Climate Survey, HLKN Diversity Audit, CEHD Staff Exit Interviews, Survey APT faculty		X	X
	EPSY Departmental retreat, Conflict Resolution Day Celebration	X	X	
	Codi - Multicultural Services Diversity Service Team Award		X	
	Critical Dialogues in Higher Education White Paper; TAMU VPD & Dean's Council endorsement	X	X	
Summer	Ombuds Program White Paper- Dean's Council endorsement	X	X	
	Climate Matters Conference White Paper; Approved by Dean's Council, Departmental and Deans Office 2014 Climate Surveys,		X	X
	Dean of Faculties Climate Webinar	X	X	
Fall	CODI communication processes enhancement and developed through e-Campus		X	
	2015 Climate Matters Conference: A dialogue on climate, inclusion and respect	X	X	X
	Hired wage 49% time ODDI Project Manager	X	X	
	Dean's welcome luncheon, student welcome back bash		X	
	Collaboration with UG Advisory Committee and ODDI, SAC Ombuds Workshop	X	X	
Ongoing	CEHD climate kick off, 2014 CEHD graduate student climate survey		X	X
	CEHD Climate Award recipients (3), Development - myCEHD Diversity Webpage		X	
	Dean's Monthly Climate, Diversity, and Equity report - published to the college community	X	X	X
	Informal office visits from the Dean		X	
CEHD Support/Collaboration	Difficult dialogues, difficult dialogues leadership summer institute, quarterly dialogues	X	X	
	ODDI framework and processes	X	X	X
	Gay Fine by Me, Denim Day	X	X	
	Civil rights symposium	X		
	Diversity Accountability Report writing workgroup	X	X	X
	College of Engineering focus groups for school counselors		X	
	Faculty/administrator participation in VPD Mediation Course	X	X	
	National Center for Faculty Development & Diversity support to VPD	X	X	
	2015 Climate Matters Conference: A dialogue on climate, inclusion and respect	X	X	X
	CEHD and CVM collaboration on climate, diversity, and equity initiatives and activities	X	X	

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5. Equity - CEHD engaged in equity reviews for CEHD faculty and GS. Additionally, CEHD continues to address six equity issues or perceived issues of inequity (Figure 4).

Recent equity initiatives include: 20% increase in GA stipends • Staff advisors participation in NACADA conference • Departmental meetings to discuss increasing the associate professors voice in the T&P process • June 2014 - equity review.

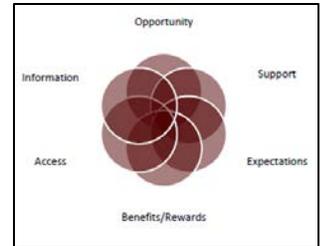


Figure 4. Identified Areas of Equity/Inequity

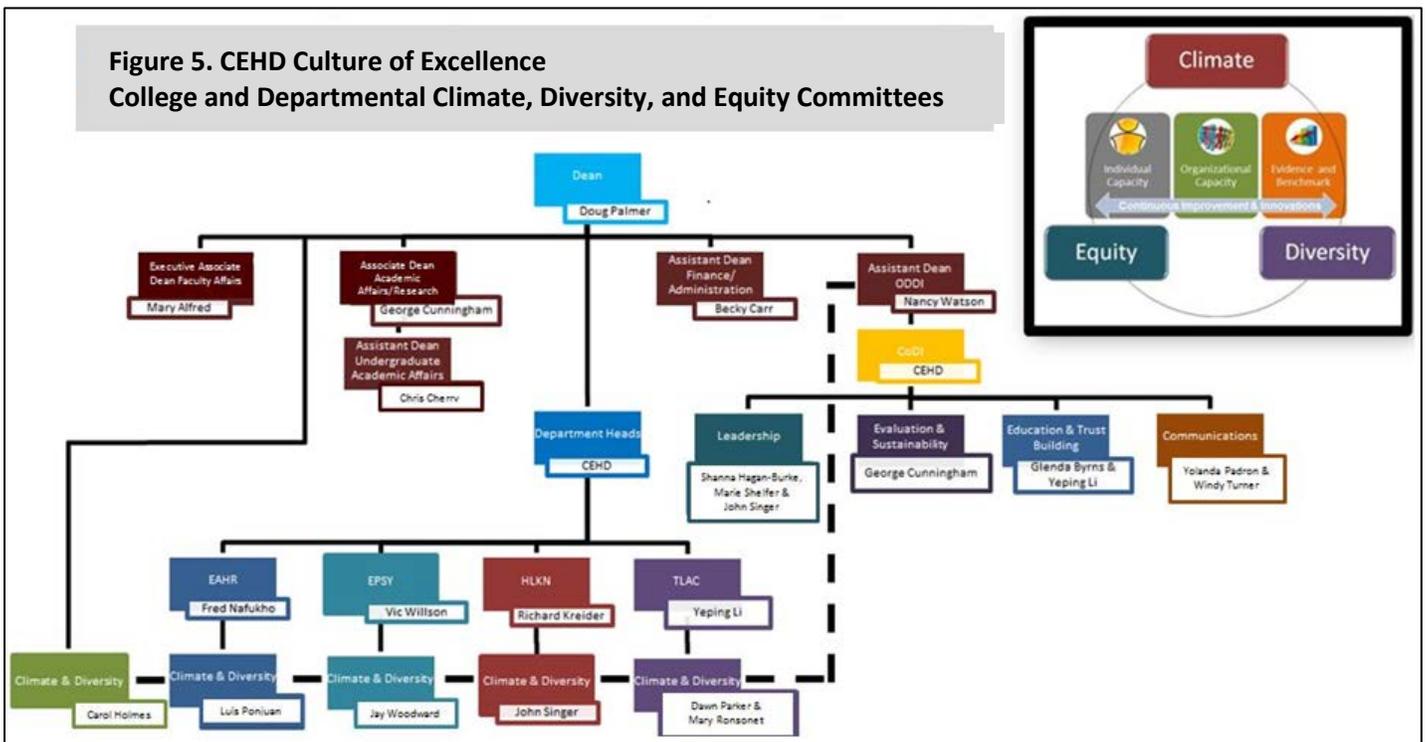
Additionally, the Dean’s Council charged the CoDI Subcommittee on Leadership to reflect on ‘equity issues’ within CEHD (Fall 2013) and this work continues. The Leadership subcommittee generated a working definition of Equity [An equitable environment is a set of structures, processes, cultural practices, and circumstances that allow individuals the opportunity to achieve optimal success] and identified six broad areas of perceived or actual inequities for faculty, staff, graduate students, undergraduate students, and administrators (Figure 4, [Equity White Paper](#)). These six areas continue to be addressed by CEHD faculty, students, and staff and steps to remedy actual inequities are being developed and implemented. The CEHD 2015-2020 Strategic Plan outlines the implementation of activities and tactics to identify and address equity and perceived equity issues within the College.

6. Future Efforts - CEHD has additional climate, diversity, equity, and accountability efforts. Future efforts have been identified (Table 7) and will be implemented as part of ongoing strategies and tactics.

Table 7. CEHD Future Climate Activities and Action Plans: Fall 2014-Summer 2015
Dialogue and changes related to - NTT faculty perception of not being valued
Strategies to address small number of diverse NTT faculty
Discuss smaller number of Assistant Professors in the college and impact
Depts. and Dean’s Office strategic diversity plans, future efforts to improve diversity efforts
CEHD SAC Staff Conference
Lead role in TAMU Climate Matters Conference
Difficult Dialogues Leadership Summer Institute
Evaluating efficiencies of BOS, IT, Communications and UG Advisors
Quarterly Dialogues in Higher Education
Finalize CEHD Climate 2015-2017 Kick Off tactics

As stated, CEHD has worked to develop an infrastructure to strategically and systematically address climate, diversity, and equity. Figure 5 illustrates the organizational structure of CEHD, departments, and Dean’s Office climate, diversity, and equity committees. Through this structure CEHD has implemented strategies and tactics to address identified climate, diversity, and equity issues. CEHD continues to create strategies and implement tactics to address identified areas of need, while continuing accountability through evidencing and benchmarking progress toward the diversity goals of building individual and organizational capacity.

**Figure 5. CEHD Culture of Excellence
College and Departmental Climate, Diversity, and Equity Committees**



Thank you for the opportunity to share CEHD successes and areas for growth. We are committed to the continuous improvement of our climate and value feedback received from the Council on Climate and Diversity.