The College of Education and Human Development (CEHD) is committed to the continuous improvement of climate, diversity, equity, and accountability. Guided by three overarching diversity goals of 1) building individual capacity, 2) building organizational capacity, and 3) evidence and benchmarking progress for all CEHD constituents (faculty, students, staff, and administrators), the four CEHD departments and dean’s office regularly engage in strategies that support, create, and maintain a positive climate and culture of excellence. The following report summarizes CEHD strategies and assesses diversity progress from 2010 to 2015 in the areas of recruitment, retention, campus climate, and equity. The focus is at the College level, though it is important to note that individual departments have also positively affected climate, diversity, and equity during this time.

I. Strategies: The most impactful strategies from 2010 to 2015 in the areas of recruitment, retention, climate, and equity

Creating an infrastructure, implementing programming, and providing resources have been the most impactful and transformative strategies implemented from 2010 to 2015. These strategies build CEHD’s organizational capacity and support faculty, students, and staff in building individual capacity for diversity. Explanation and examples of infrastructure, programs, and resources are detailed below. Additional examples of strategies that impact recruitment, retention, climate, and equity are organized in Table 1.

**Infrastructure.** The office of Organization Development and Diversity Initiatives (ODDI) provides the underlying framework and foundation to develop, implement, and assess strategies at the College and unit level. ODDI 1) collects monthly data on College-wide/departmental climate, diversity, and equity activities; 2) provides leadership support for College and department/unit climate, diversity and equity activities; and 3) supports College leadership on climate issues, including conflict, recruitment, retention, undergraduate and graduate student supports, and specific climate related issues. The Committee on Diversity Initiatives (CoDI) made up of faculty, students, staff and administrators serves as the advisory board to the ODDI. CoDI recommends climate, diversity and equity initiatives, which are executed by the four CoDI subcommittees of Leadership, Communications, Education and Trust Building, and Evaluation and Sustainability. Additionally, each department and dean’s office has a climate and diversity committee whose departmental chairs serve on CoDI. The Staff Advisory Council, Graduate Student Advisory Council, and Undergraduate Student Council also contribute to the infrastructure for the CEHD to develop, communicate, and implement strategies.

**Programming.** Strategic programming offers CEHD constituents the opportunity to build individual capacity for diversity. Topics are chosen based upon needs and identified target areas from climate survey data (2011, 2014). Examples of the most effective ongoing programs include: Critical Dialogues in Higher Education Program, Summer Leadership Institute, Distinguished Lecture Series, Frontier Lecture Series, Mentoring Program, orientations for new faculty, staff and students, Women’s Research on Women Symposium, the Global Education Program, and the Campus Climate Conference which is now led at the University level.

**Resources.** The development of resources builds CEHD’s organizational capacity to overcome diversity issues related to recruitment, retention, climate, and equity. The availability of supports aids in creating an environment where all have the opportunity to function effectively. Examples of available resources include: Climate White Paper, Climate Issues Flowchart, Strategic Alignment White Paper, Equity White Paper, CEHD Climate and Diversity webpage, Transforming Lives Learning Community, Dean’s Monthly Climate, Diversity, and Equity Reports, Ombuds services, CEHD Strategic Research Awards, CEHD Strategic Scholarships, and travel and research grants.

![Table 1. CEHD Strategies to address recruitment, retention, climate, and equity](image-url)
II. Impact: Assessing impact of strategies: College demographic and climate survey data

CEHD Demographics

**Faculty.** CEHD data indicate continuous diversity improvement in the College among faculty identifying as Asian, with an increase from 6% (n=14) in 2010 to 8% (n=17) in 2015. Similarly, percentage of diverse faculty has increased to 24% (n=52) in 2015 after a drop to 22% (n=43) in 2012. Since 2010, there has been a steady increase in women faculty at the Professor and Associate Professor ranks (36%, n=44, 2015). Women faculty in senior level roles is important for College diversity and creates opportunities for climate enhancement, leadership, and mentoring. The College has emphasized recruiting faculty with a record of external funding. Hiring more senior faculty (Associate and Full) with a history of external funding builds individual research capacity through mentoring of junior faculty and builds organizational capacity through an increase in external funding. Faculty work on diversity is also given strong consideration in the hiring decision. This demonstrates stronger alignment of CEHD’s diversity goals to maximize faculty recruitment and retention efforts. In addition, 37 search committee members have taken STRIDE training to minimize bias in hiring, tenure and promotion, and award decisions and almost $30,000 has been invested for seven faculty members of color to engage in the ADVANCE scholars program.

**Graduate Students.** CEHD has seen an increase in graduate student enrollment from 1,323 in 2010 to 1,568 in 2015 with increases in students who identify as Asian (2.95%, n=39, 2010 to 3.32%, n=52, 2015), Hispanic (14.66%, n=194, 2010 to 16.65%, n=261, 2015), Native Hawaiian or Pacific Islander (0%, 2010 to .19%, n=3, 2015), and multi-racial (1.13%, n=15, 2010 to 2.1%, n=33, 2015). CEHD has also observed an increased Master’s Completion rate (23%, n=49, 2010 to 28%, n=93, 2015) and Doctoral Completion rate (22%, n=19, 2010 to 44%, n=34, 2015) among racially diverse graduate students after implementing strategic retention strategies (see Figure 1 and Table 3). Fellowships, scholarships, and awards also enhance recruitment, retention, climate, and equity for graduate students. The CEHD Strategic Research Award is a one-year, $2000/month stipend offered to nine students a year. It is awarded based on the student’s academic and scholarly success, and contribution to the diversity mission of the college. This year, 67% of the awards went to women, and 67% were awarded to racial or ethnic minorities, demonstrating progress toward building organizational capacity for diversity. These awards have increased graduate student engagement in high-impact scholarship with students averaging four new research projects, one new grant submission, five manuscripts submitted for publication, three manuscripts accepted for publication, and six papers presented at national conferences over the course of one year. Additionally, 28 top-off fellowships were awarded to graduate students and using monies allocated from the Association of Former Students, CEHD provided top-off scholarships to recruit highly skilled doctoral students. This resulted in a diverse cohort of doctoral students, including several African American and Latina women. In 2015, the College offered nearly 400 scholarships to support graduate education, research, and travel.

<table>
<thead>
<tr>
<th>Table 1. CEHD Faculty Diversity</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>45%</td>
<td>98</td>
<td>89</td>
<td>44%</td>
<td>88</td>
<td>45%</td>
</tr>
<tr>
<td>Female</td>
<td>55%</td>
<td>118</td>
<td>114</td>
<td>56%</td>
<td>108</td>
<td>55%</td>
</tr>
<tr>
<td>Total</td>
<td>216</td>
<td>203</td>
<td>196</td>
<td>199</td>
<td>205</td>
<td>213</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>6%</td>
<td>14</td>
<td>14</td>
<td>7%</td>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>11%</td>
<td>23</td>
<td>19</td>
<td>9%</td>
<td>19</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>6%</td>
<td>13</td>
<td>11</td>
<td>5%</td>
<td>11</td>
<td>6%</td>
</tr>
<tr>
<td>2+ races</td>
<td>0%</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>77%</td>
<td>166</td>
<td>159</td>
<td>78%</td>
<td>153</td>
<td>78%</td>
</tr>
<tr>
<td>Total</td>
<td>216</td>
<td>203</td>
<td>196</td>
<td>199</td>
<td>205</td>
<td>213</td>
</tr>
<tr>
<td>Total Diversity</td>
<td>23%</td>
<td>50</td>
<td>44</td>
<td>22%</td>
<td>45</td>
<td>22%</td>
</tr>
</tbody>
</table>

Figure 1. 2010 – 2015 student enrollment diversity
inventory than do their peers. Funding is structured in such a way that, relative to their proportion in the College population, first generation and racial minority students are more likely to study abroad than in the past. Recognizing that first generation students are among the most likely to be on probation or drop out of school, CEHD also started the Transforming Lives learning community in 2015. All first generation students who are not Regents Scholars are offered a $1,200 scholarship to participate in the year-long learning community. Students engage with other FTIC students in small classes, have common courses, and have interactions with instructors outside of the classroom. This program, now in its second year, has affected over 240 first generation students.

**Administration and Staff.** Of the 28 CEHD Administrators (Dean, Director and Department Head titles including Assistant and Associate), 57% (n=16) are female and 17.8% (n=5) are racially diverse (see Table 4). CEHD continues to build organizational capacity for staff. Staff identifying as Asian, Black, or Hispanic make up 23% of CEHD staff and 72% are female (see Table 5). In 2014, CEHD began conducting staff exit interviews to collect data on why staff leave the College. This data helps leadership and the organization identify opportunities for improvement and also informs the development of processes for the strategic retention of staff.

**Climate Survey Data**

CEHD climate surveys were conducted in 2011 at the College level and in 2014 at the unit level for faculty, students, and staff. 2014 data indicate that the majority of respondents are comfortable with CEHD climate with a range of 81% - 96% across the departments. Of the four departments and dean’s office, 3 out of 5 units chose the adjectives Collaborative, Friendly, Respectful, and Professional to describe CEHD climate. Additionally, the majority of respondents in 3 of the 5 units feel the climate has improved in the past two years. Undergraduate student climate survey data show the majority of students do not believe discrimination to be a problem, and 56% of respondents indicated that diversity benefited them. Specific to graduate student development, CEHD allocated $8,000 for graduate student climate enhancement projects and awarded travel and research grants totaling $90,000 to graduate students in 2015. As a result, 80 doctoral students traveled to conferences to present their work and 50 students received support to conduct research projects.
Annual Diversity Plan Accountability Report

III. Effectiveness: Strengths and challenges of implemented strategies

Strengths
Infrastructure, programming, and resources related to recruitment, retention, climate, and equity implemented from 2010 to 2015 have favorably impacted our students, faculty, and staff. Notable strengths that sustain CEHD efforts include:

1) Data collection and use. The College has become a stronger data-driven College (CEHD Diversity Goal 3) which guides decision making and improves alignment of overarching diversity goals with the College’s Strategic Plan and the TAMU Diversity Plan. Effective data collection and use has positively affected CEHD in the areas of retention and equity. A faculty retention study and a salary comparison study were conducted in 2012. As a result of these studies, 33 clinical faculty salaries were increased, and efforts for the strategic retention of faculty were implemented. CEHD will continue to collect data on the state of diversity and climate and evaluate program offerings to inform future practices and strategies.

2) Communication and leadership support. Largely due to the organizational structure of College and departmental climate and diversity committees, there has been an increase in the information provided to CEHD constituents and engagement of CEHD leadership related to areas of diversity (e.g., ODDI, CoDI, diversity and equity reports, CEHD white papers). Visible support from College leadership on diversity and climate issues solidifies CEHD’s commitment to the College’s espoused diversity goals. This is also evidenced in CEHD’s current strategic plan Goal 5 - Enhance, recognize and reward diversity and a climate of inclusion, equity and respect for students, faculty, and staff. Ongoing communication and support from Faculty Affairs, Academic Affairs, Deans and Department Heads provides a clear process for addressing issues related to recruitment, retention, climate and equity for students, staff, and faculty.

3) Collaboration and engagement. In addition to providing programming within CEHD, collaboration and engagement with other units and organizations across campus provides CEHD with a broader perspective and an increased awareness of climate, diversity, and equity issues in higher education. CEHD has collaborated with the Bush School of Government and Public Service, Dwight Look College of Engineering, and the College of Veterinary Medicine and Biomedical Sciences. In 2014-2015, CEHD has also provided over $7,000 in funding to support diversity events across campus and has had over 50 faculty participate in ADVANCE programs including LEAD, STRIDE, and Success Circles. Perhaps one of CEHD’s most notable successes in this area is the development of the Campus Climate Conference (formerly the Climate Matters Conference). CEHD has had the highest number of participants attending the Climate Matters Conference (2013, 2014), which attracted over 600 participants last year. This annual conference, now led by the University, features nationally recognized speakers discussing topics related to campus climate. The University has also recognized CEHD. The College has been awarded $380,000 for diversity progress over the past five years and in 2014 the College’s Committee on Diversity Initiatives received the Diversity Service Team Award from the Department of Multicultural Services for promoting a deeper understanding and appreciation of diversity.

Challenges
Although notable progress has been made since 2010, the CEHD continues to face challenges in the following areas.

1) Recruitment and retention. The College continues to face challenges with the recruitment and retention of diverse students, faculty, administrators, and staff, with only slight increases in overall percentages of diverse faculty, graduate, and undergraduate students. After a drop in 2011, faculty identifying as Black/African American has increased to 11% (n=23) in 2015, which show no improvements over our percentages in 2010. Additionally, emerging disciplines within CEHD limit the recruitment of diverse faculty at senior levels. The College needs to continue its recruitment work of students identifying as Black and Multi-racial (n=183, 13%, 2010; n=167, 10%, 2015) and as well as male students at graduate (n=402, 30%, 2010; n=463, 29%, 2015) and undergraduate (n=851, 22%, 2010; n=1345, 23%, 2015) levels. CEHD’s teacher preparation programs continue to show an overrepresentation of White females. This trend is also seen in our staff with an underrepresentation of staff who identify as male, Black, Hispanic, and Asian. Noting the drop in staff from each race/ethnic category between 2014 and 2015, focus should be placed on the strategic retention of staff.

2) Assessment and evaluation. Response rates for climate surveys continue to be low. Effective ways to engage constituents in evaluation/assessments are needed. Also, qualitative assessment measures would add a deeper level of understanding to the climate related issues students, faculty, and staff encounter in the College. Following assessment and evaluation, analysis of data should inform practice and the development of processes. Current findings on why staff leave CEHD include a lack of mentoring and leadership support, distrust of supervisors, and a feeling of isolation. Recurring issues and themes related to political beliefs, age, sexual orientation, religion, gender, sex, and power differentials suggest continued efforts are warranted.

3) Exploring other areas of concern. Target areas identified in the 2011 and 2014 climate surveys should continue to be explored (e.g., political beliefs, age, sexual orientation, religion, power differentials). Additionally, the creation of the CEHD Equity White Paper brought to light additional areas of equity/inequity to address: opportunity, support, expectations, benefits/rewards, access, and information. These six broad areas of perceived or actual inequities should guide the development and implementation of steps to remedy identified inequities within the CEHD. We believe the College creates unintentional inequities or perceived inequities and without active engagement, inequities do not self-correct.
This fall CEHD hosted its first ever college-wide faculty retreat. 125 faculty members engaged in the discussion of transformative initiatives, bold actions, and equity in education. Specific focus on the recruitment and retention of diverse faculty, students and staff will continue. Currently plans are being developed to conduct focus groups for faculty (spring 2016), students and staff (spring 2017). The next climate survey will be conducted in the fall of 2017. Results of both the quantitative and qualitative assessments will identify target areas for the development and implementation of future strategies for the areas of recruitment, retention, climate and equity. Future efforts will also focus on strategies aligned with the CEHD Strategic Plan Goal 5 (see Table 6).

<table>
<thead>
<tr>
<th>Table 6. CEHD Strategic Plan: Goal 5 - Enhance, recognize and reward diversity and climate of inclusion, equity and respect for students, faculty, and staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1. Evaluate CEHD organization units (department and college) on climate, diversity, and equity.</td>
</tr>
<tr>
<td>S2. Conduct college-wide professional development programs to support ODII initiatives.</td>
</tr>
<tr>
<td>S3. Recognize faculty and staff with college climate, and diversity awards</td>
</tr>
</tbody>
</table>

**Build organizational capacity**
- Support CoDI, CoDI subcommittees and departmental/office climate and diversity committees in identifying and implementing climate, diversity, and equity initiatives
- Staff exit interviews: Evaluation and implementation for staff retention
- Diverse faculty recruitment and retention
- Enhance internal/external Climate & Diversity webinars

**Build individual capacity**
- Provide opportunities for CEHD faculty, students, staff, and administrators to increase their knowledge, understanding, commitment, and skill sets to enhance the college’s climate, diversity, equity initiatives
- College and Departmental Climate Awards
- Difficult Dialogue and Basic Mediation Course training, ADVANCE scholars program, STRIDE and Title IX workshops
- Keeping our Faculty of Color Symposium engagement

**Evidence and benchmark progress**
- Regularly assess and collect feedback from CEHD faculty, staff, and students on the state of climate, diversity, and equity
- Conduct climate surveys every 3 years, followed by a climate kick off½ day retreat for 2 year climate initiative planning
- Focus Group initiative
- Continue/refine Dean’s monthly climate, diversity, and equity reports
- Continue to develop white papers for sustainability

The CEHD has worked to develop a sustainable climate enhancement model to support the four CEHD departments and dean’s office in their progress toward diversity goals. Since the establishment of the TAMU Diversity Plan, CEHD has created a sustainable infrastructure to provide and implement focused programming and resources for all constituents within the College. With this solid foundation, the College is better able to strategically and systematically address diversity and enhance efforts in the areas of recruitment, retention, climate, and equity by building organizational capacity, individual capacity, and evidencing and benchmarking progress toward CEHD’s and TAMU’s diversity mission. Striving to be a leading College related to campus diversity efforts, the CEHD commits to consistent progress in creating a climate conducive to the development of individuals to learn, educate, discover, serve, and lead in a culture of diversity. Thank you for the opportunity to share CEHD’s growth and progress. We are committed to the continuous improvement of our climate and value feedback received from the Council on Climate and Diversity.