The perception of institutional or organizational practices by the people who work in the specific organization. These practices are impacted by the culture of the organization, and perception is impacted by communication, structures, politics, symbols, and people in the organization.

The presence of surface-level and deep-level differences between and among people in an organization. Diversity comprises those important human characteristics that impact individuals’ values, opportunities, and perceptions of self and others (Marilyn Loden, 1996). Diversity dimensions and differences can impact access, equity, the work environment, and work outcomes.

An equitable environment is a set of structures, processes, cultural practices, and circumstances that allow individuals the opportunity to achieve optimal success.

Rationale for CEHD Climate White Paper

The purpose of this CEHD Climate White Paper is to: (1) provide awareness of supports available to our College constituents to address climate within the College; (2) educate the College community on structures and mechanisms available to address climate; and (3) improve the organization’s efficiency through structuring informal and formal supports in a systematic and user-friendly way to be shared and distributed throughout the College community.

CEHD Climate Narrative

- Ongoing - The College of Education and Human Development (CEHD) is committed to the continuous improvement of its climate.
- August 2008 – created a CEHD administrative role to address climate and organization development.
- Fall 2012 – CEHD Aspirant Characteristics and Values created with faculty, staff, and administrator input (see Attachment A).
- October 28, 2013 - TAMU Faculty Senate’s Workplace Climate and Diversity Committee encourages each College to consider: 1) creating a definition of workplace bullying, 2) providing information and guidelines for faculty to informally address conflict and adopt a procedure and 3) informing the faculty that workplace bullying complaints be addressed through their College’s grievance policy and procedures (see Attachment B)
- November 2013 - CEHD Dean’s Council charges the CEHD Committee on Diversity Initiatives’ (CoDI) Education and Trust Building (E&TB) Subcommittee to reflect on the Faculty Senate document and create a white paper for the College.
- November 2013 – CEHD CoDI E&TB extends the Faculty Senate’s recommendations to address faculty, staff, graduate student, and undergraduate student climate issues.
- December 2013 - CEHD CoDI E&TB subcommittee: (1) created/found definitions that pertain to climate, (2) identified some espoused CEHD practices to address climate, and (3) created a draft flow chart to inform CEHD constituents on multi-layer climate supports.
Definitions

CoDI Working Definitions

**Climate** – the perception of institutional or organizational practices by the people who work in the specific organization.

These practices are impacted by the culture of the organization, and perception is impacted by communication, structures, politics, symbols, and people in the organization.

**Diversity** - the presence of surface-level and deep-level differences between and among people in an organization.

Elaboration on Definition: Diversity comprises those important human characteristics that impact individuals’ values, opportunities, and perceptions of self and others (Marilyn Loden, 1996). Diversity dimensions and differences can impact access, equity, the work environment, and work outcomes.

Impact on Diversity Initiatives: Diversity seeks to include, welcome, protect, and support individuals and groups encompassing the various characteristics of persons in our community. The characteristics can include, but are not limited to the following: academic discipline, age, background, citizenship, culture, disability/physical features/health status, education, ethnicity, family status, gender, gender identity/expression, geographical location, job title/tasks, language, military experience, philosophy, political views, race, religion/theology/spirituality, sexual orientation, socioeconomic status, scholarship, tenure status/rank, and work experience. Diversity celebrates the multifaceted variety of these characteristics, identities, contexts, and perspectives of human persons in our community.

**Equity** – an equitable environment is a set of structures, processes, cultural practices, and circumstances that allow individuals the opportunity to achieve optimal success.

The CEHD has six broad areas of perceived or actual (in)equity identified for faculty, staff, graduate students, undergraduate students, and administrators

CEHD Identified Practices to Address Climate (informal and formal)

- Difficult Dialogue Program
- Ombuds Program – formal program and informal program
- Leadership needs to play an active role in creating climate
- CEHD grievance procedures [http://dof.tamu.edu/sites/default/files/Grievances/Education.pdf](http://dof.tamu.edu/sites/default/files/Grievances/Education.pdf)
- 2014 CEHD Conference: A Dialogue on Climate, Inclusion, and Respect
- Shared Values among leaders
- Strategic Plan
CULTURE OF EXCELLENCE
CLIMATE • DIVERSITY • EQUITY

Definitions

Bullying
Behaviors include (but are not limited to)
- intimidating, degrading, humiliating others, and threatening university and college climate and diversity objectives.
- Outcomes of bullying: At the post-secondary level, bullying results in the loss of trained and talented employees, reduces morality and productivity, and can have negative physical impacts.
- Reinforcers of bullying:
  - Limiting opportunities for open and honest dialogue
  - Lack of reporting mechanisms for inappropriate behaviors

Civility - civility is claiming and caring for one’s identity, needs and beliefs without degrading someone else’s in the process. (Spath, T., & Dahnke, C., The Institute for Civility in Government)
- Inhibitors to civility – anger and stress
- Top five causes of stress in the workplace (as identified by the ACTU Occupational Health and Safety Unit) – (1) lack of communication, (2) increased workload and overworked, (3) job insecurity, (4) organizational change, and (5) poor work organization

Collegiality - shared power and authority among colleagues (American Heritage Dictionary of the English Language, 2009) and cooperative interaction among colleagues (The Random House Dictionary, 2009)
An agreed upon definition is elusive. The ideas in the two definitions above offer ideas that are at the crux of the debate because the second definition argues for homogeneity. However, the term “collegiality” seems to be defined by descriptors of what it looks like.
Collegial behaviors include (and are not limited to)
- Collaborating with other members of the faculty, staff and administration.
- “Stepping up” when needed, such as agreeing to serve on committees or performing a task for the good of the group.
- Following through on professional tasks, meeting deadlines, and carrying out all relevant responsibilities.
- Respecting the decision-making processes of the unit.
- Communicating with others respectfully.
- Inhibitors to collegiality
- An individual’s efforts to obstruct the ability of colleagues to fulfill their usual functions, participate in personal attacks or violate ethical standards (Johnston, P. C., Schimmel, T., & O’Hara, H. (2012). Revisiting the AAUP recommendation: The viability of collegiality as a fourth criterion for university faculty evaluation. College Quarterly, 15(1))

Conflict – a struggle or difference between opposing ideas, needs, beliefs, values or goals (The Center for Change and Conflict Resolution)

Intrapersonal Conflict – a conflict within one’s self

Interpersonal Conflict – a conflict with another or others

FLOW CHARTS TO CLEARLY IDENTIFY CEHD PROCESSES FOR ADDRESSING CLIMATE ISSUES