



College of Education and Human Development Annual Diversity Plan Accountability Report

2018 COLLEGE AND DEPARTMENTAL
CLIMATE, DIVERSITY, AND EQUITY INITIATIVES

CEHD - OFFICE OF ORGANIZATION DEVELOPMENT AND DIVERSITY INITIATIVES
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Annual Diversity Plan Accountability Report

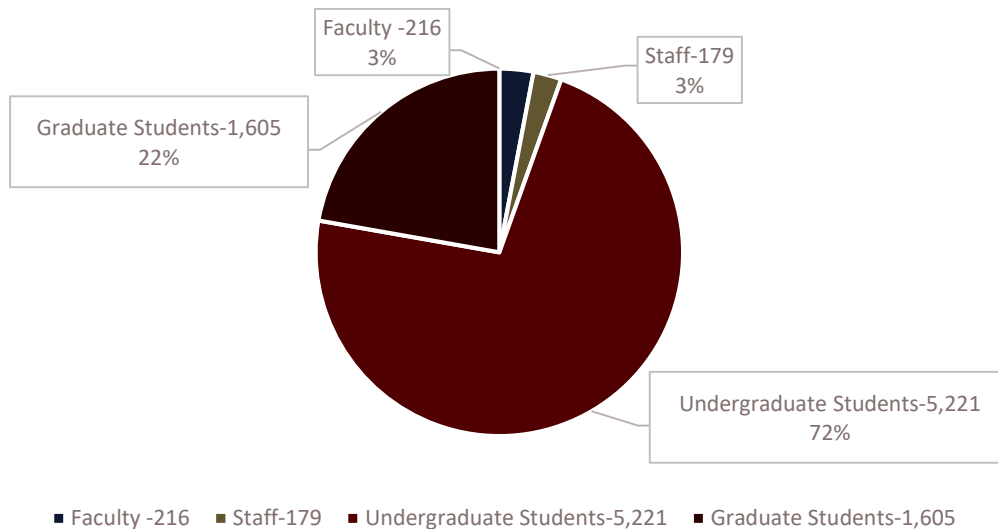
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Introduction

Describe your unit (campus location, 2018 demographics of students/faculty/staff, departments, etc.) and its general mission. Describe the writing and review process for this report: For example, was your unit’s diversity council included in the writing or review? Was this report reviewed by unit leadership? (200 word limit)

The College of Education and Human Development (CEHD) prepares educators and professionals to work in today’s global society. Diversity remains a high priority as CEHD fulfills its mission to *Enhance equity in educational achievement and health outcomes; improve individual and community quality of life; prepare educational leaders of tomorrow; and influence policy and practice for our state, the nation, and the world.* Located on main campus, CEHD includes 216 faculty, 179 staff, 5,221 undergraduate, and 1,605 graduate students (see Figure 1). CEHD’s 2015-2020 Strategic Plan, Transformational Impact Priorities, and overarching Diversity Goals guide the College’s commitment to serve an increasingly diverse population. The Office of Organization Development and Diversity Initiatives (ODDI) led the collaborative writing process for this report, engaging College leadership including deans, department heads, the dean’s council, climate committees, and student leaders. CEHD works to provide an inclusive and equitable environment where all faculty, staff, and students have the opportunity to succeed. Over the past year, the College has implemented recommendations from the President’s Council on Climate and Diversity’s 2017 accountability report feedback. This report is a narrative of CEHD’s diversity goals, measures, data, and efforts to advance the Texas A&M University Diversity Plan in the areas of recruitment, retention, climate, and equity for faculty, staff, and students.

Figure 1. College of Education and Human Development Faculty, Staff, and Students



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Recruitment

As informed by two or more years of assessment data, describe your unit's goals, measures, and progress on student/faculty/staff recruitment. If goals, measures, or data are not available, describe plans to develop and assess goals for student/faculty/staff recruitment. (500 word limit)

Table 1. Undergraduate Race/Ethnic and Gender Diversity

Fall	2013				2016				2018			
	CEHD		TAMU		CEHD		TAMU		CEHD		TAMU	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	1196	25%	21715	52%	1375	24%	24900	51%	1320	25%	27248	53%
Asian	113	2%	2146	5%	216	4%	3115	6%	212	4%	4033	8%
Black/AA	199	4%	1370	3%	266	5%	1833	4%	214	4%	1745	3%
Hisp/Lat	874	18%	8331	20%	1299	23%	11043	23%	1227	24%	12492	24%
URM*	1080	22%	9821	23%	1581	27%	13003	27%	1452	28%	14347	28%
2+races	111	2%	1002	2%	127	2%	1199	2%	104	2%	1336	3%
Nat Hawaiian	3	0.1%	40	0.1%	5	0.1%	54	0.1%	5	0.1%	48	0.1%
Am Indian	7	0.1%	120	0.3%	16	0.3%	127	0.3%	11	0.2%	110	0.2%
International	16	0.3%	660	2%	15	0.3%	750	2%	12	0.2%	767	1%
Total Div.**	1307	27%	13009	31%	1929	34%	17371	36%	1773	34%	19764	38%
White	3507	73%	28275	67%	3809	66%	30270	62%	3434	66%	30917	60%
Unknown	2	0.0%	85	0.2%	1	0.0%	76	0.2%	2	0.0%	87	0.2%
Total	4832		42029		5753		48467		5221		51535	

*Underrepresented Minority (URM) includes Hispanic/Latinx, Black/African American, and American Indian/Alaskan Native

**Total Diversity includes all categories excluding White and Unknown

Source: accountability.tamu.edu

Student Recruitment

Our goals for student recruitment advance the College's commitment to *Prepare passionate, dedicated professionals who demonstrate leadership, promote equity, advance knowledge, and improve quality of life* and CEHD's strategic plan goals to *Train more teachers reflecting the demographic characteristics of the state and manage student enrollment strategically with a particular focus on high-need fields*. Target areas include increasing percentages of Hispanic/Latinx and first-generation undergraduate students. CEHD strategically manages enrollment at the undergraduate level, is growing enrollment at the master's level, and strategically admits students at the doctoral level. Between 2016 and 2018 the college had one impacted major due to strategic enrollment management resulting in a deliberate reduction in overall enrollment by over 500 students (see Table 1). CEHD has seen the most progress in student enrollment from Underrepresented Minority Groups (URM), particularly with students who identify as Hispanic/Latinx. Previously behind University percentages in fall 2013, the College percentages for URM, Black/African American, and Hispanic/Latinx are consistent with University data. Undergraduate students who identify as racially diverse have increased 7% from 27% (n=1307) in 2013 to 34% (n=1773) in 2018. However, this is still behind University diversity enrollment. Although CEHD shows similar Asian graduate student enrollment, the College has not seen as much growth as the University in undergraduate students who identify as Asian (see Tables 1 and 2). CEHD continues to show a higher percent of Black/African American and Hispanic/Latinx graduate students increasing URM and total diversity percentages.

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Table 2. Graduate Race/Ethnic and Gender Diversity

	Fall 2013				Fall 2016				Fall 2018			
	CEHD		TAMU		CEHD		TAMU		CEHD		TAMU	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	385	29%	5822	59%	463	28%	6699	59%	426	27%	6770	58%
Asian	37	3%	370	4%	53	3%	467	4%	50	3%	506	4%
Black/AA	150	11%	374	4%	169	10%	421	4%	150	9%	394	3%
Hisp/Lat	217	17%	873	9%	277	17%	1085	10%	333	21%	1162	10%
URM*	367	28%	1260	13%	447	27%	1517	13%	491	31%	1577	14%
2+races	18	1%	100	1%	27	2%	148	1%	26	2%	156	1%
Nat Hawaiian	0	0%	2	0.0%	3	0.2%	8	0.07%	2	0.1%	5	0.0%
Am Indian	0	0%	13	0.1%	1	0.1%	11	0.10%	8	1%	21	0.2%
International	189	14%	4027	41%	172	10%	4405	39%	156	10%	4533	39%
Total Div.**	422	27%	1732	18%	527	32%	2140	19%	567	36%	2244	19%
White	690	53%	4048	41%	923	56%	4681	41%	863	54%	4539	39%
Unknown	10	1%	168	2%	18	1%	191	1.67%	17	1%	270	2%
Total	1311		9893		1643		11417		1585		11586	

*Underrepresented Minority (URM) includes Hispanic/Latinx, Black/African American, and American Indian/Alaskan Native

**Total Diversity includes all categories excluding White and Unknown

Source: accountability.tamu.edu

Faculty and Staff Recruitment

Goals for recruitment of diverse faculty and staff emphasize strategic hires to *Harness the power of research and higher education to foster teachers, administrators, community leaders, and community health experts to achieve equity in education and health outcomes*. Competitive start up packages, improved hiring policies and search committee trainings aid in the recruitment of talented and qualified individuals that advance the College's Diversity Goals. Aiming to increase tenure-track faculty to 60% by 2020, the College has increased tenure-track faculty from 51% (n=105) in fall 2014 to 55% (n=119) in fall 2018. Recruiting faculty who research areas of equity and inclusion, as well as staff experienced in working with diverse groups, is also given strong consideration for hiring decisions. Under the new Staff Equity Hiring Plan, experience working with diverse individuals and communities is listed as a preferred qualification for all staff position postings. For certain higher level leadership position, experience with diversity and inclusion is listed as a required qualification. Since 2014, 39% (n=21) of new faculty hires and 38% (n=78) of new staff hires identified as racially/ethnically diverse. National advertising of staff vacancies through diverse vendors and relocation allowances of up to \$2,000 have resulted in six of the last 18 staff hires from outside the Brazos Valley. CEHD's percentage of faculty race/ethnic diversity continues to be ahead of the University's, increasing from 22% (n=43) in 2012 to 28% (n=60) in 2018 (see Table 3). CEHD has a slightly higher percentage of faculty who are Hispanic/Latinx, and continues to show larger differences in percentage of Black/African American faculty when compared to University data. Staff race/ethnic diversity has also increased from 22% (n=30) to 32% (n=57) in the past two years (see Table 4).

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Table 3. Faculty Race/Ethnic and Gender Diversity

Fall	2012				2016				2017				2018	
	CEHD		TAMU		CEHD		TAMU		CEHD		TAMU		CEHD	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	89	45%	1410	35%	94	43%	1819	37%	91	43%	3194	63%	95	44%
Female	107	55%	2608	65%	124	57%	3150	63%	119	57%	1890	37%	121	56%
Am. Ind	0	0%	15	0.4%	0	0%	14	0.3%	0	0%	13	0.3%	0	0%
Asian	13	7%	311	8%	17	8%	441	9%	18	9%	454	9%	22	10%
Black/AA	19	10%	125	3%	23	11%	154	3%	21	10%	156	3%	21	10%
Unknown	0	0%	73	2%	0	0%	131	3%	0	0%	164	3%	0	0%
Intl	0	0%	698	17%	0	0%	880	18%	0	0%	908	18%	0	0%
Hisp/Lat	11	6%	242	6%	17	8%	298	6%	16	8%	313	6%	17	8%
Total Div*	43	22%	693	17%	57	26%	907	18%	55	26%	936	18%	60	28%
White	153	78%	2554	64%	161	74%	3051	61%	155	74%	3076	61%	156	72%
Total**	196		4018		218		4969		210		5084		216	

*Total Diversity includes all categories excluding White

**Total includes International, American Indian/Alaskan Native, and Hawaiian/Pacific Islander

Source: accountability.tamu.edu

Table 4. Staff Race/Ethnicity and Gender Diversity

	Fall 2016				Fall 2017				Fall 2018	
	CEHD		TAMU		CEHD		TAMU		CEHD	
	N	%	N	%	N	%	N	%	N	%
Male	44	26%	2387	43%	46	26%	2424	43%	46	26%
Asian	12	7%	346	6%	14	8%	352	6%	12	7%
Black/AA	10	6%	380	7%	13	7%	374	7%	12	7%
Hisp/Latinx	22	13%	651	12%	25	14%	677	12%	32	18%
White	127	74%	3923	70%	125	71%	4049	72%	122	68%
Nat. Hawaiian	0	0.0%	3	0.1%	0	0.0%	1	0.0%	1	0.6%
Total Diversity	44	26%	1453	26%	52	29%	1479	26%	57	32%
Total Staff**	171		5569		177		5620		179	

*Total Diversity includes all categories excluding White

**Total includes International, American Indian/Alaskan Native, and Hawaiian/Pacific Islander

Source: accountability.tamu.edu

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Retention

As informed by two or more years of assessment data, describe your unit's goals, measures, and progress on student/faculty/staff retention. If data are not available, describe plans to develop and assess goals for student/faculty/staff retention. (500 word limit)

Goals

Efforts for student, faculty, and staff retention support the College's goals to *Support educators and health professionals in creating enticing, energizing, and effective learning opportunities and activities – instilling a dedication to life-long learning experiences that lead to physical, academic, emotional and mental health and to Examine the instruction within our own classrooms and advance the scholarship surrounding effective teaching and learning as we lead our students to develop the knowledge, skills, and dispositions necessary to transform lives.*

Table 5. Undergraduate and Graduate Degree Completion

		Fall 2013				Fall 2016				Fall 2018			
		CEHD		TAMU		CEHD		TAMU		CEHD		TAMU	
		N	%	N	%	N	%	N	%	N	%	N	%
BS/BA	Total Div*	265	21%	2373	26%	382	26%	2950	30%	540	32%	3954	33%
	URM**	227	18%	2124	23%	314	21%	2223	22%	436	26%	2959	25%
	Intl.	8	1%	132	1.40%	7	0.50%	134	1%	7	0.40%	177	1%
	Unknown	3	0.20%	15	0.20%	2	0.10%	20	0.20%	0	0%	25	0.20%
	White	992	79%	6738	73%	1084	73%	6805	69%	1129	67%	7656	65%
	Total	1268		9258		1475		9909		1676		11812	
MS/MED	Total Div*	82	26%	347	16%	111	27%	512	17%	152	29%	624	20%
	URM**	68	22%	234	11%	93	23%	352	12%	128	24%	441	14%
	Intl.	51	16%	698	31%	33	8%	1060	35%	22	4%	922	29%
	Unknown	2	1%	13	1%	4	1%	54	2%	3	1%	42	1%
	White	180	57%	1162	52%	265	64%	1363	46%	354	67%	1545	49%
	Total	315		2220		413		2989		531		3133	
PhD/EDD	Total Div*	45	42%	119	16%	35	34%	111	16%	41	38%	114	16%
	URM**	41	39%	86	12%	29	28%	79	11%	35	32%	78	11%
	Intl.	15	14%	350	48%	21	20%	335	47%	18	17%	357	50%
	Unknown	1	1%	4	1%	0	0%	13	2%	4	4%	29	4%
	White	45	42%	253	35%	48	46%	252	35%	45	42%	216	30%
	Total	106		726		104		711		108		716	

*Total Diversity includes Hispanic, Black/African American, American Indian, Native Hawaiian, Asian, and two plus races

** Total URM includes Hispanic/Latinx, Black/African American, American Indian

Source: accountability.tamu.edu

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Student Retention and Success

Current goals for student retention and success align with the University’s Student Success Initiative goals to increase first year retention to 95%, to increase four-year graduation rates to 65%, and six-year graduation rates to 85%. Number of degree completions have increased at the undergraduate and graduate level. CEHD has focused on growing programs at the master’s level and managing student enrollment at the undergraduate and doctoral levels. This is reflected in the number of degree completions presented in Table 5. Number of degree completions for total diversity and URM students continue to increase for bachelor’s and master’s degrees, but have decreased for doctoral degrees. Overall first year retention remains above 90% and exceeds University percentages in all categories except Asian and Hispanic/Latinx. Total four and six-year graduation rates have increased and exceed the University percentages (see Tables 6 and 7). Effort to increase the retention and success of CEHD students include multi-year scholarships and funding; academic support; student councils and committees; student organizations; and programs to engage students in high-impact learning experiences (HILEs).

Table 6. Undergraduate First Year Retention Rates

	Fall 2012				Fall 2017			
	CEHD		TAMU		CEHD		TAMU	
	N	%	N	%	N	%	N	%
Asian	7	100%	351	91%	24	77%	842	93%
Black/AA	29	76%	235	84%	45	98%	306	91%
Hisp/Latinx	89	85%	1465	88%	167	87%	2236	89%
URM*	119	21%	1714	24%	213	25%	2558	26%
White	385	93%	4263	93%	528	96%	5236	94%
First Gen	136	85%	1844	88%	257	89%	2148	87%
Non-First Gen	365	94%	4515	83%	585	96%	6684	94%
Total**	521	91%	6560	91%	785	93%	8954	93%

*URM includes Hispanic/Latinx, Black/African American, and American Indian/Alaskan Native

**Total includes International, American Indian/Alaskan Native, and Hawaiian/Pacific Islander

Table 7. Undergraduate Four -Year Graduation Rates

	Fall 2008				Fall 2014			
	CEHD		TAMU		CEHD		TAMU	
	N	%	N	%	N	%	N	%
Asian	4	80%	205	51%	21	72%	375	55%
Black/AA	7	37%	93	31%	17	34%	182	47%
Hisp/Latinx	29	48%	541	43%	105	57%	1122	50%
URM*	37	9%	642	9%	122	15%	1312	15%
White	223	67%	2901	54%	372	72%	3242	61%
First Gen	65	53%	778	43%	128	54%	1164	50%
Non-First Gen	195	67%	2941	54%	337	72%	3671	60%
Total**	263	63%	3809	51%	529	66%	5109	57%

*URM includes Hispanic/Latinx, Black/African American, and American Indian/Alaskan Native

**Total includes International, American Indian/Alaskan Native, and Hawaiian/Pacific Islander

Source: accountability.tamu.edu

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Table 8. Undergraduate Six-Year Graduation Rates

	Fall 2008				Fall 2012			
	CEHD		TAMU		CEHD		TAMU	
	N	%	N	%	N	%	N	%
Asian	4	80%	332	79%	6	86%	314	81%
Black/AA	13	68%	198	66%	18	47%	170	61%
Hisp/Latinx	43	92%	925	73%	79	75%	1287	77%
URM*	57	14%	1157	15%	98	17%	1470	20%
White	290	87%	4462	83%	370	89%	3957	87%
First Gen	92	75%	1332	73%	123	73%	1572	75%
Non-First Gen	250	86%	4555	83%	349	90%	4202	87%
Total**	349	83%	6027	81%	484	84%	5950	57%

*URM includes Hispanic/Latinx, Black/African American, and American Indian/Alaskan Native

**Total includes International, American Indian/Alaskan Native, and Hawaiian/Pacific Islander

Source: accountability.tamu.edu

Faculty and Staff Retention and Success

Goals for faculty and staff retention have focused on providing leadership experiences through the faculty leadership fellowship program, mentorship, professional development, open communication, and regular opportunities to interact with college leadership. In 2018, eight faculty received promotions and 17 staff reclassifications were approved. CEHD has increased funding for professional development and offers programs and workshops for faculty and staff on career advancement. In 2012 the College identified issues with the retention of faculty and implemented measures to address issues such as faculty travel grants; increased support for research; counter offers; faculty ombuds at the college and department level; and an annual faculty retreat. Between fall 2013 and fall 2018 there have only been three tenure-track faculty who have left CEHD. Improvements in staff retention have also been seen. From fall 2016 to fall 2018, staff turnover has decreased to 11.7% (n=21) from 14.6% (n=25) between fall 2014 and fall 2016. Of the 206 new staff hires from 2014 to 2018, 78% (n=160) still work in CEHD. In 2014, CEHD began conducting staff exit interviews to collect data on why staff leave the College. This data has helped leadership and the organization identify opportunities for improvement. As a result, the development of processes for the strategic retention of staff including mandatory supervisor training; enhanced organizational structures to improve efficiency and job satisfaction; and intentional efforts to provide career growth opportunities have been implemented. For example, CEHD has improved organizational structures within Academic Affairs to support the career advancement of advisors. This has led to the retention of all undergraduate advisors for the past two years. Previously, this group held the highest turnover rate among staff in CEHD. Additional efforts to recognize and retain staff include increasing staff achievement awards to \$1,000, increasing staff professional development funds, hosting more college-wide staff events, and dean's town hall meetings to address staff concerns and share CEHD progress.

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Climate

As informed by two or more years of assessment data, describe your unit's goals, measures, and progress on unit/campus climate issues. If data are not available, describe plans to develop and assess climate-related goals. (500 word limit)

College Climate

CEHD engages departments in an accountability process to assess their diversity and inclusion efforts towards CEHD's Strategic Plan Goal 5: *Enhance, recognize and reward diversity and a climate of inclusion, equity and respect for students, faculty, and staff*. Using a modified template of the 2018 Diversity Accountability Plan report, each department submitted accountability reports detailing their efforts. Departmental reports are hyperlinked below and additional programs and initiatives led by departments are presented in Table 10. In 2017, 87% of all faculty, staff, and student respondents indicated they Strongly Agree or Agree that they felt comfortable with the climate in CEHD. This is an improvement from 68% in 2011 and 79% in 2014. Figure 2 shows 2017 climate survey result by group and Figures 3 and 4 show 2017 climate survey results by department.

Department Climate

Departmental climate committees with faculty, staff, and student membership, plan and implement recruitment, retention, climate, and equity initiatives within their unit. Table 9 shows fall 2018 diversity data for faculty and students by department.

[Educational Administration and Human Resource Development](#) (EAHR)

In 2015, EAHR established "creating a diverse, inclusive, respectful, and supportive environment for work, learning, research, and service" as one of its strategic goals. All EAHR community members are encouraged to attend climate events and trainings such as bias training and invited speaker events. One of their most recent events focused on Black Identity and was presented by Dr. William Cross Jr., Faculty Emeritus at the University of Denver.

[Educational Psychology](#) (EPSY) is the largest producer of special education and bilingual education teachers in the State of Texas. In 2017, EPSY's Special Education Program was identified as an exemplar in high quality teacher preparation and was chosen as one of 10 partners in the Raising Texas Teachers program. The Charles Butt Scholarship for Aspiring Teachers awards an \$8,000 scholarship each year, as well as ongoing training, mentorship, and networking opportunities facilitated by the Raise Your Hand Texas Foundation.

[Health and Kinesiology](#) (HLKN)

Over 60% of undergraduates are enrolled in HLKN accounting for 46.5% of CEHD's male undergraduate student population in 2018. HLKN has developed a new program called Lead, Excel, Achieve, Develop & Succeed (LEADS). LEADS connects students with peers, HLKN faculty, and CEHD staff. In addition, students who participate in the LEADS program are provided opportunities to engage in commonly used language, learn valuable skills, and become informed about available resources inside the department, college and university. Last spring, HLKN held the inaugural Active, Able, Adaptive Conference. The event focused on "Healthy Living Across the Lifespan" and had presentations from academic faculty and athletes with disabilities.

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Teaching, Learning and Culture (TLAC)

TLAC faculty members in literacy along with a doctoral student in teacher education coordinated the first annual Celebrating and Exploring Diversity in K-12 Literature and Literacies conference. The two-day event was dedicated to diversity and inclusion in literacy and literature and was attended by over 700 people, including pre-service and in-service teachers as well as 95 elementary students. TLAC also hosts an annual Celebration of Black Culture and Education as part of campus-wide Black History Month events.

Figure 2. College of Education and Human Development 2017 Climate Survey

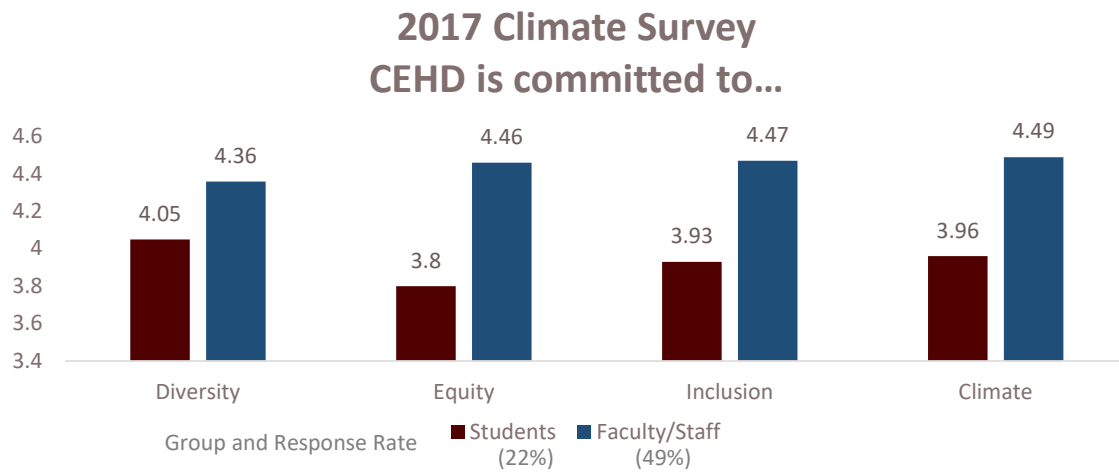
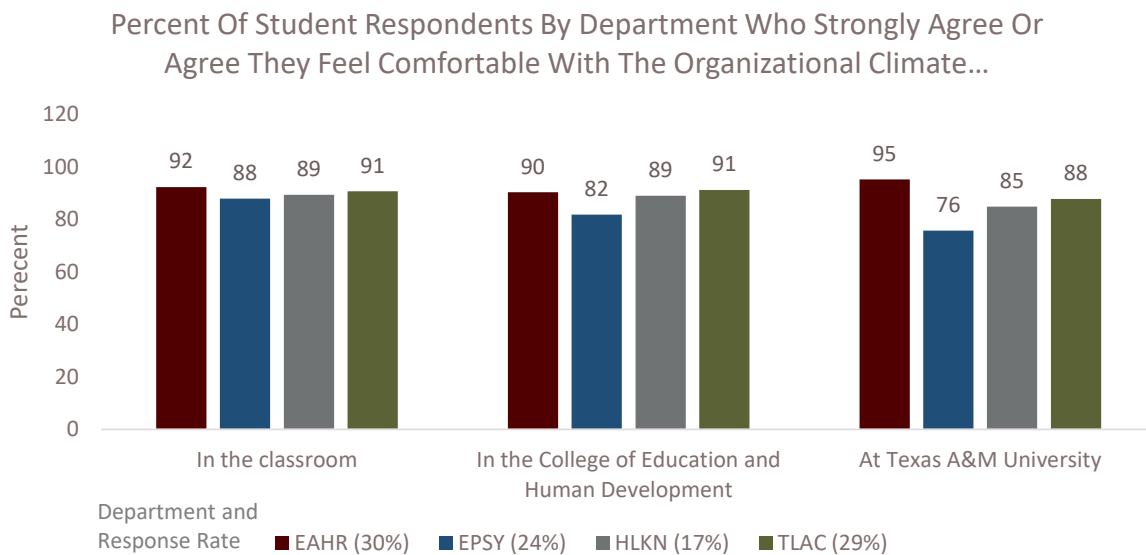


Figure 3. College of Education and Human Development 2017 Student Climate Survey



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Figure 4. College of Education and Human Development 2017 Faculty and Staff Climate Survey

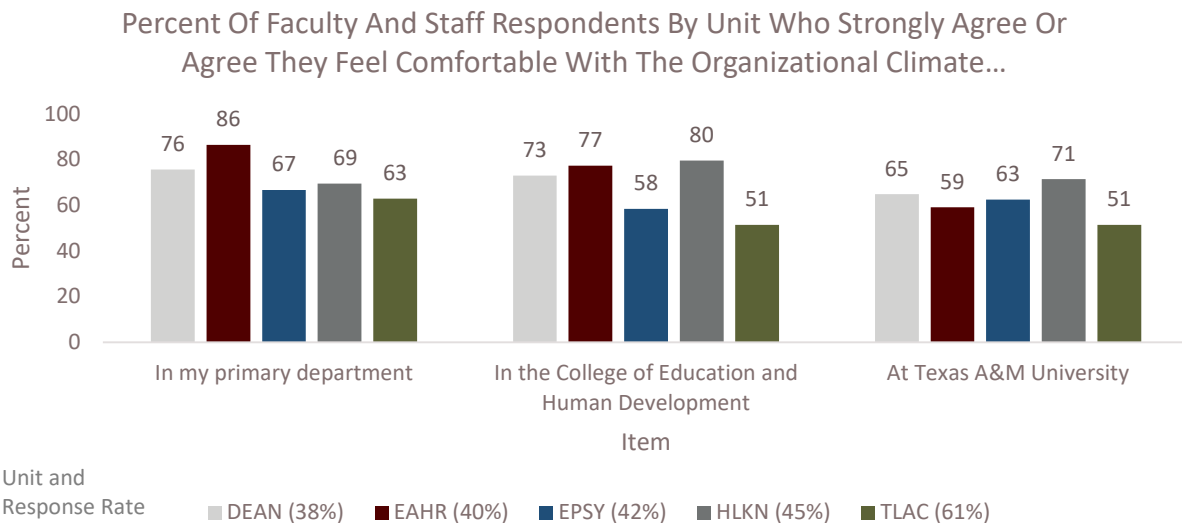


Table 9. 2018 CEHD Department Faculty and Student Race/Ethnic Diversity

		Total		Hispanic/Latinx		Black/AA		Asian		Total Diversity	
		N	%	N	%	N	%	N	%	N	%
EAHR	Faculty	30		4	13%	7	23%	2	7%	13	45%
	Undergraduate	486	52%	131	27%	26	5%	33	7%	190	39%
	Graduate	440	48%	118	27%	47	11%	13	3%	178	41%
EPSY	Faculty	45		8	18%	5	11%	7	16%	20	45%
	Undergraduate	309	43%	96	31%	4	1%	2	1%	102	33%
	Graduate	405	57%	96	24%	23	6%	18	4%	137	34%
HLKN	Faculty	96		2	2%	6	6%	4	4%	12	13%
	Undergraduate	3198	88%	764	24%	158	5%	146	5%	1068	33%
	Graduate	440	12%	44	10%	35	8%	5	1%	84	19%
TLAC	Faculty	45		3	7%	3	7%	9	20%	15	34%
	Undergraduate	1226	72%	236	19%	26	2%	31	3%	293	24%
	Graduate	467	28%	75	16%	45	10%	14	3%	134	29%

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Table 10. CEHD Departmental Diversity Programs and Initiatives
Educational Administration and Human Development (EAHR)
<ul style="list-style-type: none"> • Financial support for doctoral students from underrepresented groups • Travel funds for prospective student visits • Hosting regular webinars, department lunches and events • Texas Association of School Administrators (TASA) Midwinter meeting booth • Student involvement, regular town hall meetings • Race, Identity, and Social Equity (RISE) initiative Research Team • EAHR climate, diversity, and social committee • Sponsorship: Black identity and racial-ethnic identity development pioneer’s talk • Social media and regular newsletter utilization to communicate diversity programs
Educational Psychology (EPSY)
<ul style="list-style-type: none"> • Faculty and Staff awards • Breakroom renovation • Academic Symposium • Health and Wellness initiatives • Speed monitoring event • Support for student organizations • Increased travel scholarship awards • Including staff and student representatives in department executive council • Monthly mentoring with pre-tenured faculty
Health and Kinesiology (HLKN)
<ul style="list-style-type: none"> • Marketing recruitment plan • Student Career and Development “Chair”. • Hosting scholarly events • Active, Able, Adaptive (AAA) Conference, • Transdisciplinary Center for Health Equity Research Symposium. • Lead, Excel, Achieve, Develop and Succeed program for undergraduate students
Teaching, Learning and Culture (TLAC)
<ul style="list-style-type: none"> • On-campus showcase experience initiative • Social media recruitment campaign • Formal and mentoring coaching program • A staff lunch and dialogue per semester • LGBTIQ faculty and graduate student allies meetings • Hosting Annual inclusive elections and “Status of Women” forum • TLAC graduate student association monthly social event • A two-day conference on diversity and inclusion in literacy and literature

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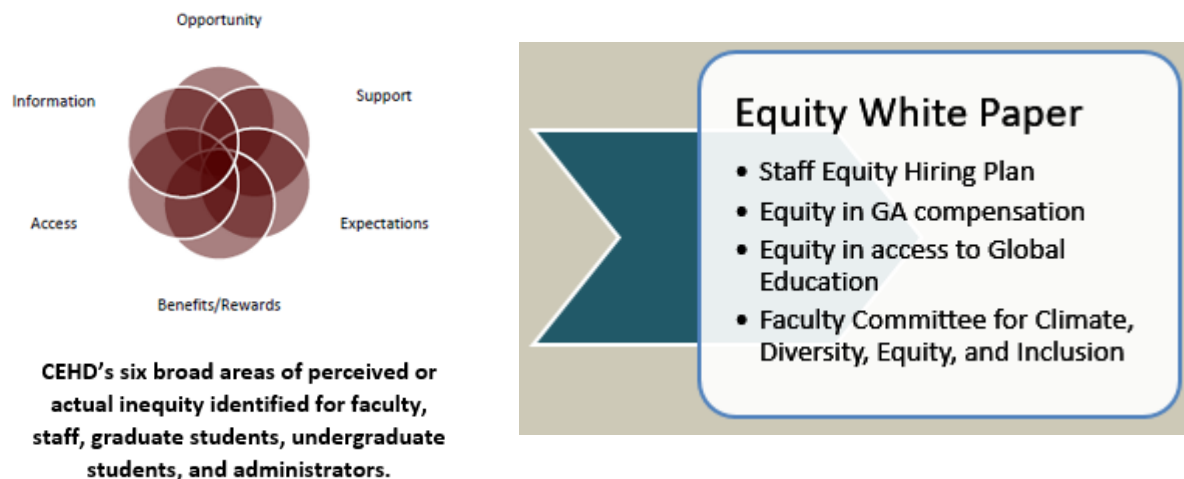
Equity

As informed by two or more years of assessment data, describe your unit's goals, measures, and progress on equity-related goals (e.g., advancement, promotion, development, salaries, graduation rates, etc.) If data are not available, describe plans to develop and assess equity-related goals.

Goals

Goals to enhance equity for faculty, staff, and students aim to enhance equity in access to resources, educational outcomes, and College benefits and rewards. In 2013 the College's Committee for Diversity Initiatives commissioned a white paper on equity. A key finding from this work was the belief that the College may create unintentional inequities and/or perceived inequities across multiple areas and several programs were developed based on the Equity White Paper guidelines (see Figure 5).

Figure 5. CEHD Equity White Paper Impact Areas



Equity in Access and Educational Outcomes

To enhance equity in college access, CEHD provides students with endowed and pass through scholarships. In fall 2018, 31% (n=109) of scholarship recipients identified as racial/ethnic diverse and 23% (n=82) were first-generation students. To improve equity in student services, listing Spanish fluency as a preferred qualification for advising positions, additional advisor training on supporting diverse students, and new student conferences delivered in Spanish have been implemented. CEHD has also expanded advising staff to keep advisor-to-student ratios low and added a new transfer advisor/enrollment manager to ensure high-quality advising for all students. Providing additional funding based on student needs enhances equity in student access to global education experiences. Over the past four years, the Global Education Program has allowed 2,115 students to study abroad and in urban settings in the United States. Funding for the Global Education Program is structured in such a way that, relative to their proportion in the college population, first-generation and racial/ethnic minority students are more likely to study abroad than in the past. In 2018, 79% of all students received financial aid to study abroad. Additionally, the percent of students from family incomes of less than \$40,000 who participated in study abroad trips increased from 11.7% (n=28) in 2013 to 14% (n=67) in 2018.

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Equity in Benefits and Rewards

Salary equity reviews for faculty and staff are conducted annually. The last review resulted in 19 staff salary equity adjustments. Equity guidelines for faculty search committees include requirements for diverse search committee membership and implicit bias training for committee chairs. Implicit bias training is also used to enhance equity in faculty tenure/promotion and award decisions. Similarly, requirements have now been established for the staff hiring process. In 2018 CEHD began implementing the Staff Equity Hiring Plan and appointed an Equity Administrator to oversee efforts to diversify staff applicant pools. The Equity Administrator facilitates new staff hiring protocols that require training on diversity and implicit bias and verification of diverse search committees. The position description and interview questions are also reviewed for statements/questions on diversity and inclusion.

Reflection

Related to diversity, accountability, recruitment, retention, climate, and equity:

- a) Describe how your unit is “moving the needle” (e.g., changing numbers/composition, awards, recognition, grants, funding, etc.).
- b) What challenges has your unit faced? What plans are in place to address the challenges?
- c) What innovative strategies have been implemented in your unit that might be useful to other units?
- d) Describe how funding from the Diversity Plan awards has been used (or will be used) to support and advance your unit’s recruitment, retention, climate, and/or equity goals.

Advancing Diversity

Diversity is central to the mission of CEHD. To better serve our communities student, faculty, and staff populations should reflect demographic changes. Alignment of College Values, Priority Impacts, and Diversity Goals with the University’s Diversity Plan enables CEHD to address education’s most urgent challenges and improve quality of life (see Figure 6). Explicit efforts to advance diversity, equity, and inclusion are necessary to set the standard for excellence in preparing the leaders of tomorrow. Since 2012, the College has increased its race/ethnic diversity across all groups (see Table 11); has intentionally increased diversity among leadership (see Table 12); and has retained 93% (n=41) of tenure track faculty. The Faculty Leadership Development Fellowship Program in the areas of Diversity, Equity, and Inclusion; Faculty Development; Teacher Educator Preparation; Research; and Finance and Administration supports the retention of talented faculty interested in advancing into administrative roles. Similarly, succession planning for staff and policy changes, such as the Staff Equity Hiring Plan, have enhanced staff diversity. Our faculty and staff are committed to the academic, professional, social, and emotional growth of students, providing transformational learning experiences for all.

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Figure 6. Alignment of TAMU and CEHD Diversity Goals

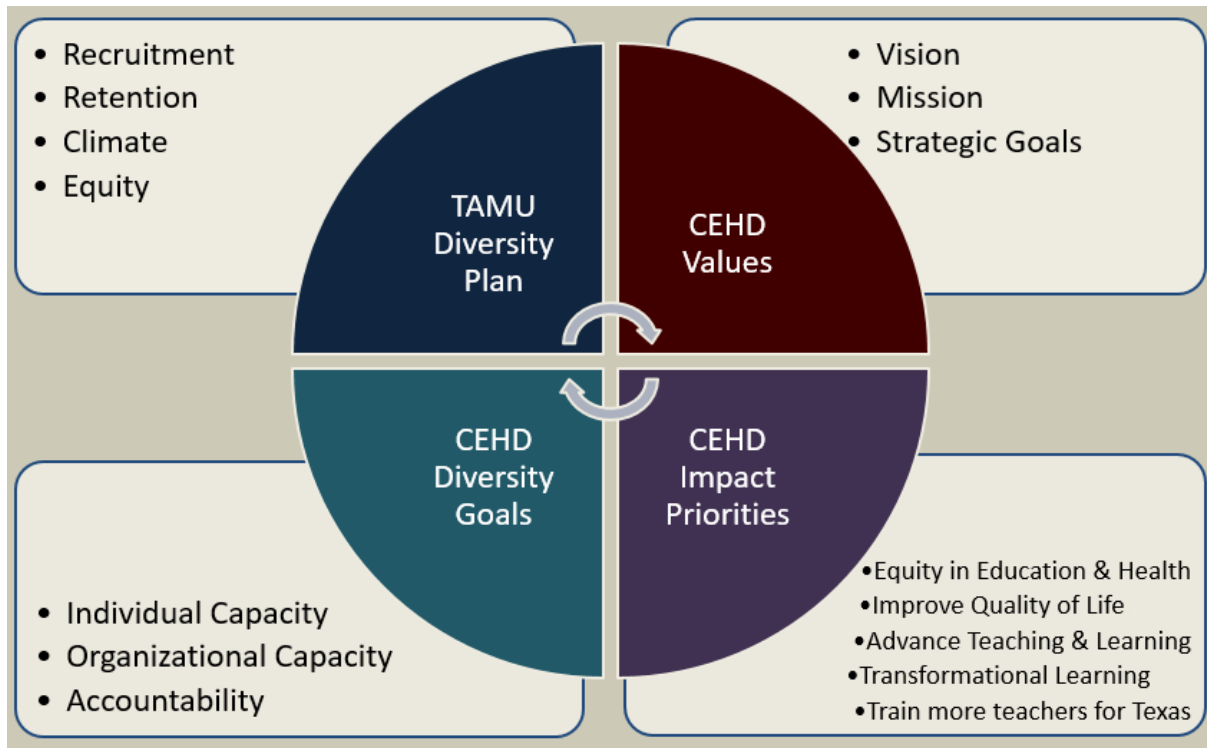


Table 11. CEHD Race/Ethnic Diversity

Fall	Faculty		Staff		Graduate		UG	
	N	%	N	%	N	%	N	%
2012	43	22%	30	22%	443	34%	1019	23%
2013	47	24%	37	25%	422	32%	1307	27%
2014	50	24%	41	26%	460	32%	1504	28%
2015	52	25%	36	23%	517	33%	1818	32%
2016	57	26%	45	26%	527	32%	1929	34%
2017	55	26%	53	30%	536	33%	1909	34%
2018	60	28%	57	32%	569	35%	1773	34%

Table 12. CEHD Leadership

	2014		2016		2018	
	N	%	N	%	N	%
Female	16	57%	18	62%	19	68%
Race/ Ethnic Diversity	5	18%	6	21%	8	29%

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Transformational Learning

The College has made considerable progress toward goals to increase external funding, providing more scholarships and assistantships to minority and first-generation students. Scholarship and Graduate Fellowship Endowments have increased by close to 62% from 71 endowments in 2013 to 115 in 2018. Scholarships and awards are based on the student's academic/scholarly success and their contribution to the diversity mission of the College. CEHD has made progress in engaging students in high impact learning experiences (HILEs). Engaging in HILEs contribute to students' academic, professional, and personal growth. Strategic focus was placed on increasing engagement of students from underrepresented groups in HILEs (see Tables 13 and 14). Through the Transformational Learning Fellows (TLF) Program students are rewarded for engagement. Of the 112 currently enrolled students, 29% of Fellows are first-generation and 36% are racially/ethnically diverse. In spring 2018, 50% of TLF graduates were first-generation students and 34% were racially/ethnically diverse.

Table 13. Graduating Seniors who Participated in Three of More HILEs

Fall	2014-2015				2015-2016				2016-2017			
	CEHD		TAMU		CEHD		TAMU		CEHD		TAMU	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind	2	50%	16	46%	3	75%	14	48%	2	67%	18	60%
Asian	18	44%	234	49%	20	53%	248	52%	39	74%	327	61%
Black/AA	9	35%	128	55%	34	59%	154	55%	47	70%	234	69%
Multi.	12	34%	99	44%	20	69%	140	56%	27	63%	168	68%
Hisp/Lat	112	47%	829	50%	160	63%	1,027	54%	240	71%	1,573	68%
URM	123	46%	973	21%	197	63%	1,195	22%	289	71%	1,825	25%
Total*	522	38%	4,548	47%	919	62%	5,397	54%	1,188	72%	7,279	66%

*Total includes International, American Indian/Alaskan Native, and Hawaiian/Pacific Islander

Table 14. Participation of Graduating Seniors

2016-2017	TAMU	CEHD	EAHR	EPSY	HLKN	TLAC
Learning Community	30%	22%	30%	51%	22%	10%
Writing Intensive	100%	100%	100%	100%	100%	100%
Capstone	57%	41%	100%	35%	10%	98%
1st Year Seminar	9%	4%	3%	2%	5%	3%
Intern/Coop/Field Experience	45%	67%	100%	100%	45%	100%
Study Abroad	27%	23%	25%	29%	22%	23%
Service Learning	15%	52%	47%	84%	44%	65%
UG Research	40%	30%	99%	43%	25%	6%
3 HILE at Graduation	67%	72%	100%	98%	53%	99%

Source: dars.tamu.edu

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Challenges

CEHD continues to face challenges with recruitment of faculty, staff, and students who identify as Black/African American. Similar to programs across the country, CEHD continues to show an underrepresentation of male students. Developing efficient data collection, assessment, and evaluation processes is difficult with limited resources and funding. Fully integrating diversity goals throughout all aspects of CEHD is ongoing and data related to other aspects of diversity such as gender identity, sexual orientation, socio-economic status, and religion are not collected consistently. These barriers slow progression and limit impact. To address these challenges, an executive leadership position was created. The Associate Dean for Diversity and Inclusion will enhance efforts and further the goals of inclusivity and diversity within our College.

Strategies and Initiatives

In 2008, the College an Assistant Dean to lead diversity efforts and created the Office of Organization Development and Diversity Initiatives (ODDI). A College-wide Committee on Diversity Initiatives (CoDI) made up of faculty, students, staff and administrators, served as the advisory board to ODDI and provided guidance to the College. CoDI received the 2014 Diversity Service Award presented by the Division of Student Affairs and the Office for Diversity. In 2015, goals to enhance climate, diversity, equity and inclusion became part of the College's strategic plan. In addition, the College strengthened the roles of student, faculty, and staff advisory groups which also added to the network of support for diversity initiatives. CEHD developed an infrastructure to provide sustainable support for diversity efforts and created white papers, provided practice guidelines, and established policies for climate, diversity, equity, and inclusion. Within this structure, multiple programs have been developed through internal and external collaborative efforts. For example, CEHD was named the inaugural College Champion at the 2018 TAMU Race, Identity, and Social Equity (RISE) Conference where four of the 12 RISE Fellows were from CEHD. To extend the impact of RISE, a coordinating CEHD RISE program was developed where a research team of faculty, staff, graduate, and undergraduate students engage in research that directly supports College diversity goals. RISE research teams at the department level are currently being developed. This initiative earned the Accountability, Climate and Equity - Department of Multicultural Services Collaborator Award for 2018. Key strategies and initiatives are outlined in Table 15.

Funding

From fiscal years 2011 to 2018, CEHD has used a total of \$ 585,989.24 to support diversity efforts. During this time, CEHD received 80% (\$466,000) of funds for demonstrating consistent progress towards advancing the Diversity Plan. The majority of the budget (66%, \$ 389,078.25) has been used to support personnel and administrative needs including staff salaries, graduate assistantships, office supplies, and other administrative business costs. CEHD has spent 17% (\$ 102,247.29) of the budget on diversity related awards and sponsorships for department, campus, or community events. The remaining 16% (\$ 94,663.70) has been used to build individual faculty, staff, and student capacity for diversity by providing internal CEHD workshops and trainings or supporting individuals in attending external training and development opportunities (see Figure 7). In addition to the ODDI budget, the departments spent close to \$117,000 and the dean's office units spent close to \$700,000 in 2018 on global education; the Byrne Student Success Center programs; and faculty and staff diversity initiatives.

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Table 15. College of Education and Human Development Strategies and Initiatives

Key Strategies:

- Develop a system of accountability to assess impact
- Align diversity programming goals with core institutional vision, mission, and goals
- Identify strong leadership at all levels to direct and manage change efforts
- Establish white papers, policies, and practices for diversity
- Enforce data-based decision making
- Leverage existing resources to maximize efficiency and effectiveness including the identification of collaborative opportunities that provide mutual benefits
- Engage faculty, staff, and students across the College in diversity efforts
- Formalize diversity leadership roles and responsibilities
- Establish accountability processes for departmental progress toward diversity goals
- Formalize ODDI programs and structured processes for diversity programming

Impactful Program Areas:

- Educational and Professional Development
- Student Initiatives, Services, and Support
- Diversity and Inclusion
- Awards and Recognition
- Recruitment, Retention, and Resources
- Assessment and Evaluation

New and Emerging Programs and Initiatives:

- Associate Dean for Diversity and Inclusion
- TAMU RISE Initiative
- Faculty Leadership Development Fellowships
- Faculty Committee on Climate, Diversity, Equity and Inclusion
- Staff Equity Hiring Plan
- Global Education Program Diversity Abroad Initiatives
- Service, Teaching, and Research (STaR) Faculty Mentoring
- First-Generation Project Initiatives
- Undergraduate Peer Mentoring Program

Figure 7. Diversity Funding

