



TEXAS A&M UNIVERSITY  
Education &  
Human Development

Diversity Accountability  
Report

College of Education and Human Development  
2020-2021

**2020-2021 Diversity Accountability Report**

<b>Unit:</b> <u>College of Education and Human Development</u>	<b>Date:</b> <u>November 5, 2020</u>
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**Introduction (196 of 200-word limit)**

*Describe your unit (campus location, 2019 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? How has your unit shared, or plan to share, the Diversity Plan accountability reports across your unit?*

The vision of the College of Education and Human Development (CEHD) is *to transform lives through leadership and innovation in education and human development*. The CEHD 2020-2025 Strategic Plan includes goals with specific strategies, and metrics that align with diversity, equity, and inclusion efforts; see Figure I.

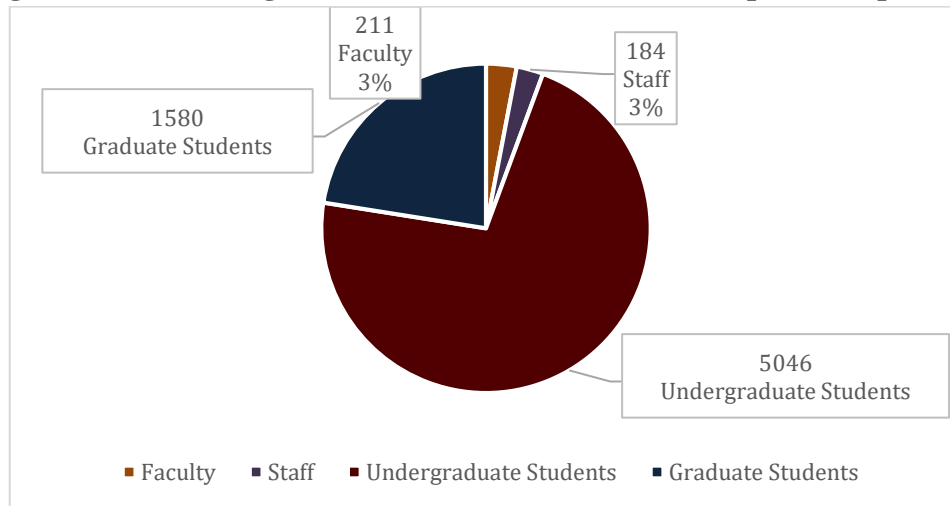
**Figure I. CEHD Strategic Plan Goals**

**CEHD 2020-2025 STRATEGIC PLAN  
CORE GOAL AREAS:**

- 1 ADVANCE TEACHING AND LEARNING BY PLACING HIGH VALUE ON A COLLABORATIVE, DIVERSE, DEMOCRATIC, AND GLOBAL LEADERSHIP TRAINING ENVIRONMENT FOR GRADUATE STUDENTS.
- 2 PROVIDE ALL UNDERGRADUATE STUDENTS WITH THE TRANSFORMATIONAL LEARNING EXPERIENCES NEEDED FOR RESPONSIBLE CITIZENSHIP, LIFELONG LEARNING, AND PRODUCTIVE CONTRIBUTIONS TO A GLOBALIZED SOCIETY.
- 3 PRODUCE EXCELLENT INITIAL TEACHERS FOR THE STATE OF TEXAS WHILE CONTINUING TO ENHANCE, SUPPORT, AND ENGAGE EDUCATOR AND LEADERS IN SCHOOLS AND COMMUNITIES AS WE TACKLE THE EDUCATION CHALLENGES OF TOMORROW
- 4 DEVELOP NEW UNDERSTANDINGS THROUGH RESEARCH, FOSTER INNOVATION AND DEVELOPMENT, AND INFLUENCE POLICY AND PRACTICE
- 5 ENHANCE THE QUALITY OF LIFE OF INDIVIDUALS AND COMMUNITIES BY PROMOTING PHYSICAL, PSYCHOLOGICAL, INTELLECTUAL, MENTAL AND SPIRITUAL HEALTH.

CEHD is the fourth largest college at Texas A&M, with four academic departments and one administrative department; breakdown is in Figure II. Data for this report were collected from sources, including; faculty/staff exit data, previous climate surveys, external departmental review/strategic plans, demographic data, and previous accountability reports. The recently formed CEHD Equity and Social Justice (ESJ) Collective--comprising a representative group of faculty, staff, and students--engages in equity and social justice work to inform policy, processes, and practices related to racial and other forms of justice in CEHD. Initial results of a SWOT<sup>1</sup> analysis conducted by the ESJ Collective on areas of recruitment, retention, equity, and climate significantly informed this report. Because our SWOT analysis is an ongoing process, the results reported in this document should be considered preliminary. Feedback was also gathered from college leadership, including deans, department heads, the dean’s leadership council, and unit climate committees.

**Figure II. 2019 College of Education and Human Development Population**



<sup>1</sup> SWOT Analysis refers to a Strength, Weakness, Opportunities, and Threats analysis used for planning by identifying issues and needs.

**Recruitment** (500 of 500-word limit)

*As informed by one or more years of your unit's practices and/or assessment data, describe your unit's goals, measures, data-informed actions, strategies, challenges, 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.*

**Undergraduate Students.** Recruitment goals include increasing percent of BIPOC<sup>2</sup> students and first-generation undergraduate students. From 2013 to 2019 BIPOC students increased from 27% to 35% and URM<sup>3</sup> increased from 22% to 32%. Increases in BIPOC student representation is primarily due to increases in Hispanic/Latinx student enrollment, which increased by 6% from 2013 to 2019. However, Black student enrollment hovered at 4% over the past 6 academic years (See Table 1).

**Table 1. CEHD Undergraduate Demographic Data 2013 to 2019**

	2013		2016		2018		2019	
	N	%	N	%	N	%	N	%
Male	1196	25%	1375	24%	1320	25%	1295	26%
Female	3636	75%	4378	76%	3901	75%	3751	74%
American Indian or Alaskan Native	7	0.14%	16	0.28%	11	0.21%	11	0.2%
Asian	113	2%	216	4%	212	4%	222	4%
Black/African American	199	4%	266	5%	214	4%	193	4%
Hispanic/Latinx	874	18%	1299	23%	1227	24%	1203	24%
2+races	111	2%	127	2%	104	2%	103	2%
Native Hawaiian	3	0.06%	5	0.09%	5	0.10%	2	0.04%
International	ND		ND		12	0.23%	10	0.2%
Underrepresented Minority (URM)*	1080	22%	1581	27%	1452	28%	1407	28%
<b>Total Diversity**</b>	<b>1307</b>	<b>27%</b>	<b>1929</b>	<b>34%</b>	<b>1773</b>	<b>34%</b>	<b>1744</b>	<b>35%</b>
White	3507	73%	3809	66%	3434	66%	3297	65%
Unknown	2	0.04%	1	0.02%	2	0.04%	5	0.10%
<b>Total</b>	<b>4832</b>		<b>5753</b>		<b>5221</b>		<b>5046</b>	
* URM includes American Indian, Black/African American, and Hispanic/Latinx								
** Total Diversity includes International, American Indian, and Hawaiian/Pacific Islander								

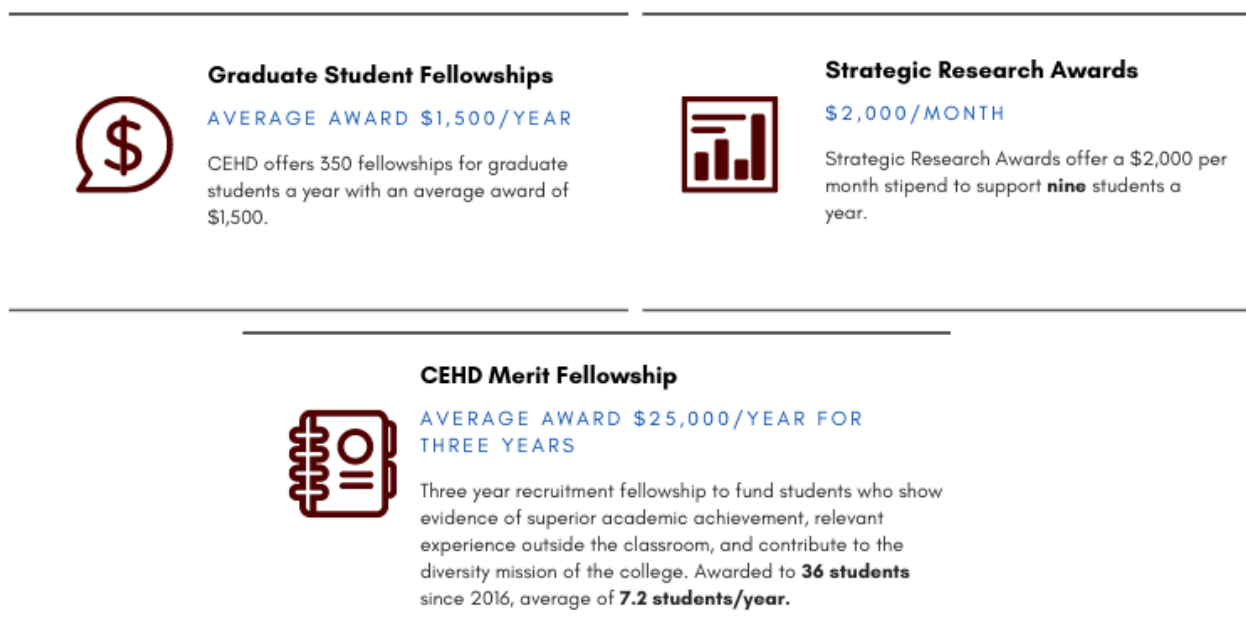
In February 2020, CEHD hired a Director of Recruitment and Scholarships to rebuild programs that increase overall undergraduate college enrollment with an emphasis on racial/ethnic and socioeconomic diversity. Despite challenges raised by COVID-19, CEHD continues to enhance efforts, such as through the new Aggeland Ambassadors Program, whereby 10-12 faculty/staff ambassadors assist in recruitment efforts.

<sup>2</sup> Black, Indigenous, and people of Color

<sup>3</sup> Underrepresented Minority, which includes American Indian, Black/African American, and Hispanic/Latinx

**Graduate Students.** CEHD prioritizes the recruitment and advocacy for graduate students from racially/ethnically and socioeconomically diverse backgrounds, as outlined in Goal 1 of the strategic plan. Tactics include developing more funding opportunities, increasing financial support for Ph.D. students with 4-year assistantships (many are 3-year), and developing pipeline programs with HBCUs and HSIs<sup>4</sup>. Figure III outlines other existing strategies. Departments conduct recruitment efforts at discipline-specific conferences and other conferences targeted to specific demographic groups. From 2013 to 2019, 30 CEHD doctoral students across all departments received OGAPS<sup>5</sup> diversity, merit, and dissertation fellowships.

**Figure III. Graduate Student Financial Support**



**Table 2. Waived GRE Requirements by Department and Degree Level**

Department	Master's	Ph.D./Ed.D.
EAHR	YES-ALL	YES-ALL
EPSY	YES-ALL	YES-ALL
HLKN	YES-ALL but 1	YES-ALL
TLAC	YES-ALL	NO

Due to COVID-19 most CEHD masters and doctoral graduate programs waived GRE test admissions requirements (see Table 2). Application fees for many programs were also waived.

Total BIPOC student representation increased by 9% from 2013 to 2019. Primary increases within this category are attributable to a 6% increase in Hispanic/Latinx and 1% increase in Asian enrollment. Despite this growth, enrollment for Black/African American students declined 3%. International student enrollment declined 6%, likely due to changes in federal policy. Data are indicated on Table 3.

<sup>4</sup> (HBCUs) stand for Historically Black Colleges and Universities. HSIs stand for Hispanic Serving Institutions (HSIs)

<sup>5</sup> Office of Graduate and Professional Studies

**Table 3. Graduate Demographic Data 2013 to 2019**

	2013		2016		2018		2019	
	N	%	N	%	N	%	N	%
Male	385	29%	463	28%	426	26.88%	385	25%
Female	926	71%	1180	72%	1159	73.12%	1186	75%
American Indian or Alaskan Native	0	0%	1	0.10%	8	0.50%	3	0.19%
Asian	37	3%	53	3%	50	3.15%	56	4%
Black/African American	150	11%	169	10%	150	9.46%	128	8%
Hispanic/Latinx	217	17%	277	17%	333	21.01%	356	23%
2+races	18	1%	27	2%	26	1.64%	24	2%
Native Hawaiian	0	0%	3	0.20%	2	0.13%	6	0.38%
International	189	14%	172	10%	156	9.84%	127	8%
Underrepresented Minority (URM)*	367	28%	447	27%	491	30.98%	487	31%
<b>Total Diversity**</b>	<b>422</b>	<b>27%</b>	<b>527</b>	<b>32%</b>	<b>567</b>	<b>35.77%</b>	<b>573</b>	<b>36%</b>
White	690	53%	923	56%	863	54.45%	854	54%
Unknown	10	1%	18	1%	17	1.07%	17	1%
<b>Total***</b>	<b>1311</b>		<b>1643</b>		<b>1585</b>		<b>1571</b>	
* URM includes American Indian, Black/African American, and Hispanic/Latinx								
** Total Diversity includes International, American Indian, and Hawaiian/Pacific Islander								
***Degree Seeking Students Only								

**Staff.** Over the past six years CEHD expanded strategies to recruit staff, which include new hiring guidelines, search committee trainings, recruitment funding, and relocation assistance. In 2018, CEHD centralized staff hiring through our business office and implemented the Staff Equity Hiring Plan. From 2012-2019, staff racial/ethnic diversity increased from 22% to 33% and male representation increased by 2% (See Table 4).

**Table 4. Staff Demographic Data 2012 to 2019**

	2012		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>CEHD Staff</b>												
Male	37	27%	44	28.03%	44	26%	46	26%	46	26%	51	28%
Female	101	73%	113	71.97%	127	74%	131	74%	133	74%	133	72%
American Indian/ Alaska Native	ND		ND		ND		ND		ND		7	4%
Asian	3	2%	5	3.18%	12	7%	14	8%	12	7%	11	6%
Black/AA	10	8%	9	5.73%	10	6%	13	7%	12	7%	21	11%
Hispanic/Latinx	17	12%	22	14.01%	22	13%	25	14%	32	18%	22	12%
White	108	78%	120	76.43%	127	74%	125	71%	122	68%	123	67%
Native Hawaiian	ND		ND		0	0%	0	0%	1	1%	0	0%
Total Diversity*	30	22%	36	22.93%	44	26%	52	29%	57	32%	61	33%
<b>Total Staff</b>	<b>138</b>		<b>157</b>		<b>171</b>		<b>177</b>		<b>179</b>		<b>184</b>	
*Includes American Indian/Alaska Native, Asian, Black/African American, and Hispanic/Latino												

**Faculty.** CEHD continues to offer competitive start-up packages and requires STRIDE<sup>6</sup> training for search committees to aid in the inclusive recruitment of talented faculty. CEHD previously set a goal to increase the percentage of tenure track faculty to 60% by 2020 and are at 55% as of 2019. We continue to make progress toward this goal, a considerable accomplishment given the size of our college. Racial/ethnic diversity increased from 22% to 30% from 2012-2019. Male and female gender representation have remained consistent. See Table 5 for more demographic data.

In 2019-2020, CEHD participated in the ACES<sup>7</sup> Fellows Program. We received approximately 100 applicants across our 4 departments and interviewed 5 top candidates. Three of the candidates joined CEHD in Fall 2020, one as a visiting assistant professor (standard for ACES Fellows) and the other two as tenure-track assistant professors.

**Table 5. Faculty Demographic Data 2012 to 2019**

	2012		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	88	45%	92	43%	94	43%	91	43%	38	18%	91	43%
Female	108	55%	121	57%	124	57%	119	57%	178	82%	120	57%
<b>Race/Ethnicity</b>												
Asian	13	7%	17	8%	17	8%	18	9%	22	10%	24	11%
Black/AA	19	10%	23	11%	23	11%	21	10%	21	10%	22	10%
Hispanic/Latinx	11	6%	12	6%	17	8%	16	8%	17	8%	18	9%
<b>Total Diversity*</b>	<b>43</b>	<b>22%</b>	<b>52</b>	<b>24%</b>	<b>57</b>	<b>26%</b>	<b>55</b>	<b>26%</b>	<b>60</b>	<b>28%</b>	<b>64</b>	<b>30%</b>
White	153	78%	161	76%	161	74%	155	74%	156	72%	147	70%
<b>Rank</b>												
Prof.	47	24%	50	23%	53	24%	51	24%	51	24%	56	27%
Assoc. Prof.	38	19%	47	22%	43	20%	39	19%	40	19%	42	20%
Asst. Prof.	17	9%	11	5%	15	7%	19	9%	28	13%	26	12%
Tenure/Tenure Track	102	52%	108	51%	111	51%	109	52%	119	55%	117	55%
Academic Professional	94	48%	105	49%	107	49%	101	48%	97	45%	94	45%
<b>Total</b>	<b>196</b>		<b>213</b>		<b>218</b>		<b>210</b>		<b>216</b>		<b>211</b>	

\*Total includes Asian, Black/African American, Hispanic/Latino, and Asian

Data only includes full-time faculty, and excludes adjunct and graduate student lecturers.

<sup>6</sup> Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE)

<sup>7</sup> Accountability, Climate, Equity, and Scholarship

**Figure IV. Recruitment Data from 2020 SWOT Analysis****Represents salient recruitment themes from each department's SWOT analysis.**

Strengths/Opportunities	Weaknesses/Threats
<b>DEAN</b>	
Hiring equity plan guides staff searches	Racial/ethnic staff populations are representative of TAMU, but it is not representative of Texas.
Participation in ACES Fellowship Program	
<b>EAHR</b>	
Nearly 50% BIPOC representation in the doctoral, masters and undergraduate programs	BIPOC representation is below representation rates of the State of Texas
Inclusion of minority serving institutions (MSI) <sup>8</sup> pipeline programs to graduate programs	Female faculty and faculty from underrepresented racial/ethnic groups reported more experiences of incivility than white male faculty
Targeted goal of recruiting BIPOC graduate students	Limited details on how community-based programs/pipelines will be created
Website includes a brief statement on diversity, equity and inclusion initiatives	
<b>EPSY</b>	
Engaged in explicit faculty recruitment from HBCUs	Similar to those for CEHD Overall.
Increased funding for on-campus doctoral interviews	
Student recruitment is a priority	
<b>HLKN</b>	
2020-2021 ACES Fellowship Program Participation	Faculty and undergraduate student racial/ethnic diversity lower than other CEHD departments.
	Limited information regarding recruitment plans of faculty and students from HBCUs
<b>TLAC</b>	
Large scale partnerships to recruit underrepresented BIPOC and socioeconomically diverse students	Regional institutions with more competitive student packages (i.e. Baylor EdD online, U of Houston)
Increased enrollment of Black and Hispanic graduate and undergraduate students; Large international graduate student base	Transfer requirements do not align with Associates of Arts in Teaching Requirements (Negates most transfer students from qualifying for admissions regardless of GPA)
Aggressive recruitment strategies for faculty of Color (e.g., Provost faculty investment program)	
Faculty/staff coordination on recruitment of students, faculty, staff	

<sup>8</sup>MSI is an umbrella terms for HBCUs, HSIs, and Tribal Colleges and Universities



**Retention (466 of 500-word limit)**

*As informed by one or more years of your unit’s practices and/or assessment data, describe your unit’s goals, measures, data-informed actions, strategies, challenges, and progress on student/faculty/staff retention. If data are not available, describe plans to develop and assess goals for student/faculty/staff retention.*

**Undergraduate Students.** Efforts to increase the retention include multi-year scholarships and funding; academic support; student councils and committees; student organizations; and programs to engage students in high-impact learning experiences. The CEHD Marilyn Kent Byrne Student Success Center (BSSC) oversees many retention efforts outlined above, including academic coaching for students on probation, learning communities, undergraduate student organization advisement, the Transformational Learning Fellows program, peer mentoring, and the newly launched First-Gen Network. For 2019-2020, average GPA for students who received coaching for academic probation rose from 1.70 to 3.11.

**Figure V. CEHD and TAMU First-year Fall-to-Fall Retention by Percent**

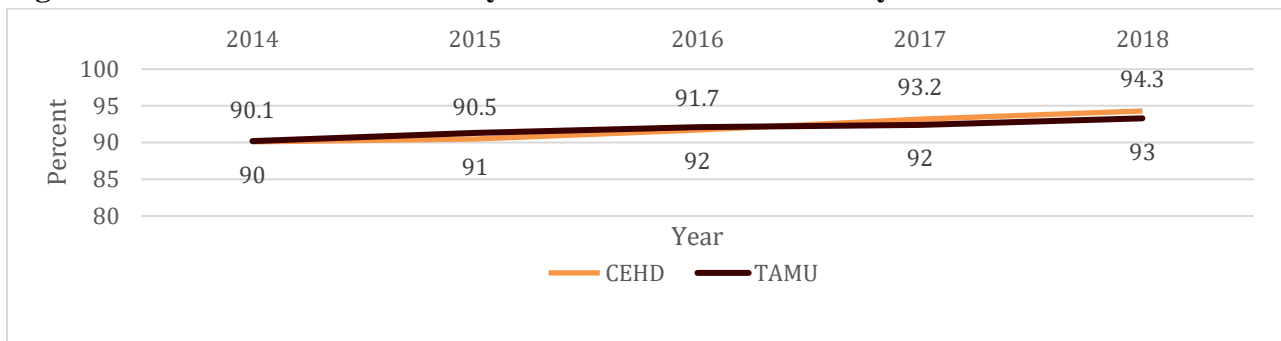
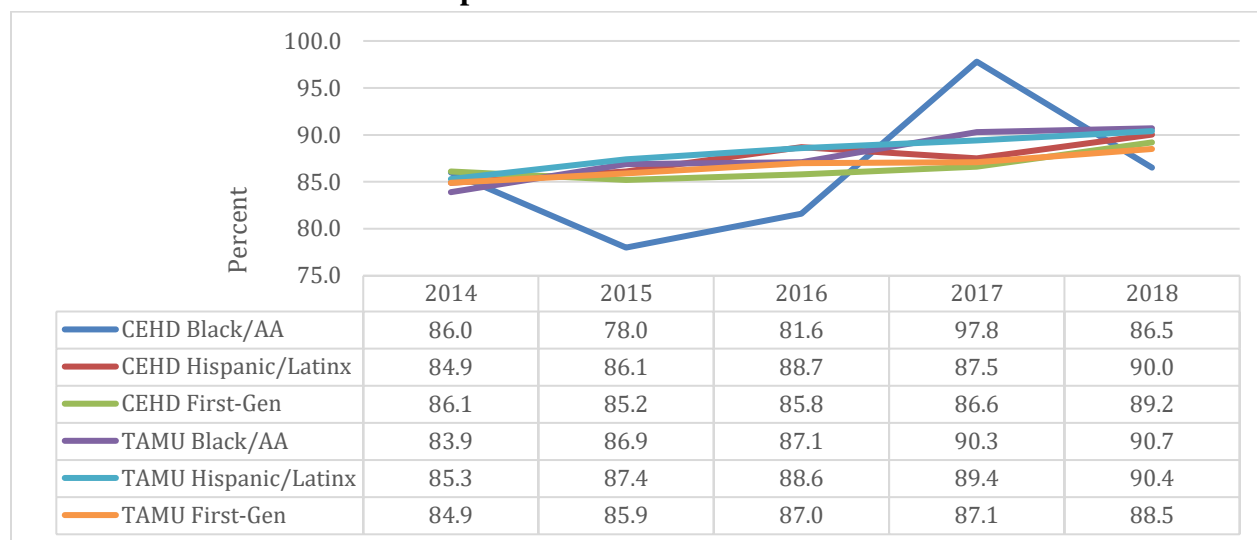


Figure V above illustrates first-year fall-to-fall retention over the past six years for CEHD and TAMU. CEHD first-year retention remains above 90%, exceeds the university average, and is 0.7% shy of the 95% student success goal as of 2019. Figure VI illustrates retention differences among Black/African American, Hispanic/Latinx, and first-generation students over the past four academic years. Of positive note is CEHD’s increasing retention rate of Hispanic/Latinx students. The drop in Black/African American first-year retention from 2017 to 2018 is likely due to fluctuations in the small population size.

**Figure VI. CEHD and TAMU First-year Fall-to-Fall Retention for First-Generation, Black/African American and Hispanic/Latinx Students**



**Graduate Students.** A CEHD strategic plan target is to identify and provide graduates students with high impact learning experiences, enhance doctoral student mentoring and advising, and increase financial support for professional development. Academic departments and CEHD provide graduate students with grants and small scholarships to present at conferences and other professional activities. Starting the 2020-2021 academic year, departments that cover graduate students’ full tuition now cover student fees. The EAHR department covered student fees one year prior. Each department has a graduate student organization, which provides representation at the college-level Graduate Student Council.

**Staff.** Table 6 illustrates staff departures and completed exit interviews for the past five fiscal years. Staff departures consist of 15% of turnover, on average. The last two years indicate a 20% decline in overall departures. Since 2014 CEHD has conducted staff exit interviews. Data are used by college leadership to

**Table 6. Annual Staff Departures**

	Departures		Departures Exit Interview		Total Staff
	%	N	%	N	
<b>FY15</b>	12%	18	89%	16	157
<b>FY16</b>	19%	32	69%	22	171
<b>FY17</b>	22%	39	56%	22	177
<b>FY18</b>	12%	22	64%	14	179
<b>FY19</b>	8%	15	40%	6	184

improve organizational climate and staff retention. Areas of improvement from exit interviews include needed supervisor/leadership training, improved communication, more staff recognition, continuation and expansion of DEI<sup>9</sup> initiatives, staff support, leadership, and competitive compensation. Improvements made from staff exit interview data include: mandatory supervisor

<sup>9</sup> Diversity, equity, and inclusion

training, enhanced organizational structures to improve efficiency and job satisfaction, and enhanced career growth opportunities.

**Figure VII. Ongoing Staff Retention Efforts**



**Table 7. Annual Staff Reclassifications**

Staff Reclassifications	N	Percent of Total Staff
FY19	18	10.06%
FY18	13	7.34%
FY17	17	9.94%

Figure VII shows ongoing staff retention efforts. Job reclassifications and internal promotions also support staff retention by facilitating career progression in roles with limited career mobility, as shown on Table 7. We also developed a new initiative that provides a 10% equity bump for staff in positions long-term without a well-defined career ladder.

**Faculty.** Figure VIII shows ongoing faculty retention efforts. In the last 6 years, CEHD implemented both small and large initiatives on faculty retention. Eight faculty received promotions in 2018-2019 and 24 received promotions in 2019-2020.

**Figure VIII. Ongoing Faculty Retention Efforts**



**Figure IX. Retention Data for Faculty/Staff/Students from 2020 SWOT Analysis**  
**Represents salient retention themes from each department's SWOT Analysis.**

Strengths/Opportunities	Weaknesses/Threats
<b>CEHD</b>	
Rapidly actionable with infrastructure and leadership support (i.e. COVID financial aid and resources, wrap around support)	Losing great talent due to lived experience at the institution
Service, Teaching, and Research (StaR Faculty Mentoring Program)	
<b>BY DEPARTMENT</b>	
<b>DEAN</b>	
Staff Equity Hiring Plan	Certain divisions within the Dean's department have higher staff turnover
<b>EAHR</b>	
Collaboration in core classes to share interdisciplinary perspectives across departments	Lack of effective interactions with international students
<b>EPSY</b>	
Mentoring available to faculty	More effort in undergraduate student retention than retention of faculty, staff, graduate students
Increased funding for graduate student professional conference travel	Decreases of racially/ethnically diverse staff in student support positions
<b>HLKN</b>	
Faculty support opportunities - professional development events	Lack of reported programs and initiatives for graduate students
Assisting & Supporting the Sustained Impact of those Seeking Tenure (ASSIST), early career mentoring initiative	Reputation of TAMU as lacking cultural diversity and sensitivity
Lead, Excel, Achieve, Develop, & Succeed (L.E.A.D.S.) student retention program for first-year and transfer students	
<b>TLAC</b>	
Two course diversity sequence (required MULT courses) for undergraduate students	Need for enhanced learning community model to support first-generation and equity cohorts of students
	Lack of consistent mentorship of graduate students
High undergraduate retention and graduation rates	Underrepresentation of Black and Brown Faculty (through recent progress has been made)
Internal staff promotions, particularly women of color	Recruitment and retention of faculty/students of Color (though recent progress made on faculty)

**Climate (498 of 500-word limit)**

*As informed by one or more years of your unit's practices and/or assessment data, describe your unit's goals, measures, data-informed actions, strategies, challenges, and progress on unit/campus climate issues. If data are not available, describe plans to develop and assess climate-related goals.*

Current climate initiatives include: annual faculty and staff climate awards, departmental level climate committees/teams, dedicated funding, and sponsorships for climate and DEI<sup>10</sup>-related events, seminars, discussions, workshops, and lectures. Examples of sponsored programs include A Celebration of Black Culture and Education, the Summer Leadership Institute, and the Women's Research on Women Symposium.

Since 2017, ODDI has facilitated the Diversity in Higher Education series for faculty and staff. The series includes four workshops: Communication and Dialogue, Elements of Change, Enhancing Teamwork and Collaboration, and Managing Conflict in Diverse Organizations. To date, over 120 faculty and staff completed at least one workshop; 30 participants completed three workshops. ODDI will offer two additional workshops series in the coming semester and academic year.

**New Climate Initiatives.** In July 2020, 42 directors, division leaders, department heads, and deans attended a two-part virtual leadership seminar led by Drs. Edna Chun and David Owen from Higher Ed Talent. The seminar was designed to strengthen collective leadership skills in supporting DEI efforts within CEHD. At the seminar's conclusion, leaders identified and discussed specific and concrete strategies for enhancing diversity and inclusion within their respective units. In 2021, we plan to invite Drs. Chun and Owen back to work specifically with deans and department heads on strategies and tactics for moving the college forward in DEI efforts.

In Fall 2020 CEHD launched a bi-monthly film series, led by TLAC associate professor and multicultural education program director, Jemimah Young to support DEI and build community. Participants watch a film and thoughtfully discuss the film's themes, topics, and ideas.

**Assessing Climate.** CEHD previously conducted tri-annual climate surveys and held data presentations of the climate results for the college, which last occurred in 2017. Since then the Office for Diversity has centralized climate survey efforts. Hence, we did not administer another climate survey in 2020. The university climate survey was set to launch Spring 2020 but was delayed until Spring 2021 due to the COVID-19 pandemic. CEHD-specific items in the upcoming university climate survey will measure belonging; views related to diversity, equity, inclusion, and respect; and individual perceptions of departmental and CEHD-level organizational climate.

In 2019, CEHD revised staff exit interview questions and expanded response options for departing employees. Now staff can complete a confidential survey in addition to participating in

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<sup>10</sup> Diversity, equity, and inclusion

a synchronous interview. The revised exit interview questionnaire collects data on the top four reasons for leaving, future employment plans, considerations for re-employment in CEHD, experiences in the position, and working with others. Open-ended questions about what did/did not go well in the position and in CEHD still exist.

Figure X outlines salient climate themes from the SWOT Analysis, which are consistent with previous climate surveys and other means for measuring the climate. While CEHD continues to positively enhance climate, key threats and weaknesses worth highlighting include inequitable power dynamics between staff and faculty, hesitancy and resistance towards equity-minded change at various levels within CEHD, and gaps in forward thinking policies, practices, and procedures that integrates best DEI practices.

<b>Figure X. Climate Data for Faculty/Staff/Students from 2020 SWOT Analysis</b> <i>Represents salient climate themes from each department's SWOT analysis.</i>	
<b>Strengths/Opportunities</b>	<b>Weaknesses/Threats</b>
<b>CEHD</b>	
Resources available such as COVID-19 Emergency Funding Rapidly actionable with infrastructure and leadership support (i.e. COVID financial aid, wrap around support)	COVID 19: Impact on funding/resources; racism towards Asians and Asian American students
	Inequitable hierarchy between staff and faculty
	Policies should be reviewed to ensure they align with our equity focus
	Current political climate and the COVID-19 pandemic
	Some reported racial, gender, and incivility incidents not appropriately addressed
	Staff report feeling that they do not have a voice
	Unwelcoming climate for underrepresented sexual orientations and gender identities
	Narratives of underrepresented students is deficit- based rather than asset-based
Hesitancy towards change; Potential for backlash (i.e. Backlash) for speaking up/out	
<b>BY DEPARTMENT</b>	
<b>DEAN</b>	
Staff Advisory Council	No active committee for diversity initiatives
Monthly dean roundtables for faculty and staff	
<b>EAHR</b>	
Climate, Diversity & Social Committee; Social Justice Chats; Diversity, Inclusion, & Social Justice Lunches	Limited demonstrated commitment to social justice and equity across all four programs

Department leadership's stated commitment to social justice and equity	People attend social gatherings but limited deep structural conversations to initiate change
Coursework and practicum experiences infused with the ideals/practices of social justice and equity	
<b>EPSY</b>	
Professional development opportunities (e.g. executive coaching)	Lack of engagement and/or targeted programs, policies, and practices for students from underrepresented backgrounds
Speed mentoring sessions with graduate students and faculty	
Social events to promote belonging	Inadequate social supports for students
Search for new Department Head potentially an opportunity to enhance DEI and climate	College and university-level leadership changes potentially alters the level of support for student programming
<b>HLKN</b>	
Department has climate committee, comprised of faculty and staff	Climate committee chair role is currently vacant
Hosted the Able, Active, and Adaptive (AAA) conference <sup>11</sup> for two years	No current leadership to oversee the continuation of the Able, Active, and Adaptive (AAA) conference
Department-level staff and faculty awards	Climate reports indicate 31% of HLKN faculty/staff and 11% of students do not feel comfortable with HLKN climate
	Some reported experiences of incivility among faculty
	Long-standing apathy toward diversity matters among some stakeholders
<b>TLAC</b>	
Financial efforts to build partnerships with faculty and students of color (luncheons, awareness campaigns, and diversity hire)	Inequity/equity across undergraduate curriculum addressed on paper, but not in practice
Illuminating representation of various social groups (students with disabilities, LGBTQ+)	Reputation: Broken/Lost external partnerships, strained community engagement, perceptions in Black academe

<sup>11</sup> The mission of this conference is to promote the inclusion of, and support for, individuals with physical and/or intellectual disabilities and disorders through activities and academia that aims to enhance their capabilities

**Equity (470/500-word limit)**

*As informed by one or more years of your unit's practices and/or assessment data, describe your unit's goals, measures, data-informed actions, strategies, challenges, 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.*

Ongoing efforts to address equity include conducting bi-annual faculty and staff salary equity reviews and adjust as needed. Equity guidelines exist for faculty search committees, which include STRIDE bias training. CEHD's commitment to climate, diversity, equity, and inclusion are included in all staff job postings. A commitment to and/or demonstrated work in diversity and inclusion is a preferred job qualification for staff positions. As of 2018, Harrington Tower has one lactation room and two gender-inclusive/handicapped accessible bathrooms. The Gilchrist Building, which houses the HLKN department as of December 2019, has one lactation room and four gender-inclusive bathrooms.

As mentioned in previous accountability reports, we are continuing the implementation of the Staff Equity Hiring plan, implemented in 2018. The plan outlines policies and requires hiring managers to complete diversity and implicit bias training. It also requires diverse search committee representation (i.e. internal and external unit representatives, years of experiences in CEHD, gender, race/ethnicity) all overseen by our equity administrator. The Staff Equity Hiring plan was expanded in 2019 to include required online training modules on best hiring practices, selecting a diverse committee, and reviewing applicants for all search committee members. The plan also allows up to \$2,000 for relocation costs for staff, attracting talented applicants from wider geographic areas. The CEHD Staff Equity Plan has been shared with colleagues in other colleges across campus.

The Dean's Development Council consists of 70 former students and/or individuals committed to the CEHD mission. Council members outreach to various governmental stakeholders and private sector leaders on the nature and impact of CEHD initiatives, and assists in attracting financial resources to support students, faculty and program development activities and to enhance facilities within the college. The council, which advises the Dean on outreach efforts, has a significant underrepresentation of BIPOC members. The Development office and Dean are writing a plan to defer initial financial commitments for younger and BIPOC alumni to increase diverse involvement. Evaluation of this tactic will be critical over time.

CEHD is committed to decreasing persistence and graduation rate disparities for students of color, first generation students, and across gender, in alignment with the TAMU Student Success Task Force. The college aligns with the following student success goals set forth by the task force: 95% first-year retention; 65% 4-year graduation rate and 85% 6-year graduation rate.

*See tables on the next page.*



**Table 8. 4-year Undergraduate Graduation Rate - Fall 2015 Cohort**

CEHD Undergraduates		CEHD		TAMU	
		N	%	N	%
Gender	Male	89	53.6%	2,230	47.5%
	Female	476	73.5%	3,436	67.7%
Race/Ethnicity	American Indian	1	50%	11	61.1%
	Asian	20	87%	426	58.6%
	Black/African American	25	42.4%	226	53.7%
	Hispanic /Latinx	133	63.6%	1,305	57.8%
	Two or more races excl. Black	12	63.2%	123	53.9%
	Native Hawaiian	1	100%	7	53.8%
	International	1	50%	21	52.5%
	White	373	74.6%	3,542	60.5%
	Unknown/Not reported	ND	ND	5	71.4%
	First Generation	159	61.9%	1,376	53.2%
	<b>Total</b>	<b>565</b>	<b>69.45%</b>	<b>5,666</b>	<b>58%</b>

Tables 8 and 9 illustrate CEHD progress towards meeting said goals. Latest graduation data indicates a 4-year graduation rate 11.5% higher than TAMU, surpassing the 65% university goal by 3.5%. While the college performs higher on average than TAMU, disparities still exist with students in underrepresented minority groups and first-generation students. Similar data exists when examining the 6-year graduation rate. CEHD's 6-year graduation rate is 1% higher than TAMU and differences in rates for underrepresented student populations range from 4-23% percent.

**Table 9. 6-year Undergraduate Graduation Rate- Fall 2015 Cohort**

CEHD Undergraduates		CEHD		TAMU	
		N	%	N	%
Gender	Male	126	72.8%	3698	77.9%
	Female	539	86%	4263	85.9%
Race/ Ethnicity	American Indian	1	100%	13	61.9%
	Asian	12	92.3%	452	79.9%
	Black/African American	40	59.7%	279	71.7%
	Hispanic /Latinx	151	78.2%	1762	74.8%
	Two or more races excl. Black	12	80%	204	84.3%
	Native Hawaiian	1	100%	52	86.7%
	International	449	88.2%	5182	85.6%
	White	ND	ND	6	66.7%
	Unknown/Not reported	1	1%	11	84.6%
	First Generation	185	75.2%	1891	74%
	<b>Total</b>	<b>665</b>	<b>83%</b>	<b>7961</b>	<b>82%</b>

<b>Figure XI. Equity Data for Faculty/Staff/Students from 2020 SWOT Analysis</b>	
<b>Represents salient equity themes from each department's SWOT analysis.</b>	
<b>Strengths/Opportunities</b>	<b>Weaknesses/Threats</b>
<b>CEHD</b>	
Approaching HSI <sup>12</sup> status	Virtual learning has resulted in accessibility concerns, especially for students
Online programs becoming more available and are more rigorous	
Required teaching training for online courses, with four levels and incentives, launching Spring 2021	
Bi-annual faculty and staff salary equity analysis	
<b>BY DEPARTMENT</b>	
<b>DEAN</b>	
Digital hotspots offered to faculty and staff without adequate internet access to work remotely	Not reported
<b>EAHR</b>	
Consistent to those for CEHD Overall.	Not reported
<b>EPSY</b>	
Center on Disability and Development (CDD) oversees programs, educational awareness, initiatives, and research with/on individuals with disabilities and their families.	Diversity among faculty, staff, and students does not match the diverse nature of the state
Funding for staff members to be part of study abroad field trips in partnership with faculty	Individuals who lead first-generation student initiatives do not receive any additional compensation
Bi-annual faculty and staff salary equity analyses	Lower enrollment of male students
Social events to promote belonging within the department	
<b>HLKN</b>	
Funding for graduate students to present at conferences	Lowest % of Latino, Black, and Asian faculty and graduate students among departments
Various course delivery options for undergraduate students to support on time graduation	Fewer initiatives and supportive practices for staff as compared to students and faculty
	Lower gender and racial/ethnic faculty diversity in comparison to other departments
<b>TLAC</b>	
TLAC students tend to have high GPAs and Cert pass rates.	Lags behind in goals in more equal male enrollment, increases in Black and Hispanic enrollment to match ethnic diversity of state
Transfer student graduate at a ~97% rate.	

<sup>12</sup> Hispanic Serving Institution

### Reflection (800/800-word limit)

*This section provides you with an opportunity to outline your unit's 2021 presentation for the President's Council on Climate and Diversity (PCCD). Related to diversity, accountability, recruitment, retention, campus climate, and equity:*

- a) Describe how your unit is "moving the needle" (e.g., changing numbers/composition, awards, recognition, grants, funding, etc.).*
- b) Describe goals and strategies that have the greatest impact on, or the potential to impact, student, faculty and/or staff recruitment, retention, campus climate, and/or equity. Describe how strategies implemented in your unit might be useful to other units.*
- c) What challenges has your unit faced? Specifically, acknowledge the impact of the responses to COVID-19 on your unit's diversity, equity, and inclusion goals.*
- 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.*

While we have demonstrated progress in our diversity and equity initiatives, one clear gap remains - specific and documented goals and strategies at our department, unit, and college-levels that allow for strategic planning and measuring progress. Despite efforts to create unit-level climate action plans in 2017, strategies and action plans are not presently in use. Going forward, the newly formed ESJ Collective will help us develop and implement concrete strategic actions and gather data to support our claims.

In 2018, CEHD leadership recognized the need to identify a tenured faculty member to lead DEI efforts across the college. As a result, the associate dean for diversity and inclusion position was created and filled by John N. Singer, associate professor of sport management in HLKN beginning in January 2019. See Figure XII for examples of progress since 2019.

<b>Figure XII. Associate Dean of Diversity and Inclusion Key Implemented Strategies</b>
Creation and launch of the CEHD Equity and Social Justice Collective
Successful hiring of first CEHD ACES Fellow Cohort
Ongoing development of a strategic plan for ODDI to complement the 2020-2025 CEHD Strategic plan
Dissemination of ODDI newsletters each semester, including the summer
Strategic initiatives including department head and program leadership training on diversity and equity
Hiring of a program manager, faculty leadership fellow, graduate assistant, and new administrative assistant to the ODDI team

**Funding Usage.** Most of award funding has been dedicated to supporting actionable items planned through the ESJ Collective. The initial Collective members received a small stipend or professional development funds (25% of budget). The remaining 75% is related to creating and enhancing programs, initiatives, and policies.

**Equity and Social Justice Collective.** As mentioned earlier, CEHD formed the ESJ Collective in Summer 2020. The primary goal of the collective is to break patterns of ineffective or non-existing action and change in advancing DEI efforts. The initial results of the aforementioned SWOT Analysis were presented to ODDI and college leadership, and are being used to finalize a DEI strategic plan for CEHD.

Given the results of the SWOT Analysis, one clear priority is to address ongoing issues of inequitable power dynamics between and among faculty and staff through recommending policies that provide a explicit recourse and actionable follow-up when experiencing uncivil and unprofessional behavior. Another outcome is to streamline DEI representation across our four academic departments and Dean's office, and across our different faculty, staff, and student groups. Further action steps are in development.

**COVID-19.** COVID-19 caused CEHD operations to shift drastically in March 2020. To manage the transition, CEHD leadership identified 15 working groups to produce plans for modifying basic business practices. The focus was on activities such as academic advising, on-campus in-person research practices, teaching field placements, among others. That pre-planning helped with the transition to Fall 2020, and the vast majority of services are now offered remotely. In Figure XIII, we outline key strategies related to academic life transitions and enhanced community partnerships that were implemented in response to COVID-19.

### Figure XIII. COVID-19 Academic Life Transitions and Community Partnerships

#### Academic Life

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REVIEWED ALL PLANNED IN-PERSON FALL 2020 COURSE INSTRUCTION TO IDENTIFY DISPROPORTIONATE REPRESENTATION OF GRADUATE STUDENT LECTURERS AND ACADEMIC PROFESSIONAL FACULTY.

OFFER REMOTE INTERNSHIP AND STUDENT TEACHING OPPURTUNITIES

ALL ACADEMIC ADVISING AND BYRNE CENTER STUDENT SUPPORT RESOURCES OFFERED REMOTELY

#### Community Partnerships

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LAUNCHED AGGIE HOMEWORK HELPLINE, WHERE EDUCATION MAJORS PROVIDE VIRTUAL, ON-DEMAND TUTORING, REGULAR TUTORING SESSIONS AND AN ONLINE BANK OF VIDEO MINI-LESSONS FOR GRADES P-12.

LET'S CHAT SERIES, VIRTUAL COACHING SESSIONS FOR K-12 TEACHERS ON HOW TO SPEAK TO THEIR STUDENTS ABOUT RACE AND RACISM. TOPICS INCLUDE:

- TALKING TO YOUR STUDENTS ABOUT RACE AND RACISM
- ADDRESSING STRESS AND BURNOUT.

**Digital Divide.** We addressed digital divides and technology accessibility for students, faculty, and staff since shifting to remote learning and work, as indicated on the Figure XIV.

**Figure XIV. COVID-19, Remote Work, and the Digital Divide**

## Remote Work



PUBLISHED GUIDELINES FOR STAFF EMPLOYEES AND SUPERVISORS TO SUPPORT AN EFFECTIVE AND SUCCESSFUL WORK TRANSITION.

PROVIDED WORK FROM HOME RESOURCES, MENTAL HEALTH RESOURCES FOR NAVIGATING CRISES, AND TIPS FOR ADJUSTING TO PARENTS AND SCHOOL FROM HOME.

DEPARTMENTAL AND COLLEGE LEVEL WEBINARS AND WORKSHOPS FOR NAVIGATING/ADJUSTING TO LIFE DURING COVID-19.

## The Digital Divide



DIGITAL DIVIDES AND TECHNOLOGY ACCESSIBILITY ARE PRESENT CONCERNS FOR STUDENTS, FACULTY, AND STAFF SINCE SHIFTING TO REMOTE LEARNING AND WORK.

**APRIL:** CEHD ASSESSED STAFF AND FACULTY TECHNOLOGY NEEDS FOR REMOTE INSTRUCTION AND WORK. COMPUTER EQUIPMENT, CAMERAS, MICROPHONES, LAPTOPS WERE ALLOCATED OR PURCHASED TO ACCOMMODATE VIRTUAL WORK.

**OCTOBER:** A NUMBER OF FACULTY/STAFF STILL STRUGGLING WITH RELIABLE INTERNET ACCESS RECEIVED CELLULAR HOTSPOTS TO SUPPORT REMOTE WORK.

**Graduate Student Recruitment.** All but two graduate programs waived GRE requirements and many waived application fees. Waiving GRE scores reignited conversations about continuing with this admissions requirement, given evidence that it disproportionately preferences continuing generation and white students, and is a poor indicator of persistence in post-baccalaureate programs<sup>13</sup>. Here represents an opportunity for programs to determine whether to permanently shift these requirements, as done by other universities<sup>14</sup>. In addition, the impacts of COVID-19 may continue to impact graduate student international enrollment.

<sup>13</sup> Miller, C., Stassun, K. A test that fails. *Nature* 510, 303–304 (2014). <https://doi.org/10.1038/nj7504-303a>

<sup>14</sup> eg Penn Graduate School of Education at the University of Pennsylvania

**Undergraduate Student**

**Recruitment.** While overall first-year enrollment for 2020-2021 increased by 6.5%, enrollment for various underrepresented student populations decreased, as indicated on Table 10. While recruitment strategies are in place to increase enrollment of underrepresented students, limits to in-person events at targeted high schools may impact these plans. We anticipate that enrollment decreases in the above-mentioned populations will continue to occur for the next year.

**Table 10. Fall 2020 First-Year Enrollment Data**

Category	2020	2019	Δ	%
<b>FIRST-GENERATION</b>	183	194	-11	-5.7%
<b>VETERAN (VETS/VETV)</b>	2	1	1	100.0%
<b>ETHNICITY/RACE</b>				
Hispanic/Latinx	171	185	-14	-7.6%
Black/African American	24	38	-14	-36.8%
American Indian/ Alaskan Native		1	-1	-100.0%
Native Hawaiian/Pacific Islander				
Asian	58	45	13	28.9%
White	446	395	51	12.9%
2+ races	22	12	10	83.3%
Unknown	1	2	-1	-50.0%
<b>INCOME</b>				
Below.\$20,000	26	30	-4	-13.3%
\$20,000.-.\$39,999	49	59	-10	-16.9%
\$40,000.-.\$59,999	46	60	-14	-23.3%
\$60,000.-.\$79,999	40	52	-12	-23.1%
\$80,000.-.\$99,999	39	45	-6	-13.3%
\$100,000.-.\$149,999	139	135	4	3.0%
\$150,000.-.\$199,999	79	78	1	1.3%
\$200,000.and.above	114	91	23	25.3%
Unknown	191	129	62	48.1%
<b>TOTAL</b>	<b>723</b>	<b>679</b>	<b>44</b>	<b>6.5%</b>

**National Climate.** Ongoing societal injustices, racial unrest, and the massive disruption of life as we know it due to the global pandemic are forcing us to reflect and confront difficult realities. These challenges coupled with a historic presidential election impact the climate in our classrooms and broader college. Concerns exist about the recent White House Executive Order and uncertainty about how it might affect our DEI efforts, particularly work that is based on critical frameworks that help us better understand and address systemic oppression.

In light of the national climate, it is imperative that we acknowledge the ongoing legacy of systemic racism in this nation, and its connection to other forms of injustice that affect the CEHD mission in enhancing educational achievement and health outcomes. We must strongly disavow racism and other injustices, and challenge ourselves, both individually and collectively, to grow if our vision to transform lives through leadership and innovation is to come to fruition.

CEHD focuses on the process of teaching and learning and holistic development of people across the lifespan. As such, we are uniquely positioned to lead conversations around diversity, equity, and inclusion and push for change at the macro- (societal), meso- (organizational), and micro- (individual/interpersonal) levels. This is a great challenge that we plan to readily embrace and accept going forward.