



TEXAS A&M UNIVERSITY
Education &
Human Development

Office of Organization Development
and Diversity Initiatives (ODDI)

Strategic Plan

2021-2025

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Acknowledgements

Beginning in late 2019 into the first half of 2020 after ODDI had assembled a wonderful team of staff, we began drafting ideas for this strategic plan. In doing so, we sought critical feedback over a two-year period from numerous stakeholders across the college and beyond. Major contributors to this plan coming together include leadership in the dean's office, the dean's council, department heads, departmental climate committees and diversity teams, the equity and social justice collective (The Collective), individual faculty and staff across the college, and leadership in the Office for Diversity at TAMU. We also drew from previous climate survey data, past diversity accountability reports, the January 2021 Report by the Commission on Diversity, Equity, and Inclusion, and other pertinent information to create this plan. Finally, it is important to note that this plan is a living document that requires careful observation and ongoing engagement¹ to ensure that we are holding ourselves accountable for addressing our mission and goals related to climate, recruitment, retention, and equity in and through the college.

ODDI Purpose Statement of Commitment

As an integral part of the College of Education and Human Development (CEHD), the Office of Organization Development and Diversity Initiatives (ODDI), which was formally established in 2010, is committed to creating and enhancing an equitable and inclusive environment where all students, staff, and faculty are welcomed and have opportunities to succeed. ODDI provides oversight, leadership, and support in matters related to climate, recruitment, retention, and equity.

- We recognize that historical injustices and continued systemic inequalities adversely impact certain individuals and groups, particularly those who have been excluded and marginalized.
- We acknowledge and value that students, staff, faculty, and external stakeholders come to us from a variety of intersecting demographic backgrounds, and have diverse life experiences, perspectives, identities, interests, skills, and capabilities that can enhance and greatly contribute to the culture of excellence we strive for in the college.
- We seek to facilitate an inclusive campus climate in a public university space that affirms a multitude of social and cultural identities.
- We believe the diversity between and among all our stakeholders is a strength and important asset, and strive to find ways to help leverage these rich assets to support our stakeholders' success, and thus, the success of the college.
- We are committed to challenging people in all departments and units across our college to continuously and critically examine our structures, policies, processes, and practices in the college—and where appropriate and when necessary—commit to alter or change them to realize the CEHD vision of transforming lives through our collective teaching, research, and service opportunities.

Below, we discuss important threads that undergird our strategic plan and serve as guideposts for the work we do in and through ODDI and CEHD. These include accessibility, communication, civility, and intersectionality.

Accessibility

¹ This document was “finalized” and disseminated with the understanding that the Office for Diversity at the university level is and will be going through a strategic planning process that will certainly have implications for this ODDI strategic plan in the present and future. We move forward with the implementation of our plan with this mind.

In a broad sense, accessibility is the ability to access and benefit from a particular system or organizational entity. It involves creating the necessary conditions so that all people (regardless of their disability status) who desire to and are eligible to benefit from the services, facilities, programs, employment and other opportunities in our college can do so. Accessibility also includes paying attention not only to who has access to a seat and a voice at the table of decision-making, but importantly, who is missing from it and why, and what needs to be done to address their absence. Accessibility is closely aligned with *inclusion*, which can be defined as a practice or policy of providing equal access to opportunities and resources for people who have historically been excluded or marginalized in organizations.

As it relates specifically to people with disabilities, CEHD is committed to ensuring they are afforded opportunities to acquire the same information, engage in the same interactions, and enjoy the same services as people without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, we are committed to ensuring equal opportunity to the benefits and opportunities afforded by assessable and assistive technology and equal treatment in the use of such technology.

Adapted from: Texas A&M University, *Office for Diversity Website Glossary*
<https://diversity.tamu.edu/Menu/Glossary> on January 3, 2022.

Note:

ODDI is committed to working more closely with the Center on Disability and Development (CDD) in our college to help promote inclusive and diverse schools and communities, improve education and quality of life outcomes, and create better lives for people with disabilities and their families through education, research, and service.

Communication

Communication is one of the most basic and fundamental functions of individuals within an organization. Research has shown that groups characterized by open lines of communication and collaboration are better positioned to benefit from diversity between and among group members. Conversely, in groups with closed lines of communication and a hyper-competitive culture, diversity between and among group members can breed unnecessary conflict and strife. As such, CEHD leadership will continually strive to be open, honest, and transparent in their communication. Moreover, leadership plays an important role in helping to set a tone and create an environment where people are able to feel comfortable speaking openly, honestly, and respectfully about matters pertaining to diversity. A significant part of our effective communication will involve a willingness among leaders to be agile, responsive, and adaptable, particularly in the face of uncertainty and change.

Adapted from: Cunningham, G.B., & Singer, J.N. (2009). *Diversity in athletics: An assessment of exemplars and institutional best practices*. Indianapolis, IN: National Collegiate Athletics Association (NCAA).

Civility

The issue of incivility has garnered a great deal of attention within institutions of higher education. Workplace incivility has been described as behavior that is rude and discourteous, and involves a lack of

regard for other people. CEHD leadership is committed to continually working with our faculty who have expertise in this area and other important individuals and groups within and outside the college to foster a work environment where all our stakeholders are respected and their dignity is acknowledged. Our focus on the above-mentioned threads of accessibility and communication will contribute greatly to our efforts to promote and practice civility in this work and educational environment.

Adapted from: Twale, D.J., & De Luca, B.M. (2008). *Faculty incivility: The rise of academic bully culture and what to do about it*. San Francisco, CA: Jossey-Bass.

Intersectionality

Given the complexities and multiple identities individuals bring to organizational settings, it is essential to acknowledge the importance of an intersectional lens to more fully understand and appreciate the experiences of faculty, staff, and students in CEHD. First coined by Kimberle Crenshaw, a Black woman and legal scholar, the concept of intersectionality is rooted in the idea that race and racism intersect with other social identities and forms of oppression, and position (i.e., privilege or disadvantage) individuals and groups differently in a system of racism by virtue of gender, class, sexuality, ability, and other social markers or identities. Intersectionality contributes to an important understanding of multiple systems of oppression as interlocking, suggesting they must be both understood and struggled against simultaneously.

Adapted from: Texas A&M University, *Office for Diversity Website Glossary*
<https://diversity.tamu.edu/Menu/Glossary> on March 31, 2022.

See also: Carbado, D.W., Crenshaw, K.W., Mays, V.M., Tomlinson, B. (2013). Intersectionality: Mapping the movements of a theory. *Du Bois Review: Social Science Research on Race*, 10(2), 303-312.

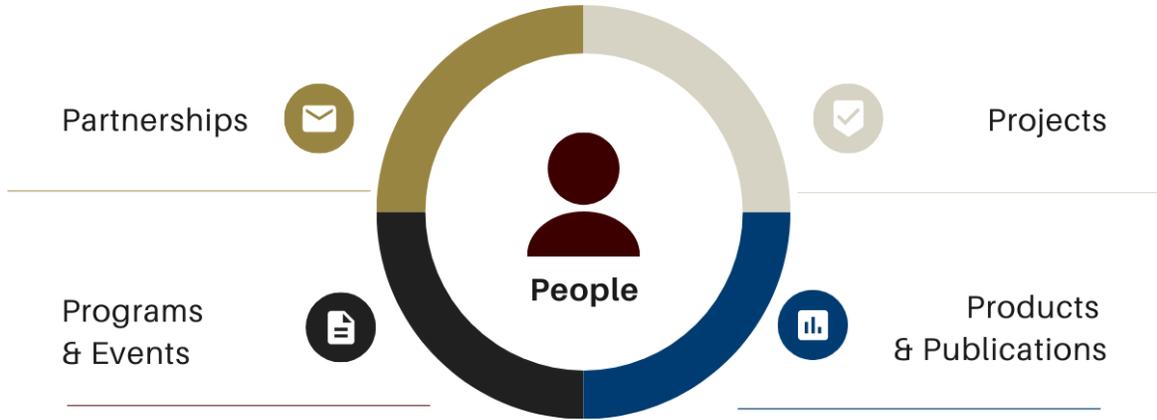
ODDI Strategic Mission

It is through our *People, Partnerships, Programs and Events, Projects, and Products and Publications* that ODDI will continuously strive to help CEHD fulfill its strategic mission to:

- Ensure that learning experiences transform and prepare our students for the challenges of tomorrow in and outside the classroom, student involvement in research, a rich and diverse learning environment, and robust opportunities to experience leadership
- Provide a supportive environment that allows our faculty to ask the next generation of research questions, expand the impact of their work to relevant communities, mentor the next generation of leaders, and work collaboratively to address society's larger challenges
- Ensure that the work environment supports our staff members' growth, provides opportunities for leadership and meaningful work, and becomes a place where strengths and achievements are celebrated
- Use our teaching, research, and service and our collective wisdom to support our external stakeholders and communities in providing a superior education and quality of life.

ODDI STRATEGIC MISSION

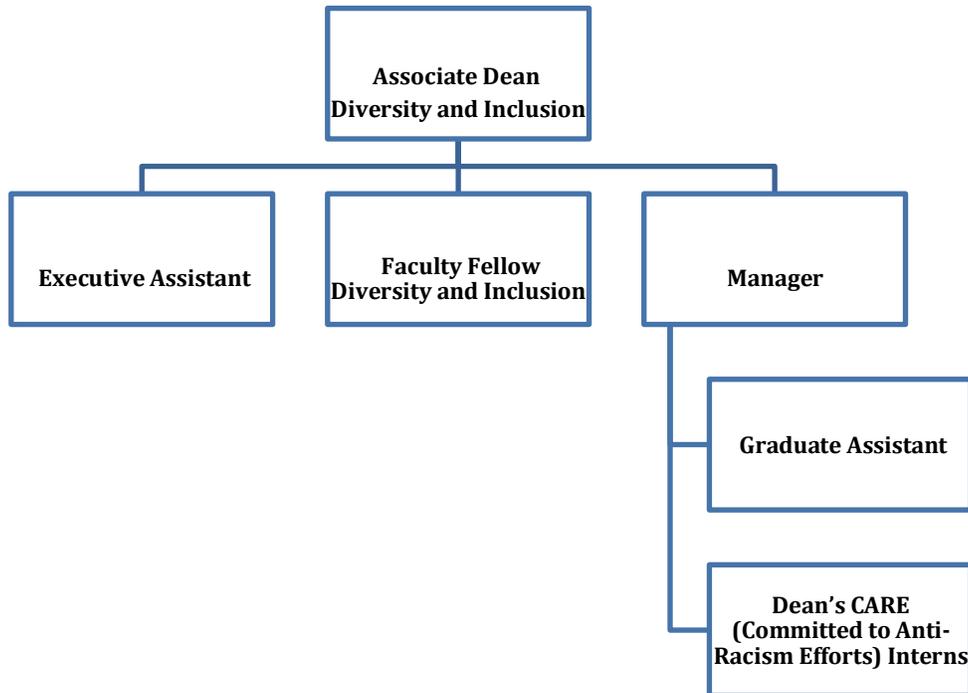
the 5 P's



People

CEHD consists of a diverse array of people who bring different interests based on their identities, lived experiences, formal roles, and functional units/expertise to the organization. People in the college must work together if we are to achieve our mission as a college. The ODDI is charged with leading our climate, recruitment, retention, and equity goals and efforts. At the beginning of 2019, Dr. John N. Singer, a faculty member in HLKN was hired into the inaugural role of associate dean for diversity and inclusion, and subsequently, a great team of staff was put in place (see organizational chart below).

Organization Development and Diversity Initiatives (ODDI)



Although ODDI serves as a central unit for CEHD’s diversity-related work, we firmly believe that it is only through a *shared equity leadership (SEL)* model that CEHD can be successful with and in the goals and efforts outlined in this ODDI plan. SEL represents a collective process where ownership in our college’s goals and efforts becomes everyone’s work rather than relegated only to one office or leader’s portfolio². This approach will require a critical mass of formal and informal leaders across the college who are willing to embrace a personal and sustained journey toward critical consciousness and who collectively embody values and practices related to equity and social justice. Below, we outline other groups of people beyond the ODDI team who are also central to this effort.

² T. Mitchell and A. Kezar, “Making Equity Everyone’s Work,” *Diverse Issues in Higher Education*, April 1, 2021.

CEHD Equity and Social Justice Collective

The Equity and Social Justice Collective (i.e., The Collective) was formally launched in 2020 to help the college address the myriad challenges that emerged in the midst of the COVID-19 pandemic, economic downturn, and racial “reckoning” the nation has been faced with since the murder of George Floyd by a Minneapolis police officer on Memorial Day 2020. The Collective serves as a central support mechanism through which academic departments and program areas, offices and units, centers and labs, groups and committees, and individuals in the college can magnify and further advance our mission and work related to climate, recruitment, retention, and equity matters. Born out of initial meetings and conversations between faculty in EPSY and leadership in ODDI in Spring 2019, the Collective was created to:

1. Identify and unify faculty, staff, and students across CEHD whose scholarly and other interests are (in)directly tied to equity and social justice
2. Provide supportive collaborations between and among individuals across CEHD doing equity and social justice work
3. Produce technical, practical, and emancipatory knowledge that can help inform policy, processes, and practices related to racial and other forms of equity and social justice in CEHD and beyond

It is important to note that the Collective has members who approach the work from various vantage points and epistemological standpoints (e.g., critical framework, social psychological framework). These diverse perspectives and voices are valuable and viewed as an inclusive way to advance the work. However, it is important that everyone understands the primary focus of the work is on embracing principles of equity and social justice to disrupt the status quo in and through the college. As such, individuals who are or become formal working members of the group should share in this understanding and commitment. In the spirit of clarity and transparency, the Collective adopts the working definitions of equity and social justice from the glossary on the Office for Diversity at TAMU website:

Equity: Is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups. From University of Houston, Division of Student Affairs and Enrollment Services. Retrieved from: https://uh.edu/cdi/diversity_education/resources/pdf/terms.pdf on September 24, 2020.

Social Justice: Involves a vision of society in which distribution of resources is equitable and all members are physically and psychologically safe and secure, the goal of which is full and equal participation of all groups in society that is mutually shaped to meet their needs. Also involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others, their society, and the broader world. Source: Bell, L. (2007). *Theoretical Foundations for Social Justice*. In M. Adams, L. Bell, & P. Griffin (Eds.), *Teaching for Diversity and Social Justice* (2nd ed.). New York: Routledge.

In its first year, the original cohort of the Collective was divided into five different working groups that conducted a SWOT Analysis—an assessment of the strengths, weaknesses, opportunities, and threats—of

the college's four academic departments and one administrative department: Educational Administration and Human Resource Development (EAHR); Educational Psychology (EPSY); Health and Kinesiology (HLKN); Teaching, Learning, and Culture (TLAC) and the Dean's office, respectively. This SWOT analysis informed the 2020 Diversity Accountability Report (DAR) submitted to the university. The SWOT analysis also served as the foundation for the action item recommendations the Collective put forth to the Dean's leadership team for consideration. Many of these recommendations are included in this strategic plan in the pages to follow.

Going forward, the Collective will continue to grow into an integral part of CEHD. This involves expanding the number of faculty, staff, and students who formally participate, and creating a system for rotating people off and onto The Collective. This entrenchment of The Collective into the college has entailed creating sub-committees or working groups dedicated to helping address matters pertaining to faculty, staff, graduate students, and undergraduate students respectively. The Collective works (in)directly with ODDI staff, the Faculty Advisory Council (FAC), the Staff Advisory Council (SAC), student organizations and groups, the Center on Disability Development (CDD), and other relevant groups within CEHD and beyond to advance our goals related to climate, recruitment, retention, and equity.

Departmental and Unit Climate Committees/Teams

Each academic department and other units in the college have committees, teams, offices, and/or research labs committed to providing support for justice, equity, diversity, and inclusion (JEDI) efforts at the department/unit level. ODDI helps coordinate these efforts across these departments/units, and provides support for groups and individuals in these spaces. Formal representation from these committees/teams on the Collective is important to help better connect and coordinate the college-level (i.e., Dean's Office) JEDI efforts with those at the department and unit levels. In addition, regular meetings between ODDI staff and committee/team representatives and co-sponsored activities with these committees/teams is important to the coordination of CEHD's overall JEDI efforts.

Partnerships

The development of (in)formal partnerships with entities outside CEHD is important to helping the college achieve its mission related to climate, recruitment, retention, and equity. In addition to our ongoing formal partnership with the Office for Diversity at the university level via the university Diversity Operations Committee (DOC), ODDI will continue to establish and/or further develop partnerships with other entities across campus and beyond. Examples of on-campus partnerships include:

- Office for Diversity
- Race and Ethnic Studies Institute (RESI)
- Department of Multicultural Services
- Mays Business School
- School for Public Health
- University Libraries
- Hagler Institute

- Association of Former Students and Black Aggie Network

Examples beyond campus include:

- Initiative on Race Research and Justice (RRJ) at Peabody College, Vanderbilt University
- Prairie View A&M University College of Education (e.g., MACH III Center)
- Big 13 Good Neighbor Partnership (via the CEHD Office of Academic Affairs)
- Association of American Colleges and Universities
- National Association of Diversity Officers in Higher Education (NADOHE)
- Out to Innovate
- Campus Pride
- Disability:In
- The Posse Foundation

ODDI will continuously seek out and nurture these and other (in)formal partnerships going forward, and document those partnerships that CEHD's four academic departments and other units have established or are developing with campus and other partners beyond the university.

Programs/Events

ODDI and CEHD have established various JEDI-related programs and events over the years. Examples of some signature programs and events include:

Existing Programs and Initiatives:

- Critical Conversations on Diversity Matters Event Series
- Carter-Larke Black History and Education Lecture
- CEHD Social Justice and Inclusion Book Club
- Faculty Leadership Development Fellowships
- Faculty and Staff Climate Awards
- First-Generation Project Initiatives
- Global Education Program Diversity Abroad Initiatives
- Staff Equity Hiring Plan
- Service, Teaching, and Research (STaR) Faculty Mentoring Program
- Reta Haynes Learning Communities
- Undergraduate Peer Mentoring Program
- TAMU RISE Initiative
- CEHD Difficult Dialogues in Higher Education Workshop Series

In addition to above-mentioned programs and events, our goal is to introduce new programs and events, and perhaps reestablish ones that we have done in the past.

Projects

There are several projects that ODDI staff either directly engage in or provide (in)direct support for across the college that contribute to the CEHD mission and ODDI's strategic mission. A few examples include:

Diversity Matters Seed Grant

- Faculty and staff across the college have earned this grant (up to \$10,000) through the Office for Diversity to conduct JEDI work that “moves the needle” on climate, recruitment, retention, and equity matters at the university.

SEC Travel Grant

- Faculty across the college have earned this grant to work with colleagues across SEC peer institutions on various ideas and projects related to JEDI work.

Hanover Research Group Projects

- ODDI, CERD, Academic Affairs, Faculty Affairs, and Office of Marketing and Communications in CEHD worked with this research group during the 2021-2022 academic year to produce applicable knowledge that benefits the academic department and units across the college as a whole.

ODDI will continue to develop and participate in projects geared toward supporting the CEHD strategic mission, and identify and help support other projects across the college that are relevant to this ODDI strategic plan.

Products and Publications

ODDI strives to effectively and efficiently communicate important information and messaging to both our internal and external audiences via the different products and publications we produce and disseminate.

Diversity Accountability Reports (DAR)

- The DAR documents CEHD's annual progress related to recruitment, retention, climate, and equity. ODDI staff serve as the lead authors of this important publication that is submitted to the Office of Diversity each Fall semester. University funding that CEHD receives each year to help support our work is tied directly to the progress we document in this report.

ODDI Newsletter

- Since spring 2020, ODDI has released a newsletter to stakeholders in the college three times per year—spring, summer, and fall semesters. The newsletter provides important updates and announcements, feature stories, and information about resources, among other things.

Anti-Racism Resources

- This is a document our staff has been creating and updating to assist CEHD stakeholders who might be looking for additional resources to help them better navigate challenges related to the racial climate we have experienced, particularly in recent years.

In addition to these products and publications, ODDI is committed to creating additional resources (e.g., peer reviewed journal articles, books and book chapters, Op-Eds, technical reports, white papers) to disseminate important information to our internal and external audiences in the academy, relevant industries, and beyond.

We have shared some of the current activities of engagement in the pages above. Below, we outline specific strategic goals as a way forward for ODDI and CEHD.

ODDI Strategic Plan Goals 2021-2025

This ODDI strategic plan is organized around the four key domains identified by the university to hold schools, colleges and units accountable for implementing and enhancing diversity and inclusion work that fosters success and overall well-being for our faculty, staff, students, and other relevant stakeholders. These four domains include: *Climate*, *Recruitment*, *Retention*, and *Equity*. Within each goal, we share specific strategies, tactics, metrics, and timeframes for achieving these goals. We emphasize climate first because it is foundational and critically instrumental to the process of achieving our goals related to the other three domains. We based our understanding of *climate* on a definition that was highlighted in the January 2021 report by the Commission on Diversity, Equity, and Inclusion at Texas A&M University:

“Hurtado et al. (1998) describe an institution’s diversity climate as its historical legacy of inclusion or exclusion of various racial or ethnic groups, its psychological climate (perceptions, beliefs and attitudes about diversity), its behavioral climate (how different groups interact on campus) and its structural diversity (numerical and proportional representation of diverse groups on campus). If campus community members feel a sense of belonging along these four dimensions, it will contribute to a positive campus climate”.³

Note: The CEHD 2020-2025 Strategic Plan includes goals with specific strategies, tactics, and metrics that are related to these four domains that are the focus of ODDI’s strategic plan (see figure below). Our ODDI strategic plan includes aspects of this important information from this broader CEHD plan where appropriate, but importantly, expands upon them.

³ Stronger Together, “A Report by the Commission on Diversity, Equity and Inclusion”, Texas A&M University, (January 2021, p. 47). See also, Hurtado, S., Maestas, R., Hill, L., Washington, H., and Meador, E.W., “Perspectives on the Climate for Diversity: Findings and Suggested Recommendations for the Texas A&M University Campus. Ann Arbor: Center for the Study of Higher and Postsecondary Education.

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.

Domain 1: Climate

Promote a diverse, flexible, and inclusive working and learning environment where all our stakeholders—particularly those from historically excluded and underrepresented backgrounds and groups—are recognized, respected, feel safe, and can grow and thrive both personally and professionally. This particular goal aligns with the following six areas that affect campus climate that were identified in the 2021 Diversity Commission Report: 1) attitudes towards DEI, 2) lack of compositional, organization, and structural diversity, 3) language and behaviors that impact campus climate, 4) impact of symbols and traditions on campus climate, 5) the curricular Aggie experiences for historically marginalized groups, 6) the co-curricular Aggie experience for historically marginalized groups.

Strategies	Tactics	Metrics	Timeframe
<p>1. Identify and reduce ongoing incivility issues between and among faculty and staff</p>	<p>Create a formal ombuds structure</p> <p>Use climate survey results and other data to identify specific issues of incivility and belonging</p> <p>Develop written statement that clearly condemns and outlines potential consequences for abrasive and uncivil conduct</p> <p>Create conflict resolution structure across the college</p>	<p>Office Structure established and officers hired</p> <p>Track and report number of and reasons for visits.</p> <p>Identify and report the systemic patterns of disrespectful actions/words among staff and faculty. Also track and report outcomes of these conflicts as appropriate/or within the bounds of university policy</p> <p>Conflict resolution structure established</p>	<p>Spring-Summer 2022</p>
<p>2. Create an ethic of care among (in)formal leaders across the college</p>	<p>Continue to invest resources and strongly encourage our leaders' and influencers' participation in the</p>	<p>Continue to track enrollment numbers of leaders/influencers who attend these sorts of training</p>	<p>Ongoing</p>

Strategies	Tactics	Metrics	Timeframe
	<p>Conflict Management and Leadership Mediation Training and other related professional development opportunities</p> <p>Continue to invest in and develop staff and faculty appreciation awards, activities, and initiatives</p>	<p>and professional development on and off campus.</p> <p>Track and catalog awards, activities, and initiatives</p>	Ongoing
<p>3. Provide strategic policies, procedures, support and guidance to faculty, staff, and students who produce scholarly and translational work related to race, racism, identity, diversity, and other critical work and social justice issues</p>	<p>Create an internal toolkit to help faculty, staff, and students navigate and respond to the internal and external feedback (particularly negative backlash) regarding the scholarly and translational work they do related to race, racism, and other diversity and social justice issues</p> <p>Collaborate with CEHD Marketing & Communication staff and other partners across campus and beyond to create best practices</p> <p>Draw from the literature and best practices from other flagship institutions</p>	<p>Toolkit created and distributed to constituents across CEHD</p>	Spring-Summer 2022
<p>4. Support and defend the academic freedom of</p>	<p>Consistently and regularly</p>	<p>Track the number of times CEHD</p>	Ongoing

Strategies	Tactics	Metrics	Timeframe
<p>faculty, students, and staff, particularly those who do race-based and other forms of justice, equity, diversity, and inclusion (JEDI) scholarship and other work</p>	<p>communicate to CEHD’s internal and external stakeholders our firm commitment to JEDI work</p> <p>Incentivize this work by properly rewarding it in annual evaluations</p>	<p>leadership responds to threats against our stakeholders</p> <p>Track internal and external “attacks” or inappropriate responses to programs, events, publications, presentations, etc.</p>	
<p>5. Provide CEHD stakeholders with JEDI educational and professional development opportunities</p>	<p>Create and house an online “library” of publications and other resources for stakeholders to consult</p> <p>Regularly highlight the work of faculty, staff, and students in CEHD who do JEDI work (e.g., faculty, staff, and student “spotlight each month or semester)</p> <p>Develop a lecture series on JEDI matters that includes internal and external speakers</p> <p>Continue professional development workshops and other initiatives, and create new ones</p>	<p>Publish library</p> <p>Regular highlights in newsletter and on website</p> <p>Create Critical Conversations Event Series</p> <p>Evaluations of current workshops and programs, and creation of new ones</p>	<p>Spring 2022</p> <p>Spring-Summer 2022 and ongoing</p> <p>Fall 2021-Spring 2022</p> <p>Ongoing</p>

Domain 2: Recruitment

Achieve a more diverse and culturally representative body of faculty, staff, graduate students, and undergraduate students across the college

Strategies	Tactics	Metrics	Target Date
<p>1. Increase the number and percentage of undergraduate students from Black, Indigenous, and People of Color (BIPOC) communities, first-generation students, and students from low-income communities.</p> <p>Note: TAMU strategic plan is to increase underrepresented racial minority undergraduate student enrollment to 33%. Although our percentage of Black students is slightly higher than the university percentage, we are particularly interested in moving the Black student population in the college from the 4% it has lingered around for the past several years to 8% during the life of this strategic plan</p>	<p>Create a 1-week summer program to attract BIPOC prospective students to campus; and/or enhance or restructure existing or former programs into a unified program</p> <p>Note: This is a universal strategy and tactic the Office for Diversity will promote across all colleges and units across campus.</p>	<p>Creation of program; and/or enhancement or restructuring of existing ones</p>	<p>Spring-Summer 2022</p>
	<p>Hire a new director of recruitment for undergraduate students to replace the outgoing director; and/or restructure current recruitment efforts and staff roles and responsibilities</p>	<p>Hire new recruitment director; and/or restructure recruitment efforts and staff roles and responsibilities</p>	<p>Fall 2021-2023</p>
	<p>CEHD recruitment team to actively participate in direct recruitment opportunities to create more general knowledge about CEHD and the programs within</p>	<p>Number of outreach opportunities, recruitment events, and high school counselor connections</p>	<p>Spring-Summer 2022</p>
	<p>Engage in college-wide efforts, such as</p>	<p>Number of ambassadors;</p>	<p>Ongoing</p>

Strategies	Tactics	Metrics	Target Date
	<p>the Aggieland Ambassadors Program, to improve recruitment efforts.</p> <p>Strategically target departments/program with lower percentages of BIPOC students</p> <p>Invest in a faculty and/or staff in residence program in school districts that predominantly serve BIPOC, first-generation, and low-income students across the state of Texas</p> <p>Increase ODDI's involvement in the Big 13 Good Neighbors Partnership</p> <p>Put together working groups to (re)evaluate or reconsider CEHD's math requirement for transfer students</p>	<p>number of visits with ambassadors</p> <p>Measure changes in applicants, admits, and matriculants</p>	<p>Fall 2022-Fall 2025</p> <p>Ongoing</p> <p>Summer 2021 and ongoing</p>

Strategies	Tactics	Metrics	Target Date
<p>2. Attract more BIPOC faculty whose teaching, research, and/or service activities are specifically related to justice, equity, diversity, and inclusion (JEDI) issues, as well as those whose work is not necessarily JEDI focused</p>	<p>Continue to participate in university supported faculty hiring programs and initiatives (e.g., ACES, Accountability, Climate, Equity and Scholarship Fellows Program)</p> <p>Sustained engagement in target or opportunity hires by finding BIPOC faculty who are doing good work and convincing them CEHD is the best place to do it</p>	<p>Number of ACES fellows we hire each year</p> <p>Number of target or opportunity hires we bring in each year</p> <p>Measure percentage changes in new hire recruitment demographics</p>	<p>Ongoing</p>
<p>3. Attract more staff across our various academic departments and other units within CEHD that reflect the demographic make-up of Texas</p>	<p>Assess and enhance recruitment strategies for hiring new staff</p> <p>Continue to implement the staff equity hiring plan, but modify it as necessary; perhaps create an “equity advocate” position in the college or a non-voting search committee member who ensures the process is equitable</p> <p>Invest more funding into recruitment efforts</p>	<p>Track the number of BIPOC staff successfully recruited into CEHD</p>	<p>Ongoing</p>

Strategies	Tactics	Metrics	Target Date
<p>4. Recruit more BIPOC and first-generation graduate students across our myriad academic programs</p> <p>Note: TAMU strategic plan goal is to increase the percentage of underrepresented racial minority student enrollment to 30%. Given that the population of our Black graduate students has dipped from 11% down to 8% over the past several years; our goal is to increase it back up to at least where it was during the life of this ODDI strategic plan.</p>	<p>Create authentic partnerships and pipeline programs with TAMU system “sister” schools, as well as historically black colleges and universities (HBCU), Hispanic Serving Institutions (HIS), and Tribal institutions outside the TAMU system</p>	<p>Track changes in applicants, admits, and matriculants</p> <p>Track number of partnerships created/enhanced; number of programs/events held</p>	<p>Spring 2022-Fall 2025</p>
	<p>Consider eliminating the GRE and other standardized tests for admissions</p>	<p>Track the number of programs across the college that eliminate or modify test requirements for admissions</p>	<p>Fall 2022-Fall 2023</p>

Domain 3: Retention

Eliminate barriers that hinder student development and success, and that prevent faculty and staff from experiencing job and career satisfaction and personal/professional growth

Strategies	Tactics	Metrics	Target Date
<p>1. Assess and (re)evaluate the staff annual performance reviews and opportunities for promotion</p>	<p>Conduct systematic review of the policies, processes, and practices related to annual evaluations</p>	<p>Number of reviews done and changes made to annual evaluations</p>	<p>Summer-Fall 2022 and ongoing</p>
	<p>Update policy documents related</p>	<p>Number of documents updated</p>	

Strategies	Tactics	Metrics	Target Date
	to annual evaluations		
2. (Re)evaluate faculty annual evaluations, including promotion and tenure	<p>Review evaluation metrics and descriptions, and modify as appropriate</p> <p>Update evaluations for shift to Interfolio, paying particular attention to how best to account for JEDI work</p>	<p>Number of reviews done and modifications made to evaluation documents</p> <p>Number of departments that infuse JEDI categories into evaluations</p>	Summer-Fall 2022
<p>3. Enhance opportunities for graduate student success</p> <p>Note: Goal 1 of the CEHD strategic plan focuses heavily on this particular strategy</p>	Identify specific barriers (e.g, financial, cultural/climate, academic, social) to the progress and achievement of graduate students from historically underrepresented backgrounds	Number of barriers identified by students in climate survey and other (in)formal contexts	Summer-Fall 2022
4. Increase retention and graduation rates of BIPOC, first-generation, and low-income students to be comparable to overall CEHD retention and graduation rates	<p>Provide formal and informal mentoring for Black students</p> <p>Byrne Student Success Center -academic probation coaching - first-generation programming,</p>	<p>Number or percentage of Black students retained each year</p> <p>Document the number of students participating in these various programs</p>	Ongoing

Strategies	Tactics	Metrics	Target Date
	including Haynes Transfer Learning Communities		
5. Utilize climate indicators to identify barriers to the retention and success of faculty, staff and students	Analyze climate survey and exit survey data	Number of barriers identified and addressed	Fall 2021-Spring 2022; ongoing

Domain 4: Equity

Disrupt structures, policies, processes, and practices that have historically inhibited opportunities for individuals, particularly from historically and currently underrepresented groups, to achieve optimal success

Strategies	Tactics	Metrics	Target Date
1. Revisit how we value and count “service”, its relationship to the research and teaching pillars, and how we define faculty “productivity”	<p>Scrutinize our roles, responsibilities, and expectations documents, and make appropriate changes to adequately capture the importance of the “invisible labor” that certain groups of faculty members are often tasked with</p> <p>Develop and pilot enhanced service tracking and JEDI-based work using Interfolio</p>	Number of departments that review and make modifications to documents outlining roles/responsibilities and/or promotion, tenure, and annual reviews	<p>Spring-Fall 2022</p> <p>Fall 2022</p>

Strategies	Tactics	Metrics	Target Date
2. Reimagine how we define the workplace and space during and in the aftermath of the COVID-19 pandemic	Continue to explore and commit to allowing stakeholders, particularly staff, to have access to AWL work options at least two days per week.	Percentage of staff who are available to take advantage of AWL Qualitative feedback they provide on its impact on quality of life	Summer 2021-Fall 2022
3. Create a mandatory training for Tenure and Promotion processes	Develop and pilot tenure and promotion training	Development of a pilot program	Spring-Fall 2022
4. Develop equitable opportunities to celebrate and recognize staff Note: Important to keep in mind research staff who do not have formal faculty appointments, but perform faculty duties (e.g., research)	Supervisor training on managing employees to ensure more equity among distribution of work responsibilities and service among staff	Number of supervisors who complete trainings Feedback on staff satisfaction	Fall 2021-Spring 2022; Ongoing
5. Review and expand policies, procedures, practices, and professional development opportunities for supporting persons with disabilities	Mandatory training for teaching faculty and GATs related to implementing accommodations for students with disabilities Encourage training in and the formal use of Universal Design for Learning (UDL) in the classroom Engage and expand partnership with Center	Number of people who register and complete training Number of meetings and collaborations with CDD each semester/year	Spring-Fall 2020; ongoing Fall 2021-ongoing Spring-Fall 2023

Strategies	Tactics	Metrics	Target Date
	<p>on Disability and Development (CDD)</p> <p>Consider reestablishing the Able, Active, and Adaptive (AAA) conference that HLKN hosted for two consecutive years a few years ago</p>	<p>Hosting the 3rd AAA conference and subsequent versions of it going forward</p>	