

# Annual Diversity Plan Accountability Report 2014 – College of Liberal Arts

Reporting Unit College of Liberal Arts (CLLA)

Reporting Date December 1, 2014

Report Contact Name Dr. Srividya Ramasubramanian

Contact email srivi@tam.u.edu

Please define the groups applicable to your unit for which you collect information and make peer comparisons.

Students  Undergraduate  Masters  Doctoral  Professional

Faculty, Lecturers, and Instructors  Administrators  Budgeted Staff

The College of Liberal Arts is dedicated to advancing learning through a productive environment that is welcoming to all members of its community and does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. The College consists of 12 depts. and 5 interdisciplinary programs. The Assoc. Dean for Diversity advises the Dean on matters relating to diversity, climate, and equity. A climate survey conducted for Non-Tenure Track Faculty in 2013 helped identify the following areas to address: 1) opportunities for professional development; 2) clear guidelines and feedback for promotion and annual raises; and 3) the value of their contributions to the larger college and university communities.

## ENGAGING THE DATA

### Undergraduate Diversity

**Longitudinal Comparisons:** Overall increase (449 more men, 546 more women). Women undergraduates still heavily outweigh men, at 66.5%. Slight increase in Hispanic and International students and those who identify as two or more races; slight decrease in White, Black, and Asian undergraduates. Increase in number of FTIC students (97 total), but slight drop in the overall % of FTIC undergraduates in CLLA (12.2% to 11.9%).

**Peer Comparisons:** TAMU leads in gender diversity, with 66.5% of women undergraduates, compared to 47.8% at U Illinois (UI), 55% at U Texas (UT), and 53% at U Wisconsin (UW). The proportion of TAMU students who identify as White is larger than two of the others (66.2% at TAMU vs. 50% at UI, 52% at UT), but lower than UW (75.5%). UI maintained a greater % of Black undergraduates (7%), than UW (3%), TAMU (4.1%) or UT (4.5%). Alongside UT, TAMU leads in the proportion of Hispanic Students (23% and 23.5%, respectively), relative to UI at 9%, and UW at 4.37%. UI leads significantly in the % of international undergraduates (14.9%), relative to UW at 8%, UT at 5.2%, and TAMU at 0.06%. The % of undergraduates who identify as American Indian or Unknown is less than 1% in all institutions.

Undergraduates	FY 12	FY 13
<b>Gender</b>		
Men	2,691	2,724
Women	3,972	4,064
<b>Race/Ethnicity</b>		
Am. Indian	22	24
Asian	242	219
Black Only	296	277
Hispanic	1,363	1,534
International	45	47
Two or More Races	156	165
Unknown	18	18
White	4,516	4,497

### Graduate Diversity

**Longitudinal Comparisons:** No significant change by gender. The proportion of male to female remains relatively equal. The number of Black, Hispanic, and Asian graduate students remains comparable between both fiscal years, as do those that classify as two or more races. Noticeable decrease in White but a significant increase in international graduate students.

	Undergraduate			
	TAMU	UI	UT	UW
Total	6,788	11,287	8,195	16,326
<b>Gender</b>				
Women	60%	47.8%	55%	53%
Men	40%	52.1%	45%	47%
<b>Race/Ethnicity</b>				
Am. Indian	0%	NA	0.4%	0.9%
Asian	3%	15.7%	10.5%	7.0%
Black	4%	7.0%	4.5%	3.0%
Hispanic	23%	9.0%	23.5%	4.9%
International	1%	14.9%	5.2%	8.0%
Unknown	0%	NA	1.3%	0.3%
White	66%	50%	52%	75.5%

Graduate Students	FY 11-12	FY 12-13
<b>Gender</b>		
Men	412	416
Women	455	454
<b>Race/Ethnicity</b>		
Am. Indian	2	2
Asian	23	24
Black Only	39	36
Hispanic	113	112
International	255	288
Two or More Races	10	11
Unknown	14	19
White	411	378

	Masters				Doctorate			
	TAMU	UI	UT	UW	TAMU	UI	UT	UW
Total	239	629	345	1,341	631	1,868	1001	2,809
<b>Gender</b>								
Women	53.1%	54.2%	56%	67%	51.8%	46.8%	52.5%	45%
Men	46.8%	45.7%	44%	33%	48.1%	53.2%	47.5%	55%
<b>Race/Ethnicity</b>								
Am. Indian	NA	NA	0.3%	1.0%	0.03%	0.03%	0.4%	0.9%
Asian	3.3%	4.4%	4.4%	4.0%	2.5%	6.7%	2.6%	4.0%
Black	2.5%	0.06%	3.7%	3.0%	5%	1.4%	3.7%	1.7%
Hispanic	5.8%	3.7%	14.2%	4.2%	15.5%	4.5%	10%	3.4%
International	57.3%	57%	12.7%	14.7%	23.9%	36.5%	21.7%	30.3%
Unknown	1.7%	2.1%	4.4%	1.0%	2.2%	1.2%	3.6%	4.3%
White	27.2%	35.9%	59.5%	72%	49.6%	47.5%	57.3%	55.4%

**Peer Comparisons:** % of female graduate students comparable across all 4 institutions (52.2% at TAMU, 53.3% at UT, 52.5% at UW and 48.7% at UI). TAMU leads UI and UW in the proportion of Black graduate students (4%, vs. 1.2% and 2%, respectively), as well as the proportion of Hispanic graduate students (12.9% vs. 4.3% and 3.5%, respectively). UW leads in the % of women receiving a Masters degree (67%), relative to TAMU, UI, and UT (53.1%, 54.2%, and 56%, respectively). However, UT leads in the % of women receiving doctorates (52.5%), relative to TAMU, UI and UW (51.8%, 46.8%, and 45%, respectively). TAMU leads significantly in the

## Annual Diversity Plan Accountability Report 2014 – College of Liberal Arts

proportion of international masters students (57%), when compared to UT and UW (12.7% and 14.7%, respectively). UI leads in the proportion of International students receiving doctorates at 36.5%. The number who identify as American Indian is negligible across all 4 institutions; the number who identify as Asian is small and comparable across all 4 institutions.

### Faculty Diversity

**Longitudinal Comparisons:** The number of male faculty remained comparable for professors, assoc. professors and NTTF for Fall 2012 and Fall 2013. The number of male asst. professors dropped slightly. While the number of female faculty members remained relatively the same for assoc. professors and NTTF, there was a significant increase in female full professors and a slight decrease in female asst. professors. Race/ethnicity did not change significantly from 2012 to 2013 for professors or assoc. professors, in spite of the increase in female full professors.

	Professor		Assoc.		Asst.		Non-Tenure	
	2012	2013	2012	2013	2012	2013	2012	2013
<b>Gender</b>								
Men	116	114	60	64	49	33	26	25
Women	23	29	54	51	59	46	43	44
<b>Race/Ethnicity</b>								
Am. Indian	0	0	0	0	1	0	0	0
Asian	7	8	4	6	17	12	5	10
Black	6	7	5	6	13	8	1	0
Hispanic	8	8	12	15	13	7	6	6
International	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	0	NA	0	1	1	1	1
Unknown	1	1	3	2	1	1	2	2
White	117	118	90	86	62	50	54	51

From 2012 to 2013, there was a drop in White, Black, Hispanic, and Asian asst. professors. However, there are now 4 international professors, compared to none in 2012. Statistics for race/ethnicity were comparable for 2012 and 2013 for NTTF, except for the number of Asian faculty, which doubled from the previous year.

**Peer Comparisons:** The overall ratio of male to female faculty members is comparable across all 4 universities (3:2). The discrepancy between male and female faculty member is greatest for full professors across all universities (ratio of 3:1). TAMU has a significantly higher % of female asst. professors (59% vs. 46% at UI, 41.5% at UT, and 42.7% at UW). TAMU also had a noticeably higher % of female NTTF (63.8% vs. 50.5% at UT and 56.5% at UW). Overall, the proportion of White faculty members significantly outweighs any other race group across the 4 universities. After Whites, the ethnic group with the largest % of faculty overall is Asians (10% at UT, 10.4% at UI, 9.0% at UW and 6.1% at TAMU), followed by Hispanics (7.15% at UT, 8.9% at UI, and 7.0% at TAMU), then Blacks (4.0% at UT, 4.5% UI and 4.9% at TAMU). UW had a noticeably smaller % of both Blacks and Hispanics compared to its peers (2.0% and 3.6%, respectively). TAMU led in the % of Black full professors (4.5%), while UT and UW had the largest % of full professors who identified as Asian (8.0% and 8.7%, respectively). UI led in the % of Hispanic full professors (9.4%). For assoc. professors, TAMU led with the highest % of Hispanic faculty (12.4%), while UW had the largest % of Asian faculty (16.7%). UI and UT have comparable statistics for Black assoc. professors (8.7% and 8.0%, respectively), which were noticeably higher than their peer institutions. UI had the highest % of Asian, Black and Hispanic asst. professors (16%, 16% and 8.0%, respectively), when compared to peers. UT led in the % of International asst. professors, at 8.7%. UT had the highest % of Asian, Black and Hispanic non-tenured faculty, but the %s were only significant for Asian and Hispanic faculty groups (8.2% and 8.6%, respectively). Overall, the % of faculty members who identified as American Indian, Unknown or as Two or More Races was insignificant.

	Overall				Professor				Assoc.				Asst.				Non-Tenure			
	TAMU	UI	UT	UW	TAMU	UI	UT	UW	TAMU	UI	UT	UW	TAMU	UI	UT	UW	TAMU	UI	UT	UW
Total	426	269	3089	1235	157	127	1014	507	121	92	536	148	59	50	402	185	89	NA	1137	395
<b>Gender</b>																				
Women	34.5%	40%	38.4%	42.4%	26%	30%	22.7%	30.7%	45%	51%	40%	44.6%	59%	46%	41.5%	42.7%	63.8%	NA	50.5%	56.5%
Men	65.5%	60%	61.6%	57.6%	74%	70%	77.3%	69.3%	55%	49%	60%	55.4%	40.6%	54%	58.5%	57.3%	36.2%	NA	49.5%	43.5%
<b>Race/Ethnicity</b>																				
Am. Indian	0.04%	0.03%	0.35%	0.5%	NA	NA	0.6%	0.3%	NA	1.0%	0.5%	2.0%	1.7%	NA	NA	NA	NA	NA	0.1%	0.2%
Asian	6.1%	10.4%	10%	9.0%	5.7%	6.3%	8.0%	8.7%	5.7%	13%	11%	16.7%	15.3%	16%	6.0%	10.3%	14.5%	NA	8.2%	6.1%
Black	4.9%	4.5%	4.0%	2.0%	4.5%	0.08%	2.8%	1.6%	5.7%	7.6%	7.7%	2.7%	11.9%	16%	6.0%	3.8%	NA	NA	2.4%	1.8%
Hispanic	7.0%	8.9%	7.15%	3.6%	5.7%	9.4%	4.5%	3.4%	12.4%	8.7%	8.0%	5.4%	6.8%	8.0%	6.0%	3.2%	8.7%	NA	8.6%	3.3%
International	1.4%	NA	NA	3.5%	NA	NA	NA	NA	NA	NA	NA	NA	NA	6.8%	8.0%	8.7%	NA	NA	NA	6.6%
Two or More	NA	NA	0.5%	1.0%	NA	NA	0.1%	0.6%	NA	NA	0.5%	NA	NA	NA	0.7%	2.2%	1.4%	NA	0.7%	1.5%
Unknown	1.6%	NA	NA	4.5%	NA	NA	NA	2.2%	3.3%	NA	NA	3.4%	NA	NA	NA	13%	NA	NA	NA	4.1%
White	66%	74.3%	78%	75.7%	77%	83.5%	84%	83.2%	72.2%	68%	72.3%	70%	57.6%	62%	67%	58.4%	74%	NA	80%	77%

**Staff Diversity:** The statewide gender and race/ethnicity statistics for staff in Texas are as follows: 72.6% women, 27.4% men; 51.2% White, 13.6% Black, 31.2% Hispanic, and 2.5% Asian. The % of staff that identified as American Indian, Hawaiian/Pacific Islander, unknown or as two or more races was insignificant statewide and at either university. The % of female staff members at TAMU was comparable to the statewide statistics (73%), while UT had a noticeably lower figure at 63.5%. Both TAMU and UT had a significantly higher % of white staff members than the statewide figure (77% and 72%, respectively). TAMU and UT also had a significantly lower % of Black (4.7% and 5.8%), Hispanic (13.5% and 14.4%) and Asian (3.5% and 6.2%) staff members.

**Administrator Diversity:** TAMU had 12 administrators in 2013. Of these 7 were males and 5 were females. UW measures a larger group of administrators on a larger college level. UW had 81 administrators (50 females and 31 males). UW had a significantly higher % of female administrators (62%) than TAMU (41%). TAMU had extremely limited racial and ethnic diversity and showed almost

## Annual Diversity Plan Accountability Report 2014 – College of Liberal Arts

---

exclusively white administrators, at 91%. The remaining 9% did not report their race/ethnicity. UW also measured high %s of white administrators (83%), yet had a slightly higher racial and ethnic diversity with 2.4% Asians, 7.4 Black, 5% Hispanic, and only 2.4% other or unknown.

**Engaging the Unit with the Data:** College Diversity Committee consists of representatives from faculty, staff, undergraduates and graduate students. Monthly meetings allow for discussion, analysis, and interpretation of diversity and climate data. These members also engage their department about diversity, climate, recruitment, retention, and equity. The Assoc. Dean of Diversity met with department heads and diversity committees of each unit to understand the main goals, challenges and opportunities in each unit. Several departments systematically include discussions about diversity and climate in their faculty meetings. Roundtable for faculty, staff and grads to discuss their experiences of diversity on campus was conducted by the History Department. Placement director and diversity committee held a successful workshop on respect and encouragement for people from diverse backgrounds.

### RETENTION EFFORTS

**IIDEA Grants to Support Innovative Ideas to Improve Diversity and Climate:** Grants for innovative and sustainable ideas to advance college and university strategic diversity initiatives. **Sitter-City/Bright Horizons for Eldercare, Childcare and Pet care:** Based on concerns raised in exit interviews, we contracted in 2012 with SitterCity, which provides a referral service for child, elder, and pet care to graduate students, faculty and staff. **Undergraduates: Regents' Scholars Initiative (RSI):** RSI assists with successful transition to TAMU for first generation students. Participants meet for one hour each week to learn about time management, note taking, test taking, and money management, the meaning of a liberal arts education, the importance of diversity, the value of a global perspective, and the opportunities for undergraduate research. **SCOLA support:** CLLA sponsored 12 liberal arts students to attend the Student Conference on Latino Affairs (SCOLA). **Communicating Diversity 2013 Student Conference:** day-long student conference to showcase, share and engage in discussions about scholarship on communication and diversity. **Pedagogy Workshop:** Initiatives to help grad students (especially international) connect with undergrad students in the classroom in the Dept. of Economics. **Curriculum:** We offer a Univ. Studies B.A. degree in Race, Gender, and Ethnicity and related certificates (SOCl); 9 new undergrad courses in diversity (COMM), 1 in history; Latin American Philosophy (PHIL). **Graduates: Diversification of Curricular Offerings:** Graduate certificates and minors relating to race/ethnicity include: Africana Studies, Women's & Gender Studies, China Studies and Latino Studies. Dept. of Communication added 3 grad courses related to diversity. **Faculty Mentoring Program:** Department of History organized mentoring programs targeted at female grad students and one-on-one mentoring for those from underrepresented racial groups. Economics also offers a mentoring program that pairs students with a faculty mentor with whom they meet twice a semester at least. **Peer Mentoring Program:** Sociology and Economics offer a peer mentoring program. **Summer Academy:** Economics offers summer courses to help students who are struggling with math or statistics to get additional help to help retain students. **Proseminar:** In Sociology, pro-seminar to help first year students talk about a variety of issues including climate. **Student Conferences:** Africana Studies hosted a two-day interdisciplinary regional conference on the performance of culture, gender, race, ethnicity, etc. with participants from all over the U.S. This was the first time this conference was hosted in Texas. **Faculty: Personal Interviews:** The Assoc. Dean for Diversity conducted personal in-depth exit interviews with faculty of color and women faculty in 2012 and 2013 to understand reasons for their departures. This led to a communication from the dean, a series of workshops, and focused visits to departments. **ADVANCE Scholars:** Women faculty of color are paired with an internal advocate and external eminent scholar. **Success Circles (ADVANCE):** 10 of our women faculty participated in peer mentoring groups based on professional or personal interests (writing workshops, new moms group, and writing club) organized by ADVANCE Center. **Diversity Lecture Series:** Department of Anthropology was granted an IIDEA grant in Spring 2013 to support diversity lecture series on GLBT and disability issues. Similarly, Africana Studies had a lecture series called "Conversations on Transnational Blackness" that had lectures by core and affiliated faculty. **Staff: Liberal Arts Staff Development Council (LASDC):** 2013 LASDC Summer Workshops: customer service; presentations on FERPA and Records Retention. **CLLA Business Council** – monthly meeting with all college business staff on timely topics on all things financial (HR, financial management, purchasing, payroll, scholarships, etc.). **CLLA Liberal Arts Staff Executive Council (LASEC)** –meets twice a semester; includes all admin. assts. (to dept. heads, directors, and deans) related to topics such as P&T processing, faculty hiring processing, office processes, etc. **CLASS Award:** The College of Liberal Arts Superior Service (CLASS) awards recognize staff for outstanding service. **Administrators: Workshops or brown bags for administrators:** Hosted a department head retreat for new administrators in August 2013. **CLLA Exec. Staff Retreat:** Strategic planning, review of enrollment data & targets, review of the effectiveness of college funding programs and expenditures in July 2013. **CLLA Department Heads Retreat:** Budget policy & review, enrollment, graduate education in August 2013.

### RECRUITMENT EFFORTS

**Undergraduates: FACEs (Future Aggie College Experience)** – Targeted first-generation students with interests in Liberal Arts: Three high schools attended in Spring 2013 (Milano, Huntsville, and Navasota) and two high schools in Fall 2013 (Madisonville and Huntsville). **PLACEs-** Day-long student-led conference organized by the Liberal Arts Students Council. The PLACE Conference is an

## Annual Diversity Plan Accountability Report 2014 – College of Liberal Arts

---

opportunity for students in the BCS area to gain insight into the programs and opportunities in Liberal Arts. Cornerstone Fellows: Emphasize recruiting a diverse group of high-achieving students. This year we have 7 National Hispanic Scholars and 1 National Achievement Scholar freshmen, with a total of 11 Hispanic, 1 Indian, 1 Native American, and 1 African American out of 52. Regents' Scholarships: The college has designed RSI (described in the previous section) to help recruit first-generation students as Regents' Scholars in CLLA. Personalized and targeted recruitment strategies: Psychology and Communication have improved undergraduate recruitment strategies, with special emphasis on minorities. In Psychology, for e.g., the number of admits increased from 328 (2013-2014) to 402 (2014-2015), including an increase in African American students from 6.38% to 10.1% and Latino students from 31% to 36.6%. Economics pioneered a new initiative to recruit underrepresented groups through controlled experiments. History also received grants for minority recruiting. Student Conferences: Economics held its 7th annual Conference on Economic Issues Affecting Hispanic and African American Communities in fall 2013 in partnership with the American Society of Hispanic Economists. One undergraduate participant from the 2011 conference entered TAMU's PhD program in Fall 2012 and one from the 2012 conference will enter in Fall 2014. Political Science hosted a similar conference. Pathways to the Doctorate: History won three consecutive Pathways to the Doctorate fellowships in 2012-2014. High School Outreach: International Studies has conducted several outreach programs for high school students to recruit in Denton, TX and Plano, TX. They reached 400 students. Their message is directed at Hispanic students, especially heritage speakers of Spanish. Similarly, the Department of Communication made faculty visits to universities with large numbers of target students. Graduates: Vision 2020 Fellows: Diversity is one consideration in the selection of CLLA Vision 2020 fellows and a number of the fellows are female or members of underrepresented groups. Lechner Fellowships: CLLA offers Lechner fellowship money each year (one time payments to selected first year students) and diversity is a major criterion for selection. Recruitment weekend: Several departments conducted graduate student symposiums and recruitment events during prospective students' weekend. Research bursary: History has started a new fund to provide a research bursary to help recruit highly-competitive female graduate students. Pipeline/feeder program: Sociology initiated two programs targeting regional historically black colleges and universities, including an event at Prairie View A&M, and a college fair at the Bayou Classic that invites all the HBCUs in South Louisiana (as well as Grambling University in North Louisiana). Philosophy is working with a number of universities, including Prairie View A&M, to set up a pipeline of Black applicants; the department also recruits minority candidates at the American Philosophical Association (Central Division) conference and the Black Existentialisms conference, funded by OGAPS. Political Science conducted recruitment events at Howard, UT-San Antonio, UT-El Paso, North Texas. Summer Research Academy: Political Science held a Summer Research Academy in 2013. This Academy is intended to create a pipeline for POLS graduate programs and a particular effort was made to recruit minority students from TAMU. Faculty: Faculty hiring pool certification: Departments submit faculty position advertisements, attend the DOF's hiring workshop (at least every other year), report the current distribution of minority and women scholars in the discipline and the department, and document any contacts to solicit applications, listing who among African America, Latino/Hispanic and women scholars in the discipline they contacted to solicit applications or nominations. STRIDE workshop (ADVANCE): 12 participants from CLLA participated in a workshop/training to review implicit bias literature, discuss best practices for faculty searches, design a 2 hour workshop for search committees, and prepare to facilitate such a workshop. Staff: Based on discussions of the need for more gender diversity amongst IT staff, the college has made concerted efforts to recruit more women IT staff. Administrators: Increase in the number of URM and women department heads in the college. Also, 50% women and 2 URM amongst all Deans in CLLA.

### INTERNAL/EXTERNAL ADVISORY AND/OR DEVELOPMENTAL COUNCIL GROUPS

College Diversity Committee: Established in 2007. 26-member committee to address climate, equity and diversity issues as priorities in the college. It comprises diverse faculty, administrators, staff, undergraduate and graduate students, and post-docs. Activities relate to: *recruitment; retention; education/awareness; equity; fostering a welcoming climate* that is inclusive, fair, and respectful; and *engaged scholarship* that is of service to the broader community. Liberal Arts Council: Faculty representatives from each department who meet once a month to advise the Dean on governance including climate and diversity. Liberal Arts Students Council: Student representatives from the college who participate in decision-making and governance, including student recruitment efforts. Deans' Office and Dept. Heads: Assoc. and asst. deans have weekly meetings to discuss undergrad, graduate, staff, faculty, and admin issues, including climate, equity and diversity; group meets with dept. heads twice per month. External Development Councils: Liberal Arts Development Council, Steering Committee, and Advisory Council consists of diverse members in terms of age, education, occupations, ethnicity and gender. They advise the college on philanthropy and community engagement.

### UNIT CLIMATE

Climate Brown Bag Lunches: Assoc. Dean for Diversity facilitated lunch discussions with different groups in the Dean's office. Non Tenure Track Faculty Climate Survey: In July 2013, a climate survey was conducted for the NTTF in CLLA. 40% of the 120 faculty responded. About 65% agreed or strongly agreed that they had opportunities for professional development, but barely half (49%) agreed or strongly agreed they had access to mentoring. Two-thirds (67%) of the faculty responding were positive towards their

## Annual Diversity Plan Accountability Report 2014 – College of Liberal Arts

---

annual evaluations and feedback, but a much lower % felt promotion guidelines (44%) and feedback (36%) were adequate. Lecturers were more likely to disagree or strongly disagree than NTTF with instructional titles that they have access to promotion guidelines, can pursue concerns about promotion, or have access to promotion feedback. There is a clear sense among NTTF responding to this survey that their contributions are mostly valued by their immediate community within their department (80%) while 34% believed their contributions are valued by the college and 30% by the university. Faculty-staff Program (ADVANCE): Two departments participated in this program targeted for faculty and staff. They developed an action plan to improve workplace climate. Staff-related Climate Initiatives: 2013 LASDC Winter Staff Appreciation Luncheon included presentation of CLASS award winners. Annual staff luncheon: In recognition of Administrative Staff Professionals Day for all dean's office staff. Dean's office staff brown bag lunches throughout the year. Annual staff picnic: For dean's office employees and families; SnoCone gatherings: For all college staff and anyone who wants to drop by on the back steps of the Coke Building; CLLA Tailgate 2013. Diversity Resources: Performance Studies created a diversity room to start conversations and meetings relating to diversity; Communication, Political Science and History have drafted departmental diversity statements and hosted diversity pages on their websites. Several departments encourage diversity statements on syllabi. Facilitation training: Communication graduate students have helped build spaces for recognition and appreciation of their work, as well as for new forms of community by creating an ongoing series of lunchtime brown bag research talks. They designed programs to facilitate interactions between grads and faculty. Pilot project focused on difficult dialogues, which involved hosting a pilot debate followed by facilitated discussion about a difficult issue. Inclusive faculty conversations: Anthropology faculty collectively developed new guidelines for effective and inclusive decision-making that define new procedures for organizing faculty meetings, holding conversations, voting, and revisiting decisions. This new procedure ensures that all members participate in conversations, and limits the opportunity for individuals to monopolize the conversation. Mentoring programs: Economics offers mentorship program for incoming students and is mindful about diversity in office assignments. History has pioneered mentoring luncheons twice a semester with Korean grad students to discuss climate issues and strategies for professional development. Study Groups: Study groups for incoming grads in Economics that mix nationalities; intentional mixing of students across nationality in office and tutoring lab assignments

### EQUITY

Students: Grad Dissertation Enhancement Awards: CLLA allocates graduate enhancement funds to departments, most of which is used to send students to conferences. We supported 21 such awards for about \$89,352 in 2013. Professional Development Support Grants: CLLA offered 64 such awards to help students with professional development (to develop statistical, computing, language skills etc.) for about \$179,552. Graduate Instructor Salaries: Department of Hispanic Studies ended the two-tiered stipends for the graduate students, made all GAT/GAR salaries consistent, and started new awards for graduate teaching. Program for Equity, Representation & Governance: Research and fellowship activities to enhance diverse educational policy and administration; funded 8 undergrads and 18 grads in Political Science. **Faculty**: APT Faculty Titles: Many faculty moved from lecturers into instructional titles. Created a separate dean's committee for APT faculty and organized a special promotion "hands on" workshop for APT faculty starting fall 2013. Faculty Pay Adjustments: 32 total adjustments; T/TT: 20: Male: 9, Female: 11; APT: 12: Male 6, Female 6. Total \$102,145 (does not include equity or grievance actions outside of regular budget cycle). ADVANCE Leadership Development: 7 women faculty participated in planning and executive committees of ADVANCE. Two served as leaders/investigators who oversee ADVANCE activities, research studies and evaluations efforts. **Staff**: Staff Reclassification and Promotion Program: College reviews staff promotion requests in a cycle that mirrors the faculty promotion process to minimize disparities that existed between departments. Approx. 16 staff promotions during 2013. Staff Leadership Development: Supported two staff members to attend the Hispanic Forum. **Administrators**: Efforts towards comparable compensation for all department heads in the last three years.

### FUTURE EFFORTS

Climate survey: We plan to administer the climate survey and are exploring appreciative inquiry and SWOT analysis as add-ons. Need-based scholarships: CLLA plans to hand out need-based scholarships to support students from lower income groups who would like to attend college. We see this as an equity effort to provide access to a diverse group of students. Diversity Fellowship top-ups: Starting this year we are providing top-up scholarships for 4<sup>th</sup> year diversity fellows, and we are supporting several other students as part of retention (merit top-ups). Ad Hoc committee on APT faculty climate: This committee will focus on academic professional faculty to develop a set of new guidelines clarifying the criteria for advancement. They will recommend specific professional development opportunities for APT faculty. Later this year the college will have an ad hoc committee on service, which will include some issues of diversity and climate. Taskforce on advising staff: Will consider centralization and standardization in roles, responsibilities, and compensation, including professional development opportunities for advisers. Brown bags for department heads: The Dean will conduct a series of brown bag lunches for department heads. Social hour and lunch conversations with Dean: Open conversations in informal settings with the Dean. Writing retreats for advanced grads and junior professors: To help increase productivity, encourage timely degree attainment, overcome stress, and get feedback on writing.