

**Department of Educational Administration and Human Resource
Development**

College of Education and Human Development

Four-Year Status Report for the Provost

Academic Years 2005/2006 – 2008/2009

Submitted June 2010

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Introduction

This Four-Year Status Report for the Provost covering Academic Years 2005/2006 – 2008/2009 is submitted as the final step for the 2005-2006 Doctoral Academic Program Review for the Department of Educational Administration and Human Resource Development in the College of Education and Human Development. The report serves as an update regarding the implementation of the plan of action developed after the external review of our academic programs in the department.

The post-review meeting, as outlined in the *Doctoral Program Review Guidelines*, was convened on October 3, 2006. According to the memo written to Dr. Douglas Palmer, Dean, College of Education and Human Development by the then Dean of Office of Graduate Studies (OGS) Dr. John R. Giardino, the purpose of the post review meeting was to discuss and reach consensus on a plan of action to be taken, by whom, and by what timelines. The post-review meeting was attended by Drs. Prior, Palmer, Scheurich, Clark, Tolson, Vitek, and Giardino.

The Four-Year Status Report for the Provost addresses the responses agreed upon at a follow-up meeting of the Provost, Dean of the College, Executive Associate Vice President for Research, Dean and Assistant Dean of Graduate Studies as provided below:

Section One - Departmental Review and Improvement

- **The Department's focus on changing the culture, program enhancement-improvement of departmental programs, enhancing student quality, and supporting faculty to increase external funding**

Section Two - EARHR Revised Tenure and Promotion Policy

- **The Department's revisions of its promotion and tenure guidelines to insure more substance and reduction of misinterpretation. Expect new draft in early 2007.**

Section Three – Texas Center for the Advancement of Literacy and Learning

- **The Department is investigating the creation of a Center for Adult Literacy, to act as a clearing house for external funding dollars, with a research and service function.**

Section Four – Hiring of a STEM Scholar

- **The Department is looking into Texas STEM grants and also the hiring of a senior faculty with track records in acquiring funding.**

Section Five EAHR Primary Commitments and Diversity

Department held a retreat to discuss culture change, how to quantify the departmental mission, increase research productivity, how to integrate service and research missions, and hiring of new diverse faculty to enrich culture.

Section One

Departmental Review and Improvements

In this Section focus is given to key areas for the departmental internal review: 1) Changing the culture of the department, 2) supporting faculty to increase external funding, 3) program enhancements 4) recruitment of new faculty 5) faculty commitment to scholarship, 6) scholarly engagement and 7) enhancing student quality by revising admission criteria and focusing on placement of graduate and 8) external efficiency.

Changing the Culture of the Department

Organizational culture is critical to the success of the organization. Since 2006, when the Academic Program Review was conducted, the EAHR department has undergone changes in its leadership. The present leadership of the department encourages faculty and staff to continue to work together cooperatively and productively. The leadership supports faculty and staff by encouraging a good working climate and ensuring respect and trust for each other. The department continues to promote and to develop collaborative and competitive processes aimed at optimally utilizing student, faculty and staff talent. As a faculty, we recognize the importance of creating a supporting learning and working climate. We believe that the most valuable resource of the EAHR department are its students, staff and faculty, hence the need to create a culture that values people and recognizes them for their uniqueness and generation of ideas.

For the EAHR department to achieve a culture of responsiveness, the faculty believe in sharing ideas and encourage collaborative ownership of opportunities, responsibilities, and challenges. Faculty and staff believe in building long term relationships, participatory decision making and promoting a leadership to encourage and nurture each other. As a department, we value and encourage:

- The development of collaborative and competitive people
- The development of collaborative and competitive paradigms and perspectives of learning
- The development of collaborative and competitive processes
- The development of collaborative and competitive policies and procedures

Additionally, the present leadership has continued its role to support the Department and the College of Education and Human Development's philosophical underpinnings of "We Transform Lives". Thus the department head in collaboration with his associate head and program chairs, continues to implement the vision of the College and continues to lead the EAHR department. To insure a common thread from the college to the department the faculty and the department's leadership continue to support three primary commitments. The faculty identified the following commitments:

Primary Commitment 1: We, the faculty of EAHR, are committed to creating a departmental climate that is characterized by collaboration, collegiality, trust, safety, celebration, fun, and the valuing of differences of many kinds.

Primary Commitment 2: We, the faculty of EAHR, are committed to creating a department that is characterized by rigor in all of its processes, such as teaching and research, and by high quality in all of its outcomes, such as its graduates.

Primary Commitment 3: We, the faculty of EAHR, are committed to demonstrating that equity,

diversity, and social justice are embedded in all we do, especially in terms of our own community, the rigor of our processes, and the quality of our outcomes, and we are committed to increasing equity, diversity, and social justice through private and public education policy, communities, private and public organizations, and all areas of society in general.

These commitments are the scaffolding to improve the culture for faculty, staff and students. The department believes in these commitments that underline how we conduct research, teach and interact with students and guide our service activities.

Improving External Funding

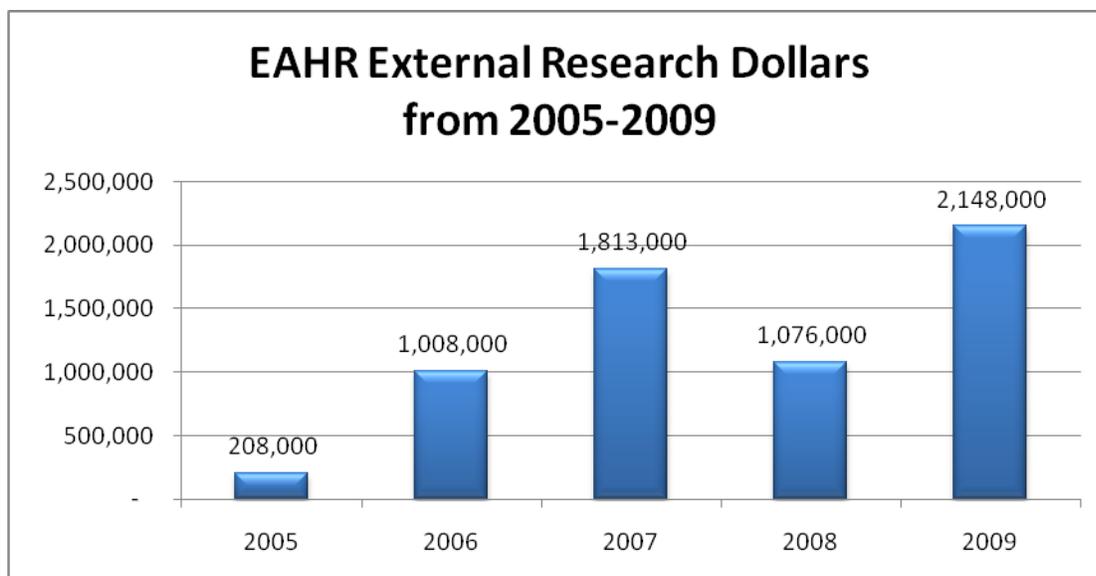
The need to improve external funding was one of the major recommendations made by the external reviewers. The department has made efforts to support faculty who are seeking external funding. Faculty who have acquired grants are being asked to assist other faculty. During faculty and program meetings, there are discussions about funding for grants and progress reports on established grants. As demonstrated in Tables 1 and 2, there has been increased acquisition of funding to the department. As shown in Table 1, there has been a steady increase in the amount of external research dollars generated by faculty in the department from \$208,000 in 2005 to a high of \$2,148,000 in 2009

Table 1. EAHR External Research Dollars 2005-2009

Year	Research \$ in 1'000
2005	208,000
2006	1,008,000
2007	1,813,000
2008	1,076,000
2009	2,148,000

The EAHR external research dollars for the 2005-2009 data is further displayed in Figure 1.

Figure 1. EAHR External Dollars 2005-2009



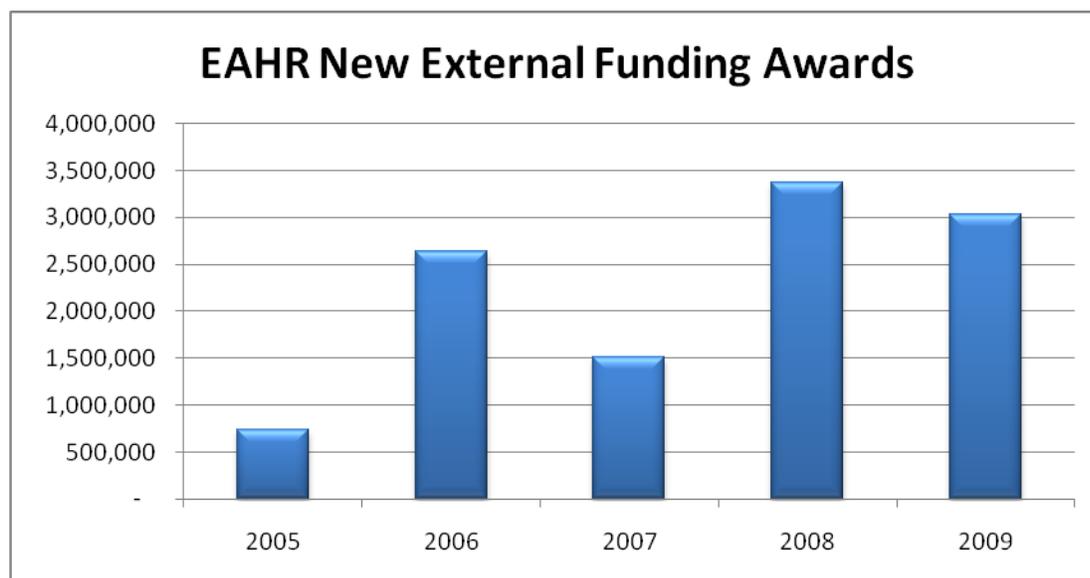
New External Funding Awards

The consistency of the research funding in the department can be supported by the new external funding awards for the last five years under consideration. As shown in Table 2, while the department faculty received new external funding of \$732,000 dollars in 2005, the new awards increased to a high of \$3,373,000 and \$3,035,000 in 2008 and 2009 respectively.

Table 2. EAHR New External Funding Awards

Year	EAHR New External Funding Awards in dollars
2005	732,000
2006	2,633,000
2007	1,512,000
2008	3,373,000
2009	3,035,000

Figure 2 is presented to indicate that the new external funding awards increased to \$2,633,000 one year after the academic program review. The new award dollars increased to a high of \$3,373,000 two years after the academic review of our programs. This increase in new awards can be explained by the increase in the number of proposals submitted by faculty and the hiring of some new faculty who joined the department. The College of Education and Human Development's emphasis on the need to increase external grant and the Dean's continued communication and engagement with faculty in the college on the important of increasing our extramural activities also played a key role.

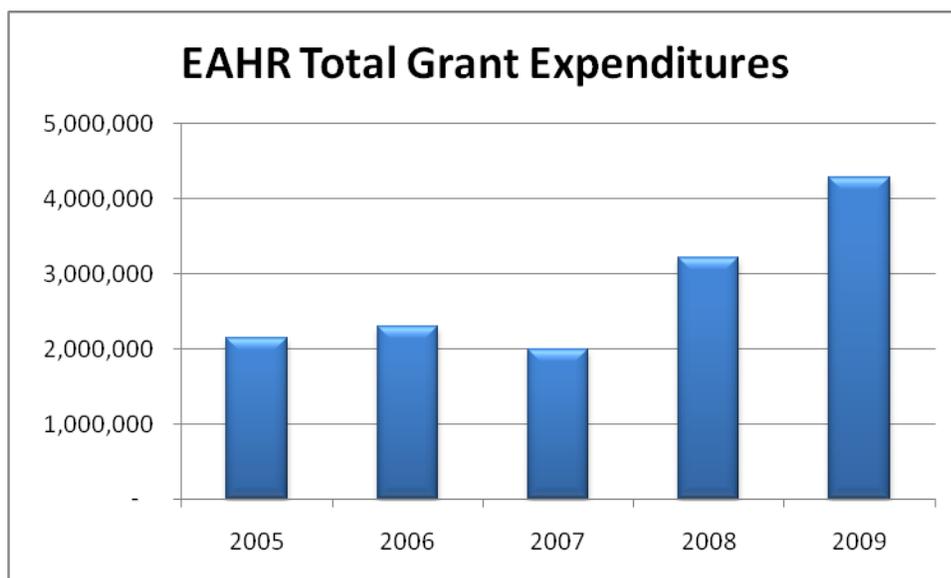
Figure 2. EAHR New External Funding Awards**Total External Funding EAHR**

Besides the external research dollars and the new awards illustrated in Tables 1 and 2 above, Table 3 presents the total external funding awards for the five years under consideration. The figures include research awards and all the extramural funding activities conducted by faculty in the department such as the International HRD Program and training grants. One can notice that the academic review played a key role in encouraging and challenging faculty in the department to seek extramural funding. As shown in Table 3, the EAHR department recorded the highest amount of total external funding in 2009 with the award of \$4,288,000.

Table 3. EAHR External Total Funding Awards 2005-2009

Year	EAHR Total External Funding Awards
2005	2,148,000
2006	2,298,000
2007	1,990,000
2008	3,213,000
2009	4,288,000

The EAHR total external funding awards for the years 2005-2009 is further illustrated in Figure 3. Thus, Figure 3 is presented to demonstrate that there has been a continuous rise in the total grant expenditures in the department from 2005 to 2009. There was a positive increase in the amount of grant dollars expended by faculty in the department.

Figure 3 EAHR Total Grant Expenditures

Program Enhancements

Once program reviews were completed, the four program faculties in the department met to address reviewers' comments. This has taken place over the last three years. The program area faculties have worked diligently to improve the quality of their programs. Below is a summary of program area improvements:

Merging of the Human Resource Development and Adult Education Programs – Two well respected scholars Dr. Carol Kasworm from North Carolina State University and Dr. Scott Johnson from the University of Illinois at Urbana-Champaign reviewed the adult education and human resource development programs respectively. Based on their reports, the faculty in the two programs initiated conversations on the possibility of merging the Adult Education Program and the Human Resource Development Program. After gathering sufficient information, faculty in the two programs learned that adult education and human resource development programs nationwide were merging. Jobs advertised in higher education were also seeking people with both adult learning and human resource development competencies. In addition, we involved our current students and reviewed job applications in the two fields. Student enrollment in the adult education program was not growing while enrollment in human resource development was rising. In response, faculty in both programs engaged in one year of conversations on the need to merge. During the year, research was conducted to find out what was happening nationwide. Two renowned scholars in the two fields were also invited on campus to come and share with us their insight. Faculty in the two programs made a decision to merge the two programs into one program called Adult Education and Human Resource Development with a track in Adult Education and one in Human Resource Development. One year has now passed and the merger is working well for both the faculty and students.

Revision of K-12 Educational Administration- A well respected faculty member from Indiana University, Dr. Martha McCarthy, reviewed the Public School Administration program. Based on her recommendation, the program set out to revise its current EdD and PhD program. At the national level,

program faculty often distinguished the two preparations to insure that there would not only be practitioners, but also quality professors who could prepare leaders for schools. The program faculty met to develop the practitioner and professorite strand of preparation. Some courses were eliminated, course titles were updated, and admissions criteria were changed to insure quality of applicants. The first EdD cohort will be completed at the end of this year. Comments from students indicated that they felt prepared to face today's challenges in schools. The PhD students are continuing their progress towards the professoriate; these students have also presented at major conferences and have published in scholarly journals. Additionally, this past year the K-12 program was ranked 15th in the nation.

Revisions to Higher Education- A well respected scholar Dr. Ann Austin from Michigan State University reviewed Higher Education Program. The excellent input provided by the external reviewer has been used positively by faculty in the program to improve the quality of the program. Two member of faculty from higher education program have been asked to serve in administrative positions at the university level. Due to their service, there are only three faculty to continue program duties. It is hoped that one additional faculty will be hired to continue the stature of the program. The Students Affairs Administration in Higher Education (SAAHE) program is nationally ranked and attracts students from the state, nation and the internationally. There is need to ensure that the quality of the SAAHE program is maintained.

Hiring of New Faculty

Since 2005, talented faculty with diverse backgrounds have been hired in the department. These faculty have been part of program enhancements; additional faculties have provided not only additional support, but bring with them strong reputations to strengthen the reputation of the programs and the department. New faculty members together with the existing faculty have played a key role in enhancing the quality of our programs. As shown in Table 4, thirteen new faculties have been hired since 2005. A number of the faculties hired were as a result of the support received from the college and the university based on requests made by the department. These requests were in response to retirement of senior faculty and program enhancement revisions in the HRD and K-12 programs. The department leadership appreciates the support received and hopes for continued support. A further review of Table 4 indicates the institutions from which faculty were recruited. The department believes that the university's commitment to education has not only enhanced our programs, but has helped us to recruit quality faculty.

Table 4 Faculty Appointed in EAHR 2005-2009

Year of appointment	Faculty Name	Degree and Institution where degree was earned	Rank
2005	Fred Bonner II	Ed. D., University of Arkansas	Professor and Associate Dean of Faculties
	Vicente Lechuga	Ed.D., University of Southern California	Assistant Professor
	Gwendolyn Webb-Johnson	Ed.D., Illinois State University	Associate Professor
2006	Mary Alfred	PhD., University of Texas Austin	Associate Professor and Associate Dean of Faculty Affairs
	Ann Gundy	Ph.D., Texas A&M University	Clinical Assistant Professor

2007	Gary McLean Machuma Helen Muyia Anthony Rolle Fredrick M. Nafukho Judy Sandlin Jia Wang	Ed.D., Columbia University Ed.D., University of Arkansas Ph.D., Indiana University Ph.D., Louisiana State University Ph.D., Texas A&M University Ph.D., The University of Georgia	Senior Professor Clinical Assistant Professor Associate Professor Professor and Head Clinical Assistant Professor Assistant Professor
2008	Charles Farnsworth	Ph.D., Texas A&M University	Clinical Assistant Professor
2009	Roger Goddard	Ph.D., Ohio State University	Professor

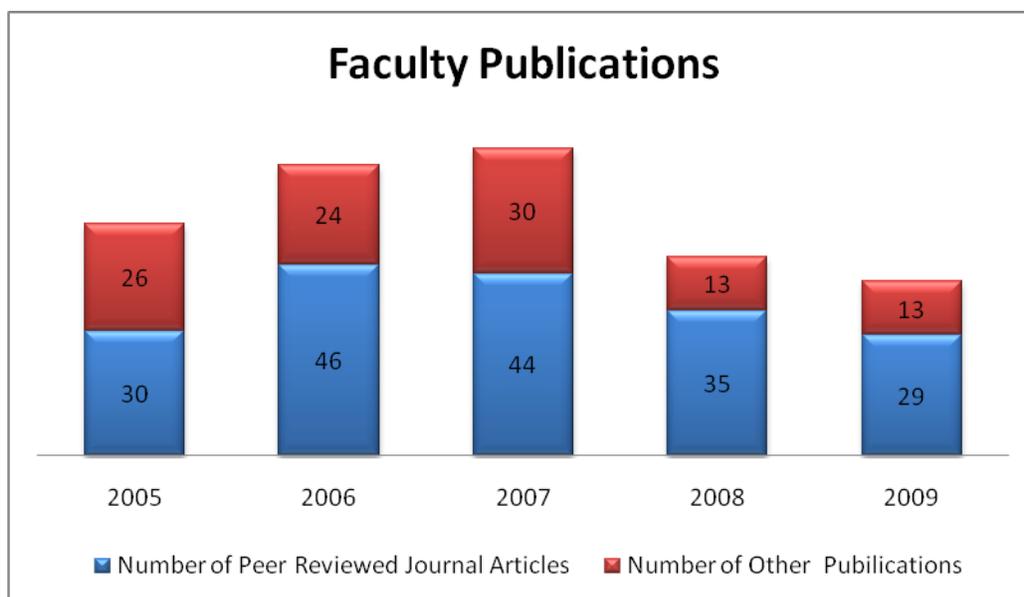
Faculty commitment to scholarship

The other measure of the quality of our programs and faculty in the department is the number of faculty committed to scholarly publications. As shown in Table 5, faculty in the department published a total of 290 scholarly papers, books and book chapters. This is a major contribution to the fields of public school administration, higher education administration, adult education and human resource development. Faculty in the department are well respected in the field and highly cited. Several faculty are recognized for their leadership in professional organizations: Linda Skrla will be the Division A president for AERA (American Educational Research Association); Jim Scheurich serves on the executive committee for UCEA (University Council of Educational Administration); Dr. Yvonna Lincoln's book titled *Naturalistic Inquiry* is cited 15,277 times on Google scholar and her scholarly contributions to the field of qualitative research is recognized worldwide. In total, her work has been cited over 40,000 times in Google scholar. Dr. Gary McLean is a world renown scholar in the field of human resource development with a special focus in the area of International human resource development.

Table 5 Scholarly Publication of Faculty

Year	# of peer reviewed journal articles	Books and Book Chapters	Total
2005	30	26	56
2006	46	24	70
2007	44	30	74
2008	35	13	48
2009	29	13	42
Total	184	106	290

Figure 4 is presented to illustrate that the most productive year in terms of faculty publication was in 2007 and currently the emphasis is on increased publication and increased grant activities to support our research and graduate students. Members of the faculty have taken this challenge positively as shown by the increase in total grant dollars in Table 3.

Figure 4. EAHR Faculty publications 2005-2009

Scholarly Engagement

Scholarly engagement is one of the four domains of the College of Education and Human Development which is also aligned with the university's academic master plan. For our research to have meaning it has to answer the question, "so what?". Thus, our stakeholders get to know the research we are conducting. Journals, books, book chapters, press briefs are various outlets used by faculty to disseminate their research results. The other measure of program enhancement can be explained by the number of faculty who have been recognized as research experts and leaders in their respective fields and have been appointed as journal editors. Department faculty have been recognized nationally for their efforts in conducting qualitative research. Two nationally recognized journals (Qualitative Inquiry and Qualitative Studies) which emphasize qualitative research and methodologies are housed in the department. Additionally, Adult Learning and the Educational Administration Quarterly are recognized as major journals that advance research in those two areas. Table 6 is a display of the faculty who serve as editors and co-editors in the fields and the journals they edit.

Table 6. Editorships in Scholarly Journals

Journal Name	Faculty	Editor/Co-Editor	Term
Adult Learning	Mary Alfred	Editor	2008-present
International Journal of Qualitative Studies	Carolyn Clark	Co-Editor	2005-present
Journal of European Industrial Training	Jim Scheurich	Co-Editor	1995- present
Educational Administration Quarterly	Fredrick M. Nafukho	Editor	2008-present
	Linda Skrla	Editor	2009-present

Educators	Gwen Webb-Hassan	Editor	2006 –present
Leadership Preparation	John Hoyle	Editor	2007 –present
New Forums Faculty Development Series	Christine Stanley	Editor	2002-2010
Qualitative Inquiry	Yvonna Lincoln	Co-Editor	2006-2013

Enhancing Students

Revised Admission Criteria

Since 2005, present program faculty have met to address quality of students, and recruitment of PhD students at the state, national and international levels. During program meetings, it was felt that if they want to enhance the quality of students, the initial place should be revision of the admission criteria. Therefore, programs set forth to develop criteria for the type of student they would want to attend their programs. Faculty examined GRE scores, interviewing processes, work experiences and writing quality. After these discussion, faculty developed specific criteria for each program.

Additionally, the higher education faculty openly recruited at HBCUs to enhance the diversity of the SAAHE program. The K-12 Program has recently hired Dr. Abelardo Saavedra, a “nationally” known superintendent from Houston ISD to assist the faculty with marketing ideas to attract quality students to the new EdD program.

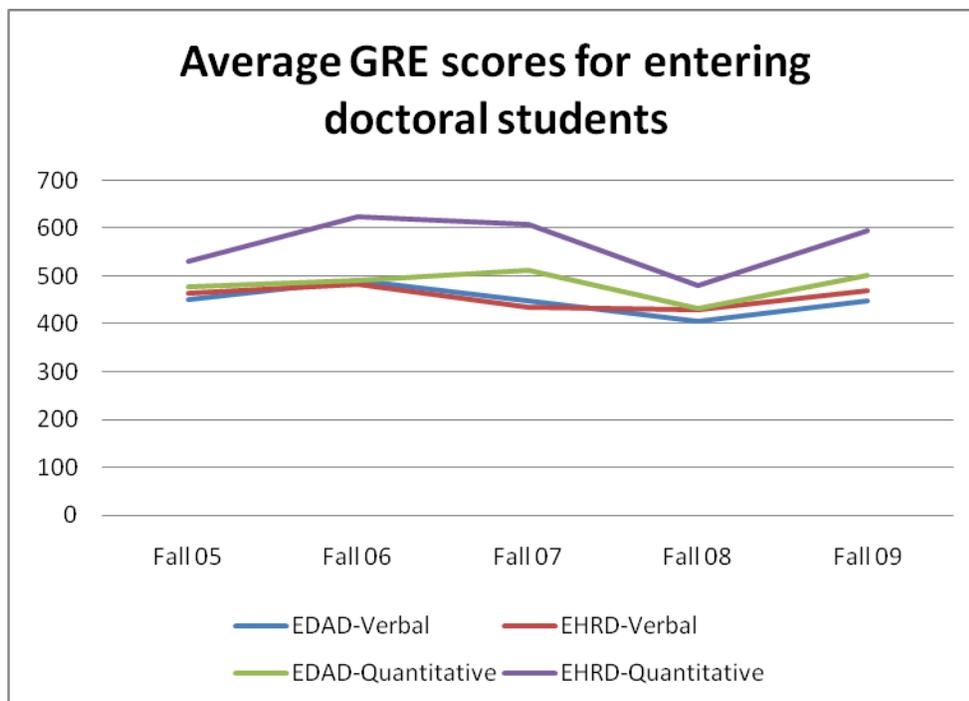
Table 7 is presented to indicate the Average GRE scores of students admitted to our degree programs. On the whole, the quality of students admitted has increased tremendously. Besides the GRE scores, the admission criteria have been revised to include requirements such as interviewing the candidates, work experience, submission of an essay explaining why the interest in a specific field and GPA requirements.

Table 7. Average GRE Scores of Students Admitted to our Degree Programs

Year	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09
EDAD-Verbal	450	491	448	405	449
EHRD-Verbal	463	483	435	429	468
EDAD-Quantitative	478	491	513	432	501
EHRD-Quantitative	530	623	607	479	595

Figure 5 is presented to display the average GRE scores for entering doctoral students for the five years under review. The average scores rose in 2006 for all the programs, remained the same in 2007, declined in 2008, and rose again in 2009. Figure5is used to present the verbal and quantitative scores our degree awarding programs educational administration (EDAD) and human resource development (EHRD) .

Figure 5. Average GRE Scores for Entering Doctoral Students



Graduates Completing our Programs

Another indicator of program quality is the number of graduates successfully completing the program and what they are able to do after graduation. Table 8 is an indication of the number of students who have successfully completed our programs.

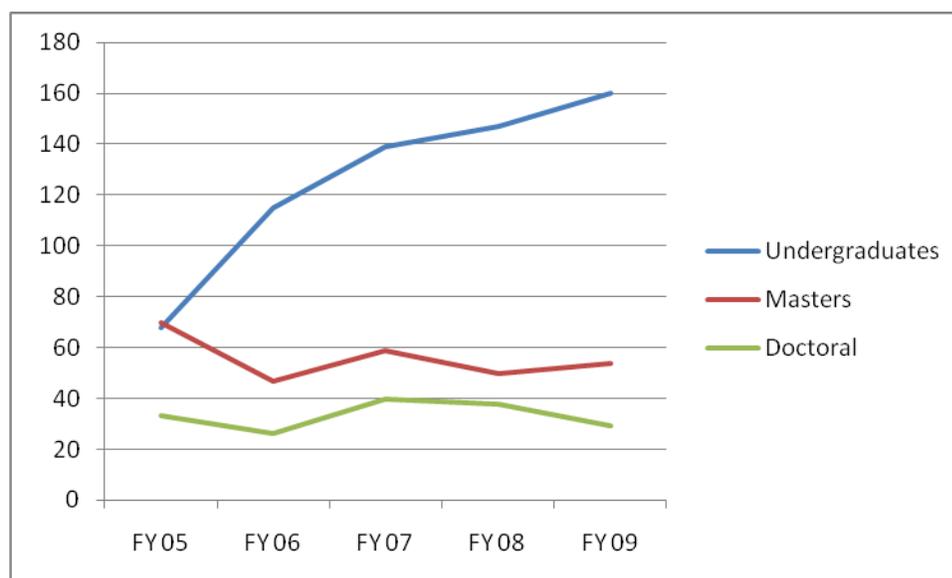
Table 8. Graduates per academic year

Year	Undergraduates	Masters	Doctoral
FY 05	68	70	33
FY 06	115	47	26
FY 07	139	59	40
FY 08	147	50	38
FY 09	160	54	29
Total	629	280	166

Figure 6 is presented to further illustrate the number of students who have successfully completed their undergraduate and graduate degrees in the department. While the number of undergraduate students has been growing, the department, as a response to the external review, decided to ensure the internal efficiency of its graduate programs by ensuring that enrolled students complete in time and new students

are now admitted based on faculty workload. Thus, the graph for doctoral students admitted shows a decline in 2009.

Figure 6. Graduates per Academic Year



External Efficiency of Our Programs

The external efficiency of our program can be answered by the question, “What happens to our students after graduation?” Table 9 is used to present some of the organizations where our graduates work. As shown in Table 9, the majority of our graduates work in academia and as professionals. Our graduates have been hired by our peer institutions such as Purdue University and Washington State University. As a department, we are meeting the College of Education and Human Development’s strategic objective of preparing our students for the professoriate.

Table 9. Organizations that Employ our Graduates

Full Name	Major	Degree code	Semester Year	Where are they now?
Bauer, Hilaria	EDAD	PHD	Fall 2005	Professional, Director Alum School
Dethloff, Carl Henry	EDAD	PHD	Fall 2005	Professional, Principal College Station ISD
Huckaby, Mayme Francyne	EDAD	PHD	Fall 2005	Academia, Assitant Professor, TCU
Nader, Richard Harrison	EDAD	PHD	Fall 2005	Academia, Assitant Professor, North Texas University
Yang, Xiaobo	EDAD	PHD	Fall 2005	Academia, Assistant Professor
Baca, David Ray	EDAD	PHD	Fall 2006	Librarian, UTSA

Brown, Jennifer Gayle	EDAD	PHD	Fall 2006	Academia
Inman, Rex Wayne, Sr	EDAD	PHD	Fall 2006	Professional/Administration
Longloy, Mary Margaret	EDAD	PHD	Fall 2006	Professional
Stevens, Chad Aaron	EDAD	PHD	Fall 2006	Professional
Attaway, Kathy Ann	EDAD	PHD	Fall 2007	Professional
Cortez-Rucker, Vance	EDAD	PHD	Fall 2007	Professional
De Rodriguez, Vanessa Diaz	EDAD	PHD	Fall 2007	Professional
Osagie, Andree O	EDAD	PHD	Fall 2007	Professional
Rodriguez, Claudia G.	EDAD	PHD	Fall 2007	Professional/Superintendent
Brennan, Martha Jeanne	EDAD	PHD	Spring 2006	Academia
Kimball, Jorja Lay	EDAD	PHD	Spring 2006	Professional
Vinson, Bonita Desiree McClain	EDAD	PHD	Spring 2006	Professional
Osters, Sandra Norton	EDAD	PHD	Spring 2007	Professional
Pchenitchnaia, Larissa Victorovn	EDAD	PHD	Spring 2007	Professional
Takao, Marsha Jane McCord	EDAD	PHD	Spring 2007	Professional
Tharp, Twain Owens	EDAD	PHD	Spring 2007	Professional
Young, David Earle	EDAD	PHD	Spring 2007	Professional
Alderman, Rosalind Veronica	EDAD	PHD	Spring 2008	Dean of Students, Tennessee
Dickerson, Kimberly Lynn	EDAD	PHD	Spring 2008	Academia
Guerra, Veronica F	EDAD	PHD	Spring 2008	Professional
Shidemantle, Steven Paul	EDAD	PHD	Spring 2008	Professional
Vargas, Juanita Gamez	EDAD	PHD	Spring 2008	Academia
Walters, William Robert	EDAD	PHD	Spring 2008	Professional
Sanders, Betty Murdock	EDAD	PHD	Summer 2006	Professional
Chen, Yi-Hsuan	EDAD	PHD	Summer 2007	Academia
Kennedy, Jennifer Johnson	EDAD	PHD	Summer 2007	Professional
Arteaga, Veronica Hernandez	EDAD	PHD	Summer 2008	Professional
Brown, Ronald W	EDAD	PHD	Summer 2008	Professional (Lone Star Community College)
Hope, Michael Wayne	EDAD	PHD	Summer 2008	Superintendent-Robinson ISD
Penry, Jason Coy	EDAD	PHD	Summer 2008	Exeutive Director of Development, San Angelo State University
Rozeboom, David John	EDAD	PHD	Summer 2008	Professional

Wilkerson, Steven L	EDAD	PHD	Summer 2008	Professional (UTSA)
Clark, Thomas George	EHRD	PHD	Fall 2005	Professional, Army War College Leaven Worth
Ekeland, Terry Paul	EHRD	PHD	Fall 2005	Professional
Stephens, Chandra Denise	EHRD	PHD	Fall 2005	Professional (Corporate HR Leader)
Tucker, Jo B.	EHRD	PHD	Fall 2005	Dir of Workforce Development, Alamo Community Col District
Mendoza Diaz, Noemi Veronica	EHRD	PHD	Fall 2006	Post Doc
Plunkett, Brandi Lyn	EHRD	PHD	Fall 2006	Professional
Jones, Brenda Jolivet	EHRD	PHD	Fall 2007	Academia
O'Connor, Johnny Ray, Jr.	EHRD	PHD	Fall 2007	Professional
Weatherly, Martha Gail	EHRD	PHD	Fall 2007	Professional
Merton, Prudence	EHRD	PHD	Spring 2006	Professional
Carden, Lila Lenoria	EHRD	PHD	Spring 2007	Academia
Hudson, Shane L	EHRD	PHD	Spring 2007	Academia
Nair, Prakash Krishnan	EHRD	PHD	Spring 2007	Professional
Bond, Linda Thorsen	EHRD	PHD	Spring 2008	Academia
Byrd, Marilyn Yvonne	EHRD	PHD	Spring 2008	Academia
Demps, Elaine Linell	EHRD	PHD	Spring 2008	Academia
Villers, Lance Carlton	EHRD	PHD	Spring 2008	Academia
Upton, Matthew Glen	EHRD	PHD	Summer 2006	Professional
Cole, Brenda Sue	EHRD	PHD	Summer 2007	Academia
Coryell, Joellen Elizabeth	EHRD	PHD	Summer 2007	Academia UTSA
Kane-Sellers, Marjorie Laura	EHRD	PHD	Summer 2007	Professional, Chief Learning Officer TTI Inc., Dallas
Silva, Rito, Jr	EHRD	PHD	Summer 2007	Professional
Visser, Roemer Maarten Sander	EHRD	PHD	Summer 2007	Academia, Mays School of Business, TAMU
Woods, Yvette	EHRD	PHD	Summer 2007	Professional (US Military)
Wright, Robin Redmon	EHRD	PHD	Summer 2007	Academia

Section Two

The Department will review its promotion and tenure guidelines, adding more substance, less open to interpretation, with a more robust process. Expect new draft in early 2007.

In response to this recommendation, the department reviewed its promotion and tenure guidelines, discussed them at various meetings, and approved them on September 12, 2007. The same policy was revised and approved by the faculty in December 2008. Please see the entire policy below:

REVIEW, TENURE, AND PROMOTION POLICY FOR TENURE-TRACK PROFESSORS

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND HUMAN RESOURCE DEVELOPMENT

**Final Passage by EAHR Faculty: 9/12/07 Faculty Meeting
Revised December, 2008**

PROLOGUE

The EAHR Department tenure and promotion policy and 3rd year review policy are designed to promote excellence in faculty research, teaching, and service. In addition, the purpose of these policies is to provide clear guidance to the tenure and promotion process and the 3rd year review process within the Department. Furthermore, these policies and processes are based on the Texas A&M University's policies presented under 12.01.99.M2 – University Statement on Academic Freedom, Responsibility, Tenure, and Promotion.

University level policies and procedures for promotion and tenure are set forth in the Texas A&M University Statement on Academic Freedom, Responsibility, Tenure and Promotion (University Rule 12.01.99.M2, Approved June 20, 2007, Revised July 27, 2001), which supplements System Policy 12.01. The university has also established guidelines for annual and mid-term reviews. These rules and policies are available electronically:

University Statement on Academic Freedom, Responsibility, Tenure and Promotion:
<http://rules-saps.tamu.edu/PDFs/12.01.99.M2.pdf>

University Guidelines for Annual and Mid-Term Review:
<http://dof.tamu.edu/admin/faculty/annual-midtermguidelines.pdf>

System Policy 12.01: <http://tamus.edu/offices/policy/12-01.pdf>

Instructions and timelines for implementing these policies are distributed annually by the Dean of Faculties and Associate Provost.

PROCESS FOR REVIEW AND TENURE & PROMOTION

3rd Year Review and Promotion and Tenure Procedure

Step 1: Initiating 3rd year reviews and promotion and tenure reviews

As required by the College of Education and Human Development, in the spring of the third year as an assistant professor, a 3rd year review will be conducted. However, assistant professors can extend their tenure and promotion clock “with the written concurrence of the faculty member involved, the department head, dean, and the Dean of Faculties.” (12.01.99.M2 4.3.1) Legitimate reasons for extending the 3rd year review clock are a serious illness lasting several months; special child, spousal/partner, or parent care issues; etc.

Assistant professors hired on a 7-year probationary period must be reviewed for tenure and promotion during the sixth year of service as an assistant professor at the University, though any extensions of the tenure clock are not counted in the six year time period. (All assistant professors must be reviewed during the penultimate year of their probationary period, if they are not reviewed prior to that penultimate year.)

Assistant professors may be reviewed for tenure and promotion earlier than the sixth year if the assistant professor requests this. According to the CEHD Review, Tenure, and Promotion Guidelines, “Non-tenured tenure-track faculty members may request consideration for tenure and promotion to associate professor prior to the end of their probationary period. Such requests should be made to the department head, and careful consideration should be given to the strength of the faculty member’s record in relation to department, college, and university performance criteria in the areas of teaching, research, and service.”

The probationary period for assistant professors “may include appropriate fulltime service at other institutions of higher education. If a faculty member has served a term of probationary service at one or more institutions, the probationary period at Texas A&M University may be for fewer than seven years. In such cases, however, the person’s total probationary period in the academic professor may be extended beyond seven years.” (12.01.99.M2 4.3.1) The timing of the promotion and tenure decision in these cases will be negotiated with the Department Head at the time of initial appointment.

Associate professors may initiate consideration for promotion to full professor at any time. As the CEHD Guidelines indicate, “Such request should be made to the department head, and careful consideration should be given to the faculty member’s record in relation to departmental, college, and university performance criteria in the areas of teaching, research, and service.”

Step 2: Preparing the review materials

The faculty member who is to be reviewed will prepare her or his materials according to the guidelines of the College and within the timeline set by the College for faculty reviews.

The faculty member to be reviewed will prepare a list of no more than six external reviewers. Preference will be given to those reviewers who are full professors at peer institutions, though there are legitimate reasons to include appropriate faculty at other institutions. In no case, however, can reviewers be at the same level or below. This list will be provided to the Department Tenure, Promotion, and Review Sub-Committee (hereafter the TPR Sub-Committee) within the appropriate timeline.

According to the CEHD Guidelines: “Review letters should include at least one nominated by the candidate and one nominated by the department (Department Committee or program faculty). Letters should not be sought from individuals ‘tainted’ by close personal ties to the candidate (e.g., mentors, former students, close personal friends, frequent co-authors).” However, for EAHR Department, the review letters should include at least two external reviewers nominated by the candidate.

The review materials will include the candidate's vita, statement, three examples of scholarly work, a record of all student course evaluation scores, and two examples of recent syllabi.

New material, such as the publication of a manuscript or election to be an officer in a professional organization, can be added at any point in the process.

Step 3: Setting up 3rd year reviews and tenure and promotion reviews committees, i.e. the Department TPR Sub-Committee

The Department Head will appoint the Department TPR Sub-Committee of associate and/or full professors, whichever is appropriate to the particular case, in consultation with the Department Executive Committee and with the candidate. If possible and reasonable, this Sub-Committee will include at least one faculty from the candidate's program area unless the Department Head, in consultation with the Department Executive Committee, considers this inappropriate because of extenuating circumstances. The Department Head will appoint a Chair of this TPR Sub-Committee. The Sub-Committee will be composed of three to five faculty members depending upon how many candidates there are. The Sub-Committee will be the same for all candidates at each level, whether a review, tenure and promotion to associate, or promotion to full professor. The Sub-Committee will then distribute its responsibilities among its members.

The TPR Sub-Committee Chair and/or the Sub-Committee will meet with the faculty to be reviewed to ensure that both understand the nature of the process and the timelines.

The TPR Sub-Committee will pick at least two names from the external reviewer list provided by the faculty member who is being reviewed. The Sub-Committee will then choose enough external reviewers, preferably six external reviewers, to reasonably guarantee that there will be a minimum of four completed reviews by external reviewers. The Sub-Committee Chair will work with the Department Head to contact the external reviewers and to obtain their agreement to participate within the appropriate timeline.

Step 4: Making the TPR Sub-Committee's decision and composing the Sub-Committee's letters

The TPR Sub-Committee will review the faculty member's materials and the external reviewers' letters and will develop any additional information that is reasonable to the review, tenure, and promotion process. Based on the record, the Sub-Committee will review the evidence and compose evaluative statements about that evidence in three letters, one each for research, teaching, and service. In particular, each letter will state whether the record in that area is appropriate to a successful review or promotion (and tenure, in the case of assistant professors going up for associate). These letters must address any negative issues in the record under consideration. The Sub-Committee will also vote and record that vote in a cover letter that states whether the Sub-Committee decides there has been appropriate progress, by 3rd year review faculty, toward tenure and promotion or promotion (and tenure, in the case of assistant professors going up for associate). This letter must also address any "no" votes and the reasons for those, if there are any. The Department Head cannot participate in the TPR Sub-Committee's evaluative deliberations.

Step 5: Convening the appropriate department professors and voting on the review

Upon recommendation of the TPR Sub-Committee, the Department Head will convene a meeting of appropriate tenured Department professors to discuss and vote on the review, which will be called the Committee of the Whole. For 3rd year reviews, the Committee of the Whole includes all associate and full professors. For tenure and promotion from assistant to associate, the Committee of the Whole includes all associate and full professors. For promotion from associate to full professor, the Committee

of the Whole includes all full professors. The meeting will be led by the Chair of the TPR Sub-Committee. Only those on the Committee of the Whole for each rank may be in the room for the discussion of the candidates. However, to participate in this vote, the faculty member has to have examined the candidate's record with the examination logged by a staff member, and each member has to sign the following: "I have reviewed the entire dossier." Those who are thus qualified will be the only faculty allowed to vote.

At this meeting the TPR Sub-Committee will explain its evaluation and vote, and the review Sub-Committee Chair will lead a discussion on this matter. (A staff member will take thorough notes on this discussion so that there can be an informed report about the vote.) An emphasis will be placed on a professionally oriented vote on the issues in the record and not on personal attitudes or feelings. When there has been sufficient time for discussion, the Sub-Committee Chair will initiate an anonymous ballot of all faculty members in attendance. Any faculty member who votes "no" must provide an explanation of his or her vote to the TPR Sub-Committee Chair or later to the Department Head, though there will be no connection of the explanation of the "no" vote to a specific faculty member's name in any written record.

Any faculty member voting "yes" is requested to briefly indicate the basis of her or his vote. The only votes allowed will be "yes" or "no."

By University policy (12.01.99.M2.4.5.3), "An improper standard [for critiquing the tenure and/or promotion case] is any criterion not related to the professional performance of the faculty member." In other words, critiquing the candidate for any reason not related to "professional performance" is not appropriate.

The vote will be officially recorded by the Sub-Committee Chair. The Sub-Committee Chair will then compose a letter that records the vote and discusses the vote, including any negative issues. The Department Head cannot be at this meeting during the deliberations and vote.

Step 6: Communicating the TPR Sub-Committee's vote and letters and the faculty vote to the Department Head

The TPR Sub-Committee Chair will provide a copy of the TPR Sub-Committee's letters, including the letter recording the Department faculty vote, to the Department Head, along with all of the materials now in the record.

RECOMMENDED CRITERIA FOR REVIEW, TENURE, AND PROMOTION

Introduction

None of the criteria below are meant to be absolute requirements. Rather, they are meant to provide guidance and to serve as indicators of success. In addition, it is not expected that every faculty member going up for review, tenure, and/or promotion will excel in every category.

Basic Criteria for a Positive 3rd Year Review

Teaching

Has regularly met classes at the scheduled times. If online, responds to students in a timely fashion

Has an average score that for graduate student course evaluations is 3.5 or above and for online and undergraduate courses is 3.0 or above (given the current 4.0 scaled instrument)

Shows evidence of beginning to work with doctoral students on dissertations or records of study as both chair and committee member

If relevant to the candidate's program, shows evidence of working with masters students

Has annually met appropriate benchmarks in teaching

Research

Has established a focused research agenda that includes a demonstrable line or two of research

Has a record of publication in peer-reviewed journals, particularly journals that are respected in particular fields of expertise, are valued by the candidate's program area, or are ranked in SCI or SSI

Has a record of other publications, which can include books, chapters, reports, book reviews, proceedings, etc.

Has a record of presenting at appropriate national professional/research conferences for which the presentation proposals are peer-reviewed

Has annually met Department benchmarks in research

Service

Has attended program area and department meetings

Has served annually on at least one committee at the program, department, college, or university levels

Has annually met appropriate Department benchmarks in service

Has contributed in positive and constructive ways to the Department's collegial community

Adjustments to these criteria can be negotiated with the Department Head and Dean for those who have served at institutions of higher education that have different kinds of expectations than typical Research I institutions and for those facing other circumstances that might deviate from Research I institutional norms. In addition, the record at prior institutions can be added to the record at Texas A&M.

Basic Criteria for a Positive Review for Moving Successfully from Assistant to Associate Professor

Teaching

Has regularly met classes at the scheduled times. If online, responds to students in a timely fashion

Has an average score that for graduate student course evaluations is 3.5 or above and for online and undergraduate courses is 3.0 or above (given the current 4.0 scaled instrument).

Is carrying a reasonable load of master's chairing and master's committee membership, commensurate the master's students in the candidate's program area

Is chairing or co-chairing at least 7 doctoral committees and is a member of at least 7 doctoral committees, unless there are program, department, or other circumstances that would make this an unreasonable possibility

Has had at least 2 students complete prelims

Has evidence of work with students to present and publish

Research

Has established a focused, demonstrable line or two of research

Has a strong and consistent record of publication in peer-reviewed journals, particularly journals that are respected in particular fields of expertise, are valued by the candidate's program area, or are ranked in SCI or SSI.

Some of these peer-reviewed journal articles should be sole authored; if many of these peer-reviewed journal articles have multiple authors, should be lead on several of them.

Has a strong record of other publications, which can include books, chapters, reports, book reviews, proceedings, etc.

Has a strong record of presenting at appropriate national professional/research conferences for which the presentation proposals are peer-reviewed

Has reviewed for at least two scholarly, peer-reviewed journals

Service

Has served annually on at least two committees at the program, department, college, or university levels

Can provide evidence of starting to build a national presence in the candidate's area of expertise or field of study or national professional organization

Has contributed in positive and constructive ways to the Department's collegial community

Adjustments to these criteria can be negotiated with the Department Head and Dean for those who have served at institutions of higher education that have different kinds of expectations than typical Research I institutions and for those facing other circumstances that might deviate from Research I institutional norms. In addition, the record at prior institutions can be added to the record at Texas A&M.

Basic Criteria for a Positive Review for Moving Successfully from Associate to Full Professor

Teaching

Has regularly met classes at the scheduled times. If online, responds to students in a timely fashion

Has an average score that for graduate student course evaluations is 3.5 or above and for online and undergraduate courses is 3.0 or above (given the current 4.0 scaled instrument)

Is carrying a reasonable load of master's chairing and master's committee membership, commensurate the master's students in the candidate's program area

Is chairing or co-chairing at least 7 doctoral committees and is a member of at least 7 doctoral committees, unless there are program, department, or other circumstances that would make this an unreasonable possibility

As chair or co-chair, has had 10 students complete doctoral degree

Can provide evidence of mentoring students, especially mentoring for conference presentations and journal publications

Has used available technologies for teaching, such as WebCT, list serves, etc.

Can provide evidence of development and improvement of teaching skills, e.g., portfolio development, participation in professional development of teaching broadly construed, etc. Teaching is considered to include classroom teaching, student mentoring, student advising, dissertation guidance, etc.

Can provide evidence of the respect of colleagues for high teaching quality, such as persistently being asked to teach for others in the Department, College, and University or for colleagues in other universities or educational sites

Research

Has established a focused, demonstrable line or two of research

Has a strong and consistent record of publication in peer-reviewed journals, particularly journals that are respected in particular fields of expertise, are valued by the candidate's program area, or are ranked in SCI or SSI

Some of these peer-reviewed journal articles should be sole authored; if many of these peer-reviewed journal articles have multiple authors, should be lead on several of them

Has developed national leadership, not just publication, in at least one line of research and thus can provide evidence of a demonstrable national reputation in the candidate's area of expertise

Has a strong record of other publications, which can include books, chapters, reports, book reviews, proceedings, etc.

Has published at least one book, including edited, co-authored, or single-authored ones

Has a strong record of presenting at appropriate national professional/research conferences for which the presentation proposals are peer-reviewed

Can show evidence that the candidate's scholarship has influenced the national discourse in the candidate's area of expertise and that the candidate's scholarship is seen as influential by peer institution professors working in the same general area of scholarship

Has presented with her or his students in peer-reviewed national research conferences

Has published with his or her students in peer-reviewed journals

Has reviewed for at least three scholarly, peer-reviewed journals

Service

Has served annually on at least two committees at the program, department, college, or university levels

Regularly participates in program area and department meetings

Has consistently demonstrated leadership at the program area and departmental levels by chairing committees, by focusing on the development of the department, etc.

Has participated in college and/or university levels, demonstrating a commitment to the well being of the college and university

Has been an editor, associate editor, and or editorial board member of a minimum of one major journal in the candidate's area of expertise, including journals of relevant major professional organizations, highly respected and ranked journals, or practitioner/practice community journals

Can demonstrate significant national leadership in the candidate's area of expertise, national professional organizations, or other relevant national professional organizations

Has contributed in positive and constructive ways to the Department's collegial community

External funding

Has a consistent record of seeking and securing external funding appropriate to the candidate's area of expertise

Adjustments to these criteria can be negotiated with the Department Head and Dean for those who have served at institutions of higher education that have different kinds of expectations than typical Research I institutions and for those facing other circumstances that might deviate from Research I institutional norms. In addition, the record at prior institutions can be added to the record at Texas A&M University.

Table 10 A Typical Example of CEHD Promotion and Tenure Estimated Calendar Dates

January of each year	Dean Notifies Department Heads of schedule and procedures for tenure track reviews to occur in the <i>next academic year</i> .
February of year prior to review	In consultation with Department Head (DH), candidate begins preparing dossier.
March	Through the Dean of Faculties, the Provost requests Deans to initiate tenure and promotion proceedings.
March-September	Department solicits external letters and completes departmental review process.
September	Departmental Review Committee (DRC) meets to discuss candidate(s) materials and vote on its

	recommendation(s). DRC recommendation(s) is forwarded to Department Head.
October	DH reviews candidate(s) material and DRC recommendation. DH recommendation is forwarded to College Review Committee.
November	College Review Committee (CRC) reviews candidate(s) material, DRC and DH recommendations. CRC recommendation is forwarded to Dean.
December	Dean reviews candidate(s) material, DRC, DH and CRC recommendations. Dean's recommendation and candidate(s) tenure and promotion packets are forwarded to the Dean of Faculties.
January of year reviewed	Deans meet and review recommendations with the Provost and Dean of Faculties.
February	Provost forwards recommendations to President. President forwards recommendations to the Board of Regents through the Chancellor of the TAMU System.
March	Board of Regents reviews recommendations and makes final decisions
September following the successful P&T review	Tenure and Promotion decisions become effective.

Table 11 is presented to display the number of faculty in the department who have been promoted using the new revised tenure and promotion policy.

Table 11. Tenure-Track Faculty Promoted 2008-2009

Year	Assistant to Associate	Associate to Full Professor
2005	-	-
2006	-	-
2007	-	-
2008	2	-
2009	1	3
2010	1	

Section Three

The Department is investigating the creation of a Center for Adult Literacy, to act as a clearing house for external funding dollars, with a research and service function.

The [Texas Center for the Advancement of Literacy and Learning \(TCALL\)](#) began in 1988 when the Division of Adult and Community Education at Texas Education Agency was looking for a new repository for its adult literacy materials collection. Through a competitive bid process, Texas A&M University, College of Education was awarded this special project. The center is housed in the EAHR department. The materials collection was moved to TCALL in late 1988, and the Texas A&M University Board of Regents officially approved the creation of TCALL as a Center in 1989.

The primary function was to acquire and disseminate adult literacy materials to practitioners across the state. The target audience, and thus the Clearinghouse Library resources, have expanded to include the

early childhood and parenting education components included in comprehensive family literacy programs such as Even Start.

In 2006, the Clearinghouse Project's name became The Texas Adult and Family Literacy Statewide Clearinghouse. In addition to that name change, services of the Clearinghouse expanded considerably beyond the Library and a quarterly publication.

The Adult Literacy Clearinghouse Project was TCALL's first adult literacy project, funded by the Texas Education Agency (TEA) and overseen by the Division of Adult and Community Education. Because of its central role in providing resources to the adult literacy field in Texas, the Clearinghouse functions as **Texas' official state literacy resource center**, and Clearinghouse staff represent Texas in national activities such as those of the [National Institute for Literacy \(NIFL\)](#) and its [Literacy Information and Communication System \(LINCS\)](#).

TCALL has been very successful in getting the Barbara Bush and the TCALL research fellows program. The research associate position was created at the center and this summer the position has been filled. Therefore, TCALL is poised to engage in both research and service activities.

Section Four

Department also looking into Texas STEM grants, and to hiring senior faculty with track records in acquiring funding.

A senior faculty member in the STEM discipline was not hired, but a senior member of administration in the department returned back to a faculty position and he has been very successful in acquiring STEM grants. The faculty member works in collaboration with other faculty members in the Teaching, Learning and Culture Department and with faculty from Engineering. The faculty member has over \$525,000 related to STEM research awards.

Section Five

Department held a retreat to discuss culture change, how to quantify the departmental mission, increase research productivity, how to integrate service and research missions, and hiring of diverse new faculty to enrich culture.

On August 26, 2005, the faculty of EAHR met in a full day retreat. The goal of the retreat was to develop a vision and mission of the department. The faculty decided to go with the College of Education and Human Development's vision of "**We Transform Lives,**" regarding the mission, it was decided that instead of the traditional mission, the faculty developed three 'primary commitments' that would drive everything we do as a faculty. Here are the primary commitments:

The Primary Commitments of EAHR

The goal of this retreat was to develop a vision and mission for the department. However, it was decided that instead of the traditional vision and mission, the faculty developed three "primary commitments" which drive everything we do as a faculty. Here are those commitments:

Primary Commitment 1: We, the faculty of EAHR, are committed to creating a department climate that is characterized by collaboration, collegiality, trust, safety, celebration, fun, and the valuing of differences of many kinds.

Primary Commitment 2: We, the faculty of EAHR, are committed to creating a department that is characterized by rigor in all of its processes, such as teaching and research, and by high quality in all of its outcomes, such as its graduates.

Primary Commitment 3: We, the faculty of EAHR, are committed to demonstrating that equity, diversity, and social justice are embedded in all we do, especially in terms of our own community, the rigor of our processes, and the quality of our outcomes, and we are committed to increasing equity, diversity, and social justice through private and public education policy, communities, private and public organizations, and all areas of society in general.

Staff in the department also developed their primary commitments and here are the EAHR Staff Primary Commitments:

Primary Commitment 1: We, the staff of EAHR, are committed to having a strong, motivated and dependable staff that works together as a team to build a productive, highly recognized, organized and overall number one department.

Primary Commitment 2: We, the staff of EAHR, are committed to producing high-quality work, customer service, valued communication, and support to all students, staff, faculty, and other constituents.

Primary Commitment 3: We, the staff of EAHR, are committed to creating and maintaining a supportive environment of safety, trust, and respect.

Faculty in EAHR work together with staff to achieve the stated faculty primary commitments which are quite in alignment with the EAHR staff primary commitments. The commitments have been posted on our website and all new students are introduced to these commitments during their orientations. In addition, all job advertisements in the department include a statement on our primary commitments. New staff and faculty recruited to the department have expressed their appreciation for the commitments and challenge us to live by our commitments. Several new and prospective students have written to the department's leadership and expressed their appreciation for the primary commitments.

Diversity of our Faculty and Students

One of the strategic goals of the college is to increase the diversity of our student population. Diversity can be defined in terms of any dimension that can be used to differentiate our students, faculty, staff, stakeholders, groups and people from one another. Thus there are three broad dimensions of diversity: internal, external, and organizational. The internal dimension includes characteristics such as age, gender, sexual orientation, ethnicity, race, and physical ability. The external dimension characteristics influence our lives and value systems such as religion, geographic location, income, personal and recreational habits, education, appearance, and marital status. The organizational dimension affects our work experiences and includes work location, management status, group affiliation, functional classification, seniority, and work content.

In an academic setting such as our department, diversity dimensions may be visible or invisible and will include significant differences such as creativity, thinking and problem solving ability, emotional intelligence, gender, ethnicity, language of instruction, sexual orientation, age, educational background, social economic background, physical and mental ability, learning styles, comprehension ability, and learning disability of the students, faculty, staff, administrators, and all people whom we work with. The EAHR is one of the most diverse departments in the college and university. For instance, if we consider

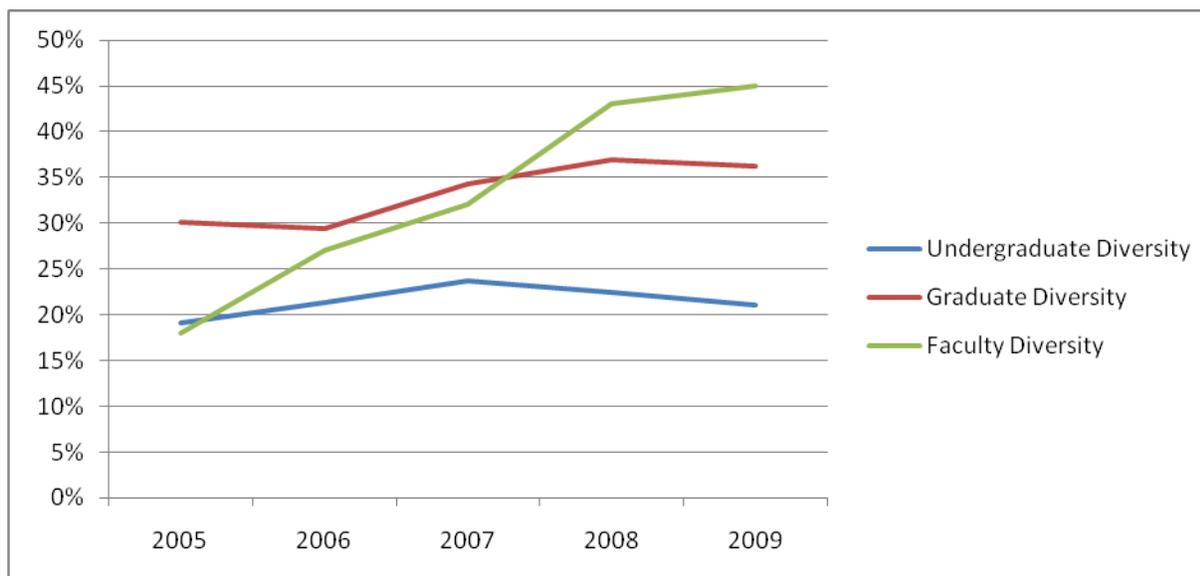
only one aspect of diversity – ethnicity, as shown in Table 12, there has been an increase in the diversity of our students and faculty. The challenge we face as a department is how to recruit, retain and graduate undergraduate students. As shown in Figure 6, the number of minority students recruited to the department is declining.

Table 12. Ethnic Diversity of Graduate, Undergraduate and Tenure-Track Faculty in EAHR Department

	Year	Total	Diverse	Percent
Graduate	2005	464	140	30%
	2006	453	133	29%
	2007	444	152	34%
	2008	480	177	37%
	2009	455	165	36%
Undergraduate	2005	329	63	19%
	2006	385	82	21%
	2007	392	93	24%
	2008	347	78	22%
	2009	336	71	21%
TTR Faculty	2005	22	4	18%
	2006	22	6	27%
	2007	22	7	32%
	2008	23	10	43%
	2009	22	10	45%

Figure 7 shows further that faculty diversity has been on the increase since 2005 when the review was conducted and by 2009 it had increased by 45%. Regarding students, there has been an increase in the admission of students with diverse background. This can be partly explained by the support provided at the University level through the provision of diversity fellowships for new minority doctoral students.

Figure 7. Ethnic Diversity of Graduate, Undergraduate and Tenure-Track Faculty in EAHR Department



Conclusion

In conclusion, the EAHR leadership, faculty and staff received well the review reports from the external reviewers. Faculty in particular felt challenged and as noted in this report, have taken the initiative to address the issues raised by the reviewers. In summary, for the four year period (2005-2009), the following has been achieved:

- Change in the culture where, the leadership, faculty and staff seek to respect and trust each other
- New primary commitments have been developed and they are being practiced
- Improvement in external funding as reflected by increased external research dollars from \$208,000 in 2005 to \$2,148,000 in 2009.
- Increased new external funding awards from \$732,000 in 2005 to \$3,3035,000 in 2008 and \$3,035,000 in 2009
- Increase in total external funding from \$2,148,000 in 2005 to \$4,288,000 in 2009
- Merging of the adult education and human resource development programs
- Revision of the EdD and PhD programs in offered by the Public School Administration Program
- Increase in the GRE scores of students admitted and the revision of the admission criteria for all graduate programs in the department
- Appointment of thirteen new faculty between 2005 to 2009
- Faculty published 184 papers in peer reviewed top journals in their fields, 106 books and book chapters, a total of 290 publications
- Eight faculty members serving as editors or co-editors in top tier journals in their fields
- Graduated 629 undergraduates, 280 masters and 166 doctorates (2005-2009).

- Graduates are playing key roles as professionals, educational leaders, teachers and professors in higher education
- Developed review, tenure and promotion policy which has been implemented successfully
- Hired one research associate to support the research activities at the Texas Center for the Advancement of Literacy and Learning (TCALL).
- Increased the ethnic diversity of our undergraduate students (24% in 2007), graduate students (37% in 2008) and faculty (45% in 2009). Also increased is the diversity of ideas and perspectives among our students, faculty and staff.