COLLEGE OF HUMAN SCIENCES
DIVERSITY, EQUITY, AND INCLUSION TASK FORCE
REPORT

Members

Administration

Dr. Tim Dodd (Interim Dean)
Dr. Dottie Durband (Associate Dean for Academics and Faculty Development)
Ms. Jodi Martin (Director of Financial and Administrative Services)
Mr. Billy Tiongco (Assistant Director, Recruitment)

Faculty

Dr. Sylvia Niehuis (Chair, HS Diversity, Equity, and Inclusion Task Force; Associate Professor, Human Development and Family Studies).
Dr. Michelle Pearson (Assistant Professor, Interior Design)
Dr. Sterling Shumway (Chair, Department of Community, Family, and Addiction Sciences and Director for the Institute for the Study of Addiction, Recovery, & Families)

Purpose

“The purpose of the Task Force is to develop some initial guidelines, procedures, and structure for the establishment of a standing committee within the College.”

Objectives

• Adopt a College Diversity Statement
• Establish the representation on the standing committee
• Establish goals and the specific purpose for the standing committee once established.
• Develop relevant data and other resources to be used by the standing committee.
• Once 1-4 have been developed, staff, faculty, and students will be encouraged to provide input before the standing committee is established.

Materials Provided by the College

• College of Human Sciences Ethnicity and Gender Summary of data compiled – 5 year
• Leaders Engaged in Advancing Diversity – Blank Website Photo Inventory for the College
• Leaders Engaged in Advancing Diversity – College Diversity Action Plan
• Rethinking Common Guidelines by Suzanne Tapp, TLPDC
• Example: Penn State College of Agricultural Sciences Diversity Strategic Plan
Acknowledgement

The Task Force thanks Drs. Alan Reifman and Dana Weiser as well as graduate student Matthew Rivas-Koehl for their expertise and for providing comments on drafts of this report along the way. The Task Force is also grateful for the work of undergraduate students Kendall Bannowsky and Erica McIntush.

Timeline

October 9, 2019: Task Force members met for the first time to receive introduction, instructions, and appoint a chair of the Task Force. Dr. Niehuis was appointed chair.

October 24, 2019: Dr. Niehuis met with Dr. Carol Sumner, TTU Vice President, Division of Diversity, Equity & Inclusion. Dr. Sumner recommended to start with the questions “Who are we? What is the story behind Human Sciences, i.e., what are we doing and why?” before working on the specific objectives the Task Force had received.

November 6, 2019: Dr. Niehuis briefly talked with Ms. Jodi Martin about the need for additional data. Dr. Niehuis also shared her idea about examining how the College of Human Sciences’ (COHS) demographics for students match with those of the surrounding areas from which the college draws its students. Ms. Martin enthusiastically supported this idea. The two also discussed asking interested COHS Ambassadors to help collect data to complete the Leaders Engaged in Advancing Diversity Website Photo Inventory for the college. Ms. Martin talked with Dr. Dodd about paying interested students and Dr. Dodd agreed. Dr. Niehuis will need to meet with Dr. Mitzi Lauderdale (COHS Associate Academic Dean for Students) to get this organized for the Spring semester.

December 2019: Dr. Niehuis compared COHS undergraduate enrollment data (provided by the Dean’s office) with demographic data from high schools in Lubbock, neighboring communities, and the State of Texas as a whole (see report below, pp. 3-6). Dr. Niehuis also examined demographic trends in graduate enrollment and faculty composition more briefly. Some information is not yet included in this report, namely demographic profiles regarding low-income and first generation students, and possibly information (if available) regarding disability, religion, age, veteran status, etc.

January 7 or 8, 2020: Dr. Niehuis requested two undergraduate students to assist with collecting website and building data.

January 24, 2020: Ms. Jodi Martin contacted Ashlee Brown and informed her that “the college has agreed to fund two students for 20 hours per week @ $10/hr under the direction of Dr. Sylvia Niehuis,” and asked “Would you have a couple of students that are interested? The work would consist of gathering data related to the needs of the COHS Diversity, Equity, and Inclusion Task Force.”

January 24, 2020: Ms. Ashlee Brown responded to Ms. Jodi Martin’s email writing, “We are currently reviewing applicants for our student assistant position. Dr. Niehuis, we will forward on any students applications/resumes that seem to fit with your needs.”
February 16 or 17, 2020: Dr. Niehuis followed up with Ms. Martin about undergraduate students, as no student applications had been forwarded to her by Ms. Ashlee Brown.

February 18, 2020: Dr. Niehuis was given authority to hire two undergraduate students.

February 21, 2020: Dr. Niehuis met with two undergraduate students (Kendall Bannowsky and Erica McIntush) and hired them. She also provided basic information and assigned work.

March 6, 2020: Dr. Niehuis met with undergraduate students to receive update, discuss problems that required decision-making, etc.

March 31, 2020: Dr. Niehuis checked in with undergraduate students to see how things were coming along. Dr. Niehuis also emailed Ms. West requesting data.

April 7, 2020: Dr. Niehuis sent same request to Ms. West a second time as there was no response to first email. Ms. West responded briefly on April 9.

April 16, 2020: Dr. Niehuis received website data from undergraduate students. Specifically, data consisted of content analyses, enumerating the demographic characteristics of individuals pictured on COHS, departmental, and center websites and in pictures and posters displayed on the first floor of the Human Sciences building.

April 23, 2020: Dr. Niehuis received additional source of data pertaining to the COHS from Ms. Vicki West, Managing Director of Institutional Research (IR) at TTU. Ms. West reported rates of first-to-second-year retention and graduation (within six-year windows) among undergraduate Pell Grant recipients (indicative of low family income) and first generation college students. IR did not have sufficient data to report on a third group of interest, namely students who serve(d) in the military.

April 25, 2020: Dr. Niehuis updated report with regard to information obtained of low-income and first-generation students.

April 27, 2020: Dr. Niehuis requested additional data from Human Resources (Ms. Hernandez) on race-ethnicity and gender of TTU Staff in the College of Human Sciences. Dr. Niehuis also requested data from Dr. Phillippe on students with disabilities, and from Jody Randall on LGBTQ+ students.

May 5, 2020: Dr. Niehuis received data on military (veteran) students from Luciano Boas (via Vicki West and Deb Crosby).

May 21, 2020: Dr. Niehuis sent same requests as on April 27, 2020. Dr. Niehuis updated report with regard to data obtained on military (veteran) students.

May 22, 2020: Dr. Niehuis received data from Dr. Larry Phillippe (Managing Director of Student Disability Services) regarding students with disabilities.
June 1-10, 2020: Dr. Niehuis received data from Ms. Jodie Billingsley (Assistant Vice President of Human Resources) regarding staff data for the past three years (three separate installments).

June 2020: Dr. Niehuis provided information for the College Diversity Survey, received the results of this survey, as well as a copy of the Climate Survey Analysis for TTU’s Rawls College of Business. Dr. Niehuis has not yet received any data from Ms. Jody Randall (Director, Office of LGBTQIA Education & Engagement) on LGBTQ+ students.

July 8, 2020: Dr. Niehuis met with Drs. Dodd and Durband and Ms. Martin via Zoom to discuss the Task Force report version available at that time, as well as future steps to be taken. Dr. Dodd expressed the need to complete the remaining objectives by mid-September 2020.

July 11, 2020: Dr. Niehuis contacted all faculty committee members via email and shared what progress had been made up to that point. She shared the draft Task Force report and solicited feedback. In addition, she shared her belief that with the report, a foundation was now laid to tackle the remaining objectives. She assigned the remaining tasks to committee members based on what she perceived to be their experience and expertise. She gave committee members two weeks to develop first drafts of their assigned components.

July 12-29, 2020: Much correspondence occurred between Drs. Niehuis, Shumway, and Pearson and Mr. Tiongco to clarify tasks, exchange drafts and receive feedback from Dr. Niehuis.

July 30, 2020: Task Force members Shumway, Pearson, and Tiongco submitted first drafts of their respective components to Dr. Niehuis. Dr. Elizabeth Trejos announced she was removing herself from the Task Force.

August 3, 2020: With the Task Force shorthanded, Dr. Niehuis completed and submitted a first draft of the remaining work (the Goals Statement) to Drs. Dodd and Durband and Ms. Martin to make sure the goals she had assembled were in line with what the College was looking for. Dr. Durband replied on August 3 that the three of them had met and discussed the document and felt it was ready to be shared with the Task Force. Thus, Dr. Niehuis sent all drafts received by July 30 as well as her own draft of the Diversity, Equity, and Inclusion Goals to all remaining members, to be discussed in a Zoom Task Force meeting called for August 17, 2020.

August 13, 2020: Dr. Niehuis sent all draft documents to Dr. Weiser and graduate student Matthew Rivas-Koehl asking for feedback. Both belong to a minority group and are heavily involved on and off campus in diversity, equity, and inclusion activities. Dr. Weiser is also an affiliated faculty member of the Women’s and Gender Studies Program at Texas Tech University and a recent recipient of the President’s Excellence in Diversity Award.

August 16-22, 2020: Dr. Niehuis received feedback from Mr. Rivas-Koehl and Dr. Weiser.

August 17, 2020: Drs. Niehuis, Shumway, and Pearson, and Mr. Tiongco met online and discussed each of the four draft documents (the current report, structure and duties of future committee, COHS goals, and diversity statement). Each person was asked to provide feedback on each document. Mr. Rivas-Koehl’s feedback was discussed, as well. The Task Force agreed unanimously that the documents it had produced addressed all of the areas in the original Task Force charge.

August 23, 2020: Dr. Niehuis incorporated all feedback provided by the Task Force members, as well as by Mr. Rivas-Koehl and Dr. Weiser, into existing drafts and updated the timeline within
the Task Force Report. Based on Task Force members’ responses to a request to identify top priorities among all the recommendations, Dr. Niehuis created a fifth document listing these top priorities. Dr. Niehuis submitted all final documents to Drs. Dodd, Durband, and Sumner, and Ms. Martin, with copies to all contributors.

**TASK FORCE FINDINGS**

**Undergraduate Students**

Demographic data collected by TTU’s Institutional Research office show the College of Human Sciences (COHS) at Texas Tech, for the most part, to have increased its minority enrollment among new first-year undergraduates and transfer undergraduates over the past five years (Fall 2015 to Fall 2019). In addition, new minority undergraduates’ six-year graduation rates have risen from the Fall 2009 to the Fall 2013 entering class to equal White students’ graduation rate.

Regarding undergraduate enrollment directly from high school, the first graph shows an increase in the proportion of Hispanic students from roughly one-fifth of entering classes (18% and 19% in Fall 2015 and 2016, respectively) to roughly one-quarter (25% and 24% in Fall 2018 and 2019, respectively). Hispanic students comprised 35% of the Fall 2017 entering first-year undergraduate class; this figure appears to be a “blip” within the larger trend, but it will be interesting to see if proportions of Hispanic entering classes begin to move into the 30s with some regularity in the coming years. Black (non-Hispanic) enrollment has grown more gradually, from 4% to 5% of new first-year undergraduate classes between Fall 2015 and 2019. (Because many sources use the terms Black and African-American interchangeably, such as the National Science Foundation’s Report on Earned Doctorates, which used “Black or African American,” the same was done here.)
How well do these trends track with the demographics of public and private school systems in and around Lubbock, which would be likely sources of new students for Texas Tech? Statistics available online from the Lubbock Independent School District (LISD; public schools) indicate that, as of October 2016, for all grades (28,519 total students), Hispanic students composed 59.2% of LISD enrollment, White students composed 23.2%, and African-American students, 13.5%. In addition, many families choose to send their children to private schools. An online report entitled “Top Lubbock County Private High Schools,” containing information for seven such schools (2,230 students total), noted that minority enrollment was 20%. The most detailed information readily available come from Frenship High School, a large school (enrollment 2,595) just outside Lubbock, which sends many students to Texas Tech. The Frenship report also includes comparisons to the state of Texas as a whole. Hispanic students have increased their proportion at Frenship High from slightly over 15% in 1989 to 38% in 2016. Over the same period, Hispanic students have increased their proportion of the state’s high school enrollment from slightly above 30% to 52%. Both at Frenship High and statewide, Black enrollment has declined slightly since 1989, to around 5% at Frenship and 13% in Texas. Although detailed comparisons between minority enrollment at Texas Tech and in Lubbock-area and Texas schools are not possible from the available data, it does appear that the growth in Hispanic students in TTU’s College of Human Sciences corresponds to trends in Lubbock-area and Texas high schools, but does not appear to reach the absolute levels in these high schools. COHS enrollment of Black students as new first-year undergraduates matches local high school proportions (based on Frenship High), but is well below the percent of Texas high school students who are Black.

Trends in the gender composition of new, first-year COHS undergraduates for the past 10 years, based on IRIM data, appear in the next graph. During the past decade, women have comprised 79-88% of new entering classes.

![First-Year COHS Undergrads: % Women](image)

Trends in racial-ethnic composition of transferring undergraduates entering Human Sciences appear in the next graph. These trends are similar to those for students entering as first-year undergraduates, except the absolute levels for Hispanic and Black students are higher.
Finally, there are the statistics for graduation with the Bachelor’s degree within six years of entering (a common metric for assessing graduation). In the following graph, the horizontal axis shows successive six-year intervals from entering college to potentially graduating (e.g., entering Fall 2009 to graduating Spring 2015). Over time, Hispanic students’ graduation rate has grown steadily and Black students’ graduation rate has also grown (with some fluctuation), so that these two groups have virtually the same graduation rate as White students (all three groups between 70-72%).
Undergraduate Subgroups of Interest: Lower-Income and First Generation

Two subgroups of undergraduate students thought to be at high risk of dropping out are students from lower-income families (defined by IR as receiving Pell Grants) and students who are the first in their family to attend college, known as First Generation students. The maximum possible Pell Grant is currently $6,345, so although these awards do offset some of students’ tuition, at many universities they do not cover all costs and may thus leave students with some remaining financial difficulties. Students whose parents attended college may benefit in many ways, such as their parents being able to coach them through the application process, and provide academic and time-management advice once they begin college. Hence, universities have in recent years begun monitoring the progress of, and reaching out to, First Generation students.

The first marker to be examined is retention from the first year of undergraduate college to the second. Data on one-year retention for Pell Grant and First Generation students were available for those who entered the COHS in nine consecutive Fall semesters (Fall 2010 to Fall 2018), including breakdowns by racial-ethnic groups. Because the sample sizes for any single entering year tended to be small (especially for minority groups), the data were instead pooled into blocks of three entering years (2010-2012, 2013-2015, and 2016-2018).

Retention Rates

The following graph displays one-year retention rates for Pell Grant recipients (left-hand side) and First Generation students (right-hand side). Results are broken out by race-ethnicity (White, Hispanic, Black) and three-year blocks. Retention rates for Pell Grant recipients were high, even as early as 2010-2013 (roughly 80% regardless of racial-ethnic group). By 2016-18, retention rates were approaching or exceeding 90% for all racial-ethnic groups, with Hispanic and African-American students’ retention slightly exceeding that of White students.

![Retention Rates Graph](image-url)
Among First Generation students, retention likewise was around 80% for all racial-ethnic groups during 2010-2012, with White and Hispanic students approaching 90% retention by 2013-2015 and 2016-2018. African-American students’ retention was slightly below the other two racial-ethnic groups’ in the latter two time blocks.

**Graduation Rates**

Data on actual graduation with a Bachelor’s degree are more limited. Because of the six-year follow-up window during which students’ graduations are counted, only four data-points are available (entered Fall 2010 and graduated by Spring 2016; entered Fall 2011 and graduated by Spring 2017; entered Fall 2012 and graduated by Spring 2018; and entered Fall 2013 and graduated by Spring 2019). Further, some of the sample sizes were quite small (e.g., for African-American Pell Grant recipients, the sample sizes were 11, 12, 9, and 11 for the four six-year windows). Accordingly, only brief summaries are provided. Among **Pell Grant recipients**:

- African-American students’ graduation rates remained between 44-50% during the first three six-year intervals, before rising to 91% (10 out of 11) among those who entered in Fall 2013. As with other abrupt changes reported above, further tracking will be necessary to tell whether this rise was a one-off or part of a larger trend.
- Hispanic students’ graduation rate began at 52% for the cohort entering in Fall 2010, but rose to a stable level in the mid-upper 60s for each of the three ensuing six-year blocks (63-69%).
- White students’ graduation rates were consistently between 57-61% during each of the first three six-year blocks, but declined to 48% (10 out of 21 graduating) among those who entered in Fall 2013. Again, whether this was a blip or beginning of a long-term trend awaits further research.

The following six-year graduation trends emerged upon **First Generation students**:

- African-American students’ yearly sample sizes (8, 0, 5, and 2) were too small to draw meaningful conclusions.
- Hispanic students, with sample sizes between 12-22, exhibited similar graduation rates of 55% among the Fall 2010 entering cohort, 64% among the Fall 2012 cohort, and 50% among the Fall 2013 cohort (there were only 2 First Gen Hispanic students who entered in Fall 2011).
- White students, with samples between 22-39, exhibited similar graduation rates of 56% among the Fall 2010 entering cohort, 57% among the Fall 2012 cohort, and 64% among the Fall 2013 cohort (no data were available for the Fall 2011 cohort).

Based on the sparse data available, Hispanic Pell Grant recipients and First Gen students graduated at similar levels to their White counterparts. Data on African-American students were least available, but their 91% graduation rate for Pell Grant recipients in the Fall 2013 entering cohort is noteworthy.

**Undergraduate Subgroup of Interest: Military Veterans**

According to data provided by TTU Institutional Research (with assistance from the TTU Military & Veterans Programs Office), the College of Human Sciences enrolled 38 military veterans in Fall 2017 (30 undergraduate), 38 in Fall 2018 (28 undergraduate), and 35 in Fall
2019 (26 undergraduate). Any given student could be counted in more than one of these yearly totals if he or she remained enrolled from one year to the next, so that the grand total of 111 enrolled military students likely does not represent 111 unique individuals.

Over the three years combined, COHS military-veteran students were predominantly male (71% of undergraduate veterans) and non-traditional in age (56% of undergraduate veterans were age 30 or older). Military-veteran students’ older age is typical throughout higher education. COHS veteran students were relatively diverse in racial-ethnic terms. Again combining over Fall 2017, 2018, and 2019, undergraduate veterans consisted of White (54%), Hispanic (31%), African-American (13%), and other (2%) students (total percentages may vary from 100% due to rounding). A majority of undergraduate veterans (61%) were First Generation college students.

Of great concern among military-veteran students in the COHS is their low retention rate from one year to the next. Below appears a screenshot of a table from Institutional Research, with annotation to highlight patterns of undergraduates’ change from the number of students enrolled in a given Fall semester to the number who returned one year later.

<table>
<thead>
<tr>
<th>Number of Military Veteran Students - Fall to Fall Persistence</th>
<th>Fall 2017 to Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td><strong>Total Falls</strong></td>
</tr>
<tr>
<td>Fall 2017 TTU</td>
<td>Fall 2018 TTU</td>
</tr>
<tr>
<td>TT Vet. Students</td>
<td>Fall to Fall Persistence</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>30</td>
</tr>
</tbody>
</table>

Only 14% (12/84) of undergraduate veterans remained for at least one year. Retention from Fall 2017 to Fall 2018 was extremely low (2 out of 30), but there was only slight improvement over the following one-year intervals (Fall 2018 to Fall 2019; and Fall 2019 to Fall 2020, as of the most recent available data). Interestingly, undergraduate veterans’ Grade Point Averages were fairly strong (2.9, 3.1, 3.2 from Fall 2017 to Fall 2019), suggesting a sizable share of the attrition could be due to factors other than academic proficiency.

Finally, there are degrees awarded. (Typically, one would try to report rates, as in retention or graduation rates, but in some cases there are only raw numbers of outcome variables without information regarding how many candidates there originally were; in these cases, counts are reported, such as number of degrees awarded.) These statistics on degrees awarded may not be directly comparable to the categories described above as, for example, degrees awarded in 2017 would entail students who entered Texas Tech in 2013 or earlier. Nevertheless, degree-attainment statistics show that 17 Bachelor’s degrees total were awarded to military veterans in the COHS, with dramatic improvement from 2 in Fall 2017 to 4 in Fall 2018 to 11 in Fall 2019.

**Undergraduate Subgroup of Interest: Students with Disabilities**

Spring 2020 data on Human Sciences students with at least one registered disability were reported by Dr. Larry Phillippe, Managing Director for Student Disability Services. Dr. Phillippe cautioned that, “We are not able to track retention information as it has too many variables.
Some register with our office, but never use their accommodations. Some use them every semester, while others use them on occasion and class by class. So it would be very difficult to make any conclusions as to the total impact using accommodations have on the overall success of the student.” With these cautions in mind, the basic demographic data on COHS students with disability are as follows:

<table>
<thead>
<tr>
<th>Total COHS Students Registered with Student Disability Services: 44</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender:</strong> 35 Women (79.5%), 9 Men (20.5%)</td>
</tr>
<tr>
<td><strong>Year of School:</strong> 28 Seniors (65.1%), 5 Juniors (11.6%), 8 Sophomores (18.6%), 1 First-Years (2.3%), 1 Pursuing Second Degree (2.3%) (Percentages Exclude 1 Student with Missing Data)</td>
</tr>
<tr>
<td><strong>Major:</strong> 14 HDFS (31.8%), 11 HS (25.0%), 6 NHR (13.6%); 3 NS (6.8%), 2 PFP (4.5%), 2 CFAS (4.5%), 1 HRM (2.3%), 1 APS (2.3%), 1 DOD (2.3%) (3 DNHS, 6.8%, may be FCSE under jurisdiction of Dean’s Office)</td>
</tr>
</tbody>
</table>

**Graduate Students**

The COHS has also increased its minority enrollment among graduate students over the past five years (Fall 2015 to Fall 2019). Trends in graduate-student enrollment appear next. International students tend to comprise a larger share of graduate than undergraduate enrollments, but in recent years, international graduate enrollment has declined from 19% in Fall 2015 to 12% in Fall 2019. Hispanic graduate enrollment grew to 20% of COHS enrollment in the Fall of 2016 and 2017, but has headed back down. Black enrollment and that of multi-ethnic students each rose to 10% in Fall 2019.

New graduate students have also been predominantly women, as shown in the next graph. Women have comprised roughly between 60-70% of entering graduate classes for the past decade.
Graduate-Student Subgroup of Interest: Military Veterans

From Fall 2017 to Fall 2019, the College enrolled between 8-10 military-veteran graduate students per year. As can be seen in the next chart, whereas one-year retention of military-veteran graduate students was not extremely high during the study period, neither was it inordinately low (52% overall, 14/27, as shown with dotted arrows).

Over the three years combined, COHS military-veteran graduate students were predominantly male (89% of graduate veterans) and non-traditional in age (85% of graduate veterans were age 30 or older). Combining over Fall 2017, 2018, and 2019, graduate-student veterans consisted of White (56%), Hispanic (30%), African-American (11%), and other (4%) students (total percentages may vary from 100% due to rounding).

Faculty

Data on faculty demographics were also available from Fall 2014 to 2018. Unlike student data, in which a new, independent cohort enters each year, faculty data entail considerable overlap in personnel from year to year. Hence, substantial change in faculty demographic characteristics is unlikely to emerge. The following trend lines largely confirm this assertion. Two discernible changes occurred between Fall 2017 and 2018: fewer non-resident international faculty and a greater number of Asian-American faculty (listed separately in university data from
international). Future years’ data will be necessary to confirm if these are persistent trends. Anecdotally, there may be reason to question the accuracy of some of the data. For Fall 2014, the number of Hispanic faculty was listed as only 1, whereas at least 2 Hispanic faculty are known to have been on the faculty at that time.

The employee dataset from Human Resources, which was used for the analysis of COHS staff demographics in the section below, also contained data on each department’s faculty for Calendar Years 2017, 2018, and 2019 (all members on the faculty in the given year, regardless of when they were hired), broken down by Assistant, Associate, and Full Professor. The 2018 National Science Foundation (NSF) report on earned doctorates provides demographic statistics on Ph.D. recipients in many, though not all, disciplines in the College. Because doctoral recipients nationally would comprise, to a large extent, the pool of candidates for new Assistant-Professor positions, the following tables therefore compares COHS demographic representation among Assistant Professors in 2019 with the composition of U.S. doctoral recipients in 2018, broken out by department. The first table examines gender, whereas the second examines race-ethnicity.
The degree to which Human Sciences departments’ hiring of Assistant Professors matches the proportions of awarded doctorates nationally in the same (or similar) fields varies. It should be noted, however, that sample sizes of Assistant Professors within Human Sciences are very small.

[Text continues after next table.]
Race-Ethnicity Comparison of COHS 2019 Assistant Professors and 2018 National Total of Doctoral Recipients (NSF)

<table>
<thead>
<tr>
<th>COHS Dept</th>
<th>COHS Asst Prof White</th>
<th>COHS Asst Prof Black</th>
<th>COHS Asst Prof Asian</th>
<th>COHS Asst Prof Nat Amer</th>
<th>COHS Asst Prof Hisp</th>
<th>COHS Asst Prof Pacif Island</th>
<th>COHS Asst Prof Multi Racial</th>
<th>Similar NSF Discipline</th>
<th>Doc Recip White</th>
<th>Doc Recip Black</th>
<th>Doc Recip Asian</th>
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Of the 24 Assistant Professors in the College in 2019 (hired 2014-2019), none was Black, Native American, Hispanic, or Pacific Islander, with one multiracial. As shown in the NSF Earned Doctorates data, combining over the six disciplines for which data were available and combining over race-ethnicity, over 100 Black, Native American, Hispanic, and multiracial students received doctorates in the year 2018 alone. Hence, the pool of potential applicants is much more diverse than the Assistant Professors currently employed in the College.

**Staff (Non-Faculty, Non-Administrative)**

Employee demographic data from Calendar Years 2017, 2018, and 2019 were obtained from Human Resources. These data contained numerous job categories including administrators, faculty, instructors, research associates, office staff, directors of centers and institutes, and technicians. Administrators, faculty, and other research/teaching personnel were excluded from the present analyses, due to potential overlap with previous analyses (e.g., faculty, graduate students). Some of the staff occupations were unique to a particular unit, such as academic advisors in the Dean’s Office, teachers in the Child Development Research Center within HDFS, and a sous chef in HRM. These were excluded, as well, to focus on staff occupations that were common across departments. Common occupations fell into three main categories:

- Business/office personnel (including business managers, business assistants, office assistants and titles such as Specialist III, Specialist IV, and Lead Specialist, Analyst, and unspecified Assistant).
- Directors and coordinators (including associate and assistant directors, presumably of centers and institutes, program managers, and others with similar titles).
- Technicians, such as IT staff in the Dean’s Office.

Technicians turned out to be few in number, so the focus was instead on business/office personnel and directors/coordinators. Numbers were summed over the Dean’s Office and all Human Sciences departments. Numbers of these types of staff employees by gender and race-ethnicity appear in the following graphs.
College staff in the areas of business/office and directors/coordinators were predominantly women. Most staff employees were White, with a smaller number of Hispanics. Relatively few staff members are of other races/ethnicities. Census data show White (non-Hispanic) persons to comprise 53% of Lubbock County residents, whereas Hispanic persons comprise 36%. Hence, the predominance of White and Hispanic COHS staff employees is not inconsistent with the surrounding population. Employees at the highest staff levels such as business managers and center/institute directors and coordinators (as opposed to associate and
assistant leaders), making further analyses tentative, at best. Most staff employees at the highest levels were White women, whose numbers were slightly higher than those of Hispanic women. Other racial-ethnic groups, such as African-Americans, had low representation. One final note regarding staff demographics is that, as with faculty, most positions are held by the same person year after year, yielding little change over time in employee characteristics.

**Demographic Depictions in COHS Physical and Online Facilities**

To obtain the information requested on the handout “Leaders Engaged in Advancing Diversity – Blank Website Photo Inventory for the College,” provided in October 2019, two undergraduate assistants were hired as coders. The coders examined photographs on all webpages associated with the College of Human Sciences (e.g., Dean’s office), as well as with its subunits (departments, majors, and support units), recording the gender and race-ethnicity of each person depicted. For COHS webpages, there were 221 total photos (106 group pictures, 115 with only one person) and 519 total persons depicted (268 white women, 113 white men, 77 women of color, and 61 men of color). The distribution of total person depictions appears in the following pie-chart:

![Appearances on COHS Webpages](image)

Gender/race-ethnicity depictions in the departments, majors, and support units were similar, except that White women’s presence was somewhat lower (41%) and White men’s somewhat higher (32%) than in the College pie-chart.

Within the first floor of the Human Sciences building, 236 total pictures/posters were noted (62 group, 174 with one person). Total number of persons depictions was 393, including 190 White females (48%), 122 White males (31%), 42 women of color (11%), and 39 men of color (10%). These percentages are roughly similar to the distribution of pictorial depictions on College websites. Because individuals pictured on COHS and subunit websites, and in portraits throughout the building, can come from many different areas (e.g., faculty, staff, students, donors, employers of College alumni), it is difficult to determine what the appropriate baselines should be. It should be noted that the student coders were not able to obtain counts on any other floor of the Human Sciences building or adjacent buildings (e.g., the Cottage, CDRC) due to COVID-19.
CONCLUSIONS

Several trends emerged over the past 5-10 years (depending on which analysis), such as gradually increased enrollment of Hispanic and African-American undergraduates and dramatic rises in their graduation rates. Students from the potentially vulnerable subgroups of low-income (Pell Grant) and First Generation students exhibited strong and increasing first-to-second-year retention. Their six-year graduation rates generally ranged from the mid-50s to mid-60s in terms of percentages. These are somewhat lower than the most recent COHS overall graduation rates (which include upper-income students and those who are not the first in their family to attend college), which were in the low-70s for White, Hispanic, and Black students. A major charge for the Task Force will be to develop and offer recommendations to continue and enhance progress in undergraduate and graduate education and in faculty and staff representation. However, a backslide in the racial-ethnic diversity of Assistant Professors on the COHS faculty in 2019 was detected. Conclusions from the above analyses are as follows:

- The College should increase its efforts to enroll students from underrepresented minority groups. Although the COHS shows a trend of increasing Hispanic enrollment, the absolute percentage of new students from this group appears lower than possible baselines would suggest it should be. Enrollment of African-American students falls below the percent of Texas high school students in this group. Efforts to recruit other underrepresented minorities, such as Native Americans, should also be increased.

- Military-veteran undergraduates were identified as a group for whom efforts to promote retention and graduation would be helpful.

- A decline in international graduate students was noted. Articles on this topic note that changes in U.S. immigration policy may account for some of the decline in international students coming to study in this country, but that other factors may contribute, as well (e.g., other countries’ reduction in scholarship aid to study abroad). To the extent feasible, the College should seek to reverse the trend of declining international enrollment.

- Diversifying Assistant Professor hires in the College is imperative, as with the exception of one multiracial person, none was Black, Native American, Hispanic, or Pacific Islander.

- Increased staff hiring of underrepresented minorities should be pursued, especially for groups with very low representation (e.g., African-Americans).

Areas for future research include the following:

- Estimates of different racial-ethnic groups’ proportions in the pool of high school seniors who potentially might attend Texas Tech (and the College of Human Sciences) will need to be refined. At a minimum, this will require obtaining statistics specific to high school students (not all K-12 students) and finding the proportion of high school students Texas Tech draws from Lubbock and the South Plains, the Dallas metroplex, and other regions of the state.
• The gender and racial-ethnic composition of COHS faculty who move to other institutions should be examined. Potentially, de-identified information from exit interviews of such faculty can be reviewed to see if any members of any demographic groups have left disproportionately. The reasons departing faculty give for their move would also potentially be helpful in enhancing retention strategies.

• Data on LGBTQIA+ faculty, staff, and students were not available for this report. With the U.S. Supreme Court’s decision this past spring that sexual orientation is covered within the non-discrimination provisions of the Civil Rights Act, LGBTQIA+ employees may now feel more comfortable responding to surveys. Hence, the future Committee may wish to consider data collection on the experiences of these employees. Further outreach in hiring to LGBTQIA+ organizations and publications may also be worthwhile.

• Similar expansion of survey/statistical research and advertising of positions and other outreach to additional groups (e.g., military veterans, disability organizations) may also be warranted.

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