

Reporting Unit: College of Liberal Arts
Contact: Dr. Srividya Ramasubramanian, Associate Dean for Climate & Inclusion

Date: Dec 2, 2016
Contact email: srivi@tamu.edu

The College of Liberal Arts (CLLA) consists of 12 departments, 5 interdisciplinary programs, and 6 centers & institutes. We have 6971 undergrads, 941 grads, and awarded 2,174 degrees, including master’s degrees and doctoral degrees, in 2015-16. Our college consists of 446 faculty (comprised of 99 APT and 347 tenured/tenure track faculty) and 189 staff members. CLLA seeks to be a leader in diversity & inclusion on campus and among peer institutions. Several of its departments/programs (especially Africana Studies, Hispanic Studies, International Studies, the Latino/a & Mexican American Studies minor, Religious Studies, and Women and Gender Studies) emphasize diversity scholarship. We offer 84 of the ICD courses for the core curriculum, and send ~14% of our majors to study abroad. As the lead college for the “Strengthening Democracy Initiative,” we incorporate climate & inclusion (C&I) at all levels of our strategic plan. Two of our four goals explicitly focus on “fostering inclusive and welcome workplaces and learning environments” and “enriching the intellectual life of our university in the broader community.” These goals are addressed through specific initiatives and by holding unit leaders accountable to demonstrate the effectiveness of their diversity initiatives.

PEER COMPARISONS – DATA AND STRATEGIES

As before, our peers were: U of Texas (UT), and U of Wisconsin (UW) and the U of Illinois (UI). Despite numerous phone calls and emails, our peers declined to share peer strategy information and only shared demographic comparison data. Without that data, we can only highlight what we believe to be our strengths. Like our peers, we have strong curricular offerings relating to diversity at the undergrad and grad levels. Initiatives that we believe are more unique to TAMU are: an active 25-member C&I Committee with faculty reps from each of the 12 department, grads, undergrads, postdocs, and staff, mandatory and active diversity committees in all departments, professional development opportunities relating to diversity for staff, mentoring support via NCFDD funding for junior/mid-career faculty, Aggie Agora and difficult dialogue series, coordinated college-wide diversity trainings, seed funding for diversity initiatives, and C&I as a criterion for evaluating departmental annual performance reports.

Table 1. Undergrad Student Data

Table 1	Undergraduates			
	TAMU	UI	UT	UW
Total	6971	14032	9720	13001
Gender				
Women	60.5%	48.2%	56.4%	55.9%
Men	39.5%	51.8%	43.6%	44.1%
Race/Ethnicity				
Am. Indian	0.4%	0.1%	0.2%	0.8%
Asian	3.9%	15.9%	10.6%	7.5%
Black	5.0%	5.8%	4.2%	2.9%
Hispanic	26.0%	9.5%	25.5%	5.1%
Native Hawaii	0.1%	0.0%	0.1%	0.0%
International	0.9%	21.8%	5.2%	8.9%
2 or More Races	2.4%	2.7%	3.8%	0.0%
Unknown	0.2%	0.8%	0.7%	0.9%
White	61.2%	43.4%	49.5%	73.9%

As seen in Table 1, our undergraduate students are more female than our peers listed (60.5%, with next highest of 56.4% of UT). Our student body is comprised of more Hispanic than our peers (26%, 25.5% for UT, 9.5% for UI). Our black student body (5%) is slightly above average for peers listed (4.3%). Our student body is less Asian (3.9%), International (0.9%), or unknown (0.2%) than the average of our peers listed (11.3%, 12%, and 0.8% respectively). Our student body is slightly more white (61.2%) than the average of our peer institutions (55.6%).

Table 2. Grad Student Data

Table 2	Master’s*			Doctorate*		
	TAMU	UI	UT	TAMU	UI	UT
Total	254	587	344	587	1937	1036
Gender						
Women	52.0%	50.9%	59.3%	53.0%	48.3%	53.0%
Men	48.0%	49.1%	40.7%	47.0%	51.7%	47.0%
Race/Ethnicity						
Am. Indian	0.0%	0.2%	0.9%	0.3%	0.2%	0.2%
Asian	2.8%	3.2%	3.5%	1.7%	7.2%	3.4%
Black	2.4%	2.0%	4.7%	4.8%	1.8%	3.6%
Hispanic	4.7%	3.7%	16.6%	15.7%	5.9%	10.2%
Native Hawaii	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
International	66.1%	54.5%	11.3%	23.2%	38.9%	25.7%
2 or More Races	1.2%	1.4%	2.6%	0.7%	2.5%	1.6%
Unknown	0.8%	0.3%	4.1%	2.7%	1.2%	3.3%
White	22.0%	34.6%	56.4%	50.9%	42.2%	52.0%

As depicted in Table 2, our master’s students are slightly less female (52%) than the average of our peers listed (55.1%), while our doctoral students are more female (53%) than the average (50.7%). We have a much higher percentage of international master’s students (66.1%) than the average of our peers listed (32.9%). Our American Indian (0.0%), Asian (2.8%), Black (2.4%), Hispanic (4.7%) Unknown (0.8%) and White (22%) masters student body is less than the average of our peers (0.5%, 3.4%, 3.4%, 10.2%, 2.2%, and 45.5% respectively). Our doctoral student body is less Asian (1.7%), and mixed race (0.7%) than the average of our peers (5.3% and 2.1% respectively), but more Black (4.8%), Hispanic (15.7%), and White (50.9%) than the average of our peers (2.7%, 8.1%, and 47.1% respectively). Note: *UW not listed here, they only have numbers for combined masters and doctoral students

Table 3. Faculty Data

Table 3	Tenured/Tenure Track (TT)				APT faculty			
	TAMU	UI	UT	UW	TAMU	UI	UT	UW
Total	347	665	671	865	99	236	287	308
Gender								
Women	38.0%	36.1%	37.0%	36.5%	53.5%	52.5%	55.7%	59.1%
Men	62.0%	63.9%	63.0%	63.5%	46.5%	47.5%	44.3%	40.9%
Race/Ethnicity								
Am. Indian	0.3%	0.9%	0.4%	0.5%	1.0%	0.0%	0.0%	0.3%
Asian	6.9%	15.3%	5.7%	11.2%	5.1%	12.3%	11.5%	6.5%
Black	6.3%	4.4%	5.4%	2.7%	2.0%	3.8%	2.4%	2.3%
Hispanic	8.1%	5.1%	9.1%	3.8%	6.1%	5.1%	11.5%	3.6%
Native Hawaii	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More	1.2%	1.4%	1.5%	1.4%	1.0%	1.3%	1.4%	1.9%
Unknown	2.0%	0.0%	0.0%	4.6%	4.0%	0.0%	0.0%	5.5%
White	75.2%	72.9%	77.5%	75.8%	80.8%	77.5%	73.2%	79.9%

Our TT faculty is less Asian (6.9%) and White (75.2%), but more Black (6.3%), and Hispanic (8.1%) than our peers listed (10.6%, 75.7%, 3.8%, and 6.2% respectively). Our APT faculty is less Asian (6.9%), Black (2%), and Hispanic (6.1%), but more American Indian (1%) and White (80.8%) than our peers (10.1%, 2.8%, 6.7%, 0.1%, and 76.9% respectively). Our assistant professors are more women (61%), less Asian (11.9%) and less Hispanic (3.4%), but more Black (10.2%) and White (69.5%) than our peers (42%, 17%, 8%, 5%, and 62% respectively). Our associate professors are less women (44.1%), less Asian (7.6%), less Black (5.1%), less White (69.5%) and more Hispanic (13.6%) than our peers (46%, 11.3%, 6.2%, 71.2%, and 7.2% respectively). Our full professors are less women (23.1%), less Asian (5.6%), less White (81.1%) but more Black (5.6%) and Hispanic (5.6%) than our peers (28%, 7.8%, 83.5%, 1.8% and 4.7% respectively).

I. ACCOUNTABILITY: Diversity and climate are an integral part of our routine conversations. They are on the agenda of the executive staff (including development, marketing, IT etc.) and regular meetings with department heads. All departments are required to complete a section on climate & inclusion with details about diversity initiatives and their impact as part of the annual departmental reports. 10% of assessment of all departments is based on their performance in climate and inclusion. We require all diversity initiatives that we fund to report back effectiveness and impact data as a means of increasing accountability and transparency.

A. RECRUITMENT (All new initiatives are marked with a * and initiatives unique to TAMU are marked with a #)

STUDENTS: Regents’ Scholars Initiative: This is a learning community focused on first-gen freshmen whose family incomes are < \$40,000 per year. Last year we had 86 students in the program. The program emphasizes academic success skills and integrates students into the college and the campus. The program now has a team-leader from the provost’s Academic Success Center, and all students were broken into six small community groups, each group led by a former RSI student. The group went to Costa Rica over spring break to work on service learning projects (construction of houses and sewage lines, painting, building walls, and refurbishing a children’s center at the Nicaraguan refugee camp, La Carpio). **CLLA Undergrad Recruitment Program:** In both the spring and fall of 2015, the college invited schools from around the state onto campus for a full-day slate of activities. These recruiting events involved predominantly minority high schools; there were even two all-women academies from the city of Dallas. The college recruiter attended the Houston Hispanic Forum and Aggie Day in the Rio Grande, and has hosted special recruiting days, such as 100-Hispanic student group from Eagle Pass. The Liberal Arts Student Council (LASC) helped the college advisers and recruiters through monthly outreach sessions where they handwrote personalized letters, sent emails, and made telephone calls to students who were admitted but had not yet decided to attend. First-gen students were specially targeted for this campaign. An invitation to attend Aggieland Saturday and to talk with advisers on that day was an integral part of the correspondence. **#Communicating Diversity Student Conference:** Founded in 2013, the conference has continued growing: 70 attendees and 41 presenters (33 presentations). Students represented 8 universities: TAMU, Southwestern, UT, UT-San Antonio, Baylor, St. Mary’s, SMU, University of North Texas. **Formal outreach programs:** HISP coordinated visits by/to elementary, middle, and high school students (Milam, Milano, CSHS). PSYC’s recruitment involving outreach and letter writing led to 35% of underrepresented students accepted A&M offer for AY 2015-2016. It also received a grant from APA and CASA to bring URM undergrads to campus during summer of 2016. **Summer institute.** POLS designed summer research institute designed to encourage women and minorities to participate in undergrad program. **Grad recruitment programs:** Several departments such as SOCI routinely recruit in HBCUs and HSIs. We have a long history of REU programs, which target historically underrepresented students. **Grad conferences:** ECON hosted 7th-9th Annual Conferences on Economic Issues Facing Hispanic Communities jointly sponsored by American Society of Hispanic Economists; initiated Women in Energy Conference -- Enrolled 3 visiting students who participated in ASHE Conferences in our PhD program; several participating students launched Women in Economics group as follow-up; several participating female executives are interested in recruiting our students.

FACULTY: #Pool Certification: For tenured or tenure-track positions, department heads are required to submit their pool of candidates to the dean prior to inviting anyone to interview. They must document search committee efforts to build a diverse pool of candidates. Insufficient documentation or efforts and a pool with limited diversity can lead to the dean asking committees to build the pool further prior to conducting interviews. We have been successful in recruiting female faculty, but efforts to recruit faculty of color have been less successful. Several offers to faculty candidates from URM were declined, although the reasons for the declines vary. The efforts to build a diverse pool have fallen off in some departments, and the descriptions of efforts to diversify the candidate pools have become routine. For the coming year we have changed the questions asked about efforts to build a diverse pool and informed heads of that fact prior to the start of searches. This year, as recommended by the C&I committee, the Associate Dean for C&I will also review the requests for pool certification. STRIDE: Entire search committee members attended STRIDE workshop in some departments such as HISP. *#Diversity science hires: In PSYC, diversity science hiring initiatives provided academic talks and research clusters related to diversity.

B. RETENTION (All new initiatives are marked with a * and initiatives unique to TAMU are marked with a #)

MULTIPLE GROUPS. #IIDEA Grants: We revamped the IIDEA grants call in 2015 to clarify the purpose, revisit the assessment criteria, and the selection procedure. 4 of the 6 proposals were funded (HISP Women's Circle, FILM/WGST Film Series, POLS Diversity Speaker Series, and Communicating Diversity Student Conference). All these projects have been implemented and have been well-received. Authors of funded proposals were invited to make presentation on their progress in monthly C&I Committee meetings. *#CLLA Diversity Website Updates: Updated our diversity/climate website significantly. Previous diversity reports are now made publically available. Upcoming events, performances, and funding opportunities are announced on this website. Links to other resources on campus are updated regularly. *#Directory of Key Diversity Initiatives: Compiled selected key ongoing diversity/climate/outreach initiatives at the college and department level. This directory was shared with department heads so that they could refer to these best practices and also learn about existing efforts in other units. *#Website stories: Intentional about writing stories on campus groups, staff, faculty, students relating to diversity. Work with the university's MARCOM team on story ideas that demonstrate how the CLLA community is creating a positive campus. *#Processing the elections session: Dean Ramasubramanian led an interactive workshop that gave about 65 participating students, faculty, and staff the opportunity to express their thoughts and feelings about the 2016 elections in a small group facilitated context to think of strategies to transcend partisanship.

STUDENTS: *#Academic Intervention: The College has established new initiatives to retain at-risk transfer students whose midterm grades falls below 2.2; that student is now required to have individualized meetings with College advisers to work out academic success plans. Transfer students attend a Trac Fair, at which representatives from Student Counseling Services, Academic Success Center, and other offices speak and share resources with students. For all students who are struggling during a semester (as reflected in midterm grades), midterm seminars are offered; students receive counselling and advice on making academic and personal adjustments. Academic success skills seminars have been created for all first-time in college students; some seminars are team-taught at the college level by faculty paired by senior academic advisors, or are taught by advisers in individual departments. #Common Ground Initiative: This initiative seeks to have first year students in the College of Liberal Arts to all read a common book, and then use that book for learning experiences throughout their first year of college. This is a diversity initiative since the book always has a diversity theme woven into the story that allows the student to consider how difference is perceived, and how they personally work with some of these issues of difference. The 2015 book was "The American Way of Eating" by McMillan, who went undercover amid this country's working poor. The various events associated by Ms. McMillan's visit were attended by over 500 students, including the RSI class. *#ICD course restructuring: Associate Deans from the college gave inputs to the core curriculum committee on revising and restructuring the ICD course requirements to fine-tune them. *#Matching funds for diversity freshman seminars: PERF committed \$500 matching funds for Freshman Seminar proposal focused on diversity/inclusion/climate. *#Undergrad diversity subcommittee. PSYC created an undergrad diversity subcommittee and received funding to produce podcasts highlighting diversity issues relevant to undergrads. #Syllabi statement: Diversity committee recommended formal language about inclusion for all course syllabi. *#Diversity film contest: HISP created a diversity contest, which helped to showcase culture through cinema and allowed students to compare and contrast cultures. Grad-faculty mentoring groups. HISP has started a series of conversations geared towards Hispanic women faculty and grads. Peer mentoring: SOCI, COMM, and ECON match first year PhDs with advanced PhD student mentors. Positive verbal feedback from students and most relationships continue beyond 1st year. Transition funding: ECON initiated a pilot program to recruit and to provide transition year funding for underprepared PhD students and successfully recruited 3 Diversity Fellows and 2 students through this program. Recruitment weekends: Several departments coordinated campus visits for grads. *#Support for undocumented/DACA students: Our faculty created a petition signed by over 1600 people, requesting administrators to provide greater support for undocumented/DACA students and are collaborating with law school professors to host immigration clinics.

FACULTY: *#Faculty of color focus groups: Assoc. Dean for C&I with faculty of color to understand their lived experiences and ways to improve retention of such faculty. These conversations led to Dean Matthews' memo on the significance of creating an inclusive climate, which led to continued conversations on this important topic among leadership in our college. *#Inclusive Classroom Workshop Series: In line with the pedagogy project, we collaborated with CTE to initiate a workshop series for instructors about pedagogical innovations and high impact practices relating to diversity and inclusion. The first workshop in fall 2016 on "Navigating hot topics in the classroom" was very successful. Three more workshops are planned in Spring 2016. Faculty mentoring programs: Mentoring programs for junior faculty in several departments. *#Diversity-related conferences: Conferences and speaker series such as Civic Dialogue and Leadership in COMM, Global Fusion 2015 in COMM, diversity speaker series in POLS, PSYC, PERF, and HISP and women's week in ANTH helped to increase visibility for faculty research on diversity. For instance, PERF event proposal includes funding for diversity event & Diversity Committee must propose at least 1 event. Research workshops: ECON's research workshops brought in 41 women and 3 minority speakers Faculty writing groups: Asst. professors in ENGL formed writing group to improve productivity. *#Diversity library: Creation of a diversity library in HISP *#New "professional socialization": seminar series in POLS aimed at Asst. profs; Monthly lunch for female faculty members; Created 2 new research programs that allow junior faculty to receive feedback and mentoring from a larger group of faculty.

STAFF: Superior Service Awards: Winners are recognized each December at the Annual staff appreciation luncheon. \$3,000 Funded. Reclassifications and Internal Promotions: Duties and responsibilities of non-faculty employees occasionally change and increase in overall scope in a way that warrants a reclassification of title and salary adjustment. The College reviews non-faculty position reclassification requests on an annual basis. In FY16, 21 out of 22 reclassification requests were approved. \$95,772 Funded.

II. CLIMATE (All new initiatives are marked with a * and initiatives unique to TAMU are marked with a #)

STUDENTS: *#Aggie Agora: The Agora is a center for facilitating public discourse and political engagement on campus and in the community. It regularly hosts visiting speakers and public debates addressing important issues or local, national, or international concern. It serves as a facilitation training center and hosts Difficult Dialogues and other events directed at promoting civil discourse, diversity, and inclusion. It coordinates community outreach through Urban Debate programs, Community Difficult Dialogue events, and Prison Education programs. *#Difficult Dialogues: In this initiative, undergraduate students (open to all majors) are invited to take part in a structured dialogue about a difficult issue pertaining to diversity, climate, and inclusion. Students are given information about the issue and the engage in a debate. Emphasis is placed on the value of civil dialogue as a means to approach controversial issues. Assoc. Dean Ramasubramanian has conducted 8 difficult dialogue sessions on campus race relations that were co-facilitated by expert faculty and grad instructors. Apart from open sessions for all students, she was invited to share these sessions in the College of Ag & Life Sciences, College of Science, Excel Mentors, MSC unity dinner, and Prairie View A&M University.

FACULTY: *#Coordinated Diversity Trainings: First-ever college-wide Green Dot training for violence prevention. About a dozen faculty and staff participated. First-ever Aggie Allies training at the college level, attending by about 25 staff and faculty members. First-ever ability awareness training was attended by 10 staff and faculty members. #Diversity spotlight in faculty meetings: Internal meetings centered on diversity and inclusion at every faculty meeting in many departments. Social events: Several departments host Friday Happy Hours; Annual Winter Gatherings and annual holiday donations for faculty and staff. *#Climate survey items: Diversity committee in PSYC recommended survey items to provide more sensitive ways to ask about gender, sexuality, race, and ethnicity in psychological research. *#Conferences and speaker series: Supported Dustin Black talk as co-sponsor, which was a big success. In 2015 ANTH invited Dr. Kate Clancy from UIUC presented on sexual harassment in the field. The Communicating Diversity Conference and Difficult Dialogues program were categorized as exceptional as they are initiatives that are sustainable and take our commitment to diversity, climate, and inclusion. *#Sexual harassment survey: In 2015 ANTH completed an in-house sexual harassment survey, followed by a report to and discussion among faculty, staff, and students (grad and undergrad); 103 individuals participated in the survey; 35 people participated in discussion about it; 2015 Women's Week speaker responded to the issue.

STAFF: *#Dean's Office Staff Retreat: Helped create our first Dean's office staff retreat with help and support from EOD. EOD met with leadership at the Dean's office twice to help shape the retreat and also work with feedback from the retreat. *#Lunch N Learn Series: Initiated and implemented this series to build a community between faculty and staff. The first one on gardening was a big hit. Our next event was a discussion of the book "Our Kids" with its author, Robert Putnam in September. All events were well-attended. *#Conflict Management Workshop: Dr. Nancy Watson ran a day long workshop for interested staff members that introduced them to basic concepts relating to conflict management and self-assessment. Staff Appreciation Events/College Logo Wear: The Dean's Office participates in the annual TAMU Staff Appreciation Week initiative to recognize staff for their commitment to the University. A certified massage therapist was brought on site and staff members were given the opportunity to schedule 15-20 minute massages throughout the day. Goodie bags filled with snacks and treats were given to all staff members. Staff members in the Dean's Office and

in the departments were also allowed to choose one piece of college logo wear which was paid for by the College. Staff meetings: Several departments have weekly staff meetings to improve staff climate. FASIT: Several departments participated in the FASIT program to strengthen faculty and staff relationships.

III. EQUITY (All new initiatives are marked with a * and initiatives unique to TAMU are marked with a #)

MULTIPLE GROUPS: *#Closed Captioning Task Force: Out IT staff have been advocating for universal design for learning which includes closed captioning. In 2015, Balfour was named to the Assistant Provost's Closed Captioning Task Force reporting to the AOC and worked on two subcommittees and authored two sections of the report which recommended closed captioning for all educational videos in a prioritized order relative to their benefit to students in current classes. *#System Accessible Blackboard Template: Our IT staff, Kailani is a member of the System Council on Academic Technology and Innovative Education's (CATIE) Task Force on Universal Design and Accessibility. Her contribution to this effort was to make the Blackboard course template she made to be accessible as well as easy to use available to all system universities.

STUDENTS: #100% Need-Based Undergraduate Scholarships: CLLA has converted all of its differential scholarships (162) to need-based only. All endowed college scholarships, as long as the terms of the endowment agreements permit it, are also need-based. This is an equity effort to provide access to low-income students. The College has also made its study abroad scholarships need-based. Because we believe that study abroad promotes cultural awareness and intercultural understanding, we allocate every year \$300,000 to students to go overseas, through field trips, reciprocal exchanges, internships, or faculty-led programs. The funds are distributed strictly on need. Professional development workshops: Several departments host such workshops on a monthly or weekly basis for grad students. #Pedagogy and diversity workshops: Yearly pedagogy & diversity trainings during orientation. -- All current graduate students have been involved in discussions about diversity and pedagogy. Grant workshops: ENGL hosted a grant workshop for Arts & Humanities (12/2015); department scholarly/creative travel grant initiated to encourage grant applications.

FACULTY: Equity adjustments: In 2015-2016, the College reviewed equity requests from heads as well as the annual salary study by the university to make additional equity funds available to address gender (and other) inequities that were identified. 26 female faculty members received equity adjustments for FY17. 7 faculty members of color received equity adjustments (includes one mentioned under retention above) for FY17. *#NCFDD support awards: Several \$2000 awards were given out to fund participation of 6 women and faculty of color in the NCFDD faculty success program that helped increase writing productivity and provided mentoring services for junior and mid-career faculty. NCFDD resources have been shared with department heads/program directors to ensure that those who would like additional mentoring support could have access to it. Incorporated NCFDD resources into the workshop on T&P expectations for new faculty. *#ADVANCE Mentoring for non-STEM fields: Worked with ADVANCE Center to make ADVANCE Mentoring program available to non-STEM women faculty of color. The college offered support to 6 female faculty of color (who were not automatically eligible) to participate. Mentoring programs: Departments are required to offer mentoring opportunities to junior faculty. T&P and research workshops: The Associate Dean for Faculty Matters offers workshops for all junior assistant professors to acquaint them with the expectations for promotion and tenure, and the Associate Dean for Research offers workshops to acquaint faculty with research resources and offers other opportunities for professional development. In ENGL, an ad hoc committee revised tenure & promotion guidelines (2015). *#Salary and productivity analyses: In PSYC, salary and productivity data are analyzed to identify equity issues; Awards committee: In PSYC, awards committee includes approximately equivalent numbers of men and women – resulted in reduction in discrepancies in compensation. One-Time Merit Raises: 30 faculty were awarded a total of \$30,000 in one-time merit raises.

STAFF: *#College of Liberal Arts Staff Certificate: Initiated and implemented the first-ever staff certificate for professional development (first for any college or unit on campus). Led by 5 staff members who helped decide the structure and content of the certificate, in conversation with EOD. *#Diversity Training Institute: About a dozen staff members attended this diversity summer institute, for which we provided funding support. Staff Recognition Events/Activities: Welcome breakfast for newly hired and promoted college staff, Dean's Office Monthly Birthday Celebration, reception for departing and retiring staff members, and floral arrangements for staff experiencing personal illness or loss of a close family member. Staff Professional Development: The College of Liberal Arts encourages staff to participate in professional development opportunities, both on and off campus. Professional development helps build and maintain morale of staff members while enhancing capabilities through education and training opportunities in the workplace. \$30,000 Funded. Staff Equity Requests: The Dean's Office proposed equity increases for 15 staff members during the FY17 budget cycle. Seven requests were approved as proposed, five requests were approved at reduced rates, and three requests were not funded. - \$58,000 Funded. One Time Merit Raises: 24 staff were awarded a total of \$39,500 in one-time merit raises. Administrative Leave: 20 staff were awarded a total of 164 hours of administrative leave.