

2021-2022 Diversity Plan Accountability Report

Unit: College of Medicine

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Introduction

Texas A&M University College of Medicine (TAMU-COM) was founded in 1977. Its mission is to *improve the health and well-being of the people of Texas and beyond, through excellence in education, research, and healthcare delivery*. TAMU-COM has five campuses and multiple sites throughout the state. The Bryan/College-Station (BCS) and Houston campuses offer pre-clerkship first-year curriculum: regular and Engineering-in-Medicine (EnMed), respectively. The remaining pre-clerkship and clerkship curricula are offered across our BCS, Houston, Dallas, Temple, and Round Rock clinical campuses. The BCS campus provides central oversight for the medical degree, four graduate programs, two sponsored residency programs, and one sponsored fellowship program. TAMU-COM's state-of-the-art basic science, translational science, and clinical science research activities reside primarily on our BCS and Houston campuses. Being a community-based medical school without ownership of a hospital guides us in emphasizing the community aspect of our strategic plan. Increased presence, growth, and impact throughout the state is our goal with an emphasis on leadership development of all constituents. As declared in our Diversity, Equity, and Inclusion (DEI) statement (<https://medicine.tamu.edu/policies/pdfs/diversity-statement.pdf>), TAMU-COM remains committed to promoting diversity, equity, and inclusion (DEI) in all of its operations. Table 1 and Table 2 contain TAMU-COM characteristics and demographics.

Table 1. TAMU-COM Characteristics AY 2020-2021

Departments	
Basic Sciences	Medical Physiology
	Microbial Pathogenesis & Immunology
	Molecular and Cellular Medicine
	Neuroscience and Experimental Therapeutics
Clinical Sciences	Primary Care & Population Health
	Psychiatry & Behavioral Sciences
Education	Medical Education
	Humanities in Medicine
	Military Medicine
Translational Research	Translational Medical Sciences
Personnel	
Employed Faculty	169
Affiliated Faculty	2,711
Postdocs	82
Staff	447

(continued) **Table 1. TAMU-COM Characteristics AY 2020-2021**

Students	
Medical Students	583
Graduate Students	126
Sponsored Residents	31
Affiliated Residents	1,219

Table 2. TAMU-COM Demographics AY 2020-2021

Categories	Faculty	Staff	Students
Total	169 (100.0%)	447 (100.0%)	709 (100%)
Female	60 (36.3%)	300 (67.1%)	347 (48.9%)
Male	109 (63.7%)	147 (32.9%)	362 (51.1%)
American Indian/Alaskan Native	1 (0.6%)	2 (0.4%)	*Small Cell Size
Asian	38 (22.5%)	108 (24.2%)	239 (33.7%)
Hispanic/Latino	9 (5.3%)	61 (13.6%)	81 (11.4%)
Black/African American	2 (1.2%)	18 (4.0%)	32 (4.5%)
White	105 (62.1%)	219 (49.0%)	295 (41.6%)
Native Hawaiian or Pacific Islander	1 (0.6%)	0 (0.0%)	0 (0.0%)
Two or More Races	4 (2.4%)	9 (2.0%)	34 (4.8%)
Declined to Answer	11 (6.5%)	29 (6.5%)	19 (2.7%)

Faculty and Staff Source: TAMU-COM HR Department

Student Source: TAMU Data and Research Services Enrollment Profile Report

Data for this report were obtained from Offices of Admissions, Student Affairs, Postgraduate Studies, Human Resources, and Wellness. Overall student demographics were obtained through Texas A&M University Data and Research Services.

Staff of the Office of Continuous Quality Improvement (CQI) and selected Diversity, Equity, and Inclusion (DEI) Committee members (including a student representative and executive member) read drafts developed by the Office of Diversity, Equity, and Inclusion (ODEI). Dean Amy Waer contributed to the initial draft and performed final review. The report will be shared through the TAMU-COM website.

Recruitment

TAMU-COM's recruitment goal (diversity destination) is to mimic the demographics of Texas in our students, faculty, and staff populations (Table 3). Table 4 lists our diversity category demographics we need to specially attract for our goal purposes. These include Under-Represented in Medicine (URiM)-Hispanic/Latino, Black/African American, and American Indian and Alaskan Native.

Table 3. TAMU-COM Diversity Destination (TX State Demographics)

Race/Ethnicity	Texas State Demography (TD) (%)
Hispanic/Latino	39.7
Black/African American	12.9
American Indian & Alaskan Native	1.0
Asian	5.2
White	41.2
Sex	
Female	50.3

Source: <https://www.census.gov/quickfacts/fact/table/TX,texascitycitytexas,US/PST045218>
 Accessed: October 18, 2021.

Table 4. TAMU-COM Diversity Categories

Students	Faculty	Staff
Under-Represented in Medicine (URiM): <i>Hispanic/Latino; Black/African American; American Indian & Native Alaskan</i>		
Low Socioeconomic Status	Military Service	Military Service
Rural Background	1 st Generation Health Professional	1 st Generation Health Professional
Military Service	Female	Female
1 st Generation Undergraduate		

Source: <https://medicine.tamu.edu/policies/pdfs/diversity-statement.pdf>

Medical Students

Table 5 lists five pathway/pipeline programs for students in our diversity categories. The military service and rural background categories acknowledge TAMU’s history and TAMU-COM’s commitment to military medicine and to rural and population health.

Table 5. TAMU-COM Pathway Programs and Partnerships

Program	Year Initiated	Target Participants	Average Enrollment	Partners
<i>PPC (Partnership for Primary Care)</i>	1998	Medical school applicants who are interested in primary care for medically underserved areas.	Up to 10 spots per year	<ul style="list-style-type: none"> • Prairie View A&M University – Prairie View • South Texas College – McAllen • Tarleton State University – Stephenville • Texas A&M International University – Laredo

(continued) **Table 5. TAMU-COM Pathway Programs and Partnerships**

Program	Year Initiated	Target Participants	Average Enrollment	Partners
<i>PPC (Partnership for Primary Care) (continued)</i>	1998	Medical school applicants who are interested in primary care for medically underserved areas.	Up to 10 spots per year	<ul style="list-style-type: none"> • Texas A&M University – College Station • Texas A&M University – Commerce • Texas A&M University – Corpus Christi • Texas A&M University – Kingsville • West Texas A&M University - Canyon
<i>JAMP (Joint Admissions Medical Program)</i>	2003	Highly qualified, economically disadvantaged Texas resident students	6 TAMU-COM/JAMP Students per year. Size is determined by the JAMP council and is assigned based on the available pool of applicants per selection year for participating medical schools.	Texas Higher Education Coordinating Board, in conjunction with all nine Texas medical schools and sixty-seven public and private four-year undergraduate institutions
<i>Pre-Med Fellows</i>	2015	Under-Represented in Medicine (Hispanic, African-American, and Native-American)	Up to 10 students per year	<ul style="list-style-type: none"> • Texas Higher Education Coordinating Board • Prairie View A&M University
<i>Cadet to Medicine</i>	2019	All second-year Corps of Cadets	Up to 5 students per year	Texas A&M Corps of Cadets

Table 6 shows trends in medical students' admission. While the number of female students has hovered at or near 50%, we have had mixed results with recruitment of African-American and Hispanic students. Native American students continue to stay near 1%, which mirrors Texas demographics. Asian students, while not a URiM category for medicine, remain around 40%.

Table 6. Admissions & Diversity Statistics for Entering Years 2017 -2021

Entering Year	2017	2018	2019	2020	2021
# of students	166	126	120	175	226
Under-Represented in Medicine	18.7%	10.3%	19.2%	12.5%	11.5%
Low SES	16.3%	14.3%	5.0%	10.9%	10.0%
Female	43.4%	48.4%	45.8%	50.3%	46.9%
Non-Traditional: Age 25+	29.5%	24.6%	17.5%	20.6%	17.7%
Average Age	25	24	23	23	23
Age Range	21-53	20-47	20-34	20-37	20-37
Non-Traditional: 1+yrs. Since Graduation (Undergrad)	60.2%	60.3%	55.8%	49.1%	62.8%
1 st Generation Undergraduate	7.2%	16.7%	10.8%	11.4%	9.7%
Military Service	3.0%	1.6%	2.5%	2.3%	2.7%
Bilingual/Multilingual	50.0%	51.6%	43.3%	45.1%	45.6%
Earned Graduate Degree	24.7%	25.4%	20.8%	9.7%	14.6%
Primary Language at Home Not English	27.7%	15.9%	25.8%	4.6%	8.4%
Parent/Guardian	5.4%	4.8%	0.8%	1.7%	1.3%
Re-Applicant	33.7%	34.1%	28.3%	25.1%	31.9%
Non-Texas Residents*	3.0%	4.8%	5.8%	10.3%	15.0%
Race/Ethnicity**	2017	2018	2019	2020	2021
Asian	35.5%	47.8%	36.7%	38.3%	40.0%
African American	2.4%	1.7%	8.3%	4.0%	4.0%
American Indian	0.6%	0.9%	0.0%	0.6%	0.0%
Hispanic	15.7%	9.6%	10.8%	8.0%	8.0%
Caucasian	40.4%	45.2%	41.7%	40.6%	41.0%
Unreported	6.6%	6.1%	4.2%	8.6%	5.0%
Re-Applicant	33.7%	34.1%	28.3%	25.1%	31.9%
Non-Texas Residents*	3.0%	4.8%	5.8%	10.3%	15.0%

*TAMU-COM is required to accept no more than 10% non-Texas residents.

**Applicants may identify as multiple ethnicities; totals each year may exceed 100%.

Source: TAMU-COM Office of Admissions

In May 2021, an Early Assurance Program (EAP) Task Force evaluated the college's early assurance programs. This task force was charged with evaluating the effectiveness of each program and program alignment with the College of Medicine priorities and continued monitoring of programs. Based on the task force recommendations, the College of Medicine is doing the following to improve its recruitment of URiMs:

- Expanding the Pre-Med Fellows program,
- Consolidating the Science to Medicine (S2M) and Agriculture to Medicine (A2M) programs into a single umbrella program (Aggie to Medicine) to strengthen focus and funding to consider URM students, and
- Increasing EAP Staff.

Graduate Students

Table 7 contains gender and ethnicity data for TAMU-COM’s graduate students. The female and URiM enrollment in the other graduate programs within the College of Medicine continue to show upward trends. The positive results can be attributed to the initiatives implemented several years ago by the Assistant Dean for Graduate Studies. These initiatives include hosting talks/webinars across universities known to serve URiMs and attending nation-wide conferences on URiMs in STEM where TAMU-COM hosted recruitment booths to help/attract applicants.

Table 7. TAMU-COM Graduate Demographics (PhD, MD/PhD, MS)

Demographic Category	AY18-19	AY19-20	AY20-21	AY21-22
Total	124 (100%)	104 (100%)	126 (100%)	157 (100%)
Female	69 (55.6%)	57 (54.8%)	72 (57.1%)	89 (56.7%)
Male	55 (44.5%)	47 (45.2%)	54 (42.9%)	68 (43.3%)
American Indian/Alaskan Native	0 (0.0%)	0 (0.0%)	0 (0%)	0 (0%)
Asian	8 (6.5%)	7 (6.7%)	8 (6.3%)	17 (10.8%)
Hispanic/Latino	7 (5.6%)	7 (6.7%)	17 (13.5%)	24 (15.3%)
Black/African American	*	*	9 (7.1%)	15 (9.5%)
White	49 (39.5%)	40 (38.5%)	55 (43.7%)	66 (42.0%)
Declined to Answer	*	5 (4.8%)	5 (4.0%)	7 (4.5%)

**Small cell size*

Source: TAMU Data and Research Services Enrollment Profile Report

Faculty and Staff

Table 8 contains TAMU-COM faculty and staff demographics. The total number of faculty has remained consistent while staff numbers have fluctuated. TAMU-COM has seen minimal change in faculty and staff URM.

Our challenge is paradoxical: Low faculty turnover implies good retention, but simultaneously slows efforts to correct decades-long minority and female underrepresentation. The recently completed department head and top-level administrative searches resulted in three additional females in leadership positions. TAMU-COM continues its review of research grants and teaching needs, particularly around new graduate courses, to identify potential areas for faculty recruitment. Additionally, the newly-expanded Provost-sponsored ACES Fellowship program for URM faculty recruitment presents new opportunity.

Since last year’s reporting, the College of Medicine has been deliberate in its leadership recruitment processes. The TAMU-COM DEI Guide for Recruitment outlines the search committee process and includes the following:

- Increased central oversight and holistic recruitment
- Monthly DEI Seminar/Workshop for mindset change/scholarship
- TAMU-mandated implicit-bias training (STRIDE) for search committee members
- TAMU Diversity evaluation rubric for search committees
- Advertisement of faculty/administrative faculty and staff vacancies in TAMU Office for Diversity recommended minority-targeted media
- DEI statement requirement from applicants

Table 8. TAMU-COM Demographics Three-Year Trend

Faculty	AY19-20	AY20-21	AY21-22
Total	167 (100.0%)	169 (100.0%)	174 (100.0%)
Female	60 (35.99%)	60 (36.3%)	58 (33.3%)
Male	107 (64.1%)	109 (63.7%)	116 (66.7%)
American Indian/Alaskan Native	1 (0.6%)	1 (0.6%)	1 (0.6%)
Asian	38 (22.8%)	38 (22.5%)	43 (24.7%)
Hispanic/Latino	8 (4.8%)	9 (5.3%)	9 (5.2%)
Black/African American	1 (0.6%)	2 (1.2%)	1 (0.6%)
White	108 (64.7%)	105 (62.1%)	106 (60.9%)
Native Hawaiian or Pacific Islander	1 (0.6%)	1 (0.6%)	1 (0.6%)
Two or More Races	5 (3.0%)	4 (2.4%)	4 (2.3%)
Declined to Answer	9 (5.4%)	11 (6.5%)	9 (5.2%)
Staff	AY19-20	AY20-21	AY21-22
Total	399 (100.0%)	447 (100.0%)	350 (100.0%)
Female	259 (64.9%)	300 (67.1%)	247 (70.6%)
Male	140 (35.1%)	147 (32.9%)	103 (29.4%)
American Indian/Alaskan Native	2 (0.5%)	2 (0.4%)	1 (2.9%)
Asian	95 (23.8%)	108 (24.2%)	66 (18.9%)
Hispanic/Latino	49 (12.3%)	61 (13.6%)	50 (14.3%)
Black/African American	21 (5.3%)	18 (4.0%)	16 (4.6%)
White	204 (51.1%)	219 (49.0%)	189 (54.0%)
Native Hawaiian or Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)
Two or More Races	9 (2.3%)	9 (2.0%)	8 (2.3%)
Declined to Answer	19 (4.8%)	29 (6.5%)	20 (5.7%)

Source: TAMU-COM HR Department

Note: Total staff decline for AY21-22 is due to exclusion of Texas A&M Health Institute of Biosciences and Technology staff.

Retention

TAMU-COM’s student retention efforts start when students confirm interest in the medical and graduate programs and continues through graduation. Our retention efforts are geared towards creating a learning-conducive climate in addition to specific procedures/programs targeted at supporting URiM’s academic success.

Students

TAMU-COM's support services start before matriculation through our pathways/pipeline programs which provide one-on-one counseling on the rigors of medical education. Faculty help students explore the medical profession, thus preparing them for the challenges of medical school. The pre-matriculation MedCamp program typifies preventive approaches. It involves one-month intensive academic preparation for URiM students towards enhanced study skills for introductory basic sciences, medical humanities, and clinical skills as well as helps students form bonds with other students and meet potential mentors.

Academic Support Services staff provide academic counseling/support; Academic Navigators check students' academic records/performance proactively to arrest negative trends through arranging academic support. Amenities are available for learning, test taking, and academic performance tracking. If a student still underperforms on any test, the course director/mentor engages Academic Support Services staff to arrange counseling and faculty coaching towards remediation. Recurrent underperformance will trigger referral to Associate Dean for Student Affairs.

In 2021, to foster academic success efforts, the ODEI set aside a portion of its Diversity Plan Accountability award to support URiMs in their fourth year of medical school in order for them to complete their final year away electives. As an additional benefit, this action allowed TAMU-COM to respond positively to a recent national survey on URiM support.

Table 9 shows evidence of TAMU-COM's good retention with 5-year graduation rates at ~98%. Overall graduation rate over a period of 5 years is 97.9%.

Table 9. TAMU-COM Medical Student Retention

Attrition and Academic Difficulty					
Percentage of <i>all TAMU-COM medical students</i> who withdrew or were dismissed from the medical school in the indicated academic years. % (number of students); N= Total number of students.					
	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21
All medical students	1.3% (10) N = 786	0.9% (7) N = 744	0.9% (6) N = 675	1.0% (6) N = 597	0.2% (1) N = 583

Source: TAMU-COM LCME Accreditation Data Collection Instrument

ODEI provides administrative and financial support to DEI-based student organizations through the Students' DEI Committee (SDEIC). This committee oversees students-led DEI activities, including a monthly DEI seminar series to foster inclusivity for medical and graduate students. Similar support from ODEI goes to the gender bias working group, which was created following students' feedback early in 2020. This group organizes regular seminars on gender-bias in medical and graduate students' environments.

Faculty and Staff

TAMU-COM faculty development program (FDP) initiatives are designed to enhance retention. In addition to the certificate-awarding education academy courses, seminars, and workshops, peer- and senior colleague- mentorships operate in TAMU-COM. TAMU-COM dedicates funds

to development covering conferences and teaching/research scholarship with annual appointment and promotions exercises. TAMU-COM encourages staff to elect mentors and has new DEI bylaws’ provisions for staff training in DEI and representation on the DEI Committee.

Campus Climate

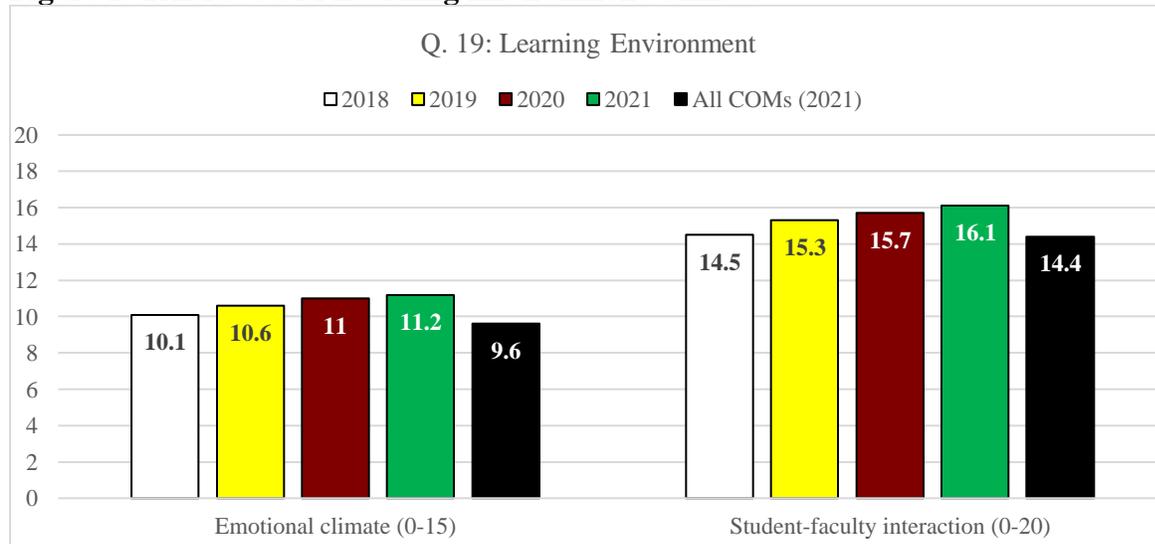
Community

TAMU-COM recognizes, and values, the breadth of stakeholders engaged in educating our medical students. In our 2021-2026 Strategic Plan, we conceptualized our College of Medicine community as concentric circles of our faculty, staff, and students; Texas A&M University, our clinical partners, and our campus community partners. TAMU-COM has set forth goals and strategies in its strategic plan to strengthen a culture of professionalism and excellence for all stakeholders and foster a climate promoting diversity, inclusion, and equity while embracing cultural differences. Key performance indicators are being refined to assist us in meeting our goals as well as establishing baselines and targets.

Learning Environment

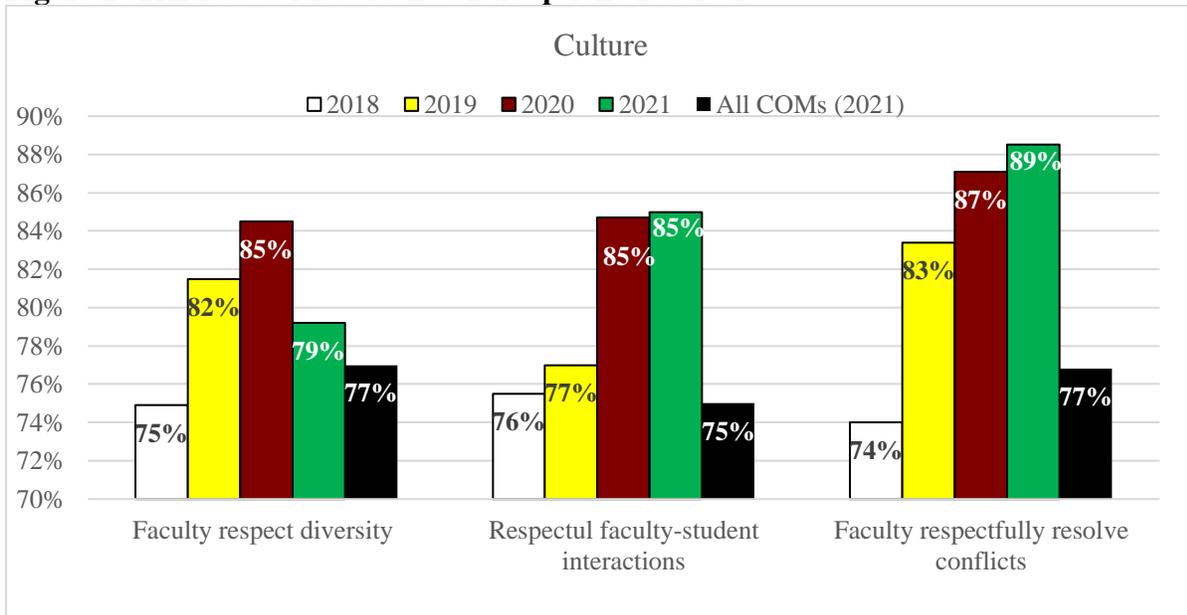
To support our strategy of *maintaining a program of continuous quality improvement around TAMU-COM’s community climate on professionalism*, TAMU-COM diligently monitors its learning environment through a variety of tools. Figure 1 depicts student perceptions gathered through the AAMC Graduate Questionnaire (GQ). TAMU-COM students’ perceptions of Emotional Climate and Student-Faculty Interaction increased between 2018 and 2021. Figure 2 depicts GQ data regarding TAMU-COM students’ perception of culture under three categories for faculty: 1) Respecting Diversity; 2) Respectful Interactions with Students; and 3) Respectfully Resolving Conflicts. TAMU-COM percentages for each of the three categories were higher than the national averages for all colleges of medicine (All COMs). With the exception of the dip in Faculty Respect for Diversity in 2021, the results point to a steady improvement.

Figure 1. TAMU-COM Learning Environment Climate



Source: Office of the Director of the Learning Environment

Figure 2. TAMU-COM Students' Perception of Culture



Source: Office of the Director of the Learning Environment

TAMU-COM leadership implemented several successful interventions that have contributed to the positive trends in climate. These interventions include the Faculty/Staff Ombuds program and the Learning Environment Enrichment Program (LEEP) which fosters an environment that embraces the Aggie Core Values. The trained volunteer peer messenger program, “Cup of Coffee” (adopted from Vanderbilt University), has shown such great success that other colleges have reached out to us for information and assistance in developing their own peer messenger programs. TAMU-COM has taken the following measures to continue improving the learning environment:

- Strengthened presentations of student mistreatment procedures and policies at all student orientations (both pre-clerkship and clerkship phases), monthly student town halls, and to faculty at faculty meetings;
- Individualized confidential communications to students who submit reports of mistreatment on college actions taken on report;
- Continued monthly email communications from the Learning Environment Enrichment Program (LEEP) to all students, staff, and faculty with information on where and how to report mistreatment, as well as quarterly reporting of data on the mistreatment reports;
- Added a student mistreatment reporting section on all course and clerkship evaluations for additional ‘real time’ data collection;
- Updated back badge ID cards for all students, staff, and faculty with QR code directly linking to the mistreatment reporting site that details the policy, procedures, and form for reporting; and
- Added the online TAMU-COM mandated annual training module for all faculty and staff, *Fostering a Positive Learning Environment*, which addresses DEI-related topics like professionalism, implicit bias, and microaggressions.

Additional tools for monitoring professionalism and mistreatment are the TAMU-COM Professionalism and Mistreatment Survey (PROMISS) and Multi-Stakeholder Survey of Learning Environments (MSSLE) instruments. Administered by the Office of Evaluation and Assessment (OEA), these surveys explore disrespect, bias, lack of empathy, and humiliation, among other parameters that relate to a negative climate and/or student mistreatment.

We also gauge our performance in part with the national Association of American Medical Colleges (AAMC) Graduation Questionnaire (GQ) survey instrument with specific items on Overall Satisfaction (Table 10) and Wellbeing (Table 11). Student satisfaction with programs and activities promoting well-being has made marked improvements for the past two years. Even with the impact of the pandemic, student satisfaction with their overall well-being remained above the national average for AY2021.

Table 10. Overall Satisfaction

TAMU-COM and national comparison data from the AAMC Medical School GQ on the percentage of respondents who <i>agree/strongly agree</i> (aggregated) with the statement: “Overall, I am satisfied with the quality of my medical education.”									
2017		2018		2019		2020		2021	
School %	National %	School %	National %	School %	National %	School %	National %	School %	National %
86.6	89.9	86.7	89.3	83.9	89.2	93.7	88.1	91.1	88.6

Source: TAMU-COM AAMC Graduate Questionnaire

Table 11. Wellbeing

TAMU-COM and national comparison data from the AAMC Medical School GQ on the percentage of respondents who were <i>satisfied/very satisfied</i> (aggregated) with programs and activities that promote effective stress management, a balanced lifestyle, and overall well-being.									
2017		2018		2019		2020		2021	
School %	National %	School %	National %	School %	National %	School %	National %	School %	National %
54.2	72.1	57.9	70.8	66.4	68.8	74.7	67.8	74.0	66.2

Source: TAMU-COM AAMC Graduate Questionnaire

The COVID-19 pandemic remains a source of anxiety especially in our clinical environment. Dean Amy Waer continues to support communication, transparency and shared governance through her weekly ACTS (Appreciation, Communication, Transparency, and Shared Governance) emails. She has contributed significantly to a positive climate through monthly check-in meetings to listen and update students, staff, and faculty on TAMU-COM/TAMU COVID-19 status/policies and includes the “You Said, We Did” practice.

Based on individual/group verbal feedback, TAMU-COM leadership continues to respond successfully with ongoing efforts:

- Enhancing educational environment through increased transparent communications

- COM COVID-19 taskforce periodically releases safety guidelines and offers regular COVID-19 testing
- Rollout of the anti-bias curriculum (ABC) developed by students, staff, and faculty from the Antiracism Taskforce (ART).

If money and resources were available without limitation the college could fast-track the development of a comprehensive professional development program for faculty, staff, and students. The following strategies would be a part of this program:

- Leadership knowledge, skills, and attitudes as they relate to the respective roles and inherent responsibilities of faculty, staff, and students;
- Education for all stakeholders on the importance and impact of implicit bias; and
- Initiatives aimed at building diversity and enhancing cultural awareness for all stakeholders.

Equity

TAMU-COM believes a fair, just, and impartial environment for teaching/education, learning, clinical service, research, and internal/external community work to promote a culture of equity. Equity is critical to achieving the excellence promised through diversity and inclusion.

Students

TAMU-COM works on this premise: The most critical measure of equity from the student perspective is the perception of fair play in the teaching/learning environment. Most recently, an anti-biased curriculum taskforce (ABC) of students and faculty are working to improve equity in the curriculum. The objective of this taskforce is the inclusion of course content representative of race, ethnicity, and lifestyle characteristics aligned with what doctors see in practice. The students' equity environment is further enhanced by the transparency the school promises in all assessment processes. Student representation on the Curriculum Committee, Student Promotions Committee, Admissions Committee, and Diversity, Equity, and Inclusion Committee adds another avenue for ensuring equity.

The TAMU-COM Student Promotions Committee ensures a fair and unbiased process for student progression from matriculation to graduation. Students are ensured due process protections as outlined in the TAMU-COM Student Handbook. The Aggie Conduct Awareness form (reference Climate section) provides a mechanism to report equity-related incidents.

Faculty and Staff

Faculty and staff equity issues are often related to appointments, promotions, tenure, and salary. In keeping with Section 2.4 of University Rule 12.01.99.M2, all employed faculty receive annual performance reviews. To promote equity, departmental mentors provide guidance to all faculty on scholarly activities, research, promotion and tenure (P&T) timelines, and thorough reviews of P&T packets. TAMU-COM's Office of Faculty Affairs and TAMU's Office of the Dean of Faculties provide seminars on promotion and tenure processes. All appointment and promotion activities are managed by TAMU-COM's Tenure and Faculty Promotion Committee. TAMU-COM adopted a practice of salary equity analyses as part of department head annual reviews, resulting in salary increases for female and underrepresented minorities (URM) faculty members.

TAMU-COM Office of Business Affairs is currently conducting a faculty salary analysis as it pertains to equity of gender.

Another example is that a TAMU-COM internal postdoc gender salary equity survey was conducted after our recent gender-biased town hall meeting raised concerns regarding the possibility of inequity of salaries. At the request of our College Dean, our Office of Business Affairs conducted the survey review, and findings showed no differences in postdoc salaries. These findings were then reported back to the postdoc group in a “You Said, We Did” manner.

As our College continues on a path toward financial sustainability with continued yearly reductions, the TAMU-COM’s senior leadership applied the management principles of transparency and shared governance in arriving at group decisions on where to apply budgetary cuts. This process, while not easy, has been achieved in a collaborative and strategic manner and has been particularly useful in dealing with the budget strictures experienced in the COVID-19 era.

TAMU-COM’s organizational effectiveness depends on the input as well as the satisfaction and well-being of our staff and faculty. Based on the 2019 American Association of medical Colleges (AAMC) Staff Survey that our College requested, staff satisfaction with “opportunities to advance my career at this medical school” is low. In addition, many staff positions at TAMU-COM do not have career ladders. Based on this input, our College has hired a Chief of Staff position with this individual assisting around initiatives for staff mentoring and staff career ladders. We also now have regularly scheduled monthly staff meetings led by our Chief of Staff where staff input and constructive feedback is welcomed.

Currently the Associate Dean of Diversity, Equity, and Inclusion represents TAMU-COM at the university level to advance diversity, equity, and inclusion. While we have not been purposeful in encouraging and reviewing service on university level committees, plans are in place to promote awareness of such opportunities in monthly emails and DEI newsletters. A system of capturing those who serve is needed to help measure our inclusive learning environment. One way TAMU-COM recognizes service and contributions is with our Aggie Core Value Coins. The Dean’s weekly ACTS email also includes recognition of accomplishments and service.

Reflection

In reflecting, we ask the question, “how have our recruitment, retention, climate, and equity efforts advanced our DEI vision/mission, and what lessons to guide future directions?” Due to the proactive DIP (Deliberateness, Intentionality, and Purposefulness) approaches adopted by the Assistant Dean for Graduate Students, we have been able to increase our graduate student diversity. We have performed well with retention largely by creating a climate conducive to learning and supportive of belongingness. TAMU-COM is pleased to have received several awards under the Accountability, Climate and Equity (ACE) program:

- Diversity and Inclusion Initiative Award (five medical students)
- Diversity Service Student Award (medical student)
- Women’s Progress Administrator Award (Dr. Amy Waer)

The 2021-2026 College of Medicine Strategic Plan, aligned with the Texas A&M University and Health Science Center strategic plans, is based on crosscutting themes of which the following particularly support our DEI mission:

- To promote and support leadership development for all
- To be recognized for supporting a diverse, inclusive, and equitable culture

These themes are followed through the goals and strategies organized under the areas of Community and Education. The goals include the following:

Community Goal 1: Promote a culture of professionalism and excellence for all stakeholders

Community Goal 2: Foster a climate that promotes diversity, inclusion, and equity while embracing cultural differences

Education Goal 2: Foster a safe and inclusive environment that is conducive to learning and teaching

Strategies have also been developed under each of the goals to assist TAMU-COM in “moving the needle.” Of particular importance is the strategy to create a system to capture and store data to measure our inclusive learning environment. Key Performance Indicators (KPIs) regularly monitored by the Office of CQI and reported quarterly to the Executive Committee ensure accountability from all stakeholders.

Our Cup of Coffee program continues to receive positive reviews internally and requests from other colleges to learn about the program. Positive feedback from our Wellness/LEEP joint town-halls on physical and psychological challenges of COVID-19 encourages more investment to improve students’ wellbeing.

Administrative/financial support for DEI student organizations and Students’ DEI Committee as well as the DEI Educational Grand Round series have contributed in strengthening our students’ DEI voice. Specifically, the Anti-Bias Curriculum Taskforce which was formed following student feedback, has been particularly impactful.

Our DEI recruitment policy guidelines are designed to enhance diversity through minimizing bias. Among others, it prescribes DEI representation on all search/admissions committees. We also hope to enhance diversity through expanding the Provost’s ACES fellowship program for junior faculty recruitment.

We persistently apply holistic admissions process which has resulted in an increased number of acceptance offers to URiMs, but we have been unable to convert the acceptance offers to actual enrollments. Having identified the need to be more competitive in attracting URiMs through scholarships, a development officer has been assigned this task.

Our low faculty/staff turnover and student attrition is part evidence for the success of our equity initiatives, including transparency in students’ admissions and promotions exercises, grades appeal process, and faculty/staff annual performance reviews. However, the hiring freeze put

into place due to COVID-19 prevented TAMU-COM from recruiting for the few positions we have available. Recruitment has also been impacted by induced budget cuts related to revenue losses. The COM Executive Committee is currently discussing improving faculty and staff URM percentages, and current gender disparity with female faculty and staff percentages, including the purposeful review and correction of URiM and female/male salary inequities. This framework, therefore, will remain a guiding principle for advancing our DEI mission. We look forward to further improvements through applying the ADVANCE Center's new initiative, STRIPE (Strategies and Tactics for Retention Through Inclusive Promotion Evaluations).

In conclusion, DEI has grown in our COMMunity in the last two years with the recognition of our students and dean in the 2021 TAMU-ACE awards. However, we continue to struggle with faculty, staff, and students URiM underrepresentation and faculty gender imbalance. We shall apply DIP principles within the ACTS (Appreciation, Communication, Transparency, and Shared Governance) framework to tap into our opportunities. We recognize the benefits of the TAMU Diversity Plan Accountability award, which has helped to sustain the following DEI initiatives and would be extended to support our new initiatives.

- *Existing Initiatives:*
 - graduate student recruitment
 - DEI monthly seminar series for all constituents
- *New Initiatives:*
 - Anti-Bias Curriculum (ABC), including budget for external speakers
 - Away elective support for final year URiM students in demonstrable need
 - DEI promotional items
 - 2022 DEI strategic plan retreat

Our students remain a driving force of our DEI machine, in part through living our Aggie core values of excellence, integrity, leadership, loyalty, respect, and selfless service. To them, we dedicate this report.