

2019 University Diversity Plan Accountability Report

Unit: College of Medicine

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Introduction:

Texas A&M College of Medicine (TAMU-COM), founded in 1977, consists of five (Bryan/College Station (B/CS), Dallas, Houston, Round Rock, Temple) campuses. The main (B/CS) campus runs undergraduate medical education programs alongside four postgraduate degree programs within a state-of-the-art complex of offices, classrooms, and research laboratories. TAMU-COM has five basic sciences departments in B/CS, and four clinical departments across the campuses. There are 647 medical students, 131 graduate students, and 578 faculty and staff on the TAMU-COM payroll. TAMU-COM's stated mission is to:

Improve the health and well-being of the people of Texas and beyond, through excellence in education, research and health care delivery, with priorities in rural population health, military medicine, and innovation in medicine, particularly engineering technologies.

TAMU-COM's Office of Diversity and Inclusion (ODI), in conformity with national (LCME) accreditation standards, developed a Diversity and Inclusion (D&I) statement in the recently-launched TAMU-COM 5-year strategic plan. The vision (***Diversity and Inclusion Drive Excellence***) and mission statements are anchored on the Aggie core values of excellence, integrity, leadership, loyalty, respect, and selfless service. Our strategic goal is to place TAMU-COM's D&I program in top bracket of Texas medical schools, and nationally. For this report, and to gain synergy with ongoing accreditation efforts, we have compared our D&I practices and outcomes with those of a top Texas school (UTSA Health Sciences Center) recently accredited by LCME, and with nationally-recognized peer institution, Louisiana State University Health Sciences Center. Our diversity categories (Table 1), defined in our D&I statement, are the focus of this report and are highlighted in Aggie-maroon in the various tables, some incomplete (see Reflection).

Information/data were obtained from multiple sources, including Office of Admissions (OA), Postgraduate office, Evaluation and Assessment (OEA), and TAMU Office for Diversity, Human Resources, and Dean of Faculties. Peer institution data were obtained as referenced in the report. The retrospective nature of this study allowed only qualitative analysis of data for trends within and across institutions, such as evidence of rise or fall of specific parameters. We normalized data to enable comparison, and measurement of our demographics relative to our goal of mirroring the Texas demography. We related percentage demographic parameters from each institution to the equivalent state (Texas or Louisiana) demography (Table 2). The underlying assumption is, being state-owned schools, our peers, like the TAMU-COM, have their respective state demographics as ultimate diversity goal.

This report was read by the deans of students admissions, students affairs, postgraduate studies, human resource, and TAMU-COM D&I committee members (including two students' representatives). It was reviewed by interim Dean, Dr. Amy Waer.

Medical and PG Students

Table 3 illustrates progress in medical student diversity in a 4-year period (2016-2019). The impact of recent policies is seen in underrepresented in Medicine (URM) population rise from 10.3% (2018) to 19.2% (2019). Notably, 2018 recorded a drop from 18.7% for 2017. In the same period, Hispanic student population grew from 9.6% to 10.8%, and African Americans from 1.7% to 8.3%.

Comparatively, the normalized ratios (0.65, 0.30, and 0.31, respectively for TAMU-COM, UTSA-HSC and LSU-HSC) for African American students (Table 4) indicate that TAMU-COM achieved 65% of its target, UTSA-HSC 30%, and LSU-HSC 31%. TAMU-COM performed better (on this parameter) than our comparator peers though far below our goal. Whereas TAMU-COM female /male medical student ratio falls well within 5% variation from a 50/50 ratio, the figures for UTSA-HSC and LSU-HSC (Table 5) show huge female preponderance. Data for TAMU-COM's postgraduate students (Tables 6 and 7) show healthy 49.5/50.1 female/male ratio for all postgraduate programs put together. In the EHCP (master's degree and certificate awards) program (Table 7) there is a female gender preponderance 72.2/27.8 for AY19-20; URMs performance is mixed with Hispanics underperforming at 42% of target and Black/African Americans over-performing at 173%.

Faculty and Staff

With female/male ratio of 36.3/63.7 for AY 19-20 (Table 8), TAMU-COM faculty is male preponderant. In addition, the American Indian, Hispanic, and Black populations hit only 60%, 10%, and 9%, respectively of target levels. The picture is approximately the same for the preceding AY18-19. With our peer institutions (Table 9), the Hispanic populations at UTSA-HSC and LSU-HSC are at 108% (1.08 ratio) and 73% (0.73 ratio) of target levels while Blacks are at 28% and 77%, respectively. Those for American Indians are respectively, 10% and 25%. Unlike UTSA-HSC and LSU-HSC peers with a more acceptable female preponderance (female/male ratio of 1.68 and 1.39 respectively), the TAMU-COM data (0.57) indicate a male dominance (Table 10). These data point to a poor TAMU-COM performance with female and URM faculty recruitment.

Table 11 shows staff female/male ratio of 59.3/40.7, indicating more females than males. In the AY 19-20, American Indian, Hispanic, and Black staff populations represented 42%, 28%, and 28%, respectively of the target levels. Peer institutions' staff data were not available.

Table 1

Diversity Categories		
Students	Faculty	Senior Administrative Staff
Unerrepresented in Medicine (URM)	Unerrepresented in Medicine (URM)	Unerrepresented in Medicine (URM)
Low Socioeconomic Status	Military Service	Military Service
Rural Background	1st Generation Health Professional	1st Generation Health Professional
Military Service	Female	Female
1st Generation Undergraduate		

Table 2

Race/Ethnicity	Texas State Demography (TD) (%)	Louisiana State Demography (LD) (%)
Hispanic/Latino	39.6	5.2
Black/African American	12.8	32.7
American Indian	1.0	0.8
Asian	5.2	1.8
White	41.5	58.6

Source for state demographics: <https://www.census.gov/quickfacts/fact/table/LA/PST040218>

<https://www.census.gov/quickfacts/fact/table/TX,texascitycitytexas,US/PST045218>

Table 3 Admissions & Diversity Statistics For Entering Years 2016-2019

Entering Year	2016	2017	2018	2019
# of students	192	166	126	120
Unerrepresented in Medicine	11.5%	18.7%	10.3%	19.2%
Low SES	17.2%	16.3%	14.3%	5.0%
Female	46.4%	43.4%	48.4%	45.8%
Non Traditional: Age 25+	19.8%	29.5%	24.6%	17.5%
Avg Age	24	25	24	23
Age Range	21-44	21-53	20-47	20-34
Non Traditional: 1 + yrs Since Graduation (Undergrad)	52.1%	60.2%	60.3%	55.8%
1st Generation Undergraduate	11.5%	7.2%	16.7%	10.8%
Military Service	3.1%	3.0%	1.6%	2.5%
Bilingual/Multilingual	41.7%	50.0%	51.6%	43.3%
Earned Graduate Degree	19.8%	24.7%	25.4%	20.8%
Primary Language at Home Not English	18.8%	27.7%	15.9%	25.8%
Parent/Guardian	2.1%	5.4%	4.8%	0.8%
Re-Applicant	29.2%	33.7%	34.1%	28.3%
Non Texas Residents*	6.8%	3.0%	4.8%	5.8%

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

Race/Ethnicity*	2016	2017	2018	2019
Asian	37.0%	35.5%	47.8%	36.7%
African American	2.6%	2.4%	1.7%	8.3%
American Indian	0.5%	0.6%	0.9%	0.0%
Hispanic	8.3%	15.7%	9.6%	10.8%
Caucasian	43.8%	40.4%	45.2%	41.7%
Pacific Islander				0.8%
Other				0.8%
Unreported	3.1%	6.6%	6.1%	4.2%

*Applicants may identify as multiple ethnicities. As a result, totals each year may equal over 100%.

Source: TAMU-COM LCME accreditation Data Collection Instrument

Table 4**Students Racial Demography: TAMU-COM Vs UTSA-HSC Vs LSU-HSC**

Race/Ethnicity	TAMU-COM Demography		UTSA HSC Demography		LSU-HSC Demography	
	%	Normalized ratio (%/TD)	%	Normalized ratio (%/TD)	%	Normalized ratio (%/LD)
Hispanic/Latino	10.8	0.27	44.4	1.12	-	0.0
Black/African American	8.3	0.65	3.8	0.30	10.1	0.31
American Indian	0.0	0.00	0.0	0.00	0.4	0.50
Asian	36.7	7.01	8.6	1.65	5.0	2.78
White	N/A	-	N/A	-	N/A	-

Normalized ratio: % of diversity category/ % of state demography

N/A = Not Underrepresented in Medicine (URM) = Not in TAMU-COM diversity category

Table 5**Students Gender Demography: TAMU-COM Vs UTSA-HSC Vs LSU-HSC**

	TAMU-COM Demography (2019)	UTSA HSC Demography	LSU-HSC Demography
Female (%)	45.8	69.3	87.2
Male (%)	54.2	30.7	12.8
Female/Male ratio	0.85	2.3	6.8

Source for the UTSA-HSC and LSU-HSC data for Tables 5 and 6 are obtained from:
<https://www.collegefactual.com/colleges/louisiana-state-university-health-sciences-center-new-orleans/>
<https://www.collegefactual.com/colleges/the-university-of-texas-health-science-center-at-san-antonio/>

Table 6

Ph.D., MD-Ph.D., MS students (excluding those in the Education for Health Career Professionals program)

AY 18-19	AY 19-20
Total (N) = 111 Gender: 55 (49.5%) Female , 56 (50.1%) Male	Total (N) = XXX Gender: XX (XX.X%) Female , XX (XX.X%) Male

	American Indian or Alaska Native	Asian	Hispanic/Latino	Black/African American	White	Declined to answer
AY 18-19						
No (%)	0 (0.0%)	48 (43.2%)	0	4 (3.6%)	42 (37.8%)	17 (15.3%)
No (%) / TD% Ratio	0.00	8.31	0.00	0.28	0.91	~
AY 19-20						
No (%)	XX (X.X%)	XX (XX.X%)	XX	XX (X.XX%)	XX (X.XX%)	XX (XX.X%)
No (%) / TD% Ratio	XX.X	XX.X	XX	XX	XX	XX
TEXAS DEMOGRAPHICS						
	1.0%	5.2%	39.6%	12.8%	41.5%	

Academic Year (AY)	18-19	19-20
Military Background	XX (%)	XX (%)
No (%)		
Rural Background	XX (%)	XX (%)
No (%)		

Note: Military and rural background to be obtained in the future.

Table 7

Education for Health Career Professionals Program (students seeking a master’s degree or a certificate in this program:

AY 18-19	AY 19-20
Total (N) = 20 Gender: 15 (75.0%) Female , 5 (25.0%) Male	Total (N) = 18 Gender: 13 (72.2%) Female , 5 (27.8%) Male

	American Indian or Alaska Native	Asian	Hispanic/Latino	Black/African American	White	Declined to answer
AY 18-19						
No (%)	0 (0.0%)	0 (0.0%)	3 (15.0%)	2 (10.0%)	14 (70.0%)	1 (5.0%)
No (%) / TD% Ratio	0.00	0.00	0.38	0.78	1.69	~
AY 19-20						
No (%)	0 (0%)	1 (5.6%)	3 (16.7%)	4 (22.2%)	9 (50.0%)	1 (5.6%)
No (%) / TD% Ratio	0.00	1.07	0.42	1.73	1.20	~
TEXAS DEMOGRAPHICS						
	1.0%	5.2%	39.6%	12.8%	41.5%	

Academic Year (AY)	18-19	19-20
Military Background	XX (%)	XX (%)
Rural Background	XX (%)	XX (%)

Note: Military and rural background to be obtained in the future.

Table 8

FACULTY DATA (Source: Dean of Faculties Office, Texas A&M University)

AY 18-19	AY 19-20
Total (N) = 175 Gender: 64 (36.6%) Female , 111 (63.4%) Male	Total (N) = 171 Gender: 62 (36.3%) Female , 109 (63.7%) Male

	American Indian or Alaska Native	Asian	Hispanic/Latino	Black/African American	White	Native Hawaiian or Pacific Islander	Two or More Races	Declined to answer
AY 18-19								
No (%)	1 (0.6%)	44 (25.1%)	6 (3.4%)	3 (1.7%)	108 (61.7%)	1 (0.6%)	4 (2.3%)	8 (4.6%)
No (%) / TD% Ratio	0.60	4.83	0.09	0.13	1.49			~
AY 19-20								
No (%)	1 (0.6%)	38 (22.2%)	7 (4.1%)	2 (1.2%)	108 (63.2%)	1 (0.6%)	5 (2.9%)	9 (5.3%)
No (%) / TD% Ratio	0.60	4.27	0.10	0.09	1.52			~
TEXAS DEMOGRAPHICS								
	1.0%	5.2%	39.6%	12.8%	41.5%			

Academic Year (AY)	18-19	19-20
Military Background	XX (%)	XX (%)
Rural Background	XX (%)	XX (%)

Note: Military and rural background to be obtained in the future.

Table 9**Faculty Racial Demography: TAMU-COM Vs UTSA-HSC Vs LSU-HSC**

	TAMU-COM Demography		UTSA-HSC Demography		LSU-HSC Demography	
	%	Normalized ratio (%/TD)	%	Normalized ratio (%/TD)	%	Normalized ratio (%/LD)
Hispanic/Latino	4.1	0.10	42.8	1.08	3.8	0.73
Black/African American	1.2	0.09	3.6	0.28	25.2	0.77
American Indian	0.6	0.60	0.1	0.10	0.2	0.25
Asian	22.2	4.27	8.9	1.71	8.5	4.72
White	N/A	-	N/A	-	N/A	-

Normalized ratio: % of diversity category/ % of state demography

N/A = Not URM = Not in TAMU-COM diversity category

Table 10**Faculty Gender Demography: TAMU-COM Vs UTSA-HSC Vs LSU-HSC**

	TAMU-COM Demography (2019)	UTSA-HSC Demography	LSU-HSC Demography
Female (%)	36.3	62.7	58.2
Male (%)	63.7	37.3	41.8
Female/Male ratio	0.57	1.68	1.39

Table 11

STAFF DATA (Source: Division of Human Resources and Organizational Effectiveness, Texas A&M University)

AY 18-19	AY 19-20
Total (N) = 430 Gender: 253 (58.8%) Female , 177 (41.2%) Male	Total (N) = 491 Gender: 291 (59.3%) Female , 200 (40.7%) Male

	American Indian or Alaska Native	Asian	Hispanic/Latino	Black/African American	White	Native Hawaiian or Pacific Islander	Two or More Races	Declined to answer
AY 18-19								
No (%)	1 (0.2%)	102 (23.7%)	32 (7.4%)	16 (3.7%)	268 (62.3%)	1	6(%)	4(%)
No (%) / TD% Ratio	0.2	4.56	0.19	0.29	1.50			~
AY 19-20								
No (%)	2 (0.42%)	92 (19.5%)	53 (11.2%)	17 (3.6%)	291 (61.7%)	1 (%)	11 (%)	5 (%)
No (%) / TD% Ratio	0.42	3.75	0.28	0.28	1.49			~
TEXAS DEMOGRAPHICS								
	1.0%	5.2%	39.6%	12.8%	41.5%			

Academic Year (AY)	18-19	19-20
Military Background	XX (%)	XX (%)
Rural Background	XX (%)	XX (%)

Note: Military and rural background to be obtained in the future.

Recruitment

Students

Medical and PG Students:

Pipeline programs are popular for recruiting specific demographics. Our comparator peer institutions (UTSA and LSUHSC) use this process. TAMU-COM's pipelines program policy, consistent with TAMU diversity mission, focuses on attraction, recruitment, retention, and timely progression of students into a diverse alumni population that is always hungry to return home to their alma mater. Table 12 lists 5 pipeline programs, their targeted diversity categories, average enrolment, and participating partners. Table 3 shows evidence of a positive trend in TAMU-COM recruitment of URM students. In addition to the pipelines, TAMU-COM uses the holistic admissions process as do our peer institutions. LSU-HSC has demonstrated the enormous power of this method by increasing its diversity category up to 51% age point in one year (see Table 13). We have not reached this level, perhaps suggesting that our approach is not as robust as LSU-HSC's which we need to understudy. Anecdotal evidence has pointed to some elements of resistance to this new direction; evidence of a need for mindset shift which we hope to achieve partly through continuing faculty development. Postgraduate students recruitment has witnessed improved diversity and it is our belief that the new policies of the current TAMU-COM leadership (pipelines, URM-targeted conferencing, PG students' conference sponsorships with clear D&I outcomes) will only improve our recruitment outcomes. Interestingly, data in Table 21 show that TAMU-COM made significant offers of admission to URM students, but there is a problem of acceptance (discussed under Reflection).

Faculty and Staff

Faculty recruitment in TAMU-COM has been very traditionally based in academic departments with little of the central oversight needed to project the broader picture of diversity status across the college. Our peer institutions have adopted holistic recruitment approaches which is now championed by TAMU-COM's current leadership in addition to the adoption of new policies/actions to promote diversity. These include

- i. Revamped Office of Diversity and Inclusion with 4 FTE staff (from 2), including an Associate Dean and enhanced budget to match
- ii. Consolidation of D&I committees for students and for Faculty and staff
- iii. Robust community engagement drive
- iv. Immediate commencement, in collaboration with the office of faculty development, of a D&I Seminar/Workshop series (to promote mind set change and scholarship)
- v. Membership of all recruitment committees must include a representative from the office of Diversity & Inclusion.

- vi. TAMU-mandated faculty development on implicit bias for all faculty search committees (Table 14)
- vii. Use of the TAMU Diversity evaluation matrix (Table 15)
- viii. Advertisement of faculty and senior staff vacancies in TAMU Office of Diversity-recommended minority-targeted media (Table 16).

In addition to the above, TAMU-COM is looking forward to benefit from two new TAMU pipeline programs for URM faculty:

- i. The ACES Fellowship program: A two-year fellowship designed to attract and build a pool of underrepresented fellows that can transit into full faculty.
- ii. Provost's Faculty Investment Program.

Table 12



Pipeline Programs and Partnerships				
List each current program aimed at broadening diversity among qualified medical school applicants. Provide the average enrollment (by year or cohort), target participant group(s) (e.g., college, high school, other students), and a description of any partners/partnerships, if applicable. Add rows as needed.				
Program	Year Initiated	Target Participants	Average Enrollment	Partners
PPC (Partnership for Primary Care)	1998	Medical school applicants who are interested in primary care for medically underserved areas.	An average of up to 15-20 spots per year.	-Prairie View A&M University -- Prairie View -South Texas College – McAllen -Tarleton State University – Stephenville -Texas A&M International University – Laredo -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
JAMP (Joint Admissions Medical Program)	2003	highly qualified, economically disadvantaged Texas resident students	6 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
Pre-Med Fellows	2015	underrepresented in medicine students (URM – Hispanic, African-American, and Native-American)	7 students	Texas Higher Education Coordinating Board
Military to Medicine	2018	second-year cadet students attending one of the Military Service Academies (Army, Navy, and Air Force)	1 student	N/A
Cadet to Medicine	2019	All second-year Corps of Cadets	2 students	Texas A&M Corps of Cadets

Table 13

Minority Students in LSU Freshman Class

	2017 (old system)	2018 (holistic)	% change
Black	591	894	+51.3%
Hispanic	312	432	+38.5%
Asian	196	287	+46.4%
Multiethnic	105	143	+36.2
Native American	26	37	+42.3%

LSU is seeing these gains even though race and ethnicity are not factors that are considered in the holistic review (as they are at Harvard and many other institutions). Jose Aviles, vice president for enrollment management, said many of those who might have been admitted in previous years were put off by cutoff scores that appeared exclusionary. "Students can see themselves at LSU, and not simply a cutoff score where certain groups of students might self-select not to even apply," he said.

<https://www.insidehighered.com/admissions/article/2018/12/03/lsu-has-moved-holistic-admissions-finding-increased-diversity-and>

Table 14

TEXAS A&M UNIVERSITY
Dean of Faculties

TEXAS A&M UNIVERSITY

Search...

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HOME

WHO WE ARE

OPERATIONS COUNCIL

HIRING

FACULTY RESOURCES

RULES AND POLICIES

AWARDS AND HONORS

ADVANCE

GRIEVANCES/COMPLAINTS

STRIDE

The **STRIDE** (**S**trategies and **T**actics for **R**ecruiting to **I**mprove **D**iversity and **E**xcellence) **C**ommittee offers **Workshops for Faculty Recruitment for Diversity and Excellence**. These workshops are for faculty members with an important role in faculty recruitment efforts (e.g., department heads, chairs of search committee, search committee members). The session is designed to provide attendees with both background information and advice about practices that will maximize the likelihood that well-qualified and diverse candidates for faculty positions will be identified, recruited, retained, and promoted at Texas A&M University. In the workshops, participants will discuss best practices to reduce bias in decision making in the faculty selection process, and work to improve hiring practices in their units.

The STRIDE workshop is facilitated by faculty and administrators who have participated in an intensive study of the scientific literature related such best practices for ensuring a well-qualified and diverse faculty. STRIDE facilitators (see below) work in teams to lead workshops on this topic for Search Committees, Award Committees, and committees involved with Promotion and Tenure.

Table 15

TEXAS A&M UNIVERSITY

10.23.18

EVALUATING THE CANDIDATE: RUBRIC

	excellent	good	neutral	fair	poor	can't judge
Please rate the candidate on each of the following:						
Potential for (evidence of) scholarly impact						
Potential for (evidence of) research productivity						
Potential for (evidence of) research funding						
Potential for (evidence of) collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Ability to advance the diversity goals of the college or department						
Potential (demonstrated ability) to attract and supervise diverse graduate students						
Potential (demonstrated ability) to teach and supervise diverse undergraduates						
Potential (demonstrated ability) to be a conscientious university community member						
Potential (demonstrated ability) to mentor diverse students						
Evidence of interdisciplinary research						
Evidence of national/international stature						

Table 16

<u>Some TAMU Office for Diversity-Recommended Media for Reaching The URM</u>
-Chronicle of Higher Education
-Divers Issues in Higher Education
-American Educational Research Association
-Inside Higher Ed.

Retention

Medical and PG Students:

TAMU-COM considers student retention a factor of academic success, itself dependent on the learning environment. The national accreditation agency (LCME) requires evidence of conducive learning environment. Our peer institutions, like TAMU-COM, promote retention in part through providing amenities for learning, test taking, and academic performance tracking systems to identify and support underperforming students.

TAMU-COM's programs for conducive learning environment are classified as preventive and reactive:

Preventive:

All TAMU-COM URM pipeline programs include elements of one-on-one counselling and class sessions to advise students on the rigors of medical education and familiarize them with the multiple support facilities, including the COM's open door policy. Led by Dr Amy Waer, the Office of Medical Education in 2019 introduced the TAMU-COM Academic Navigators program. The navigators proactively go through students' academic records, identify students heading towards underperformance and arrest same through arranging academic support.

The MedCamp pre-matriculation program is one-month intensive coaching during which URM students are offered introductory classes in the basic sciences, humanities and clinical skills. The program is designed to:

- Get to know one another and form bonds of friendship and studies
- Meet faculty and potential mentors
- Learn to navigate the academic support services
- Feel the rigors of learning in medical education.

Reactive:

If despite our preventive measures a student performs weakly in any test, reactive support measures kick in. These involve course directors or mentors arranging for academic support, including bringing in an Academic Navigator to follow up with such student for as long as it takes for remediation to occur. Cases of recurrent underperformance could be referred to the associate dean for student affairs.

In addition the ODI gives administrative and financial support to various URM-based student-led activities, including a D&I seminar series to foster inclusivity in both medical and PG programs. Our student graduation rate (Table 17) bears evidence of successful retention.

Faculty and Staff:

Faculty development program (FDP) is an LCME accreditation standard for promoting retention. Our peer institutions have this. The TAMU-COM FDP has general and individualized focuses. The general includes open opportunities for self-development through the certificate-awarding TAMU-COM Education Academy courses, seminars, and workshops. At the individual, especially junior faculty level, peer- and senior colleague- mentorship operates. TAMU-COM provides budget for faculty professional development through conference attendance, teaching and/or research scholarship. Faculty appointment and promotion exercise occurs annually to recognize achieving faculty. Interestingly, our record shows low faculty turnover, suggesting good retention, but paradoxically this limits opportunity to correct decades-long minority underrepresentation. Our new efforts are beginning to yield results.

Budgetary provision is made for staff professional development, including conference attendance. The annual appointments and promotion exercise is designed to motivate and improve staff performance and create hope for individuals to rise within the organization. Staff are also encouraged to elect their own mentors and to participate in the new Diversity and Inclusion Strategic Plan which provides for staff training in D&I matters, including a requirement for staff on recruitment committees to undergo training in implicit bias.

Table 17

Attrition and Academic Difficulty				
Percentage of <i>all medical students</i> who withdrew or were dismissed from the medical school in the indicated academic years.				
	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19
All medical students	7 / 0.87% N = 804	10 / 1.29% N = 778	7 / 0.94% N = 746	6/0.88% N = 681

Overall graduation rate over a period of 5 years is 97.9%

Source: TAMU-COM LCME accreditation Data Collection Instrument

Climate

Students, Faculty and Staff.

Because elements of climate overlap for students, faculty and staff, we have addressed these together while recognizing specificities, such as power play in student maltreatment.

In the absence of data from our peer institutions, we self-evaluated by comparing TAMU-COM performance with national (Association of American Medical Colleges) standards (Table 18). Table 19 shows TAMU-COM students’ “overall satisfaction” with medical education has consistently (2016-2019) matched the national average, but “well-being” has fallen significantly and consistently below national averages. In response to this worrisome finding, Dr Amy Waer (as Head, Office of Medical Education) embarked on a robust mission to reverse this trend. TAMU-COM reaffirmed its commitment to a learning/work-conducive climate for students, faculty, and staff, and with input from the University Faculty Ombuds Officer created a TAMU-COM Faculty and Staff Ombudsman program in 2018. A Learning Environment Enrichment Program (LEEP) to foster learning that embraces our Aggie core values was also established. Elements of the LEEP include:

- TAMU-COM learning environment website
- Aggie Conduct Awareness Form
- Learning Environment Enrichment Committee
- Learning Environment Rapid Response Team
- Continuous learning environment evaluation (see Table 20 for 2019 PG students evaluation)

The Aggie Awareness website within the LEEP provides easily-accessible “real time” monitoring of the learning environment through an online form (Aggie Conduct Awareness (ACA) Form) by which students, faculty, and staff can submit report for exemplary or concerning conduct of any TAMU-COM member. The LEEP, in collaboration with Office of Evaluation and Assessment, gathers data from the ACA-form and distributes this quarterly to all

TAMU-COM constituents. The rapid response and support teams respond quickly to positive or negative climate issues as they arise. A team may address issues directly with faculty, staff, and students or refer to pertinent departments (e.g., Human Resources) or personnel (e.g., department chairs). Actions taken by all LEEP teams are fed back to the monthly Learning Environment Enrichment Committee (LEEC) which reviews aggregate data and provides direction to promote positive elements, such as awarding certificates or core value coins. The committee also takes action to mitigate negative elements such as awareness conversations or referrals to pertinent department or personnel; it also gives a quarterly e-mail report to the college.

TAMU-COM has also implemented the Cup-of-Coffee program, originally developed at Vanderbilt University Medical Center. Volunteer peer messengers intervene (3-5 minutes chat) whenever unprofessional behaviors are observed, to counsel and hopefully elicit a positive change, but potentially to refer for disciplinary action in habitual cases. TAMU-COM has also created a Professionalism and Mistreatment Survey instrument applied biannually to gauge students' perception of unprofessional conduct or mistreatment by colleagues or people in position of power, such as faculty and staff. This instrument explores disrespect, bias, lack of empathy, and humiliation, among other parameters. Most recently, Interim Dean Dr Waer launched a new management policy based on the four pillars of Appreciations, Communication, Transparency, and Shared governance (ACTS). Current anecdotal evidence points to significant boost for TAMU-COM climate which we hope to sustain.

Table 18

Overall Satisfaction							
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC 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.”							
AAMC GQ 2016		AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %	School %	National %
82.9	90.1	86.6	89.9	86.7	89.3	83.9	89.2

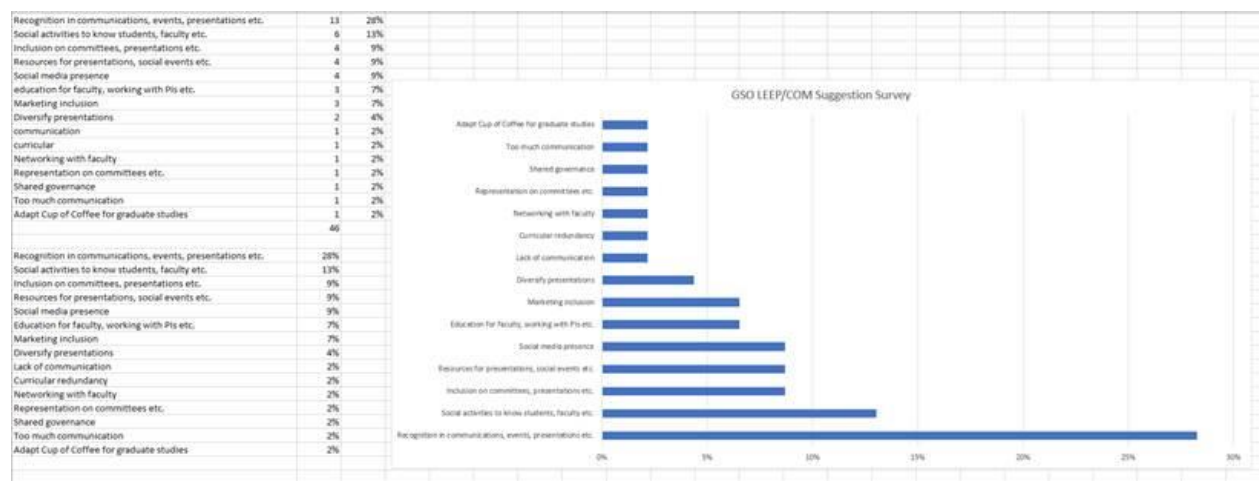
Source: TAMU-COM LCME accreditation Data Collection Instrument

Table 19

Well-being							
Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC 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.							
AAMC GQ 2016		AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019	
School %	National %	School %	National %	School %	National %	School %	National %
53.5	73.3	54.2	72.1	57.9	70.8	66.4	68.8

Source: TAMU-COM LCME accreditation Data Collection Instrument

Table 20



Equity

From our perspective, equity implies a fair, just, and impartial environment for teaching/learning and work and is a critical factor for the achievement of the excellence that diversity and inclusion promises.

Students:

From a student perspective, perhaps the most critical measure of equity is the perception of fair-play in the teaching/learning environment, including grading and ultimately graduation which at institutional level is evaluated by schools' graduation rates. Our comparator peer, Long School of Medicine at the UTSA-HSC recorded a graduation rate in the range of 93.2 – 97.75 % in a three year (2014-2016) period while the LSU-HSC recorded 85% in 2016-2017. The TAMU-COM graduation rate of 97.9% compares favorably. In both peer schools, promotion of the medical education curriculum (through Office of Academic Effectiveness at the UTSA-HSC) is the common mechanism for improving graduation rates. At the TAMU-COM, this goal is achieved partly through collaboration with the curriculum committee and the Academic Affairs office, and our newly-introduced Academic Navigator program (see Retention above). The equity climate for students is also enhanced by the transparency the school promises our students in all assessment and promotion processes (students' handbook). The Student Promotions Committee is the formal body that continually evaluates the academic and professional progress of each student. Students' grade appeal and mistreatment report processes are codified in the students' handbook.

Faculty and Staff:

Issues of equity for faculty and staff often arise in the areas of appointment, promotions, tenure, and salary equity. At TAMU-COM all employed faculty receive annual performance reviews in accordance with Section 2.4 of University Rule 12.01.99.M2. Department heads provide annual

written reviews for faculty. The evaluation provides developmental feedback regarding faculty's contributions, progress toward promotion and/or tenure, and can be used to determine merit raise. Tenure-track faculty undergo mid-term reviews at a period agreed upon during their initial assignment to the tenure track. A six-yearly review, aimed at promoting continued excellence and professional development, is stipulated for tenured faculty. To support an equitable process, promotion assistance is provided for all faculty with departmental mentors providing guidance on promotion and tenure (P&T) timelines and reviewing P&T packets. In addition, the TAMU-COM's Office of Faculty Affairs and the TAMU's Office of the Dean of Faculties provide seminars on the promotion and tenure process. The TAMU-COM Tenure and Faculty Promotion Committee oversees all the appointment and promotions activities described above.

As part of the new drive for equity and climate, the new TAMU-COM administration in 2018 implemented the Educational Relative Value Unit (eRVU) model to create a fair and consistent mechanism to compensate and value educational teaching efforts/scholarship. This model creates a faculty citizenship for every category of faculty and an incentive for teaching that can be used to fill the salary gap for those with 9-month appointments. In the same period, the TAMU-COM salary and job title equity analyses has resulted in increases for female and underrepresented minorities (URM) staff members. We hope to sustain these new initiatives moving forward.

Reflection

Challenging as the Amy Waer-led TAMU-COM accreditation process has been, it has provided opportunity for the college to critically evaluate its diversity and inclusion (D&I) status, and its teaching/learning and work climate. Significant positive changes have already emerged, notably:

- Development (involving faculty, staff, and students) of a TAMU-COM D&I statement that defines the philosophy, vision, and mission matched with strategies and goal achievement time lines.
- Development of D&I committee bylaws, making this a statutory standing committee empowered to promote a TAMU-COM climate conducive to D&I.
- Representation of the D&I committee on all TAMU-COM ad-hoc recruitment/search committees
- Advertisement of all TAMU-COM faculty and senior staff vacancies in minority-targeted media used by the TAMU Office of Diversity (viz: Chronicle of Higher Education, Divers Issues in Higher Education, American Educational Research Association, Inside Higher Ed)
- Additional staff recruitment for the Office of Diversity & Inclusion (ODI) to enhance capacity to achieve mission across all TAMU-COM's five campuses.
- Launching of a D&I Seminar/Workshop series in collaboration with the office of faculty development. This begins a long-term strategy for positive mindset change towards recruitment, retention and promotion of the college climate for diversity, including D&I scholarship.

In the last (2012) LCME accreditation cycle, TAMU-COM was cited for non-compliance with LCME D&I standards for students, staff and faculty. The college is entering the current (2020) accreditation cycle with minimal changes, especially in faculty and staff diversity (Table 8). The strategic efforts of the last two years are eliciting some signs of optimism. Our student diversity data have shown significant improvement in the 2019 admission cycle with Underrepresented in Medicine students reaching 19.2% of the class as against 10.3% in the preceding year (see Table 3). Efforts in faculty and staff diversity have not yielded the anticipated outcomes. This, paradoxically, could be indicative of a positive TAMU-COM retention climate since low faculty and staff turnover minimizes opportunity to diversify. In effect, while the ODI anticipates an annual growth in student diversity, the same is not expected for faculty and staff. Despite this reality, the current leadership is making deliberate effort at faculty and staff diversity, through short and long term administrative strategies/efforts (as stated above). One evidence of this is the recruitment (in the last two years) of faculty and senior administrative staff from the URM category (specifically, Mexican female dean- who is leaving; African Americans: Dr Roderic Pettigrew and Dr Francis Achike).

Students' admission data indicate that offers of admission appear adequate but acceptance rates are poor (Tables 21, 22). This observation has driven our desire to study the causative factors for this outcome with the view to curtailing the impact. The ODI is currently working on the study design.

As with our two comparator peer institutions who have used scholarship for recruitment and retention efforts, the new administration in TAMU-COM has determined that our diversity efforts would need to be boosted through more scholarships for students. This we believe will boost our D&I recruitment, retention, climate and equity outcomes. The TAMU-COM currently ranks favorably as one of the lowest tuition medical schools in the country and we hope to keep it so even as we explore for more scholarships. Interim Dean Amy Waer's recent launching of a new TAMU-COM management philosophy based on 4-pillars of Appreciation, Communication, Transparency, and Shared governance, promises to impact positively not just on administrative efficiency, but also TAMU-COM's diversity efforts. Table 23, developed following a Focused Group Discussion, illustrates how each of the four pillars promotes/aligns with the TAMU diversity domains of Recruitment, Retention, Climate, and Equity. The SWOT analysis (Table 24) provides elements to guide our strategic approach to mission goals.

In summary, this exercise has revealed areas of weaknesses as much as strength of TAMU-COM's D&I efforts. The overlap of the rigors of accreditation with this exercise, though challenging, has produced an invaluable opportunity to reawaken our constituents (faculty, staff and students) to the paramount importance of D&I. The multiple tables in this report (some (Tables 6,7,8,11) with incomplete data) is a deliberate reminder to faculty and staff that these data will be required on annual basis and hopefully helps the college to keep D&I discourse in the front burner. Although recent changes in policies have moved our student diversity in the right direction, relative to our peer institutions, there is still room for improvement. The scenario with faculty and staff diversity is unacceptable even if relatively satisfactory on the basis of gender balance for administrative staff. The series of actions and policy changes already adopted

and vigorously pursued by the new leadership holds out hope for sustainable positive changes as the college pursues excellence through the diversity and inclusion of its constituents, all anchored on our Aggie core values of excellence, integrity, leadership, loyalty, respect and selfless service.

Table 21

Students' Admission: Offers Made vs Acceptance (2018 & 2019 Admission Cycles)						
	2018 Entering Class			2019 Entering Class		
School-identified Diversity Category	# of Declined Offers	# of Enrolled Students	Total Offers	# of Declined Offers	# of Enrolled Students	Total Offers
Low Socioeconomic Status	20	18	38	12	18	30
Rural Background	6	3	9	2	6	8
Underrepresented in Medicine (Race/Ethnicity)						
Hispanic/Latino	22	11	33	19	13	32
Black/African American	12	2	14	11	10	21
Native American	2	0	2	2	0	2
Military Service	2	2	4	5	3	8
1st Generation Undergraduate	15	21	36	14	13	27
Gender						
Male	116	65	181	75	65	140
Female	129	61	190	96	55	151

*The numbers for the entering class of 2018 and 2019 do not include repeating or leave of absence (LOA) M1 students.

Source: TAMU-COM LCME accreditation Data Collection Instrument

Table 22

MD/Ph.D Underrepresented in Medicine Recruitment Statistics EY 2015-2019				
Entry Year	Number of Completed Applications from Underrepresented Minorities	Number of Underrepresented Minority Applicants Invited to Interview	Number of Offers of Admission to Underrepresented Minority Applicants	Number of Underrepresented Minority Matriculants
2015	8	2	2	0
2016	10	3	2	1
2017	11	4	3	0
2018	13	7	3	0
2019	17	7	5	1

Source: TAMU-COM LCME accreditation Data Collection Instrument

Table 23

New TAMU-COM Management Pillars	Diversity & Inclusion Parameters Addressed
Appreciation	Retention Equity
Communication	Recruitment Retention Climate Equity
Transparency	Equity Climate Retention
Shared Governance	Retention Climate Recruitment

Table 24

TAMU-COM DIVERSITY & INCLUSION MISSION SWOT ANALYSIS	
<p>STRENGTHS</p> <ul style="list-style-type: none"> • Interim Dean’s commitment • TAMU and TAMU-COM funding commitment • New ODI + planned staff increase • Existing pipelines • Multi-campus structure • Dedicated faculty and staff (including D&I committee members) 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Tradition (no/unsuccessful diversity drives) • Prevailing silos (traditional) mentality • Internal resistance to change/concept • Absence of central (easy to reach) data repository • Poor staffing • Multi-campus structure • Finance
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • TAMU level (President’s) commitment • Interim Dean’s commitment • LCME drive plus surrounding schools involvement • Holistic interviewing / recruitment • Multi-campus structure • The Brazos community • Our alumni • Our students (medical and PG) 	<p>THREATS</p> <ul style="list-style-type: none"> • Resistance (external) to the change • Leadership instability