

2020 University Diversity Plan Accountability Report

Unit: College of Medicine **Date:** November 5, 2020
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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. The Bryan/College-Station (B-CS) 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 B-CS, Houston, Dallas, Temple, and Round Rock clinical campuses. The B-CS 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, clinical science, and translational research activities reside on B-CS and Houston campuses. In 2018, TAMU-COM added *Community* to its strategic plan. After the 2019 strategic plan review, TAMU-COM recommitted to promoting diversity, equity, and inclusion in all operations. Table-1 contains TAMU-COM characteristics.*

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 Medicine & Population Health
	Psychiatry & Behavioral Sciences
Education	Medical Education
	Medical Humanities
Translational Research	Translational Medical Sciences
Personnel	
Employed Faculty	169
Affiliated Faculty	2,496
Postdocs	82
Staff	447
Students	
Medical Students	584
Graduate Students	150
Sponsored Residents	31
Affiliated Residents	1,219

Data were obtained from Offices of Admissions, Student Affairs, Postgraduate Studies, Human Resources, and Wellness. These offices and Diversity, Equity, and Inclusion (DEI) committee members (including two students) edited the first draft developed by the Office of Diversity, Equity, and Inclusion (ODEI). Interim Dean, Dr. Amy Waer performed final review. The report will be shared through the TAMU-COM website.

Recruitment

Table 2 contains TAMU-COM’s diversity categories. Military service and rural background acknowledge the history of the university and the medical school’s commitment to military medicine and to rural and population health. TAMU-COM’s diversity goals in respect to the Under-Represented in Medicine category is to mimic Texas demographics (Table 3).

Table 2. TAMU-COM Diversity Categories

Students	Faculty	Staff
Under-represented in Medicine (URM)	Under-represented in Medicine (URM)	Under-represented in Medicine (URM)
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		

Table 3. Texas Race/Ethnicity Demographics

Race/Ethnicity	Texas State Demography (TD) 2019
Hispanic/Latino	39.6%
Black/African American	12.8%
American Indian	1.0%
Asian	5.2%
White	41.5%

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

Medical Students

TAMU-COM has pipeline programs committed to recruitment, retention, and timely progression of students into a diverse alumni population. Table 4 contains admissions trend data for TAMU-COM medical students.

Following TAMU-COM’s strategic retreat of 2018, a two-year (2019 and 2020) aggregate percentage increase in admission of underrepresented-in-medicine (URM) was recorded with a drop between 2019 (19.2%) and 2020 (12.5%). Equivalent drops were recorded for African-Americans (8.3% to 4.0%) and Hispanics (10.8% to 8.0%), but not for American

Indians (0.0% to 0.6%), as compared to Texas demographics for African-Americans (12.8%), Hispanics (39.6%), and American Indians (1.0%).

Table 4. Medical Students Admissions Statistics for Entering Years 2016-2020

Entering Year	2016	2017	2018	2019	2020
Number of students	192	166	126	120	175
Underrepresented in Medicine	11.5%	18.7%	10.3%	19.2%	12.5%
Low SES	17.2%	16.3%	14.3%	5.0%	10.9%
Female	46.4%	43.4%	48.4%	45.8%	50.3%
1st Generation Undergraduate	11.5%	7.2%	16.7%	10.8%	11.4%
Military Service	3.1%	3.0%	1.6%	2.5%	2.3%
Non-Texas Residents*	6.8%	3.0%	4.8%	5.8%	10.3%
Race/Ethnicity**	2016	2017	2018	2019	2020
Asian	37.0%	35.5%	47.8%	36.7%	38.3%
African American	2.6%	2.4%	1.7%	8.3%	4.00%
American Indian	0.5%	0.6%	0.9%	0.0%	0.6%
Hispanic	8.3%	15.7%	9.6%	10.8%	8.0%
Caucasian	43.8%	40.4%	45.2%	41.7%	40.6%
Pacific Islander	-	-	-	0.8%	N/A
Other	-	-	-	0.8%	N/A
Unreported	3.1%	6.6%	6.1%	4.2%	8.6%

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

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

Source: TAMU-COM LCME accreditation Data Collection Instrument

Females (50.3%) outnumber males for the first time, attributable to TAMU-COM’s evidence-based holistic admissions process. TAMU-COM added two pipeline programs specific to military medicine to honor the medical school’s commitment to military medicine (Table 5) and the strategic plan now includes goals, strategies, and objectives for military medicine. These changes highlight our military friendliness and should encourage students with military service to apply.

Table 5. New Pipeline Programs since 2018

Program	Year Initiated	Target Participants	Average Enrollment	Partners
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

Graduate Students

Table 6 contains the gender and ethnicity data for TAMU-COM graduate students. The assistant dean for graduate studies hosts a series of talks/webinars across universities known for serving under-represented minorities. The assistant dean also attends nation-wide conferences focused on URMs in STEM where TAMU-COM hosts a recruitment booth for help with applications. Due to these new initiatives, graduate students increased from 131 in AY 2018-2019 to 150 in AY 2019-2020. More females are enrolled than males, and Hispanic and African-American populations show significant increases from AY 2018-2019 to AY 2019-2020.

Table 6. TAMU-COM Graduate Demographics (Ph.D., MD/Ph.D., MS)

Demographic Category	AY 2018-2019	AY 2019-2020
Total	131 (100%)	150 (100%)
Female	70 (53.4%)	81 (54.0%)
Male	61 (46.6%)	69 (46.0%)
American Indian/Alaskan Native	0 (0.0%)	1 (0.7%)
Asian	48 (36.6%)	43 (28.7%)
Hispanic/Latino	3 (2.3%)	17 (11.3%)
Black/African American	6 (4.6%)	10 (6.7%)
White	56 (42.7%)	78 (52.0%)
Declined to Answer	18 (13.7%)	8 (5.3%)

Faculty and Staff

Table 7 contains TAMU-COM faculty and staff demographics. Faculty numbers remained consistent, while staff numbers increased. However, the increases for URM are minimal. TAMU-COM employed male faculty outnumber female faculty by almost 2 to 1. URM categories (American-Indians, Hispanic and African-Americans) remain low. TAMU-COM recently received approval to establish a Military Medicine department. This new department will support college recruitment of faculty with military service.

Table 7. TAMU-COM Faculty and Staff Demographics

Demographic Categories - Faculty	AY 2019-2020	AY 2020-2021
Total	167 (100.0%)	169 (100.0%)
Female	60 (35.99%)	60 (36.3%)
Male	107 (64.1%)	109 (63.7%)
American Indian/Alaskan Native	1 (0.6%)	1 (0.6%)
Asian	38 (22.8%)	38 (22.5%)
Hispanic/Latino	8 (4.8%)	9 (5.3%)
Black/African American	1 (0.6%)	2 (1.2%)
White	108 (64.7%)	105 (62.1%)
Native Hawaiian or Pacific Islander	1 (0.6%)	1 (0.6%)
Two or More Races	5 (3.0%)	4 (2.4%)
Declined to Answer	9 (5.4%)	11 (6.5%)
Demographic Categories - Staff	AY 2019-2020	AY 2020-2021
Total	399 (100%)	447 (100%)
Female	259 (64.9%)	300 (67.1%)
Male	140 (35.1%)	147 (32.9%)
American Indian/Alaskan Native	2 (0.5%)	2 (0.4%)
Asian	95 (23.8%)	108 (24.2%)
Hispanic/Latino	49 (12.3%)	61 (13.6%)
Black/African American	21 (5.3%)	18 (4.0%)
White	204 (51.1%)	219 (49.0%)
Native Hawaiian or Pacific Islander	0 (0.0%)	0 (0.0%)
Two or More Races	9 (2.3%)	9 (2.0%)
Declined to Answer	19 (4.8%)	29 (6.5%)

Source: TAMU-COM HR Department

Staff strength grew from 399 to 447, with females outnumbering males by 2 to 1. URM categories (American-Indians, Hispanic and African-Americans) also remain low.

These data prompted new measures to promote diversity:

- Increased central oversight and holistic recruitment
- Monthly DEI Seminar/Workshop series for mindset change/scholarship
- TAMU-mandated implicit bias training for search committee members
- Introduction of TAMU Diversity evaluation rubric for search committees (Figure 1)
- Advertisement of faculty/senior staff vacancies in minority-targeted media, plus DEI statement requirement.

TAMU-COM also looks to benefit from TAMU pipeline programs (ACES Fellowship program and Provost's Faculty Investment Program) for URM faculty.

Figure 1



10.23.18

EVALUATING THE CANDIDATE: RUBRIC							
Please rate the candidate on each of the following:	excellent	good	neutral	fair	poor	can't judge	
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							

Retention

TAMU-COM’s DEI mission includes a commitment to engagement, retention, and timely progression of students throughout the learning process. TAMU-COM support starts when students confirm interest in the medical and graduate programs and continues through graduation.

Medical Students

TAMU-COM provides support services through the TAMU-COM pipeline programs prior to matriculation. These services include one-on-one counselling activities focused on the rigors of medical education. Faculty serve as mentors assisting students in exploring the medical profession. These activities ensure students are prepared for the intensity of medical school.

TAMU-COM’s pre-matriculation program (MedCamp) typifies preventive approaches. MedCamp involves a one-month intensive academic preparation for underrepresented in medicine (URM) students in enhanced study skills for introductory basic sciences, medical humanities, and clinical skills. In addition, MedCamp offers students opportunities to form bonds of friendship and study groups, to meet faculty and potential mentors, and to navigate the academic support services.

Upon matriculation, Academic Support Services staff provide general academic counseling and support. Academic Navigators proactively check student academic records/performance with the view to arresting negative trends through arranging academic support. These factors for academic success are promoted partly through providing amenities for learning, test taking, and academic performance tracking for identifying and supporting underperforming students. If despite preventive measures a student underperforms on any test, reactive support kicks in. Course directors/mentors trigger academic support, including engaging an Academic Support

Services staff to provide counseling and faculty coaching towards remediation. Cases of recurrent underperformance are referred to the associate dean for student affairs.

In addition, the ODEI also gives administrative and financial support to URM students' organizations through the students' Diversity, Equity, and Inclusion committee, which oversees URM-based student-led activities, including a monthly DEI seminar series to foster inclusivity in both medical and postgraduate programs. As evidence of successful retention (Table 8), TAMU-COM medical student retention is extremely high, contributing to an average graduation rate of 98% over a period of five years. Medical student satisfaction with their education experience (Table 9) improved significantly in the last year.

Table 8. Medical Student Attrition and Academic Difficulty

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	AY 2019-20
All medical students	7 / 0.87% N = 804	10 / 1.29% N = 778	7 / 0.94% N = 746	6/0.88% N = 681	6/0.99% N = 605

Source: TAMU-COM LCME accreditation Data Collection Instrument

Table 9. Medical Student Satisfaction with Program

Overall Satisfaction									
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: “ <i>Overall, I am satisfied with the quality of my medical education.</i> ”									
AAMC GQ 2016		AAMC GQ 2017		AAMC GQ 2018		AAMC GQ 2019		AAMC GQ 2020	
%	%	%	%	%	%	%	%	%	%
School	National	School	National	School	National	School	National	School	National
82.9	90.1	86.6	89.9	86.7	89.3	83.9	89.2	93.7	88.1

Source: TAMU-COM LCME accreditation Data Collection Instrument

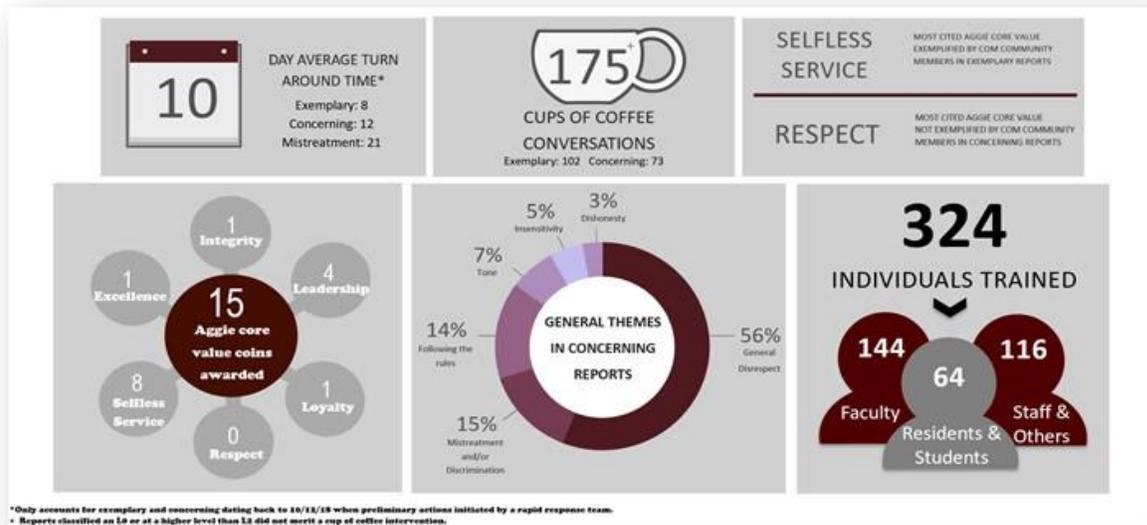
Faculty and Staff

Our challenge is paradoxical: A low faculty turnover implies good retention but simultaneously slows efforts to correct decades-long minority underrepresentation. TAMU-COM faculty development program (FDP) initiatives are designed to enhance retention. In addition to the certificate-awarding TAMU-COM Education Academy courses, seminars, and workshops, peer- and senior colleague- mentorship operates in TAMU-COM. TAMU-COM's annual staff development budget covering conferencing, teaching/research scholarship coupled with annual appointment and promotions exercises are designed to motivate and improve staff performance. Staff are also encouraged to elect their mentors and take advantage of the new DEI plan/bylaws' provisions for staff training in DEI matters and representation on the DEI Committee. Current social and political unrest, coupled with a pandemic spurred TAMU-COM to increase transparent communications to ensure a healthy educational environment.

Climate

TAMU-COM supports an environment conducive for promoting teaching and learning, research, and service. In 2018, TAMU-COM introduced the Learning Environment Enrichment Program (LEEP) fostering a climate that embraces the Aggie Core Values. The online Aggie Conduct Awareness form provides real-time opportunities for students, staff, and faculty to report exemplary or concerning behaviors. LEEP rewards positive behaviors and mitigates negative behaviors through the Cup of Coffee program adopted from Vanderbilt University. Volunteer peer messengers deliver an awareness message whenever exemplary or unprofessional behaviors are observed and reported. Monthly reports are sent out college-wide and on the LEEP website. Figure 2 contains LEEP reporting data.

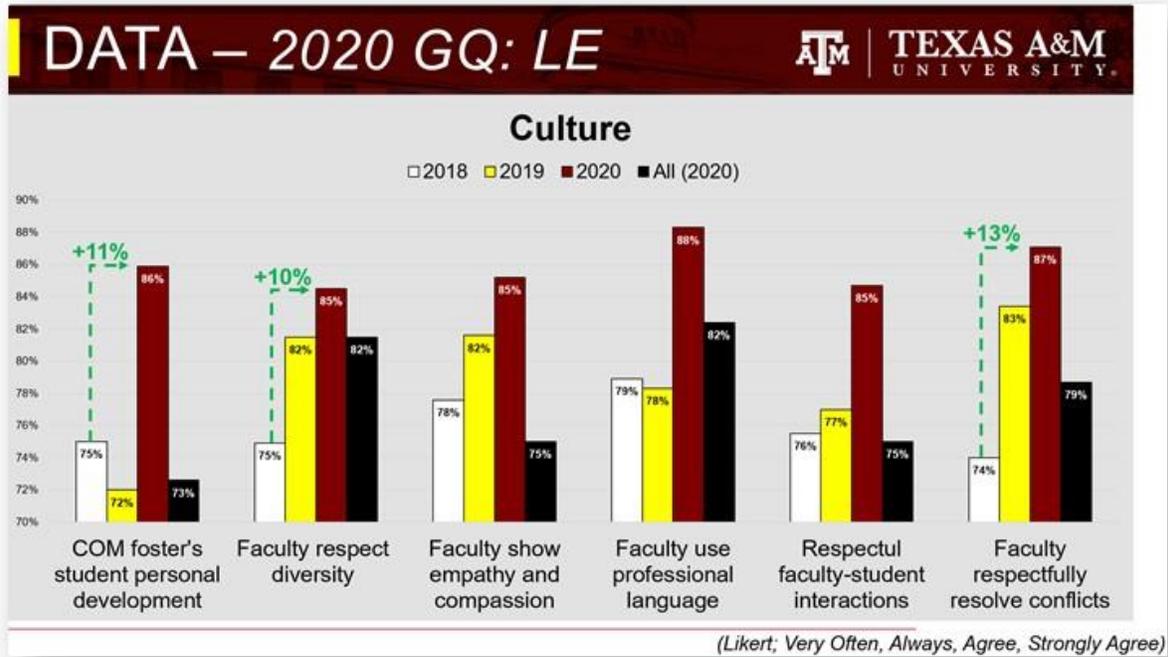
Figure 2



Source: LEEC Monthly Update September 2020

Data gathered through the AAMC Graduate Questionnaire show significant improvement in the learning environment (Figure 3). Due to the success of LEEP, other medical schools have reached out to TAMU-COM for assistance in implementing similar programs.

Figure 3



Source: LEEP Monthly Update September 2020

LEEP collaborates with the Office of Evaluation and Assessment (OEA) in collating and analyzing data on the learning environment. Additional data is captured using the Professionalism and Mistreatment Survey and the annual Student Satisfaction Survey. Students also have opportunities to report unprofessional conduct/mistreatment using the pre-clerkship and clerkship evaluation forms. OEA supports a Virtual Feedback Form on its website for reporting professionalism and other issues observed in the classrooms or clinics.

The AAMC Graduation Questionnaire survey instrument measures students' satisfaction with the quality of their medical education. The 2018 data caused COM's leadership to develop novel approaches/practices, yielding positive changes in 2020 for student well-being (Table 14).

Table 14. TAMU-COM Student Well-being

Well-being									
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		AAMC GQ 2020	
%	%	%	%	%	%	%	%	%	%
School	National	School	National	School	National	School	National	School	National
53.5	73.3	54.2	72.1	57.9	70.8	66.4	68.8	74.7	67.8

Source: TAMU-COM LCME accreditation Data Collection Instrument

Interim Dean, Dr. Amy Waer introduced a new functional integration and communication framework-Appreciation, Communication, Transparency, and Shared governance (ACTS). Table 15 shows the alignment of the ACTS pillars with the diversity and inclusion report parameters.

Table 15. TAMU-COM ACTS

New TAMU-COM ACTS Pillars	Diversity & Inclusion Parameters Addressed
A ppreciation	Retention Equity
C ommunication	Recruitment Retention Climate Equity
T ransparency	Equity Climate Retention
S hared Governance	Retention Climate Recruitment

The COVID-19 pandemic and the murder of George Floyd introduced new challenges. By pulling together, TAMU-COM employees and students remain resilient through these crises, upholding the Aggie Core Values and the attributes of the ACTS framework. The Dean-led weekly check-in meetings to listen and update students, staff, and faculty on TAMU-COM and COVID-19 status/policies include a “You said; We did” format. ACTS contributed significantly to motivating students, staff and faculty, thus positively contributing to the TAMU-COM climate. Examples include:

- Health and Wellness Educational-Grand-Rounds (EGR)
- Town hall with three (B-CS and TAMU) police chiefs
- Formation of the Anti-Racism Taskforce (ART)
- Development of an anti-biased curriculum (ABC)
- Faculty and staff support for student-led white coat demonstrations, across all TAMU-COM campuses, following George Floyd’s murder (see Figure 4)

Figure 4



-Students requested and COM obtained approval for November 3, 2020 polling station at the COM

-Approval of students request for gender-neutral restrooms

For additional learning environment safety and well-being, the TAMU-COM Faculty and Staff Ombuds program provides a confidential, impartial, and neutral sounding board for any faculty and staff concerns. Elected student advocates provide the same ombuds services for their respective classes.

Equity

TAMU-COM believes a fair, just, and impartial environment for teaching/learning, research and work supports 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. 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 (please see Climate) provides a mechanism to report equity-related incidents. TAMU-COM's overall low attrition rates and subsequent high graduation rates (Table 8) are considered excellent.

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 review 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 Business Office is currently conducting a faculty salary analysis.

Based on the 2019 AAMC Staff Survey, 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. TAMU-COM's organizational effectiveness depends on the satisfaction and well-being of its staff and faculty. A TAMU-COM internal postdoc gender salary equity survey was conducted after the recent gender-biased town hall meeting. Survey findings showed no differences in postdoc salaries.

The economic downturn associated with COVID-19 mandated budget cuts that led to prioritization of funds with a stipulation of no reduction in workforce as a cost saving measure. TAMU-COM's senior leadership applied the ACTS management principles of transparency and shared governance in arriving at group decisions on where to apply budgetary cuts.

Reflection

The strategies enumerated in our 2019 report, in general, yielded positive results with some underperformances as discussed below. Our DEI Committee is now a statutory bylaws committee with representatives from all five campuses charged with promoting our DEI mission. DEI representation on TAMU-COM recruitment/search committees is now active policy.

TAMU-COM's efforts on the learning environment yielded good results, judged by student feedback, satisfaction with medical school education, and graduation rates. Our LEEP and Cup of Coffee programs receive positive reviews and requests from other colleges. Improved climate performance in 2020, coupled with the work of the anti-racism taskforce and the development of the anti-biased curriculum, point to the effectiveness of using literature-recommended deliberateness, intentionality, and purposefulness (DIP) in our DEI activities. Current COVID-19-related practices will likely inform future curricular delivery decisions.

Administrative/financial support for URM student-based organizations, students' diversity and inclusion committee, and the DEI Educational Grand Round (EGR) series contributed to

strengthening our student voices for DEI. The continuing monthly DEI EGR series offers student/faculty/staff-driven seminars/symposia/workshops. The EGR program rose to the COVID-19 and George Floyd challenges by organizing seminars on systemic racism and town halls on gender bias in medical and postgraduate education. Our new wellness director, working with the LEEP, facilitated town halls addressing the physical and psychological challenges of COVID-19 and issued guidance on social media professionalism. Feedback has been positive. Our goal is to sustain these gains.

TAMU-COM’s graduate school diversity efforts yielded significant improvements in all URM categories and in female/male ratio. This success is attributed to the recruitment efforts of the new assistant dean for graduate studies and her recruitment team of staff and students. TAMU-COM will build on the graduate program successes and incorporate them elsewhere as appropriate.

TAMU-COM’s medical program holistic admissions/recruitment policies are successful in sustaining a balanced female/male ratio, but require fine-tuning to take care of areas of underperformance for URMs. Although TAMU-COM increased the number of offers to URMs, the college registered a decline in URMs from 19.2% (2019) to 12.5% (2020) with percentage drops in African-American and Latino populations (Table 4). TAMU-COM ascribes this setback partly to low URM accepted admission offers (Table 16).

Table 16. Admission Offers Made vs Acceptance

Student’s Admission: Offers Made vs. Acceptance (2018, 2019, & 2020 Admission Cycles)									
	2018 Entering Class			2019 Entering Class			2020 Entering Class		
School-Identified Diversity Category	# of Declined Offers	# of Enrolled Students	Total Offers	# 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	15	19	34
Rural Background	6	3	9	2	6	8	6	8	14
Underrepresented in Medicine (Race/Ethnicity)									
Hispanic/Latino	22	11	33	19	13	32	34	14	48
Black/African American	12	2	14	11	10	21	15	7	22
Native American	2	0	2	2	0	2	1	1	2
Military Service	2	2	4	5	3	8	9	4	13
1 st Generation Undergraduate	15	21	36	14	13	27	17	20	37

Table 16. Admission Offers Made vs Acceptance (cont.)

Gender									
	2018 Entering Class			2019 Entering Class			2020 Entering Class		
School-Identified Diversity Category	# of Declined Offers	# of Enrolled Students	Total Offers	# of Declined Offers	# of Enrolled Students	Total Offers	# of Declined Offers	# of Enrolled Students	Total Offers
Male	116	65	181	75	65	140	98	87	185
Female	129	61	190	96	55	151	112	88	200
*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

COVID-19 posed challenges to our admission processes. The admissions committee responded with flexibility by switching to Zoom admissions presentations at TAMU institutions with URM populations, waiving SAT/ACT requirements for all Early Assurance programs, moving interview sessions to virtual formats, and increasing interview dates by four for the 2020 cycle. Lessons learned include experience with virtual admissions interviews and unusually large applicant pools. We will reevaluate after this admission cycle.

TAMU-COM continues working to improve the faculty diversity categories of gender, URM, first generation health professional and military service. The persistent low numbers for females and URM (Table 7), ascribable to few opportunities for recruitment, is paradoxically evidence of good retention/climate. The challenge is in enhancing our DIP strategies to optimize outcomes from the few recruitment opportunities available. TAMU-COM was able to recruit its first senior administrative staff in the military diversity category, the B-CS associate campus dean. It remains to be seen how COVID-19-induced budgetary cuts will affect planned DEI collaborations with clinical affiliates. Despite COVID-19 imposed budgetary cuts, TAMU-COM managed to retain current levels of faculty and staff salaries, pointing to an organization that values its human assets.

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. Our new ACTS framework dictated the purposeful review that led to correcting URM and female/male salary inequities. ACTS also underlies our successful resolution of equity issues around COVID-19-induced budget cuts. ACTS remains a veritable tool for promoting equity.

In summary, TAMU-COM, overall, witnessed growth in our DEI environment. We identified the need to underpin the potency of our ACTS framework (Table 15) with a culture of DIP to harness our strengths and tackle our challenges (Table 18). Our successful graduate diversity drive, sponsored through TAMU DPAR grant, is evidence of this claim. Our leadership is committed to promoting DEI through creating scholarship opportunities and maintaining our relatively low tuition. We shall continue to harness the power of transparency-induced students' enthusiasm/contributions, invaluable in achieving all the positive results in this report. We

dedicate this report to our student body whose DEI commitment/work manifests our Aggie Core Values of excellence, integrity, leadership, loyalty, respect, and selfless service.

Table 18. TAMU-COM DEI SWOT Analysis

TAMU-COM DIVERSITY & INCLUSION MISSION SWOT ANALYSIS	
<p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none"> • Leadership commitment • TAMU/TAMU-COM funding commitment • Additional staff for ODI • Existing pipelines • Multi-campus structure • Dedicated D&I committee members-students, staff and faculty • Clinical affiliates' enthusiasm • Holistic interviewing / recruitment • New Wellness department and LEEP program 	<p style="text-align: center;">WEAKNESSES</p> <ul style="list-style-type: none"> • Traditional mindset- resistance to change/concept • Prevailing silos (traditional) mentality • Absence of central (easy to reach) data repository • Poor staffing • Multi-campus structure • Finance, including COVID-19 budget cuts
<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none"> • TAMU Presidential Commission on DEI • George Floyd/COVID-19-induced emergent interest • Provost's Deans-CARE drive • Holistic interviewing / recruitment • Multi-campus structure • The Brazos community, including TAMU, and B/CS Police Departments • Our students (medical and PG) • Our alumni/Former Students Association 	<p style="text-align: center;">THREATS</p> <ul style="list-style-type: none"> • Resistance (external) to the change • Leadership instability • COVID-19 economy (fiscal and social)