Introduction

The Division of Academic Affairs is comprised of all academic units, outside of the University colleges, with a reporting line to the Provost. Academic Affairs units support the academic research, and outreach missions of the University by providing services to facilitate:

- Recruitment, admissions, retention, and success of students,
- Scholarship, teaching, and engagement of faculty
- Support of college and departmental staff

The current demographics of the Division of Academic Affairs is reflected in the table below.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Gender</th>
<th>Count</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Asian</td>
<td>Male</td>
<td>451</td>
</tr>
<tr>
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<td>1213</td>
</tr>
<tr>
<td>Declined to Specify</td>
<td></td>
<td></td>
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<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1213</td>
</tr>
</tbody>
</table>

Recruitment

The recruitment of a diverse and talented staff is paramount in Academic Affairs. Some of the strategies in doing so include:

- Subscription to Diverse Issues in Higher Education for national job postings
- Examining hiring practices within the Division
- Advertising job openings on various listservs and sites that target diverse populations. These include: LinkedIn, Black Student Network, Hispanic Professionals Network, African American Professional Organization, SHRM, and others.

Job postings reflect the need for candidates who will support the commitment to "IDEA": Inclusion, diversity, equity and accountability.

Retention

Academic Affairs is committed to retaining our talented and skilled staff. Strategies such as promotions, professional development opportunities, flexible work schedules, merit raises, and administrative leave are widespread throughout the Division to aid in retention efforts.

Campus Climate

The results of the 2021 campus climate survey reflect positive findings among staff in the Division. However, there were also areas of concern such as members of underrepresented groups feeling less welcomed, safe and valued. To address these issues, AAPO plans to host a series of focus groups that will Hopefully shed more light on the issue and offer solutions to help remedy these areas of concern.

Additionally, Academic Affairs continues its diversity training requirement and will offer various trainings throughout the year for staff. Trainings include: mental and physical well being, serving students/ staff with disabilities, and supporting diversity in the workplace.

Equity

Units across the Division strive to address issues of inequity as quickly and as efficiently as possible. Some examples to address equity issues include the following:

- Using career ladders to ensure the timely advancement of staff
- Working closely with AABS/HR to discuss ways to advance staff, procedures for promoting within, and promotion pathways that don’t require management skills.

Additionally, the Division annually complete the "Red Flag" report, which has a goal of determining whether there were sufficient structural/organizational elements in place to provide equitable opportunities for promotions and access to career ladders.

Practices to share

The AACDC Idea Contest continues to be a success in the Division. This program allows any level of staff in the Division to submit ideas that would improve diversity, work/life balance and or innovation. Winning ideas are often funded through AACDC.

Reflection

Academic Affairs continues to reflect on practices and policies that shape the climate of the Division. In doing so, the Division leadership has decided to continue the required diversity training for all staff. The requirement is for one diversity training each year, with the recommendation of two, one per semester. While some are adverse to this requirement, we continue to exceed our goals each year and participants, based on training surveys, are learning and feel more equipped in the areas of diversity and inclusion.
## COLLEGE OF AGRICULTURE AND LIFE SCIENCES

### 2021 DIVERSITY PLAN ACCOUNTABILITY REPORT

#### Recruitment

<table>
<thead>
<tr>
<th>Category</th>
<th>2020-21</th>
<th>2021-22</th>
<th>Change</th>
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<tr>
<td>Total Enrolled</td>
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<td>13,567</td>
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<td>Undergraduate</td>
<td>11,234</td>
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</tr>
<tr>
<td>Graduate</td>
<td>911</td>
<td>1,222</td>
<td>311</td>
</tr>
</tbody>
</table>

#### Climate

- **Inclusive Excellence Summit**: We are the change.
- **MANRRS**
  - Multicultural and Agricultural, Natural Resource, Rural, and Natural Sciences (MANRRS)
  - Focus on advancing diversity and inclusion in agriculture, natural resources, and rural development.

#### Service LE Program

- **2022-23**
  - Interns: 50
  - Projects: 100
  - Hours: 2,000

#### Reflections

- The College of Agriculture and Life Sciences is committed to fostering an inclusive environment that values diversity and promotes equity and inclusion.
- We recognize the importance of addressing the underrepresentation of various groups in our student body and faculty.
- Efforts are being made to increase the number of underrepresented students in our programs and to support their success.

---

**Note**: The data in this report is preliminary and subject to review and updates. Further analysis and strategic planning will be conducted to ensure continuous improvement.
Introduction

The Department of Athletics employs approximately 300 full-time staff members, who provide support for 20 varsity sport programs, nearly 600 student-athletes and 25 operational units. All of our student-athletes and staff are licensed in 26 athletic facilities and office spaces.

The mission of Texas A&M Athletics is Building Champions through Academic Achievement, Athletic Excellence and National Recognition of our student-athletes, teams and programs. The Athletic Department provides our student-athletes with all of the necessary tools for them to become Champions in their sport and in life.

The integrity of our athletic program is rooted in the tradition and spirit of Texas A&M to bring honor and distinction to our University. Texas A&M Athletics closely align itself with the University, who works to develop leaders of character dedicated to serving the greater good. Aggies achieve this through living out the six core values of respect, excellence, leadership, loyalty, integrity and selfless service.

Staff Recruitment & Retention

Hiring, Retention & Representation is a key area of our overall diversity, equity and inclusion efforts. We want to increase access and representation for black and underrepresented groups in staff positions throughout the department, increase diversity, and ensure our staff reflects our student-athlete population. We developed goals in this space to achieve during year one of The Aggie Commitment, including plans to create a pool of diverse candidates for future support staff positions. To that end, we created and/or filled the following positions: a new Sport Psychologist position to support Staff positions that directly support our student-athletes; and the 13th Man Foundation created an entry-level development position.

While these changes alone show progress, we know that we must do more, including broadening the pool of diversity among our staff. To that end, our Hiring, Retention & Representation group will work towards the following: review hiring practices and identify policies/processes that may hinder our efforts; identify and implement a Hiring Manager Training program; develop a Retention Program for Athletes (HR); create a Diversity & Inclusion training as part of the annual performance review; modify our exit survey process to ensure it is being consistently administered, trends are being tracked/communicated, and develop a plan to move more timely address issues; and target non-traditional platforms for job postings that will reach more diverse populations.

Student-Athlete Recruitment & Retention

Student-athletes are our “Why” and will always be at the core of what we do in Athletics. Through our Center for Student-Athlete Services (CSASA), we not only provide academic and learning support but also engagement opportunities that educate, equip and empower our student-athletes to become leaders on their teams, campus and local communities. These engagement opportunities also support our student-athletes recruitment and retention efforts. Programming includes: New Student-Athlete Orientation, Traditions Night, CSASA (College Summer Transition and Acceleration Training, 5:30 (Student-Athlete Advisory Committee), W3A (W, We, We’re in it, Black, Latinx and Undergraduate Excellence), Brand U, and Game Plan. Additionally, due to COVID-19, we made significant adjustments to our Fall/Spring program and our student-athletes were still able to complete 700 hours of community service.

As part of The Aggie Commitment and efforts to provide a platform for our student-athletes with an open space to share their unique experiences and journeys, we created “UNIFIED Voices”. Through this platform, listeners hear personal stories from contiguous individuals shared through their own voices and perspectives.

Campus Climate

In Spring 2021, we conducted a survey with The Aggie Commitment working group to get a pulse on immediate D&I needs to address. Specifically, the survey addressed the topics of priority, contribution, awareness and expansion in regards to the work of The Aggie Commitment and its impact on the Athletics Department. The data revealed that participation in The Aggie Commitment working group and subcommittee was racially motivated. This effort, contribution to The Aggie Commitment working group and subcommittee was impactful to the mission of the Athletics Department and positively affected the way our staff perceived one another, and positively impacted the way our staff interacted with each other.

Additionally, the data collected identified four major areas that The Aggie Commitment should focus on moving forward: communication and messaging, providing a safe space for students, providing more educational opportunities for Athlete-Students, and providing more opportunities for Athletic staff to serve in the community.

Reflecting on this information, The Aggie Commitment added a new pillar: Social and Community Engagement – aiming to create impactful opportunities that will allow for staff and student-athletes to engage with each other as well as with the campus and local communities through service projects and strategic partnerships/relationships.

Equity

While equity has consistently been identified as a priority across previous reports, there continues to be a need for progress in this area. That being said, Athletics has a great opportunity to implement our new recruitment strategies through the direction of The Aggie Commitment’s Hiring, Retention and Representation subcommittee.

We are actively working to increase access and representation for underrepresented groups in staff positions throughout the department in efforts to ensure our staff reflects our student-athletes. On that note, data continues to show that equity within our student-athlete population is not merely as disproportionate as our staff. Athletics needs to improve its demographics, so that the staff population is more reflective of the student-athlete population. This is important because it has been identified that representation is impactful. Therefore, senior staff, head coaches and all other staff members should reflect our student-athletes. Efforts to improve in our recruitment strategies that are currently underway and will directly impact our staff demographics at targeting non-traditional platforms for job postings that will reach more diverse populations; and reviewing hiring practices and identify policies/protocols that may hinder our efforts; and identifying and implementing a Hiring Manager Training program.

Refection

In August, we celebrated the one year anniversary of The Aggie Commitment. Looking back, significant progress has been made and a strong foundation has been laid for Texas A&M Athletics to continue to grow, develop and become leaders within diversity, equity and inclusion. Some major points of impact include: the creation and fulfillment of an additional Sport Psychologist position; the initiation and launch of our Traditions initiative, which focuses on students of color, and the inclusion of black student-athletes in each sport; the creation of the Student-Athlete Advisory Council at the Branches level; an accolade dedicated to honoring the accomplishments of a black student-athlete and/or group of student-athletes; the creation of a mentor that recognizes our diversity as Aggies, but also emphasizes how we come together to achieve our academic, and athletic goals; the creation of the improved campaign, which includes a video series, uniform patch and a Unified, we can’t public service announcement; and hosting voter registration drives, which led 237 student-athletes to register to vote.

Accomplishing this took time and the effort of countless individuals. These are a few examples of how The Aggie Commitment is making an impact, not just within Texas A&M Athletics but the broader community. We have a large platform and the responsibility to educate the public on what Athletics is promoting as well as showing everyone that we truly are committed to moving the needle and using the brand of Athletics for the greater good.
Founded in 1997 under President Bush's philosophy that public service is a noble calling, the Bush School reflects this notion in its curriculum, research, and student experience.

The Bush School is comprised of two departments, Public Service & Administration (PSAA) and International Affairs (INTA) and the mission of the school is to prepare students to become principled leaders in their fields.

**RECRUITMENT**

**Students**
Hosting events virtually during the 2020-2021 recruiting cycle positively impacted our ability to reach more students with our annual Public Service Weekend aimed at students from across the state of Texas with attendance growing from 30 participants the previous year to over 100 this year.

**Faculty**
Our Public Service & Administration (PSAA) Department participated in the ACES Faculty Hiring Program and successfully hired our first ACES Fellow who joined the faculty in fall 2021. The PSAA Department also hired a tenure-track assistant professor in fall 2021 using ACES funding.

**RETENTION**

★ Based on student feedback that “no one ever did anything about reported issues/incidents” efforts to enhance retention include enhanced communication about campus and college support resources as well as the implementation of a Bush School-specific online reporting form for climate awareness issues.

★ The Dean also provided an annual overview of the previous year’s reported issues/incidents in his first annual Dean’s DEI Town Hall in September 2021 (rescheduled from April 2021).

★ The Dean has continued to reinvigorate the college-wide DEI committee to include a robust group of faculty, staff, administrators, and current and former students for the purpose of continuously evaluating the culture and climate of the Bush School.

Starting in Spring 2021, the Public Service & Administration (PSAA) Department faculty voted unanimously to include a standard diversity, equity, and inclusion statement in all syllabi for core courses, the statement on all elective syllabi. The International Affairs (INTA) Department faculty also voted to include a standard statement on all syllabi and encouraged instructors of required courses to include material on the role of race in international relations and US foreign policy.

At the request of students, information regarding the importance of diversity in the workplace and in leadership was incorporated into required career workshops for first-year students and optional leadership development workshops offered through the school’s Public Service Leadership Program.

Practices to Share
★ The implementation of an internal “Climate Awareness” reporting mechanism positively impacted the overall DEI climate at the Bush School with student comments such as, “everything may not be perfect, but it is clear the administration, faculty, and the staff all care and are working to make the school more welcoming and better.” The DEI Committee has reviewed and will continue to review the effectiveness of this method with revisions planned to further enhance this as a tool for ongoing transparency about DEI-related incidents and issues.

★ The Dean’s DEI Town Hall also provides an opportunity for transparency about DEI successes and challenges.

★ The addition of alumni representation on the college DEI Committee also provides unique historical input and DEI expertise based on the professional background of alumni members.

★ At the recommendation of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), we developed a Diversity Annex to the Bush School’s Strategic Plan to detail goals/strategies for recruitment, retention, and equity.
Texas A&M University College of Dentistry 2021 DIVERSITY PLAN ACCOUNTABILITY REPORT

Introduction
Texas A&M University College of Dentistry has been a distinguished resource for dental education for more than 100 years. First opened in 1905, the College was affiliated with Baylor University from 1916 to 1971 and spent the next 25 years as an independent, private institution. In 1996, the college entered an entirely new era as a member of The Texas A&M University System, becoming a founding member of the Texas A&M Health Science Center. Its current name, Texas A&M College of Dentistry, reflects the college’s alliance with Texas A&M University, which occurred in 2013.

Student Demographic Highlights

Employee Student Demographic Highlights

Recruitment

<table>
<thead>
<tr>
<th>DDS PROGRAM FOR FALL 2021 ENTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of students that applied</td>
</tr>
<tr>
<td># of URM students that applied</td>
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<tr>
<td># of URM students accepted</td>
</tr>
<tr>
<td># of female students that applied</td>
</tr>
<tr>
<td># of female students accepted</td>
</tr>
</tbody>
</table>

Retention

Several initiatives support student retention. Academic assistance provided for students is tracked via the Diversity Score Card. Programs include:
- Instructional Assistance Program
- Student Success Team
- Multicultural Success Network

Campus Climate

Learning Environment Awareness Program
- Adapted from Vanderbilt University’s Program
- Training and Information provided by COM
- Behavior Response Team including Faculty & Staff
- Students, Faculty, and Staff Peer Messengers
- Two major components (see below):

Equity

Promotion and/or Tenure: Five faculty members were promoted during the 2020-2021 term. Two Asian males were promoted to Full Professor with Tenure. Three males were promoted to Clinical Associate Professor—one Asian, one Black, and one White.

Salaries: The ADEA Faculty Salary study lists salaries by rank/primary appointment in public/private in dental schools. This study influenced distribution of the FY22 Merit Pool was awarded.

Graduation Rates: As in the previous year, the graduation rate for the class during this period is at 100%.

Practices to Share

Shareable Strategies by Year of Implementation
- Diversity & Inclusion Plan (Established September 2017)
- Based on data from 1st CCQ Climate Survey (April 2017)
- IDES Committee Established (September 2017)
- Mandatory Cultural Competence Training for Employees (2017)
- Diversity & Inclusion Advisory Council Convened (2018)
- Dedicated Diversity Officer (2018)
- Diversity Speakers Series (2018)
- Diversity & Inclusion Week (2019)
- Diversity & Inclusion Awards (2019)
- Employee Resource Groups (2019)
- Conference on Race, Intersectionality, Sexuality, and Equality (2020)

Reflection

Moving the Needle:
- Student Recruitment
  - 1974 proctorial class (113 students) data:
    - Eight (6%) female students
    - Four (9%) URM students
  - 2021 proctorial class (01-04)
    - 54% female
    - 42% URM students
- Employees: Protected time is allowed for diversity training and programs; diversity-focused activities are consistent in annual Faculty/Staff Evaluations.
- Awards: CCQ received three national awards: STEM (2020) HEED (2020), ADEA Cries Vision Award (2021)
College of Education and Human Development
2021 Diversity Plan Accountability Report

At a Glance
5245 Undergraduate students
1555 Graduate students
184 Staff
271 Faculty

Mission:
• Enhance equity in educational achievement and health outcomes
• Foster innovation, development, policy, and practice in education, health, sport, business and government

Retention
Successes:
• CEHD Marilyn Kent Byrne Student Success Center
• Academic coaching for students on probation
• Newly launched First-Gen Network

CEHD launched a food pantry in partnership with Pocket Pantry
Project Staff Cross-College Mentoring Program- first-year tenure-track and academic professional track assistant professors
Fall 2021, CEHD Launched the Staff Community of Practice: Mentoring and Progressing Scholarship (CEHD CoP MAPS)

Goals:
• Strategically retain highly productive and diverse faculty in each department
• (Re)evaluate faculty annual evaluations, including promotion and tenure

Campus Climate
Successes:
• 2021-2022 academic year, CEHD initiated a three-year partnership with the Hanover Research Group to generate research projects about and for CEHD.
• Developing a toolkit to help CEHD constituents deal with backlash in response to JEDI-related work.
• Ombuds Office established Fall 2021
• 11 individual meetings
• 4 rounds of upward feedback to leadership
• 4-week interactive workshop on Managing Conflict in Diverse Organizations
• Fall 2021 launched the CEHD Critical Conversations on Diversity Matters Event Series

Goals:
• During the 2021-2022 academic year, we will analyze and disseminate the 2021 Student and Faculty/Staff Climate Surveys.

Equity
Successes:
• CEHD 2020 four-year graduation rate increased by 6% to 75.61%
• Awarded the 2020-2022 Diversity Matters Seed Grant funded by the Office for Diversity to pilot program with Mays with Business School, and School of Public Health improving staff intracultural competence
• Study abroad funding now awarded based on the level of need using a sliding scale
• Annual $1,600 award and commemorative plaque to faculty and staff who demonstrate a commitment to climate, diversity, equity, and inclusion work

Goals:
• Provide leadership opportunities that contribute to the success of our students during their time at TAMU and beyond, such as the Dean’s CARE Internship.
• Professional development fund to supplement staff members’ access to professional development opportunities and reduce staff inequities.

Ongoing Goals
1. Strategically recruit and retain faculty, staff, and students of color in each department and other units within CEHD that reflect the demographic make-up of Texas.
2. Increase retention and graduation rates of BIPOC, first-generation, and low-income students to be comparable to overall CEHD retention and graduation rates.
3. Provide policies, procedures, support and guidance to constituents who produce work related to race, racism, identity, diversity, and other critical work and social justice issues
4. Continue to implement changes identified by the Equity and Social Justice Collective.
Introduction
The mission of the College of Engineering, which has over 21,000 students, is to serve Texas, the nation, and the global community by providing engineering graduates who:
- Well-rounded engineers who lead.
- Are motivated by the success they achieve.

The College supports Diversity, Equity and Inclusion by:
- Providing inclusive environment that values diversity of thought and experience.
- Expanding outreach and recruiting programs to increase diversity, interest, and broad participation in engineering education.
- Promoting faculty learning and a strong sense of belonging through engineering programs and student organizations.
- Enhancing outreach and recruiting programs to include diverse underserved student populations.
- Promoting recording of underrepresented minority staff.

2021 Diversity Plan Accountability Report

Snapshot of 2020 College of Engineering Demographics

Female Students, Faculty and Staff

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Graduate</td>
<td>22.1%</td>
</tr>
<tr>
<td>Tenure-Track Faculty</td>
<td>16.4%</td>
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<tr>
<td>Academic Professional Track Faculty</td>
<td>21%</td>
</tr>
<tr>
<td>Staff</td>
<td>63.7%</td>
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</table>

Underrepresented Minority (URM) Student, Faculty and Staff

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
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</thead>
<tbody>
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<td>URM</td>
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<td>Hispanic</td>
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<td>Black/African American</td>
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<table>
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<th>Group</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>8.4%</td>
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<tr>
<td>Graduate</td>
<td>5.5%</td>
</tr>
<tr>
<td>Tenure-Track Faculty</td>
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<tr>
<td>Academic Professional Track Faculty</td>
<td>7.3%</td>
</tr>
<tr>
<td>Staff</td>
<td>53.4%</td>
</tr>
</tbody>
</table>

Recruitment Goals

Undergraduate Students
- Goal: 36% Female
- Goal: 21.5% URM

Graduate Students
- Goal: 25% Female
- Goal: 16.1% URM
- Goal: 27.8% URM

Faculty
- Goal: 22% Female Academic Professional Track Faculty
- Goal: 19.4% Academic Professional Track Tenure Track
- Goal: 55% Hispanic Academic Professional Track Tenure Track
- Goal: 40% Black/African American Academic Professional Track Tenure Track

Recruitment Strategies

- Partnerships with local high schools to inform students about engineering careers.
- Outreach programs to underrepresented minority groups to increase interest in engineering.
- Offering financial aid to underrepresented minority students.

Retention

Undergraduate: Supporting activities such as the General Engineering program, freshman-year orientation sessions, and financial aid programs.

Graduate: Providing consistent support and mentorship to graduate students.

Campus Climate

Texas A&M Your Home Away from Home

Key Findings from Student Surveys

- 95% of students report that they feel safe on campus.
- 98% of students feel that the climate is conducive to learning.

Key Climate Strategies

- Support faculty and postdoctoral fellows for climate initiatives.
- Establish regular town hall meetings for student feedback.
- Support professional development opportunities for employees.

Equity

The College of Engineering strives to ensure equal access to education regardless of race, gender, ethnicity, or first-generation status.

Reflection

- Despite challenges, the College maintained excellent retention rates for both faculty and staff over the past year.

In 2020, the College was ranked nationally by ASEE:

- Number of URM students: 3
- Bachelor of Science degrees awarded to Hispanic students: 2
- Bachelor of Science degrees awarded to female students: 4
DIVISION OF FINANCE AND DIVISION OF OPERATIONS
2021 DIVERSITY PLAN ACCOUNTABILITY REPORT

Introduction
In June 2021, the Division of Finance and Operations, with approximately 500 staff members, was split into two divisions: a) the Division of Finance; b) the Division of Operations. Additionally, TAMU Information Technology (TAMU IT) and the Office of Risk, Ethics and Compliance (OREC) were moved into the Division of Operations while the Office of Sustainability was moved out. Therefore, this poster reflects DEI efforts for TAMU IT, OREC, plus the following original units from the Division of Finance and Operations—Accounting and Financial Services, Budget and Planning, Business Services, Facilities and Operations, Division IT Services, Human Resources and Organizational Effectiveness, Safety and Security, and Transportation Services. No goals and measures have been developed for the two newly restructured entities; therefore, this poster reflects current strategies, challenges, progress, and plans since last year’s report. Goals and measures will be developed in the upcoming year.

Retention
- Using a combination of follow-up interviews/pulse checks with new employees and exit interviews with departing staff members improved the staff experience.
- Implementing an employee referral program has shown that new employees tend to stay longer if they know someone currently in the department.
- Weekly zoom meetings and weekly phone conversations with all staff members to check on their wellbeing was important to staff retention when staff were working remotely due to COVID.
- Perform equity analyses to ensure that staff members are fairly compensated.
- Improving access to professional development increased job satisfaction for paid student staff.
- Offer flexible work arrangements for those trying to balance work and family responsibilities.
- Surveyed staff to find out what skills they wanted for career development.

Campus Climate
- Ensure that all staff have opportunities for participating in diversity programs.
- Suggestion boxes are in various units that offer staff members the opportunity to provide anonymous feedback and suggestions.
- Executive leadership, as well as many departments, host frequent virtual “office hours” for all staff members to keep the lines of communication open and provide opportunity to ask questions.
- Many units have diversity councils that host various activities to keep staff members engaged as well as address issues that might be adversely affecting the work climate.
- Units facilitated alternate work locations and flexible schedules to respect employee and family health-related issues and decision-making.
- One unit hired a personal coach for some of the management teams to assist with climate enhancement.
- There were community resource opportunities held in various units which engaged many of our staff members.
- One unit held virtual wall displays to celebrate ethnic/cultural months as well as raise awareness of disabilities, veteran and military families, food insecurity, and sexual assault.

Equity
- Many units evaluate salaries for internal compression and equitable distribution of base merit, one-time merit, administrative leave, and professional development completion.
- Ensure equitable access to resources, professional development, career development, and service participation/recognition.
- Ensure equitable workload/tasks assignments and access to overtime pay opportunities.
- Sharing team successes by publicly acknowledging them at all-team meetings.
- A unit reviewed job postings for equitable language and revised interview questions to include questions specifically pertaining to DEI.

Practices to share
- Advertising for vacant positions in as many employment sites and social media platforms has been the most successful way for several units to reach a diverse set of applicants.
- Leadership development programs have had the greatest impact on retention, climate, inclusion, and equity for the Controller’s units. The program impacts unit morale in a variety of ways.
- Onboarding new employees, professional development opportunities, and strategies that impact climate have the most impact on moving the needle.

Challenges
- Several recruiting strategies as well as leadership programs were halted during COVID and haven’t yet restarted.
- COVID negatively impacted the mental health and wellbeing of staff and students in many of our units.
- Transportation Services suffered from substantial loss of revenue during COVID and was ultimately forced to eliminate 28 positions. Other employees took on additional duties due to coworkers leaving for higher paying jobs or retirement. Overtime was also eliminated for front line staff who have relied on the additional compensation in the past.
- “Essential” staff members were required to work on campus while others worked from home during COVID. There were many who believed they were at risk working on campus and that it was inequitable that they were required to be on campus.
Introduction

The College of Geosciences is a unique academic unit focusing on the earth sciences. Our four academic departments, 2 federally-funded centers, and 25 degree programs are dedicated to the study and stewardship of our planet and environment.

The diversity of the 112 faculty and 238 staff is improving slowly. About 26% of staff and 21% of faculty identify as Black, Hispanic/Latino or Asian.

Retention

- 2.7% of all new U.S. geoscientists from Underrepresented groups graduated from the TAMU College of Geosciences

From 2017-19, the College of Geosciences awarded 554 bachelor degrees and 144 graduate degrees to students from Underrepresented Groups, ranking 92 and 83 among US Geoscience programs. Texas A&M has both a great opportunity and a great responsibility to influence the future of Earth Science in the US.

Recruitment

- Holistic review and online M.S. improving diversity of graduate program
- New undergraduate degrees open up career paths

The elimination of the GRE, the move to a more holistic review process and the growth of the online Master of Geoscience program have driven increasing admission rates for Underrepresented graduate students and growth in diversity of the graduate program.

We have introduced several new cross-disciplinary degree programs and certificates focusing on career paths to attract a more diverse undergraduate pool. The newly established Traci ‘11 and Curtis Sanford ’83 Geosciences Career Center is working with students at every level to make our students competitive for jobs.

Campus Climate

- Participation in Unlearning Racism in Geosciences Program
- Adoption of Diversity Action Plan

Faculty, staff and graduate students participated in the national URGs program, a curriculum of guided discussions on racism in STEM academic and work environments.

Suggestions that emerged included improvements in DEI reporting protocols, lab and field safety issues and explicit credit for DEI contributions.

Practices to Share

- All faculty searches now modeled on ACES process
- Geoscience Future Faculty program
- Emergency Financial Aid for students

All ongoing faculty searches follow a new model based on the ACES Fellows process: broadly defined, all applicants are initially screened for potential DEI contributions. This led to larger and stronger applicant pools and final candidates with demonstrated interest in advancing DEI.

A similar search strategy was used in the Geosciences Future Faculty Program. In its two years, four outstanding young geoscientists with a commitment to diversity were recruited.

The Cristaie Rad ’80 endowed scholarship fund specifically targets students in financial distress. It has provided emergency aid to students with medical bills, rent and/or food insecurity.

Most awards went to First Generation students from Underrepresented groups.

Equity

- Recognition of DEI contributions and “Invisible Service”
- Improve opportunities for undergrad research for Underrepresented students

We are establishing a cross-departmental Earth-focused student society to establish larger cohorts and address equity and inclusion issues that students face.

We have been successful in retaining staff by establishing career ladders that allow advancement while remaining in the College.

Reflection

The field of geosciences has a systemic lack of diversity at every level. The legacy of the College of Geosciences includes a strong effort to address this issue at every level of the academic pipeline.
DIVISION OF INFORMATION TECHNOLOGY
2021 DIVERSITY PLAN ACCOUNTABILITY REPORT

Introduction
The Division of Information Technology (IT) is located at Texas A&M University in College Station, Texas. We facilitate student academic success and the student experience, research and scholarship, and the business functions of the university with pervasive technologies and high-impact, innovative technology solutions for the Texas A&M University community.

Retention
The Division’s goal is to retain our staff by continuing to invest in growing their skill sets by providing training and professional development opportunities and clear career paths. Current challenges include:

- Difficulty retaining employees, as several have left the University for remote work positions or have declined to return to work due to COVID concerns.
- Remote work options are much more abundant for IT workers than they were prior to COVID.
- The Division is collecting data about this trend and will consider strategies on how to address the issue throughout the 2021-2022 fiscal year.
- IT hiring is difficult because we are getting very limited applications for our posted positions.

Retention Strategies
- Offer flexible work schedules and the option to work remotely one day per week, where applicable.
- Host a monthly all-staff meeting branded Ed Talks to keep employees informed and engaged.
- To gauge and address employee work satisfaction, the Division recently sent a survey to all employees asking about job satisfaction, training, and career paths.

Equity
HUGs are historically underrepresented in technology. In the US, only 25% of IT professionals are held by women.

- Division of IT is above average with about 37% female employees.
- We made a significant effort to expand recruitment policies to hire a more diverse staff, to make our hiring committees more diverse, and more importantly, to retain and grow existing employees.

Recruitment
The primary goal of the Division of Information Technology is to employ and retain the most qualified candidates and increase the diversity of our applicant pools and staff.

We had significantly fewer applicants in 2021, yet still increased the diversity of our applicant pool in almost every area.

<table>
<thead>
<tr>
<th>Positions Posted</th>
<th>32</th>
<th>Percentages 2021</th>
<th>Percentages 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>658</td>
<td>919</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>2</td>
<td>29%</td>
<td>6</td>
</tr>
<tr>
<td>Asian</td>
<td>100</td>
<td>14.53%</td>
<td>133</td>
</tr>
<tr>
<td>Black or African American</td>
<td>70</td>
<td>10.17%</td>
<td>93</td>
</tr>
<tr>
<td>Declined</td>
<td>12</td>
<td>1.74%</td>
<td>13</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>59</td>
<td>12.54%</td>
<td>94</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>2</td>
<td>2%</td>
<td>2</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>16</td>
<td>2.53%</td>
<td>19</td>
</tr>
<tr>
<td>Other/Education</td>
<td>344</td>
<td>51%</td>
<td>469</td>
</tr>
<tr>
<td>Opt Out - No Response</td>
<td>55</td>
<td>7.09%</td>
<td>160</td>
</tr>
</tbody>
</table>

To attract more candidates, we partnered with HR/DE to:
- Advertise positions in new locations such as LinkedIn, Dice, and Indeed.
- Revise job descriptions to be more engaging, tell the story of Texas A&M, and why applicants would want to work here, and to remove gender bias.

Practices to Share
To improve open communication across the Division, we implemented several avenues for input:

- Created a Division of IT Staff Council to receive input and create rewards and recognition programs.
- Continued the book discussion program that was launched last year. We had twice as many participants this year.
- Although we will continue to have some meetings online, we will also schedule in-person Division wide meetings to encourage team building.

Campus Climate
Organizational climate in the workplace impacts employees, boosts morale, and affects employee retention and hiring. We want our employees to feel appreciated, welcomed, and valued in every aspect of their jobs.

Our Diversity Group meets bi-monthly to discuss issues and what could be done to address areas affecting the climate in the Division. This group has open membership.

This year the diversity group has discussed topics such as:
- A presentation from the UPD on awareness and issues they are facing.
- Return to the office issues: masks and vaccines; how to be considerate of all factors and opinions.
- How to react when someone is being insensitive or inappropriate to someone else in the workplace.
- A presentation on Critical Race Theory (CRT).

Reflection
Our focus for the 2021-2022 year will be on creating a greater sense of community, celebrating successes, and strengthening the team building across the Division.

- The Diversity group will continue to meet to discuss ways to increase awareness of diversity and equity.
- The recently established Staff Council will be tasked with coordinating staff recognition events and holiday celebrations to recognize and celebrate our staff and provide input and suggestions for improvement.
- The book discussion program encourages open, honest dialogue about Diversity and Inclusion and demonstrates our commitment to creating an equitable and inclusive workplace for all employees. This year’s book selections were:
Texas A&M University School of Law is located in Fort Worth. We conduct tens of courses that are open to all students. We have 1,125 students, over 100 faculty members, and 28 full-time faculty members who are part of our Diversity Committee.

### Recruitment

More than half of our students are from minority groups.

#### Recruitment Initiatives
- Diversity and Inclusion. The School of Law provides a variety of resources to support diversity, including workshops, seminars, and events.
- Outreach to underrepresented communities through partnerships with local organizations.
- Admission: The School of Law accepts applications from all qualified individuals regardless of race, gender, disability, or any other protected status.

### Retention

During the 2021-2022 academic year, we had a retention rate of 98.5%, which is above the national average. Our retention rate has been consistently above the national average for the past five years.

#### Retention Initiatives
- The School of Law has implemented a series of programs to support student retention, including career services, academic support, and mentoring programs.
- The School of Law has partnered with local employers to provide internships and job opportunities for students.

### Campus Climate

Our goal here is to create a positive environment where students can thrive and succeed. The School of Law has a strong commitment to diversity and inclusion, and we are working to create a diverse and inclusive community.

#### Climate Initiative
- "Race and Diversity in Legal Education," a colloquium on diversity and inclusion in legal education.
- The School of Law has established a Diversity and Inclusion Committee to ensure that diversity and inclusion are integrated into all aspects of the law school.

### Equity

The School of Law is committed to providing equal opportunities for all students, regardless of race, gender, or any other protected status. We have a number of initiatives in place to support diversity and inclusion.

#### Equity Initiatives
- The School of Law has established a Diversity and Inclusion Committee to ensure that diversity and inclusion are integrated into all aspects of the law school.
- The School of Law has implemented a number of programs to support students from underrepresented populations, including scholarships, mentoring programs, and internships.

### Reflection

We are committed to creating a welcoming and inclusive environment for all students. We encourage feedback from students, faculty, and staff to ensure that we are meeting our goals.

#### Reflection Initiatives
- The School of Law has established a Diversity and Inclusion Committee to ensure that diversity and inclusion are integrated into all aspects of the law school.
- The School of Law has implemented a number of programs to support students from underrepresented populations, including scholarships, mentoring programs, and internships.
THE COLLEGE AT A GLANCE

2ND LARGEST COLLEGE OF THE TEXAS A&M UNIVERSITY COLLEGE STATION CAMPUS

RECRUITMENT

- **UNDERGRADUATE**
  - New Performance Studies department certificate in performing social activism created.
  - Economic Department workshops at live rates.
  - Philosophy department workshops at live rates.

- **GRADUATE**
  - Psychological and Brain Sciences department PHD program.

- **FACULTY**
  - New Performance Studies department certificate in performing social activism created.
  - Economics Department workshops at live rates.

- **STAFF**
  - Philosophy department workshops at live rates.

- **SUPPORT**
  - New Performance Studies department certificate in performing social activism created.

CAMPUS CLIMATE

- **UNDERGRADUATE**
  - History Department climate and inclusion director received the Egberto Harries fellowship.

- **GRADUATE**
  - College of Humanities and Social Sciences department received the William J. Kaiser fellowship.

- **FACULTY**
  - History Department climate and inclusion director received the Egberto Harries fellowship.

- **STAFF**
  - Philosophy department workshops at live rates.

- **SUPPORT**
  - New Performance Studies department certificate in performing social activism created.

RETENTION

- **UNDERGRADUATE**
  - First-year Psychological and Brain Sciences department orientation seminar.

- **GRADUATE**
  - First-year Economics department support program.

- **FACULTY**
  - Early Career Philosophy department faculty mentoring program created.

- **STAFF**
  - Early Career Philosophy department faculty mentoring program created.

- **SUPPORT**
  - New Performance Studies department certificate in performing social activism created.

EQUITY

- **UNDERGRADUATE**
  - English 210 course integrated antisemitic and inclusive pedagogies.

- **GRADUATE**
  - College funded a new performance studies program.

- **FACULTY**
  - College plans to increase the number of lines allotted to the ACF program.

- **STAFF**
  - Each advisor in the new college-centralized advising model has a manager who serves as mentor.

REFLECTION

- **UNDERGRADUATE**
  - History Department climate and inclusion director received the Egberto Harries fellowship.

- **GRADUATE**
  - College of Humanities and Social Sciences department received the William J. Kaiser fellowship.

- **FACULTY**
  - History Department climate and inclusion director received the Egberto Harries fellowship.

- **STAFF**
  - Philosophy department workshops at live rates.

Despite increased challenges brought about by COVID-19, the College of Liberal Arts has made significant strides in retention, climate, equity, and inclusion.

- The College was awarded $100,000 in 2021 for its previous year’s diversity and inclusion effort.

- The College also acknowledged for their remarkable student work: Dr. Leyla Hunt, a first-year student in the College of Liberal Arts, was awarded the William J. Kaiser fellowship for her outstanding performance in social activism.

- The College has allocated additional resources to support students in the College of Liberal Arts, including a new Performance Studies department certificate in performing social activism.

- The College continues to prioritize the well-being of its students through a variety of initiatives, including the creation of new programs and the expansion of existing ones.

- The College remains committed to fostering an inclusive and diverse community, where all students feel valued and supported.

- The College’s focus on diversity, equity, and inclusion is reflected in its strategic plans and initiatives, which aim to address systemic barriers and promote equity for all students.
Introduction

The University Libraries are comprised of five unique libraries across the College Station campus and several branches actively supporting our Health Science Centers across Texas.

We are comprised of:

- 53 Tenure Track/Tenured Faculty
- 30 Academic Professional Track Faculty
- 167 Staff
- 250 Student Workers

In 2020, we were:

- Female 61% / Male 39%
- African American/Black 5%
- Asian/Pacific Islander 5%
- Hispanic 13%
- Native American/Alaska Native 1%
- White 76%

Recruitment & Retention

We continually work on diversifying our workforce through thoughtful, intentional, and strategic actions.

- Create a running list of candidates and create long-term relationships
- Adjust Position Announcement descriptions
- Network with professional organizations serving underrepresented populations
- Develop and normalize a hiring process that is equitable
- Surveying candidates who turn down positions

Reflection

The Libraries' Diversity Advancement Committee (DAC) uses the provided Diversity funding to regularly engage and support a wide variety of partners who may have limited budgets. While the pandemic halted in-person programming, we filled the void by creating virtual events and enhancing our Research Guide Program platform.

- Purchase access to webinars, lectures and workshops for any employee who wants to attend
- Send people to events such as National Conference on Race & Ethnicity, Queer History South Conference (which we are also a sponsor), and the Association of Research Libraries Leadership Symposium in 2022
- We also try to promote Diversity, Equity & Inclusion (DEI) through our services, our spaces, and our collections including our Open Education Resources (OERs) program.
- Cushing Library regularly uses its collections to create diversity-related exhibits including the recent Coming Out Together to Share our History Exhibition
- We create spaces for diverse audiences
  ✓ Assistive Technology Room providing equity for students who need technology to help them study and research.
  ✓ We are working on Sensory Friendly Study Spaces
- We provide loanable technology allowing students to work when and where they choose.
- Additionally, many of our staff and faculty work in DEI across the nation as part of their service

Campus Climate

We support the campus climate by creating Research Guides that are available electronically to campus and beyond.

Research Guide topics include:

- National Hispanic Heritage Month
- National Disability Employment Awareness Month
- Anti-Racism Guide - used by Hufafalaloo U
- Native American Heritage Month
- A collaboration with Health Promotion for:
  ✓ National Stalking Prevention & Awareness Month / National Human Trafficking Awareness Month/Dating Violence Prevention & Awareness Month
  ✓ National Nutrition Month
  ✓ Sexual Assault Prevention & Awareness Month
  ✓ National Recovery Month
  ✓ Domestic Violence Prevention & Awareness Month
- Black History Month
- Women's History Month
- Asian Pacific Islander Desi American (APIIDA) Heritage Month
- Jewish American Heritage Month
- Pride Month

The Libraries' DAC also developed or supported lectures and events designed to enhance campus climate by examining the long-term impacts of institutional racism.

- Unpacking Institutional Racism led by Dr. Mary Campbell
- It's a Family Affair? How and Why Black Lives Matter at Texas A&M University led by Dr. Gwendolyn Webb
- Introduction to Fairness in Machine Learning by Dr. Ben Hu
- Through an Environmental Justice Lens led by Dr. Deidra Davis
- APIDA in Aggieland: Telling Our Stories
- Annual Human Library Event - A signature event
Diversity Accountability Plan Report 2021

Introduction

Texas A&M College of Nursing is proud of a 13 year history with progress in fulfilling our diversity driven mission and vision. We are committed to recruiting and retaining highly qualified faculty (n = 42 full-time; n = 13 part-time), staff (n = 41 full-time; n = 21 part-time or students) and a diverse student population enrolled at program sites by Bryan and Round Rock, as well as online in our RN to BSN track or one of three Master of Science in Nursing specialties in 508 total students, up 42.3% since 2017.

Intentionally focused on improving diversity, equity and inclusion (DEI) in our academic programs, research and service, we are challenged to teach, learn, study and ultimately affect the complex social determinants of health that result in significant disparities among diverse populations across Texas, the nation and the world.

Recruitment

College of Nursing diversity recruitment goals are aligned with Texas A&M's strategic enrollment goals for underrepresented minority (URM) students at the undergraduate and graduate levels.

Undergraduate Students: URM Recruitment Goals & Outcomes

<table>
<thead>
<tr>
<th>YEAR</th>
<th>COLLEGE % URM GOAL</th>
<th>COLLEGE RESULT</th>
<th>TEXAS A&amp;M % URM GOAL</th>
<th>TEXAS A&amp;M RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>33%</td>
<td>20.73%</td>
<td>33%</td>
<td>20.81%</td>
</tr>
<tr>
<td>2018</td>
<td>33%</td>
<td>22.11%</td>
<td>33%</td>
<td>27.50%</td>
</tr>
<tr>
<td>2019</td>
<td>33%</td>
<td>24.84%</td>
<td>33%</td>
<td>27.95%</td>
</tr>
<tr>
<td>2020</td>
<td>33%</td>
<td>23.09%</td>
<td>33%</td>
<td>28.25%</td>
</tr>
<tr>
<td>2021</td>
<td>33%</td>
<td>Not published</td>
<td>33%</td>
<td>Not published</td>
</tr>
</tbody>
</table>

Graduate Students: URM Recruitment Goals & Outcomes

<table>
<thead>
<tr>
<th>YEAR</th>
<th>COLLEGE % URM GOAL</th>
<th>COLLEGE RESULT</th>
<th>TEXAS A&amp;M % URM GOAL</th>
<th>TEXAS A&amp;M RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>30%</td>
<td>18.18%</td>
<td>30%</td>
<td>20.0%</td>
</tr>
<tr>
<td>2018</td>
<td>30%</td>
<td>21.05%</td>
<td>30%</td>
<td>20.0%</td>
</tr>
<tr>
<td>2019</td>
<td>30%</td>
<td>26.97%</td>
<td>30%</td>
<td>22.2%</td>
</tr>
<tr>
<td>2020</td>
<td>30%</td>
<td>24.69%</td>
<td>30%</td>
<td>22.3%</td>
</tr>
<tr>
<td>2021</td>
<td>30%</td>
<td>Not published</td>
<td>30%</td>
<td>Not published</td>
</tr>
</tbody>
</table>

Retention

Student retention rates are different from the one and four year retention/graduation rates for Texas A&M because we offer an average of over 900 students, while retention rates are based on year of admission and timeliness graduation.

BSN & MSN Completion Rates: 2017 - 2020 (completed or in progress)

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>YEAR</th>
<th>% COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN</td>
<td>2018</td>
<td>98.8%</td>
</tr>
<tr>
<td>BSN</td>
<td>2019</td>
<td>97.4%</td>
</tr>
<tr>
<td>BSN</td>
<td>2020</td>
<td>98.2%</td>
</tr>
<tr>
<td>MSN</td>
<td>2018</td>
<td>68.2%</td>
</tr>
<tr>
<td>MSN</td>
<td>2019</td>
<td>75.5%</td>
</tr>
<tr>
<td>MSN</td>
<td>2020</td>
<td>73.7%</td>
</tr>
</tbody>
</table>

Retention rates are different from the one and four year retention/graduation rates for Texas A&M because we offer an average of over 900 students, while retention rates are based on year of admission and timeliness graduation.

Equity

AACN Survey Results

The college goal is to repeat the AACN survey every 2 years. Subsections of the AACN Climate and Culture Survey provided indicators of equity as follows. College results for the four subscales were favorable and consistent with national data for:

- Values of Diversity & Inclusion: Perceptions of Climate: Fair Treatment & Discrimination: and Sense of Belonging

Other Required Report Equity Items

- Service on university-related committees is delineated in college by-laws
- Climate & Diversity Committee (students/faculty/staff) is responsible for leading college DEI activities and projects.
- Service is recognized in performance reviews of faculty and staff, annual awards criteria for (students/faculty/staff) and in promotion/tenure standards.

Practices to share

Pursuit of BSN at the McLennan Higher Education Center

Texas A&M University $30 million TRiS allocation for a nursing education building (Fall 2023).

Strategic Plan Goals: 2021-2026

Goals to improve DEI for students/faculty/staff, including climate.

College By-laws Revisions

Structural by-laws changes made to improve representation and functioning of the Climate & Diversity Committee and staff shared governance. Committee functions expanded to empower action-oriented DEI with budget support.

Embedding DEI into Operations

DEI embedded into employee recruitment/hiring practices and committee meetings include a DEI lens regarding agenda items.

Diversity Enrollment Review

When fully implemented in 2021-22, all admissions will include criteria beyond metrics.

Reflection

Pandemic Impact on Nurses and Students

Demands for nursing professionals far exceed the supply, and the COVID-19 pandemic has worsened the shortage. A national survey reports 42% of nurses reported trauma as a result of COVID-19 and 54% are having serious mental health issues. Supporting the nursing workforce, including faculty and students, is essential to assure a highly qualified, resilient health care workforce.

Research and Scholarship

Faculty pursue funding focusing on access to quality health care for rural and underserved populations. This funding drives student learning opportunities with diverse populations.
Introduction

The Texas A&M Irma Lerma Rangel College of Pharmacy was established in 2006 in Kingsville to meet the critical need for healthcare professionals, including pharmacists, in the South Texas Region. The college expanded its programs by establishing a second four-year campus in College Station in 2014. In 2015, the college added a Doctoral Degree (PhD) program in pharmaceutical sciences. The College operates under a "core college, one controller, one accreditation, and two campuses" model.

The mission of the college is to provide a comprehensive pharmacy education in a stimulating, learning-friendly environment that makes a significant contribution to the profession of pharmacy and the academic and professional development of its students.

In the academic year 2020-21, a total of 462 students were enrolled across the two campuses.

Recruitment Strategies

The combination of strategic recruitment efforts, MAES, MM interviews, and the holistic admission process has resulted in a significant increase of minority representation at the Irma Lerma Rangel College of Pharmacy (IARCOP). The college is committed to providing services for academic success.

Retention

The college provides a holistic approach to meet the needs of its development and retention services. The Office of Student Services (OSS) assists in focusing on holistic development of students by providing them with a full spectrum of academic support beginning with first-semester orientation and continuing throughout graduation.

The OSS focuses on student orientation, individual development, and retention for academic success. The retention rate for students who received services from the office is 86%.

Campus Climate

Strategic Map: Enroll and Retain

- Diversity and Inclusion
- Student Success

Equity

Diversity and Inclusion...
SCHOOL OF PUBLIC HEALTH
2021 DIVERSITY PLAN ACCOUNTABILITY REPORT

Introduction
Texas A&M University School of Public Health (TAMSPH) includes four academic departments, seven research centers, and a satellite campus in McAllen, Texas. Focused in 1998, TAMSPH is committed to producing stronger communities, healthy people, and upholding the Aggie traditions.

TAMSPH’s mission is to transform health through interdisciplinary inquiry, innovative solutions, and the development of leaders through the tradition of service to engage diverse communities worldwide.

TAMSPH Student Body 52.3% Racial/Ethnic Minority 52.3% Female
TAMSPH Faculty/Staff 40.3% Racial/Ethnic Minority 78.5% Female

We qualify and hold membership with the Hispanic-Serving Health Professions Schools organization. Our undergraduate Hispanic enrollment is 30% and graduate Hispanic enrollment is 19%.

Recruitment
- 2nd year of Accountability, Climate, Equity, and Scholarship (ACES) Fellows Program
- Required training for best practices on inclusive faculty hiring shared widely across the school
- First Generation Collective created providing students with resources to be successful while building community across those who identify as First-Gen

Retention
- Increased communication at Faculty and Staff Monthly Forums
- Cultivated Community with SPH Conversations and Wind Down Wednesdays
- Continued to organize and outline outreach for all employees
- Augmented mentoring and professional development opportunities

Equity
- Conducted employee salary and study behavior Association of Schools & Programs of Public Health (ASPPH) campus peer assessments
- Facilitated process of hiring employee accomplishments in areas of diversity and included an annual review, faculty promotion, and tenure
- Worked to acknowledge campus services of employees and students

Campus Climate
- Conceived and facilitated discussions, workshops, and presentations that promote diversity and inclusion in partnership with TAMSPH students, faculty, and staff
- Relected on the art of gathering to create ways for all TAMSPH members to feel valued and included despite challenges presented by the pandemic
- Continued implementation of Code of Professional Conduct

Practice to Share
- In June, TAMSPH held events to welcome faculty and staff back to campus. Working with school leaders, daily events facilitated community building and showed appreciation for our employees as we transitioned more employees back to campus offices. We set norms for gathering spaces while maintaining physical distancing and allowed for an ease into socializing in campus spaces as we returned to team rituals.

Reflection & Future Directions
- Since 2018, TAMSPH has been under the leadership of three different deans, including the most recent leadership transition with the hiring of Dean Gibbs in spring of 2020. The consistent changes in leadership and subsequent changes to school and department leadership has challenged progress. More changes will occur with the Path Forward. However, our leadership remains committed to diversity and inclusive excellence.
Introduction

The Division of Student Affairs (DSA) continues to prioritize meaningful inclusive and equitable campus experiences, as illustrated in Chart 1. As indicated in Chart 1, the DSA’s goal is to ensure a welcoming and inclusive academic environment for all students. To accomplish this, the DSA emphasizes the importance of providing opportunities for students to engage in meaningful learning experiences and to develop a deeper understanding of diversity and inclusivity.

Recruitment

The DSA has implemented a range of initiatives and strategies to recruit and retain diverse faculty and staff. These efforts include targeted recruitment efforts for underrepresented groups, partnerships with recruitment firms, and the implementation of diversity and inclusion training for all employees. The DSA also collaborates with other campus departments to develop and implement strategies that promote diversity and inclusion.

Retention

The DSA has implemented a comprehensive retention strategy that focuses on providing support and resources to students throughout their academic journey. This strategy includes initiatives such as the DSA’s Student Success Center, which offers academic advising, career services, and a variety of support programs for students. The DSA also collaborates with other campus departments to provide opportunities for students to engage in meaningful learning experiences and to develop a deeper understanding of diversity and inclusivity.

Campus Climate

The DSA has implemented a range of initiatives to promote a diverse and inclusive campus climate. These efforts include the implementation of diversity and inclusion training for all employees, the development of partnerships with local community organizations, and the implementation of initiatives that promote diversity and inclusion in the classroom and on campus. The DSA also collaborates with other campus departments to provide opportunities for students to engage in meaningful learning experiences and to develop a deeper understanding of diversity and inclusivity.

Equity

The DSA has implemented a range of initiatives to promote equity and inclusion across campus. These efforts include the development of partnerships with local community organizations, the implementation of diversity and inclusion training for all employees, and the implementation of initiatives that promote equity and inclusion in the classroom and on campus. The DSA also collaborates with other campus departments to provide opportunities for students to engage in meaningful learning experiences and to develop a deeper understanding of diversity and inclusivity.

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Reflection

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