Unit:	College of Dentistry	**Date:**	11/01/2020
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1. Introduction

DESCRIPTION OF COD:

Texas A&M University College of Dentistry (COD) is located northeast of downtown in Dallas. For most of its existence, training has occurred in the main building, currently located at 3302 Gaston Avenue. A 2004 NIDCR Research Infrastructure Enhancement grant yielded the first phase of the Sciences Building, now occupied by research laboratories. In January 2020, a new, state of the art Clinic and Education Building was opened to house the college's clinical operations.

The ***mission*** of the College is to shape the future of dentistry by developing exemplary clinicians, educators, and scientists. Improving oral health by caring for the needs of a diverse community; seeking innovations in science, education, and health care delivery; and serving as leaders in health professions education remain objectives. As such, the college provides training for students seeking degrees in dental hygiene, general dentistry, and graduate studies which includes dental specialties. Training occurs in onsite clinics and laboratories and, externally, in community-based clinics.

Demographics:

2019 STUDENT DEMOGRAPHICS	PREDOCTORAL N=412	DENTAL HYGIENE N=58	GRADUATE N=123
White/Caucasian	36.1%	55.2 %	48.8%
African American/Black	12.3%	5.2%	5.7%
Hispanic/Latinx	26.9%	25.9%	8.1%
Native American/Alaskan Native	0%	0%	0.8%
Asian American	22.3%	13.8%	14.6%
Native Hawaiian/Pacific Islander	0%	0%	0%
Multiracial	1.7%	0%	2.4%
International	0.5%	0%	18.7%
Unknown/Other	0%	0%	1.8%

The predoctoral student cohort at COD remains among the most racially diverse dental schools in the United States and Canada. There are currently more women than men in each class. Overall, women make up 55.5% of total predoctoral students. (This is a first in the history of the College in what was previously a male-dominated profession.) Most international students are enrolled in the graduate program.

Faculty Demographics 2019 N=234	**Administrative Leadership**	**Professors / Associate Professors**	**Assistant Professors/ Instructors**
White/Caucasian	76%	67%	61%
African American/Black	10%	6%	6%
Hispanic/Latinx	0%	3%	12%
Native American/Alaskan Native	0%	0%	0%
Asian American	14%	24%	21%
Native Hawaiian /Pacific Islander	0%	0%	0%
Multiracial	0%	0%	0%
International	0%	0%	0%
Unknown/Other	0%	0%	0%

In 2019, COD senior leadership included the dean, associate deans, assistant deans, department heads, and directors of varying races and ethnicities. Of those twenty-one leaders, thirteen are male and eight are female. A total of 89 faculty members rank at the professor or associate professor level; 57 are male and 32 are female. Of the 145 faculty who rank as assistant professor or instructor, 77 are male and 68 are female.

Staff Demographics 2019 N=254	**Race/Ethnicty (%)**
White/Caucasian	40.94%
African American/Black	19.29%
Hispanic/Latinx	24.80%
Native American/Alaskan Native	0.39%
Asian American	5.91%
Native Hawaiian /Pacific Islander	0%
Multiracial	0.79%
International	5.91%
Unknown/Other	1.97%

In comparison to 2018 US Census Bureau estimates, the percentage of staff members who identify as White or Asian are within one percentage point of the Texas numbers (41.4% and 5%, respectively); the rate of Hispanic staffers is roughly 7% lower (32.1%); and the rate for African American staff members exceeds the state range (12.3%) by about 7%. Demographics for individuals who identify as international are not reported. All others combine to comprise less than 3% of the total staff population.

Writing, Reviewing, & Sharing the Diversity Plan

This report was written by the ranking diversity officer, reviewed by Academic Affairs staff and the IDEA Committee prior to submission to the College Dean for review and approval. It will be posted on the college's diversity webpage on the intranet.

COD Diversity & Inclusion (D&I) - Assessment Plan

The table below indicates plans for assessing the effectiveness of COD goals for diversity and inclusion. Much of this data will be referred to throughout the remainder of the report.

CLIMATE GOAL: Promote a campus climate that welcomes and encourages all individuals and engages, to the best advantage, the varying backgrounds and characteristics of our community.			
Strategy	**Timeline**	**Target Metrics**	**Results**
Climate Survey for faculty, staff, & students	Beginning 2017 & every 3 years	75% overall participation	Not met due to University changes and COVID delay
Online Employee Training	Onboarding and every 2 years	95% of full-time staff & faculty	Exceeded (100%)
Face-to-Face Employee Training	Onboarding and every 5 years	90% of full-time staff & faculty	Exceeded (95%)
# Diversity events	Annual	At least 4 per year	Exceeded (10 Programs)
Graduation Survey	Annual	90% predisposed to treat URM patients	Exceeded (99%)
Alumni Survey	Annual	60% report treating URM patients	Exceeded (90%)

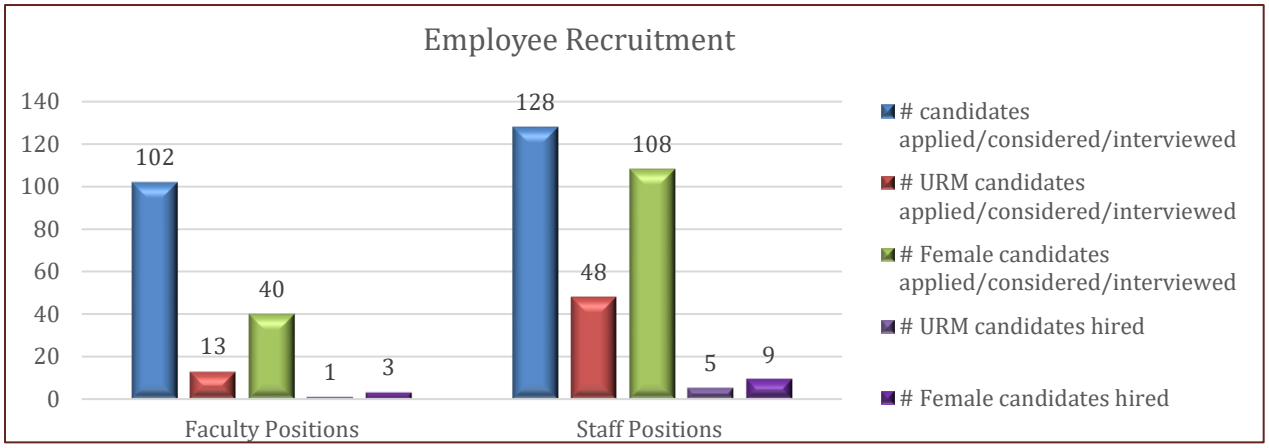
EQUITY/INCLUSION GOAL: Continue and optimize strategies that demonstrate a commitment to equity in the recruitment and retention of employees, volunteers, and students and to the inclusive character of our College.			
Strategy	**Timeline**	**Target Metrics**	**Results**
Monitor diversity proportions	Annual	%URM to reflect state of Texas	Faculty -Not Met Staff- Met Students – Met
Graduation Survey	Annual	90% students feeling "they belong"	Exceeded (95.5%)
Faculty recruitment plans	By 2018	70% implementation by departments	Not Met Plan not completed

ACCOUNTABILITY GOAL: Cultivate and monitor an organizational structure and institutional environment that is accountable for diversity and inclusive excellence.			
Strategy	**Timeline**	**Target Metrics**	**Results**
Diversity Scorecards	Annual	100% report measures	Met
Diversity Council Membership	Every 5 years	External members College members	Met
TAMU Annual Report	Annual	Completed on time	Met

2. Recruitment (500-word limit):

COD has measures in place to assess the continuation and optimization of strategies to demonstrate a commitment to equity in the recruitment of employees and students.

Employee Recruitment.



Data from the 2019 annual diversity score card reports (above chart) revealed that 4 of 19 departments sought to fill faculty positions and 7 departments sought staff positions.

- 102 candidates applied for faculty positions in 4 departments. Of the 13 URM candidates and 40 female candidates who were considered, at least one (1) URM and three (3) female candidates were interviewed and hired for faculty positions.
- 128 staff candidates applied in 7 departments. 48 URM and 108 female candidates were considered/interviewed for staff positions; 5 URM and 9 female candidates were ultimately hired for staff positions.

The focus on developing recruitment strategies to increase faculty diversity began early in the spring 2020 semester. A task force began researching protocols and resources to support search committees in their efforts to identify and attract URM candidates to dental education positions. These efforts were curtailed due to changes in schedules and increased responsibilities related to our response to the impact of COVID-19 on the curriculum. It is anticipated that this venture will resume within the coming months.

Student Recruitment:
The Office of Admissions and Recruitment tracks student application and acceptance data. The table below provides data for recruitment efforts during 2018-2019 for the first year predoctoral class which entered in Fall 2019 and efforts during 2019-2020 for students entering in Fall 2020.

DDS PROGRAM FOR FALL 2019 ENTRY	
Total # of students that applied	1605
Total # of URM students that applied	398 (24.8% of applicants)
Total # of URM students accepted	• 56 offered positions (3.5%) of total applicants) • 50 accepted offer
Total # of female students that applied	844 (52.6% of applicants)
Total # of female students accepted	• 79 offered positions (4.9% of total applicants)

	• 62 accepted offer
DDS PROGRAM FOR FALL 2020 ENTRY	
Total # of students that applied	1457
Total # of URM students that applied	348 (23.9% of applicants)
Total # of URM students accepted	• 62 offered positions (4.3% of total applicants) • 47 accepted offer
Total # of female students that applied	745 (51.1% of total applicants)
Total # of female students accepted	• 79 offered positions (5.4% of total applicants) • 51 accepted offer

While the overall number of applicants to the predoctoral program decreased by 9.2% from FY2019 to FY2020, the rate of decrease among URM and female applicants was less significant (1.9% and 1.8%, respectively); and the proportion of offers in FY2020 for those groups were inversely proportionate to offers in FY2019.

3. Retention

COD also has strategies in place that demonstrate its commitment to equity in the retention of employees and students.

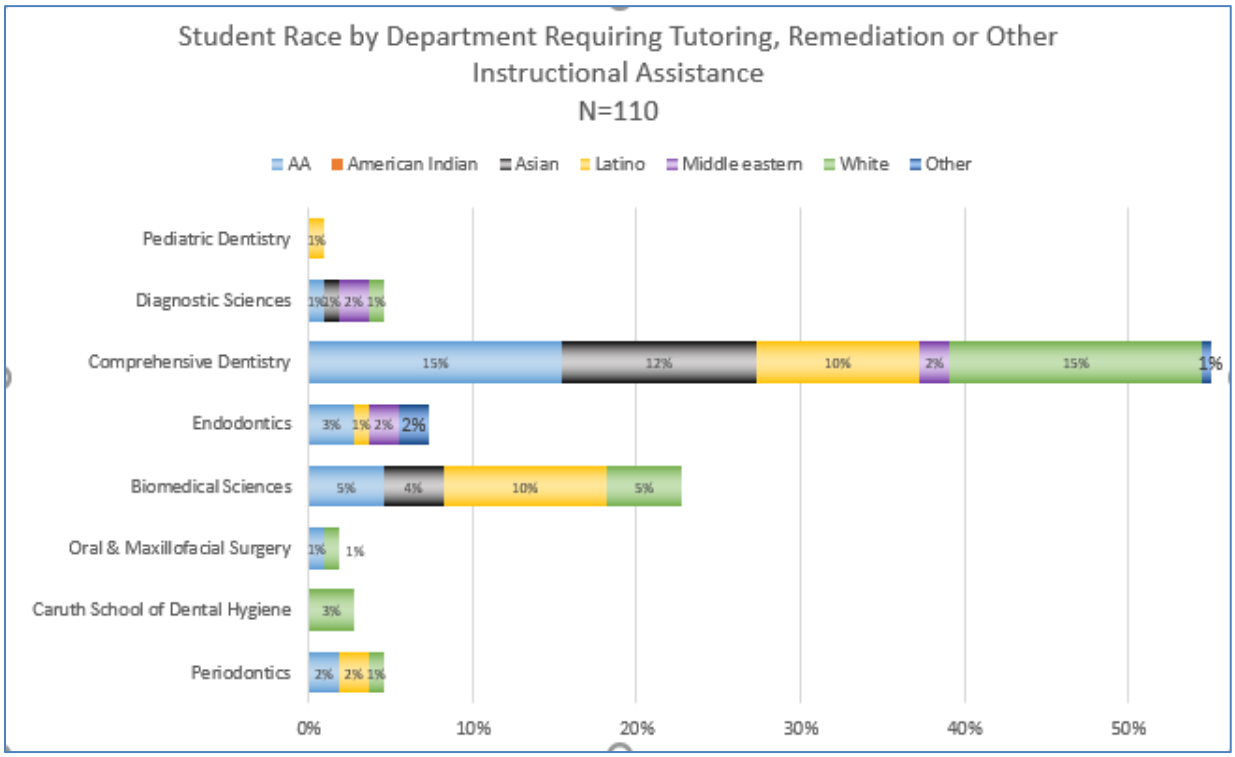
Faculty Retention. The Center for Excellence offers a mentoring program which focuses specifically on COD faculty who identify as underrepresented minority individuals. This program, funded by a HRSA grant, focuses on professional development and preparation for successful promotion and/or tenure. A leadership development component is included in the program. The current cohort includes seven faculty. Among previous cohorts, three succeeded as candidates for promotion.

Staff Retention. The staff forum plans professional development programs for all staff members.

Student Retention. Several initiatives are in place to support student retention:

- Academic counseling and support is provided by:
    - Peer Tutors (students) who are hired to work with other students who are experiencing academic difficulties in clinical and pre-clinical courses. This service is offered at no cost to the tutees.
    - Advanced Tutoring for students, beyond that provided by their peers, is also available from graduate students, residents, and/or faculty.
- An administrative team, the Student Success Team (SST), receives performance updates on students and meets periodically to discuss student academic progress and propose intervention strategies.
- Exam Accommodations and Learning Disability Services are also offered to students who have been diagnosed by a licensed professional as having a learning disability that qualifies the student to receive exam accommodations under the provisions of the American Disability Act (ADA).
- The college's diversity score card also allows for monitoring student success. Annually, department heads (1) assess and report student success in courses housed within their

departments, with particular focus on URM students; and (2) put measures in place to improve student outcomes, where needed. The chart below captures reported assistance to students and their progress during the 2019 calendar year.



A total of 110 students needed some type of assistance in eight disciplines. These students were provided were tutoring, remediation and other instructional assistance. 59% of the total needing assistance were female students and 41% were male students. The 110 students represented students from all races. African American students required assistance in six disciplines, Latino and White students needed assistance in five disciplines. Asian and Middle Eastern students needed assistance in three disciplines.

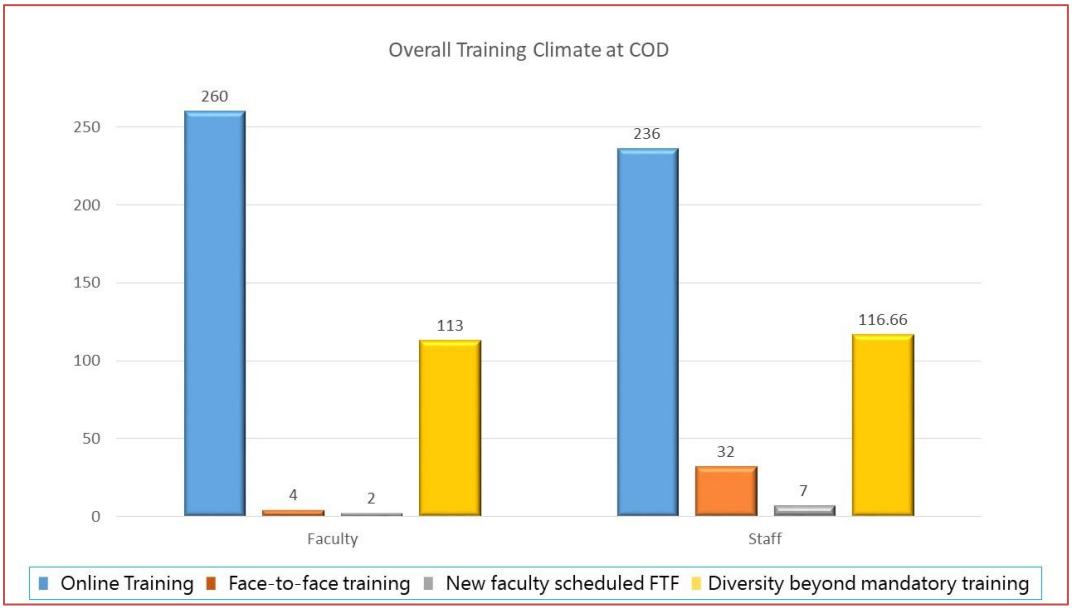
4. Climate

COD's climate goal is to *promote a campus climate that welcomes and encourages all individuals and engages, to the best advantage, the varying backgrounds and characteristics of our community*.

In 2017, the initial climate assessment, based on the ADVANCE Climate Survey, was independently administered to COD faculty, staff, and students by the Director of Planning and Assessment on behalf of the IDEA Committee. At least 50% of each of the three groups participated. Results were used as a basis for designing training and other initiatives for COD stakeholders. Per the assessment plan, a follow up assessment was due in 2020. This survey was to have been administered through the TAMU Office for Diversity; however, it was delayed because of the COVID- 19 pandemic.

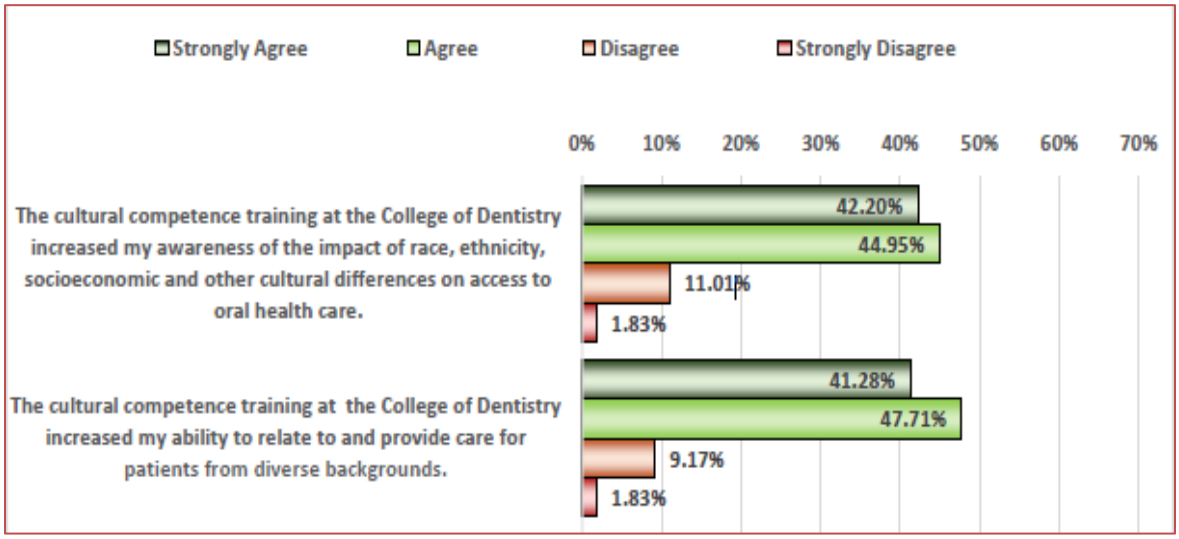
Other strategies included in the COD D&I plan to support this goal include mandatory cultural competency training for employees, integration of cultural competency training into the curriculum, and regularly scheduled programs and activities to promote inclusive attitudes and

behaviors. Employee participation in diversity programs, including mandatory training and other diversity initiatives, are considered in the annual evaluation process.



The diversity score card survey also assesses employee compliance with cultural competency training protocols at COD. The above chart indicates the training and other participation as reported. Overall, 260 faculty and 236 staff completed online training: 4 new faculty and 32 new staff completed face-to-face training; and two new faculty, 7 new staff were scheduled for a face-to-face training. Additionally, some faculty (113) and staff (116) participated in additional diversity initiatives.

Student perception of climate is assessed annually via the Annual Graduation Survey. Ninety-five percent of the 2019 graduating class (n=109) agreed or strongly agreed with the statement, "I feel as though I belong here at the College." However, perceptions regarding cultural competency training specifically related to health disparities (87.15%) and caring for patients with diverse backgrounds (88.99%) ranked lower than the 90% target (see table below). As a result an additional 3 hours on the subject was added to D1 (2 hours) and D4 (1hour) courses.



5. Equity (500-word limit):

COD's goal for equity and inclusion is to continue and optimize strategies that demonstrate a commitment to equity in the recruitment and retention of employees, volunteers, and students and to the inclusive character of our College.

Development. COD's Center for Excellence offers a mentoring program for faculty who identify as an underrepresented minority. This program is funded by a HRSA grant and focuses on professional development and preparation of participants for promotion and/or tenure. A leadership development component is included in the program. There are currently seven participants. Staff development activities, managed by the HR and Staff Resource Group, usually includes at least one full day of training annually.

Promotion & Tenure. Six employees applied for promotion in 2019-2020. Male and female composition of the group was an even 50% each. There were no URM faculty; however one male faculty (16.7%) identifies as Asian. All of the remaining candidates are white. There were no applicants seeking tenure during this period.

Financial support. Students entering in 2019 benefited from the reactivation of the Friends of Baylor Scholarship which, in conjunction with the Robert Wood Johnson Scholarship. Thirteen URM students who completed training through the Post Baccalaureate Program were accepted into the predoctoral program and were awarded $1000 each for the 2020 and 2021 Academic years.

Graduation Rates. One hundred percent of students who entered in the final year of predoctoral studies in 2019 graduated. In this historically white male-dominated career, 64.1% of the total graduating students in the Class of 2020 did not identify as white, remarkably noting the end of an era. (See the table below)

Composition of Spring 2020 Graduating Class	
Overall:	100%
White/Caucasian:	35.9%
African American/Black:	8.7%
Hispanic/Latinx:	23.3%
Native American/Alaska Native:	NA
Asian American:	29.1%
Native Hawaiian/Pacific Islander:	NA
Multiracial:	2.9%
International:	NA

6. Reflection

a) "Moving the Needle"

- Bridge to Dentistry, the pipeline program, garnered the **2020 INSIGHT into Diversity Inspiring Programs in STEM Award**. This award is presented as a tribute to people and programs that encourage and inspire a new generation of young people to consider careers in science, technology, engineering, and math. COD's award-winning

program continues to make a significant difference through mentoring and teaching, research, and other efforts worthy of this national recognition.

- Similarly, based on demonstration of an outstanding commitment to diversity and inclusion across the campus, COD was named a recipient of the prestigious **2020 INSIGHT *Into* Diversity Health Professions Higher Education Excellence in Diversity (HEED) Award**.
- For their strides in promoting and/or supporting diversity and inclusion on the campus and in their communities, the 2020 COD Diversity and Inclusion Award, established in 2019, was presented to one student, one staff member, and two faculty members. Recipients received a financial award and a plaque

b) Goals and strategies

The IDEA Committee continues to implement strategies outlined in the Diversity and Inclusion Plan that can be used by other units:

- Mandatory cultural competence training has helped to improve the climate. 100% of employees have completed online training via TrainTraq and at least 95% have completed face-to-face training. Training for the remaining employees is scheduled to occur on December 2, 2020. Compliance with training protocols and participation in other internal and external initiatives to facilitate diversity and inclusion is considered in annual employee evaluations.
- Diversity & Inclusion Week took place virtually from September 28 – October 2, 2020. Daily activities included viewing of TedTalk videos on diversity-related topics followed by discussion in Zoom breakouts by mixed audiences (faculty, staff, and students). The two-hour session on Wednesday, September 30th included a historical perspective of the climate at COD and honoring the Diversity & Inclusion Award recipients. All other school activities were placed on hold during this 2-hour period. Participation ranged from 35 – 75 on Monday, Tuesday, Thursday, and Friday; and 248 joined the mid-week celebration. The link below is a recording of the Wednesday event which demonstrates the creative strategies undertaken to make the event fun and educational.

  https://tamu.mediasite.com/Mediasite/Play/2baea0f191a04e72945b503cb35128131d

- In the aftermath of the murder of George Floyd, multiple town hall meetings were held with students and employees. Additionally, the D&I Speakers Series featured renowned speakers who addressed white privilege and anti-racism.
- Employee Resource Groups also provided support for members, particularly in response to racial unrest and the coronavirus pandemic.
- Diversity Score Cards were completed by 100% of the departments and offices. The results were presented to the Administrative Council for review.

c) Challenges Faced

- The most significant impact of COVID-19 was the need to change planned programs to a virtual format. One such program was the Conference on Race, Intersectionality Sexuality, and Equality (RISE). Originally planned as a full day, revenue-generating, in person conference featuring a nationally-renowned keynote speaker, RISE was changed to a free, virtual platform and the keynote speaker was postponed. Attendance for RISE was recorded at 253 participants. We anticipate moving forward with this conference in 2021 in the originally-planned format.

- The 2020 D&I Week observance also had to be transitioned to a virtual format daily. Yet, 248 joined the 2-hour session on Wednesday. Attendance ranged from 35 – 75 participants for the lunchtime events on each of the other four days.

- COVID-19 posed multiple stressors for graduating students including the implementation of nontraditional measures to complete their course of study, determining how and when graduation would occur, and arranging to take state board exams. Thus, an administrative decision was made to forego the 2020 Graduation Survey.

d) Use of Diversity Plan Awards

In addition to trainings, workshops, and support for other diversity & inclusion programs, expenses for this year include salary at 20% FTE for an Assistant Director of Diversity and Faculty Development, Dr. Faizan Kabani. Dr. Kabani's role with climate and inclusion at the college has been and continues to be invaluable. This and other expenditures are provided in the table below.

TAMCOD Use of Diversity Funds							
Year Awarded Funds	**Diversity Award Amount**	**Contests, Awards, Promotion/ Awareness**	**Student /Employee Groups Climate-focused Activities**	**Diversity & Inclusion Speakers Series**	**Training/ Workshops, Conferences**	**Other Administrative Costs**	**TOTALS**
2015	$15,000	0	0	0	0	$15,000 (TAMHSC)*	**$ 15,000**
2016	$5,000	0	0	0	0	$5,000 (TAMHSC)*	**$ 5,000**
2017	$55,000	0	0	$1,000.00	$3,250.00	$15,000 (Student Development)	**$19,250.00**
2018	$25,000	$6,392.27	$308.00	$3,342.76	$1,075.90	0	**$11,119**
2019	$60,000	$9,214.19	$1,794.36	$2,292.66	$11,562.90	0	**$24,864.11**
2020	$65,000.00	$ 2,937.80	$1,124.60	0	$ 5,653.49	$ 5,579.15	**$15,295.04**
Total	**$225,000**	**$18,544.26**	**$3,226.96**	**$6,635.42**	**$21,542.29**	**$ 40,579.15**	**$90,528.08**