Unit: Texas A&M College of Dentistry **Date:** November 1, 2021
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1. Introduction

DESCRIPTION OF COD:

Texas A&M University College of Dentistry (COD) has been a distinguished resource for dental education for more than 100 years. First opening in 1905, the College was affiliated with Baylor University from 1918 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.

For much of its existence, training occurred in the main building of the campus, currently located at 3302 Gaston Avenue. Additional physical spaces constructed in 2004 and in 2020 have amplified the achievement of its **mission** to impact the future of dentistry by developing exemplary clinicians, educators, and scientists while combining higher education and research with community service.

Demographics:

2020 STUDENT DEMOGRAPHICS	PREDOCTORAL N=416	DENTAL HYGIENE N=59	GRADUATE N=107
MALE	46%	3%	48%
FEMALE	54%	97%	52%
URM MALE	19%	2%	7%
URM FEMALE	23%	32%	7%
INTERNATIONAL	0	0	21%

- *In what was a traditionally white, male-dominated field, the face of the dental profession is changing. Entering numbers for the 2021 predoctoral year included 416 students - 42% underrepresented minority (URM) students and 54% female students, a slight decrease (1.5%) from the previous year.*
- *Dental hygiene remains a female-dominated vocation; and men represent less than one-tenth percent of the class. However, the combined classes, totaling 59 students, include 34% URM students.*
- *The graduate education and residency programs enroll 113 students. Fourteen percent (16/113) are URM; 21% (23/113) have international backgrounds.*
- *There are no international students in either the predoctoral or dental hygiene programs.*

STAFF N=228	Asian/ Pacific Islander	Hispanic	Black	Native American	White	More Than One Race	Did not specify	Total
Male	2%	4%	2.2 %	0	9%	0.4%	1%	18%
Female	7%	24%	15%	0.4%	32%	0.4%	2.2%	82%
Total	9%	28%	17%	0.4%	41%	0.9%	3.5%	100%

COD staff is diverse with 45% (113/215) of staff who identify as URM and 89% (186/228), as female.

FACULTY N=215	Asian/ Pacific Islander	Hispanic	Black	Native American	White	More Than One Race	Did not specify	Total
Male	11%	3%	3%	0	41%	0	0	58%
Female	11%	6%	4%	0	20%	0	0	42%
Total	22%	9%	7%	0	62%	0	0	100%

Among full time faculty, 16 % (34/215) identify as URM; 42% (90/215) are female. Asians represent 22% (48/215) of the staff.

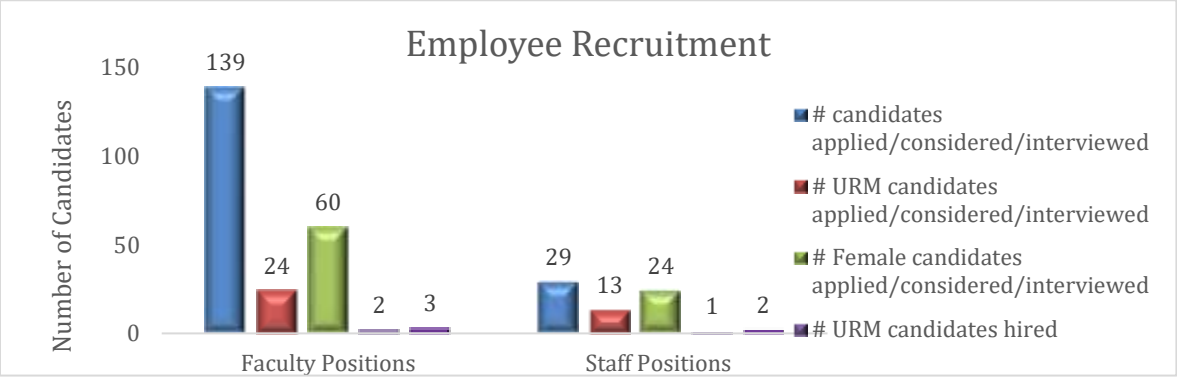
Writing, Reviewing, & Sharing the Diversity Accountability Report (DAR)

This report was written by the ranking diversity officer, reviewed by the Committee on Inclusion, Diversity, Equity, and Access (IDEA) and prior to submission to the Acting Dean. The DAR will be posted on the diversity webpage on the College intranet.

2. Recruitment

COD's overarching goal for recruitment is to have recruit the best-qualified candidates in developing a diverse student body and work force whose demographics align with those of the State of Texas at *12.9% Black or African American, 39.7% Hispanic or Latino, 5.2% Asian and approximately 50.3% female* (https://www.census.gov/quickfacts/TX). As evidenced by demographic tables in Section 1 of this report, with some exceptions, COD is approaching that target across all stakeholders.

Employee Recruitment: Since 2018, COD has monitored employee recruitment through its annual Diversity Score Card Report. Data for 2020-2021 is in the figure below:



A total of 139 candidates applied/were considered/interviewed for faculty positions in five (5) departments, of which twenty - four (24) were URM candidates and sixty (60) were female candidates.) Two (2) URM candidates and three (3) female candidates were hired for faculty positions. A total of twenty - nine (29) candidates applied/were considered/interviewed in seven (7) departments for staff positions, of which thirteen (13) were URM candidates and twenty - four (24) were female candidates. One (1) URM and two (2) female candidates were hired for staff position.

Faculty recruitment: One strategy which supports hiring faculty from underserved and underrepresented cultures is the focus on encouraging students to consider careers in academia. These measures include a loan repayment program and the COD Center of Excellence (COE) – both funded by the Health Resources and Services Administration (HRSA).

The loan repayment program requires a commitment to teach for two years in exchange for reduced balances. The COE offers tuition and stipends for URM dental students to matriculate in the EDHP Master's Program (under the direction of the TAMU College of Medicine). Three COD/EDHP graduates have joined the faculty since 2017. This grow-your-own effort is encouraging; however, there remains a need to improve diversity among faculty. Recognizing this, a campus-wide focus on the development of strategies to facilitate diversity in faculty hiring has been included as a major objective in the 2021-2026 COD Strategic Plan. These strategies should bolster both gender and racial/ethnic diversity.

Staff recruitment: Staff demographics regarding URM is on par; but the rate of females (82%) among staff exceeds the state demographics (50.3 %). This can be attributed preponderance of positions that are perceived as traditional female roles. Changing theses perceptions is outside COD's sphere of influence; therefore, there are no recommendations in this regard.

Student Recruitment: HRSA funds also support the Bridge to Dentistry Pipeline Program which seeks attract and recruit dental students from minoritized and underserved backgrounds. Students who successfully complete the pipeline's Post-Baccalaureate Program will matriculate into the D1 class.

The Office of Recruitment and Admissions tracks student application and acceptance data. The table below offers a comparison of recruitment data for the period of 2019-2020, which accounted for the first year predoctoral class which entered in Fall 2020, with date for 2020-2021 for students entering in Fall 2020.

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 (3% of total applicants)
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 (3.5% of total applicants)
DDS PROGRAM FOR FALL 2021 ENTRY	
Total # of students that applied	1661
Total # of URM students that applied	406 (24.4% of applicants)
Total # of URM students accepted	• 52 offered positions (3.1% of total applicants) • 47 accepted offer (2.8% of total applicants)
Total # of female students that applied	826 (49.7% of total applicants)
Total # of female students accepted	• 74 offered positions (4.5% of total applicants) • 56 accepted offer (3.4% of total applicants)

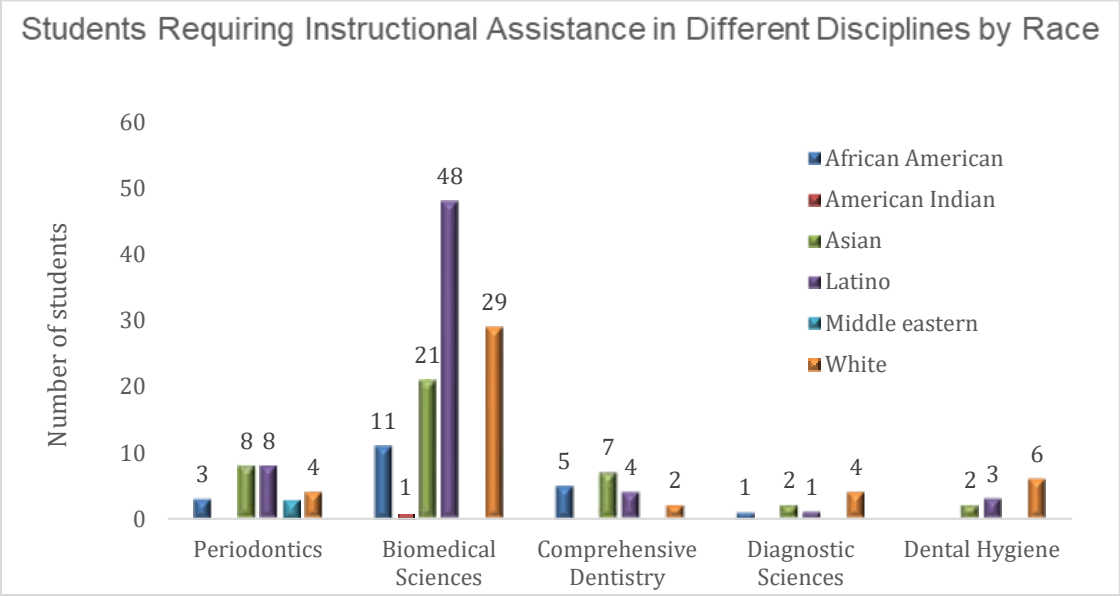
As noted in the table above, the overall applicant pool for entry into the Fall 2021 class increased but the overall percentage of URM and female students offered positions at COD decreased. While fewer positions were offered to URM students for the class entering in 2021, the number accepting was equal (47) for both years. Also of note, there were five fewer positions offered to female students but an increase (+5) in those accepting.

3. Retention (500-word limit):

Employee Retention: The 2021-2026 strategic plan, previously mentioned, incorporates various measures to facilitate staff and faculty retention, including existing initiatives, i.e., faculty mentoring and professional development for staff. The launch of some programs/activities is anticipated during the current academic year. However, strategies to support additional measures will be based upon the results of (1) faculty

and staff needs assessments and (2) an employee satisfaction survey, both of which are projected to be deployed in the coming months.

Student Retention. Initiatives, described in previous reports, that support student retention remain in place, including academic counseling and support, monitoring and intervention by the Student Success Team, and exam accommodations. Assistance provided for students is tracked via the Diversity Score Card. The figure below provides related data:



A total of 173 students representing all races needed instructional assistance in five (5) disciplines. Students received tutoring and counselling services in three of the five (5) disciplines and only tutoring in two (2) of the five (5) disciplines. 57% (99/173) of the total needing assistance were female students and 43% (74/173) were male students. African American students required assistance in four (4) out of five (5) disciplines. Latino, Asian and White students needed assistance in all five (5) disciplines. Middle Eastern and American Indian students needed assistance in one (1) discipline.

To further support student success, in the spring semester of 2021, attendance was sponsored for five faculty members to attend two different workshops that addressed measures to support male students of color. Based on recommendations from those meetings, a task force of key diversity and student affairs leaders was convened. The ultimate outcome was the establishment of the COD Multicultural Success Network (MSN) which was approved in August 2021.

Sponsored by the IDEA Committee, the MSN is open to all COD predoctoral and dental hygiene students for the purpose of promoting student success through mentoring

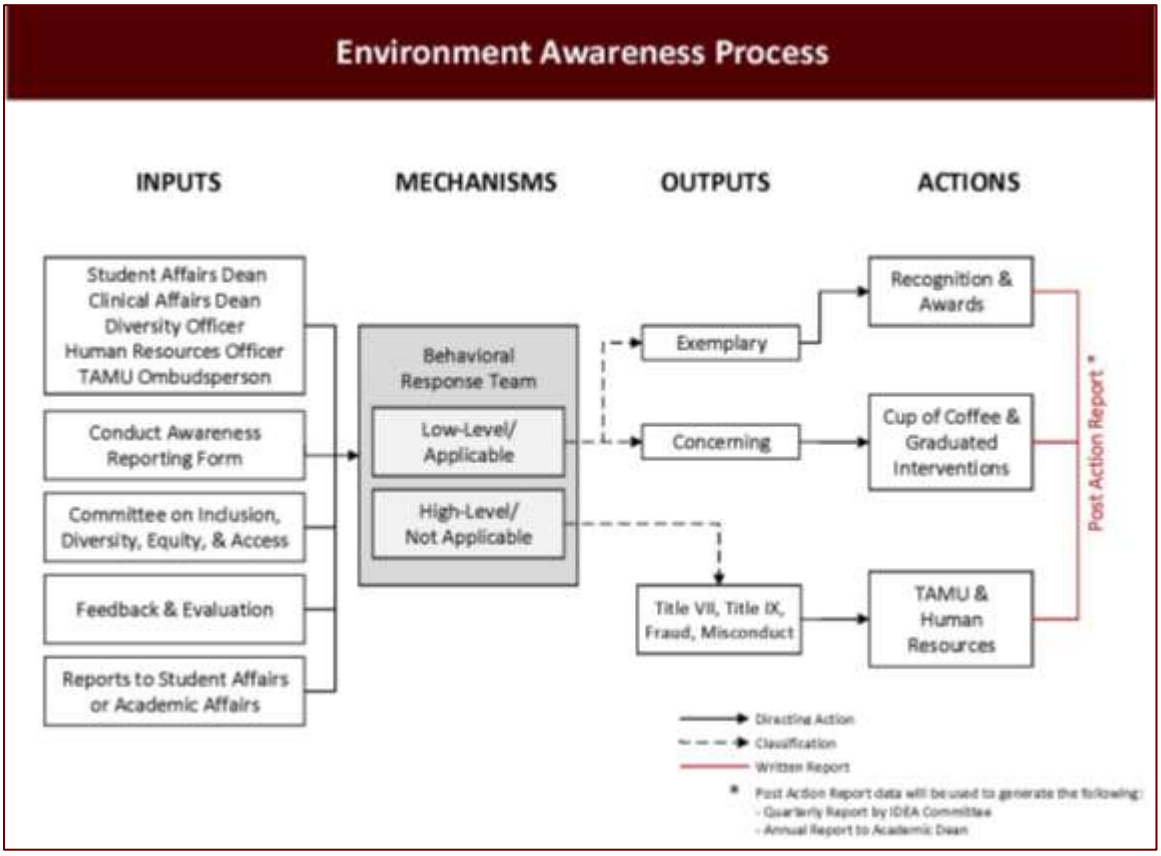
relationships, application of evidence-based educational strategies, and other experiences that lead to academic achievement and enhanced personal and social skills. The charges and duties of the MSN include:

- Identifying issues that may potentially challenge student advancement,
- Developing a holistic approach to enhancing student performance,
- Identifying a cohort of mentors who have relevant expertise and experiences to form cooperative and collaborative relationships with students and to participate in the establishment of shared goals for the students' academic achievement,
- Providing training for program participants to facilitate successful outcomes,
- Establishing a method for regularly monitoring student progress,
- Conducting a formal assessment of the program on an annual basis, and
- Submitting quarterly reports on program activity and findings to the IDEA Committee.

4. Campus Climate

COD stakeholder participation in the 2021 TAMU climate survey was less than anticipated. As a result, there was insufficient data to effectively evaluate the campus climate. However, a national dental education survey, administered by the American Dental Education Association is forthcoming. Data will be made available for assessing the COD climate and for comparison with reports from other schools across the country and within the region.

Returning to campus amidst the COVID-19 pandemic was stressful; and possible COVID-related stressors led to a bump in reports of concerning behaviors. These concerns resulted in workshops on professionalism for employees and students. We were also fortunate to have an overview of Texas A&M College of Medicine (COM) Learning Environment Enhancement Program presented to the IDEA Committee which served as the impetus for the development of the COD Learning Environment Awareness Program (LEAP). Approved in August 2021, LEAP is based on the initiative developed at the Center for Patient and Professional Advocacy at Vanderbilt University Medical Center as a supportive infrastructure for addressing unprofessional or disruptive behaviors. Key components of the system were also adapted from the Learning Environment Enrichment Program at COM which focuses on promoting professionalism. However, LEAP expands beyond professionalism, promoting ethical and inclusive behaviors, as well. While plans for LEAP were under consideration, twelve COD staff and faculty completed a Peer Messenger Training Workshop on April 12, 2021.



The Environment Awareness Process within (EAP), shown above, is a multistage systematic approach to assess and improve the program. Resources identified in the 'INPUT' column provide important perspectives on institutional and situational factors that inform the development of the EAP over time. The Behavioral Response Team (BRT) is the 'MECHANISM' or procedure through which reported incidents are reviewed and identified as applicable (low-level) or not applicable (high-level) for LEAP. The 'OUTPUT' column identifies the various categories that the BRT can allocate each reported incident. For example, incidents identified as applicable (low-level) can be categorized as either Exemplary or Concerning behavior; conversely, incidents identified as not applicable (high-level) can be categorized as Title VII, Title IX, Fraud, and/or Misconduct. The 'ACTIONS' column identifies the specific intervention based on the beforementioned output. For example, recognition/awards provided for exemplary behavior and Cup of Coffee/Graded Interventions for concerning behavior. Incidents categorized as Title VII, Title IX, Fraud, and/or Misconduct would be referred to appropriate TAMU Offices and Human Resources. Finally, a Post-Action Report will be completed for every intervention. Post-Action reports will be generated quarterly for the IDEA Committee and annually to the Associate Dean for Academic Affairs.

Currently, "diversity and inclusion" is housed in Academic affairs and the administrative support staff member who is assigned to assist the Assistant Dean for Diversity and Inclusion also supports the curriculum officer in addition to numerous other responsibilities. There is an assistant director with an FTE of 20%. If there were money and resources available, an *Office of Diversity, Equity, and Inclusion* (ODEI)would be established. In addition to the diversity dean, the office would include a fulltime Director for Diversity and Inclusion and administrative team assigned to support said office.

The *ODEI* would:

- Increase internal DEI-related training opportunities and programs for all COD stakeholders
- Collaborate with administrative offices and departments to support participation in external DEI-related training opportunities and program
- Regularly assess and update current electronic and face-to-face cultural competency training modules
- Increase support for Employee Resource Groups and Student Affinity Groups
- Participate in TAMU ADVANCE training programs for faculty

5. Equity

Some of the activities that lend themselves to the development and or maintenance of equitable conditions for COD students and employees are described below:

Promotion and/or Tenure: Five faculty members were promoted during the 2020-2021 term. Two faculty who identify as Asian were promoted to full Professor with Tenure. The three promoted to Clinical Associate Professor identified as Asian, Black, and White. No females applied during this cycle.

Salaries: Salaries of COD faculty were compared to the 2018-2019 ADEA Faculty Salary Summary Guaranteed Annual Salary and Total Compensation Study. (Note: No study was done for 2019-2020 due to COVID. ADEA used the time to re-vamp their data gathering process). The report lists Rank/Primary Appointment in Public/Private schools. We are comparing our salaries by primary appointment to public schools. The preliminary review was done before the FY22 Merit Pool was awarded. Administrators in the process of updating salaries to include the FY22 Merit numbers. The process is still ongoing.

Graduation Rates: As in the previous year, the graduation rate for the class during this period is at 100%. An analysis based on demographics is provided below:

Composition of Spring 2021 Graduating Class	
Overall:	100%
White/Caucasian:	28.4% (29/102)
African American/Black:	20.6% (21/102)
Hispanic/Latinx:	26.5% (27/102)
Native American/Alaska Native:	NA
Asian American:	22.5% (23/102)
Native Hawaiian/Pacific Islander:	NA
Multiracial:	1.96% (2/102)
International:	NA

Professional Development: The 2021-2025 Strategic Plan includes professional development as a priority. Future measures to assure success, are being planned. Current actions are described below:

Faculty development: In addition to the ongoing faculty development opportunities offered on campus, the American Dental Education Association (ADEA) offers numerous professional development programs for its constituents. COD faculty participation is supported by department and office budgets. During this academic year, three female faculty members completed the ADEA Emerging Leaders' Program and an Asian male colleague completed the ADEA Leadership institute.

Staff development: The Staff Advisory Council works with the Director of Human Resources to provide staff development programs. Staff Development Day, a daylong program during which professional development workshops are offered, is held annually.

Review of Service:

One COD female faculty of color serves on the ADVANCE Advisory Committee. Two male faculty members are part of an initiative that focuses on LGBTQ+ issues – one identifies as Asian and one, as White. Several faculty are involved at the national level through the American Dental Education Association and disciplinary societies.

COD has faculty awards in place to address both professional service and institutional service. In addition to being eligible for these awards, recipients may be featured in the college newsletter.

Faculty and staff report DEI-related activity as a part of the annual evaluation process.

6. Reflection

a) **How COD is "Moving the Needle"**

Recruitment: The entering predoctoral class of 1974 at COD (then Baylor College of Dentistry) included eight (6%) female students and four (3%) URM students. This was the first year that African American students had ever matriculated. Female enrollment began some years prior. Over time, the percentages of those groups have increased to 54% and 42%, respectively. These changes are due in large part to pipeline programs which utilized various approaches from awareness for children as young as pre-kindergarten, to academic enhancement for college graduates, through ongoing academic support for students, once matriculated.

Implementation: The 2017 Diversity & Inclusion (D&I) Plan called for an officer for diversity. In 2018, the first assistant dean responsible for D&I at the College was appointed under to lead in implementation of the strategies outlined in the D&I Plan and to introduce new strategies going forward.

Awards: Since the inception of Diversity & Inclusion Awards in 2019, four faculty members, 3, students, and 1 staff member have been honored. At the university level, nine COD faculty, staff, and students have been approved as TAMU Diversity Champions, eight during this reporting period. In 2019-2020, COD received three national awards.

b) **Goals and Strategies that impact recruitment, retention, climate, and/or equity:**

The Committee on Inclusion, Diversity, Equity, and Access (IDEA) oversees implementation of the D&I plan. Adaptable goals and strategies that have led to effectiveness of the plan include:

1. **Accountability Goal**: Cultivate and monitor an organizational structure and institutional environment that is accountable for diversity and inclusive excellence.

- **Funding**: Salary support for the Assistant Dean for Diversity (and Faculty Development) is a budget line item; however, funding for most diversity initiatives is provided through funds conferred via the TAMU Annual Diversity Award.

- **Diversity Score Card Reports** – In place since 2018, each office and/or department within the college is required to report demographics, recruitment activities, and efforts to promote student success. The findings are submitted to the Administrative Council for review.

- **Employee Participation:** Protected time for diversity training and programs and diversity is considered in Annual Employee Evaluations.

2. **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.

   - **Mandatory Cultural Competence Training** – An online training courses, was launched for all employees in 2017. The training is repeated every two years. Face to face training is required every five years and is coming due for most employees in 2022. Training is planned in January during the Faculty Retreat and Staff Development Day programs.

   - **Diversity Speakers Series –** A target of three presentations by diversity and inclusion experts per year has been set for this program. This is attained through individual presentations and through the Conference on Race, Intersectionality, Sexuality, and Inclusion (**R.I.S.E.)**

   - **Diversity and Inclusion Week**: Since 2019, the college has observed week-long celebrations that include interdisciplinary discussions about diversity and inclusion, a mid-week celebration which highlights historical perspectives on diversity at COD, presentation of D&I Awards, educational games, and more. Fridays during that week are reserved for Employee Resource Groups activities.

   - **Employee Resource Groups (ERGs)**: In 2019, ERGs for females, African Americans, Asian Pacific Islanders, Hispanics, and LGBTQ+ groups were formed for the purpose of supporting these cultures and their allies.

- **Student Affinity Groups (SAGs**): SAGs are similar to ERGs in composition and purpose. These groups include Asian-American Dental Student Association, Hispanic Student Dental Association, Muslim Student Dental Society, and the Student National Dental Association (predominately African American). Allyship in these groups result in high levels of diversity.

3. **Equity 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.

    - Strategies to facilitate academic success for students are managed through the Office for Student Development. These include such initiatives as tutoring and monitoring by the Student Success Team.

    - The Comprehensive Faculty Development Program, under the auspices of the Center of Excellence, which is funded by HRSA, offers mentoring for faculty of color.

    - The MSN (described on page 5-6)

    - LEAP (described on pages 6-8)

c) **<u>Challenges:</u>**

The greatest overall challenge has been timing. There are few times when the majority of faculty, staff, and students are available to participate in DEI programs and activities. Responding to COVID exacerbated that problem with changes in schedules and social distancing protocols. These challenges were overcome by pivoting from in-person to virtual platforms. Attendance was less than in prior years; but those who were able to participate responded favorably.

Diversity programs and activities sponsored by the SAGs over the past several years were postponed due to the social distancing guidelines which limited numbers on site or to the fact that adaptation to virtual implementation was not feasible.

d.) 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**
2015	$15,000	n/a	n/a	n/a	n/a	$15,000*
2016	$5,000	n/a	n/a	n/a	n/a	$5,000*
2017	$55,000	-	-	$1,000.00	$3,250.00	$15,000
2018	$25,000	$6,392.27	$308.00	$3,342.76	$1075.90	-
2019	$60,000	$9,214.19	$1,794.36	$4,292.66**	$11,562.90	$1,558.61
2020	$70,000	$7,111.47	N/A	$2,500	$5,898.00	$26,787.68
Total	$230,000	$22,717.93	$2,102.36	$11,135.42	$21,786.80	$28,346.29

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***Note: An expense in the amount of $2000 was paid 8/6/2020 and should have been a part of 2019-2020 accountability report. This amount was added to the 2019 charges above and factored into the total.*