Preface: As our Texas A&M community adapts to this new environment of learning, teaching, working, and connecting virtually, it is imperative that our Diversity Plan goals of accountability, campus climate, and equity remain at the forefront of all our decisions. To put a finer point on the issue, particularly in times of crisis, we must ensure that all existing and planned policies, operations, procedures, and major plans for organizational change continue to be pursued with careful attention to their impact on our diversity, inclusion, and accessibility goals.

For the 2020-2021 Diversity Plan Accountability Report, the Office for Diversity is balancing the need to track and collect longitudinal data and narratives with the need to understand current, and sometimes unique, challenges and strategies presented by social distancing and the pandemic. Please use the 2020-2021 Diversity Plan Accountability Report as a tool to document and share your unit’s strategies, plans, challenges, and successes advancing diversity, inclusion, and accessibility in 2020.

Instructions: The purpose of this report is to assess the continuing progress towards diversity and inclusion at the college and division-level. Please review your unit’s strategic plans, diversity plans, and assessment plans for goals, data-informed actions, and strategies addressing diversity, recruitment, retention, campus climate, and equity. Where appropriate, use specific examples from individual departments in your unit to provide evidence for your narrative regarding progress towards Texas A&M University’s Diversity Plan goals: Accountability, Campus Climate, and Equity.

Formatting: Use portrait orientation and 12-point font or larger for the narrative, tables, and figures. Word limits are provided for each of the six sections. Please note: References, graphics, footnotes, and tables for demographic data are not included in the word count.

1. Introduction (200-word limit): Describe your unit (campus location, 2019 demographics of students/faculty/staff, departments, etc.) and its general mission. Describe the writing and review process for this report: For example, was your unit’s diversity council included in the writing or review? Was this report reviewed by unit leadership? How has your unit shared, or plan to share, the Diversity Plan accountability reports across your unit?

The Division of Research (DOR) delivers strategic support to further the University’s research mission and is committed to a truly comprehensive university, where students, researchers, and inventors bring scholarship and innovation to bear for the benefit of the community, the state and the nation. We encourage all units and members of the DOR to help make our campus and our division a welcoming place for all. DOR demographics to date reflect 68% female employees and 32% male employees, which reflects a change from 69% and 31% respectively in 2019. In 2020, 75% of DOR staff identified themselves as white as opposed to 77% in 2019. Of the 398 staff members in the DOR, 17 did not disclose or there is no record of their ethnicity. This
accountability report was drafted by two members of the AACDC and the HR Director of the Division, has been reviewed by DOR senior leadership and will be posted for all DOR employees to view.

2. **Recruitment (500-word limit):** As informed by one or more years of your unit’s practices and/or assessment data, describe your unit’s goals, measures, data-informed actions, strategies, challenges, and progress on student/faculty/staff recruitment. If goals, measures, or data are not available, describe plans to develop and assess goals for student/faculty/staff recruitment.

Approximately 21% of employees in the DOR self-identified as belonging to a minority group (not including female). This is unchanged from 2019. The division took proactive steps in recruiting; it sought measures to increase diversity in its applicant pools and continued with efforts to engage the workforce in promoting diversity and inclusion. The DOR continues to emphasize diversity-related efforts in the recruitment area including diversity/inclusion language in job postings and hiring matrices, including a variety of diversity and inclusion related questions on interviews and, when appropriate, appointing hiring committees to reflect diverse groups within DOR. This year, DOR HR liaisons researched each unit’s mission statements and reached out to unit leaders to develop customized unit descriptions in job requisitions. The descriptions include information about the specific work environment at the unit as well as a statement that expresses our desire to hire candidates “who will support our commitment to Inclusion, Diversity, Equity and Accountability (IDEA).” The description ends with a warm invitation to apply for the position to join our team. Additionally, HR Liaisons used a creative email to inform supervisors that a goal of the University and Division is to develop a diverse talent pool for all positions at all levels; a list of workplace diversity benefits was included along with written instructions to mitigate bias and improve diversity across the recruitment process. We have expanded our ability to reach underrepresented groups by posting our available positions on the Diversity in Higher Education website. We should be able to measure the effectiveness of this strategy over the next year.

Worthy of note, the Hagler Institute for Advanced Study recently established a new Faculty Liaison position; Dr. Karen Wooley was appointed and began her one-year term on September 1, 2020. The 9th class of Hagler Fellows will be announced soon. This class of ten faculty fellows is the most diverse to date. Half are outstanding women, including two African Americans. In addition, the Institute will soon announce an 11th person, a Distinguished Lecturer who is a remarkably accomplished woman.

3. **Retention (500-word limit):** As informed by one or more years of your unit’s practices and/or assessment data, describe your unit’s goals, measures, data-informed actions, strategies, challenges,
and progress on student/faculty/staff retention. If data are not available, describe plans to develop and assess goals for student/faculty/staff retention.

In 2020, the DOR rewarded 10% of its employees, 11% of females and 10% of males, with a reclassification or promotion. In promotions that were competitive, 50% of the employees to receive promotions were part of a racial minority group. For both females and males, employees that self-identify as belonging to a racial minority group were as likely to receive a promotion or reclassification, 11%, as employees who identified as white, 10%*.

*Employees who chose not to self-identify their racial identity were not included.

Other strategies are employed to retain talent in the division. Supervisors receive encouragement and reminders from the division’s HR office to recognize, reward and show appreciation for employees throughout the year. The DOR Annual Staff Excellence Awards program was designed to recognize and honor up to four staff members who demonstrate a commitment to excellence and diversity and who show uncommon initiative in contributing to the Texas A&M research community. Additionally, the DOR participates in the Academic Affairs Tradition of Excellence award program and the President’s Meritorious Service Awards program. In 2019, supervisors did an outstanding job of nominating high performers for awards; ten women and one man from the DOR received awards across these three programs. The division will continue to recognize employees for outstanding job performance and a commitment to enhance and support diversity at Texas A&M and within the DOR along with fostering an environment of growth and professional development. The DOR will continue to assess its workforce and environment to determine if additional programs or actions are needed to improve diversity and employee retention.

4. **Climate (500-word limit):** As informed by one or more years of your unit’s practices and/or assessment data, describe your unit’s goals, measures, data-informed actions, strategies, challenges, and progress on unit/campus climate issues. If data are not available, describe plans to develop and assess climate-related goals.

Division-level committees focused on employee morale and wellness, such as TEAMSRS-Together Engaging and Managing Social and Real Work Situations and the Operations Committee in the Energy Institute, continue to thrive within the DOR. Organizations such as these in the DOR along with the efforts of the chain of command help to keep employees informed and connected, particularly with regard to our response to the pandemic and the health and safety of our community.
DOR leadership continues to encourage employees to attend classroom and online training on diversity and inclusion. Division HR leaders served as subject matter experts in projects that yielded learning and development programs that will support the University in realizing its strategy to “be a best place to live, work, and learn.” DOR HR Liaisons also held several in-person supervisor training sessions that included a review of the IDEA elements in the hiring process, instruction on providing effective feedback to employees, and training to improve supervisors’ communication with employees. Additionally, employees in the Microscopy and Imaging Center completed “A Culture of Service” training as part of the annual review process. The Comparative Medicine Program promotes a culture of inclusion and diversity through initiatives such as Technician Appreciation Week, PB&J day, quarterly birthday celebrations and a monthly newsletter celebrating staff and the work they do. The Energy Institute has initiated potluck lunches for all employees. Individuals bring special or festive holiday foods from around the world and discuss the cultural or historical significance, along with ingredient sourcing and recipes. The Energy Institute also instituted a weekly virtual lunch social to keep team members connected to each other and the organization.

5. **Equity (500-word limit):** As informed by one or more years of your unit’s practices and/or assessment data, describe your unit’s goals, measures, data-informed actions, strategies, challenges, and progress on equity-related goals (e.g., advancement, promotion, development, salaries, graduation rates, etc.) If data are not available, describe plans to develop and assess equity-related goals.

The Division strives to keep equitable titles and pay across the Division for employees performing similar levels of duties and whose positions require similar levels of education and experience. Use of base merit increases, skill enhancement increases, equity adjustments, promotion increases, and hiring salary adjustments are all used to recognize the value of employees’ work within the Division. Salary equity is a consideration in awarding these increases. All personnel actions are reviewed at the division level to mitigate any internal and external equity issues that could potentially arise.

Worthy of note is the Energy Institute’s partnership with the Massachusetts Institute of Technology Energy Initiative and the Stanford Precourt Institute for Energy to support the implementation of the Department of Energy-led US Clean Energy Education and Empowerment (C3E) program to advance women’s participation and leadership in clean energy.

1. **Reflection (800-word limit):** This section provides you with an opportunity to outline your unit’s 2021 presentation for the President’s Council on Climate and Diversity (PCCD). Related to diversity, accountability, recruitment, retention, campus climate, and equity:
a) Describe how your unit is “moving the needle” (e.g., changing numbers/composition, awards, recognition, grants, funding, etc.).

b) Describe goals and strategies that have the greatest impact on, or the potential to impact, student, faculty and/or staff recruitment, retention, campus climate, and/or equity. Describe how strategies implemented in your unit might be useful to other units.

c) What challenges has your unit faced? Specifically, acknowledge the impact of the responses to COVID-19 on your unit’s diversity, equity, and inclusion goals.

d) Describe how funding from the Diversity Plan awards has been used (or will be used) to support and advance your unit’s recruitment, retention, climate, and/or equity goals.

a) In 2021, the DOR plans to continue tracking diversity data to determine how best to recruit and retain the best and brightest talent available and to foster an environment that is welcoming to all.

b) Some challenges that we face are:

i. Supervisor training with regard to the hiring and promotion process. In this FY, we plan to continue to work with DOR supervisors to better inform them of policies and processes to provide for a more inclusive and welcoming work environment.

ii. Supervisor training with regard to leading others. In this FY we plan to more actively work with DOR supervisors to better inform them of practices that enhance open communication with employees, coaching, professional development, and an inclusive and welcoming environment.

iii. The absence of merit increases for staff and the potential impact on retention and recruiting.


c) Some innovative strategies we have implemented include: Periodic supervisor tips sent via email to supervisors in the DOR; practical, classroom training delivered by our HR Liaisons regarding the recruiting and hiring process; and a regularly published division newsletter to share information with all employees.

d) We plan to use funding from the Diversity Plan awards to encourage division staff to attend diversity- and inclusion-related events such as the annual NCORE Conference.
2021 Presentation Guidelines

1) The 2021 presentations to the President’s Council on Climate and Diversity; the President of Texas A&M; the Provost; and university leadership. are scheduled for **February 19, 2021, 8:00 am - 5:00 pm, in the Memorial Student Center (MSC) Room 2406.** Presentations are strictly limited to 10 minutes for content and 5 minutes for questions from President Young, Provost Fierke, the President’s Council on Climate and Diversity (PCCD) members, and university leadership.

2) The purpose of your presentation is to describe how your unit is progressing on Texas A&M’s 2010 University Diversity Plan goals of **accountability**, **campus climate**, and **equity**. Because of the strict time limit, prioritize goals, data-informed actions, and strategies that have the greatest impact on, or the potential to impact, student, faculty and/or staff recruitment, retention, campus climate, and/or equity. Please structure your presentation as follows:

   a) Describe your unit (campus location, demographics of students/faculty/staff, departments, etc.) and its general mission.
   b) Describe goals and strategies that have the greatest impact on, or the potential to impact, student, faculty and/or staff recruitment, retention, campus climate, and/or equity. Describe how strategies implemented in your unit might be useful to other units.
   c) What challenges has your unit faced? Specifically, acknowledge the impact of the responses to COVID-19 on your unit’s diversity, equity, and inclusion goals.
   d) Describe how funding from the Diversity Plan awards has been used (or will be used) to support and advance your unit’s recruitment, retention, climate, and/or equity goals.

3) In addition to the presentation, you can submit a single-sheet, front-and-back, summary of your **2020 Diversity Plan Accountability Report.** In the past, units have used the single sheet to provide demographic information, tables, and graphics that enhance and support your **February 19, 2021** presentation.

4) If you use a video in your presentation, please provide captioning. Your Power Point presentation and single-sheet summary (pdf) are due to the Office for Diversity by **noon on January 20, 2021.** Please email the materials to Jennifer McGee Reyes at jlreyes@tamu.edu.