Introduction:
The Bush School of Government and Public Service was founded in 1997 under President George H. W. Bush’s philosophy that public service is a noble calling. Since then, the Bush School has continued to reflect that notion in its curriculum, research, and student experience and is made up of two departments, Public Service & Administration (PSAA) and International Affairs (INTA). The vision and mission of the Bush School are to inspire excellence in the noble calling of public service through the core values of Texas A&M University, the value of diversity of thought and expression, and the principles of public service and democracy. The initial draft of this report was written by the Assistant Dean for Career & Student Services and the Deans CARE Intern, after which the college Diversity, Equity and Inclusion (DEI) Committee, and department heads then reviewed the report and provided editorial feedback. Results of our Diversity Accountability Plan will be shared with the Bush School community (faculty/staff, current students, former students, and friends of the school) via the school’s website (http://bush.tamu.edu/diversity) and during one of our monthly diversity accountability meetings with the same group.

Demographic data for the 2020-2021 academic year are provided in Tables 1 and 2 below (Source: accountability.tamu.edu).

FIGURE 1 – 2020-2021 Student Demographics

<table>
<thead>
<tr>
<th></th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>49%</td>
</tr>
<tr>
<td>Male</td>
<td>51%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>2%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>8%</td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
</tr>
<tr>
<td>Multi-racial (excluding Black)</td>
<td>2%</td>
</tr>
<tr>
<td>Total Underrepresented %</td>
<td>28%</td>
</tr>
<tr>
<td>International</td>
<td>9%</td>
</tr>
<tr>
<td>White</td>
<td>63%</td>
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</tbody>
</table>
FIGURE 2 – 2020-2021 Faculty & Staff Demographics

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female %</td>
<td>41%</td>
<td>73%</td>
</tr>
<tr>
<td>Male %</td>
<td>59%</td>
<td>27%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4%</td>
<td>15%</td>
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<tr>
<td>Asian or Pacific Islander</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Total Underrepresented %</td>
<td>13%</td>
<td>22%</td>
</tr>
<tr>
<td>International</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>White</td>
<td>76%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Recruitment:

Students

Unit goals: With the mission of inspiring excellence in public service, our goal is to recruit a student body that reflects the populations they will eventually serve. Student recruitment goals are 35% underrepresented, 20% international, and 30% mid-career students. Overall student demographic numbers remained largely unchanged for the 2020-2021 academic year. Unfortunately, a majority of our international students were not able to be in the US for classes, something we view as having a negative impact on our student recruiting goals.

Ongoing strategies for recruiting a diverse student body continue from previous years, including recruiting via programs such as the Thurgood Marshall Leadership Institute (TMLI) and the Hispanic Association of Colleges and Employers (HACU), but all recruiting events during the 2020-2021 academic year were virtual due to the COVID-19 pandemic. Hosting events virtually positively impacted our ability to reach more students with our annual Public Service Weekend aimed at students from across the state of Texas as attendance grew from approximately 30 participants the previous year to over 100 participants this year.

For all virtual recruiting events, every effort was made to include diverse student/former student, faculty, and staff perspectives to prospective students since on-campus events have historically served as an opportunity to demonstrate a welcoming and inviting campus environment to prospective students from all backgrounds. External reputational concerns about Texas A&M University held both inside and outside of Texas do present challenges and opportunities for recruiting that are further impacted by the inability to host in-person events, but we do expect gains in our underrepresented enrollment for 2021-2022.

Faculty & Staff

Unit Goals: Faculty and staff demographics still do not represent the diversity of our state and nation and, as a result, the limited number of existing underrepresented faculty and staff increase the potential for implicit bias in the hiring recruiting process and thus contribute to the difficulty of recruiting diverse faculty and staff. Staff recruiting
still largely relies on local and/or internal university applicants finding positions and applying for them via the university HR office. With limited financial resources allocated for and no university-coordinated efforts to enhance staff hiring, this situation is unlikely to change in the near future.

In an effort to improve representation within the faculty our Public Service & Administration (PSAA) Department participated in the ACES Faculty Hiring Program and successfully hired our first ACES Fellow who will join the faculty in fall 2021. The PSAA Department also hired a tenure-track assistant professor in fall 2021 using ACES funding. Our International Affairs Department also had a graduate assistant search for Ph.D. programs at major universities in relevant fields to identify potential applicants from historically underrepresented groups for our faculty searches. The hiring committees were then charged with reaching out to these potential applicants to encourage them to apply. In addition, both departments posted faculty jobs in a number of online publications aimed at scholars from historically underrepresented groups, including American Association of Blacks in Higher Education, American Association of Hispanics in Higher Education, Diversity Issues in Higher Education, Journal of Blacks in Higher Education, and Hispanic Outlook. Unfortunately, the pandemic postponed the arrival of one international faculty member for the 2020-2021 academic year and prevented most faculty hiring for the 2021-2022 academic year from moving forward. Faculty recruitment initiatives described above are now being used to assist with the current hiring cycle.

Retention:

Students

Unit Goals: The recruiting process for both departments is intended to attract, admit, and matriculate students who can and will succeed in the respective program. Due to the close nature of students, faculty, and staff at the school, the goal of the college is to never lose a student who has matriculated into the program. Though our retention rates are high and student reasons for leaving have not been reported to be climate or DEI related, our retention efforts include enhanced communication about campus and college support resources as well as the implementation of an online reporting form for climate awareness issues. These two efforts were developed based on student feedback that when they reported issues/incidents, “no one ever did anything about them.” Unfortunately, these informal reports are believed to have been made to faculty/staff who, not knowing who to report the issues to, failed to share this information with administrators. The intent of providing additional information about available resources and a developing a mechanism/form for students to report concerns about specific DEI-related incidents and issues that occur at the Bush School is to enhance the culture and climate of the school which, in turn, has the potential to positively impact student retention and address expressed student concerns about transparency and willingness to address said concerns. The Dean will provide an overview of the previous year’s reported issues/incidents in his first annual Dean’s DEI Town Hall, scheduled for
September 2021, with the intent of providing further transparency about how these issues are addressed at the Bush School.

**Faculty & Staff**

Strong faculty and staff retention are a hallmark of the school with a rate of 94-95% for faculty and staff over the past few years. Retention efforts during the 2020-2021 academic year were limited due to the pandemic, but faculty and staff who left reported reasons including professional development opportunities not available at the school (i.e. opportunities at other universities or in private industry) and to be closer to family in other parts of the country to care for aging parents, to pursue other career interests, or similar personal reasons (Source: Bush School Department Heads and HR Liaison in Business Services). While the communication of support resources at the school and university is primarily for students, providing this information to faculty and staff is expected to have a positive impact on retention for this group as well.

**Campus Climate:**

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 who are all actively engaged in DEI efforts at the school. The work of this committee is to continuously evaluate the culture and climate of the Bush School. During the 2020-2021 academic year, this resulted in a series of monthly school-wide DEI calls focusing on a variety of topics, including diversity in public service (with guest speakers from diverse backgrounds), diversity in the workplace (hosted by one of our alumni committee members who is a DEI manager in the private sector), and opportunities for students to share their experiences, positive and negative, in light of national events at the time. While the core cohort of attendees to these events was faithful to attend, overall attendance began to wane as the year progressed, presumably due to virtual meeting fatigue and competing priorities for graduate students. Ultimately, the Dean’s DEI Town Hall, originally scheduled for April 2021, was postponed to the fall 2021 semester with hopes that an in-person event would garner stronger faculty, staff, and student attendance.

In fall 2020, the Public Service & Administration (PSAA) Department faculty voted unanimously to include a standard diversity, equity, and inclusion statement, starting in spring 2021, on core course syllabi and recommend the inclusion of the statement on all elective syllabi (see Appendix B). The International Affairs (INTA) Department faculty also voted to include a standard statement on all syllabi starting in spring 2021, with a requirement to include the statement in fall 2021. The INTA Department also encouraged instructors in required courses to include, where appropriate, material on the role of race in international relations and US foreign policy in their syllabi. Among texts being assigned in the sections of the required courses are Michael Hunt’s, *Ideology and U.S. Foreign Policy* (Yale Univ. Press, 2009), Chapter 3 – “The Hierarchy of Race,” and Robert Vitalis, *White World Order, Black Power Politics: The Birth of American International Relations* (Cornell Univ. Press, 2017). 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.

If money and resources were available and not a limitation, what strategic initiative(s) would your unit implement to improve campus climate?

As a small college, staff and faculty administrators fill multiple roles, thus decreasing the ability to devote full-time attention to much needed areas, including DEI and strategic communications. Our students and DEI Committee have ideas for a number of potential high-impact initiatives for recruiting, retention, climate and equity, but there is no concentrated leadership to oversee the vast array of possibilities. Having a dedicated diversity officer (proposed cost of $150,000 for salary and benefits) for the school would allow for continuity and enhanced institutional focus in working with faculty, staff, and students on DEI-related planning and programming.

The following represents a sampling of additional strategic initiatives that are currently limited by financial and resource restraints:

- Create a Dean’s DEI Advisory Council with 4 members on retainer for a two-year period to come to the school for week-long residencies to work with faculty, staff, and students on DEI-related programming and initiatives. The intent is to have a mix of alumni whose primary role is in a DEI-related function and practitioners from diverse organizations (potentially another university whose culture differs significantly from Texas A&M University) serve on this advisory council and rotate off every two years with the appropriate staggering of service to provide ongoing continuity. The projected cost of this initiative is $20,000 per year ($5,000 each allocated for a retainer fee and travel/lodging for four council members to make a campus visit each year).

- For recruiting initiatives, when we lose underrepresented students, it is largely because they receive full scholarships from other competitive graduate programs in public or international affairs. While we have been quite successful in nominating graduate diversity fellows, having an additional $100,000 in scholarship funding would help with our strategic goal of recruiting additional underrepresented students.

- With the recent acquisition of additional space for students at the Bush School, another strategic DEI initiative that unlimited funding would be used for is the creation of an inviting and welcoming multicultural space for students to have a safe-space for discussions about climate and culture at the Bush School, Texas A&M University, and beyond. Although the space has been designated, funding for making the space welcoming and inviting by providing appropriate décor and furnishings would cost approximately $25,000 in one-time funding.

- Additional funding to bring in prominent DEI speakers and facilitators would also be welcome to continue the training and dialogue amongst and between faculty, staff,
and students beyond the mandatory training at the beginning of each year. Speaker fees range from $15,000 to $50,000 per speaker.

**Equity:**

*Students*

*Unit Goals:* All students compete for and receive a financial assistance package that includes tuition abatement, financial assistance, and technology support through access to software and print services. The Bush School also awards competitive non-resident tuition waivers to out-of-state students and works with the Texas A&M University Graduate School and the Robertson Foundation for Government to grant competitive, nomination-based, selective fellowships aimed at enhancing the number of underrepresented students in the school. Equity is a priority throughout this process with multiple staff and faculty members reviewing the scholarship selection process from application through matriculation. This process begins with our Recruiting and Admissions team, includes our departmental faculty admissions committees, and the college-level scholarship committee made up of faculty and staff members. We are disadvantaged by newly imposed limits on the number of prospective students we can nominate for university-level diversity fellowships.

*Faculty and Staff*

*Unit Goals:* The Dean and Assistant Dean for Finance & Administration conduct a biannual comprehensive salary review of faculty and staff positions to ensure equity and minimize ad hoc requests for adjustments with the intention of enhancing equity across all faculty and staff positions. This method continues to ensure salary equity as long as salary resources are available for distribution. As staff and faculty positions are created, managers work closely with our school HR Liaison and Assistant Dean for Finance & Administration to ensure salary and title are equitably reflected across the school and within university compensation and classification guidelines.

Review service (e.g., how often and who is frequently selected to serve) on university committees to advance diversity, equity, and inclusion. How is your unit recognizing service, contributions, and labor?

Most faculty service requests are provided to the Department Heads and other unit leaders (research institutes and centers) and vetted based on existing commitments for the faculty who are being proposed to serve. Department Heads track service activities to ensure that burdens are distributed equitably and provide recommendations based on progress to tenure/promotion, existing service commitments, representative service across faculty members, and individual faculty interests and input. Specific to committees to advance diversity, equity, and inclusion, faculty and staff members serving on our college DEI committee and university ADVANCE STRIDE and STRIPE Committees volunteered through their respective department or unit. Service recognition is made through annual performance reviews, college teaching award nominations, and, tangentially, through the tenure and promotion process.
Reflection:

a. Describe how your unit is “moving the needle” (e.g., changing numbers/composition, awards, recognition, grants, funding, etc.).

The Dean’s continued leadership and recognition that he is the school’s Chief Diversity Officer continues to engage students, faculty, and staff in the work to further improve DEI at the Bush School. Additionally, to enhance faculty diversity, the Bush School participated in the Accountability, Climate, Equity, and Scholarship (ACES) Fellowship Program and hired one ACES Fellow and used additional ACES funding to hire a tenure-track faculty member, both to begin in the 2021-2022 academic year. Student recruitment efforts continued to focus on attracting underrepresented students through both diversity and standard recruiting activities and there was an increase in overall participation and reach, even with all recruiting events being virtual. Both academic departments continue to successfully nominate outstanding students for university diversity fellowships, but there are new limits regarding the number of nominees that undoubtedly have affected our success with this program.

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.

Five goals/strategies implemented in 2020-2021 are highlighted below as having the greatest impact on recruitment, retention, campus climate, and/or equity at the Bush School:

- The implementation of an internal “Climate Awareness” reporting mechanism for DEI-related incidents/issues 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, the faculty, and the staff all care and are working to make the school more welcoming and better.” A review of the effectiveness of this reporting mechanism is already underway with revisions planned to further enhance this as a tool for ongoing communication and transparency about DEI-related issues/incidents at the Bush School.

- The Dean’s DEI Town Hall, originally scheduled for April 2021, but postponed to September 2021 due to the pandemic, also provides an opportunity for transparency about DEI successes, challenges, and how both were and are being handled within the school.

- The addition of alumni representation on the college DEI committee also provided unique historical input and DEI expertise based on the professional background of alumni members (one serves as a DEI executive in the private, one serves in with the US federal government).

- 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, based
on our annual Texas A&M University Diversity Accountability Report (see Appendix A: Bush School Diversity Annex to the Strategic Plan).

- The adoption of a standard Diversity and Inclusion syllabi statement by the Public Service & Administration faculty and the promotion of a similar statement by International Affairs faculty, both beginning for fall 2020 (see Appendix B: Standard Diversity and Inclusion Syllabus Statement adopted by Public Service & Administration Faculty).

c. What challenges has your unit faced in 2020 and 2021? Specifically, acknowledge the impact of the responses to COVID-19 on your unit’s diversity, equity, and inclusion goals.

In a two-year graduate program, when classes and events/activities are held in person, the overall climate of the school changes from year to year, but the rapport built amongst and between faculty, staff, and students has been consistently positive. The COVID-19 pandemic impacted this rapport negatively though, simply because we did not have the daily interactions of years past. Despite this negative impact, the previously reported goals and strategies minimized the potential detrimental threat to the overall campus climate.

d. Provide an itemization description of how funding from the Diversity Plan awards has been used (or will be used) to support and advance your unit’s recruitment, retention, campus climate, and/or equity strategies.

The Diversity Plan Awards given to the Bush School have been and will be used to support five functions:

- Student, Staff, and Faculty diversity training
- Deans CARE Intern
- Student Equity, Diversity & Inclusion Committee programming support
- Diversity recruiting initiatives
- Dean’s DEI Advisory Committee (a refined version of Alumni DEI Advisory Committee from 2020 report; delayed until 2021-2022 due to COVID-19).

For the 2021-2022 academic year, funds will be used to again provide mandatory training for faculty, staff, and students and to hire our first Dean’s CARE Intern to assist with college-wide DEI initiatives and reporting. This intern is a Bush School student, so the salary budget of approximately $11,000 (up to 20 hours per week for the academic year) is included below with the amount for the Student DEI Committee. The remainder of the funds awarded in spring 2021 will be used for diversity recruiting initiatives for our in-person Interview Conference Weekend in spring 2022 and to launch the Dean’s DEI Advisory Committee. The establishment of this Committee will also utilize $11,000 of funds remaining from the 2020 allocation that were not used due to COVID-19.
<table>
<thead>
<tr>
<th>Funding Year</th>
<th>Award Amount</th>
<th>Student Diversity Training</th>
<th>Faculty/Staff Diversity Training</th>
<th>Student DEI Cmte. &amp; Deans CARE Intern</th>
<th>Diversity Recruiting Initiatives (ICW)</th>
<th>Dean’s DEI Advisory Council</th>
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</thead>
<tbody>
<tr>
<td>2021</td>
<td>$35,000</td>
<td>$3,600</td>
<td>$7,400</td>
<td>$15,000</td>
<td>$5,000</td>
<td>$15,000 (utilize $11,000 held over from 2019-2020)</td>
</tr>
</tbody>
</table>
**APPENDIX A: Bush School Diversity Annex to the Strategic Plan**

The Bush School of Government and Public Service was founded in 1997 under President George H. W. Bush's philosophy that public service is a noble calling. Since then, the Bush School has continued to reflect that notion in its curriculum, research, and student experience and is made up of two departments, Public Service & Administration (PSAA) and International Affairs (INTA). The vision and mission of the Bush School is to inspire excellence in the noble calling of public service through the core values of Texas A&M University and the principles of public service and democracy and the value of diversity of thought and expression.

**RECRUITMENT**

**Students**
*Unit goals:* With the vision and mission of inspiring excellence in the noble calling of public service, our goal is to recruit a student body that reflects the populations they will eventually serve. Student recruitment goals are 35% underrepresented students, 20% international students, and 30% mid-career students.

**Faculty & Staff**
*Unit Goals:* Faculty and staff are not demographically representative of the diversity of our state and nation. The limited number of existing underrepresented faculty increase the potential for implicit bias in the recruiting process and thus contribute to the difficulty of recruiting diverse faculty and staff.

**RETENTION**

**Students**
*Unit Goals:* The recruiting process for both departments is intended to attract, admit, and matriculate students who can and will succeed in the respective program. Due to the close nature of students, faculty, and staff at the school, the goal of the college is to never lose a student who has matriculated into the program. Unfortunately, as the school continues to grow, the risk of losing students increases.

**Faculty & Staff**
Strong faculty and staff retention are a hallmark of the school with a rate of 95% for faculty and over 93% for staff over the past year. When faculty and staff do leave, exit conversations reveal that reasons for leaving include professional development opportunities not available at the school (i.e. opportunities at other universities or in private industry) or to be closer to family in other parts of the country to care for aging parents and similar personal reasons (Source: Bush School Department Heads and HR Liaison in Business Services). In the Public Administration department, the seven (7) full-time faculty members hired since 2015 include one Asian male, one African-American male, two white males and two white females. In addition, the department added an African-American male Senior Professor who teaches as an adjunct faculty member and promoted a white female to Department Head.
EQUITY

**Students**
*Unit Goals:* All students compete for and receive a financial assistance package that includes tuition abatement, financial assistance, and technology support through access to software and print services. The Bush School also awards competitive non-resident tuition waivers to out-of-state students and works with the Texas A&M University Office of Graduate and Professional Studies and the Robertson Foundation for Government to grant competitive, nomination-based, selective fellowships aimed at enhancing the number of underrepresented students in the school.

**Faculty and Staff**
*Unit Goals:* The Dean and Assistant Dean for Finance & Administration conduct a biannual comprehensive salary review of faculty and staff positions to ensure equity and minimize ad hoc requests for adjustments with the intention of enhancing equity across all faculty and staff positions. This method continues to ensure salary equity as long as salary resources are available for distribution.
APPENDIX B - Standard Diversity and Inclusion Syllabus Statements

Public Service & Administration (PSAA) Department

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see diversity.tamu.edu/).

The Bush School believes that the diversity that students bring to their classes is a resource, strength, and benefit. Accordingly, the school expects everyone to demonstrate respect for the different experiences, beliefs, and values expressed by fellow students and instructors, and to engage in reasoned discussions that refrain from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints. This applies both inside and outside of the classroom and includes electronic venues such as GroupMe.

Intellectual argument and disagreement are a fundamental element of both the academic world and the policy process. Disagreement does not, in and of itself, mean disrespect. However, the way that disagreement is expressed can be disrespectful. The Bush school will not tolerate unprofessional, insensitive, or disrespectful behavior, such as:

a. Using dehumanizing, derogatory, or coarse language, at any time
b. Dismissing ideas based on the characteristics of the speaker/writer
c. Expressing threat or intent to harm, even if meant “as a joke”
d. Addressing people by names or pronouns other than their preferred names or pronouns.

International Affairs (INTA) Department

The Department of International Affairs is committed to fostering a diverse, equitable, and inclusive learning environment for all students, staff, and faculty. We welcome individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see diversity.tamu.edu/). We recognize a special responsibility to undertake particular efforts to include the participation and voices of those from historically underrepresented groups. In all of this, diversity alone is not the only goal; we also strive to hear, listen to, and incorporate new voices in our teaching, research, and service. We hold that embracing and supporting new perspectives, individuals, and ideas invigorates academic excellence and pushes our entire community forward. The Department of International Affairs and the Bush School expect everyone to demonstrate respect for different experiences, beliefs and values expressed by other members of our community and to engage in reasoned discussions. As a department of international affairs, within a university dedicated to the public good, a commitment to diversity, equity, and inclusion is critical for preparing and ensuring the success of the next generation of leaders.