

2016 Diversity Comparative Accountability Report - TAMU

Unit: College of Veterinary Medicine & Biomedical Sciences Date: December 2, 2016

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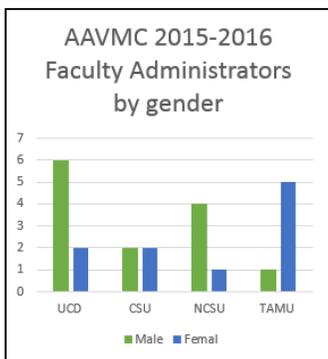
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Accountability- Review and compare current and previous years' data for applicable groups within your unit(s) across your peers and articulate what the data tells you related to unit, peer, local and national contexts. Describe accountability procedures in place for unit leaders and any specific action/intervention plans instituted as a result of the analysis, interpretation, and discussion of your data.

No peer institution has the breadth of national leadership in diversity, inclusion, and wellness activities. Diversity is a cornerstone value of the CVM and we aspire to both lead and collaborate within our profession in regards to climate, equity, inclusion, and support of the TAMU Diversity Plan. A diverse and inclusive environment is essential for preparing leaders with an intentional, open, and global perspective and our community aims to be representative of our ever-changing state and nation.

National and Local Leadership Related to Diversity: 1st CVM to have an Executive Associate Dean (EAD) as Director for Climate and Diversity; Dean served as AAVMC President, initiated a DVM student diversity scholarship, serves on AVMA student debt task force with 2 ADs, and on boards dedicated to supporting women; 2 ADs serve as national advisors to Broad Spectrum (LGVMA) and on board of Veterinary Leadership Institute; EAD on AAVMC Wellness and Diversity Committees (developed statement on societal needs within profession and proposed new diversity accreditation standards-currently under review), vice-chair of Women's Administrator Network, Co-Chair of TAMU Campus Climate Conference, co-author on study of mental illness risk factors, only administrator in nation invited to Wellness Think Tank, received national Broad Spectrum LGBTQ+ Awareness Award, and invited speaker for AAVMC Diversity Podcast on Campus Climate, Grad Camp on Aggie Core Value of Respect, CEHD Leadership Institute, AAVMC and SE Regional Iverson Bell Diversity Symposiums, Veterinary Leadership Academy, and mediation classes across campus; AD serves as co-leader of Veterinary Leadership Academy; National SAVMA Symposium at TAMU in 2017 with a full day of diversity, inclusion, and wellness programming; 2 DVM students on national SAVMA Executive Committee and 1 elected as Cultural Outreach Officer; 3 students elected as national Broad Spectrum and VOICE officers; 1 student researched DVM student wellness and collected data from >3800 students globally.



TAMU CVM Staff Survey: Regarding leadership, the 2016 report showed CVM/TAMU is perceived to be doing well in; 1) Top leaders committed to diversity (4.29); 2) TAMU committed to enhancing the climate for faculty, student and staff (4.03), and CVM staff believe there is campus-wide respect for expression of diverse beliefs and experiences (3.70).

Accountability: AAVMC data are reported each year and TAMU-CVM is compared with all other US CVMs. BIMS continuously tracks its demographics and retention of URM students to graduation. TAMU has the greatest number and percentage of females in leadership positions at any accredited CVM. Leadership opportunities for all employees remain a top priority. EAD accountable for diversity efforts sits on the CVM Executive Committee (EC), DOC, and DLG; Annual evaluations for individuals reporting to the Dean have a specific diversity component; The EC discusses implicit

bias and best practices for hiring and recruiting; Search Committee training is required of committee members and other training for professional development is regarded positively in annual evaluation. Mediation and conflict management training has been made available to leaders at all levels of faculty and staff (93 trained to date). The current EC has 7/14 female members. By May, 8/14 members will be female.

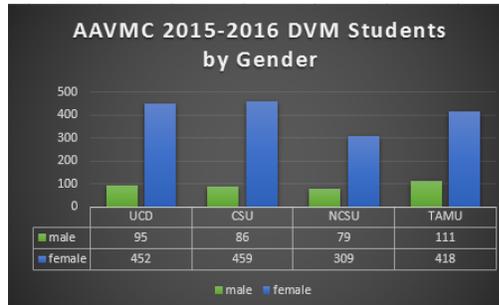
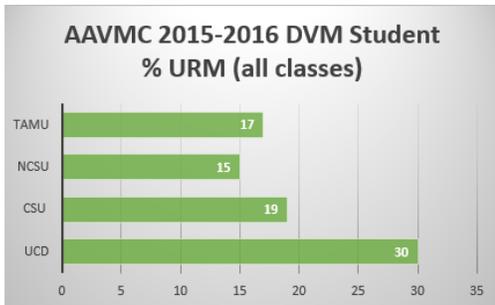
Recruitment- Examine how peer institutions' strategies and unit strategies are contributing to the recruitment of strong, demonstrable presence of diversity for students, faculty and staff. How do peer institutions compare to what your unit is doing? In light of peer comparison findings, are there any plans to modify current or add new unit level strategies? Why or why not?

Student recruitment remains robust for all areas of the CVM. We are active in targeted recruitment areas needed for state and national DVM shortages (rural practice, racial diversity), focused on competing for top 5% UG applicant pool, and building outstanding graduate student pools within an inclusive environment.

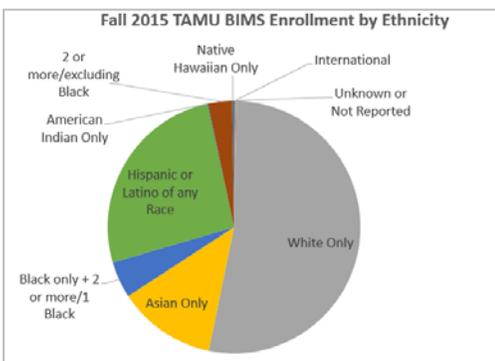
DVM Program: Our recruiting pool is unique to TAMU compared to peer institutions as TAMU is the only CVM not using the national application service, remaining focused on Texas students. Applicant to seat ratio nationally is 1.6:1 and TAMU is 3.5:1. TAMU-CVM is committed to increasing URM and rural student enrollment overall and through the statewide initiative. URM numbers have increased yearly and are positive compared to peers. The current DVM class is 24% URM. To build the faculty pipeline, CVM has helped fund three diversity clinical residents.

1) **Statewide Initiative** - TAMUS announced partnerships to expand veterinary education, research, and UG outreach regionally through 4 System universities; 1 is HBU and 2 are Hispanic-serving. In 2009 and 2016, THECB reported that the CVM should increase enrollment to meet future state needs and focus on an increased pipeline of rural-based DVMs and number of URMs entering the profession. A new teaching complex opened in Fall 2016 allowing CVM to accept more students and create partnerships that encourage more URM and rural students. 2) **Annual CVM Open House** consistently attracts >8,000 visitors. 3) **Multiple Mini-Interviews** for DVM students focus on professional skills including cultural competency.

BIMS and USVM UG: TAMU-CVM undergraduate program is 35% URM compared to CSU peer at 20% URM. A long-standing goal of the Biomedical Sciences (BIMS) undergraduate program is to reflect the demographics of the state in our graduates. Reported numbers for Fall 2015 were 34.2% URM for BIMS and University Studies (USVM) collectively. The Fall 2015 freshman BIMS class 47% non-white and 38.1% URM, respectively for all TAMU freshmen. The Fall 2012 freshman class was 32.74% URM with 27.13% first generation. The 2015/16 graduating seniors were 29.7% URM with



17.2% first generation, suggesting that most of the cohort was retained to graduation. BIMS total population is 739 male and 1072 female. 20% of the graduating USVM and BIMS students, combined, went abroad to study or volunteer prior to graduation. BIMS added new 2+2 community college agreements, with others in process, to increase the pipeline of URM and first generation students to TAMU. The CVM started a Regent scholars program in 2016. This learning community for FOCUS UGs (Courtney Scholars) was enrolled as a cohort in a common course and has group programming, as well as DVM student mentors.

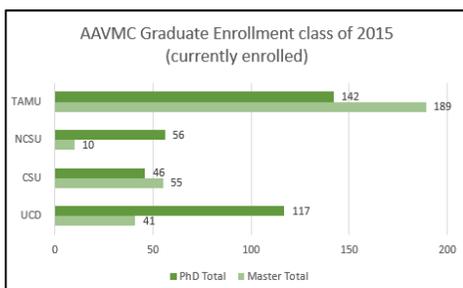


Graduate Students: Peer institutions have supported many of the same professional development activities for their graduate programs, but not the same level of diversity and inclusion advisor and student training, and individual personal development as TAMU. TAMU CVM has the largest graduate student population in the nation. The 2015 graduate enrollment class leads its peers with 47% URM. TAMU-CVM graduate programs has a larger female population than peers.

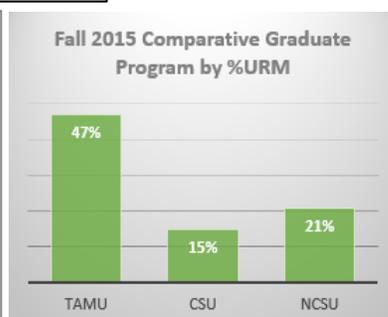
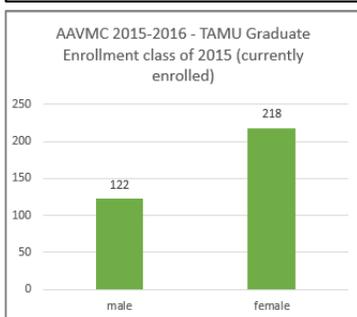
1) **Graduate Diversity Fellowships:** awards \$36,000/year for up to 4 years to PhD students; 5 have been awarded, all to URM students or those from underserved populations. Both UCS & NCSU have Diversity Fellows programs. CSU has a Science Fellows program. 2) **Graduate Recruitment:** Since 2014, the ADRGS team has attended numerous graduate school fairs in Austin, Houston, North Texas, and San Antonio to engage diverse populations traditionally underrepresented in biomedical sciences. Outreach beyond

Texas has attracted diverse applicants, several of whom were hosted at the annual recruitment weekend.

3) **Biomedical Research Immersion and Diversity for Graduate Education (BRIDGE):** The ADRGS Office initiated an innovative, 8 week research-intensive recruiting program that combines hands-on mentored research laboratory experience, journal club sessions, and



engaging field trips to different biomedical research facilities in Texas. The program exposes UG students of diverse backgrounds to available CVM graduate/professional programs. The 1st participant completed the program this year and subsequently chose to pursue her PhD with her summer mentor in the CVM. The program will be expanded and target URM-serving institutions.



that all 5 of the diverse advisors were broadly trained in topics positively impacting program climate and culture. TAMU is the only peer college to offer centralized advising. 5) **BIMS & Graduate Studies Etiquette Dinner:** CVM hosted an Etiquette Dinner for

students participated in “It’s OK” national video addressing stigma surrounding mental health in the profession; 10) Recent AVMA COE accreditation site team commended CVM on positive, inclusive work and learning environment.

Curriculum: TAMU leads peers in required curricular content related to diversity.

- 1) Revised curriculum added new graduate outcomes related to diversity & cultural competency. 2) Applying effective communication skills across differences continues to be emphasized. Feedback from employers regarding graduate competency in client communication across all demographics has been overwhelmingly positive. 3) A session on cultural competency is included in a core 2VM class; a cultural competency scenario has been used in the interview process for the past 5 years; cultural competencies are discussed as professional behaviors during Orientation and included in the Professional Student Handbook; rotations at the Houston SPCA and TDCJ expose students to a breadth of individuals and these differences are discussed in context; due to VMTH caseload and clientele, students are exposed to large numbers of clients with a variety of attributes during 4VM rotations.

Support of Diverse Attributes: Additional unisex restrooms & lactation rooms were added and numerous attributes were addressed in the new teaching building. CVM is securing a dedicated biomedical sign language translator through the TAMU Disability Services Office; Wheelchair accessible labs and special rotation needs have been addressed; CVM faculty advises Texas A&M Aggie Guide-Dogs (AGS) group; Dean wrote personal notes to aspiring veterinary students who experienced discrimination during a main campus tour and sent message emphasizing civility to college after election. Spouses and partners were invited to a portion of the 1VM Orientation.



Climate- Examine how your peer institutions are working to create and maintain an inclusive and healthy working and learning environment for students, faculty and staff. How do peer institutions compare to what your unit is doing? In light of peer comparison findings, are there any plans to modify current or add new unit level strategies? Why or why not?

In creating a welcoming and inclusive environment, the focus has been on wellness, stress management, professional behaviors, and providing opportunities for advancement and education.

TAMU CVM Staff Survey: The 2016 report showed CVM scored higher than the TAMU mean on ‘stressful environment’. When looking at survey responses by area job category, stressful workload scored highest at the Exec/Admin/Mgmt. and Prof. Non-Faculty levels. Improved communication was a theme in the survey and must be addressed. CVM scored slightly lower than TAMU mean on ‘understanding how my role contributes’ and ‘understanding the vision and direction for my department’. CVM scored slightly higher than TAMU mean on ‘experienced incivility’ with ‘interrupted or spoke over you’ and ‘talked about you behind your back’ being the most dominate. Only 11% reported ever receiving demeaning or derogatory remarks in the workplace, and while this may seem low statistically, CVM intends to address every instance of incivility in the workplace. CVM has a higher than TAMU mean average in inclusive, engaging, and respectful behavior.

Accreditation Recommendations: The team was very impressed with the positive and inclusive work and learning environment, but noted that DVM students sometimes wait up to 2 weeks for a counseling appointment. Small numbers of appointments are reserved each week for emergencies and 1st time visits, but demand is still exceeded. Group sessions and limiting the number of cumulative appointments for chronic conditions was piloted; data will be re-assessed at the end of the semester and appropriate recommendations made regarding adequacy of service. Student comfort with seeking appropriate support has increased over the past 2 years.

Opportunities: 1) Aggie Allies include staff, faculty and students at TAMU who display an Ally placard outside their office. There are 64 total Aggie Allies (Staff/Faculty/Administrators) and 9 signs are displayed in the Dean’s office. 2) Since 2014, CVM sponsored 93 staff, faculty, and administrators to attend a 40-hour Basic Mediation Course providing individuals with a common conflict language. Two advanced mediation re-boots were provided to prior participants in 2016. 3) Many CVM employees have taken advantage of trainings in diversity, climate, inclusion, and wellness topics offered on campus. 4) Study abroad, 134 total UG students participated in either a course or independent study through the CVM study abroad office in 2016. 5) CVM included staff in the annual CVM retirement brunch.

| CVM Totals | |
|-----------------------------|-----|
| QPR Suicide Prevention: | 213 |
| Aggie Allies: | 64 |
| CVM Certified Mediators: | 93 |
| Study Abroad/International: | 134 |

Diversity Service Events: CVM led by example through events such as: CVM exhibit at the Houston Livestock Show & Rodeo, CVM Heifer international benefit banquet raised over \$10,000, and Bridges Teaching Academy lecture on Cultural Competency in Veterinary Medicine, and sponsorship and participation in TAMU Hispanic Network Summit. Many activities for students and staff were supported financially, such as a student diversity symposium and Broad Spectrum national meeting, study abroad, other culturally significant events (e.g. OPAS Postsecrets, Broad Spectrum Show Your Colors tie-dye event), staff appreciation week, staff and student enrollment enrolled in Diversity Certificate Program. The CVM’s Council for Diversity and Professionalism (CDP), a college-wide group that includes 2 DVM students elected from each class, UG and graduate students, staff, faculty, administration, and representatives from traditionally marginalized groups, work to promote an inclusive, respectful, and welcoming environment in the CVM by encouraging open dialogue about diversity and professionalism. The Council provides a support network of individuals

who have self-identified as members of groups that may have unique needs or concerns including URM, LGBTQ+, parents, out-of-state, and married students. Website updates will include directed topical discussions and a regular Diversity Dean's Q&A. UCD and NCSU both have a strong website presence, similar to TAMU. CSU has begun adding video content for their website.

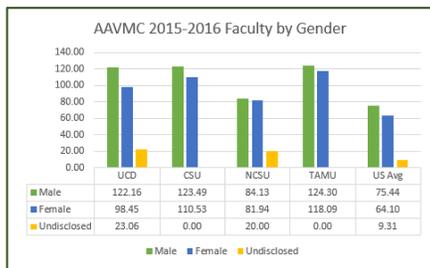
Equity- Examine unit level strategies to address equity issues and perceptions of inequity for students, faculty and staff. How do peer institutions compare to what your unit is doing? In light of peer comparison findings, are there any plans to modify current or add new unit level strategies? Why or why not?

TAMU-CVM has addressed equity broadly with a working definition of providing opportunities for advancement, training, respect, and reward at every level.

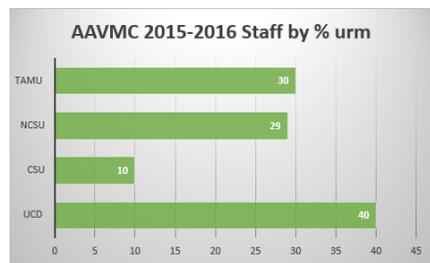
TAMU CVM Staff Survey: The 2016 report showed CVM staff believed that everyone had access to professional development opportunities. Non-whites scored highest on 'satisfaction with development opportunities'. The report showed CVM staff believe recruitment could come from more diverse sources and is only slightly below TAMU mean.

Educational Equity: Unique to TAMU, data collection has been expanded with a focus on strengthening the environment for educational equity and graduate student success. Graduate students are encouraged to provide demographic background so that data can be captured and used to respond to individual needs. Besides leaving an open blank for students to identify their gender in their own word(s), they are asked to identify their socioeconomic background and any disabilities so that proactive guidance or services are available to help individuals have equitable learning opportunities.

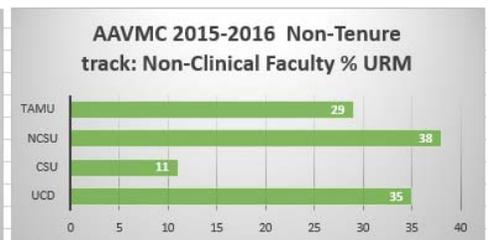
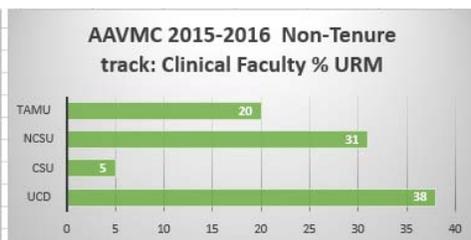
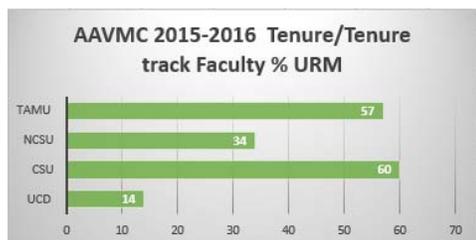
Graduate Student Oath Ceremony: No CVM peer colleges offer cohort orientation or an oath ceremony at the Graduate/PhD level, although many medical and graduate programs do. As a culmination of orientation week and welcome into our community of scholars, an Inaugural Graduate Student Oath Ceremony was held at Pebble Creek Country Club. The CVM Graduate Student Association developed the oath by integrating elements of TAMU core values, Aggie Code of Honor, and literature. This oath highlights expectations of graduate students to uphold the highest standards with respect to ethical behavior, integrity, and professionalism and creates a sense of community and shared experience among a cohort of students.



Enhancing Graduate Student's Educational Experience: ADRGS convened a BIMS Graduate Task Force, comprised of faculty members who could provide unique insight into graduate education from perspectives derived from experiences at different universities and interdisciplinary programs. They were charged to evaluate the graduate program and make recommendations to reshape the educational experience. One guiding principle was to create a more inclusive climate and a stronger sense of community. Training included diversity and inclusion activities with an interactive 2 hour workshop that resulted in overwhelmingly positive feedback regarding feeling more "connected" to others in their program.



Salary & Hires: Using funds collected through differential tuition, our average Assistant Professor salaries increased from 25th of 28 colleges of veterinary medicine in 2011 to 13th in 2015. Associate Professor salaries have moved from 22nd in 2011 to 16th in 2015. In 2016, BIMS had three diversity hires out of four new employees and all are women. One new AD and 1 new DH are women. AAVMC 2015-2016 peer study showed TAMU at or above the national average for faculty salaries, with the exception of non-tenured professors, who are just slightly lower. The college reviews faculty salaries annually and makes equity adjustments as needed. In FY 16 two female Clinical Assistant Professors received equity adjustments through this process. Additionally, an annual salary study identified faculty whose salaries were lower than expected given their rank and experience. The college further reviewed these faculty and found others that merited equity increases due to rank, experience, and performance resulting in equity increases for two female Professors, two female Assistant Professors, and one male Assistant Professor. *TAMU-CVM must dedicate additional work to hiring a diverse faculty.*



Future Plans: CVM will continue to offer numerous professional development opportunities for faculty and staff, work on recruiting a more diverse faculty, build on our website presence, and continue to focus intentionally on the college climate.