



Unit: College of Veterinary Medicine & Biomedical Sciences

Date: December 17, 2018

Dr. Kenita Rogers

Contact Person: Executive Associate Dean
Director, Office for Diversity & Inclusion

Email: krogers@cvm.tamu.edu

Primary Author(s): Kenita S. Rogers

Instructions: The purpose of this report is to assess the continuing progress towards diversity at the unit-level. Please review your unit’s strategic plans, diversity plans, and assessment plans for goals addressing diversity, recruitment, retention, 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’ Diversity Plan goals: Accountability, Climate, and Equity. (See Appendix I and II– Abbreviations & Acronyms; CVM Five-Year Diversity & Inclusion Strategic Plan)

- 1. **Introduction (200-word limit):** Describe your unit (campus location, 2018 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?

Embedded in this report, PCCD will see a compelling case for shared diversity values, overarching D&I goals, and how we are “moving the needle”. Our accomplishments to date include national recognition by non-veterinary peers for two consecutive years as a premiere U.S. healthcare school in D&I. During this monumental, productive year, we restructured the college D&I office with two hires (faculty and staff), earned EC approval for a new five-year D&I strategic plan that frames impactful tactics for individual and organizational capacity-building (see strategic plan framework graphic above), highlighted customizable, rewardable staff and faculty professional development plans, engaged in numerous activities in diversity, climate, wellness, and conflict management to sustain a supportive culture where individual difference is celebrated, and

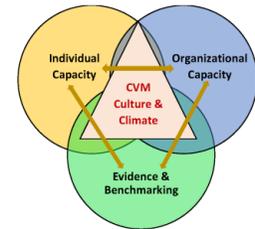


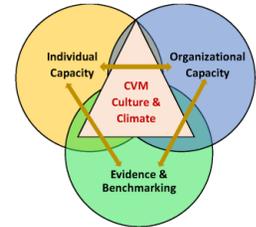
Figure 1. 2018 HEED Award

served the nation and world through our Teaching Hospital on the TAMU campus. CVM diversity goals and mission remain: 1) demonstrate leadership at all levels; 2) integrate consistent programming that creates high expectations for a respectful, inclusive culture; 3) proactively address climate and equity issues; 4) share our successes and enhance CVM/TAMU reputation through presentations/publications. Contribution to this document, including review, engaged numerous college groups, including the Dean and EC. Student, staff, and faculty highlights/demographics will be shared throughout the report.



2. **Recruitment (500-word limit):** As informed by two or more years of assessment data, describe your unit’s goals, measures, 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.

As detailed in the *CVM D&I strategic plan*, we most favorably impact recruiting efforts through building IC and OC. IC-building involves supporting faculty/staff in acquiring skills needed to successfully recruit diverse individuals to work and learn within CVM. OC, related to recruitment, involves creating the structures, processes, climate, and culture necessary to continue to effectively recruit a diverse group of faculty, staff, and students. CVM recruitment goals have focused predominately on faculty and students over the past two years. Plans to enhance our staff recruitment are detailed in the strategic plan. CVM recruitment goals: increase faculty and student URMs; refine our climate for historically-marginalized groups to ensure an inclusive environment worth experiencing. With our integrated approach, we believe PCCD will see that recruiting, retention, climate, and equity activities are intertwined and substantially impact each other.



Evidence and Benchmarking Utilizing Strategic Framework for Recruitment:

IC&OC-building

Faculty and Administrators

- Growing culture of accountability by Dean and DHs requiring diversity impact statements during annual evaluations.
- Four different departments hired URM faculty this year.
- Progress in diversity hires at early ranks
- Implemented new processes for faculty searches
 - Search chairs must indicate methods used in attracting a diverse pool.
 - Continued to broadly define primary and secondary diversity dimensions (Loden¹); require inclusion of diversity in search matrices.
 - All interviewed candidates must be asked minimum of one standard diversity question.



Figure 2. Loden’s Wheel

¹ Loden and Rosener (1991)

Workforce American!: Managing employee diversity as a vital resource

M Loden, JB Rosener – 1991 – McGraw-Hill

CVM – We use a broad definition of diversity to include all employees. See Loden’s Wheel



- VSCS DH led national AAVC dialogue to increase diversity language in clinical intern/resident applications; worked with consultant on best practices for recruiting underrepresented faculty.
- EC discusses D&I topics; planning 2019 D&I-focused retreat.
- CVM DHs hold monthly meetings and continue to discuss diversity in recruitment/hiring.

- Outcome 1:** Increased awareness and accountability for our faculty and administrators
- Outcome 2:** Clearly communicating value and expectations regarding D&I to candidates
- Outcome 3:** National leader in addressing URM recruitment into internship/residency programs
- Outcome 4:** Progress in continued development of best practices protocol for recruiting/hiring

Tenure Track Faculty Race by Rank

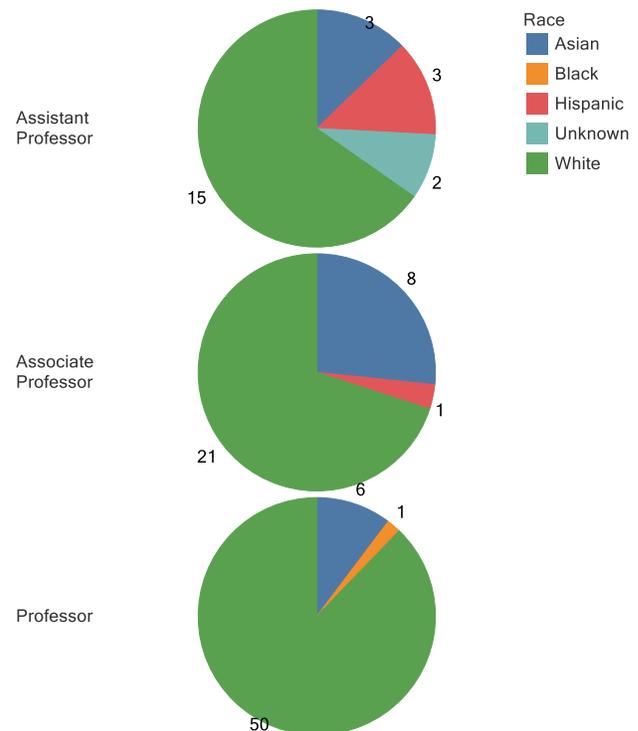


Figure 3. CVM T/TT Faculty by Race and Rank
 Data Source: AAVMC Comparative Data Report, 2017

Students

- As noted in Tables 1-3, with few exceptions, CVM exceeds peers in every attribute.
- First-Year DVM class ranks first in Hispanics (doubled in past 5 years); top 50% in African-Americans; ranks 6th in total URMs (5th if HBU not included)
- Hired new DVM director of student recruiting with redefined position.
- For DVM admissions, continued MOAs with four system universities chosen for racial/ethnic and geographic diversity
- DVM White Coats inaugural year as student ambassadors and recruiters
- 49% of 2017 graduate students are racially/ethnically diverse
- BIMS continued 2+2 agreements with 15 community colleges chosen for their racial/ethnic, socioeconomic, and geographic diversity
- UG URM numbers have progressively increased to 50.24% over last decade
- 25% of BIMS UGs participate in study abroad programs
- 10% BIMS UGs complete Spanish certificate
- CVM Open House (>8,000 visitors with morning session for special needs families)



- PEER: Expansive on-line reach in K-12 STEM education (>50,000 downloads; approximately 50% URM students)

Undergraduate	Race/Ethnicity			Gender	1 st Gen
	URM	Black	Hispanic	Female	
CVM (n=2663)	50.24%	4.58%	29.59%	70.00%	28.1%
*BIMS	49.60%	4.37%	28.95%	70.11%	27.24%
*USVM	61.40%	8.28%	40.70%	69.78%	42.1%
TAMU (n=54,369)	37.5%	3.3%	23.9%	47.39%	25.2%

Table 1. Undergraduate Student Data *4.9% of TAMU UG total
 Data Source: DARS, 2018

Graduate	Race/Ethnicity				Gender
	URM	Black	Hispanic	Multiracial Excluding Black	Female
CVM (*n=259)	30.12% (n=78)	5.41% (n=14)	14.67% (n=38)	2.70% (n=7)	67.57% (n=175)
TAMU (n=12,364)	19.91%	3.62%	10.21%	1.37%	42.76%

Table 2. Graduate Student Data *2.1% of TAMU Graduate total
 Data Source: DARS, 2018

Professional	Race/Ethnicity					Gender
	URM Total	Asian	Black	Hispanic	Multiracial	Female
TAMU DVM (n=552)	21.56% (n=119)	4.89% (n=27)	1.45% (n=8)	13.04% (n=72)	2.17% (n=12)	80.98%
AAVMC (all DVM Programs)	19.62%	4.91%	2.78%	6.16%	4.89%	81.48%
AAVMC (excluding HBU)	18.40%	5.03%	1.81%	6.05%	5.01%	82.40%

Table 3. DVM Student Data
 Data Source: AAVMC & DARS, 2018

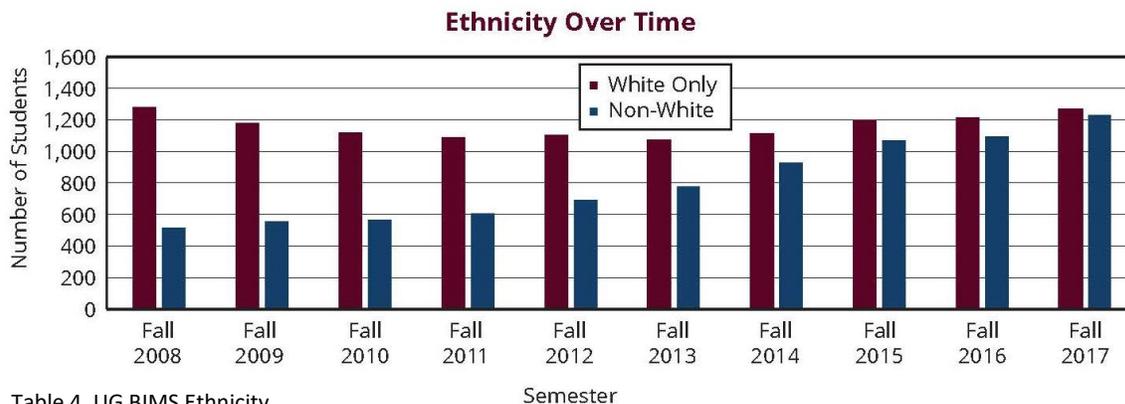


Table 4. UG BIMS Ethnicity
 Data Source: DARS, 2017

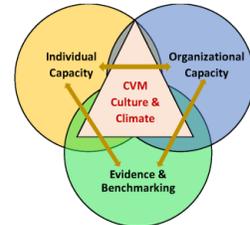
Outcome 1: Exceeding peers in nearly all attribute categories

Outcome 2: Ongoing, successful recruitment relationships (MOAs, 2+2 agreements, other initiatives)

Outcome 3: Progress with longitudinal increase in URMs in all student programs.

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

IC- and OC-building also positively impacts retention. IC-building involves supporting faculty and staff in acquiring skills needed to successfully retain a diverse group of people to work within CVM. OC, related to retention, involves creating the structures, processes, climate, and culture necessary to effectively retain a diverse group of faculty and staff. A large part of retention involves having a climate where all of our constituents believe they can bring their full identities to work and each person feels welcomed and valued. CVM will progressively enhance retention efforts as detailed in the strategic plan. CVM retention goals are: maintain an environment where staff, faculty, and students become recruiters due to personal satisfaction with opportunities for growth; have minimal annual attrition of students, staff, and faculty; and strive for even higher UG graduation rates.



Evidence and Benchmarking Utilizing Strategic Framework for Retention:

IC&OC-Building

Faculty

- VSCS: one-time funds available to faculty to enhance their leadership skills through internal/external opportunities (AAVMC Leadership Academy, Penn Vet/Wharton Executive Education, Bayer Communications Training, Mediation Course, etc.); part of CVM succession planning
- VTPB: supported 10 faculty and DH to complete the Purdue Diversity Certificate Program
- Actively nominated and supported numerous individual faculty awards (>50 awarded since 2017), incentives, and Chairs as support toward long-term retention
- Strengthened college P&T process with enhanced faculty responsibility
- Progress in strengthening faculty mentoring programs college-wide

Outcome 1: Professional development and leadership opportunities result in faculty retention.

Outcome 2: Faculty see a demonstrated commitment from CVM for D&I, professional development, leadership opportunities, and recognition of excellence.

Faculty	Gender		Race/Ethnicity				TT/APT Faculty	Clinical Residents & Interns	Total	Average time in CVM	Faculty in Titled Leadership Position
	Female	Male	AA/Black	Asian	Hispanic	Multiracial					
CVM 2018	168	136	2	29	12	4	235	69	304	10.96 years (R=<1-50)	15

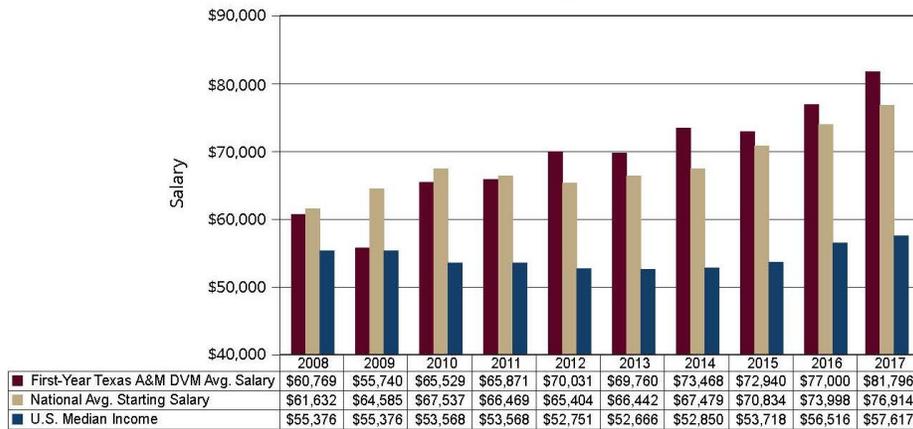
Table 5. Faculty Data
 Data Source: TAMU Workday, 2018



Students

- DVM absolute attrition rate: FY17 0.75%, FY18 3.00%
- Support of DVM student health/well-being: 1.5 FTE counselors, wellness room, core curricular content including completion of QPR Suicide Prevention training by 2nd year class (n=140)
- Tutoring support and required mentorship program for DVM students
- DVM scholarships totaling \$1.8M
- Sponsored DVM Job and Externship Fair

DVM Student Average Salary Upon Graduation



Sources: AVMA Report on Veterinary Compensation (removing Advanced Education and averaging odd years), AVMA Graduate Survey, Texas A&M University Report, & U.S. Census Bureau

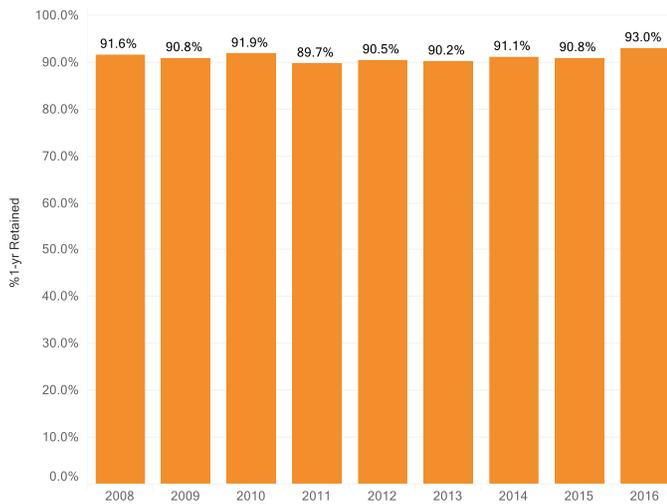
Table 6. DVM Salary

Data Source: AAVMC Comparative Data Report, 2017

- Graduate student personal/professional development
 - Mentoring/Advising
 - Graduate White Coat and Oath ceremony
 - “InclusiviTea” times
- Remediation opportunities for student success and retention at all levels
- Diversity of advisors for the UG and graduate students
- UG four- and six-year graduation rates, 66.80% and 83.00% respectively
- 92.20% freshman/sophomore retention



Undergraduate BIMS % 1-yr Retention Fall Term



- Outcome 1:** Low student attrition rates
- Outcome 2:** Increasing student success and professional placement
- Outcome 3:** Student skills development in self-determination, self-advocacy, citizenship, and broader community responsibility
- Outcome 4:** Progress in reducing financial barriers for DVM students; broad scholarship support; second lowest educational debt of all CVMs; best debt-to-income ratio; starting salary higher than national average

Table 7. US BIMS Retention

Data Source: AAVMC Comparative Data Report, 2017

Staff

- Ongoing strategic and systematic staff development including communication in CVM Business Office
- Updated advancement career ladder for hospital staff
- Staff advancement opportunities through professional development (mediation course) across all college units
- Annual staff awards for leadership, achievement, and longevity (13/year)
- Facilities supporting retention: four lactation rooms, twenty-two gender neutral bathrooms, fitness room, faculty/staff lounges, disability access

Outcome 1: 2018 HEED award recognized College’s professional development of staff

Outcome 2: Plan Spring 2019 focus groups to again address any staff concerns identified in 2016 climate survey.

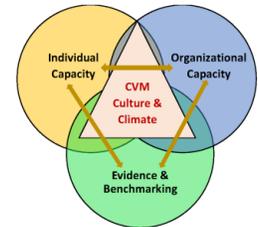
Staff	Gender		Race/Ethnicity				Hospital	Total	Average time in CVM	Staff in Titled Leadership Position
	Female	Male	AA/Black	Asian	Hispanic	Multiracial				
CVM 2018	398	154	26	48	69	9	259	552	8.51 years (R=<1-46)	23

Table 8. Staff Data

Data Source: TAMU Workday, 2018

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

Our climate assessment, strategies, and tactics are based on our strategic plan fundamentals of IC&OC-building, allowing achievement of important climate initiatives. CVM is nationally known for its safe, strong climate for faculty, staff, and students, and is committed to a climate with a positive impact at the national, state, community, university, college, unit, and individual-person level. We stretch ourselves with disruptive thinking about climate and diversity topics, teach the dialogue process, and expect dialogues to occur. We engage in difficult and critical dialogues as cornerstones of our climate initiatives. CVM climate initiatives are multi-layered, including inclusivity, accountability, wellness, skill set development, dissemination of information, and professional growth. IC for climate is about building individuals who are committed to the strategies and tactics of the CVM D&I plan and work to hone their skills sets in climate, diversity, equity, inclusion, conflict management, and leadership. For a full listing of the many ongoing CVM climate initiatives, please see the 5-year strategic plan. A few program examples that favorably impact climate are listed below. OC for climate is about supporting the College in strategically engaging in initiatives that strengthen the climate for our students, staff, faculty, and administrators. Climate OC involves CVM being a leader, colleague, and steward in supporting TAMU nationally and internationally.



Evidence and Benchmarking Utilizing Strategic Framework for Climate:



- HEED award recipient in both 2017 and 2018: Rigorous, comprehensive application process with questions related to recruitment/retention, leadership support for diversity, climate, and many aspects of campus D&I. Only 3 CVMs were among 35 healthcare award recipients.
- Part of national team researching DVM student micro-aggressions.
- Numerous invited presentations on conflict management and D&I implementation
- Diversity information dissemination and resource sharing with EC.
- 153 CVM faculty/staff completed course to increase communication, leadership, and conflict management skills, receiving a 40-hour basic mediation certificate.
- Recently certified facilitator of Brené Brown’s “Dare to Lead”; will implement program at CVM in 2019.
- Two-day conflict management workshop for graduate students. Similar one-day faculty workshop.



- Several administrators completed Green Dot training
- National Coming Out Day message to CVM; sponsorship of Hispanic Network and GLBT Resource Center events
- Dedicated CVM wellness room to support physical, mental, and emotional health
- In-house counseling for DVM students; profession has high rate of mental health issues and suicide.

Outcome 1: HEED evidence-based award brings specific recognition to CVM and TAMU, and attests to strong work being done in climate, diversity, equity, inclusion, and accountability on a national level.

Outcome 2: CVM is “moving the needle” in understanding experiences of students, particularly URMs, and implementing climate and equity changes at a local, statewide, and national level.

Outcome 3: Enhanced national reputation of CVM and TAMU in D&I

Outcome 4: Dissemination of information and best practices creates common understanding throughout the college.

Outcome 5: Enhanced communication skills and common conflict language across faculty, staff, and students.

Outcome 6: Consistent, inclusive CVM messaging

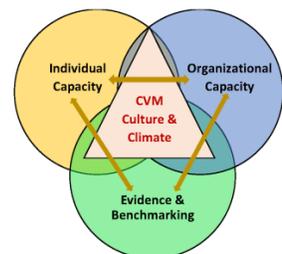
Outcome 7: Promoting TAMU wellness initiatives for employees and students

Outcome 8: Supporting graduate student/mentor climate by adding skills in conflict management

5. **Equity (500-word limit):** *As informed by two or more years of assessment data, describe your unit’s goals, measures, 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.*

CVM thinks about equity as being related to individuals receiving what they need to be successful, understanding expectations, and having access to information, leadership development, salary, and other funding sources. Further, equity involves access to opportunities related to an individual’s role and aspirant professional goals. Spring, 2019, CVM is forming a working group assessing constituent’s (faculty, staff, students) perceptions of inequities.

Along with identifying themes related to these perceptions, we particularly want to address trends of inequity across traditionally marginalized groups. CVM equity goals are: provide a breadth of professional development, advancement, and access opportunities for faculty/staff; increase recognition and equity reward systems through improved metrics and assessment; and have ongoing leadership dialogues to share and implement equity best practices. Below are some of the equity initiatives currently in place for the college.



Evidence and Benchmarking Utilizing Strategic Framework for Equity:

IC&OC-Building

Faculty, Staff, and Administrators

- Substantial ongoing professional and leadership development opportunities for CVM faculty/staff leaders listed throughout the document.
- Staff have multiple mechanisms to share workplace concerns, with both informal and formal processes to address conflicts.
- We challenge staff that indicate: “I am just staff”.
- Salary equity studies performed annually.

Outcome 1: Opportunities allow CVM administrators, faculty, and staff to grow their skills for use in formal and informal leadership roles, achieve their professional aspirant goals, and support CVM in leadership succession development.

Outcome 2: Staff’s input is sought with direct impact on creating and sustaining CVM climate and culture.

Outcome 3: Creating an equitable climate with all roles valued.

Students

DVM Students

- Updated DVM curriculum meets newly approved diversity accreditation standards and contains new graduate outcomes for multicultural awareness and personal wellness. The 2016 accreditation site visit stated CVM has a positive, inclusive climate. A new elective in community outreach is being developed.
- Regular open forums for DVM student input with CVM leadership
- Dedicated, inclusive student groups (e.g. Broad Spectrum, VOICE, Parent’s group) that inform and influence the college



Outcome 1: Students, in their access to information and experiences, develop personal and professional competencies to be the strongest individuals they can be as they enter their profession.

Outcome 2: Students have the chance to share information, ask questions, and clarify issues in ongoing forum series with CVM administrators. This process provides a mechanism for students to influence climate and culture and have access to more information

Outcome 3: Students get to equitably address issues that are important to their identity and success; groups have a chance to educate the college and influence climate, diversity, equity, and inclusion initiatives.

Graduate Students

- Diversity fellowships, BRIDGE Programs, diverse advising staff, orientation boot camp with D&I component, white coat and oath ceremony, travel awards, multicultural awareness platform, conflict management and professional skills workshops provided as opportunities for inclusion and growth.

Outcome 1: More inclusive environment for graduate students

Outcome 2: Students, in their access to information and experiences, develop personal and professional competencies to be the strongest individuals they can be as they enter their profession.

6. Reflection (800-word limit): This section provides you with an opportunity to outline your 2019 unit presentation for the Council on Climate and Diversity. Related to diversity, accountability, recruitment, retention, climate, and equity:

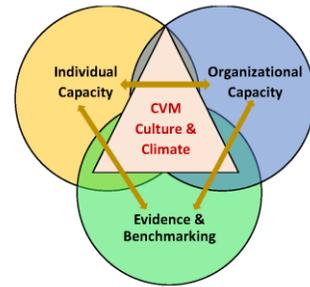
- Describe how your unit is “moving the needle” (e.g., changing numbers/composition, awards, recognition, grants, funding, etc.).
- What challenges has your unit faced? What plans are in place to address the challenges?
- What innovative strategies have been implemented in your unit that might be useful to other units?
- 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.

CVM Points of Distinction		
Ranking	Leadership	Service
• Ranked 4 th in Nation	• Only CVM in Texas	• BIMS largest UG degree-granting major at TAMU
• Ranked 10 th in World	• CVM leader in veterinary education, innovation, and D&I	• Large Veterinary Medical Teaching Hospital serving almost 30,000 animals per year
• One of largest nationally		

Table 9. CVM Points of Distinction



- A. CVM has consistently “moved the needle” within the profession and on campus, but that is particularly notable this year through leadership, awards, and actions. The culmination has been the second consecutive CVM HEED award, the only TAMU College to receive this honor assessed by nationwide non-veterinary peers. CVM is in singular company as one of only three veterinary and 35 healthcare profession colleges from 175 applicants across the country.



This award should be encouraged across TAMU; we are already in discussion with another college to help them be successful. TAMU faculty/administrators hold numerous leadership roles: national AAVMC Diversity (chair), Wellness Advisory Committee (immediate past-chair), and Leadership Academy (co-chair), TAMU WAN chair and immediate past-chair, and member of DOC. The national LGBTQI+ organization president is a TAMU DVM student; CVM students are engaged in D&I at all levels. We are recognized for our leadership in D&I across the profession and are invited for keynote presentations and consultations at other veterinary colleges. Diversity impact is included in the annual evaluation of all direct reports to the Dean (EC is >50% female). We developed a new D&I strategic plan, restructured the D&I office, integrated D&I DVM core curricular content, and continued to support professional development of faculty/staff in diversity, inclusion, wellness, and conflict management. We published an article on conflict management in higher education in 2018. We are leading by example and will continue to do so by celebrating colleagues’ success, engaging in activities that positively shape our climate, sharing our expertise with others, and continuing to value the full expression of D&I.

- B. The principle challenges faced can be categorized as demographics and a consistently inclusive climate. The first requires a continuous process at many levels including recruitment of an increasingly diverse pool of staff, faculty, and students. Numerous tactics are in place including MOAs with TAMU system partners, 2+2 relationships, more holistic DVM applicant assessment, national leadership for diversity components in resident/intern applications, priority hiring practices for URM faculty, and continual equity assessment. Recognizing this work must be ongoing, we plan to make substantive progress towards our demographic goals annually.

College climate remains a priority as job satisfaction, productivity, recruitment and retention are intimately related to these efforts. We are known for our proactive and forward-thinking professional development of faculty/staff, particularly the basic mediation course focusing on leadership, communication, and social justice content. To date, we have trained 153 individuals and have arranged for two more cohorts in 2019, making our total

CVM number nearly 200 (50% faculty; 50% staff). Development of a common conflict language directly supports our efforts in climate. Top college leaders are recognized for deeply valuing D&I as being inseparable with excellence and “walking the walk”.

- C. We employed numerous innovative strategies that can be shared: D&I strategic plan ratified by CVM EC, tiered leadership training system for faculty/staff (Leadership for a Lifetime ©2018), MOAs with system schools, 2+2 agreements, range of professional development activities for faculty/staff, curricular engagement of students, HEED award applications, national leadership and presentation experience, and new publications.
- D. Since 2011, the CVM has received approximately \$1M in Diversity Plan Awards. These funds have been used to support ongoing D&I programming, URM clinical residents, student D&I groups at the local and national level, hiring additional faculty and staff experts into the D&I office, professional development including seven cohorts for mediation training, and support of groups on campus as requested. If we are granted funding this year, our plans will be to continue to strengthen our core values of D&I through collaborative activities, support of faculty, staff, and students and development of studies and publications that enhance others’ learning and our reputation. More specifically, we will support initiatives that help the college continue to address our two principle challenges. Examples include a summer camp for URM candidates to the DVM program and additional education and training opportunities for faculty/staff, particularly through strengthening the conflict culture.

Through increased assessment efforts of programs identified in our D&I Strategic Plan, we are able to determine the impact of our initiatives. We conceptualize and implement strategies and tactics based on our framework of building IC and OC, and being able to evidence and benchmark the success and outcomes of our strategies and tactics. CVM is imperfect and we acknowledge room for growth. We care about climate and culture, feel that we are positively contributing to the veterinary profession and TAMU, and are maturing toward our goals in a consistent and substantive way.



2019 CVM Initiatives and Tactics: Diversity-based EC retreat, college-wide diversity statement that addresses human rights, apply for 2019 HEED award, staff focus groups on climate and equity, “Dare to Lead” workshop with in-house certified facilitator, additional national presentations, ongoing publications of D&I work, and planning for D&I leader succession.



Appendix I

AA	African American
AAVC	American Association of Veterinary Clinicians
AAVMC	Association of American Veterinary Medical Colleges
APT	Academic Professional Track
BIMS	Biomedical Sciences
BRIDGE	Biomedical Research Immersion and Diversity for Graduate Education
CVM	College of Veterinary Medicine & Biomedical Sciences
D&I	Diversity and Inclusion
DH	Department Head
DOC	Diversity Operations Committee
DVM	Doctor of Veterinary Medicine
EC	CVM Executive Committee
E&B	Evidence & Benchmarking
FTIC	First Time in College
HBU	Historically Black University
HEED	Higher Education Excellence in Diversity
HSI	Hispanic-Serving Institution
IC	Individual Capacity
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex
MOA	Memorandum of Agreement
OC	Organizational Capacity
PEER	Partnership Environmental Education and Rural Health
PCCD	President's Council on Climate and Diversity
P&T	Promotion & Tenure
STEM	Science, Technology, Engineering, and Mathematics



TAMU	Texas A&M University
TT	Tenure Track
UG	Undergraduate
URM	Underrepresented minority
VOICE	Veterinary Students as One in Culture and Ethnicity
VSCS	Department of Small Animal Clinical Sciences
VTPB	Department of Veterinary Pathobiology
WAN	Women Administrator's Network
1 st gen	1 st generation student in college