

Annual Diversity Plan Accountability Report

Reporting Unit College of Veterinary Medicine & Biomedical Sciences
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Reporting Date December 1, 2014
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Please define the groups applicable to your organization for which you collect information and make peer comparisons.

X Students X Undergraduate X Masters X Doctoral X Professional
X Faculty/Lecturers/Instructors X Administrators X Budgeted Staff

Critical elements for implementation of a great diversity plan include a core value of inclusivity, clear vision, and intentional role modeling from leadership. Among many other accomplishments, the Dean is on the BOD of the Women's Veterinary Leadership Development Initiative (WVLDI), is a 2015 nominee for veterinary medicine's top diversity award (Iverson Bell), is a panel participant at a veterinary medicine dean's meeting regarding adding an accreditation standard of diversity and inclusion, and has chaired the CCD for 5 years. In 2014, she required all direct reports (DHs, ADs, and Hospital Director) to share their efforts in diversity as a substantive part of their annual evaluation. The AD remains Director for Climate and Diversity, actively participating in the COD and Diversity Leaders group on campus. She was on the steering committee for the Diversity Matters Symposium, as well as the Wellness Advisory Group and Diversity Committees for AAVMC, and acts as the TAMU faculty liaison (Inclusiveness Champion) for the Center for Diversity and Inclusion in Veterinary Medicine. She won a diversity award from the National Residence Hall Honorary and has been invited to be part of two teams making presentations at the 2015 AAVMC Iverson Bell Diversity Symposium. Through the VP for Diversity Office, the AD recently joined the Association for Diversity Officers in Higher Education. The Dean and AD were interviewed this year by the New York Times, Texas Tribune, and Battalion regarding racial diversity within the profession. Dean Green is one of three deans on campus trained in mediation, as are all 3 ADs and 3 DHs. One faculty and one administrator are advisors for the TAMU Lesbian Gay Veterinary Medical Association (LGVMA); the administrator is on the national LGVMA Board of

Directors, was an invited speaker at the Diversity Matters Symposium, and participated in a diversity panel at the University of Florida CVM. We have three student groups within the college that support a welcoming and inclusive environment: Council for Diversity and Professionalism (CDP), Veterinary Students as One in Culture and Ethnicity (VOICE), and LGVMA. We are the only veterinary school in the country where cultural competency and medical Spanish are taught within a required course. Two TAMU DVM students have been nominated at the national level for the Patricia Lowrie Diversity Leadership award and a TAMU DVM student serves as the student representative to the national WVLDI. While trying to continue a culture of inclusion and diversity excellence in 2014, the CVM chose 4 specific areas to intentionally



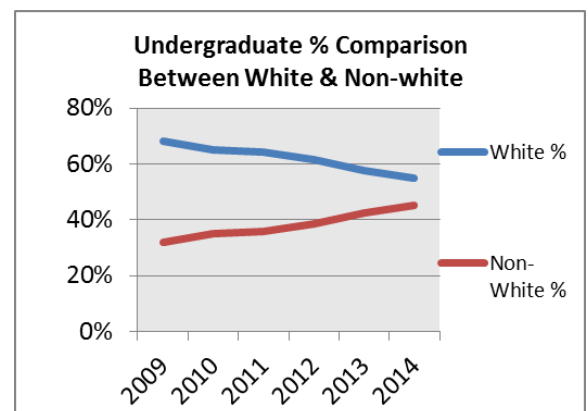
VOICE & LGVMA Officers with AAVMC Executive Director & CVM Dean 2014

address: 1) comprehensive training programs for faculty, staff, administration and students; 2) wellness awareness and support for individuals with visible and invisible disabilities or special needs; 3) enhanced recruitment efforts for underrepresented minority (URM) students; and 4) celebrating climate and diversity accomplishments of faculty, staff, and students as they serve the public within the state of Texas. We hope to share our progress in these and other areas through this report.

1. Demographics and Comparative Data

Undergraduate (BIMS): Degree focused on preparation for professional schools, research, and the health sciences industry.

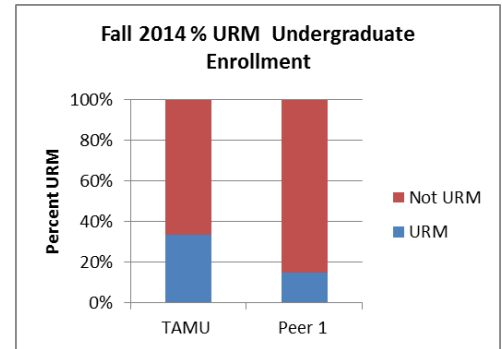
1. There is one comparable, but smaller (about 1/3 the size) UG program housed at the veterinary college at PEER 1. The M/F ratio at this peer institution is 33:67 with 14.8% URM students.
2. The BIMS program has been consistently successful in recruiting and retaining female students with a current male to female ratio (%) of 29:71, while the TAMU M/F ratio, excluding BIMS, is 53:47.
3. The overall population of URM in the BIMS program is 33.6%, excluding Asian students as URM.
4. BIMS is home to 829 FTIC (first time in college) UG students. Of these FTIC, 72.5% are women and 37.8% are URM, if Asians are excluded, and almost 50% (49.7%) are URM with Asians included.



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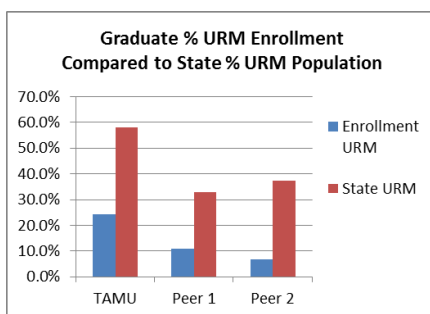
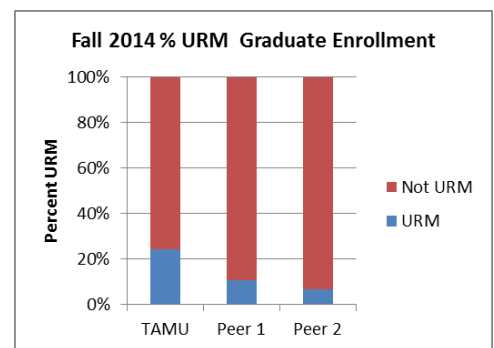
- Of those completing BS degrees, 69% were female and 26% were URM, compared with 18.9% URM graduates last year. Of those completing BS degrees at PEER 1, 69% were female and 9.4% were URM.

* Compared to our peer, the data show that BIMS has been successful in recruiting, mentoring, and retaining URM students to feed the applicant pipeline to professional healthcare programs (MD, DVM, DDS, PA, etc.). **Data Engagement:** BIMS advisors are charged with specific responsibilities focused on their diversity-related activities including the Veterinary Enrichment Camp, transfer students, student recruitment and retention, study abroad, and the Spanish certificate program. BIMS has 14 active 2+2 articulation agreements with community colleges that were chosen based upon geographic, socioeconomic, and racial diversity. A new 2+2 partnership was developed this year with Western Texas College which has an early college HS feeder program from Roscoe ISD.



Graduate Studies: Degrees focused on advanced research in the health sciences industry.

- Graduate studies enrollment at the CVM is 63.6% female and 36.4% male with URM's comprising 24.4% of the combined Master's and Doctoral enrollment.
 - The percentage of URM at peer schools: TAMU = 24.4%, PEER 1 = 10.9%, PEER 2 = 6.9%.
 - The female percentage at peer schools: TAMU = 63.6%, PEER 1 = 60.4%, PEER 2 = 72.5%.
 - Of the MS degrees completed, the percentage of women at each school was TAMU = 66% (31/47), PEER 1 = 66% (95/144), and PEER 2 = 100% (4/4). Of the completed PhD degrees at the peer institutions, the number of females was TAMU = 61.1% (11/18), PEER 1 = 60.9% (14/23), and PEER 2 = 50% (4/8).
 - At each institution, the percentage of URM's completing MS degrees was TAMU = 25.5% (12/47), PEER 1 = 12.5% (18/144), and PEER 2 = 25% (1/4), and URM completing PhD degrees at the peer institutions was TAMU = 11.1% (2/18), PEER 1 = 13.0% (3/23), and PEER 2 = 12.5% (1/8).
- * In comparison to our peers, the data show that over time there have been slight increases in women and URM in the CVM graduate programs. The number of female and URM students has remained comparable or higher than peer institutions.

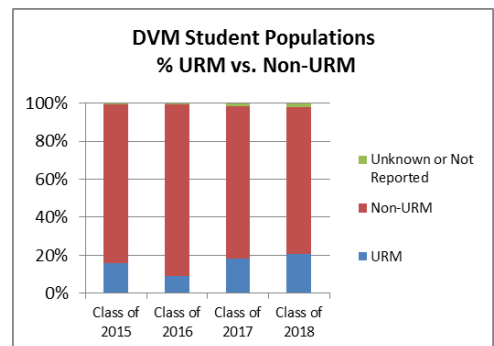


Data Engagement: The AD for Research and Graduate Studies (ADGRS) has participated in several initiatives this year including: 1) NIH Building Infrastructure Leading to Diversity (BUILD) (U54) grant with TAMU Kingsville. This includes partnerships with institutions serving primarily rural, underrepresented and underserved students. Twelve faculty from the CVM have been recruited as mentors; 2) USDA STEAM Scholars Program entitled "Multicultural Scholars Program in Reproductive Biology at Prairie View A&M University." Faculty mentors from the CVM and other TAMU units have been recruited as mentors for summer laboratory experiences; 3) Diversity Fellowship - Through a collaborative effort between the ADGRS team and the AD & Director of Climate and Diversity, we created a CVM Graduate Diversity Fellowship that is awarded to an incoming or current PhD student

for up to 4 years; we hope to add a second Diversity Fellowship in the near future. The Patterson fellow, funded through a matching diversity grant, has completed his residency and has now entered a PhD program.

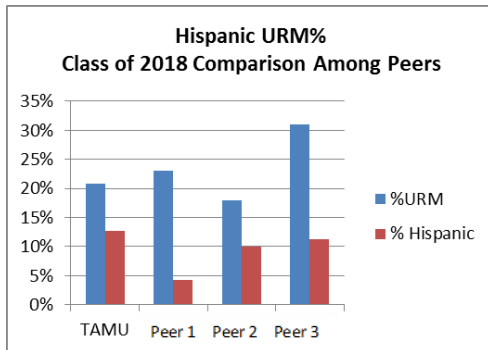
Professional (DVM): Degree focused on advanced training of DVM students in core competencies of veterinary medicine and surgery.

- For the class enrolled in Fall 2014 (Class of 2018); M/F = 21/79%
 - The age range of the class is 21-41 years with several second career individuals.
 - The TAMU class has 21% URM students, the highest percentage in historical memory. URM's at our peers: PEER 1 = 23%, PEER 2 = 18%, and PEER 3 = 31%.
 - Hispanics are the largest proportion (60%) of the URM's in the class, representing nearly 13% of the class. This is the largest number of Hispanic students in a DVM class in the U.S.: PEER 1 = 4.3%, PEER 2 = 10%, and PEER 3 = 11.3%.
- * The current class ranks 5/30 in the U.S. for URM's. This is up from 7th in 2013 and tied for 10th with 4 other schools in 2012. The average URM population in the entering class across the U.S. is 16%.



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Data Engagement: Not only have we focused on increasing URM representation, we have continued to work hard on other attributes including accepting students with visible and invisible disabilities into the DVM program. Physical accommodations

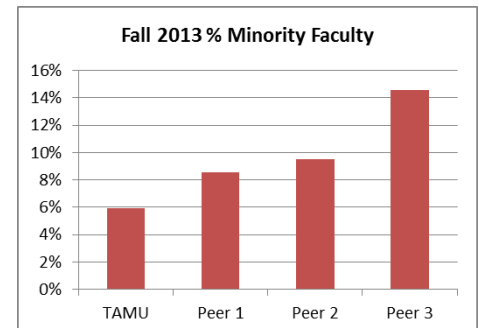


were made in several classrooms, and one additional gender neutral restroom was added for a total of 10 throughout the CVM. Special attention was given to these issues in the new teaching building due to open in 2016. We have worked to expose the DVM students to individuals with a variety of special needs so that they are fully prepared to serve society. For the second year at the CVM Open House, pre-opening guided tours were provided for special needs children and their families. An ASL interpreter was also provided at this student-run event. A new program (TVMF Pals), run in partnership with the Texas Veterinary Medical Foundation and our Veterinary Medical Teaching Hospital, is caring for pets of homebound individuals in our community receiving "Meals on Wheels". These pets are scheduled for annual appointments every 2 weeks through May. The

One Health collaborative team (students from veterinary medicine, medicine, and public health from TAMU and PEER 3) travelled to Nicaragua to assess and provide community assistance. A required rotation at the Houston SPCA ensures that each of our students address animal welfare, socioeconomic, and legal issues related to working within a diverse population in the fourth largest city in the U.S. Twenty DVM students participated in study abroad opportunities, with the largest programs in Germany and South Africa. Over the past year, student leadership positions have included the national president of SAVMA, an AVMA Governmental Relations intern, an AVMA Congressional Fellow, and a Marshall Scholarship winner. The AAVMC has a Director for Diversity who advises our students and administration on best practices and collaborative events.

Faculty and Administration:

- The college administration is 62% female (Dean, 2 of 3 associate deans, 3 of 4 assistant deans, and 2 of 5 department heads). One AD serves as Director for Climate and Diversity and 1 DH serves as Director of International Programs.
- When compared to peer institutions, the percentage of total, tenured, and tenure-track women faculty is higher or comparable: Tenure and Tenure Track percentage - TAMU = 37.8%, PEER 2 = 30.3%, PEER 1 = 37.6%, and PEER 3 = 37.6%. The percent of total female faculty is also higher or comparable: Total female faculty percentage TAMU = 45%, PEER 2 = 37.2%, PEER 1 = 45.2%, and PEER 3 = 39.3%.
- When compared to peer institutions, the percentage of URM faculty is lower: TAMU = 6.0%, PEER 2 = 9.5%, PEER 1 = 8.6%, and PEER 3 = 14.5%. These data should prompt an assessment of faculty recruitment efforts in all CVM departments. Of the total positions in the U.S., URM's comprise 13.9% at all ranks.
- Staff: M/F = 37/63%; URM = 16% with Hispanic = 6%, Black = 3.1%, and Asian = 6%. There was a small to moderate increase in all URM categories over the past year. While we do not have peer data with other CVMs, our staff are highlighted and involved in many important programs as noted throughout this report.



2. Student Recruitment and Retention

Undergraduate (BIMS): Recruitment: Through prospective student meetings and 2+2 programs, BIMS targets URM's that wish to pursue professional healthcare and graduate training. Within the past 12 months, our STEM outreach program (PEER) to state and national minority/disadvantaged youth provided 65,065 veterinary-related downloads to 5608 teachers and their 521,561 students (52% URM). Through live streaming video conferencing, we were telecast into 49 states with 21,166 students registered. PEER presented a STEM career hands-on experience at the San Antonio Hispanic Chamber of Commerce CORE54 STEM Expo to 200 Hispanic students. **Retention:** As noted earlier, advisors are charged with different parts of the diversity efforts. BIMS sponsors cohort luncheons for 2+2 transfer students every 2 weeks to help with integration into the TAMU culture. BIMS met a need for an important student subset by developing a "Family Room" within their advising office for students with small children, allowing parents to concentrate on critical academic discussions.

Graduate Studies: Recruitment: Among the multiple initiatives that began in the 2013-2014 academic year, the ADRGS team has begun active outreach and recruitment by having a representative attend numerous graduate school fairs in Austin, Houston, San Antonio, and North Texas with diverse populations that are traditionally underrepresented in the biomedical sciences field. Our outreach to institutions outside of Texas also attracted a relatively diverse set of applicants whom we hosted at our second annual recruitment weekend in January 2014. As our first-time graduate student enrollment continues to increase, we already see an incremental growth in diversity. The CVM joined TAMU ADVANCE program in 2014.

Retention: The program has a full-time advisor for supporting and mentoring graduate students.

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Professional Program (DVM): Recruitment: There are currently 3 URM within our residency programs (1 black and two Hispanic), and 1 additional black resident starting next summer. As a means of providing additional role models and potential future faculty, the 3 clinical departments have been offered funding (diversity funds) to hire one URM resident per department in a clinical field that will have high student impact. An application question was redesigned to address diversity and the Selections Committee had intentional discussions about removing application barriers. Substantial resources have been focused on activities at Prairie View A&M University (PVAMU). The AD has spoken twice this year at the Undergraduate Medical Academy at PVAMU, as well as sponsored five additional visits on Admissions (2), the Veterinary Emergency Team (VET), a visit by three DVM students, and an evening visit to the Pre-Veterinary Club by the AD, a faculty member and three students to participate in a Q&A session. We continue to have two students on the Sister Institution scholarship program for PVAMU and TAMU (diversity funds). The first scholarship endowed for an LGBT student was available this year and we had discussions with the medical school regarding starting a new LGBT student organization in their setting. DVM students on the Houston SPCA rotation are being seen on current episodes of *Animal Cops Houston* shown on Animal Planet with national and international distribution. Our students are a vital part of recruiting efforts through activities such as Open House, Houston Cat Show, three Livestock Shows (Houston, San Antonio, and Austin), and unsponsored activities in their hometowns. **Retention:** Particular focus was placed on providing strong support systems to ensure wellness and ongoing mentoring with subsequent retention of DVM students. The CVM has a full-time licensed professional counselor, in a satellite clinic for SCS. This office offers personal counseling, psychiatric services, stress management, crisis intervention, and academic counseling. A new MOU was developed this year allowing appointments for clinical interns and residents (DVMs in training programs within the VMTH). SCAVMA has a Wellness Committee with activities supported through the Dean's Office. Faculty, staff, and students received training on intentional self-awareness, particularly for mental health issues and disabilities. Two faculty members and the CVM counselor attended a national meeting on veterinary student wellness. Recognition of personal wellness and self-management skills were deemed so important to healthcare professionals that personal wellness and multicultural awareness components were added to the New Graduate Outcomes document, which is the roadmap for the ongoing DVM curriculum review. Students will be required to demonstrate these skills prior to graduation. A "wellness survival kit" is being developed for the incoming 1VM class. The well-established first-year student Mentor program excelled this year with groups of 8 to 9 classmates assigned 2 to 3 faculty members that serve as a resource and meet monthly throughout the Fall and Spring semesters. Additionally, each 1VM is assigned a 2VM mentor, every class has two mentors from the TVMA, and a faculty member within the Professional Programs Office (PPO) has responsibility for all student activities and providing additional mentorship. Each semester, 1VMs participate in Ethics sessions which address a wide range of ethical dilemmas including those with diversity dimensions. As mentioned, 3 student groups provide activities and support for DVM students and cultural competency is taught within a required course.

3. Internal and/or External Advisory and/or Developmental Council Groups

The Council for Diversity and Professionalism (CDP) is sponsored through the Dean's Office and includes representation for UG, graduate, and DVM students, faculty, staff, and key stakeholder groups engaged with diversity. This year, attention has been focused on working with issues related to visible and invisible disabilities and the needs of students with children. *The CVM Student Ambassadors* is a program for UG and DVM students that lead tours, attend special events, and perform outreach for the CVM. The process for choosing these students was very inclusive and resulted in a diverse group in terms of gender, race, and socioeconomic background. This group provided 293 tours to 461 groups for total of 2489 guests. *The International Programs Advisory Committee (IPAC)* sponsored a variety of international experiences for students: 23 BIMS students, 40 DVM students, and 1 graduate student. Our Germany Abroad program reached 42 UG students in several colleges including 13 BIMS and 1 student from PVAMU. Eleven DVM students and 2 from Auburn participated in this program as well, and we will be reaching out to other SEC DVM programs next year. The Texas Veterinary Medical Association (TVMA) has a close relationship with the college and there are several relevant joint councils including the *TVMA/CVM Liaison and New Graduate Committees*. The TVMA provides 30-40 colleagues each year to help interview prospective DVM students.

4. Unit Climate

A focus on comprehensive diversity training resulted in all members of the Dean's Business and Scholarship Office, as well as additional members of the Dean's Office staff (total of 9), taking classes to earn a Certificate on Diversity and Inclusion in the Workplace through HR. Two staff have already graduated from the program. Two faculty and 5 staff members were supported to attend the 3-day "Diversity Training Institute". One faculty member was supported for a "Community of Respect Train the Trainer" workshop. Six members of the Dean's Office staff attended the inaugural Climate, Equity, and Inclusion workshop sponsored by the College of Education and Human Development. College leadership attended several campus seminars including "Effective conflict management skills for faculty and administrators" and "Engaging the data: a work session using campus climate survey results". A 40-hour mediation course was sponsored for 20 staff, faculty, and administrators in

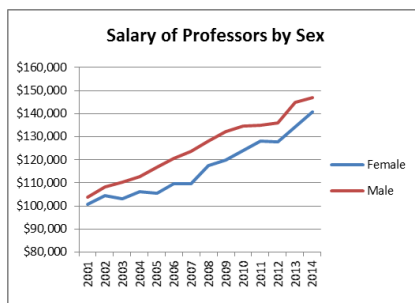
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November, 2014. This training was a huge success and will be followed by another cohort in Spring 2015 to ensure that at least 50 individuals within the college have a common language to prevent, diffuse, and address conflict. Our website presence is designed to promote visibility of a welcoming environment, and the college has been working to develop a stronger statement that will be placed on all faculty and staff positions announcements to show a broader recognition and commitment to diversity than standard language. The college has a monitored lactation room for use by staff, faculty, and all levels of students.

In 2013, we were one of two colleges chosen to serve as a beta test site for a new AAVMC climate survey for veterinary students. The overall response rate was 80%, with 47% for the 4VM class, and >87% for each of the other three classes. The data highlighted several areas for future work including invisible disabilities, using inclusive language at all levels, and a need for additional support for students with a variety of diverse attributes. These important findings and possible solutions were shared with our VOICE chapter and all 2VMs in a required cultural competency class. CC topics remain Day One Competencies required for graduation. The CVM is a co-sponsor of the 2015 Climate Matters Conference with CEHD and the College of Engineering. We helped sponsor Dr. Debbye Turner Bell for a CVM Bridges Teaching Academy talk and campus visit on "The Importance of Cultural Competency". The AD spoke on Climate and Diversity within the college at a monthly LGVMA meeting. Title IX was discussed in 1VM Orientation and a statement was placed in the Professional Student Handbook. Cultural competency was again included in a required 2VM course (Correlates III), both as a stand-alone session and with 17 hours of medical Spanish culminating in 4 simulated client interactions for every student (2 ESL, 1 blind, 1 deaf). The Dean and AD have personally addressed several individual staff/faculty issues and microaggressions associated with diversity and inclusion. Specific issues that required attention this year included communication with an individual with mental health issues, religious accommodation in the workplace, and conflict due to LGBT and religious attributes. Regular network support reminders are sent to the college regarding self-awareness and sensitivity about e-mail messages. Our multiple mini-interview process has used at least one cultural competency scenario within each of the past two interview cycles, which sets a tone for program expectations. This form of interview results in less URM- and gender-based bias. A variety of new multicultural activities were sponsored by VOICE including sharing holidays or traditions from around the world; the first was "El Dia de los Muertos". The graduate office assessed and addressed issues highlighted in the graduate student campus climate survey.

5. Equity

Differential tuition provided \$1,112,684 to address salary inequities at all faculty levels through merit-based salary adjustments.



Indeed, we moved assistant professor salaries from 25/28 to 19/28 and Associate Professors from 22/28 to 13/28 in 2014. The VMTH has a longstanding career ladder for technical staff within the teaching hospitals. As noted earlier, we have provided extensive support for staff and faculty professional development. We continue to expand our data collection with a focus on strengthening the CVM environment for educational equity and student success. Our graduate students are encouraged to provide demographic background so that we can capture and utilize data that responds to each student's individual needs. Students identify their gender in their own word(s), identify their socioeconomic background, and disability status so that we can proactively offer guidance or additional services so all individuals have equitable learning opportunities.

6. Future Efforts and Use of Diversity Funds

Diversity funds have been spent wisely. These funds supported 9 students and 3 faculty members to attend the Diversity Matters Conference held at LSU; the LGVMA president recently presented these data to fellow students. The funds also supported a CVM Diversity Fellowship for graduate students, training and professional development opportunities for staff and faculty, monetary support for the National Center for Faculty Development and Diversity through DOF, the Climate Matters Symposium, Dr. Debbye Turner Bell, and a table at the 2014 African American Professional Organization Gala. These funds were used to train 20 additional staff, faculty, and administration in mediation, for a total of 33 within the CVM. We hope to have at least 3 additional URM residents within our clinical programs by next year to add to the pipeline for faculty and the profession. A specific focus will be placed on faculty and staff recruiting and hiring practices. We will post the final version of this report on our college website and continue to promote all of the many ways that our students, staff, faculty, and administrators can contribute to diversity, equity, and inclusion.



2014 Diversity Matters Symposium Group April 11-13, 2014