

## 2019 Diversity Plan Accountability Report

**Unit** College of Veterinary Medicine & Biomedical  
Sciences (CVM)

**Date:** October 28, 2019

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**Instructions:** The purpose of this report is to assess and reflect on your unit's continuing progress towards the Diversity Plan goals of accountability, campus climate, and equity. Please **compare** your unit's student, faculty, and staff data (as relevant) from Fall 2018 to data from **two peer institutions**. Peer-comparison data should be for Fall 2018 and include race/ethnicity, gender, and classification (student, staff, faculty, tenure, tenure/track, etc.).

**Reflect** on the strategies that your peer institutions use to address diversity and inclusion for students, faculty, and staff in their units. How do peer institutions compare to what your unit is doing? Based on the peer-comparison data, are there any plans to modify or implement new strategies in your unit? Specifically, the PCCD requests that units continue to detail the ways in which climate and equity will be addressed, while ensuring that clear measures for success are outlined.

**Formatting:** Use portrait orientation and 12-point font or larger for the narrative, tables, and figures. Word limits are provided for each of the report's six sections. **References, footnotes, graphics, and tables for data are not included in the word count limit.** Please address all tables and graphics in the narrative as no appendices will be submitted to the PCCD for review.

### **Introduction (800-word limit)**

- Describe your unit (campus location, departments, etc.) and its general mission.
- Describe how you selected two peer institutions and provide a rationale for why they were selected.
- Present the demographic data for your unit and two peer institutions. Peer-comparison data should, at minimum, include race/ethnicity, gender, and classification (student, staff, faculty, tenure, tenure/track, etc.)
- Describe the writing and review process for this report: Who wrote this report? Was your unit's Diversity Operations Committee representative included in writing and/or reviewing the report? Which unit leaders reviewed this report?

As stated in our Diversity & Inclusion (D&I) strategic plan, CVM goals and mission remain: demonstrate D&I leadership at all levels; integrate consistent programming with high expectations for a respectful, inclusive culture; proactively address climate and equity issues; highlight successes and enhance CVM/TAMU reputation through best practices and presentations/publications.

CVM shares D&I beliefs, strategies, and tactics, in the framework of individual capacity building (IC) and organizational capacity building (OC). Specifically, when we customize experiences and “build individuals”, we strengthen the entire organization. CVM has five academic departments and operates the only on-campus teaching hospital [Veterinary Medical Teaching Hospital (VMTH)], which cares for >26,000 cases per year. Dedicated staff and faculty in three departments work in the VMTH, supporting DVM students, residents, interns, and diverse clientele from across the nation. CVM has the largest (>2600 students) undergraduate degree-granting major on campus (BIMS), over 270 graduate students, and nearly 600 students in the DVM program (1 of 31 in U.S.).

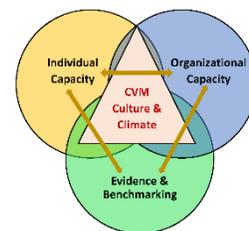


Figure 1. CVM D&I Framework

Embedded in this report, PCCD will see a compelling case for shared diversity values, overarching D&I goals, and how we continue to “move the needle”. We earned national recognition by non-veterinary peers as a premiere U.S. healthcare school in D&I for a third consecutive year. In 2018-2019, we met several stated goals: 2019 HEED award; increasing diverse faculty numbers; increasing diverse UG student numbers; continued ranking in the top 5 in DVM student demographics; and providing consistent D&I programming for all constituents.



Figure 2. HEED Awards 2017, 2018, & 2019

CVM recently received external affirmation of D&I excellence by receiving the HEED Health Professions National Excellence in Diversity award for the third consecutive year (2017-2019), one of only two veterinary colleges, assessed by nationwide non-veterinary peers. TAMU faculty/administrators held numerous leadership roles: national Diversity Chairs, Wellness Advisory Committee past-chair, Leadership Academy co-chair, and Woman Administrators Network chair. 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 annual evaluations of Executive Committee members and is a standing meeting agenda item. We follow a D&I strategic plan, maximize experiential D&I content in the DVM curriculum, and fully support faculty/staff professional development in D&I, wellness, and conflict management. We lead by example and celebrate colleagues’ success, engage in activities that positively

shape climate, share expertise, and value the full expression of D&I. Accordingly, we elevated our peer comparisons to two veterinary colleges that are truly aspirant on many levels; both are large, land grant universities, one is consistently ranked #1 overall in the U.S. (Peer #3) and one is the only other DVM program to receive the HEED award three times (Peer #2). Along with TAMU, an additional peer was chosen for undergraduate comparisons as the only other veterinary college with an undergraduate BIMS program, albeit much smaller (Peer #1). Each peer has D&I programs and strategies in D&I to examine. (*Note: Peer data is anonymized at AAVMC request.*) For staff members, we utilized TAMU and Brazos Valley demographic comparisons as we predominately recruit from this region.

The DAR was initially drafted by two individuals in the CVM D&I office (one is DOC representative). College groups, including the CVM Executive Committee (Dean, Associate/Assistant Deans, Department Heads, Chief of Staff), contributed to this document; EC is 57% female and 28.6% first-generation. Student, staff, and faculty highlights and demographics will be shared throughout the report in written and graphic form. With our integrated approach, recruiting, retention, climate, and equity activities are completely intertwined.

In 2018, PCCD shared CVM *Strengths and Challenges* (Table 1); we reflected and acted.

| <b>PCCD – 2018 CVM DAR Strengths and Challenges</b>  |
|--|
| <p><u><i>Strengths</i></u></p> <ol style="list-style-type: none"> <li>1. <i>CVM has a number of best practices that should be shared with the university community: We specifically shared at national conferences and worked directly with several TAMU colleges.</i></li> <li>2. <i>We were awarded a third consecutive HEED Award, as well as AAVMC Iverson Bell national diversity award, TAMU faculty service ACE award, and two CVM Excellence in D&amp;I faculty and staff awards.</i></li> <li>3. <i>Demonstrated a commitment to D&amp;I progress: We updated the D&amp;I strategic plan assessments and provided active programming opportunities for faculty, staff, and students.</i></li> </ol> |
| <p><u><i>Challenges</i></u></p> <ol style="list-style-type: none"> <li>1. <i>PCCD requests that units continue to detail the ways in which climate and equity will be addressed, while ensuring that clear measures for success are outlined: CVM supported an in-house project to further develop our CVM D&amp;I strategic plan tactical assessments in climate and equity.</i></li> </ol>   |

Table 1. PCCD Feedback – 2018 CVM DAR

Importantly, CVM seamlessly leverages the expertise of the TAMU VPD Office by: (1) sharing links on the CVM website; and (2) sharing messages and best practices communicated from the VPD. This allows CVM to widely share university D&I best practices and create information continuity. Simply put, “***The message matters***”.

Below are data and graphics that share the CVM D&I narrative. Particularly note highlighted table data and accompanying figures.

### UNDERGRADUATE DATA – Table 2 and Figures 3 and 4

| Undergraduate          | 2018 CVM<br>N=2,663 |         | 2019 CVM<br>N=2,821 |         | UG Peer 1<br>N=453 |         | 2018 TAMU<br>N=51,535 |         | 2019 TAMU<br>N=50,454 |         |
|------------------------|---------------------|---------|---------------------|---------|--------------------|---------|-----------------------|---------|-----------------------|---------|
| Female                 | 1,867               | 70.11%  | 2,000               | 70.90%  | 374                | 82.60%  | 24,287                | 47.13%  | 23,847                | 47.26%  |
| Male                   | 796                 | 29.89%  | 821                 | 29.10%  | 79                 | 17.40%  | 27,248                | 52.87%  | 26,607                | 52.74%  |
| <b>Total Gender</b>    | <b>2,663</b>        | 100.00% | <b>2,821</b>        | 100.00% | <b>453</b>         | 100.00% | <b>51,535</b>         | 100.00% | <b>50,454</b>         | 100.00% |
| American Indian        | 5                   | 0.19%   | 2                   | 0.07%   | 2                  | 0.44%   | 110                   | 0.21%   | 94                    | 0.19%   |
| Asian                  | 350                 | 13.14%  | 386                 | 13.68%  | 19                 | 4.19%   | 4,033                 | 7.83%   | 4,389                 | 8.70%   |
| Black/African American | 122                 | 4.58%   | 101                 | 3.58%   | 4                  | 0.88%   | 1,745                 | 3.39%   | 1,596                 | 3.16%   |
| Hispanic/Latinx        | 788                 | 29.59%  | 880                 | 31.19%  | 48                 | 10.60%  | 12,492                | 24.24%  | 12,287                | 24.35%  |
| International          | 7                   | 0.26%   | 6                   | 0.21%   | 5                  | 1.10%   | 767                   | 1.49%   | 686                   | 1.36%   |
| Multi, excl. black     | 64                  | 2.40%   | 69                  | 2.45%   | 18                 | 3.97%   | 1,336                 | 2.59%   | 1,378                 | 2.73%   |
| Native/Hawaiian        | 2                   | 0.08%   | 2                   | 0.07%   | 1                  | 0.22%   | 48                    | 0.09%   | 31                    | 0.06%   |
| Unknown                |                     | 0.00%   | 1                   | 0.04%   | 3                  | 0.66%   | 87                    | 0.17%   | 89                    | 0.18%   |
| White                  | 1,325               | 49.76%  | 1,374               | 48.71%  | 353                | 77.92%  | 30,917                | 59.99%  | 29,904                | 59.27%  |
| <b>Total Ethnicity</b> | <b>2,663</b>        | 100.00% | <b>2,821</b>        | 100.00% | <b>453</b>         | 100.00% | <b>51,535</b>         | 100.00% | <b>50,454</b>         | 100.00% |
| Nonwhite               | 1,338               | 50.24%  | 1,447               | 51.29%  | 100                | 22.06%  | 20,618                | 40.01%  | 20,550                | 40.73%  |
| URM (B, H, Am, N)      | 981                 | 36.84%  | 1,054               | 37.36%  | 30                 | 6.61%   | 6,655                 | 12.91%  | 6,765                 | 13.41%  |
| <b>1st generation</b>  |                     |         | 785                 | 27.83%  |                    |         |                       |         | 12,142                | 24.07%  |

Table 2. UG BIMS for TAMU CVM, TAMU data, and Peer. Gender and Race/Ethnicity, and 1st Generation

Data Source: TAMU DARS 2018, Peer 1 Institution

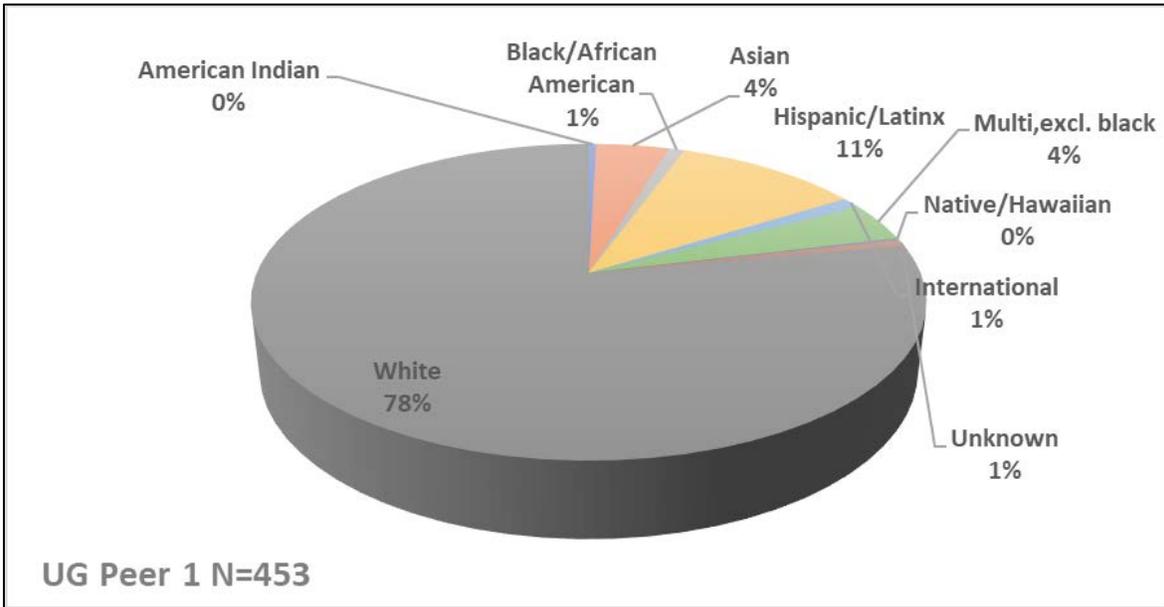


Figure 3. Peer UG BIMS Race/Ethnicity  
Data Source: Peer 1 Institution

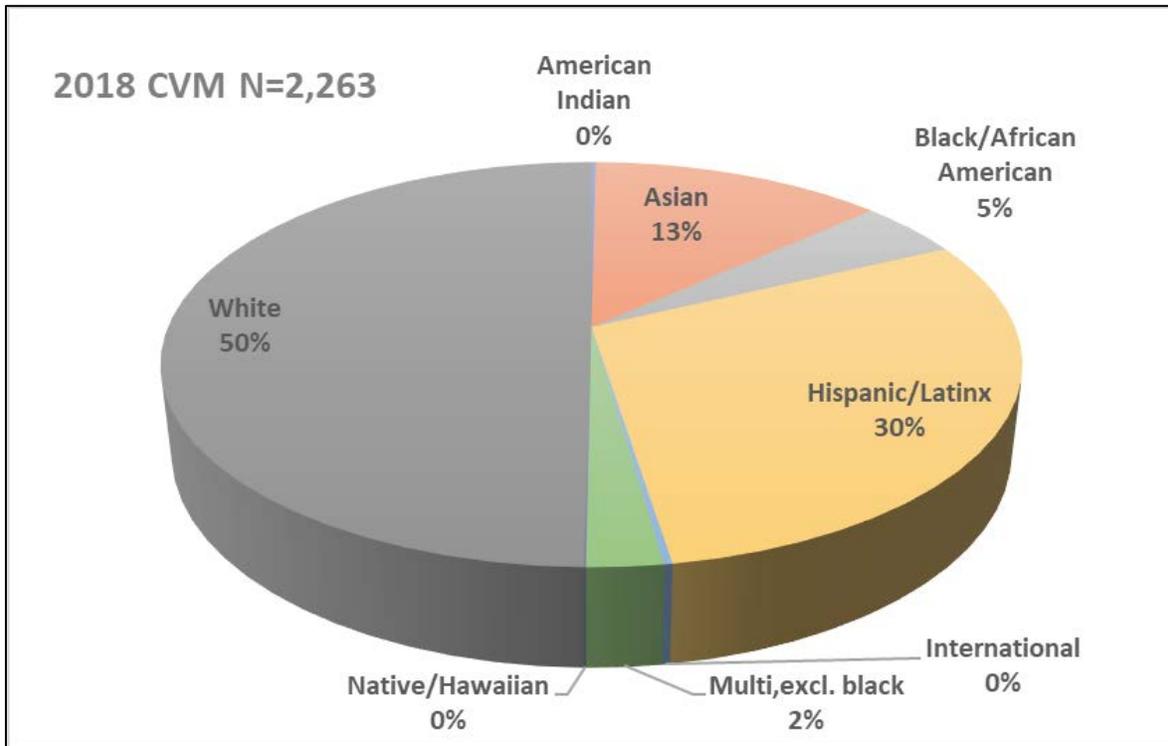


Figure 4. TAMU UG BIMS Race/Ethnicity  
Data Source: TAMU DARS 2018

**GRADUATE DATA – Table 3 and Figures 5, 6, 7, and 8**

| <b>GRADUATE 2018</b>   | <b>CVM</b> | <b>Peer 1</b> | <b>Peer 2</b> | <b>Peer 3</b> |
|------------------------|------------|---------------|---------------|---------------|
| Female                 | 179        | 326           | 88            | 166           |
| Male                   | 102        | 157           | 45            | 90            |
| NB                     | 0          | 0             | 0             | 2             |
| <b>Total Gender</b>    | <b>281</b> | <b>483</b>    | <b>133</b>    | <b>258</b>    |
| Foreign                | 44         | 64            | 23            | 52            |
| Unknown                | 1          | 68            | 5             | 1             |
| URVM                   | 96         | 85            | 16            | 89            |
| White                  | 140        | 266           | 89            | 116           |
| <b>Total Ethnicity</b> | <b>281</b> | <b>483</b>    | <b>133</b>    | <b>258</b>    |

Table 3. TAMU Graduate Students and Peer Data. Gender and Race/Ethnicity Data Source: TAMU DARS 2018 and AAVMC 2018-2019 Report

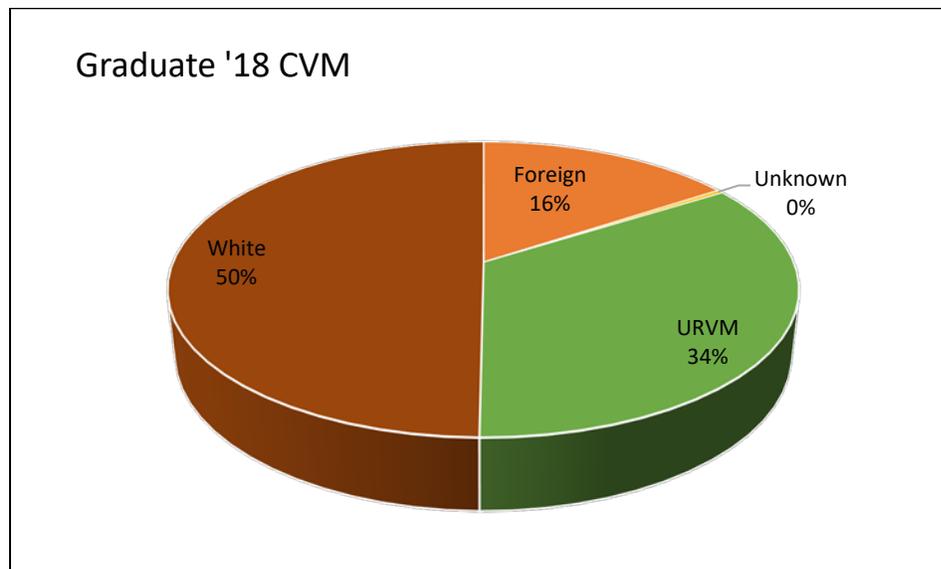


Figure 5. TAMU CVM. Graduate Students Race/Ethnicity Data Source: TAMU DARS 2018 and AAVMC 2018-2019 Report

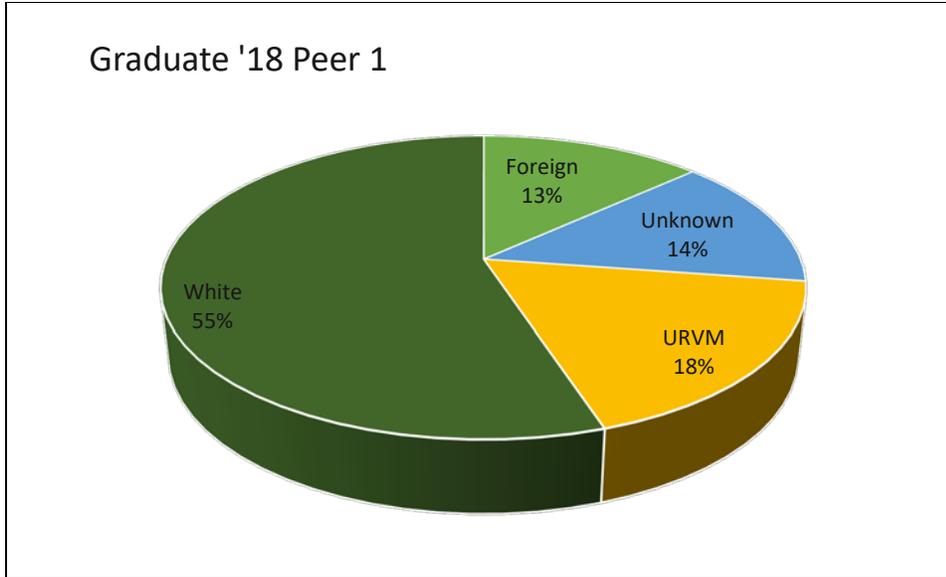


Figure 6. Peer 1. Graduate Students Race/Ethnicity  
Data Source: TAMU DARS 2018 and AAVMC 2018-2019 Report

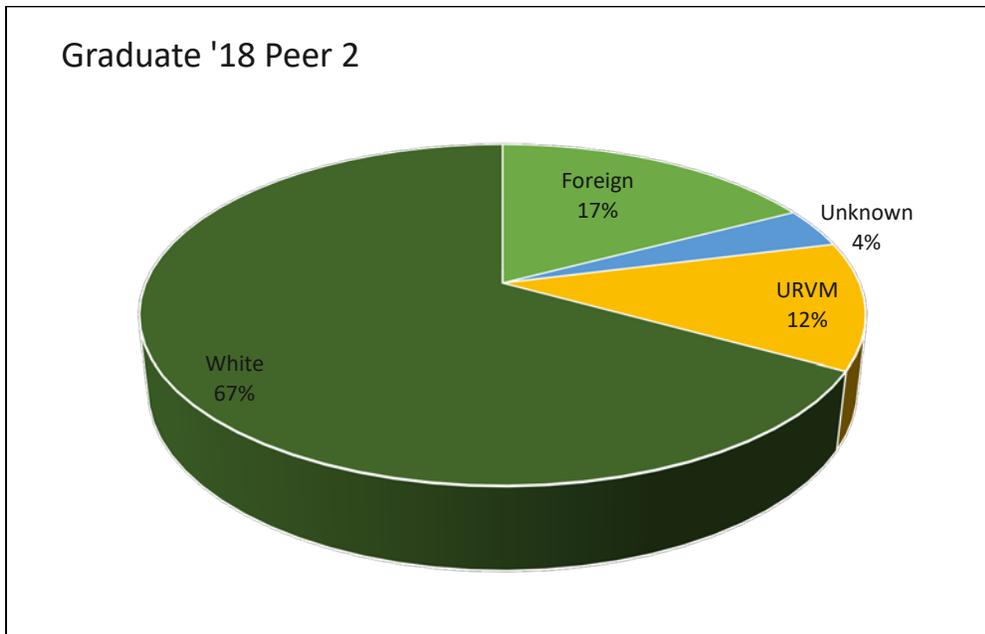


Figure 7. Peer 2. Graduate Students Race/Ethnicity  
Data Source: TAMU DARS 2018 and AAVMC 2018-2019 Report

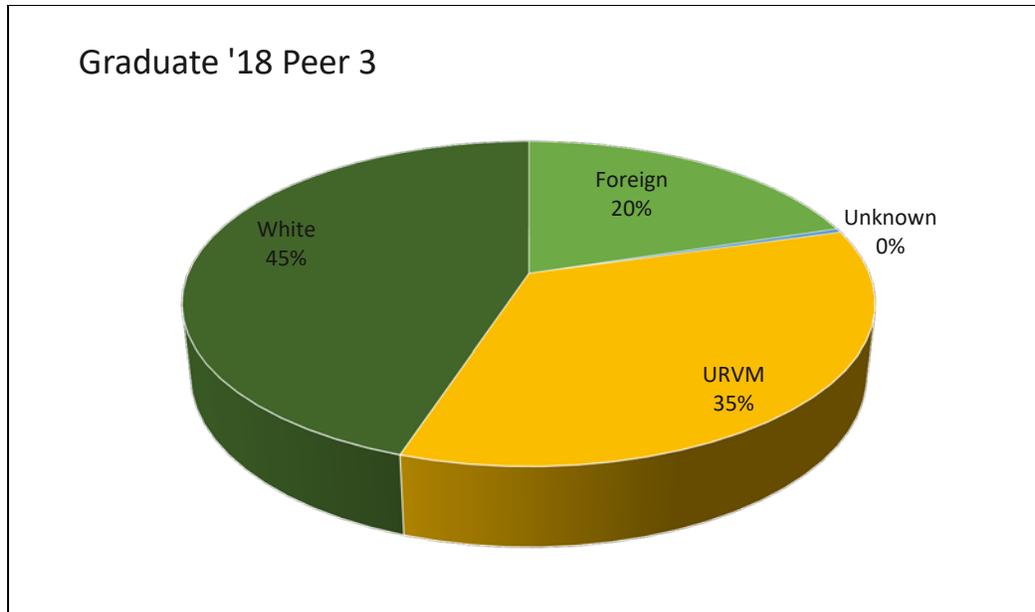


Figure 8. Peer 3. Graduate Students Race/Ethnicity  
Data Source: TAMU DARS 2018 and AAVMC 2018-2019 Report

**DVM STUDENT DATA – Table 4 and Figures 9, 10, 11, and 12**

| DVM 2018               | CVM        | Peer 1     | Peer 2     | Peer 3     |
|------------------------|------------|------------|------------|------------|
| Female                 | 447        | 495        | 499        | 495        |
| Male                   | 105        | 88         | 136        | 85         |
| Unfilled               | 0          | 0          | 0          | 0          |
| <b>Total Gender</b>    | <b>552</b> | <b>583</b> | <b>635</b> | <b>580</b> |
| AA Black               | 8          | 2          | 23         | 6          |
| Asian                  | 27         | 32         | 35         | 108        |
| Foreign                | 0          | 2          | 4          | 19         |
| Latinx                 | 72         | 49         | 33         | 29         |
| Multi                  | 12         | 30         | 70         | 96         |
| Native AA              | 0          | 0          | 2          | 0          |
| Other                  | 0          | 0          | 0          | 0          |
| Pac/Haw                | 0          | 0          | 0          | 0          |
| Unknown                | 6          | 16         | 0          | 0          |
| White                  | 427        | 452        | 468        | 322        |
| <b>Total Ethnicity</b> | <b>552</b> | <b>583</b> | <b>635</b> | <b>580</b> |

Table 4. TAMU CVM DVM Students & Peers. Gender and Race/Ethnicity  
Data Source: TAMU DARS 2018 and AAVMC 2018-2019 Report

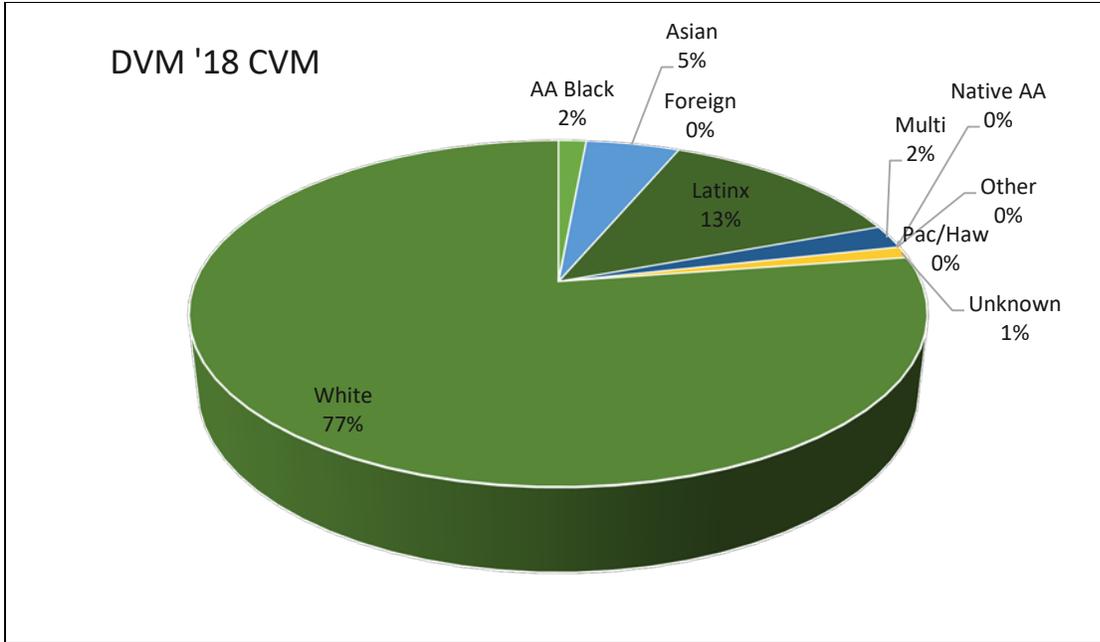


Figure 9. TAMU CVM DVM Students. Race/Ethnicity  
 Data Source: TAMU DARS 2018 and AAVMC 2018-2019 Report

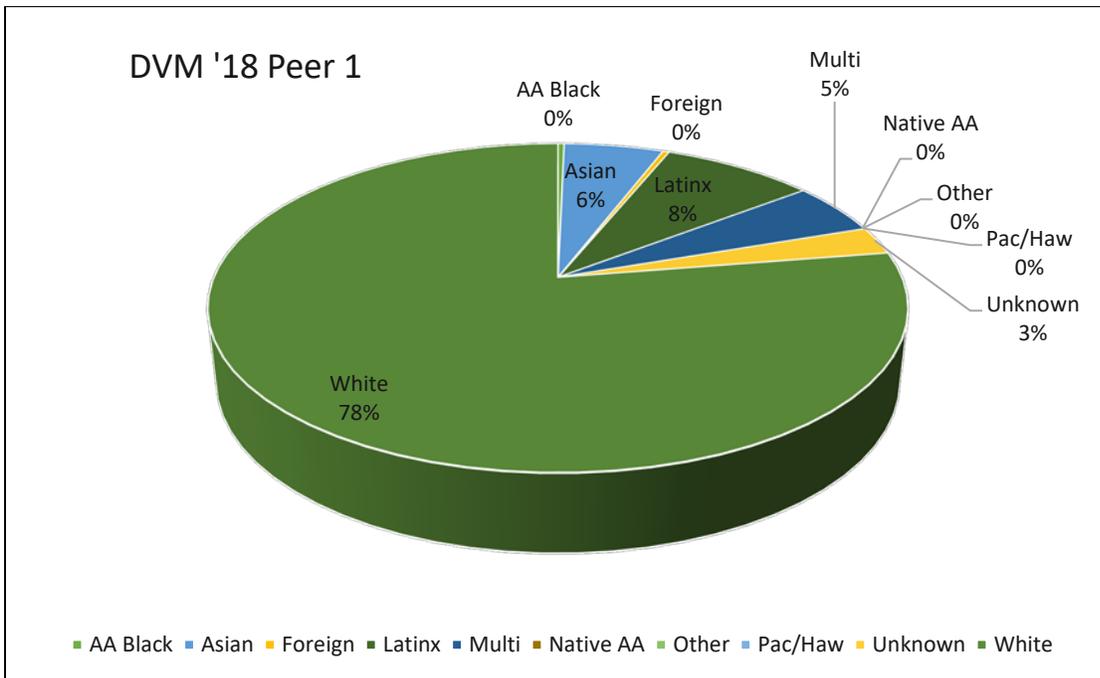


Figure 10. Peer 1 DVM Students. Race/Ethnicity  
 Data Source: AAVMC 2018-2019 Report

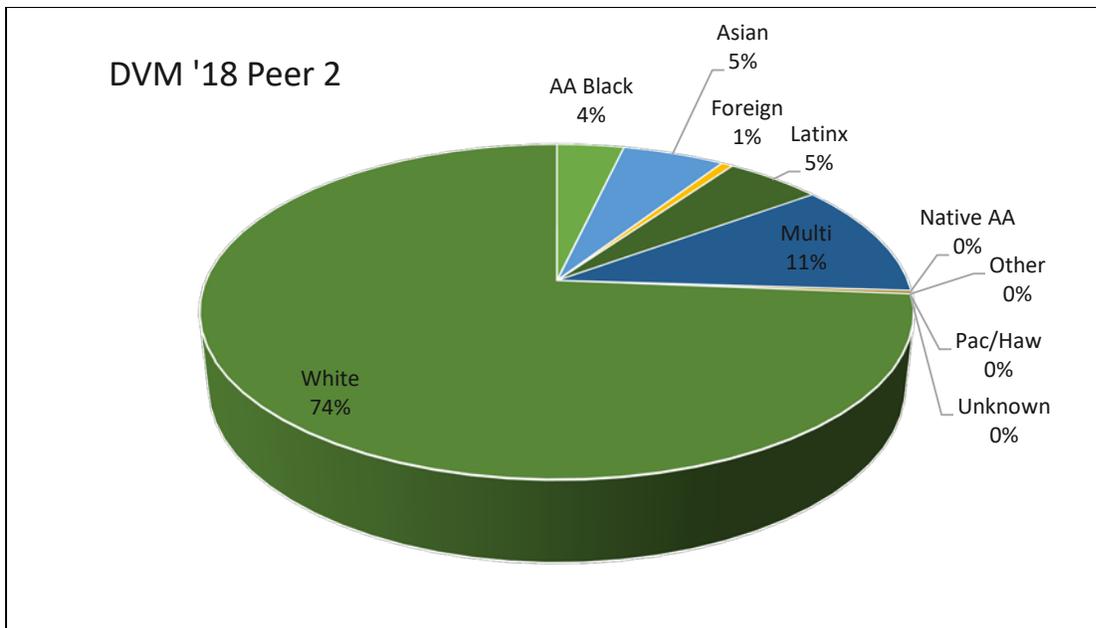


Figure 11. Peer 1 DVM Students. Race/Ethnicity  
Data Source: AAVMC 2018-2019 Report

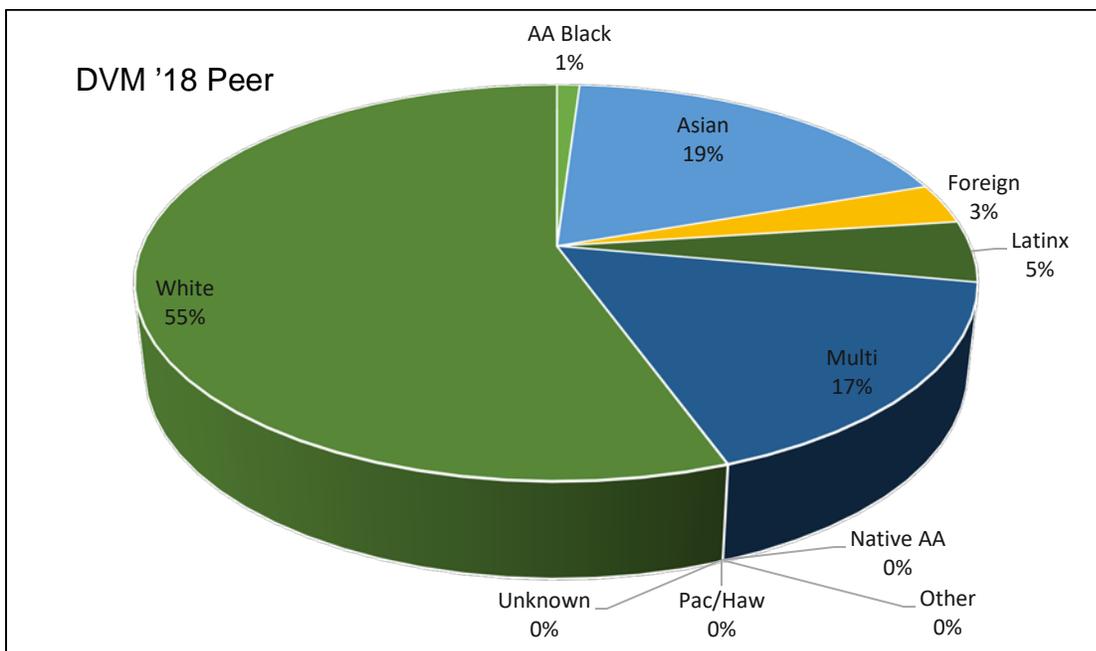


Figure 12. Peer 3 DVM Students. Race/Ethnicity  
Data Source: AAVMC 2018-2019 Report

**CVM FACULTY DATA – Table 5 and Figures 13, 14, 15, and 16**

| <b>FACULTY 2018</b>    | <b>CVM</b> | <b>Peer 1</b> | <b>Peer 2</b> | <b>Peer 3</b> |
|------------------------|------------|---------------|---------------|---------------|
| Female                 | 104        | 125           | 78            | 121           |
| Male                   | 108        | 142           | 61            | 123           |
| Unfilled               | 0          | 0             | 0             | 11            |
| <b>Total Gender</b>    | <b>212</b> | <b>267</b>    | <b>139</b>    | <b>255</b>    |
| AA Black               | 1          | 0             | 3             | 5             |
| Asian                  | 11         | 14            | 12            | 16            |
| Foreign                | 48         | 0             | 3             | 5             |
| Latinx                 | 0          | 16            | 3             | 17            |
| Multi                  | 1          | 5             | 0             | 0             |
| Native AA              | 0          | 1             | 0             | 2             |
| Other                  | 0          | 0             | 0             | 9             |
| Pac/Haw                | 0          | 0             | 0             | 0             |
| Unfilled               | 0          | 0             | 0             | 11            |
| Unknown                | 1          | 1             | 0             | 9             |
| White                  | 150        | 230           | 118           | 181           |
| <b>Total Ethnicity</b> | <b>212</b> | <b>267</b>    | <b>139</b>    | <b>255</b>    |

Table 5. Faculty Data. TAMU CVM & Peer Data. Gender and Race/Ethnicity Data Source: TAMU DARS 2018 and AAVMC 2018-2019 Report

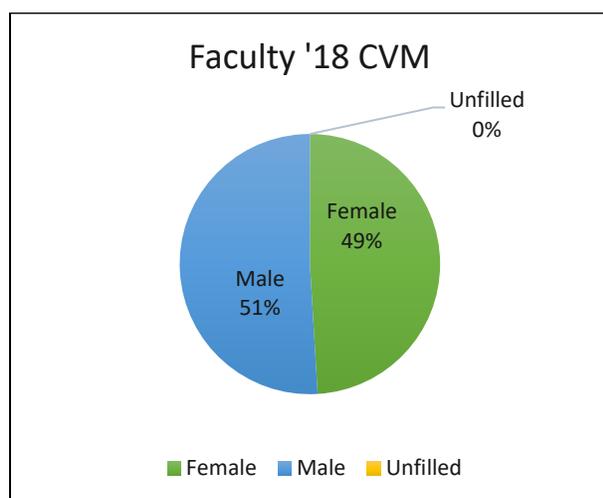


Figure 13. TAMU CVM Faculty & Peers. Gender Data Source: TAMU DARS 2018 and AAVMC 2018-2019 Report

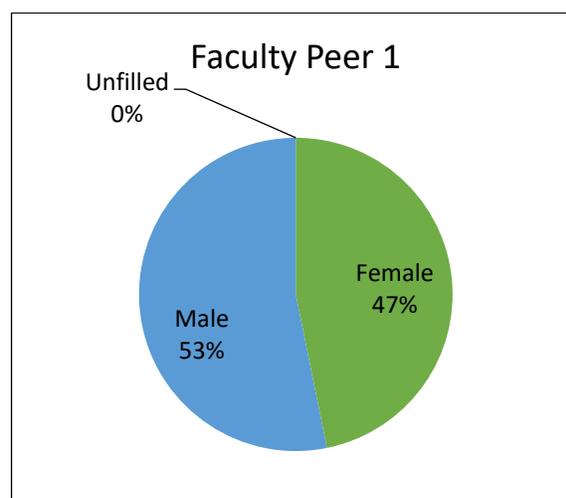


Figure 14. Peer 1 CVM Faculty Gender Data Source: AAVMC 2018-2019 Report

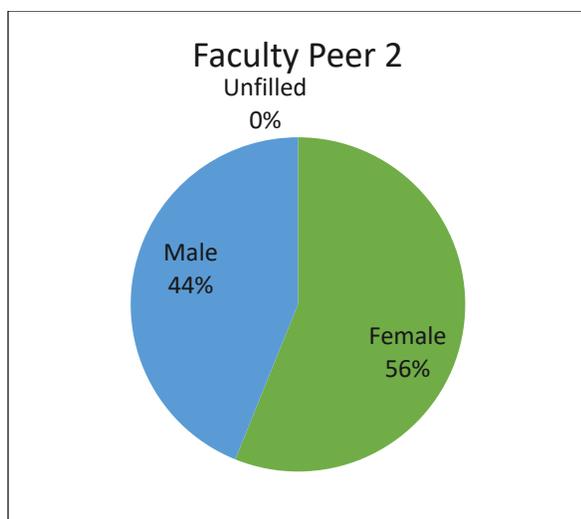


Figure 15. Peer 2 DVM Gender Data Source: AAVMC 2018-2019 Report

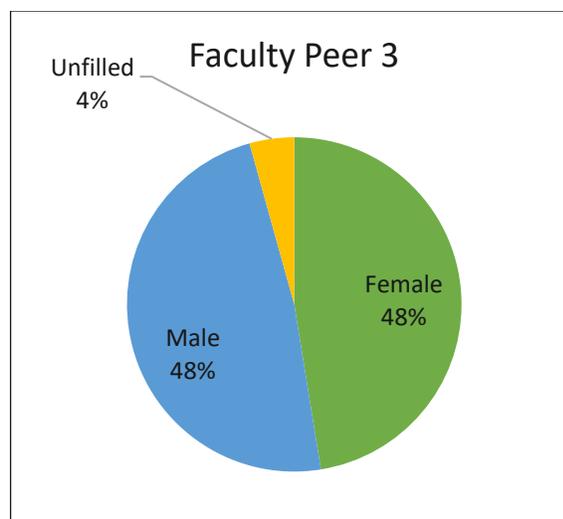


Figure 16. Peer 3 DVM Gender Data Source: AAVMC 2018-2019 Report

**CVM STAFF DATA – Table 6 and Figures 17, 18, 19, 20, 21, 22, 23, and 24**

| STAFF 2018             | 2018 CVM   | 2019 CVM   | 2019 TAMU     | 2018 Brazos Valley Demographics |
|------------------------|------------|------------|---------------|---------------------------------|
| Female                 | 378        | 412        | 9,724         | 131,274                         |
| Male                   | 128        | 136        | 7,311         | 136,632                         |
| Unfilled               |            |            | 15            |                                 |
| <b>Total Gender</b>    | <b>506</b> | <b>548</b> | <b>17,050</b> | 267,906                         |
| AA Black               | 25         | 25         | 1,529         | 31,077                          |
| Asian                  | 32         | 36         | 1,037         | 14,735                          |
| Latinx                 | 65         | 75         | 3,131         |                                 |
| Multi                  | 9          | 12         | 184           | 7,501                           |
| Native AA              | 1          | 2          | 79            |                                 |
| Pac/Haw                | 1          | 1          | 15            |                                 |
| Unfilled               | 3          | 4          | 423           | 24,379                          |
| White                  | 370        | 393        | 10,652        | 190,213                         |
| <b>Total Ethnicity</b> | <b>506</b> | <b>548</b> | <b>17,050</b> | <b>267,905</b>                  |

Table 6. Staff Data. CVM, TAMU & Regional Data. Gender and Race/Ethnicity Data Source: TAMU DARS and Regional Data thru <https://brazosvalleyedc.org/demographics>

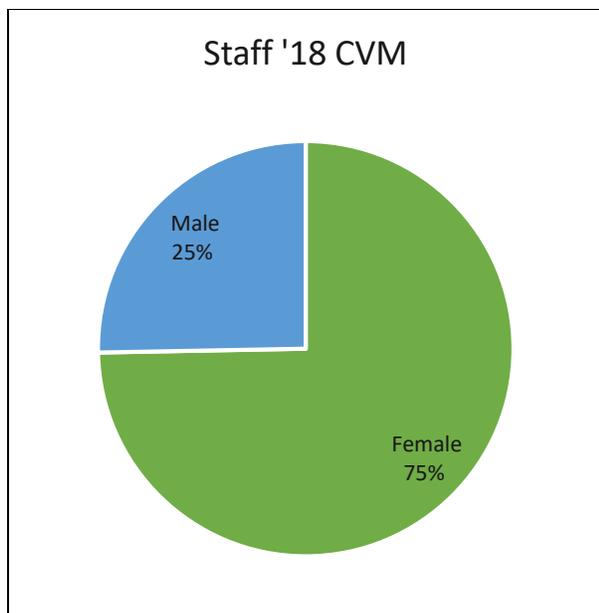


Figure 17. TAMU 2018 CVM Staff. Gender Data Source: TAMU DARS and <https://brazosvalleyedc.org/demographics>

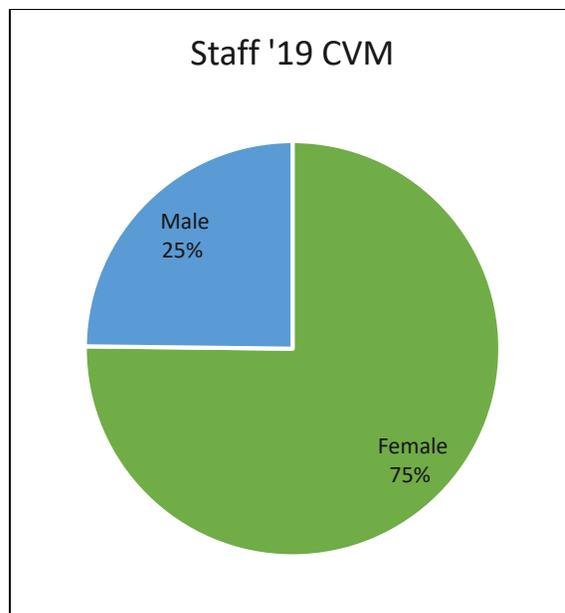


Figure 18. TAMU 2019 CVM Staff. Gender Data Source: TAMU DARS and <https://brazosvalleyedc.org/demographics>

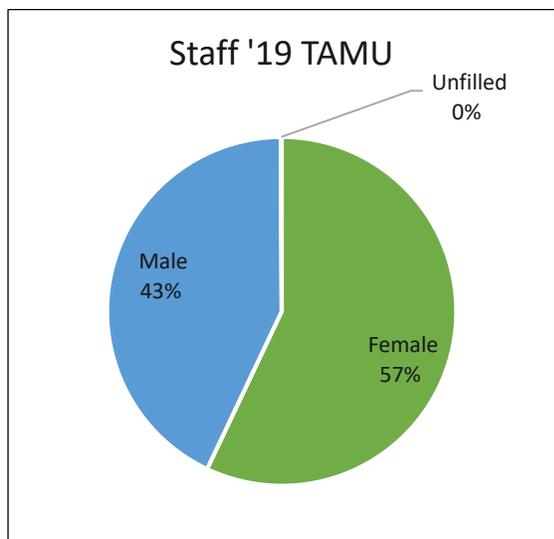


Figure 19. TAMU 2019 Staff. Gender Data Source: TAMU DARS and <https://brazosvalleyedc.org/demographics>

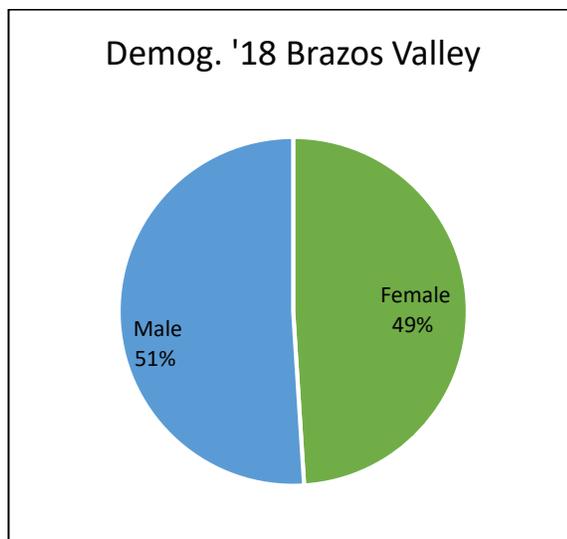


Figure 20. 2018 Brazos Valley Citizens. Gender Data Source: <https://brazosvalleyedc.org/demographics>

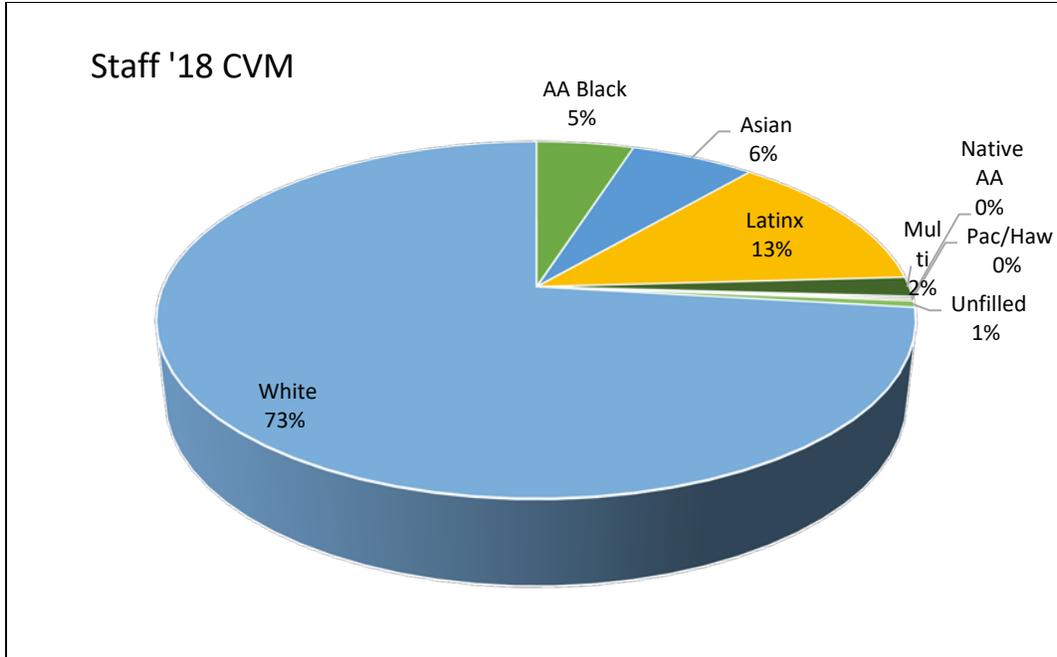


Figure 21. TAMU 2018 CVM Staff. Race/Ethnicity  
Data Source: TAMU DARS

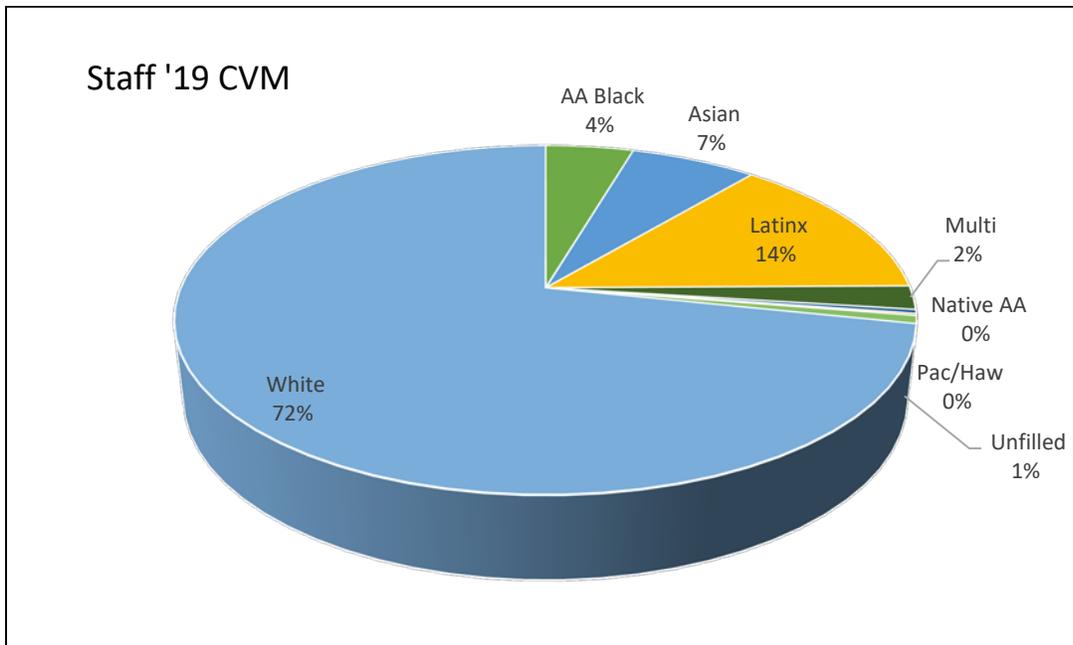
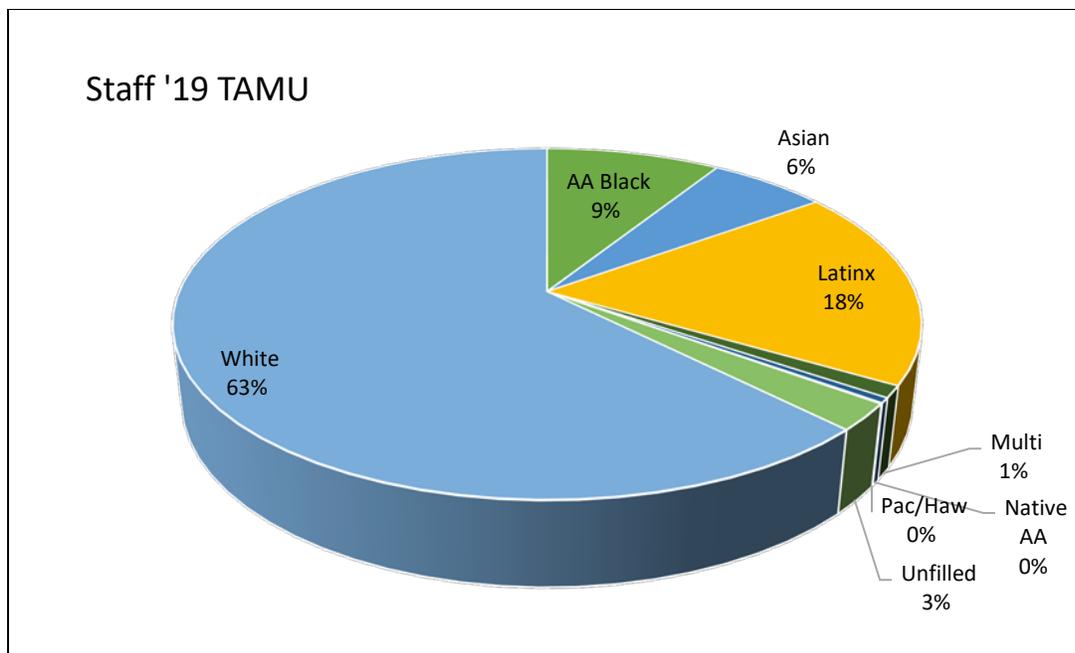


Figure 22. TAMU 2019 CVM Staff. Race/Ethnicity  
Data Source: TAMU DARS



Figures 23. TAMU 2019 Staff. Race/Ethnicity  
Data Source: TAMU DARS

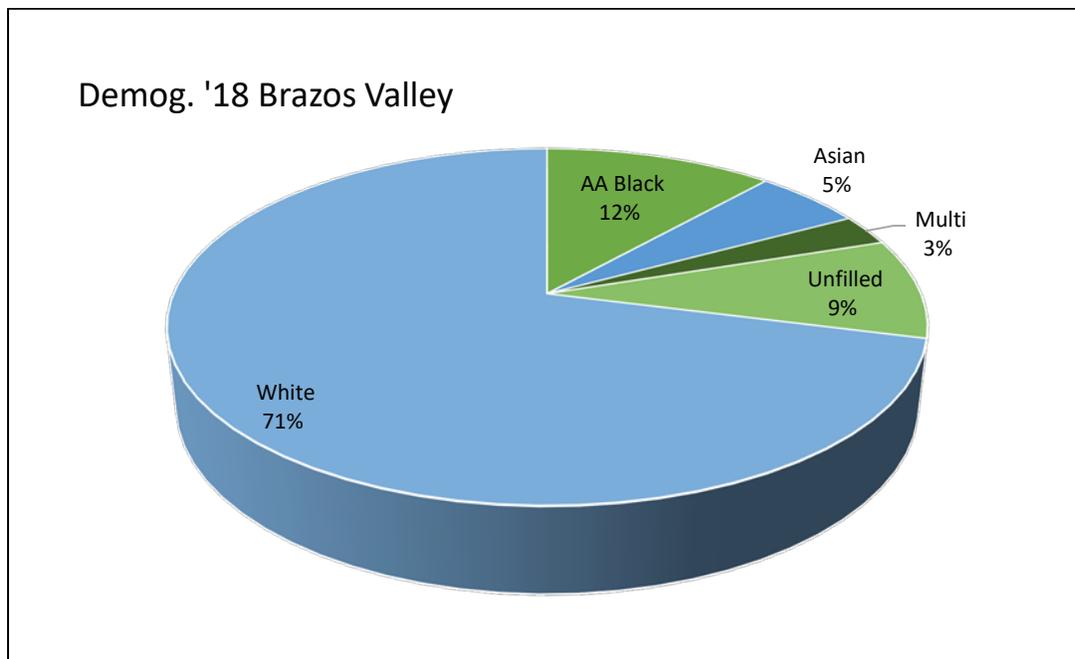


Figure 24. Brazos Valley Citizens. Race/Ethnicity  
Data Source: <https://brazosvalleyedc.org/demographics>

**CVM UNDERGRADUATE GRADUATION DATA (Time to Graduation, 1<sup>st</sup> Generation, Race/Ethnicity) – Table 7, 8, 9, and 10**

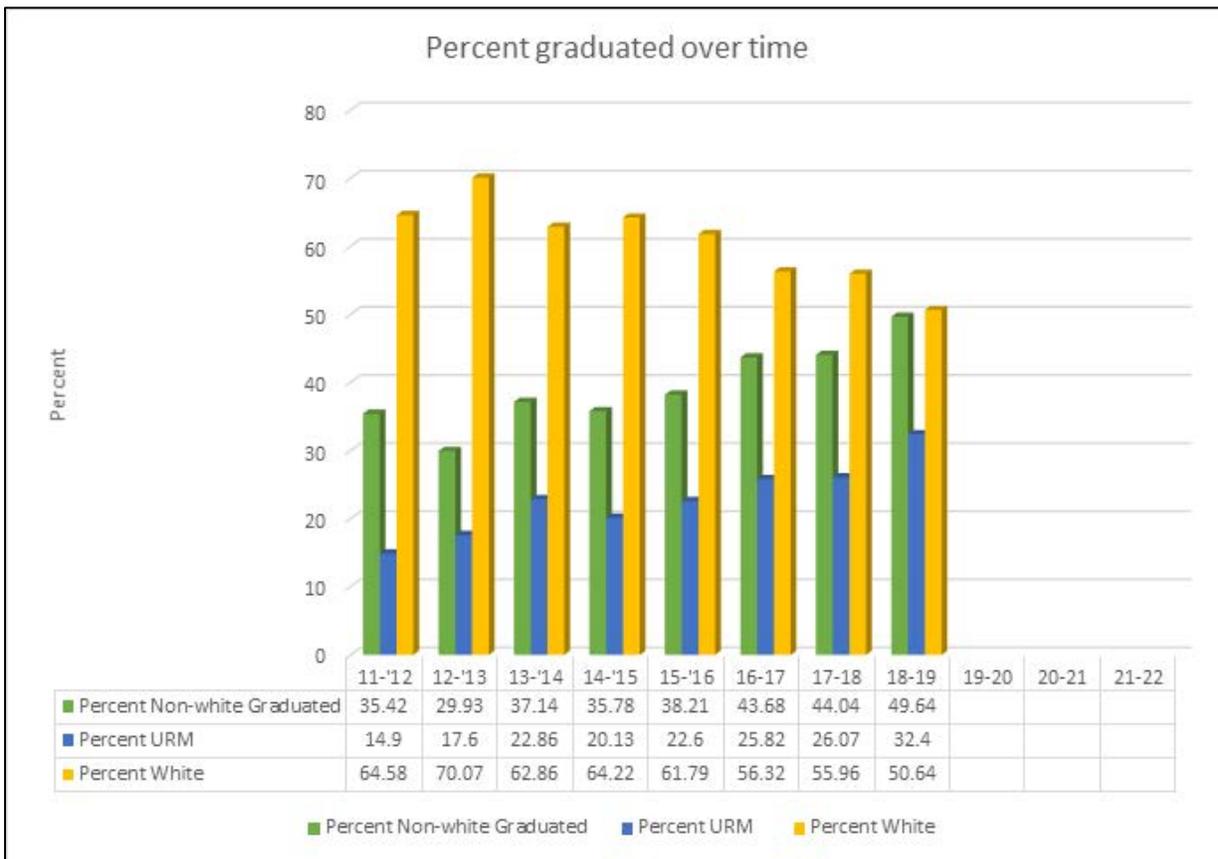


Table 7. TAMU UG BIMS. Graduation over time (2011-2019): Percent URM and non-white students graduating over time compared to white students. Data Source: TAMU DARS

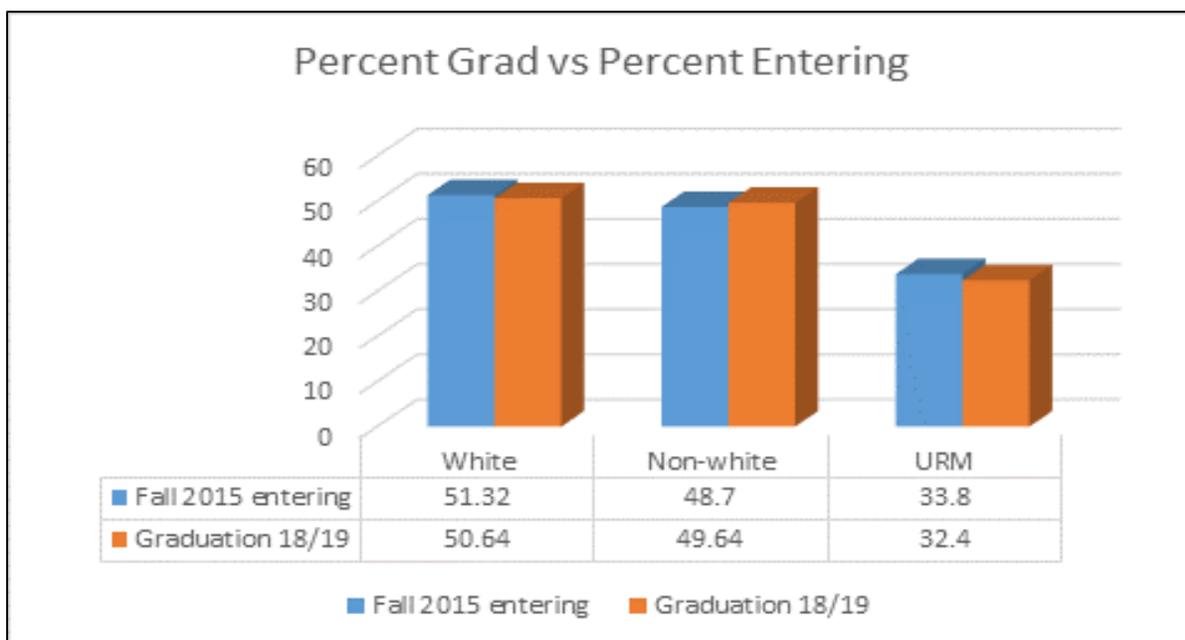


Table 8. TAMU UG BIMS. Percent entering and graduating Data Source: TAMU DARS

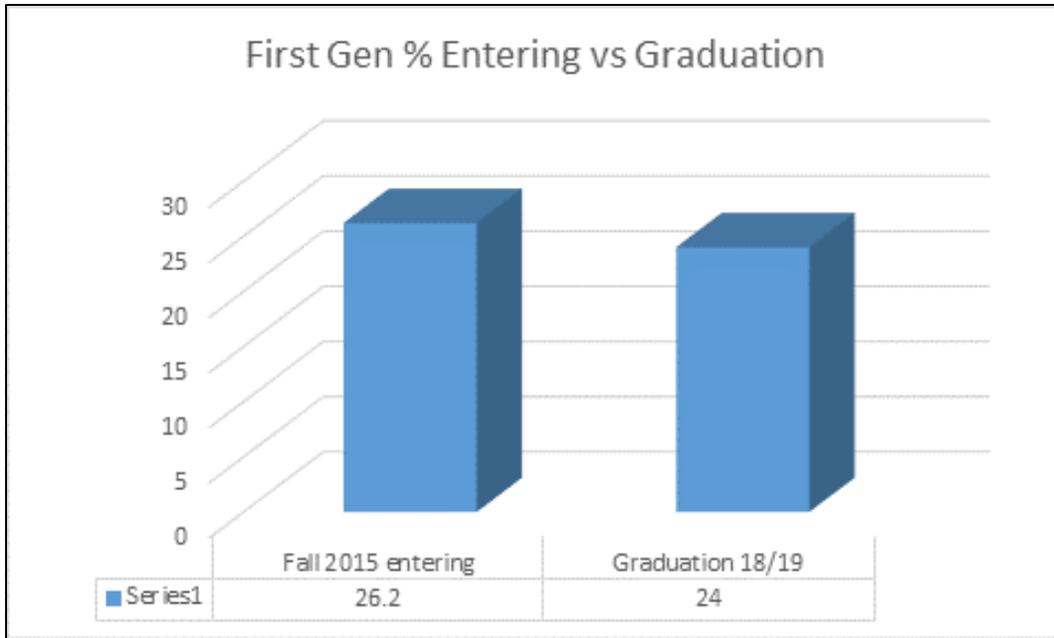


Table 9. TAMU UG BIMS. Percent First Generation entering and graduation  
Data Source: TAMU DARS

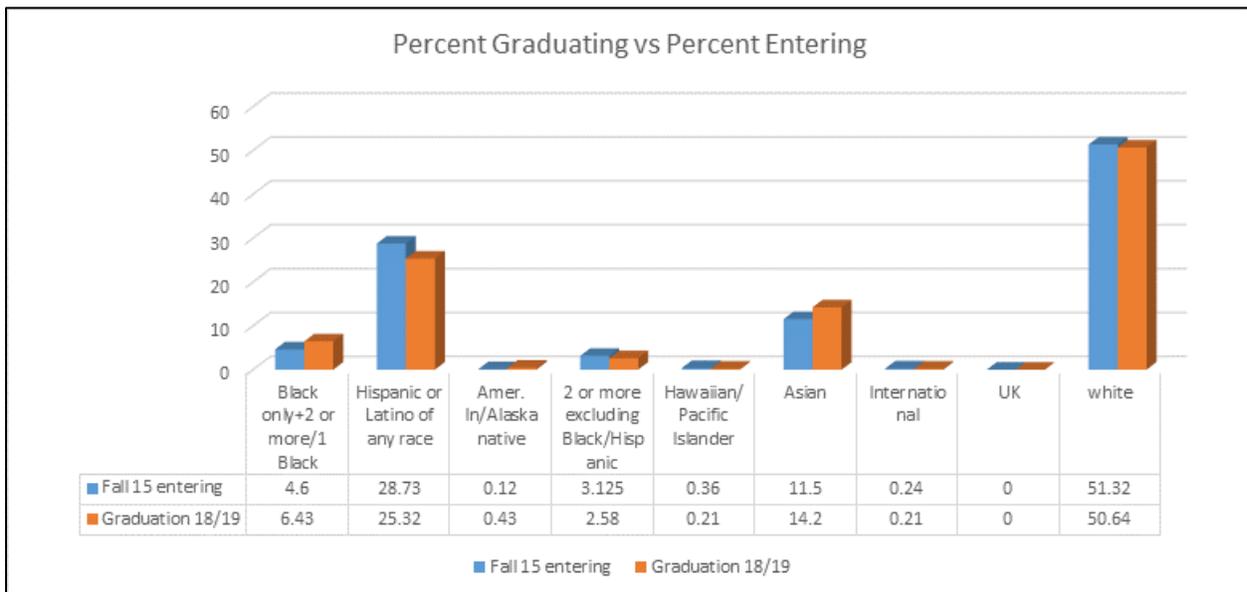
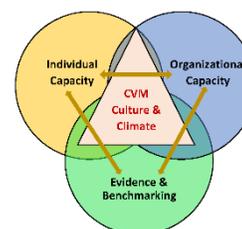


Table 10. TAMU UG BIMS. Percent graduating by Race/Ethnicity  
Data Source: TAMU DARS

**Recruitment (500-word limit):** Describe 2-3 strategies your peer institutions are using to address recruitment of students, faculty, and staff. How do the strategies of the peer institutions compare to what your unit is doing? Are there any plans to modify current efforts or add new strategies based on your review of the peer comparison data? Why or why not?

We align with TAMU's 2019 recruiting statement. 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 acquiring skills to successfully recruit diverse individuals to work/learn within CVM. OC, related to recruitment, involves creating structures, processes, and climate necessary to effectively recruit diverse faculty, staff, and students. Recruitment goals remain increasing faculty and student URM and refining climate for historically-marginalized groups to ensure an inclusive environment.



Each peer institution has practices that we have/will adopt. Examples include: linking college diversity website content to campus, powerful and engaging website design, leveraging social media reach, creating an advisory board to facilitate community outreach, holistic admissions policies, strong definitions of D&I, and bold social justice stands. Besides mirroring peer practices, CVM has numerous effective best practices for faculty/student recruiting efforts including the following **Tactics and Outcomes:** (Table 11)

| K-12 (PEER)            |  |
|------------------------|--|
| <i>Tactic</i>          | One of the most far-reaching K-12 STEM programs in the nation; outreach through videoconferencing/webcasts/presentations.                            |
| <i>Outcome</i>         | Website recorded 23,236 downloads by 1,452 teachers for 135,060 students; 52% URM and/or receive reduced cost lunches.                               |
| Undergraduate Students |  |
| <i>Tactic</i>          | Opening BIMS at McAllen: 96% of initial 49 students identified Hispanic with 53% first-generation; 91% retention rate.                               |
|                        | Five new advisors; 50% were diverse hires; two advisors have MS in higher education, two working on MS, and one on EdD.                              |
|                        | 2+2 transfer programs with community colleges – 17 contracts; schools chosen based upon racial/ethnic/socioeconomic/geographic diversity dimensions. |
|                        | Summer “Vet Camp” to encourage youth exploring veterinary medicine.  |
| <i>Outcome</i>         | CVM UG BIMS program is the largest TAMU degree-granting program.   |
|                        | Exceeds TAMU URM numbers.  |
|                        | Has more Non-White than White students.  |
|                        | Exceeds TAMU and peer data related to 1st generation students.   |

| Graduate Students |  |   |
|-------------------|--|---|
| <i>Tactic</i>     | Recruitment Coordinator attends Graduate School Fairs at 19 universities; annual recruiting at SACNAS.   |   |
|                   | T32 diversity grant proposal (Maximizing Student Development-IMSD) organized by CVM faculty member.  |   |
|                   | Collaboration between CVM Graduate Studies and D&I Office awards \$36,000 per year for up to four years to an incoming or current PhD student (URM or underserved population).   |   |
| <i>Outcome</i>    | CVM ranks 3 <sup>rd</sup> in graduate student numbers; one peer has more.  |   |
|                   | 2 <sup>nd</sup> largest group of female graduate students among peers.   |   |
|                   | 1 <sup>st</sup> in URMs among peers.   |   |
|                   | Pride Month support by graduate students choosing rainbow colors for their poster sessions.  |   |
| Post-DVM          |  |   |
| <i>Tactic</i>     | VMTH supports clinical Interns and Residents, individuals that have completed their 4-year DVM program and are engaged in additional professional training for 1-3 years.  |   |
|                   | Implemented revised selection process enhancing fairness, inclusivity, and diversity.  |   |
|                   | Consultant provided extensive best practices guidance.   |   |
|                   | Partnered with national organization to incorporate diversity into application statement.  |   |
| <i>Outcome</i>    | Too early for measurable results.  |   |
| DVM Students      |  |   |
| <i>Tactic</i>     | Pipeline MOAs with four system universities (1 HBU/2 Hispanic-serving).  |   |
|                   | Added optional supplemental application addressing diversity dimensions: geographic origin, veteran status, language fluency, educational background, life experiences, race/ethnicity, sexual orientation, and gender identity to match established best practices in healthcare education. |  |
|                   | More holistic admissions process.  |   |
|                   | Cultural competency scenarios in interviews.   |   |
|                   | Increased diversity on Selections Committee.   |   |
| <i>Outcome</i>    | Lowest out-of-state student numbers in nation.   |   |
|                   | 2 <sup>nd</sup> largest group of male students among peers.  |   |
|                   | 2 <sup>nd</sup> in number of students identifying as African American among peers.   |   |
|                   | 1 <sup>st</sup> in number of students identifying as LatinX/Hispanic among peers.  |   |

| Faculty and Staff |  |
|-------------------|--|
| <i>Tactic</i>     | Require implicit bias training.  |
|                   | Diverse search committees and candidate pools expected.                          |
|                   | Leveraging Provost's diversity initiative funds.                                 |
|                   | D&I standing agenda item for Executive Committee meetings.                       |
| <i>Outcome</i>    | Veterinary medicine has an overrepresentation of white individuals.              |
|                   | Relatively low number of URM faculty, particularly Hispanic and Black.           |
|                   | TAMU CVM committed to recruit/retain more URM faculty; (+5 URM faculty in 2019). |
|                   | TAMU CVM has fewer URM and male staff than TAMU and the Brazos Valley region.    |

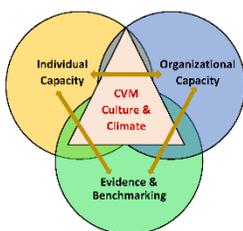
Table 11. Recruiting efforts: Tactics and Outcomes

### CVM Recruiting Summary:

- Effective strategies are in place at all levels.
- Some of the more innovative student recruiting efforts involve collaboratively leveraging strengths at campuses across the state.
- There were important strides made this year but a focus on hiring URM faculty is key to long-term success.
- Additional work is required for selected demographics at all levels.

**Retention (500-word limit):** Describe 2-3 strategies your peer institutions are using to address retention of students, faculty, and staff. How do the strategies of the peer institutions compare to what your unit is doing? Are there any plans to modify current efforts or add new strategies based on your review of the peer comparison data? Why or why not?

IC- and OC-building also positively impacts retention. Additionally, retention requires maintaining a climate where all constituents believe they can bring their full identities to work and feel welcomed/valued. CVM will progressively enhance retention efforts as detailed in D&I strategic plan with goals of maintaining an environment where staff, faculty, and students become recruiters due to personal satisfaction with opportunities for growth.



Each peer has retention efforts with the strongest being powerful website visibility including downloadable D&I concept papers, consistent diversity programming, D&I in the college strategic plan, regular climate assessment, leadership training for succession, and consistent salary equity assessments. Some of the CVM retention tactics, framed in IC & OC, are highlighted in Table 12.

| <i>Retention Tactics</i>                     |   |
|--|---|
| <i>Individual Capacity Building (IC)</i>     | <ul style="list-style-type: none"> <li>✓ Funds available for faculty to enhance their leadership skills through internal/external opportunities (part of CVM succession planning).</li> <li>✓ Supported faculty and DVM students taking Purdue D&amp;I Certificate Program.</li> <li>✓ On-site workshop for DVM candidates not offered admissions.</li> <li>✓ D&amp;I expectations shared in faculty offer letters.</li> <li>✓ Graduate Advisors host monthly open forums.</li> <li>✓ Loaner regalia program for MS non-thesis students, promoting inclusion by removing financial barriers.</li> <li>✓ Graduate students encouraged to mark their land of origin on mounted world maps.</li> <li>✓ Suicide and mental health concerns increasing in the veterinary profession nationwide; have seen students, residents, and interns in crisis this year. Issue being aggressively addressed through the curriculum, counseling availability, and targeted training programs.</li> </ul>   |
| <i>Organizational Capacity Building (OC)</i> | <ul style="list-style-type: none"> <li>✓ Supported long-term retention by nominating and garnering Chairs, incentives, and faculty awards (&gt;50 awarded since 2017).</li> <li>✓ Enhanced faculty responsibility in college P&amp;T process.</li> <li>✓ Strengthened mentoring programs college-wide.</li> <li>✓ Dedicated financial aid officer and counselors for DVM students.</li> <li>✓ \$1.7M in scholarships; some taking diversity dimensions into account: geographic, gender, family status, race, sexual orientation, and educationally/economically disadvantaged backgrounds.</li> <li>✓ Graduate student Etiquette Dinner to develop/practice professional skills.</li> <li>✓ Tutoring programs in place for BIMS and DVM students, as well as First-Year Experience programs to support retention (BIMS).</li> <li>✓ VSCS provides healthy snacks for house officers and faculty.</li> <li>✓ Added lockers to upgrade 5 lactation rooms.</li> <li>✓ 22 gender-neutral restrooms/1 shower/locker room in college.</li> <li>✓ Faculty and staff have completed Green Dot, Aggie Ally, Stand Up/Step In, STRIDE, and Active Shooter training.</li> <li>✓ Equity study data is addressed annually.</li> </ul> |

Table 12. Retention Tactics for IC &amp; OC

Data Source: TAMU CVM D&amp;I Strategic Plan 2018-2022

## CVM Retention Summary:

### *Student Retention*

- DVM average is >97%.
- BIMS is 93.7% (TAMU IS 93%); TAMU CVM is retaining UG BIMS students related to all diversity dimensions; TAMU CVM is graduating URM students close to the same rate as white students.
- Nearly 100 CVM students graduated with MS or PhD (75% were female and 55% nonwhite).

### *Faculty and Staff Retention*

- Faculty turnover is consistent with peer institutions.
- Staff turnover has been relatively low.
- Staff Climate Input Project completed in 2019 gives direction for further improvement in retention.

**Campus Climate (500-word limit):** Describe 2-3 strategies your peer institutions are using to address campus climate. How do the strategies of the peer institutions compare to what your unit is doing? Are there any plans to modify current efforts or add new strategies based on your review of the peer comparison data? Why or why not?

CVM is nationally known for its commitment to a safe, positive climate for all. We stretch ourselves with disruptive thinking about climate and diversity topics, teach the dialogue process, and engage in difficult and critical dialogues as cornerstone initiatives. Our peers are doing many things well including increasing faculty D&I leadership opportunities, adding D&I visual media, making bold “social justice” and “building community” statements, and linking D&I pages with AAVMC website materials.

Selected CVM programs favorably impacting climate are presented in Table 13.

| <i>Diversity</i>  | <i>Inclusion</i>   |
|---|--|
| <ul style="list-style-type: none"> <li>✓ 2019-2020 CVM Diversity Statement</li> <li>✓ National impact in conflict management and leadership course with presentations at AAVMC, AAVC, and other CVMs</li> <li>✓ Faculty/Staff receive Excellence in D&amp;I awards at ceremonies</li> <li>✓ CVM Faculty member receives National Iverson Bell Diversity Award and TAMU ACE Faculty Service Award</li> <li>✓ Supported Show your Colors Day</li> <li>✓ VTPP collaborating with CEHD for</li> </ul> | <ul style="list-style-type: none"> <li>✓ Supported World Pride 2019</li> <li>✓ Changed ‘unintended non-inclusive’ training messaging</li> <li>✓ Support BIMS Black History Edition</li> <li>✓ VOICE hosted Soldier Donation Drive</li> <li>✓ Supporting LGBT Awareness Week Spring 2020 speaker</li> <li>✓ Assessing online advising impact on students with autism, hearing impairment</li> </ul> |

|   |  |
|---|--|
| <p>Aggies Achieve course (Animals in Society) for physical/intellectual disability students</p> <ul style="list-style-type: none"> <li>✓ UG advisor on TAMU subcommittee related to supporting AA and Asian students</li> <li>✓ &gt;15 faculty and 40 students completing Purdue University's D&amp;I Certificate</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Working on career options for First-generation students</li> <li>✓ Inclusive work environment expected throughout college</li> <li>✓ BIMS advising staff having "fun facts" about each of them scrolling on the TV monitor in their lobby</li> <li>✓ DVM White Coats – "keepers of the culture"</li> <li>✓ Developing CVM Human Rights Statement in 2020</li> </ul> |
| <b>Wellness</b>   |  |
| <ul style="list-style-type: none"> <li>✓ Two departments deployed wellbeing surveys</li> <li>✓ Submitted IRBs for two intervention surveys regarding wellbeing for residents/interns and residency directors</li> <li>✓ Encouraging resident/interns to take care of physical and mental health</li> <li>✓ New training program through SCS (Kognito) presented at College Hour and encouraged for dealing with high risk students</li> <li>✓ CVM Cares and Shares projects: 1) Placing food cabinets throughout CVM with opportunity for community to share non-perishable goods with anyone who would benefit; 2) Bridge Food Pantry weekly volunteers; 3) Stuff the Bus project</li> </ul>  |  |

Table 13. Impacting Climate through Diversity, Inclusion, and Wellness  
Data Source: TAMU CVM D&I Strategic Plan 2018-2022

#### CVM Climate Summary:

- CVM is nationally recognized for its' positive, caring climate and commitment to continuous improvement.
- Overall, we have a positive climate, but much work remains.
- Following the 2019 Staff Climate Input Project, plans include staff focus groups with follow-up action plans over the upcoming year.
- A graduate student climate project will be deployed in early 2020.
- We have engaged in specific activities to support staff in communication, D&I, equity, and conflict management.
- Updated DVM curriculum meets new diversity accreditation standards with cultural competency embedded in all years.
- Noted an uptick in conflicts being addressed this year. We hope this is a healthy part of the culture as we use conflicts to build IC and grow individuals. If conflict is constructive, it means there is an element of trust, making individuals more accountable and productive, providing a barrier to bullying and incivility.

**Equity (500-word limit):** Describe 2-3 strategies your peer institutions are using to address equity (e.g., advancement, promotion, development, salaries, graduation rates, etc.). How do strategies of the peer institutions compare to what your unit is doing? Are there any plans to modify current efforts or add new unit level strategies based on your review of the peer comparison data? Why or why not?

CVM equity relates to individuals receiving clear expectations for achieving success, equitable salary, transparent access to information and opportunities related to each individual's role and aspirant professional goals. Our approach to equity considerations appears to be broader than our peers with their primary focus on assessing inclusive climate practices and review of faculty issues. *CVM uses multi-level overarching framing of CVM equity initiatives under headers of [Accountability](#), [Professional Growth](#), [Conflict Management & Leadership Development](#), and [Equitable Practices](#). Selected programs favorably impacting equity (Table 14):*

| CVM EQUITY INITIATIVES                       | Examples of Multi-level Framing Initiatives  |
|--|--|
| <i>Accountability</i>                        | <ul style="list-style-type: none"> <li>✓ TAMU CVM ranks 5th (1 peer higher) in amount of financial aid to DVM students.</li> <li>✓ Title IX Coordinator provided information/training.</li> <li>✓ D&amp;I certificate completion.</li> <li>✓ CVM Cares &amp; Shares initiatives including DVM White Coats community service project at BV Food Bank.</li> <li>✓ Ranks 26th in DVM nonresident tuition and fees (1 peer lower); ranks 23rd in resident tuition and fees (1 peer lower).</li> <li>✓ 4th lowest debt of DVM students; peers exceed by ~17-50K.</li> <li>✓ Graduating DVM students rank 4th in annual student income; ahead of all peers.</li> </ul> |
| <i>Conflict Mgmt &amp; Leadership Course</i> | <ul style="list-style-type: none"> <li>✓ 40-hour Conflict Management and Leadership Course for CVM employees (&gt;170 staff and faculty to date).</li> <li>✓ Two new cohorts planned in 2020.</li> <li>✓ Faculty Conflict and Communication Workshop (1 day).</li> <li>✓ Graduate Student Conflict management workshop (2 day).</li> <li>✓ Daily use of conflict management &amp; dialogue skills.</li> <li>✓ 2019 publication on Conflict Management course.</li> <li>✓ Presentations to national audiences.</li> <li>✓ 40-hour workshops for Purdue CVM.</li> </ul>  |

|                                   |  |
|-----------------------------------|--|
| <p><i>Professional Growth</i></p> | <ul style="list-style-type: none"> <li>✓ <i>CVM Summer Professional Development Workshop Series offerings.</i></li> <li>✓ <i>Faculty/Staff encouraged to attend D&amp;I seminars/events.</i></li> <li>✓ <i>DVM Student Town Hall with administrators, one per semester with open questions.</i></li> </ul>               |
| <p><i>Equitable Practices</i></p> | <ul style="list-style-type: none"> <li>✓ Annual salary equity study and action; recent study revealed most discrepancies at full professor level (all explained or corrected).</li> <li>✓ Career ladder for technician advancement in VMTH.</li> <li>✓ Forming staff working group to address climate issues.</li> </ul> |

Table 14. CVM Equity Initiatives Multi-level Framing

#### CVM Equity Summary:

- CVM does good work related to equity in pay, access to professional development, and transparency of information and opportunity.
- Needs to gather information on perceptions of inequity from faculty.
- Staff Climate Input Project gathered information on perceptions of inequity from staff, with actions expected throughout 2019-2020.
- Focus groups will gather additional information of staff perceptions of inequity.

**Reflection (800-word limit):** Related to recruitment, retention, climate, and equity --

- A. Reflect on what you have learned from the peer institutions and describe the similarities and differences in strategies across the peer institutions.
- B. Describe any similarities and difference between the challenges your unit is facing and those of the peer institutions regarding recruiting, retention, campus climate, and equity. What plans are in place to address the challenges in your unit?
- C. Describe how funding from the Diversity Plan awards has been used (or will be used) to address challenges and support and advance your unit's recruitment, retention, climate, and/or equity goals. Note: Please see the 2019 award letter for a summary of the funds awarded to your unit.

- A. While we have gained ideas from our peer institutions related to D&I strategies and tactics and recognize that building IC and OC must be ongoing, we are strong and competitive in all areas compared to our peers.

*Similarities* include all colleges being committed to a thriving climate, being at the local and national forefront with D&I initiatives, website development strength, and having unique challenges with veterinary medical teaching hospitals including issues related to climate, equity, recruitment, and retention often being different

from academic units due to intersectionality of students, technicians, interns, residents, clinical faculty, hospital administrators, and clients.

*Differences* include our framing of building IC and OC as a systematic organizational tool aiding tracking of progress in recruitment, retention, climate, and equity; having a university infrastructure in place for holding colleges accountable; and one peer is ‘bolder’ in their statements related to climate and inclusion.

**B.** We remain in the forefront of our national peers in these areas.

*Similarities:* We remain a “White” profession and all face challenges of increasing URM representation at all ranks. We need to do a stronger job of helping young people, with all identity and diversity elements, see role models like themselves in colleges of veterinary medicine.

*Differences:* Our institution has a history of racism, sexism, homophobia, lack of tolerance for religious diversity, and strong conservatism. Based upon longstanding perceptions, it takes greater energy to “convince” prospective faculty and students to consider TAMU. As we strengthen our D&I website and literature about our college environment, we continue to show a college & University committed to D&I.

**C.** CVM DAR Funding

| <b>CVM DAR Funding</b> |           |
|------------------------|-----------|
| 2010                   | \$110,000 |
| 2011                   | \$200,000 |
| 2012                   | \$115,000 |
| 2013                   | \$190,000 |
| 2014                   | \$125,000 |
| 2015                   | \$190,000 |
| 2016                   | \$89,000  |
| 2017                   | \$94,500  |
| 2018                   | \$85,000  |
| 2019                   | \$100,000 |

Table 15. Diversity Plan Funding

Since 2010, the CVM has received over \$1M in Diversity funds. These funds have been used strategically and wisely to support ongoing D&I programming, URM clinical resident salaries, student D&I groups at the local and national level, hiring additional faculty and staff experts into the D&I office, professional development including eight cohorts for our Conflict Management & Leadership Course (faculty and staff participants receive 40-hour Basic Mediation Certificate), and “giving back” with financial support of diversity groups on campus. 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 learning and build our reputation in D&I. Specifically, we will support initiatives that help CVM continue to address two principle challenges: demographics and climate. Examples include a summer camp for URM candidates to the DVM program and additional education/training opportunities for faculty/staff, particularly through strengthening the conflict culture.

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 170 individuals and have arranged for two more cohorts in 2019, making our total CVM number over 200 by next year (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”.

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. CVM has website, Twitter, Instagram, and Facebook accounts.

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.



**CVM Points of Distinction**

*“The College of Veterinary Medicine & Biomedical Sciences affirms and supports many different dimensions of diversity, and we are fully committed to ensuring a climate of inclusion where all of our faculty, students and staff are empowered to achieve their full potential. You are expected to actively participate and contribute, as appropriate, to help us enhance our excellence in this area.”* **CVM Diversity Statement**