



Unit: College of Veterinary Medicine & Biomedical Sciences

Date: December 17, 2018

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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

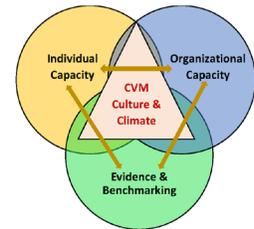


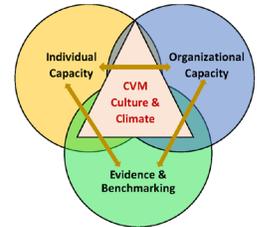
Figure 1. 2018 HEED Award

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.

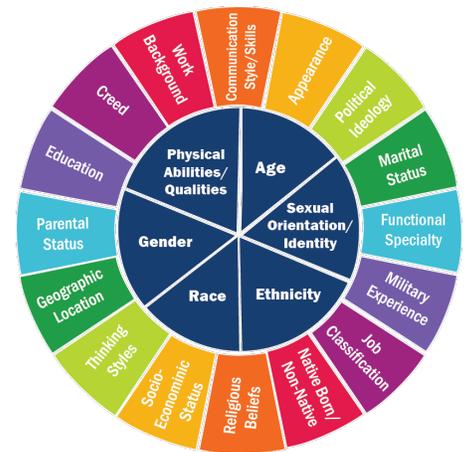


Figure 2. Loden’s Wheel

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

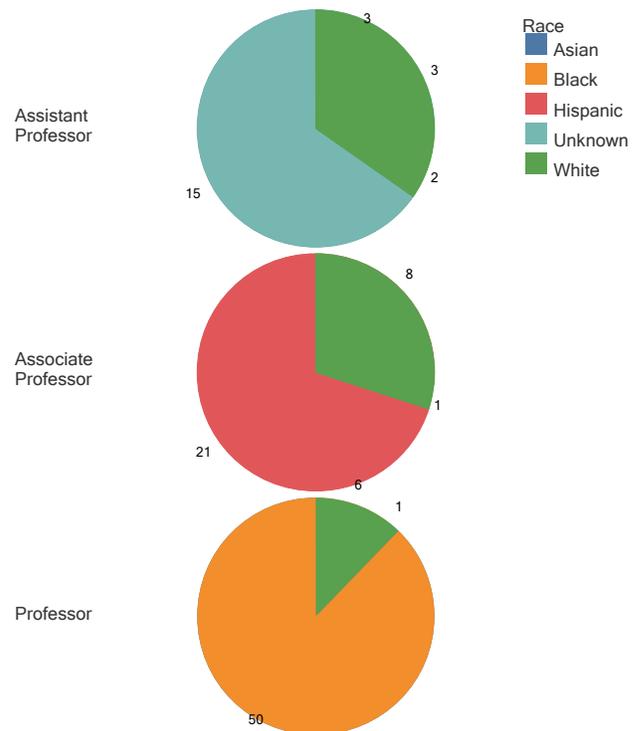


Figure 3. CVM T/TT Faculty by Race and Rank
Data Source: AAVMC Comparative Data Report, 2017

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

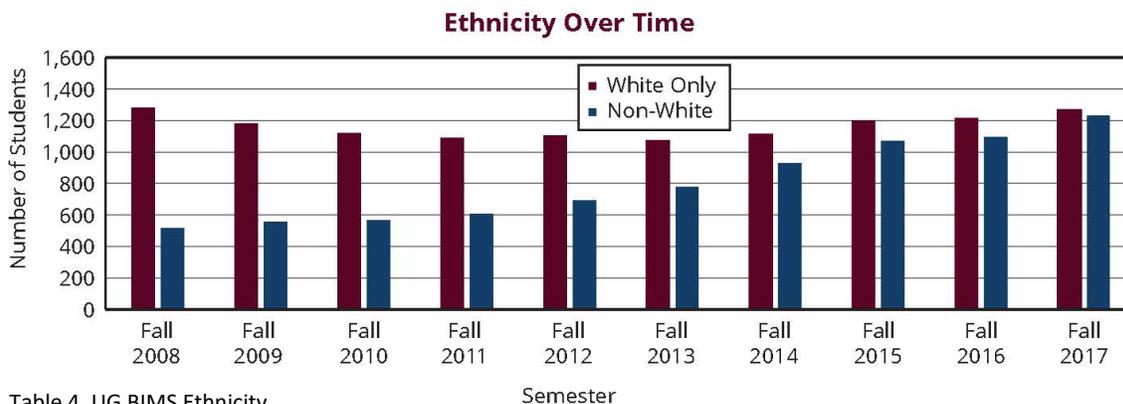


Table 4. UG BIMS Ethnicity
 Data Source: DARS, 2017



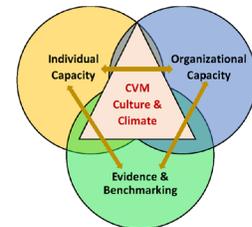
Outcome 1: Exceeding peers in nearly all attribute categories

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

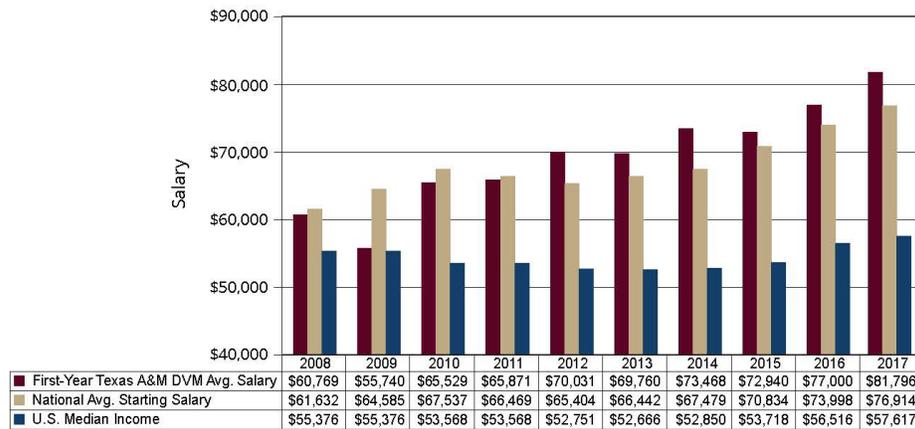
Table 5. Faculty Data
Data Source: TAMU Workday, 2018



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

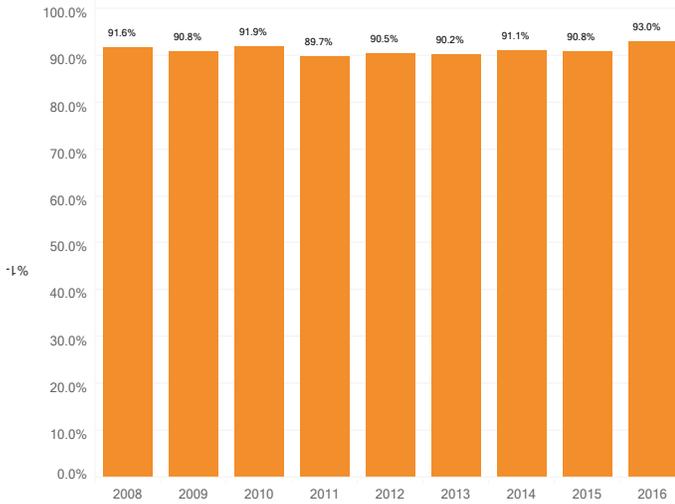
Table 6. DVM Salary

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

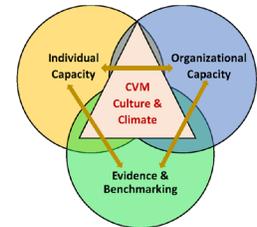
Table 8. Staff Data

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

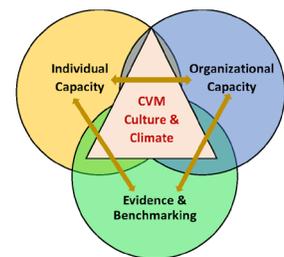
Outcome 7: Promoting TAMU wellness initiatives for employees and students

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:

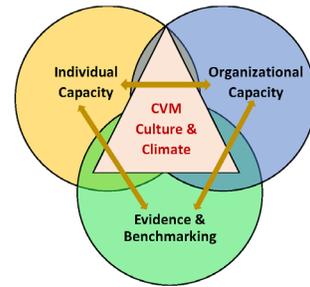
- Describe how your unit is “moving the needle” (e.g., changing numbers/composition, awards, recognition, grants, funding, etc.).
- What challenges has your unit faced? What plans are in place to address the challenges?
- What innovative strategies have been implemented in your unit that might be useful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

Appendix II

CVM Diversity & Inclusion



TEXAS A&M UNIVERSITY
**Veterinary Medicine
& Biomedical Sciences**

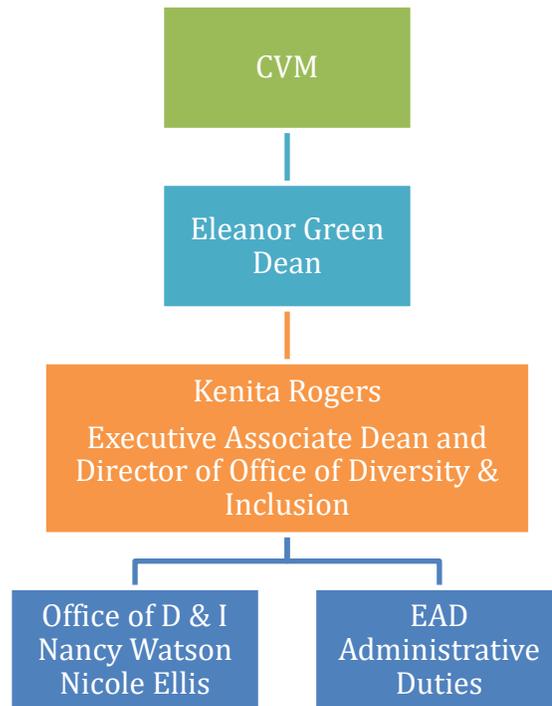


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3. CVM Diversity Accountability Report..... Information: December, 2017	<u>p. 19-27</u>
4. CVM Diversity, Climate, Inclusion Action Plan: Fall, 2018	<u>p. 28-29</u>
5. CVM Diversity, Climate, Inclusion Action Plan: Spring, 2019	<u>p. 30-31</u>

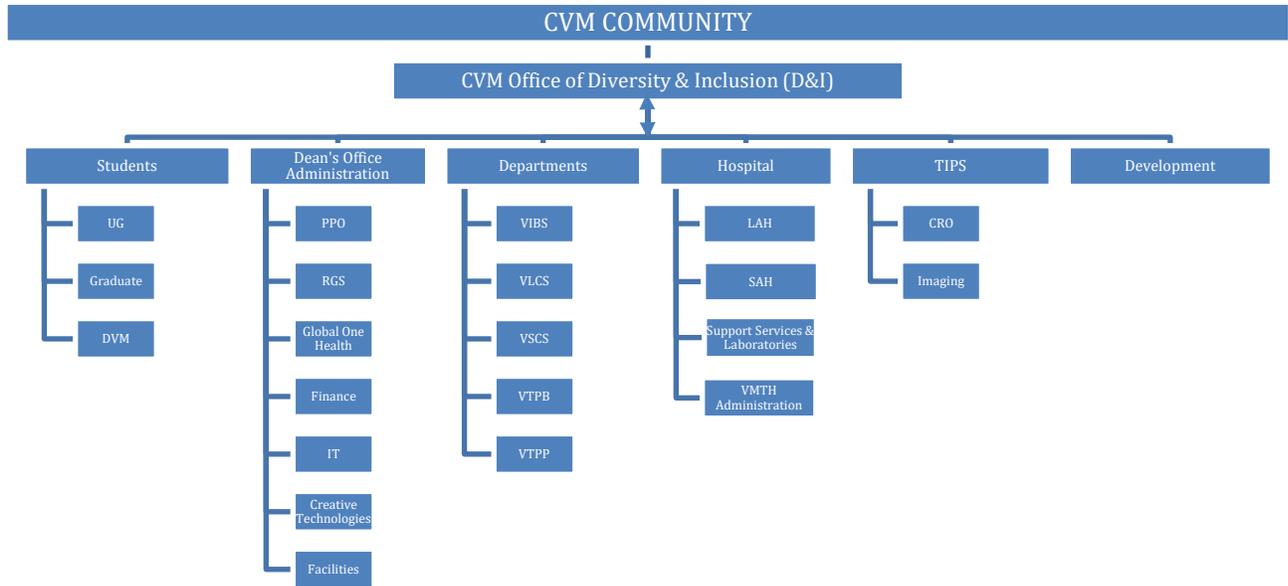


CVM Office for Diversity & Inclusion (D&I): Organization and Responsibilities



The CVM Office for Diversity & Inclusion is:

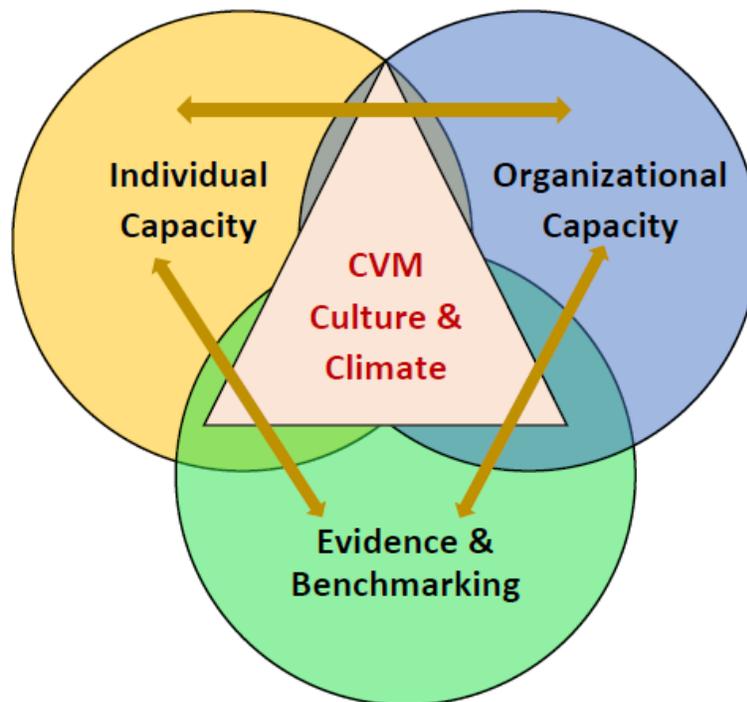
- a resource for the college community.
- responsible for continually thinking about diversity, climate, culture, inclusion, equity, conflict management, and accountability.
- a catalyst for professional development activities that support building individual and organizational capacity related to diversity, climate, culture, inclusion, and conflict management.
- committed to supporting continuous improvement of CVM culture and climate for students, staff, faculty, and administrators by building capacity and measuring impact.



Office for D&I Personnel:

- Kenita Rogers, Executive Associate Dean & Director of Diversity & Inclusion
- Nancy Watson, Professor of Practice
- Nicole Ellis, Senior Administrative Coordinator I

CVM Culture and Climate





Information and Data collected from:

1. CVM Diversity Accountability Reports (DARs)
2. Best practices for Inclusion & Diversity (Rogers & Watson, 2008)
3. CVM 2018 Course Feedback (Evaluations & Surveys) – Basic Mediation Class and Conflict Management Reboot
4. AAVMC Surveys
 - a. DVM students (climate)
 - b. Faculty & Staff (climate)
 - c. Peers and Aspirant peers (climate)
 - d. LGBT Student Climate Survey
5. AAVMC Comparative Data Report (CDR)
6. AVMA Studies
7. CVM BIMS Office
8. CVM Research and Graduate Student Office
9. CVM Professional Programs Office
10. CVM Diversity and Inclusion 2018-2022 Strategic Plan
11. CVM Conflicts and Complaints (Formal and Informal)
12. TAMU Climate Surveys (DOT, OGAPS, Student Affairs)
13. CVM Staff and Faculty Engagement in Professional Development, Evidence & Training opportunities
14. Student Diversity Initiatives
15. Journals, websites, and other publications



CVM DIVERSITY, CLIMATE, AND INCLUSION STRATEGIC PLAN: 2018-2022

College of Veterinary Medicine & Biomedical Sciences
Texas A&M University

CVM Diversity, Climate, and Inclusion Strategic Plan Overview: 2018-2022

The College of Veterinary Medicine & Biomedical Sciences (CVM) has an ongoing commitment to a climate of inclusion for all. The College has developed a 5-year plan to address opportunities to enhance diversity, climate, culture, inclusion, conflict management, and equity through measurable benchmarks for our students, staff, faculty, and administrators. The CVM Climate and Inclusion goal is to have a welcoming environment where all of our constituents can fully have every opportunity to be successful and grow and bring themselves to the workplace and learning environment.

CVM Constituents

The College is committed to the development and growth of our *staff, faculty, and administrators*. Although some parts of the climate and inclusion plan will vary between these three groups, there will be many consistent strategies.



The College is also committed to climate and inclusion related to our *students*. Students are organized by: (1) Undergraduate students, comprised of BIMS and University Studies majors; (2) Graduate students; and (3) DVM professional students.

Overarching Strategies for the College's Five-Year Diversity, Climate, and DC&I Plan include:

1. *Diversity, Climate, and Inclusion Initiatives*
2. *Professional Development: Leadership for a Lifetime ©CVM 2017*
3. *Best Practices: Sharing Knowledge and Experiences*
4. *Evidence and Benchmarking: Demonstrating Impact of Strategies 1-3*

The four Strategies each have a direct relationship to the CVM Diversity, Climate, and Inclusion Strategic Plan (see Figure 1) along with a set of specific tactics.

Tactics

Within each of the Strategies will be a description and the tactics that will be used to achieve each strategic goal. Our tactics are our “actionables” related to our Diversity, Climate, and Inclusion Strategic Plan. The CVM Tactics will be aligned with: (1) the 2017 CVM Diversity and Accountability Report

<http://vetmed.tamu.edu/media/1966741/cvm%20diversity%20and%20accountability%20report%202017.pdf> which is a part of the 2013-2017 Texas A&M University (TAMU) Diversity Plan <http://diversity.tamu.edu/getattachment/Diversity-Plan/Accountability-2013-2017.pdf.aspx>. The TAMU Diversity Plan emphasizes three areas: Accountability, Climate, and Equity which are defined as follows:

Accountability – Accountability is established with the institution by developing strategies, plans, and processes that promote progress and create an environment that fosters success and achievement.

Campus Climate – Develop a supportive campus climate that values and integrates diversity in the pursuit of academic excellence by identifying aspects of Texas A&M's community that foster or impede an inclusive working and learning environment.

Equity – Integrating into the mission and goals of the institution, the assurance that students, staff, and faculty, regardless of identity, are all treated equitably.

Throughout the CVM Diversity, Climate, and Inclusion Strategic Plan, these three overarching areas are addressed.

[Click here to Figure 1:
CVM DC&I Strategic
Plan](#)

CVM Diversity, Climate, and Inclusion Strategic Plan: 2018-2022

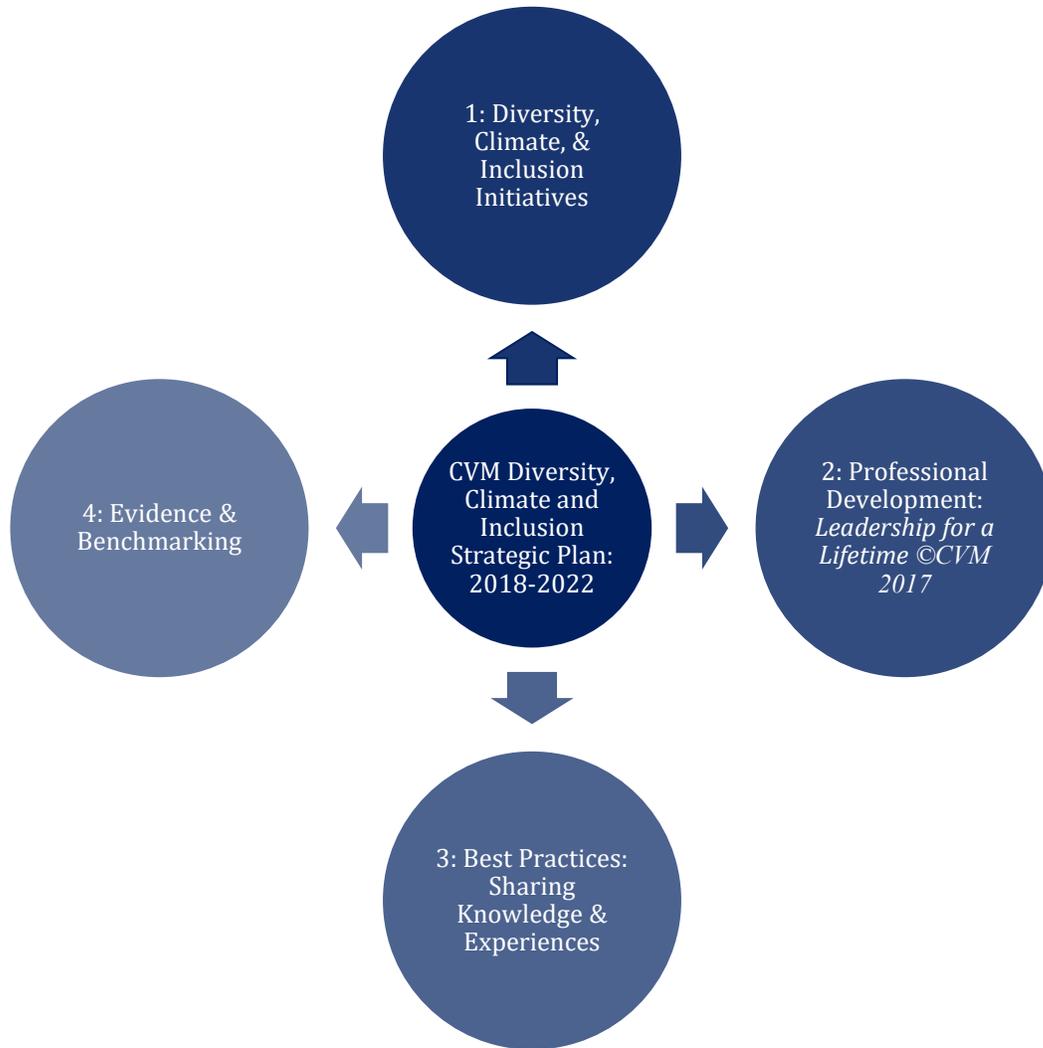


Figure 1. Four Strategies of the CVM Diversity, Climate, and Inclusion Strategic Plan: 2018-2022



Strategy 1. Diversity, Climate, and Inclusion Initiatives

Organizational culture is generally defined as a system of shared assumptions, values, and beliefs which impact, and can even dictate, how people behave in an organization. CVM is committed to intentionality of culture by providing opportunities to (1) build individual capacity through training and educational opportunities, (2) expand organizational capacity, (3) grow leadership skills, (4) develop diversity awareness, skills, & engagement, (5) enhance curricular content, and (6) facilitate other diversity, climate, inclusion, and cultural activities.

Strategy 1 identifies programming opportunities, activities, and other events available to our students, staff, faculty, and administrators. Some of these offerings may be required for the *Leadership for a Lifetime* program (Strategy 2).

[Click here to Figure 1:
CVM DC&I Strategic
Plan](#)



Tactics	Person Responsible	Due Date	Evidence & Benchmarking
Training Opportunities Leadership Development Diversity, Climate, and Inclusion Events Conflict Management Communication Emotional Intelligence			
Organizational Capacity Building EC CDP VOICE Broad Spectrum GSA			
Leadership Activities AAVMC Leadership Academy National Committees VLE Courage to Lead Other Leadership Training Opportunities			
Diversity Initiatives MOAs Hiring practices Graduate student programs Recruitment Retention initiatives MMIs Open House PEER			
Curriculum Enhancements Local National			



Other Activities			
Book Race			
Sponsorships			
Escape Room			



Strategy 2. Professional Development: Leadership for a Lifetime (©CVM, 2017)

The College has a culture of building both individual and organizational capacity. Individual capacity building is the process of supporting individuals to obtain and hone skills and to learn new information. Individual capacity building is an essential element for group and organizational capacity building which involves building a group/organization that can perform well related to strategic visioning, change, strategic conflict engagement, and structures and processes. An important part of strategic capacity building is related to thinking about the specific impact on organizational culture.

Leadership for a Lifetime© is a program designed to support our CVM constituents (staff, faculty, and administrators) having opportunities to develop, hone, and refine their leadership skills. Leadership applies to both formal and informal leaders (not only having a leadership title but perceived as a leader by their peers). Dr. Karan Watson shared Peter Economy's work in December 2017 with the AAVMC Leadership Academy and we consider these nine areas within our *Leadership for a Lifetime* strategy. The goal of *Leadership for a Lifetime* is to develop and hone these skills within CVM current and emerging leaders.

1. **Awareness:** Leaders understand the nature of the difference between management and employees, and accept it. It informs their image, actions, and communication style.
2. **Decisiveness:** All leaders must make tough decisions. They also know when not to act unilaterally but instead foster collaborative decision making.
3. **Empathy:** Extraordinary leaders praise in public and address problems in private, with a genuine concern.
4. **Accountability:** Extraordinary leaders take responsibility for everyone's performance, including their own. When things are going well, they praise. When problems arise, they identify them quickly and are willing to engage in constructive and strategic conflict.
5. **Confidence:** Not only are the best leaders confident, but their confidence is contagious.
6. **Optimism:** The very best leaders are a source of positive energy. They communicate easily.
7. **Honesty:** Strong leaders treat people the way they want to be treated. They are extremely ethical and believe that honesty, effort, and reliability form the foundation of success. They share information openly.
8. **Focus:** Extraordinary leaders plan ahead, and they are extremely organized. They think through multiple scenarios and the possible impacts of their decisions. They communicate their plans to key players and have contingency plans in the event that last-minute changes require a new direction (which they often do).
9. **Inspiration:** Put it all together, and what emerges is a picture of the truly inspiring leader: someone who communicates clearly, concisely, and often, and by doing so, motivates everyone to give his or her best all the time. They challenge their people by setting high but attainable standards and expectations, and then give them the support, tools, training, and latitude to pursue those goals and become the best employees they can possibly be.

Leadership for a Lifetime© is initially focused on serving emerging leaders, new faculty, and staff leadership, followed by progressively intensive education, training, and learning



opportunities over time for leaders at all levels. **Strategy 2** is a three-tiered model for staff, faculty, and administrators to achieve related to the following six areas:

1. *Climate Enhancement*: continuous improvement of the workplace climate through respecting individual needs, abilities and potential.
2. *Inclusion*: creating a workplace in which people of all backgrounds and cultures feel included, welcome, and valued. Inclusion involves respect and valuing the benefits of difference.
3. *Equity*: creating a workplace that treats individuals equitably with special regard to individual and organizational capacity building.
4. *Diversity*: We subscribe to a broad definition of diversity. Loden & Rosener [1991] define diversity as that which differentiates one group of people from another along primary and secondary dimensions <http://www.joim.pl/pdf/MAZURv2n2.pdf> .
5. *Professional Development*: opportunities for people to increase their capabilities through education, training and other learning opportunities.
6. *Skill Set Development for Growing Individual Capacity and Organizational Capacity*: developing one’s skills to favorably impact the work organization.

[Click here to Figure 1:
CVM DC&I Strategic
Plan](#)

Tactics	Person Responsible	Due Date	Evidence & Benchmarking
<p>Tactic 2.1. Individual Professional Development Plans</p> <ul style="list-style-type: none"> One page self-evaluation related to how the employee has grown/built individual capacity over the past academic year. One page self-evaluation related to how the employee’s growth has positively impacted the organization/organizational capacity building. What the employee needs to develop or learn to further develop individual capacity within their work role and how this will favorably impact their job and the unit they work within. 			



<p>Tactic 2.2. Annual Evaluations</p> <ul style="list-style-type: none">• One-page self-evaluation of the individual employee’s impact on climate, diversity, equity, conflict management, and inclusion in the College. To be turned in two weeks prior to annual performance review with supervisor.			
<p>Tactic 2.3. Leadership for a Lifetime[©] Constituents engage in at least five of the following activities prior to moving on to the next tier.</p> <p><i>Tier 1.0. Diversity, Climate, and Inclusion</i></p> <ul style="list-style-type: none">• Aggie Allies• Change 1• Conflict Management 1• Diversity and Climate 1• Emotional and Social Intelligence• IHC Communication Training• Professional Development Plans• QPR• Resilience I• Using the Thomas-Kilmann Conflict Mode Instrument• Veterinary Leadership Experience <p><i>Tier 2.0. Diversity, Climate, and Inclusion</i></p> <ul style="list-style-type: none">• AAVMC Leadership Academy• Conflict Management II – 40-hour Basic Mediation Course• Diversity and Climate II• Resilience II• Using the DISC Assessment• Implicit Bias• Cognitive Dissonance• Mental Models• Penn-Wharton Leadership Workshop			



<p><i>Tier 3.0. Diversity, Climate, and Inclusion</i></p> <ul style="list-style-type: none">• 360° Assessment• Courage to Lead Retreat• Critical Dialogues: Difficult Dialogues (4 3-hour Modules)• Executive Leadership Coaching• Strategic Thinking and Strategic Planning• Working with a challenging group• Ladder of Inference to expose mental models• Successorship Planning for Deans and Department Heads• Partnering – Shadowing<ul style="list-style-type: none">• TAMU Bush School of Government• TAMU I-School• TAMU Mays Business School• TAMU School of Law• Other• Courses outside of College – Harvard Leadership Course, Interprofessional Conference, etc.			
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Strategy 3. Sharing Knowledge and Experience

As a leader in veterinary diversity, climate, and inclusion, Strategy 3 focuses on mechanisms that allow TAMU CVM to disseminate knowledge, data, and best practices related to work in diversity, climate, culture, inclusion, equity, conflict management, recruitment, and retention. Sharing information occurs both formally and informally through dialogue opportunities, mentoring, presentations, and written documents.

[Click here to Figure 1: CVM DC&I Strategic Plan](#)

Tactics	Person Responsible	Due Date	Evidence & Benchmarking
Tactic 3.1. Publications <ul style="list-style-type: none"> • Manuscripts • Book Chapters • Books • Book series 			
Tactic 3.2. Presentations <ul style="list-style-type: none"> • Workshops • Keynotes • Invited lectures • Panel discussions 			
Tactic 3.3. Website Changes and Updates <ul style="list-style-type: none"> • Monthly (minimal) changes and updates to the CVM website sharing information, opportunities, best practices, and engagement opportunities related to climate, diversity, equity, conflict management, inclusion and accountability to enhance capacity for individuals and the organization (units and college) 			



Tactic 3.4. Website Programming <ul style="list-style-type: none">• Monthly programming to highlight and celebrate diversity within and among people			
Tactic 3.5. Course Offerings to Peers <ul style="list-style-type: none">• 40-hour Basic Mediation Course to national and international peers			



Strategy 4. Evidence & Benchmarking

We must be accountable to ourselves as a college and to Texas A&M University as we submit an annual Diversity Accountability Report to the University’s Council on Climate and Diversity. We are assessed on three measures: Accountability, Climate, and Equity.

[Click here to Figure 1:
CVM DC&I Strategic](#)

Tactics	Person Responsible	Due Date	Evidence & Benchmarking
<p><i>Accountability</i></p> <ol style="list-style-type: none"> 1. All direct reports to the Dean include DC&I efforts in annual evaluation. 2. All faculty include DC&I efforts in annual evaluation with Department Head. 3. Specifically assess administrator impact on faculty recruitment, particularly URM hiring, in annual evaluations with the Dean. 4. Identify specific goals for URM hiring. <ol style="list-style-type: none"> I. Assess changes in faculty diversity over next 5 years. II. URM numbers in all programs. III. Number of recruiting visits by newly hired Recruiting Director in PPO & at WT. 5. Student-related data. <ol style="list-style-type: none"> I. Curricular mapping for diversity-related elements. II. Debt load compared to peers. III. Increased fiscal support. IV. Progress in increasing graduate stipends. V. Scheduled conflict management workshops. VI. Numbers of URM, Numbers of 1st Generation, Numbers of BIMS 2+2 Programs. VII. Student success metrics. 6. Assess student experiences (Climate). <ol style="list-style-type: none"> I. Evaluate quality of graduate students. II. Number of SCS appointments. III. AAVMC climate survey results. 			



<p>Climate</p> <ol style="list-style-type: none">1. Quantitative assessment of Basic Mediation Course2. Evaluate Department Heads related to their retention strategies3. Evaluate climate: Departments and College.4. Outputs<ol style="list-style-type: none">I. 2019 conduct staff climate survey (3 year cycle to assess implemented strategies and tactics)II. Conduct faculty climate surveyIII. Conduct student climate surveyIV. Number of Basic Mediation Course participantsV. Assess classroom environments in peer review of teachingVI. Utilize data on DVM post-graduate surveyVII. Number of peer-reviewed publications, classes, and conferences attended or ledVIII. Focus groupsIX. Continued breadth of website programming (http://vetmed.tamu.edu/diversity).X. Evaluate Executive Leadership CoachingXI. Compare DVM student climate data to 2011 and 20145. Number of individuals engaged; Interest in programs.<ol style="list-style-type: none">I. Focus groups on impact of programsII. Strategically add more professional development activities6. Number of Study Abroad students7. VET state and federal support and State impact8. Number of PEER downloads and URM impact			
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<p>Equity</p> <ol style="list-style-type: none"> 1. Define equity for this college 2. Form working group to gather data in actual or perceived inequities; share information throughout college; make data driven changes 			
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CVM Diversity Accountability Report Information

Submitted: December 2017

Administration

ADMINISTRATORS	EVIDENCE AND BENCHMARK	ADDRESSING BARRIERS
TOPICS		
RECRUITMENT		
1. Continue influential leadership practices.	1. Assess administrator impact on faculty recruitment, particularly URM hiring, in annual evaluations with the Dean.	1. Maintaining as priority
2. Continue to update website. (2018)	2. Identify specific goals for URM hiring.	
3. Continue to work with other CVM colleges on climate best practices.		
4. Continue ongoing professional development in leadership, particularly conflict management.		
5. Broaden common framework for best hiring practices.		

RETENTION		
<ul style="list-style-type: none"> • Assess quantitative impact of Mediation Course. 	<ol style="list-style-type: none"> 1. Quantitative assessment of Basic Mediation Course; Evaluate Dept. Heads related to their retention strategies; Evaluate consistency of Dept. Head mtgs and outputs. 	<ul style="list-style-type: none"> • Time to create assessment, administer, and analyze data.



<ul style="list-style-type: none"> Assess qualitative impacts on CVM Conflict culture. 	<ul style="list-style-type: none"> 2019 conduct staff climate survey (3 year cycle to assess implemented strategies and tactics). 	<ul style="list-style-type: none"> Employees often leave due to climate and supervisors: continue administrative Professional Development support and ongoing climate efforts.
<ul style="list-style-type: none"> Small Animal (VSCS) will accept Leadership Training proposals from the department; \$15,000 onetime funding for initiatives. 		<ul style="list-style-type: none"> Prioritization of resources.
<ul style="list-style-type: none"> Continue annual salary equity studies. 		<ul style="list-style-type: none"> Supervisory expertise.
<ul style="list-style-type: none"> Topical monthly Dept. Head Meetings initiated. 		<ul style="list-style-type: none"> Perception, by some, that staff are undervalued.
<ul style="list-style-type: none"> Make climate, diversity and inclusion part of each conversation our administrators have at Executive Council. 		

CLIMATE		
<ul style="list-style-type: none"> Consistently adding climate elements to annual evaluation. 	<ul style="list-style-type: none"> Number of Basic Mediation Course participants. 	<ul style="list-style-type: none"> Perceptions related to fear of change.
<ul style="list-style-type: none"> 2 additional 40-hour Basic Mediation Courses. 	<ul style="list-style-type: none"> Assess classroom environments in peer review of teaching. 	<ul style="list-style-type: none"> Faculty/Staff/Student turnover.
<ul style="list-style-type: none"> Basic Mediation Course Reboot Workshops. 	<ul style="list-style-type: none"> Utilize data on DVM post-graduate survey. 	<ul style="list-style-type: none"> Number of new Department Heads and other college leaders.
<ul style="list-style-type: none"> Additional leadership workshops. 	<ul style="list-style-type: none"> Number of peer-reviewed publications, classes, and conferences attended or led. 	<ul style="list-style-type: none"> Time, money, getting others interested in these important issues
<ul style="list-style-type: none"> Will receive AAVMC climate data in 2018. 	<ul style="list-style-type: none"> Focus groups. 	
<ul style="list-style-type: none"> Publish to share best practices; add consultant to aide in dissemination of information. 	<ul style="list-style-type: none"> Continued breadth of website programming (http://vetmed.tamu.edu/diversity). 	

EQUITY		
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<ul style="list-style-type: none"> Form working group to gather data in actual or perceived inequities; share info throughout college; make data driven changes. 	<ul style="list-style-type: none"> Number of individuals engaged; Interest in programs. 	<ul style="list-style-type: none"> Need more succession planning.
	<ul style="list-style-type: none"> Focus groups on impact of programs. 	<ul style="list-style-type: none"> Financial prioritization of professional development activities.
	<ul style="list-style-type: none"> Strategically added more professional development activities 	

Faculty

FACULTY	EVIDENCE AND BENCHMARK	ADDRESSING BARRIERS
TOPICS		
RECRUITMENT		
<ul style="list-style-type: none"> Develop committee to evaluate impact of new hiring practices, climate, and accountability on faculty. 	<ul style="list-style-type: none"> Assess changes in faculty diversity over next 5 years. 	<ol style="list-style-type: none"> Assess changes in faculty diversity over next 5 years. <ul style="list-style-type: none"> Evaluate faculty portfolios for increased translational impact.
<ul style="list-style-type: none"> Strategic future hiring must require diversity and clinical translational focus; ensure Department Heads have clear understanding of leadership responsibility in this area. 	<ul style="list-style-type: none"> Evaluate faculty portfolios for increased translational impact. 	

RETENTION (same for administrators and staff)		
<ul style="list-style-type: none"> Assess quantitative impact of Mediation Course. 	<ul style="list-style-type: none"> Quantitative assessment of Basic Mediation Course; Evaluate Dept. Heads related to their retention strategies; Evaluate consistency of Dept. Head mtgs and outputs. 	<ul style="list-style-type: none"> Time to create assessment, administer, and analyze data.
<ul style="list-style-type: none"> Assess qualitative impacts on CVM Conflict culture. 	<ul style="list-style-type: none"> 2019 conduct staff climate survey (3 year cycle to assess implemented strategies and tactics). 	<ul style="list-style-type: none"> Employees often leave due to climate and supervisors: continue administrative Professional



		Development support and ongoing climate efforts.
<ul style="list-style-type: none"> • Small Animal (VSCS) will accept Leadership Training proposals from the department; \$15,000 onetime funding for initiatives. 		<ul style="list-style-type: none"> • Prioritization of resources.
<ul style="list-style-type: none"> • Continue annual salary equity studies. 		<ul style="list-style-type: none"> • Supervisory expertise.
<ul style="list-style-type: none"> • Topical monthly Dept. Head Meetings initiated. 		<ul style="list-style-type: none"> • Perception, by some, that staff are undervalued.
<ul style="list-style-type: none"> • Make climate, diversity and inclusion part of each conversation our administrators have at Executive Council. 		

CLIMATE (same for administrators and staff)		
<ul style="list-style-type: none"> • Consistently adding climate elements to annual evaluation. 	<ul style="list-style-type: none"> • Number of Basic Mediation Course participants. 	<ul style="list-style-type: none"> • Perceptions related to fear of change.
<ul style="list-style-type: none"> • 2 additional 40-hour Basic Mediation Courses. 	<ul style="list-style-type: none"> • Assess classroom environments in peer review of teaching. 	<ul style="list-style-type: none"> • Faculty/Staff/Student turnover.
<ul style="list-style-type: none"> • Basic Mediation Course Reboot Workshops. 	<ul style="list-style-type: none"> • Utilize data on DVM post-graduate survey. 	<ul style="list-style-type: none"> • Number of new Department Heads and other college leaders.
<ul style="list-style-type: none"> • Additional leadership workshops. 	<ul style="list-style-type: none"> • Number of peer-reviewed publications, classes, and conferences attended or led. 	<ul style="list-style-type: none"> • Time, money, getting others interested in these important issues
<ul style="list-style-type: none"> • Will receive AAVMC climate data in 2018. 	<ul style="list-style-type: none"> • Focus groups. 	
<ul style="list-style-type: none"> • Publish to share best practices; add consultant to aide in dissemination of information. 	<ul style="list-style-type: none"> • Continued breadth of website programming (http://vetmed.tamu.edu/diversity). 	
	<ul style="list-style-type: none"> • Compare DVM student climate data to 2014 & 2011. 	

EQUITY (same for administrators and staff)		
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<ul style="list-style-type: none"> Form working group to gather data in actual or perceived inequities; share info throughout college; make data driven changes. 	<ul style="list-style-type: none"> Number of individuals engaged; Interest in programs. 	<ul style="list-style-type: none"> Need more succession planning.
	<ul style="list-style-type: none"> Focus groups on impact of programs. 	<ul style="list-style-type: none"> Financial prioritization of professional development activities.
	<ul style="list-style-type: none"> Strategically added more professional development activities 	

Staff

STAFF	EVIDENCE AND BENCHMARK	ADDRESSING BARRIERS
TOPICS		
RECRUITMENT		
CVM Staff Climate Survey.	Assess changes in climate for staff particularly related to 2016 DAR CCD comments.	<ul style="list-style-type: none"> Prioritization; Staying mindful of professional development activities to help develop a premiere climate where staff want to work.
	<ul style="list-style-type: none"> Utilize focus groups and other tools. 	

RETENTION (same for administrators and faculty)		
<ul style="list-style-type: none"> Assess quantitative impact of Mediation Course. 	<ul style="list-style-type: none"> Quantitative assessment of Basic Mediation Course; Evaluate Dept. Heads related to their retention strategies; Evaluate consistency of Dept. Head mtgs and outputs. 	<ul style="list-style-type: none"> Time to create assessment, administer, and analyze data.
<ul style="list-style-type: none"> Assess qualitative impacts on CVM Conflict culture. 	<ul style="list-style-type: none"> 2019 conduct staff climate survey (3 year cycle to assess implemented strategies and tactics). 	<ul style="list-style-type: none"> Employees often leave due to climate and supervisors: continue administrative Professional Development support and ongoing climate efforts.
<ul style="list-style-type: none"> Small Animal (VSCS) will accept Leadership Training proposals from 		<ul style="list-style-type: none"> Prioritization of resources.



the department; \$15,000 onetime funding for initiatives.		
• Continue annual salary equity studies.		• Supervisory expertise.
• Topical monthly Dept. Head Meetings initiated.		• Perception, by some, that staff are undervalued.
• Make climate, diversity and inclusion part of each conversation our administrators have at Executive Council.		

CLIMATE (same for administrators and faculty)		
• Consistently adding climate elements to annual evaluation.	• Number of Basic Mediation Course participants.	• Perceptions related to fear of change.
• 2 additional 40-hour Basic Mediation Courses.	• Assess classroom environments in peer review of teaching.	• Faculty/Staff/Student turnover.
• Basic Mediation Course Reboot Workshops.	• Utilize data on DVM post-graduate survey.	• Number of new Department Heads and other college leaders.
• Additional leadership workshops.	• Number of peer-reviewed publications, classes, and conferences attended or led.	• Time, money, getting others interested in these important issues
• Will receive AAVMC climate data in 2018.	• Focus groups.	
• Publish to share best practices; add consultant to aide in dissemination of information.	• Continued breadth of website programming (http://vetmed.tamu.edu/diversity).	
	• Compare DVM student climate data to 2014 & 2011.	

EQUITY (same for administrators and faculty)		
• Form working group to gather data in actual or perceived inequities; share info throughout college; make data driven changes.	Number of individuals engaged; • Interest in programs.	Need more succession planning.



	<ul style="list-style-type: none"> • Focus groups on impact of programs. 	<ul style="list-style-type: none"> • Financial prioritization of professional development activities.
	<ul style="list-style-type: none"> • Strategically added more professional development activities 	

Students

DVM STUDENTS	EVIDENCE AND BENCHMARK	ADDRESSING BARRIERS
TOPICS		
RECRUITMENT		
<ul style="list-style-type: none"> • Maintain strength of MOAs for pipeline recruitment. 	<ul style="list-style-type: none"> • URM numbers. 	<ul style="list-style-type: none"> • URM numbers.
	<ul style="list-style-type: none"> • Number of recruiting visits by newly hired Recruiting Director. 	<ul style="list-style-type: none"> • Number of recruiting visits by newly hired Recruiting Director.
1. Continue to work with other CVM colleges on climate best practices.		
2. Continue ongoing professional development in leadership, particularly conflict management.		
3. Broaden common framework for best hiring practices.		

RETENTION		
<ul style="list-style-type: none"> • Increase SCS support. 	Number of SCS appointments.	<ul style="list-style-type: none"> • Priorities of resource allocation.
<ul style="list-style-type: none"> • Add or continue curricular elements of cultural competency and conflict management, financial literacy, and communication. 	<ul style="list-style-type: none"> • Curricular mapping for diversity-related elements. 	
<ul style="list-style-type: none"> • Add additional financial support (currently @ 1.7 million/yr. in scholarships). 	<ul style="list-style-type: none"> • Debt load compared to peers. 	
	<ul style="list-style-type: none"> • Increase fiscal support. 	

CLIMATE		



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EQUITY		

Graduate Students

GRADUATE STUDENTS	EVIDENCE AND BENCHMARK	ADDRESSING BARRIERS
TOPICS		
RECRUITMENT		
<ul style="list-style-type: none"> • Continue URM recruitment. 	Assess student experiences (Climate).	Assess student experiences (Climate). <ul style="list-style-type: none"> • Evaluate quality of graduate students.
<ul style="list-style-type: none"> • Promote fellowship opportunities. 	<ul style="list-style-type: none"> • Evaluate quality of graduate students. 	
1. Continue to work with other CVM colleges on climate best practices.		
2. Continue ongoing professional development in leadership, particularly conflict management.		
3. Broaden common framework for best hiring practices.		

RETENTION		
<ul style="list-style-type: none"> • Hone student communication skills with major professors and peers. 	CVM Research Office assessment of climate.	<ul style="list-style-type: none"> • Ongoing resources.
<ul style="list-style-type: none"> • Continue conflict management and leadership training for both students and mentors. 	<ul style="list-style-type: none"> • Progress in increasing graduate stipends. 	<ul style="list-style-type: none"> • Changing culture of mentors to see value of material and time spent.
	<ul style="list-style-type: none"> • Schedule conflict management workshops. 	



CLIMATE		

EQUITY		

UG BIMS Students

UG BIMS STUDENTS	EVIDENCE AND BENCHMARK	ADDRESSING BARRIERS
TOPICS		
RECRUITMENT		
<ul style="list-style-type: none"> • Create first undergraduate Broad Spectrum club. 	<ul style="list-style-type: none"> • Numbers of URM, Numbers of 1st Generation, Numbers of 2+2 Programs. 	<ul style="list-style-type: none"> • Strong recruiting for URM and 1st generation students in place.
<ul style="list-style-type: none"> • Pursuing 2+2 program with TX Southmost. 	<ul style="list-style-type: none"> • Student success metrics. 	<ul style="list-style-type: none"> • Need to increase # of advisors and scholarships
1. Continue to work with other CVM colleges on climate best practices.		
2. Continue ongoing professional development in leadership, particularly conflict management.		
3. Broaden common framework for best hiring practices.		

RETENTION		
Tutoring program and increased advising staff.	Number of students participating in initiatives, Graduation rates, numbers of URM students, numbers of 1st Generation students.	<ul style="list-style-type: none"> • Priorities of resource allocation.
<ul style="list-style-type: none"> • Build Courtney Scholars program. 		
<ul style="list-style-type: none"> • Enhance BIMS LGBTQ+ student access to DVM Broad Spectrum. 		

CLIMATE		
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• Continue supporting each of these initiatives.	Number of Study Abroad students.	• Funding sources (State & Fed governments, NSF, development).
	• VET state and federal support and State impact.	• Priority of funding.
	• Number of PEER downloads.	

CVM Diversity, Climate, and Inclusion Action Plan Fall 2018

(See CVM Diversity, Climate & Inclusion Strategic Plan for all 2018 initiatives)

Fall 2018						
C O N S T I T U E N T S	CVM Diversity, Climate, and Inclusion Strategic Plan Initiatives - 4 Strategies		Diversity, Climate & Inclusion Initiatives	Professional Development Leadership for a Lifetime	Sharing knowledge & Experiences	Evidence & Benchmarking
	Students	Individual Capacity	1.Open Forum: Climate			1. College Information
		Organization Capacity	1. Student Leadership Workshops: CiVitas			1. Post-survey 2. Videos
	Staff	Individual Capacity	1.Focus groups climate 2.Focus groups - career development 3. Address equity	1. 40-hr Basic Mediation Course for Hospital		
		Organization Capacity	1.Staff Advisory Council 2. Hospital clinical	1. Workshops	1. AAVMC abstracts	1. IRB Data collection

			services - climate assessment 3.Hospital - climate management activities 4. Understand culture of reporting			
Faculty	Individual Capacity			1. Executive coaching		
	Organization Capacity	1. Working group: Conflict White paper 2.Working group: Equity White paper				1. IRB Data collection
Administrators	Individual Capacity	1.CM protocols		1. Exec. Leadership coaching	1. Successorship Planning	
	Organization Capacity	1.EC role to CVM 2.CVM Aspirant Characteristics &Values 3.Climate white paper 4.D&I framework				

CVM Diversity, Climate, and Inclusion Action Plan Spring 2019

(See CVM Diversity, Climate & Inclusion Strategic Plan for all 2019 initiatives)

Spring 2019						
	CVM Diversity, Climate, and Inclusion Strategic Plan Initiatives - 4 Strategies		Diversity, Climate & Inclusion Initiatives	Professional Development Leadership for a Lifetime	Sharing knowledge & Experiences	Evidence & Benchmarking
C O N S T I T U E N T S	Students	Individual Capacity				
		Organization Capacity	1.Conflict engagement protocols			
		Evidence & Benchmarking				
	Staff	Individual Capacity	1.Dialogue opportunities	1.Developing mentoring program 2.40-hour Basic Mediation Course		
		Organization Capacity	1.Conflict engagement protocols		1.Open Forum	
		Evidence & Benchmarking				

	Faculty	Individual Capacity	1.Strategic Dialogue opportunities	1.40-hour Basic Mediation Course		
		Organization Capacity	1.Conflict engagement protocols 2.Faculty Advisory Council		Open Forum	
	Administrators	Individual Capacity	1.Conflict engagement protocols	1.40-hour Basic Mediation Course 2.Executive coaching		
		Organization Capacity	1.Code of Cooperation (Depts., Deans offices, hospital)			