


## 2017 Diversity Accountability Report

**Unit:** College of Veterinary Medicine & Biomedical Sciences / **Date:** December 1, 2017 / **Contact Person:** Dr. Kenita Rogers, Executive Associate Dean / **Email:** [Krogers@cvm.tamu.edu](mailto:Krogers@cvm.tamu.edu)

### Introduction

The CVM compares to 30 U.S. DVM programs, with 3 chosen for specific comparison (1 peer & 2 aspirants; cannot identify universities due to AAVMC data confidentiality). CVM diversity goals are to: 1) demonstrate leadership at all levels; 2) integrate consistent programming that creates high expectations for a respectful, inclusive culture; 3) meet state needs through the “Serving Every Texan Every Day” concept; and 4) proactively and responsively address climate and equity issues. Staying true to these goals led to the College receiving 1 of only 24 2017 HEED awards for health professions schools. We use Marilyn Loden’s workplace diversity framing which requires not only including university-required data but additional information that impacts our organizational climate. Indeed, our integrated approach means that many recruiting and retention activities have a profound impact on climate and equity. We believe that we are clear diversity & inclusion leaders among CVMs and will share the data in a new format that directly addresses this report’s queries, as well as our own strategic plan for diversity.

**1. RECRUITMENT.** Assess what you have *learned recently from your peers* and *describe future plans, including barriers, to attain a strong, demonstrable presence of diversity in our faculty, staff, students, and administrators.*

Learned from Peers and CVM Application	Strategic (Attitudinal) Engagement
<p><b>Administrators</b></p> <ul style="list-style-type: none"> <li>The TAMU CVM is a leader in modeling climate and inclusion activities at all levels of the college.</li> <li>Diversity activities have enhanced the CVM’s national reputation.</li> <li>Local, state, and national roles in diversity, inclusion, and wellness work are recognized.</li> <li>The website is a model for diversity and inclusion peers.</li> </ul>  <p>Fig 1.</p>	<ul style="list-style-type: none"> <li>Received 2017 HEED Award for Diversity in Health Professions; 1 of 3 DVM programs and 1 of only 24 health profession schools in the U.S. receiving this award.</li> <li>Committee representation or input which resulted in AAVMC Principles of Inclusion and AVMA COE changes to accreditation standards 7, 8, 9, and 11.</li> <li>CVM Faculty representation at National and Local Level: 2 Nat’l Broad Spectrum faculty advisors; Co-Chair of AAVMC Leadership Academy; Vice-Chair of AAVMC Diversity Committee; Chair of AAVMC Veterinary Wellness Advisory Committee; Chair of TAMU Women Administrators Network; Invited participant on national panel on creating an LGBTQ+ inclusive environment; coauthor on ACEs in DVM students; preparing manuscript reporting results of national student mental health survey.</li> <li>Multiple discussions in EC &amp; at EC Retreat regarding hiring process, pool development, and implicit bias.</li> <li>Hosted National SAVMA Symposium with full day of diversity and wellness programming.</li> <li>Updated/expanded the CVM Diversity &amp; Inclusion Website: news, highlights, and monthly programming (<a href="http://vetmed.tamu.edu/diversity">http://vetmed.tamu.edu/diversity</a>).</li> <li>Shared best climate practices with other institutions (e.g. Purdue Mediation Class, Diversity &amp; Inclusion On Air, consultation, national committee work).</li> </ul>
<p><b>Faculty</b></p> <ul style="list-style-type: none"> <li>URM faculty recruitment is difficult at all CVMs (item #2 2016 DAR Feedback).</li> <li>4th in U.S. in URM clinical residents; #1 &amp; #2 are peers.</li> <li>Must increase URM faculty hires through design of a systematic structure to address this issue.</li> <li>Perception of a positive and progressive climate of inclusion remains of primary importance to many hires.</li> </ul>	<ul style="list-style-type: none"> <li>Hired 1st female Department Head for Large Animal (VLCS) in 2017.</li> <li>Diversity accomplishments included in performance evaluation of all direct reports to the Dean.</li> <li>Require diversity elements as part of search matrices.</li> <li>CVM Definition of Excellence in Teaching, Research, and Service now includes diversity.</li> <li>Small Animal (VSCS) requires all members of search committees to take search training through DOF. All search chairs encouraged to attend additional training with ADVANCE.</li> <li>Peer Review of Teaching will address development of the classroom environment.</li> </ul>
<p><b>BIMS Students</b></p> <ul style="list-style-type: none"> <li>Only 1 other CVM has an undergraduate program.</li> <li>URM student recruitment is strong.</li> <li>BIMS data Fall 2016: 47% nonwhites, 27% 1st generation, 30.3% male.</li> </ul>	<ul style="list-style-type: none"> <li>12 BIMS 2+2 Community College Programs: working to finalize Trinity Valley Community College, Western Texas Community College, and Lone Star Community College.</li> <li>Created CVM Regents Scholars Program (Courtney Scholars) for 1st generation students.</li> <li>Hosted BIMS Vet Camp.</li> <li>Advisors attended Texas Association of Black Personnel in Higher Education.</li> </ul>
<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Our professional development programming for staff is a model for other CVMs and is a positive recruiting tool.</li> </ul>	<ul style="list-style-type: none"> <li>Addressing 2016 CCD Feedback by gathering additional specific information.</li> <li>See *** ‘Retention’ for partial list of professional development activities sponsored at CVM.</li> </ul>

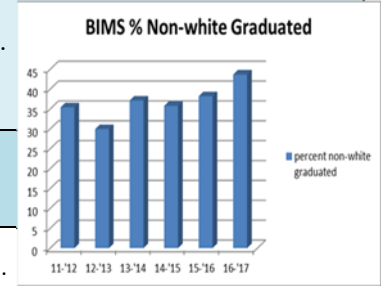



Fig 2.

<p><b>DVM Students</b></p> <ul style="list-style-type: none"> <li>• Consider holistic packet review to increase URM students.</li> <li>• TAMU M:F ratio is 21:79; similar to national average. 2 peers have lower percentage of male students.</li> <li>• 82.5% in-state applicants; most other CVMs &lt;40%.</li> <li>• TAMU URM numbers exceed national average in all 4 years; class of 2020 is 24% URM.</li> <li>• Classes of 2017-2020, ranked 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> for Hispanic students.</li> </ul>	<ul style="list-style-type: none"> <li>• MOAs completed with 4 system schools (1 HBU; 2 HSI) for pipeline recruitment.</li> <li>• Multiple Mini-Interviews (MMIs): diversity elements in scenarios and 1 cultural competency scenario used each year.</li> <li>• Developed a special Food Animal track to serve rural communities in Texas.</li> <li>• Admissions – new indicators/points for resilience and life experiences to look at applicants more holistically.</li> <li>• New individual hired and charged with increased responsibility for DVM student recruiting.</li> <li>• 2 National Student Diversity awards.</li> <li>• DVM Student Representatives at the National Level: Broad Spectrum (5 on Nat’l Board); SAVMA Cultural Outreach Officer; 1 on VOICE National Board.</li> <li>• CVM Open House – 8,000-10,000 diverse visitors per year; a morning tour designed specifically for special needs children and families.</li> </ul>
<p><b>Graduate Students</b></p> <ul style="list-style-type: none"> <li>• Need to continue target URM students in recruitment.</li> <li>• CVM has the largest PhD and 2<sup>nd</sup> largest graduate program in the U.S.; among aspirant peers CVM is #1.</li> <li>• Graduate stipends are a substantial issue for recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted recruitment at Prairie View A&amp;M University &amp; University of Houston schools.</li> <li>• Hosted annual recruitment weekend for the PhD program, welcoming 60% female attendees.</li> <li>• Incorporated a ‘holistic review process’ for interviews. 37% incoming students for Fall ’17 were from underserved minority populations.</li> <li>• Increased the CVM Diversity Fellows program with CVM support.</li> <li>• PhD Scholarships for Diversity were awarded.</li> <li>• Expanded CVM Diversity &amp; Inclusion events to include graduate students.</li> <li>• BRIDGE program successfully attracted quality UG &amp; URM students interested in pursuing research and graduate education.</li> </ul>
<p><b>Outreach Programs</b></p> <ul style="list-style-type: none"> <li>• Our Student Abroad Programs are a model for CVMs.</li> <li>• Veterinary Emergency Team (VET) is a unique and valuable program.</li> </ul>	<ul style="list-style-type: none"> <li>• CVM Study Abroad: BIMS added 2 additional Study Abroad programs (Thailand &amp; Bulgaria).</li> <li>• 131 DVM students and 65 BIMS in CVM-sponsored programs with numerous others travelling with outside programs.</li> <li>• VET Emergency Response: Hurricane Harvey deployment, serving Texas coastal communities with injured/stranded animals and supporting Texas Task Force 1 search and rescue dogs.</li> <li>• PEER program has expansive on-line reach in K-12 STEM education.</li> </ul>

Fig 3. Teddy Bear surgery at CVM Open House




**Future Plans: Recruitment Strategic Plan (current to 2020)**

	Tactics (CVM behaviors)	Evidence & Benchmarking	Barriers
Administrators	<ul style="list-style-type: none"> <li>• Continue influential leadership practices.</li> <li>• Continue to update website.</li> <li>• Continue to work with other CVM colleges on climate best practices.</li> <li>• Continue ongoing professional development in leadership, particularly conflict management.</li> <li>• Broaden common framework for best hiring practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess administrator impact on faculty recruitment, particularly URM hiring, in annual evaluations with the Dean.</li> <li>• Identify specific goals for URM hiring.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining as a priority along with other demands.</li> </ul>  <p>Fig 4. Broad Spectrum Tie Dye Event</p>
Faculty	<ul style="list-style-type: none"> <li>• Develop committee to evaluate impact of new hiring practices, climate, and accountability on faculty.</li> <li>• Strategic future hiring must require diversity and clinical translational focus; ensure Department Heads have clear understanding of leadership responsibility in this area.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess changes in faculty diversity over next 5 years.</li> <li>• Evaluate faculty portfolios for increased translational impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Highly competitive pool due to small size, which will require more intentional tactics.</li> <li>• Less than ideal facilities for some types of faculty.</li> <li>• Competitive salaries for some types of specialists.</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• CVM Staff Climate Survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess changes in climate for staff particularly related to 2016 DAR CCD comments.</li> <li>• Utilize focus groups and other tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritization; Staying mindful of professional development activities to help develop a premiere climate where staff want to work.</li> </ul>
DVM Students	<ul style="list-style-type: none"> <li>• Maintain strength of MOAs for pipeline recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>• URM numbers.</li> <li>• Number of recruiting visits by newly hired Recruiting Director.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining trust and relationships with partner schools.</li> <li>• Scholarship support.</li> </ul>
Graduate Students	<ul style="list-style-type: none"> <li>• Continue URM recruitment.</li> <li>• Promote fellowship opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess student experiences (Climate).</li> <li>• Evaluate quality of graduate students.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial support for increasing stipends.</li> <li>• Trust and positive relationships with partners.</li> </ul>

BIMS Students	<ul style="list-style-type: none"> <li>• Create first undergraduate Broad Spectrum club.</li> <li>• Pursuing 2+2 program with TX Southmost.</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers of URM, Numbers of 1st Generation, Numbers of 2+2 Programs.</li> <li>• Student success metrics.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong recruiting for URMs and 1st generation students in place.</li> <li>• Need to increase # of advisors and scholarships.</li> </ul>
Outreach Programs	<ul style="list-style-type: none"> <li>• Continue supporting each of these initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Study Abroad students.</li> <li>• VET state and federal support and State impact.</li> <li>• Number of PEER downloads.</li> </ul>	<ul style="list-style-type: none"> <li>• Funding sources (State &amp; Fed governments, NSF, development).</li> <li>• Priority of funding.</li> </ul>

**2. RETENTION.** Assess what you have learned recently from your peers and describe future plans, including barriers, to retain diversity in our faculty, staff, students, and administrators.


Learned from Peers and CVM Application	Strategic (Attitudinal) Engagement
<b>Faculty/ Staff/ Administrators</b> <ul style="list-style-type: none"> <li>• Breadth of available Professional Development activities is a model for CVMs.</li> <li>• We can improve/grow more intentional mentoring programs.</li> <li>• Importance of excellent facilities is recognized.</li> </ul>	<ul style="list-style-type: none"> <li>• 40-hour Mediation (Conflict Management and Leadership) Course (BMC) – 133 total mediators trained at CVM.</li> <li>• Salary equity studies completed and addressed.</li> <li>• Small Animal (VSCS) Faculty mentorship program (VSCS pilot); • Large Animal (VLCS) Formal Faculty mentorship program for junior TT faculty members started in 2016.</li> <li>• Support groups: DVM Parents support group and support for external leadership training opportunities.</li> </ul>
<b>DVM Students</b> <ul style="list-style-type: none"> <li>• #1 among peers in affordability and scholarship support.</li> <li>• Attrition below national average.</li> <li>• 83% of students in-state, supporting land grant mission.</li> <li>• 2<sup>nd</sup> lowest mean educational debt in U.S. and one of only 4 &lt;\$100,000; None of top 3 are peers.</li> <li>• Debt aligned with climate and student stress levels.</li> <li>• Nearly all CVMs have equal or greater counseling support.</li> </ul>	<ul style="list-style-type: none"> <li>• 1st year Mentorship program revamped; 2nd &amp; 3rd year mentorship programs continued.</li> <li>• Embedded SCS counselor within CVM; DVM Parent’s Support Group; other support organizations.</li> <li>• Support Veterinary Leadership Institute (VLI) student and faculty leadership opportunities.</li> <li>• 1VM Orientation: CVM Culture, team exercises, stress management, study habits, testing support, disabilities services.</li> <li>• Wellness programs embedded in CVM.</li> <li>• Educational debt numbers are among the lowest in the U.S.</li> <li>• One of the lowest debt to income ratios in the nation.</li> </ul>
<b>BIMS Students</b> <ul style="list-style-type: none"> <li>• Only 1 other CVM has an undergraduate program. This peer program is much smaller.</li> <li>• URM &amp; 1st Generation numbers are remarkable.</li> </ul>	<ul style="list-style-type: none"> <li>• 2016/2107: 27.9% of graduates ID’d as AA/B or Hispanic/Latin; 19.3 % were 1st generation students.</li> <li>• BIMS is the first major on campus to begin using SSC. SSC will have functionality in tracking academically at-risk students, in addition to scheduling capabilities.</li> <li>• FOCUS first generation cohort (with DVM student mentors) – Courtney Scholars.</li> </ul>
<b>Graduate Students</b> <ul style="list-style-type: none"> <li>• Large program needs increased engagement for retention and a positive climate.</li> <li>• Graduate stipends remain a recruiting and retention issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentorship ‘tea times’ with students/faculty/advisors; Orientation Boot Camp; White Coat Ceremony (equity with DVM program event); Conflict Management Skill Set Development workshop.</li> </ul>
<b>Other</b>  Fig 5. Graduate student White Coat Ceremony	<ul style="list-style-type: none"> <li>• *** Professional Development trainings sponsored at CVM included: Basic Mediation Course, QPR, Ouch your words make a difference, Aggie Ally, Diversity Guest Lectures, Monthly Diversity Programing, Monthly Diversity Newsletter, Wellness topic lectures, Amazing CVM Book Race program, etc.</li> <li>• CVM Friendly Facilities Map (gender neutral restroom &amp; lactation rooms) (<a href="http://vetmed.tamu.edu/diversity">http://vetmed.tamu.edu/diversity</a>).</li> </ul>

**Future Plans: Retention Strategic Plan (current to 2020)**

	Tactics (CVM behaviors)	Evidence & Benchmarking	Barriers
BIMS Students	<ul style="list-style-type: none"> <li>• Tutoring program and increased advising staff.</li> <li>• Build Courtney Scholars program.</li> <li>• Enhance BIMS LGBTQ+ student access to DVM Broad Spectrum.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students participating in initiatives, Graduation rates, numbers of URM students, numbers of 1st Generation students.</li> </ul>	<ul style="list-style-type: none"> <li>• Priorities of resource allocation.</li> </ul>
Graduate Students	<ul style="list-style-type: none"> <li>• Hone student communication skills with major professors and peers.</li> <li>• Continue conflict management and leadership training for both students and mentors.</li> </ul>	<ul style="list-style-type: none"> <li>• CVM Research Office assessment of climate.</li> <li>• Progress in increasing graduate stipends.</li> <li>• Schedule conflict management workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing resources.</li> <li>• Changing culture of mentors to see value of material and time spent.</li> </ul>

Faculty/ Staff/ Administrators	<ul style="list-style-type: none"> <li>Assess quantitative impact of Mediation Course.</li> <li>Assess qualitative impacts on CVM Conflict culture.</li> <li>Small Animal (VSCS) will accept Leadership Training proposals from the department; \$15,000 onetime funding for initiatives.</li> <li>Continue annual salary equity studies.</li> <li>Topical monthly Dept. Head Meetings initiated.</li> <li>Make climate, diversity and inclusion part of each conversation our administrators have at Executive Council.</li> </ul>	<ul style="list-style-type: none"> <li>Quantitative assessment of Basic Mediation Course; Evaluate Dept. Heads related to their retention strategies; Evaluate consistency of Dept. Head mtgs and outputs.</li> <li>2019 conduct staff climate survey (3 year cycle to assess implemented strategies and tactics).</li> </ul>	<ul style="list-style-type: none"> <li>Time to create assessment, administer, and analyze data.</li> <li>Employees often leave due to climate and supervisors: continue administrative Professional Development support and ongoing climate efforts.</li> <li>Prioritization of resources.</li> <li>Supervisory expertise.</li> <li>Perception, by some, that staff are undervalued.</li> </ul>
DVM Students	<ul style="list-style-type: none"> <li>Increase SCS support.</li> <li>Add or continue curricular elements of cultural competency and conflict management, financial literacy, and communication.</li> <li>Add additional financial support (currently @ 1.7 million/yr. in scholarships).</li> </ul>	<ul style="list-style-type: none"> <li>Number of SCS appointments.</li> <li>Curricular mapping for diversity-related elements.</li> <li>Debt load compared to peers.</li> <li>Increase fiscal support.</li> </ul>	<ul style="list-style-type: none"> <li>Priorities of resource allocation.</li> </ul>

**3. UNIT CLIMATE.** Assess what you have *learned recently from your peers*, including campus and unit climate assessment data and *describe future plans*, including *barriers*, to enhance the educational environment where the opportunity to fully participate does not inappropriately or unintentionally depend on elements of an individual's identity.




Learned from Peers and CVM Application	Strategic (Attitudinal) Engagement
<b>Faculty/ Staff/ Administrators</b> <ul style="list-style-type: none"> <li>Leading in number and quality of climate initiatives directed toward faculty and staff.</li> <li>Leading in required diversity and inclusion elements in DVM curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty annual performance evaluation includes diversity elements; EC Administration is &gt; 50% female.</li> <li>CVM Council for Diversity and Professionalism (CDP) expanded to include undergraduates, all departments &amp; units with more faculty representatives including Department Heads.</li> <li>Wellness initiatives including: wellness room with exercise equipment, weekly yoga, standing desks, guest lectures, fitness challenges, financial workshops through HR, stress-busting for caregivers workshop, etc.</li> </ul>
<b>DVM Students</b> <ul style="list-style-type: none"> <li>Leadership in climate and wellness recognized at national level.</li> <li>Asked to speak and consult on these topics at national level.</li> </ul>	<ul style="list-style-type: none"> <li>Excellence in teaching - curriculum designed with interactive ethical &amp; cultural scenarios.</li> <li>Cultural competencies included in DVM curriculum.</li> <li>DVM Alumni Survey 2017 - included diversity/inclusion questions for the first time.</li> </ul>
<b>Graduate Students</b> <ul style="list-style-type: none"> <li>Initiatives such as Orientation with diversity &amp; climate elements, White Coat ceremony, and conflict management workshops.</li> <li>Size of graduate program presents challenges for climate.</li> </ul>	<ul style="list-style-type: none"> <li>Orientation expanded with diversity keynote speaker; additional diversity-focused activities throughout the first year experience of masters program.</li> <li>Hosted first Communication and Conflict Management Workshop for all graduate students and faculty mentors in 2017; Graduate students were included in CVM professional development trainings (QPR, Aggie Ally, Ouch, your words hurt); White Coat Ceremony.</li> </ul>
<b>BIMS Students</b> <ul style="list-style-type: none"> <li>Only 1 peer with a BIMS program.</li> </ul>	<ul style="list-style-type: none"> <li>BIMS students were included in CVM professional development trainings (QPR, Aggie Ally, Ouch, your words hurt).</li> <li>Recognized for breadth of activities; started cultural holiday of the month; new initiative for pre-vet LGBTQ+ being a part of DVM Broad Spectrum; new course with instructors of therapeutic riding that works with veterans and disabled individuals.</li> </ul>
<b>Other</b>  <p>Fig 7. Graduate student Diarra Williams presenting his research.</p>	<ul style="list-style-type: none"> <li>Co-sponsored TAMU wide events: WISE 2017, Hispanic Network Summit, TAMUG Inclusion Conference, Aggie Women's Leadership Conference, Sexual Assault Survivors Services, GLBT Resource Center speaker event, Elect Her workshop, Women Administrators Network Lunch, etc.</li> <li>CVM Climate events include: Spring Picnic, Fall Dinner, Annual Awards Ceremony, Staff appreciation week, SECC fundraising events, Wellness Week, Find the Joy Week.</li> </ul>



**Future Plans: Unit Climate Strategic Plan (current to 2020)**

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

**4. EQUITY.** Assess what you have *learned recently from your peers* to address equity issues in your unit and *describe future plans*, including *barriers*, to address equity or inequity in your unit (e.g., advancement, promotion, professional development, salary studies, staff training and development, student leadership development, start-up packages, leadership succession planning, etc).

Learned from Peers and CVM Application		Strategic (Attitudinal) Engagement	
<b>Faculty/ Staff/ Administrators</b> <ul style="list-style-type: none"> <li>Salaries comparable at all ranks to national average: below average in 2013; improved through differential tuition.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Salary studies: Engaged in TAMU Provost Office ongoing salary surveys.</li> <li>Leadership succession planning at all levels.</li> <li>&gt; 50% female Executive Committee.</li> <li>VIBS has 13/40 international faculty (Sweden, Iceland, China, Indian, Estonia, Denmark, UK, Taiwan, Ukraine. 2/6 staff in VIBS are minorities.</li> <li>M:F FTEs are comparable across the U.S.; near 50:50.</li> </ul>	 <p>Fig 8. Students at Professional Development training</p>	
<b>Graduate Students</b> <ul style="list-style-type: none"> <li>Stipends less competitive than desirable.</li> </ul>	<ul style="list-style-type: none"> <li>Designated additional CVM financial support to improving graduate program.</li> <li>Master's non-thesis preparatory Physiology course "catchup" program created and implemented.</li> </ul>		
<b>BIMS Students</b> <ul style="list-style-type: none"> <li>Study Abroad: UG and DVM.</li> <li>10% of BIMS students graduate with a Spanish certificate.</li> </ul>	<ul style="list-style-type: none"> <li>Purdue Online Certificate Program in Diversity &amp; Inclusion.</li> <li>Study Abroad: UG and DVM.</li> <li>VOICE and student diversity events : Annual Tie Dye, Cultural Holidays, Food from around the world, etc.</li> </ul>		
<b>DVM Students</b>	<ul style="list-style-type: none"> <li>Mediation Training - 40 hour Basic Mediation Course, Mediation monthly newsletter &amp; Reboots for continued training.</li> <li>CVM- Council for Diversity and Professionalism (CDP).</li> <li>BIMS staff attended Conference for Study Abroad advisors to continually improve college offerings and liaison duties with TAMU Study Abroad office.</li> <li>QPR training, Ouch, your voice makes a difference training, Aggie Allies Training, Green Dot – all BIMS advisors, Diversity and Inclusion in the Workplace Certificate program, Events &amp; Learning Initiatives, The Amazing CVM Book Race for Diversity.</li> <li>VOICE – Jewish New Year.</li> <li>CVM championed the TAMU- A2A diversity trainings (Aggies to Aggies).</li> <li>CVM hosted specific trainings - 130+ attendees.</li> <li>Research, Grants, and Programs directly impacting diverse groups were sponsored.</li> <li>VET Emergency Response Team continually trains to meet diverse needs of Texas.</li> </ul>	 <p>Fig 10. Wellness initiative</p>	
<b>Professional Development Training</b>  <p>Fig 9. Mediation Training cohort 2017</p>			
Future Plans: Equity Strategic Plan (current to 2020)			
	Tactics (CVM behaviors)	Evidence & Benchmarking	Barriers
Faculty/ Staff/ Administrators	<ul style="list-style-type: none"> <li>Form working group to gather data in actual or perceived inequities; share info throughout college; make data driven changes.</li> </ul>	<ul style="list-style-type: none"> <li>Number of individuals engaged;</li> <li>Interest in programs.</li> <li>Focus groups on impact of programs.</li> <li>Strategically added more professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>Need more succession planning.</li> <li>Financial prioritization of professional development activities.</li> </ul>

**Summary**

By: 1) developing leaders; 2) offering integrated professional development activities; 3) integrating required curricular programming; 4) developing MOAs across the state of Texas; 5) powering up our website presence; and 6) increasing our accountability focus, the CVM is clearly a leader among U.S. CVMs. We collaborate with, and have learned valuable lessons from, our peers that continue to pay dividends now and into the future. Our parent organizations (AAVMC, AVMA) have also placed a high premium on diversity through statements of inclusion and new accreditation standards. We have few peers in addressing these expectations in such a proactive and direct manner. Our continued excellence is dependent upon these critical initiatives, as well as working to accomplish the goals of our four-pronged strategic plan that is carefully aligned to the priorities of Texas A&M University.

