

# 2016 Diversity Comparative Accountability Report - TAMU

Unit: College of Veterinary Medicine & Biomedical Sciences

Date: December 2, 2016

Contact Person: Dr. Kenita S. Rogers, Executive Associate Dean



*Each year, Texas A&M University (TAMU) requires every college and unit to submit a Diversity Accountability Report. Every two years, this report must include a peer focused comparative review of diversity and inclusion initiatives and demographics against at least three relevant and comparable peer institutions. A brief 5 page document highlighting the best of the college's programs is paired with a 15 minute verbal presentation to the President, Provost, and the TAMU Council for Climate and Diversity. Areas addressed fall within the 6 categories: Accountability, Recruitment, Retention, Climate, Equity, and Future Plans. The document below is the extended version of the College of Veterinary Medicine & Biomedical Sciences (CVM) written submission of its 2016 inclusion and diversity initiatives. Please note, three peer institutions are referenced in this document but not directly identified to respect the anonymity of their data.*

*Any questions or inquiries regarding this document or CVM inclusion and diversity programming can be directed to: Dr. Kenita Rogers, Executive Associate Dean & Director for Climate and Diversity at [Diversity@cvm.tamu.edu](mailto:Diversity@cvm.tamu.edu)*

*Accountability- Review and compare current and previous years' data for applicable groups within your unit(s) across your Peers and articulate what the data tells you related to unit, Peer, local and national contexts. Describe accountability procedures in place for unit leaders and any specific action/intervention plans instituted as a result of the analysis, interpretation, and discussion of your data.*

*Few peer institutions have the same breadth of national leadership in diversity, inclusion, and wellness activities.*

Diversity is a cornerstone value of the CVM and we aspire to both lead and collaborate within our profession regarding climate, equity, inclusion, and support of the TAMU Diversity Plan. A diverse and inclusive environment is essential for preparing leaders with an intentional, open, and global perspective and our community aims to be representative of our ever-changing state and nation.

# *National and Local Leadership Related to Diversity:*

Texas A&M University was the 1st CVM college in the nation to have an Executive Associate Dean (EAD) serve as Director for Climate and Diversity. This speaks to the top-down support the college believes and acts upon regarding inclusion and diversity.



Dean Green presenting the statewide initiative "Serving Every Texan Every Day" to the Texas State Legislation

This past year, **Dean Eleanor Green** has been a national and state force. She served as the national President of the Association of American Veterinary Medical Colleges (AAVMC), initiated a DVM student diversity scholarship, continues to serve on the national American Veterinary Medical Association (AVMA) Student Debt Task Force (with two additional TAMU Associate Deans), and sits on numerous state and national boards dedicated to supporting women. Two TAMU-CVM Associate Deans serve as national advisors to the national Broad Spectrum Association (LGBTQ+ support) and they also sit on the national board of Veterinary Leadership Institute.

**Dr. Kenita Rogers, Executive Associate Dean and Director for Climate and Diversity**, serves on the AAVMC Wellness and Diversity Committees. She is vice-chair of TAMU's Women's Administrator Network, Co-Chaired the TAMU Campus Climate Conference in 2016, a co-author on a study of mental illness risk factors in DVM students, was the only administrator in the nation invited to a Veterinary Wellness Think Tank, received the national Broad Spectrum LGBTQ+ Awareness Award 2016, and was an invited speaker for AAVMC's Diversity Podcast on Campus Climate. Additionally, she spoke to students at TAMU's Graduate Camp about the Aggie Core Value of Respect, was a speaker at the College of Education and Human Development (CEHD) Leadership Institute, spoke at the annual AAVMC conference, and was an invited speaker at the SouthEastern Regional Iverson Bell Diversity Symposium, the AAVMC Leadership Academy, and multiple TAMU Mediation Classes across the Texas A&M campus.

**Dr. Karen Cornell, Associate Dean for the Professional Programs Office**, serves as co-coordinator of the AAVMC Leadership Academy. She represented CVM at the National SAVMA Symposium (held at TAMU in 2017) overseeing a full day of diversity, inclusion, and wellness programming at the symposium.

**CVM Student Leadership was well represented at the national level.** Two DVM students sit on the national Student American Veterinary Medical Association (SAVMA) Executive Committee and one student was elected as SAVMA's Cultural Outreach Officer. Three CVM students were elected as National Broad Spectrum and VOICE officers and one student researched and published statistics on DVM student wellness and collected data from >3800 students globally.

**TAMU CVM Staff Survey Results:** Regarding "leadership", the 2016 report showed CVM/TAMU is perceived by its faculty and staff as doing well in the diversity areas of:

- 1) Top leaders committed to diversity (4.29)
- 2) TAMU committed to enhancing the climate for faculty, student and staff (4.03)
- 3) Campus-wide respect for expression of diverse beliefs and experiences (3.70)

***Accountability:*** AAVMC data are reported each year and TAMU-CVM is compared with all other US CVMs. BIMS continuously tracks its demographics and retention of URM students to graduation. *TAMU has the greatest number and percentage of females in leadership positions at any accredited CVM. Leadership opportunities for all employees remain a top priority.*

Dr. Kenita Rogers, Executive Associate Dean is the Director for Climate and Diversity and is accountable for these activities to the CVM Dean, Executive Committee (EC), the TAMU Council on Diversity (COD), and TAMU's Diversity Leadership Group (DLG).



Annual performance evaluations for all positions reporting directly to the Dean include diversity accountability as a required element in Annual Performance Evaluation. The EC discusses implicit bias and best practices for hiring and recruiting before approving faculty search parameters and TAMU Search Committee training is required of all CVM committee chairs, and in some departments, all members. Other training for professional development and diversity are regarded positively in annual performance evaluations. CVM Mediation and conflict management training has been made available to leaders at all college level for faculty and staff (93 trained to date of this report). The current EC has 8/14 female leadership members.



***Recruitment-** Examine how Peer institutions' strategies and unit strategies are contributing to the recruitment of strong, demonstrable presence of diversity for students, faculty and staff. How do Peer institutions compare to what your unit is doing? In light of Peer comparison findings, are there any plans to modify current or add new unit level strategies? Why or why not?*

Student recruitment remains robust for all areas of the CVM. We are active in targeted recruitment areas needed for state and national DVM shortages (rural practice, racial diversity). CVM is focused on competing for the top 5% students in the undergraduate student applicant pool and in building outstanding graduate student pools within an inclusive environment.

 **The DVM Class of 2020 is ranked**  
**2nd in Hispanic Females** & **3rd in Hispanic Males**



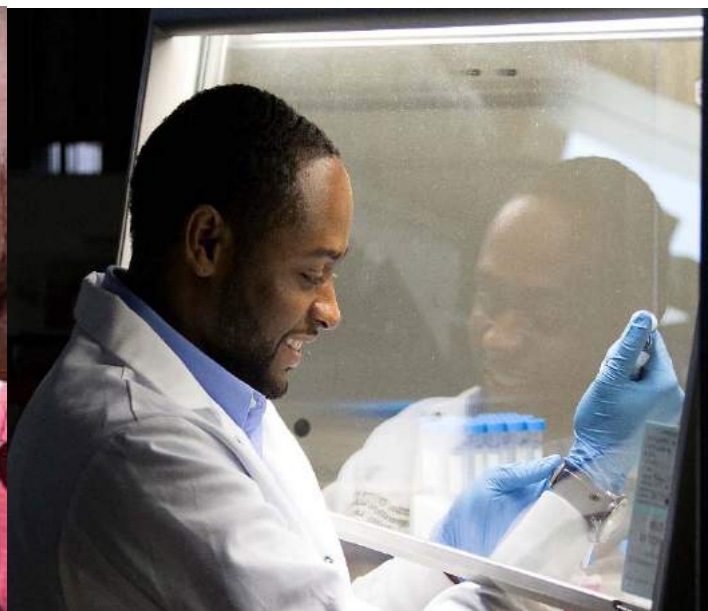
**24%**  
**of DVM Class of 2020 are URM.** 

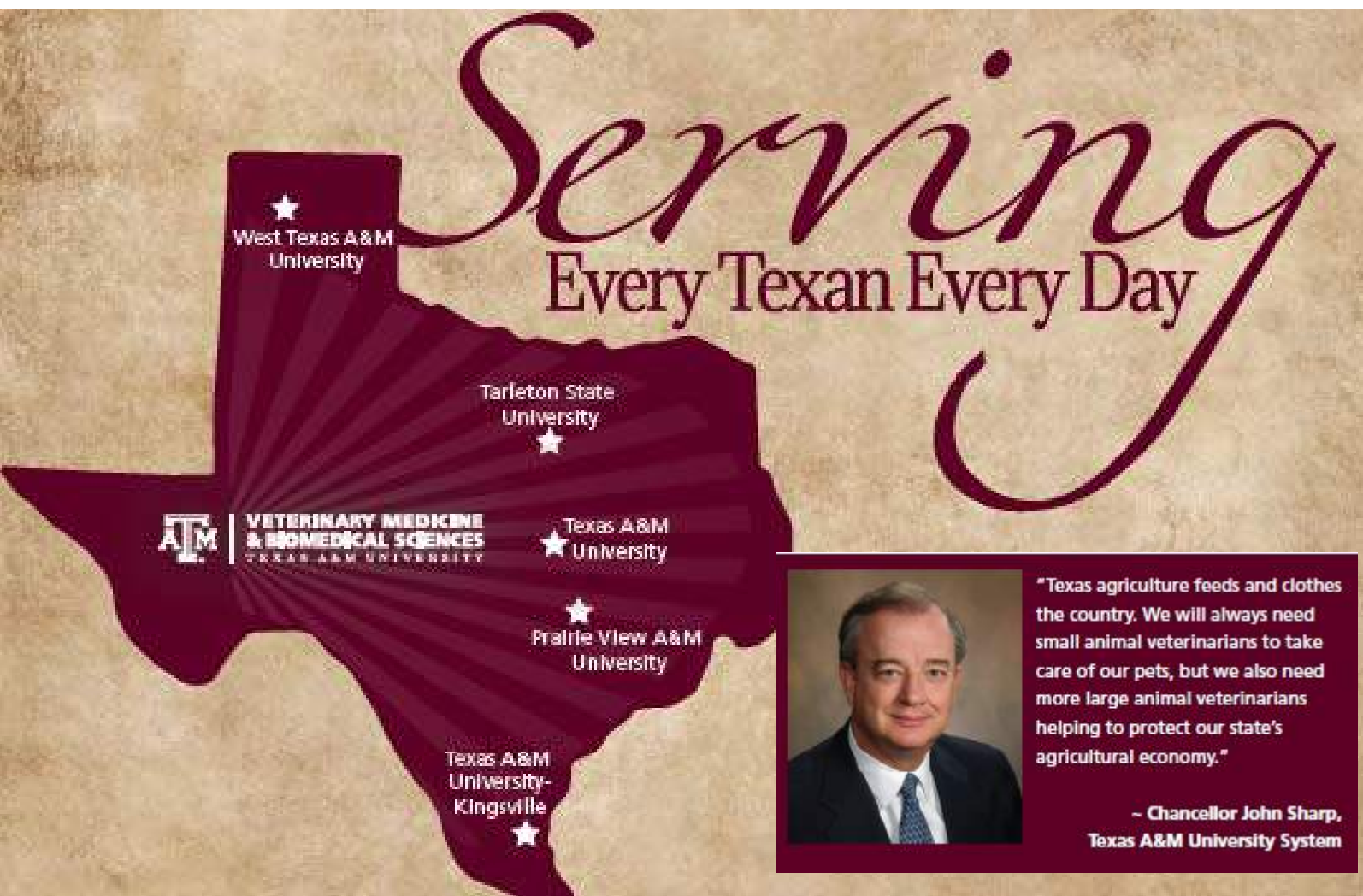
***DVM Program:*** Our recruiting pool is unique to

TAMU compared to Peer institutions as TAMU is the only CVM not using the national application service. This allows TAMU to remain focused on Texas students (which is part of our University charter with the State of Texas). The 'applicant to seat' ratio at national level is 1.6:1 and TAMU is 3.5:1. TAMU-CVM is committed to increasing URM and rural student enrollment overall and through our new statewide initiatives (Serving Every Texas Every Day)



*URM numbers have increased yearly and are positive compared to our Peer comparative schools.* The current First Year Veterinary Medicine class is 24% URM. To build the faculty pipeline, CVM has helped fund three new diversity clinical residents.





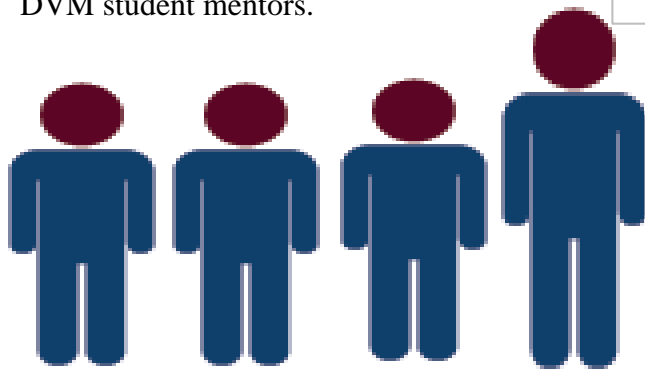
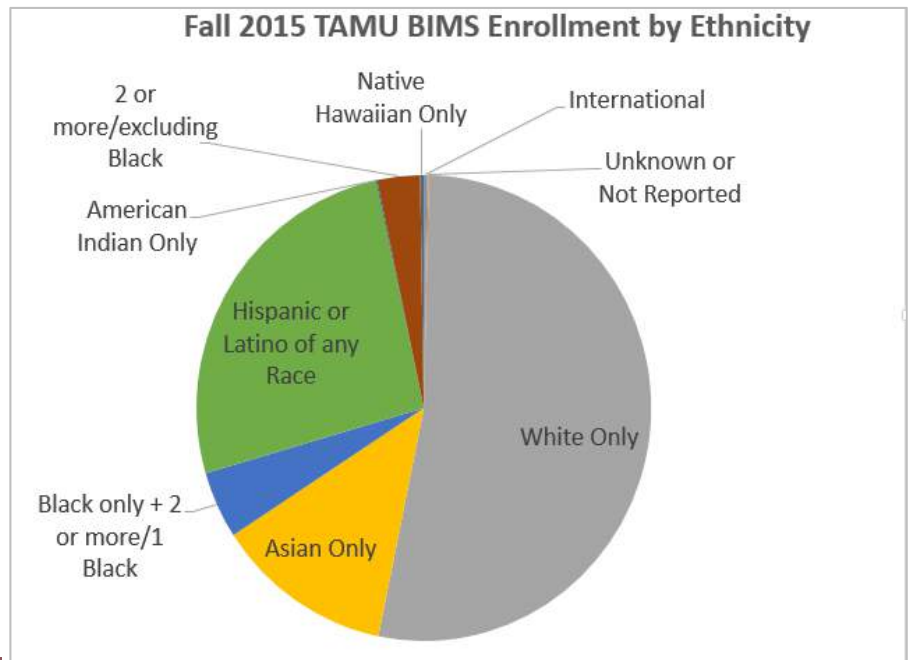
**Statewide Initiative** - TAMUS announced partnerships to expand veterinary education, research, and undergraduate outreach regionally through 4 System universities. In 2009 and 2016, the Texas Higher Education Coordinating Board (THECB) reported that the CVM should increase enrollment to meet the future state needs for veterinarians and focus on an increased pipeline of rural-based DVMs and URM students entering the profession. A new teaching complex (VBEC) opened in Fall 2016 allowing CVM to increase class size and create partnerships that encourage more URM and rural student applications into the DVM program. Other URM recruitment initiatives include the **Annual CVM Open House** that consistently attracts >8,000 visitors and the incorporation of **Multiple Mini-Interviews** for DVM students focusing on professional skills including cultural competency.





# ***BIMS and USVM UG: TAMU-CVM undergraduate program is 35% URM.***

A long-standing goal of the Biomedical Sciences (BIMS) undergraduate program is to reflect the demographics of the state within our graduates. Reported numbers for Fall 2015 were 34.2% URM for BIMS and University Studies (USVM) collectively. The 2015/16 graduating seniors were 29.7% URM with 17.2% first generation, suggesting that most of the cohort was retained to graduation. BIMS total population is 739 male and 1072 female. 20% of the graduating USVM and BIMS students, combined, went abroad to study or volunteer prior to graduation. BIMS added new 2+2 community college agreements, with others in process, to increase the pipeline of URM and first generation students to TAMU. The CVM started a **Regent scholars program (Courtney Scholars)** in 2016. This learning community for FOCUS first generation UGs was enrolled as a cohort in a common course and has group programming, as well as DVM student mentors.



**38% of the 2015 Undergraduate BIMS Freshman Class are URM.**



CVM Courtney Scholars interact with DVM student mentors in 2016

***Graduate Students:*** TAMU CVM has the largest graduate student population among veterinary schools in the nation. The 2015 graduate enrollment class leads its Peers with 47% URM. TAMU-CVM graduate programs has a larger female population than Peers.

- **Graduate Diversity Fellowships:** CVM awards \$36,000/year for up to 4 years to deserving PhD students through Graduate Diversity Fellowships. To date, five students have been awarded fellowships, all to URM students or those from underserved populations, with an additional 5 awards planned for next year. Both Peer 1 & Peer 2 comparative colleges have Diversity Fellows programs. Peer 2 has a specific Science Fellows program.
- **Graduate Recruitment:** Since 2014, the ADRGS team has attended numerous graduate school fairs in Austin, Houston, North Texas, and San Antonio to engage diverse populations traditionally underrepresented in biomedical sciences. Outreach beyond Texas has attracted diverse applicants, several of whom were hosted at the college's annual recruitment weekend.
- **Biomedical Research Immersion and Diversity for Graduate Education (BRIDGE):** The ADRGS Office initiated an innovative, 8 week research-intensive recruiting program that combines hands-on mentored research laboratory experience, journal club sessions, and engaging field trips to different biomedical research facilities in Texas. The program exposes UG students of diverse backgrounds to the available CVM graduate/professional programs. The 1<sup>st</sup> participant completed the program this year and subsequently chose to pursue her PhD with her summer mentor at TAMU-CVM. The program will be expanded and target more URM-serving institutions.
- **Centralization of Graduate Advising:** Graduate advising was centralized and advisor diversity expanded under the ADRGS this past year. The BIMS Graduate Task Force also worked to reshape the graduate student educational experience with a priority of ensuring that all 5 of the diverse advisors were broadly trained in topics positively impacting program climate and culture.



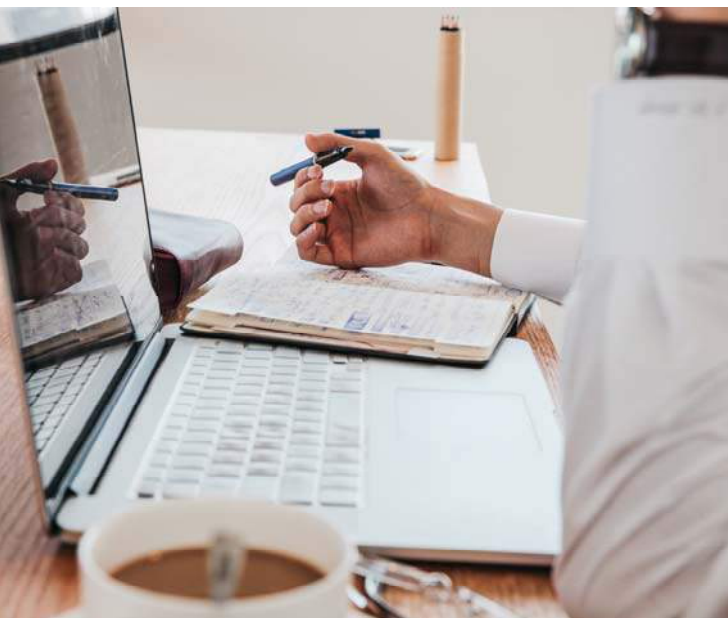


- **BIMS & Graduate Studies Etiquette Dinner:** For the second year, CVM hosted an Etiquette Dinner for approximately 20 graduate (primarily international) students. The response was very positive and many pointed out that etiquette rules vary significantly from culture to culture, so providing an opportunity to practice in a safe environment lead to greater confidence at professional meetings, conferences, and other professional settings.

**The CVM is 1st  
among Peer  
Institutions in  
PhD Enrollment  
with 24% URM  
& 49% non-white.**



- **Graduate & PhD enhanced student experiences:** CVM hosted a 3-day intensive scientific writing workshop and a 3-day grant-writing training workshop (facilitated by Bioscience Writer, LLC in Houston). Thirty-five graduate students, postdoctoral scholars, residents, and new faculty members participated in each of these events. CVM also hosted a 2-day manuscript development workshop, in which professional editors worked with students and postdocs on draft manuscripts to improve scientific writing skills and prepare manuscripts for submission into the international scientific fields.



BIMS & Graduate Studies-Etiquette  
Dinner ~ 2016




***K-12:*** Most veterinary schools have some form of K-12 outreach, but often with a different emphasis and delivery. *None are as broadly reaching as TAMU's PEER program.*




CVM hosts the PEER program (Partnership for Environmental Education and Rural Health), outreach for sciences and veterinary medical education to K-12 students. Interest in STEM careers is stimulated through videoconferencing, webcasts, and presentations by students, scientists, and veterinarians. *Four recent presentations*



*have reached 13,790 students and teachers in 18 states and two other countries. Last year, there were 50,323 downloads of curricular materials to 187,118 students (52% URM).*



**College of Veterinary Medicine & Biomedical Sciences**

CVIM Scholarships are sponsored by the College of Veterinary Medicine. The FOCUS Fund is a tribute to FOCUS Scholarships during the 2018-2019 academic year.

**Program Requirements:**


- Be a Resident, International or In-state FOCUS
- Be listed in scholarships offered by FOCUS during year 10 (year)
- \*FOCUS UGUST 181
- \*FOCUS 191 and 111
- \*FOCUS 100 and 112
- \*FOCUS 110
- Must be an FOCUS Learning Community residing in UGUST 181
- Application must be submitted by May 15, 2018

<http://the.vetfocus.org>

**FOUNDATIONS OF COLLEGE UNDERGRADUATE SUCCESS (FOCUS)** allows first-year students to fully explore their personal and academic interests. Participating in a FOCUS community will save after-school tuition to become more financially savvy as well as bring the two FOCUS scholars' projects to life on campus and in the community. FOCUS offers a learning community experience to **display** students who are **Resident Scholarships** recipients in the College of Agriculture and Life Sciences, College of Veterinary Medicine, the Department of Biology in the College of Bioscience and Biotechnology, and the Center School of Public Health.

CVIM Scholars in the FOCUS Learning Community of Livingstone are awarded a one- or two-year scholarship awarded by the College of Veterinary Medicine for highly motivated students. The student's academic progress and integrity of the discipline, personal, and professional skills, and a letter of recommendation from the faculty will be used to determine scholarship awards.

Sponsored by CVIM Scholars



**Learning Communities**



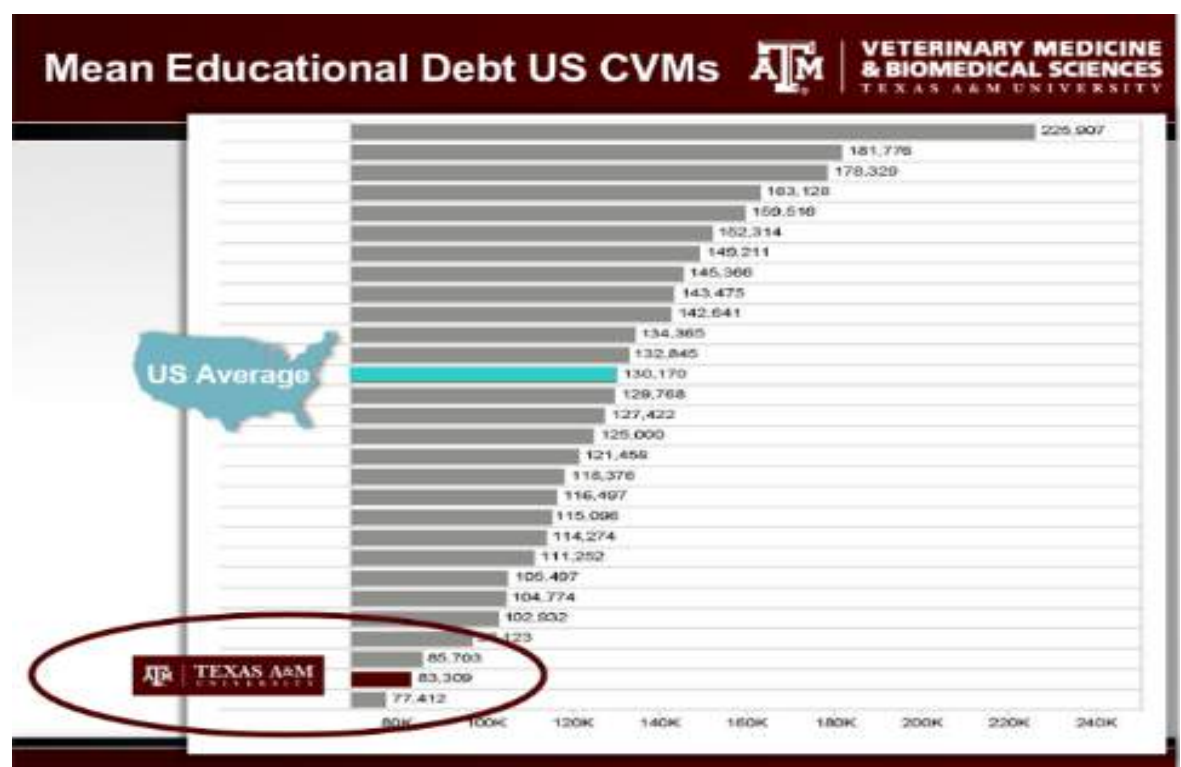
**Retention-** Examine how Peer institutions' strategies and unit strategies retain diversity in students, faculty and staff. How do Peer institutions compare to what your unit is doing? In light of Peer comparison findings, are there any plans to modify current or add new unit level strategies? Why or why not?

For faculty and staff, equity and climate remains focus areas for TAMU-CVM. The student retention focus in the DVM program has remained on mitigating student debt load, creating a positive and inclusive climate, and placing emphasis on physical and mental wellness support. Once recruited into the DVM program, attrition is low and job placement is high.

*3 months after graduation, nearly 100% of DVM students were employed (80% got their 1st choice for employment).*

**Student Debt/Financial Support:** During the past year, DVM students benefited from almost \$1.7 million in scholarships with 81.6% of students receiving some combination of financial support. Some scholarships have diversity criteria including gender, LGBTQ+ status, parenthood, second career, and economically or educationally disadvantaged backgrounds. A dedicated financial aid officer is available to work with each student on their scholarship application, tuition, and financial aid needs. Financial support and literacy efforts are ongoing.

*CVM has the lowest debt to income ratio in the nation and student debt at graduation and is 2nd lowest of all U.S. schools (1 of only 2 <\$100,000), while being ranked in 2015 as #6 in the world and #3 in the nation in quality.*





***TAMU CVM Staff Survey results:*** *The 2016 report showed CVM staff scored high for ‘Overall Job Satisfaction’ scoring in a range with a low ‘turnover intent’.* The survey showed the highest reported turnover intent came from young males. Job satisfaction was reported slightly higher among females. Overall job satisfaction scored higher for non-whites over whites and all ages scored above average on job satisfaction. Those over 40 years of age scored highest in overall job satisfaction and work engagement.



***Faculty & Staff Mentoring:*** *TAMU-CVM mentorship structure is growing.* Most Peer colleges have some form of faculty mentorship program.

- A formal faculty mentorship program began in the Department of Small Animal Medicine in 2015. CVM is in discussions to expand this program across the college.
- DVM first year students are assigned to two formal mentoring groups to help transition into the program with each group having 2-3 faculty mentors who meet with students regularly throughout the year and individual student being paired with a second-year DVM student.
- A Food Animal mentoring group for students interested in rural and food animal careers began in 2016.
- Executive coaching is available to support administrators and professional staff as needed.





**Wellness:** *TAMU-CVM is focused on curricular integration, mental health support, and innovative student programming.* All Peer colleges have a dedicated counselor available to DVM students. TAMU-CVM has a dedicated counselor embedded directly into the college, allowing easy and consistent access for DVM students, interns, and residents.



- **DVM BALANCE:** a wellness program focusing on the mental and physical health of veterinary students.
- **Structural changes to reduce student stress:** Steps were taken this year to help students organize time and manage stress including mandatory/defined testing days that help students predict and manage their study load.
- **CVM has a full-time student counseling service** embedded directly into the college.
- **QPR- suicide prevention training:** QPR training was brought directly to the college in 2016. 213 faculty, staff, and CVM students (UG, graduate & professional) attended and were certified in QPR suicide prevention training.
- **College wide newsletter (email) training** on “what to do in a mental health crisis”.
- **CVM Teaching Hospital** hosted a wellness topic into their normal safety meeting.
- **CVM offered wellness initiatives** for employees and students including yoga classes, community service initiatives, and “CVM Cookies & Coloring”.
- **CVM has two DVM student groups** specifically dedicated to diversity (Broad Spectrum & VOICE). These groups sponsor events including guest speakers during AA History Month, competence training with blind clients, Dia de los Muertos celebration, support for special needs equestrian organizations, diversity tie dye inclusion event, and local food drives.
- **Faculty and DVM students** participated in “It’s OK”, a national video addressing the stigma surrounding mental health in the profession.
- **The recent AVMA COE accreditation site team** commended CVM on our positive, inclusive work and learning environment.

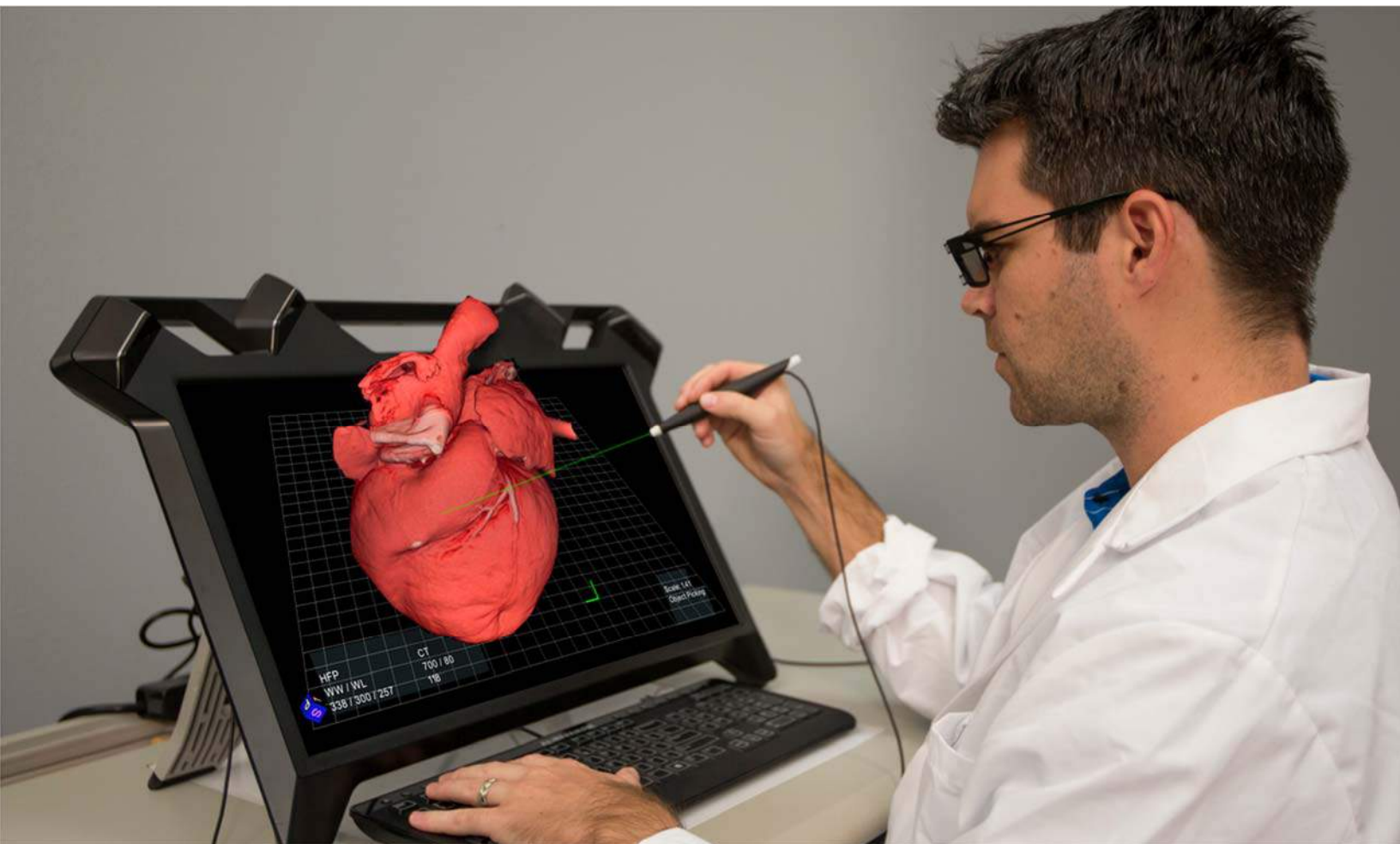


## ***Curriculum:*** TAMU leads Peers in required curricular content related to diversity.

- The new DVM revised curriculum added new graduate outcomes related to diversity & cultural competency.
- Applying effective communication skills across cultural differences continues to be emphasized in CVM curriculum.

*Feedback from employers regarding graduate competency in client communication across all demographics has been overwhelmingly positive.*

- TAMU-CVM has embedded cultural competencies into all areas of the curriculum. A session on cultural competency is included in the second-year DVM core curriculum. A cultural competency scenario has been used in the DVM interview process for the past 5 years. Cultural competencies are discussed as professional behaviors during New Student Orientation and included in the Professional Student Handbook. DVM Rotations at the Houston Society for the Prevention of Cruelty to Animals (HSPCA) and Texas Department of Criminal Justice (TDCJ) expose fourth-year students to a breadth of individuals and these differences are discussed in context. Due to VMTH caseload and clientele, students are exposed to large numbers of clients with a variety of attributes during fourth-year DVM rotations.





# *Support of Diverse Attributes:*

Additional unisex restrooms & lactation rooms were added to the college and numerous attributes of diversity were addressed in the new teaching building (VBEC). Due to high demand, CVM is securing a dedicated biomedical sign language translator through the TAMU Disability Services Office. Wheelchair accessible labs and special rotation needs have been addressed at the college. A TAMU-CVM faculty member advises the Texas A&M Aggie Guide-Dogs (AGS) group. Dean Green wrote personal notes to aspiring veterinary students who experienced discrimination during a main campus university tour in 2016. She additionally, sent a college-wide message emphasizing civility after the recent national elections. Spouses and partners were specifically included in First Year DVM Student Orientation.



DVM Student Betsy Garza at her White Coat ceremony

*Climate- Examine how your Peer institutions are working to create and maintain an inclusive and healthy working and learning environment for students, faculty and staff. How do Peer institutions compare to what your unit is doing? In light of Peer comparison findings, are there any plans to modify current or add new unit level strategies? Why or why not?*

*In creating a welcoming and inclusive environment, the focus has been on wellness, stress management, professional behaviors, and providing opportunities for advancement and education.*

***TAMU CVM Staff Survey Results:*** The 2016 staff survey report showed CVM scored higher than the TAMU mean on 'stressful environment'. When looking at survey responses by area job, stressful workload scored highest at the Executive/Administrative/Management and Professional Non-Faculty levels. Improved communication was a repetitive theme in the survey and will be addressed. CVM scored slightly lower than the TAMU mean on 'understanding how my role contributes' and 'understanding the vision and direction for my department'. CVM scored slightly higher than TAMU mean on 'experienced incivility' with 'interrupted or spoke over you' and 'talked about you behind your back' being the most dominate. Only 11% reported ever receiving demeaning or derogatory remarks in the workplace, and while this may seem low statistically, CVM intends to address every instance of incivility in the workplace. *CVM has a higher than TAMU mean average in inclusive, engaging, and respectful behavior.*



***CVM Accreditation Recommendations:*** In 2015, the national AAVMC Accreditation Review Team was very impressed with the positive and inclusive work and learning environment at TAMU-CVM, but noted that DVM students sometimes wait up to 2 weeks for a counseling appointment. Small numbers of appointments are reserved each week for emergencies and 1<sup>st</sup> time visits, but demand is still exceeded. Group sessions and limiting the number of cumulative appointments for chronic conditions was piloted as a possible solution and data will be re-assessed at the end of the year and appropriate recommendations made regarding adequacy of service. Student comfort with seeking appropriate counseling support has increased over the past 2 years.

## ***CVM Inclusive Training and Support Groups:***

**TAMU Aggie Allies:** CVM hosts multiple training opportunities at the college for TAMU's Aggie Allies. This training is open to all staff, faculty and students at TAMU. Certified Aggie Allies display an Ally placard outside their office door as a visual symbol of inclusion and to establish a safe-zone for students, faculty, and staff. There are 64 Aggie Allies at the CVM College (Staff/Faculty/Administrators) and 9 placards are displayed within the Dean's office.

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### ***CVM Mediation Training***

- Since 2014, CVM has sponsored 93 staff, faculty, and administrators to attend a 40-hour Basic Mediation Certification Course, providing influential individuals in our college with a common conflict language and skill set to handle conflict. Two advanced mediation re-boots courses were provided in 2016 to mediation alumni (prior certified participants) as part of CVM's continuing professional development programming.



Dr. Nancy Watson during CVM Mediation Training ~ 2015

- Many CVM employees have taken advantage of professional development trainings in diversity, climate, inclusion, and wellness topics offered by the TAMU main campus. CVM scholarship/funding/sponsorships for those events is readily provided as needed.
- TAMU- CVM Study Abroad experiences for students: 134 total UG students participated in either a course or independent study through the CVM study abroad office in 2016.
- CVM included staff in the annual CVM retirement brunch for the first time in 2016 (previous years this event was for faculty retirees only).

## Diversity Service Events:

CVM led by example in 2016 through events such as: CVM exhibit at the Houston Livestock Show & Rodeo, CVM Heifer international benefit banquet that raised over \$10,000 for charity, the Bridges Teaching Academy lecture series on Cultural Competency in Veterinary Medicine, and annual sponsorship and participation in the TAMU Hispanic Network Summit.

Many activities for students and staff were supported financially, such as a student diversity symposium and Broad Spectrum national meetings, study abroad, other culturally significant events (e.g. OPAS Postsecrets, Broad

Spectrum Show Your Colors tie-dye event), staff appreciation week programming, and employee (staff & student) enrollment in TAMU- Diversity Certificate Program.



Council provides a support network of individuals who have self-identified as members of groups that may have unique needs or concerns including URM, LGBTQ+, parents, out-of-state, and married students.

The CVM diversity website/newsletter distributions include directed topical discussions and a regular Diversity Dean's Q&A section. Peer colleges have a strong website presence, similar to TAMU. Additionally, Peers have begun adding video content for their website.



### Griselda Vazquez 2016 Hispanic Network Summit

The College of Veterinary Medicine & Biomedical Sciences is proud to be a sponsor of the annual Hispanic Network Summit. In 2016 four CVM staff and students (Selma Gonzalez, Griselda Vazquez, Ileana Hernandez, and Damaris Silva) received CVM sponsorship to attend the summit. The CVM has a history of supporting this summit and we are excited about the lineup of speakers and events this year. You can find more information by linking to the TAMU Hispanic Network.

www.agriehispanic.com

**Why were you interested in attending the summit?** I was interested in finding out more about the Hispanic Network and connecting with other alumni. The Latino population at TAMU is rapidly increasing and I feel that it is important to the University that we showcase that Texas A&M is a leading example for diversity and the annual Hispanic Summit is just one example of multiple organizations, colleges, etc. coming together to discuss issues, network and award scholarships to deserving students.

**How has this summit impacted**

**your work/life?** I was able to network and connect to several individuals in my same field of work.

from across Texas, from San Antonio to across the street in Mays Business School. Since the Summit, we have regularly kept in contacting and they are a great resource to have.

**One interesting thing you learned at this summit?** I was amazed to find out that Texas A&M has outreach programs in South Texas known as the "Colonias Program." This program helps

"CVM is proud to be a sponsor of this summit. It's a great opportunity to support our Hispanic faculty, staff, and students."

Dr. Kenta Rogers, Executive Associate Dean, CVM



Link to the TAMU Hispanic Network



Broad Spectrum Annual T-shirt Die inclusion event ~2016





*Equity- Examine unit level strategies to address equity issues and perceptions of inequity for students, faculty and staff. How do Peer institutions compare to what your unit is doing? In light of Peer comparison findings, are there any plans to modify current or add new unit level strategies? Why or why not?*

*TAMU-CVM has addressed equity broadly with a working definition of providing opportunities for advancement, training, respect, and reward at every level.*

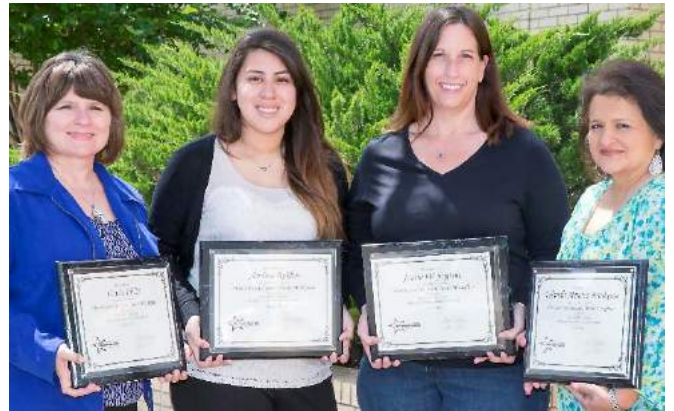
## ***TAMU CVM Staff Survey Results:***

The 2016 staff survey report showed CVM staff believe that everyone in the college had equal access to professional development opportunities. Non-whites scored highest on 'satisfaction with development opportunities'. The report showed CVM staff believe recruitment could come from more diverse sources in the future and is only slightly below TAMU mean score in this area of satisfaction.

## ***Educational Equity:***

Unique to TAMU, data collection has been expanded with a focus on strengthening the environment for educational equity and graduate student success.

Graduate students are encouraged to provide demographic information so that data can be captured and used to respond to individual needs. Besides leaving an open blank for students to identify their gender in their own word(s), they are asked to identify their socioeconomic background and any disabilities so that proactive guidance or services are available to help individuals have equitable learning opportunities.



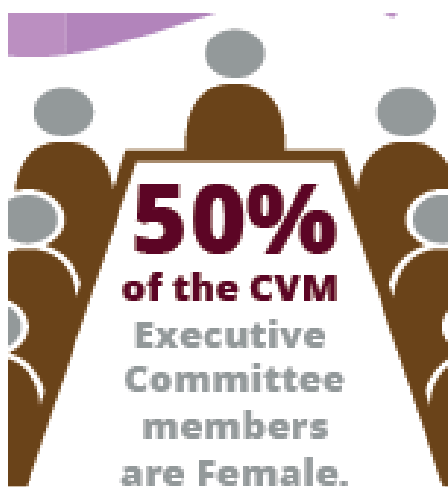
**Graduate Student Oath Ceremony:** No CVM Peer college offers an oath ceremony at the Graduate/PhD level. As a culmination of orientation week and welcome into our community of scholars, the first annual Inaugural Graduate Student Oath Ceremony was held at Pebble Creek Country Club in 2016. The CVM Graduate Student Association developed the oath by integrating elements of TAMU core values and the Aggie Code of Honor into literature. This oath highlights expectations of graduate students to uphold the highest standards with respect to ethical behavior, integrity, professionalism, and creates a sense of community and shared experience among the cohort of students.





# *Enhancing the Graduate Student's Educational Experience:*

The ADRGS convened a BIMS Graduate Task Force, comprised of faculty members who could provide unique insight into graduate education from perspectives derived from experiences at different universities and interdisciplinary programs. They were charged to evaluate the graduate program and make recommendations to reshape the educational experience. One guiding principle was to create a more inclusive climate and a stronger sense of community. Training included diversity and inclusion activities with an interactive 2 hour workshop that resulted in overwhelmingly positive feedback regarding feeling more “connected” to others in their program.



***Salary & Hires:*** Using funds collected through differential tuition, our average Assistant Professor salaries increased from 25th of 28 colleges of veterinary medicine in 2011 to 13th in 2015. Associate Professor salaries have moved from 22nd in 2011 to 16th in 2015. In 2016, BIMS had three diversity hires out of four new employees and all are women.

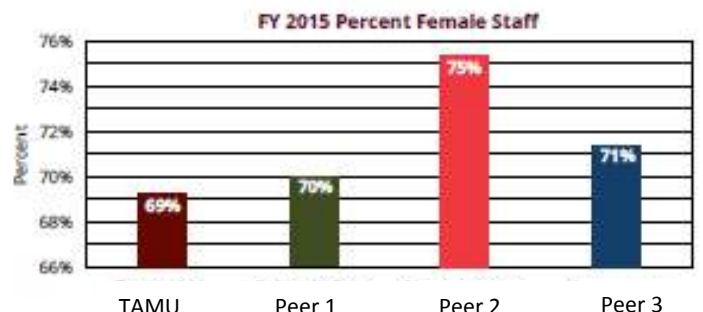
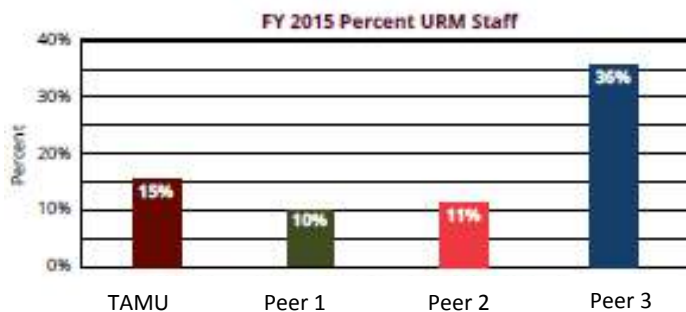
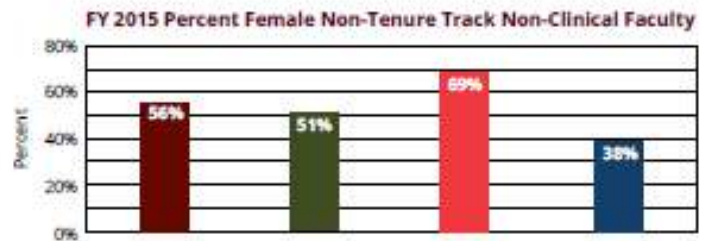
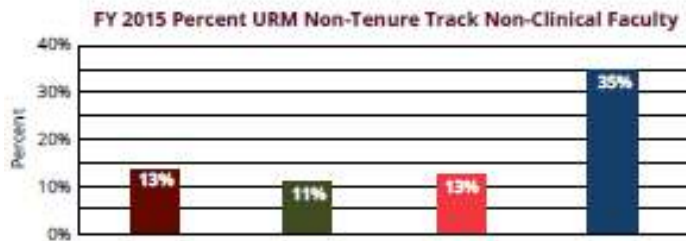
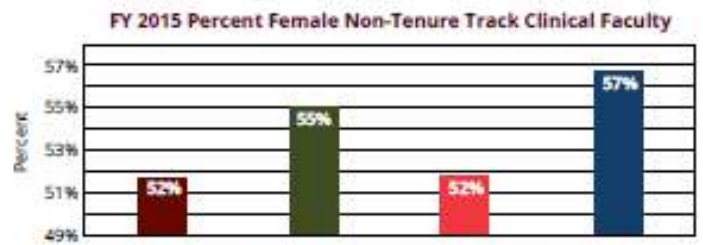
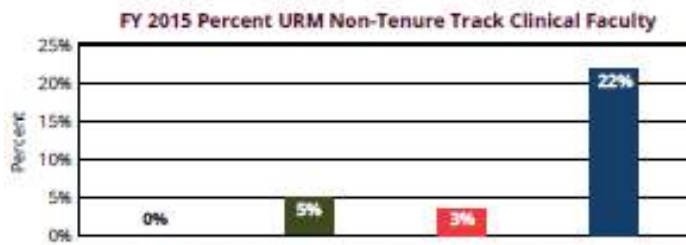
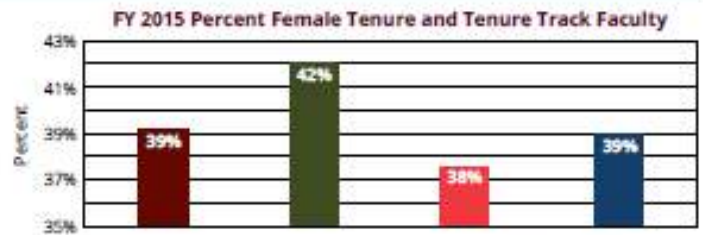
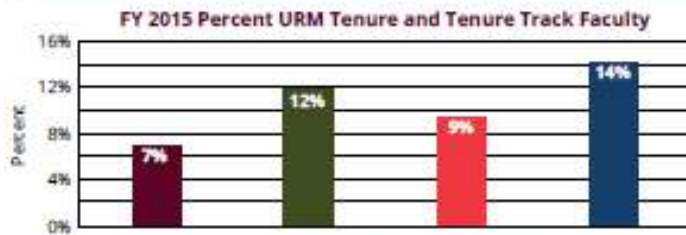
One new Associate Dean and 1 new Department Head hires were both women. AAVMC 2015-2016 Peer study showed TAMU at or above the national average for faculty salaries (with the exception of non-tenured professors, who are just slightly lower).

The college reviews faculty salaries annually and makes equity adjustments as needed. In FY 16 two female Clinical Assistant Professors received equity adjustments through this process. Additionally, an annual salary study identified faculty whose salaries were lower than expected given their rank and experience. The college further reviewed faculty and found others that merited equity increases due to rank, experience, and performance. This study resulted in equity increases for two female Professors, two female Assistant Professors, and one male Assistant Professor.

*TAMU-CVM is dedicated to investing additional effort to recruit & hire diverse faculty.*



# URM & FEMALE FACULTY & STAFF STATISTICS



## Future Plans:

*CVM will continue its strong dedication to inclusion and diversity. The college will offer numerous professional development opportunities for faculty and staff, work on recruiting a more diverse faculty, build on our website presence, and continue to focus intentionally on our college's climate.*