

Task Force on Diversity

Final Report



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Introduction

“Diversity is the collection of *similarities* and *differences* that we each carry with us at all times based upon characteristics we were born with, experiences we have had, and choices we have made.” This definition was provided at the second meeting of the AVMA Task Force on Diversity by diversity consultant and meeting facilitator, Brian Sorge of Lambert & Associates, Inc.

The profession of veterinary medicine has historically considered itself to be very diverse with regard to things like the geographical distribution of members, the variety of species cared for, the wide range of health care concerns addressed regarding our patients and clients, the zoonotic relationships encountered by veterinary professionals, and the many different practice and occupational careers: such as academic, research, industry, military, government and regulatory, public health, association and nonprofit management, and practice aspects as defined by species and/or medical specialty, etc.

The Task Force recognizes and values the diversity noted above, but believes it is time to expand that vision and look at diversity in the profession another way. Veterinary medicine is still one of the most racially, ethnically, and culturally homogenous professions in the country. AVMA members look less and less like the demographic composition of the United States as a whole. AVMA volunteer leadership does not reflect either the general U.S. population or the general AVMA membership.

Definitions are important and provide a starting point and a context within which to work. A glossary of words and phrases, many taken from a DiversityInc publication called *Factoids & Style Guide*, can be found in [Appendix A](#). At its first meeting, the Task Force on Diversity started with a broad definition of diversity for the purpose of its deliberations.

Diversity means: Differences among people with respect to age, class, ethnicity, gender, health, physical and mental ability, race, sexual orientation, religion, stature, education level, job level and function, personality traits and other human differences. Diversity also includes differences in language, culture, dialect, immigrant status, national origin, geography, and underserved areas of practice.

It is also important to mention what diversity is not. Diversity does not mean quotas, or the lowering of qualifications and standards. Diversity is not about righting past wrongs, and does not focus only on race and gender. It’s not a Black thing, a White thing, a Hispanic thing, a Woman thing or a Gay thing... it’s the Right thing.

In order to blend the different viewpoints within veterinary medicine, in addition to those of human medicine, it will be imperative to identify and understand diversity as another tool to help achieve that goal. If AVMA is committed to planning strategically, and being visionary,

diversity must be continually addressed in depth. It is for this reason that the Task Force believes it is extremely important to establish and institutionalize the means by which the American Veterinary Medical Association will continue to address diversity within the profession.

Common threads among the major health care professional associations that have successfully launched diversity programs include the presence of a permanent entity (committee, council, commission, or task force) to set goals and oversee diversity initiatives and implementation. Another is the allocation of staff and leadership resources to guide diversity efforts; and a third is ongoing, meaningful training and educational programs dedicated to diversity and delivered to members, leaders, and staff.

AVMA is late in studying diversity and its effects on the veterinary profession, but to a certain degree, the Association may be able to use this to its advantage. Many other groups, and most of the allied health care professions, have already investigated and implemented diversity programs that may serve as examples, guidelines and templates which AVMA can use to build a foundation for its own unique diversity plan.

The AVMA Task Force on Diversity has worked diligently during the past year to fulfill the charge and objectives ([Appendix B](#)) given to us when the Board voted to form and fund this Task Force in April 2005. This charge has been central to the work of the AVMA Task Force on Diversity. It was used to shape meeting agendas, it helped focus the discussions, and served as a guideline for research and work done by members of the Task Force between meetings. It has also provided a framework for the structure of this final report. You will see the specific charge points, highlighted in green, setting off relevant sections of the report.

As a result of its study and deliberation, the Task Force is confident that diversity has a direct and meaningful relationship with all five AVMA Critical Issue Areas: Animal Welfare, Veterinary Workforce, Economic Viability, Veterinary Education and Veterinary Services. The Task Force compiled a document that illustrates the connection between diversity issues and AVMA's five strategic critical issues. This document appears as [Appendix C](#).

In this report and appendices, the Task Force has outlined its findings and attempted to convey the vast amount of information collected over the past year, and present it in a manner that satisfies the original charge and supports the three recommendations being brought forward at the Executive Board's November meeting. In addition to the final recommendations, there are many other ideas and suggestions made throughout this report. The Task Force hopes this information will be found interesting, thought-provoking, and will provide the impetus for continuing the work begun by the AVMA Task Force on Diversity.

*To steal a quote from a greeting card,
"Diversity is the one thing we all have in common."
In other words, it's the one thing that unites us.*

The Task Force Charge and Objective was to study and recommend initiatives that will enhance understanding of racial, ethnic, gender, cultural, and linguistic diversity as it applies to the veterinary profession, its leadership, and delivery of veterinary services, and to foster cultural competence in the provision of those services.

Race and Ethnicity

No valid data exists on the ethnic or racial make up of AVMA members at this time. However, questions about ethnicity were asked in the 2005 AVMA Veterinary Attitudes Survey. Results of this survey indicate that the membership in 2005 was approximately 95% White (See [Appendix D](#) for that distribution). Now that AVMA is collecting this information from members it will be possible to benchmark and measure progress in this area.

Data from the U.S. Census Bureau, the Association of American Veterinary Medical

Colleges (AAVMC), and AVMA membership and leadership surveys indicate that, as a whole, the veterinary profession is one of the least ethnically and racially diverse professions in the country. [Appendix E](#) contains 2000 U.S. Census data with numbers and percentages that compare males, females, and various racial/ethnic distributions among Veterinarians, Physicians and Surgeons, Dentists, and Pharmacists.

	Male	Female	White/ non-Hispanic
Veterinarians	60.5%	39.5%	92.4%
Physicians & Surgeons	73.2%	26.8%	73.6%
Dentists	82.1%	17.9%	82.8%
Pharmacists	53.5%	46.5%	78.9%

Enrollment data indicates a slight increase in groups that are Under Represented in Veterinary Medicine (URVM) in the entering classes of the veterinary colleges/schools since 1978 when 4% of entering students were from URVM groups. This has grown to approximately 10%. However, a plateau seems to have been reached, and there has been little increase in recent years.

	# in veterinary class	% in veterinary class	% of U.S. population
African American	193	2%	13%
Hispanic	315	3%	13%
Asian	243	2%	4%
Native American	77	1%	1%
Other URVM	141	2%	

AAVMC 2003-2004 Comparative Data Report

A chart of enrollment information, by school, collected from the AAVMC 2003-2004 Comparative Data Report, and presented by Dr. Ronnie Elmore's at the 2005 AVMA/Pfizer Diversity Symposium in Minneapolis, appears in [Appendix F](#).

Gender and Age Distribution

Women comprise about 51% of the general population in the United States. Colleges/schools of veterinary medicine are currently graduating almost 80% females. But the composition of the AVMA leadership in 2005 as shown in [Appendix G](#), indicates that in general, the gender distribution of the AVMA leadership is about 80% male and 20% female. This contrasts with the male/female composition of the AVMA membership. According to 2004 year end figures, 54% of all AVMA members were male and 46% were female (**Graph 1 of [Appendix H](#)**). It is projected that by 2007, a 50/50 split among employed active AVMA members (not including Honor Roll or Retired members) will be reached. By 2013, women will comprise half of all AVMA members, *including* Honor Roll and Retired members; and by 2014, women will comprise half of all veterinarians in the profession (**Graph 2 of [Appendix H](#)**).

Gather and analyze existing data to document how culturally diverse the veterinary profession and its leadership currently are

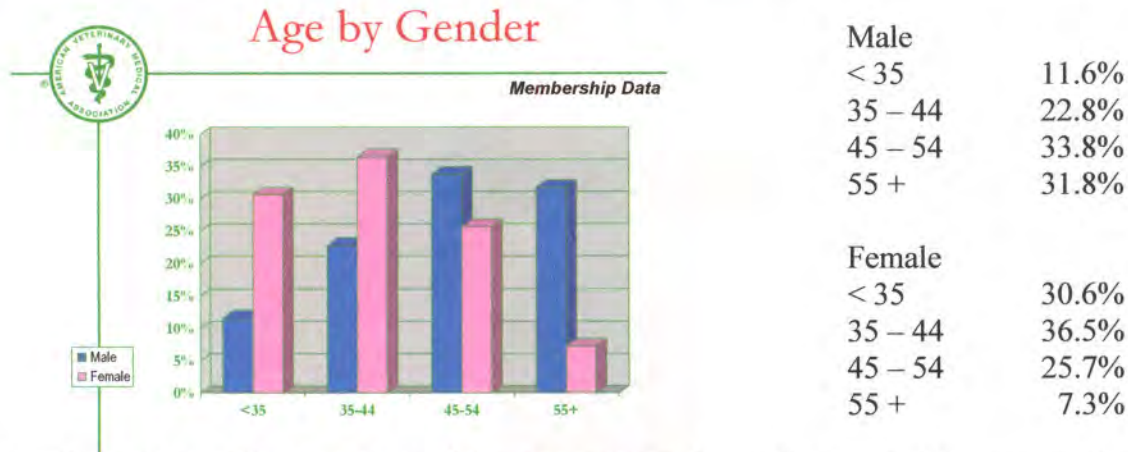
The leadership data in [Appendix G](#) was taken from October 2005 information. The age and gender distribution varies from entity to entity. The highest percentage of females in any single entity is 30%; 3 of 10 AVMA Group Health and Life Insurance Trust (GHLIT) Trustees were women in 2005. That is followed by the House of Delegates (HOD) which was 20% female. When the age distribution of the AVMA Leadership entities is examined, it is most heavily concentrated in the 51 – 60 year old category for the leadership groups selected. The median age for each group is as follows:

Entity	Ages known	Median Age
Executive Board of Directors	16	60
House Advisory Committee	7	54
House of Delegates	135	56
All AVMA Councils	95	54
Political Action Committee Board	7	63
American Veterinary Foundation Board	10	67
Group Health and Life Insurance Trust	10	63
Professional Liability Insurance Trust	8	59.5
All Leadership Groups Combined	244	56

This presents a very different picture from that of the general membership. According to the 2004 year end data, the age distribution among members looks fairly even.



But when broken out further by gender, a slightly different picture becomes apparent.



Looking at this data, the impact of females entering the profession and the organization becomes clear. The percentage of females is weighted toward the younger age categories.

At the end of the first quarter of 2006, AVMA employment data indicated a staff that was 73% female, and 27% male. The average age was 44 years, and the ethnic composition was 89% White, 4.3% Asian/Pacific Islander, 3.4% Black or African American, 2.0% Hispanic or Latino, and 1.3% who indicated they were of mixed ethnicity.

Linguistic Diversity

AVMA and the profession of veterinary medicine are beginning to recognize and address the challenges presented by a rapidly diversifying world. For example, the challenge of caring for animals brought for diagnosis and treatment by clients of diverse linguistic and cultural backgrounds; or the importance that food animal practitioners be able to communicate with agricultural workers who may not speak English.

According to 2000 Census data, over 18% of the United States population (47 million residents) spoke a language other than English at home. This is up from 14% in 1990 and 11% in 1980. In some states, the percentage of those speaking a language other than English at home in 2000 was significantly higher than the national average. All indications are that this trend will continue.

42.6% in California	28.8% in Arizona,	24.1% in New Jersey
32.4% in Texas	26.9% in New York	23.6% in Florida
31.2% in New Mexico	25.6% in Nevada	21.0% in Rhode Island

Of all the residents speaking a language other than English in the home, more than half are speaking Spanish. Because of this, aids have been developed to assist AVMA members and their Spanish speaking clients. Many AVMA brochures are translated and available in Spanish, the AVMA Professional Liability Insurance Trust (PLIT) offers signage in Spanish to be used in clinic settings, and there are resources available online and in your local bookstore. Two in particular are *Spanish for Veterinarians* by Bonnie Frederick, Juan Mosqueda and Sandra Garcia Angeles; and *Spanish for Animal Scientists and Food Animal Producers* by Bonnie Frederick, and Juan Mosqueda.

For some time, the AVMA has recognized the value of having a linguistically diverse staff due mainly to the fact that the Internet has greatly expanded the audience for AVMA products and services. In addition, there are members and subscribers in countries outside of the U.S. and it is not at all uncommon to receive emails and correspondence in languages other than English. A list of staff with expertise in other languages is maintained and kept for use by all divisions. Presently AVMA has staff with expertise in 15 different languages, ranging from Afrikaans to Zulu.

Identify professional and societal factors that may contribute to a lack of diversity within the profession, and estimate the relative influence of those factors

Many factors in our society and profession may contribute to the lack of diversity within the profession. Estimating the relative influence of such factors in determining the degree of diversity deficits in the veterinary profession is difficult. The Task Force reviewed census data, enrollment data, the

work of Dr. Ronnie G. Elmore (Associate Dean at the Kansas State University College of Veterinary Medicine, a well known presenter on the topic of diversity, with articles that have appeared in the *Journal of the American Veterinary Medical Association (JAVMA)*), numerous other articles and reports, and deliberated extensively to arrive at the following, partial list, that appears in no particular order.

- Insufficient number of mentors and role models to promote and educate the public as to what veterinary medicine has to offer.
- Historic lack of commitment from leadership to dedicate financial and human resources to pursue diversity within the profession.
- Perception by some that URVMGs are inferior and/or other stereotypes that incorporate classism, racism and bias.
- Insufficient programs to educate parents about the positive benefits of a college education and how to finance it.
- Lack of legislative commitment and initiatives at all levels of government to support programs designed for individuals whose access to educational opportunities is denied or limited.
- Lack of initiatives to partner with local school districts in low income and URVM communities to assist with developing a multicultural/diverse curriculum to academically prepare these students for college and beyond.
- Lack of programs and initiatives that research and address areas of concern such as: animal ownership by race and ethnicity, exposure of urban students at an early age to rural animal environments, and inner city housing that does not permit companion animals in residences.
- Relatively low starting salaries for veterinary graduates may be a factor that steers some students to other health care professions where income may be greater. (The fact that there has been considerable improvement in starting salaries for recent graduates should be communicated).
- Negative feedback from veterinarians who interact with children and clients in their practices and work places regarding the promotion of veterinary medicine as a career.
- Negative information and counseling from teachers and career advisors in primary and secondary education regarding careers in veterinary medicine.

- Insufficient commitment and dedication of resources to recruitment and retention of faculty and administrators of URVM populations in some veterinary colleges/schools.
- Urbanization of the United States population.

The Task Force believes that these societal and professional factors have a great degree of influence affecting the lack of diversity within the profession. Positive steps and organizational changes can mitigate these factors to create a more diverse profession. The first three points are articulated directly by the final recommendations of this Task Force:

- Create a permanent AVMA entity (committee) to address diversity on a continual basis.
- Develop and implement diversity training programs for AVMA staff and volunteer leaders.
- Create an AVMA staff position to oversee diversity initiatives and activities.

In addition to those, the following points could be further developed into actionable items or programs.

- Incorporate diversity initiatives in NCVEI benchmarking tools.
- Develop diversity informational literature for AVMA members, educators at all levels, counselors, and mentors, which address these societal and professional factors.
- Advocate for funding at federal, state and local levels for science oriented enrichment programs targeting underserved, underrepresented students.
- Act proactively when hiring for available job positions, including broader advertising in minority publications, professional minority recruiters, etc.
- Pursue partnerships and the exchange of information and ideas with allied health care associations, AAVMC, and private industry.

It is clear that AVMA is in the early stages of collecting information on the diversity of its members. One might argue that there is not a lot of diversity among the membership to collect. But in fact there is when the breadth of what diversity really means is considered. In terms of the kinds of medicine practiced, veterinary medicine is just as diverse as human medicine, and in terms of the variety of species encompassed by veterinary medicine, there is no comparison. AVMA has studied this kind of diversity for years. It is time to expand the focus into other areas of diversity, those outlined in the charge of the Task Force, and those primary and secondary differences mentioned earlier.

Prioritize needs for further research into professional diversity as it relates to provision of veterinary services

AVMA has an ambitious research agenda planned for the next several years. The Communications Division has already determined that whenever appropriate, diversity will be incorporated into these studies. Other studies and surveys need to be developed to measure practitioners' understanding of cultural awareness. The creation of a Committee on Diversity could, like the Member Services Committee, provide valuable insight when developing this research agenda. In addition, AVMA needs to continue to monitor the work of the AAVMC and other allied organizations. We must be aware of enrollment statistics of

colleges/schools of veterinary and other health care professions, demographic trends in our profession, other professions, and how they compare with trends in the general U.S. population.

Organizations representing other members of our healthcare team (the National Association of Veterinary Technicians in America (NAVTA), the AVMA Committee on Veterinary Technician Education and Activities (CVTEA), the American Society of Veterinary Medical Association Executives (ASVMAE), etc.) should be surveyed and included in any educational attempts to increase cultural awareness among members of the veterinary health care team.

Cultural competence is an important concept and was discussed at length. The Task Force arrived at this definition:

Determine the level of cultural competence among veterinarians and their veterinary healthcare teams

Cultural Competence is the willingness and ability to value the importance of culture in the delivery of service to all segments of the population. It is a perspective which values difference and is responsive to diversity at all levels of veterinary medicine. The process of arriving at this perspective requires continual growth in cultural awareness, continued exposure to cultures other than your own, and the development of cultural knowledge and skills.

For example, within the context of veterinary medicine, a veterinarian would view a client of a different race or culture with the understanding that this individual may have a different perspective about the care to be provided, in part due to their background. The veterinarian would then tailor the delivery of medical care in a manner that would be understood and followed by the client for the best possible outcome for the wellbeing of the animal.

AAVMC Associate Executive Director of Diversity, and Task Force member, Ms. Lisa Greenhill, is working with a student at the University of Minnesota to undertake a survey regarding the impact of race, ethnicity and language on clinical practice. The results should be available by the end of 2006, and anticipated for publication in the *Journal of Veterinary Medical Education* in early 2007. This will be one of the first studies specifically examining these issues and how they impact the practice of veterinary medicine.

AVMA should partner with the Student AVMA (SAVMA) to determine the level of cultural awareness of members and future members through surveys similar to the example above. Veterinary students and recent graduates are the profession's future and should be included in all efforts to educate and increase cultural awareness. The fact that SAVMA and many AVMA Student Chapters already have multi-cultural committees in place, illustrates how far advanced the students are on this issue. One of the keys to promoting cultural awareness among the veterinary healthcare team is attracting and retaining educators who reflect the diversity of society. These educators are some of the most visible mentors and role models for the veterinary colleges/schools and veterinary technology programs.

The Task Force on Diversity found little historical data in the literature related to the topic of cultural competence among veterinarians. The information that is available (letters to the

editor of *JAVMA*, *JVME*, and other publications, some leader's responses to the Task Force's initial questionnaire, the Ohio State study, and the personal experience of several task force members) indicate a level of cultural awareness that may benefit from additional training and exposure. An initial step of the Task Force was to develop and distribute an open-ended questionnaire to AVMA Leadership entities. Several of the questions specifically referred to cultural competence. The list of questions, and copies of responses, appear in [Appendix I](#).

Training for AVMA leaders, staff, and volunteers must be one of the initial steps in exploring and addressing diversity needs. If the AVMA leadership does not completely understand diversity, and the impact on the future of the profession if the lack of diversity is not addressed, it will be difficult to make any real progress toward developing the cultural competence of the veterinary profession.

Identify related educational needs, and propose programs to promote cultural sensitivity, including programs designed to facilitate changes in attitude and behavior

Practitioners need continuing education seminars and courses that address their client needs, including language, cultural and ethnic differences, etc. As part of their education, students need to be made aware that cultural awareness and diversity are important practice issues; and that this is more than simply showing respect for the client. There are a number of proven programs available for cultural awareness. It is not necessary that AVMA develop such programs, but should utilize those that are already available for basic training of leadership as a preliminary step.

All AVMA periodicals, brochures, videos and communications should be reviewed and updated on a continuing basis. These items are the "public face" of AVMA and represent not only who we are, but how we want to be perceived by the outside world. The AVMA Publications and Communication Divisions, the Council on Communications, and any other AVMA division or entity that interacts with the public can help demonstrate a greater degree of diversity, ethnicity, and cultural awareness than what is depicted in some of the current material. The American Dental Association (ADA) adopted a policy in 1995 on "Diversity in Association Membership Marketing and Consumer-Related Materials" that states:

Resolved, that the American Dental Association is committed to promoting an inclusive environment that values and embraces the diversity of its membership, and be it further

Resolved, that the Association reflect this diversity in its membership marketing and consumer-related materials.

Meetings and Symposia

The expansion of and development of more varied subject matter for the Veterinary Diversity Symposia, sponsored by Pfizer Animal Health (as conducted at the 2005 and 2006 AVMA annual Conventions) should be considered. The Task Force on Diversity is proposing that one of the responsibilities of a newly formed Committee on Diversity will be to provide input into the planning of this event. The presence of AVMA leaders and members at the upcoming AAVMC Iverson Bell Symposium should be encouraged. In addition to annual AVMA events, incorporating a "diversity theme" into the recently announced Smithsonian

Institute's 2013 traveling exhibit showcasing Zoonotic Diseases and into the AVMA's 150th anniversary would be natural vehicles for developing programs to facilitate changes in attitude and behavior.

The continued utilization of speakers and educational programs on cultural awareness and diversity at the annual Veterinary Leadership Conference (VLC), as was done in 2006 and is planned for 2007, are steps in the right direction and should be continued. This is a natural venue for AVMA staff and volunteer leadership to obtain training and exposure to diversity issues. Increasing the attendance of students, recent graduates and potential leaders from each state or AVMA geographic district, (Districts I – XI) from backgrounds that are underrepresented in veterinary medicine to the VLC and also to the AVMA Veterinary Leadership Experience (VLE) should be explored. One option is to investigate the possibility of funding, or partially funding the travel expenses for these individuals. This could greatly assist in developing mentors and leaders from diverse backgrounds within AVMA ranks.

Create a "Diversity Speaker's Bureau." Include URVM veterinarians that would be trained and available for meetings at all levels of organized veterinary medicine. In addition to what could be done at the national level, AVMA should consider the creation of a speaker pool to promote diversity training at regional, state and local levels.

Print and Web based Communications

Expanded use of existing AVMA communication vehicles, like the website and other publications would be ways to promote cultural sensitivity and expand the awareness of diversity. Consider having a column in *JAVMA* on a regular basis; or develop an interactive section of the AVMA website to explore the wealth of existing information regarding diversity topics and provide leadership skills for veterinarians with diverse backgrounds. The American Medical Association website has an interesting section called the "AMA Virtual Mentor." This is an interactive Web-based forum for analysis and discussion of ethical and professional issues, many of which deal with diversity and cultural competence. Links could be provided to other educational and informational sites, including the U.S. Census Bureau website (www.census.gov) where members can evaluate the data available for a specific practice area by entering that postal zip code. This data includes racial and gender percentages, income statistics, educational levels, and other interesting household and demographic statistics.

Educational and Accreditation Standards

The AVMA, through the Council on Education, accredits the veterinary colleges/schools in the U.S. and some foreign countries. The standards could be tailored to increase the understanding of diversity and awareness among students. Others, including the AMA and the ADA, through their accrediting bodies, address diversity and cultural awareness in much more depth than what is being done with the accreditation process of veterinary learning institutions. For example, in the Liaison Committee on Medical Education (LCME) Accreditation Standards there are Educational Standards (ED-21, ED-22) pertaining to the understanding of diverse cultures, and addressing gender and cultural biases; and Medical Student Admission Standards (MS-8, MS-9) that pertain to policies and practices that ensure student diversity, and compliance with legal requirements for applicants with disabilities.

Review diversity programs conceived and implemented by other organizations that might complement or provide contrast for those proposed by the task force

There are many excellent programs that address diversity in great detail. These programs exist in government, business and the healthcare professions. A good example, and the one closest to our needs and concerns at AVMA, is the AAVMC diversity initiative, DVM: DiVersity Matters. The DiVersity Matters initiative was launched in March 2005, and is dedicated to

increasing the presence of underrepresented minorities in the colleges/schools of veterinary medicine.

Much can be learned from AAVMC programs like DiVersity Matters and the Iverson Bell Symposium. However there are other health profession organizations, comparable to AAVMC, which also have interesting initiatives. [Appendix Item J](#) presents a brief summary of the associations that represent the educational institutions of veterinary medicine, human medicine, dentistry, and pharmaceutical medicine. Each has at least one staff person with responsibilities pertaining to the diversity initiatives of the organization; and each has at least one entity that concerns itself, in part, with diversity.

Industry

In order to meet diversity objectives through collaboration with other organizations AVMA should expand relationships with veterinary industry. Private corporations have taken a strong lead with regard to diversity. Robert DiMarzo, President for U.S. Operations for Pfizer Animal Health, spoke at the 2006 Veterinary Diversity Symposium, sponsored by Pfizer in Honolulu at the AVMA Annual Convention. His presentation made a strong business case for the value of diversity. Other industry leaders are also making progress in this area and looking to AVMA for partnership possibilities. Hill's Pet Nutrition, Inc. has formed internal councils to look at diversity in three specific areas: their employees, their customers, and their ultimate consumers. Every division of Wyeth, the parent company of Fort Dodge, has a VP of Corporate Diversity and a Diversity Council that is responsible for developing and implementing diversity initiatives for their division each year. AVMA could obtain templates, speakers, authors and other resources for diversity continuing education and training currently being used by these corporations. AVMA might also find willing partners or sponsors for its diversity initiatives.

Professional Associations

Establishing relationships with other professional associations like the AMA and the ADA would allow AVMA to reap such potential benefits as the use of techniques they are already employing. It may maximize AVMA efforts and minimize AVMA expenses, since all three professions utilize a similar applicant pool for the medical education of students. This could promote cooperation and communication among these professions and possibly aid and guide AVMA in obtaining federal funds for diversity.

The ADA is actively working on diversity issues through programs and initiatives for their members and staff. Patricia Newton, ADA Associate Executive Director for Membership and Dental Societies stated that fostering diversity was a very big part of ADA's strategic plan and at the top of their strategic issues. They have had successful programs like the ADA Institute for Diversity in Leadership. Other programs that have been met with less success,

have, nevertheless, provided valuable learning opportunities. In a recent conversation with staff, she stressed that "...it [*diversity efforts*] can't be just any one thing, there has to be a push on all fronts." as she explained ADA's commitment to diversity as an employer and an organization.

The Health Professions for Diversity Coalition is a coalition of medical professional organizations that formed in the mid-1990s in response to aggressive challenges to affirmative action. By 1998 the coalition had lost momentum, but is currently attempting to develop a sustainable organization to provide leadership in this area. Their membership now includes an impressive list of associations in the health care professions. The AVMA may want to investigate and consider adding its name to this list.

Other Organizations and Foundations

There are other organizations that should be investigated for potential partnerships or cooperative efforts, e.g. the National Association of Minority Medical Educators, Inc.; state and local organizations such as Area Health Education Centers, Organizations of Latin American Students; local school districts through Health Care Clubs and others. With limited time and resources, the Task Force was only able to scratch the surface of possible opportunities.

Establishing relationships with foundations that currently provide funding for diversity efforts could be very beneficial and productive. For example, the Ford Foundation Diversity Fellowships are designed to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity and to increase the number of professors who can and will use diversity as a resource for enriching the education of students.

The Task Force reviewed the position statements of other professional medical organizations during the past year, the American Dental Association (ADA), the American Medical Association (AMA), and the American Pharmacists Association (APhA) in particular. Each of these professional associations continues to integrate diversity into its programs as it explores how diversity relates to its members.

Suggest appropriate diversity values and position statements for the profession, and related goals for the AVMA

One of four value statements adopted by APhA in June, 2003, reads "Respect for People: We encourage diversity and treat all people with dignity and respect; we encourage innovation, and reward commitment and performance." The Strategic Plan of the ADA mentions diversity and inclusion in its Guiding Principles, Values and Beliefs section; and diversity is included in their Membership Objectives under their Member and Support Services Goal. The American Medical Association has adopted numerous policies pertaining to diversity and cultural competence. The AMA Director of Segment Membership and Marketing explained that diversity functions had been internalized and absorbed throughout the various divisions and departments of the association.

In November 2004 the AVMA Executive Board approved the following statement on diversity. (see [Appendix K](#) for a history of other AVMA diversity activities)

The AVMA is committed to diversity in all aspects of the profession so that we can best serve the animals and public. This commitment to diversity pertains to professional areas of service and to cultural, ethnic, gender, and racial representations. (EB 11/04)

With this action, the AVMA Executive Board went on record with its commitment and established its preliminary value statement around diversity. The Task Force has taken that value statement and attempted to expand and clarify it.

The American Veterinary Medical Association believes that attaining diversity in veterinary medicine, that reflects our multicultural society, is desirable and is an achievable goal. The AVMA encourages its members to respect, support, and embrace the existing cultural differences of membership and clientele.

AVMA is committed to the advancement of diversity within the profession. This commitment includes:

- Being sensitive to the professional needs of members of all racial and ethnic groups
- Promoting appreciation for communication between, and understanding among people with different beliefs and backgrounds
- Promoting diversity education in the veterinary schools and continuing education programs
- Recruiting strong candidates from URVM groups for leadership and mentoring programs

The two statements are not mutually exclusive, and the Task Force statement is by no means exhaustive. However, it can serve as a starting point for future entities or staff to build upon.

Suggest methods for increasing understanding among veterinary professionals of the importance of diversity and multicultural approaches to the provision of veterinary services

diagnostic and treatment plans, but would provide background information on the client presenting the animal(s) to help the student or practitioner understand issues of language, culture, or ethnicity. This could enhance the delivery of quality veterinary care.

AVMA should create workshops or “wet labs” that involve hypothetical cases and situations that incorporate specific client and patient case scenarios to demonstrate to students in veterinary colleges/schools, and to AVMA members, suggesting ways to interact and work with a variety of populations. These programs would not only explore the scientific basis for examination,

AVMA should consider developing training modules for use by regional, state and local veterinary medical organizations to provide exposure and basic training for membership regarding diversity and cultural awareness. These programs would probably best be contracted to groups outside AVMA that have the appropriate expertise. The goal should be to increase awareness, build competency, and improve the understanding of the impact diversity could have on the provision of veterinary services to a diverse public.

Invite URVM students to attend the annual AVMA Veterinary Leadership Experience sessions, and explore ways to facilitate attendance of URVM students and members at the annual AVMA Veterinary Leadership Conferences. AVMA must actively reach out to URVM members that may have existed within our ranks for years, but to date may not have participated in, or even have been aware of these events.

Add a leadership component to the Veterinary Diversity Symposium at the AVMA Annual Convention. (Many in attendance at the first two symposia were leaders or potential leaders from URVM backgrounds.)

Encourage existing leaders, state and local VMAs and allied organizations to actively recruit leaders from groups that are under represented in veterinary medicine. Let members know when leadership opportunities arise. Seek out the participation of URVM veterinarians and encourage their suggestions, ideas and participation.

Encourage and support the development of diversity entities (committees or task forces) at all levels of organized veterinary medicine in each particular geographic area. These should include veterinarians of different ages and both genders; with varied racial, ethnic, or cultural backgrounds; especially those that are underrepresented in leadership roles. A national Committee on Diversity could act as a clearinghouse for activities at the state and local levels.

Suggest approaches to outcomes assessment

Achievable outcome goals need to be determined. This would be a primary responsibility of an AVMA Committee on Diversity, if one were to be formed. This Task Force has identified important issues and has formulated broad goals and continuing objectives. It will be left to some other individual or entity to digest the work of this Task Force and focus the efforts of the organization for the future. There are many ways to measure progress.

- Utilize membership renewal information to accumulate and assess trends.
- Continue to collect data on URVM groups applying to and being accepted at veterinary colleges/schools (could include Ross and St. George's which are comprised of primarily U.S. citizens).
- Continue to poll URVM veterinarians on topics such as: practice experiences, involvement and satisfaction with AVMA and other levels of organized veterinary medicine.
- Begin to assess AVMA members on diversity perceptions, level of cultural awareness, etc.
- Collect data regarding URVM representation in faculty positions at Colleges/Schools of Veterinary Medicine and veterinary technology teaching programs.
- Collect data regarding URVM veterinarians in leadership positions at all levels of organized veterinary medicine.

Suggest mechanisms for achieving recommended diversity values and goals, and ways to enhance the leadership skills of veterinarians who belong to racial, ethnic, gender, or cultural backgrounds that have been determined to be underrepresented in leadership roles

In conclusion

Our final conclusion as a Task Force is that the work has just begun -- there is still much to learn about diversity issues as they relate to veterinary medicine. We would like to thank the Executive Board for selecting us to serve on this important task force. Each member brought his or her unique perspective to the table and we have worked to fulfill the task we were assigned.

At the very first Task Force meeting nearly a year ago, it was apparent that work with diversity issues would require extensive exploration and significant planning in order to truly have a positive impact on the future of the profession. This idea crystallized during the second Task Force meeting, which was facilitated by a professional diversity consultant. The facilitated discussion allowed us to conceptualize the work as an ongoing project and to create the framework within which these efforts can continue.

Phase One

The AVMA Task Force on Diversity developed a three phase approach to the advancement of diversity within the AVMA. Phase One establishes the groundwork for future efforts by creating an ongoing entity, beginning to embrace diversity programming at the leadership level, and gaining ongoing staff assistance in order to continue and further develop the work begun by the task force. All three of the Task Force's recommendations, which are listed at the end of this report but appear in full in the November Board Agenda book, are aimed at beginning this three phased approach to applying diversity principles to all aspects of AVMA.

Phase Two

Phase Two seeks to institutionalize the initiatives that emerge from Phase One and to continue to increase awareness and build competence. As systems and processes are proposed and developed, they need to be integrated into the organizational structure in order for them to become self-sustaining. During this phase AVMA must continue and increase the collection of information about its members and its varying client bases. The resulting data must then be evaluated based on established metrics. Diversity efforts must constantly revisit the strategic plan and align the goals of the diversity entity with those of the organization.

Phase Three

Finally, in Phase Three, the AVMA will hopefully bring full integration of diversity into all aspects, functions and programs of the association. During this phase it will be important to build on our successes, while continually measuring and evaluating our progress.

The Task Force Recommendations

Many factors will impact the future of veterinary medicine in this country and the world. Diversity issues are not issues to be left to the distant future; they are issues that exist and impact the profession today. Many of the dilemmas that will affect the profession in the future will encompass diversity. The AVMA Executive Board now has the opportunity to take the next steps necessary in positioning AVMA to best confront these dilemmas with all the tools necessary to make a positive difference.

The recommendations of this Task Force, while landmark in many ways, are simply the beginning of a long term effort to encourage and embrace diversity in veterinary medicine.

The Task Force asserts that these recommendations create an important infrastructure necessary to move diversity issues forward both at the leadership and general membership levels of the AVMA. The complete text of each recommendation and background information can be found in the November 2006 Executive Board Agenda Book, Items D-18 A, D-18 B, and D-18 C.

Task Force Recommendation One (D-18 A)

That the Executive Board approve funding for three half-day diversity training sessions for AVMA Executive Board, House Advisory Committee (HAC), and AVMA staff assigned to AVMA entities.

Task Force Recommendation Two (D-18 B)

That the Executive Board approve the establishment of the AVMA Committee on Diversity as noted in the entity description and charge.

Task Force Recommendation Three (D-18 C)

That the Executive Board approve a new staff position dedicated to diversity initiatives within the Executive Division as detailed in the attached Job Description.

Members of the AVMA Task Force on Diversity

Task Force Chair

Dr. Larry M. Kornegay AVMA Executive Board from District VIII

Task Force Members

Mr. Michael Ellison	Director, Premedical Education, Chicago State University
Dr. Shannon G. Greeley	Private Business Owner
Ms. Lisa M. Greenhill	Associate Executive Director for Diversity, AAVMC
Dr. Evan M. Morse	Private Practice Owner
Dr. Tod J. Schadler	Associate Dean for Clinical Affairs at Ross University of Veterinary Medicine
Dr. Stephan Singleton	Resident, Veterinary Public Health, Center for Animal Health & Food Safety, University of Minnesota

Staff Liaisons

Barbara Baldwin	Assistant Director, Membership & Field Services
Debbie Summers	Membership Assistant, Membership & Field Services

GLOSSARY OF WORDS, ACRONYMS, AND PHRASES RELEVANT TO THIS REPORT AND TO DIVERSITY IN GENERAL

Specific definitions developed by the Task Force and used in this report:

Diversity means: Differences among people with respect to age, class, ethnicity, gender, health, physical and mental ability, race, sexual orientation, religion, stature, education level, job level and function, personality traits and other human differences. Diversity also includes differences in language, culture, dialect, immigrant status, national origin, geography, and underserved areas of practice.

It's important to mention here what diversity is not. Diversity does not mean quotas, the lowering of qualifications and standards, or reverse discrimination. Diversity is not about righting past wrongs, or focusing only on race and gender. It's not a Black thing, a White thing, a Hispanic thing, a woman thing or a gay thing... it's the Right thing.

URVM: (Under Represented in Veterinary Medicine) Those groups or populations (racial, ethnic or other) that are under represented in the veterinary medical profession relative to their numbers in the general population. The intent is to shift focus from a fixed group of 4 or 5 racial and ethnic populations to a constantly evolving population that is unique to Veterinary Medicine.

For example, women are often considered underrepresented in many professions. However, among students of veterinary medicine, statistics clearly indicate that males are now under represented. Physicians realize that the traditional definition of under represented minorities no longer applies to Asians with regard to their profession. Asians now make up 14% of graduating medical doctors while they only account for XX% of the population. Therefore Asians would no longer be considered underrepresented in medicine.

Cultural Competence

Cultural Competence is the willingness and ability to value the importance of culture in the delivery of service to all segments of the population. It is a perspective which values difference and is responsive to diversity at all levels of veterinary medicine. The process of arriving at this perspective requires continual growth in cultural awareness, continued

exposure to cultures other than your own, and the development of cultural knowledge and skills.

For example, within the context of veterinary medicine, a veterinarian would view a client of a different race or culture with the understanding that this individual may have a different perspective about the care to be provided, in part due to their background. The veterinarian would then tailor the delivery of medical care in a manner that would be understood and followed by the client for the best possible outcome for the wellbeing of the animal.

From Census Bureau and "Diversity Factoids":

ADA

Acronym for Americans with Disabilities Act, federal civil-rights legislation that deals with discrimination in employment, public accommodations, transportation and telecommunications, on the basis of disability. Federal civil-rights legislation that deals with discrimination in employment, public accommodations, transportation, and telecommunications, on the basis of disability.

affirmative action

Describes concept upheld by Supreme Court that allows universities to consider race, ethnicity and gender for admissions with the goal of alleviating past inequities. Also can be used to describe similar programs used by businesses and other organizations. Do not use "quota system" or "reverse discrimination" as a substitute phrases except in quotes.

African American

Nonwhite person of African slave descent from the United States. Hyphenate only when used as an adjective. Use African American instead of black, except if the person prefers black, if black is in a quote or title, or if African American would be inaccurate. Do not use African as a synonym.

American

Describes a citizen of the United States. However, this term also may describe any citizen of North, Central or South America.

American Indian

Used by the U.S. Census Bureau as the preferred term for Native American. Although not a derogatory term and used by some Native Americans, it is not preferred. Do not use Indian as a synonym.

Asian

Describes resident of the continent of Asia, regardless of race or ethnicity. Not a synonym for Asian American.

Asian American

Person of Asian descent from the United States. Hyphenate only when used as an adjective. Asian is not a synonym.

assistance animals

Describes animals that assist people with disabilities. Mostly refers to dogs, but can include other animals. Also service animals, guide dogs. Seeing eye dog is a trademark of a group called The Seeing Eye.

birth defect

Derogatory term for a disability since birth. Use congenital disability or disability since birth.

black

Nonwhite person of African descent, regardless of national origin. Use black only in this larger context. Use terms such as African American, Haitian, etc., when possible.

blind

Use only for a person with total loss of sight. Many people who are legally blind have partial sight. For them, use visually impaired, partially sighted or person with low vision as alternatives. Avoid as a synonym for ignorant.

Caucasian

Synonym for white person. Derived from the Russian Caucasus mountains. Always use white unless Caucasian is in a quote or title.

civil rights

Political, social and economic legal rights and responsibilities guaranteed by the government. Also equal rights. Many groups in U.S. history, such as

women, people of color and GLBT's, have struggled to attain them. The civil-rights movement refers to the

struggles of African Americans. Do not use special rights.

colored

Although used in regions of Africa to describe people of mixed race, do not use in the United States to refer to any people of color.

congenital disability

Describes a disability since birth. Also disability since birth or born with a disability. Do not use birth defect.

deaf

Use for a person with total or profound loss of hearing. Many people have only moderate or mild hearing loss. For them, use person with hearing loss, partially deaf or hearing impaired. Do not use deaf-dumb, deaf-mute.

disability

Functional limitation of at least one major life activity, such as walking, learning, etc. Legal definitions vary. Do not mention unless relevant. Person with a disability is preferred, not disabled person. Do not use victim of, suffers from, stricken with, afflicted with.

ethnicity

Classification of humans based on shared cultural heritage, such as place of birth, language, customs, etc. Do not use race as a synonym.

gay

Person attracted to the same sex, sexually and emotionally. Most associated with gay men. Describes gay men, lesbians, bisexuals and transgender people as a group, but the acronym GLBT is preferred. Avoid homosexual(s). Do not use gay lifestyle.

gender

Masculine or feminine, regardless of sex. Do not use sex as a synonym.

GLBT

Acronym for gay, lesbian, bisexual and transgender. Also LGBT. Although LGBT(s) is widely used, GLBT(s) is still preferred by most

sources. Many gay activists consider GLBT and LGBT to be more inclusive than gay as an adjective. Always use gay, lesbian, bisexual and transgender on first reference.

handicap, handicapped

Although they are not derogatory terms, avoid them when possible. Use only in legal contexts, in quotes or titles. Use disability, disabled.

Hispanic

Person of descent from a Spanish-speaking country regardless of ability to speak Spanish. Always capitalized. Use Latino instead of Hispanic, except if the person prefers Hispanic, if Hispanic is in a quote or title, or if Latino would be inaccurate.

Indian

Describes a person from India. Use Indian American if referring to someone of Indian descent born in the United States. If referring to an American Indian, the term Native American is preferred.

Latino

Person of Latin American descent, regardless of ability to speak Spanish. Always capitalized. Always use Latino instead of Hispanic, except if the person prefers Hispanic, if Hispanic is in a quote or title, or if it would be inaccurate. Also Latina(s) for women and Latinos for men and women in a group. The United States Census Bureau limits term to people of descent from Spanish-speaking countries only.

Native American

Descendant of native inhabitants of the U.S., regardless of the tribal affiliation. American Indian is used by the U.S. Census Bureau, but Native American is preferred. Indian is not a synonym. Do not use half-blood or half-breed derogatory terms for a Native American of mixed racial and ethnic heritage.

Negro

Once considered appropriate, this term for African Americans and black people is outdated. Do not use except when part of a title or phrase as used by African Americans.

Oriental

Derogatory term for Asian and Asian Americans.

Pacific Islander

Used by U.S. Census Bureau to describe people from Fiji, Guam, Hawaii, Northern Mariana Island, Palau, Samoa, Tahiti and Tonga. Also used by many Asian

Americans and Pacific Islanders for people from the Pacific Islands in general, but use specific countries when possible.

Pacific Rim

Describes imaginary line that frames the Pacific Ocean, which borders several countries, primarily the United States, Canada, China, Japan and Australia. Not derogatory, but use specific regions and countries when possible.

people of color

Describes all nonwhite people. Also person of color. When describing a title or geographic location, of color can be used alone (e.g. directors of color, New Yorker of color). Use specific terms (e.g. African American, Latino, Asian American) when possible.

race

Classification of humans based on genetic characteristics, such as skin color, hair, facial features, etc. Not synonymous with ethnicity.

Spanish

Describes primary language spoken in Spain and most of Latin America. Also describes a person from Spain. Do not use as a synonym for Latino or Hispanic.

Tejano

Person from Texas of Mexican descent.

white

Defined by the United States Census Bureau as a person of descent from original peoples of Europe, the Middle East and North Africa.

Definitions taken from DiversityInc Diversity Factoids & Style Guide.

Task Force on Diversity

Charge and Objectives

To study and recommend initiatives that will enhance understanding of racial, ethnic, gender, cultural, and linguistic diversity as it applies to the veterinary profession, its leadership, and delivery of veterinary services, and to foster cultural competence* in the provision of those services.

Specifically, the Task Force is charged with:

1. Gathering and analyzing existing data to:
 - a. Document how culturally diverse the veterinary profession and its leadership currently are,
 - b. Identify professional and societal factors that may contribute to a lack of diversity within the profession and estimate the relative influence of those factors, and
 - c. Prioritize needs for further research into professional diversity as it relates to provision of veterinary services.
2. Determining the level of cultural competence among veterinarians and their veterinary healthcare teams, identifying related educational needs, and proposing programs to promote cultural sensitivity (including programs designed to facilitate changes in attitude and behavior);
3. Reviewing diversity programs conceived and implemented by other organizations that might complement or provide contrast for those proposed by the task force;
4. Preparing recommendations for the AVMA Executive Board that suggest:
 - a. Appropriate diversity values (position statements) for the profession and related goals for the AVMA;
 - b. Methods for increasing understanding among veterinary professionals of the importance of diversity and multicultural approaches to provision of veterinary services;
 - c. Mechanisms for achieving recommended diversity values and goals;
 - d. Ways to enhance the leadership skills of veterinarians who belong to racial, ethnic, gender, or cultural backgrounds that have been determined to be underrepresented in leadership roles; and
 - e. Approaches to outcomes assessment.
5. Preparing a comprehensive written report for the Executive Board detailing its findings and recommendations.

Membership, Method of Appointment, and Representation

The Executive Board will appoint the Task Force with broad input from Board members and the House Advisory Committee. Eligible members include veterinarians or non-veterinarians. The Task Force will comprise 7 individuals who have a broad understanding and appreciation of developing and maintaining diversity within the profession and its leadership, and who recognize the importance of addressing multicultural needs in the service of their clients.

Chair

An Executive Board member will chair the Task Force.

Reports

The Task Force shall report to the Executive Board.

Meetings

The Task Force is authorized to hold three 3-day, 2-night meetings at AVMA headquarters; conference calls may be conducted as required.

Funding

Task Force members will be reimbursed for travel, lodging, and meal expenses associated with attendance at authorized meetings.

Duration

The Task Force will sunset after its report and recommendations are issued.

- * Cultural competence is defined as knowledge about specific groups (e.g., history, values, and beliefs) that fosters positive attitudes toward an increasingly diverse client base and the development of meaningful policies and practices that assist in provision of high quality veterinary services. (Derived from a definition provided by the American Dental Association, 2004).



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At its June 2006 meeting, the Executive Board approved goals for each of the five previously approved AVMA Critical issues: animal welfare, veterinary workforce, economic viability, veterinary education, and veterinary services. Here are those goals, as approved by the Board.

Strategic Planning Goals for the AVMA's Critical Issues

Approved by Executive Board June 10, 2006

ANIMAL WELFARE

- AVMA is the leading advocate for, and the authoritative, science-based resource on animal welfare
- AVMA has definitive core values and principles to guide policy development for animal welfare
- All audiences are made aware of the veterinary profession's essential role in animal welfare
- To promote unity, all veterinarians have a clear understanding and appreciation about the science and ethics of animal welfare including historical, political and social constructs
- The legal status of animals is uniformly defined in all states consistent with AVMA policy
- AVMA has the infrastructure and resources to anticipate and proactively address emerging animal welfare/animal rights issues

VETERINARY WORKFORCE

- Critical workforce shortages and global societal needs are identified and solutions developed in collaboration with key stakeholders
- Opportunities are identified and developed that ensure full integration of veterinarians within the evolving scope of one medicine
- That the nation has the infrastructure and resources to anticipate and respond to public health and animal health disasters

ECONOMIC VIABILITY

- The veterinary profession's economic viability and sustainability is evaluated and strengthened within all segments.
- Critical veterinary research is adequately funded by government and/or private resources.
- AVMA members and leaders are committed to ensuring that their association is the leading force on veterinary related issues in local, state, federal, and international legislation and regulation.
- Veterinarians and the public are fully educated to understand the implications of a change in the legal status of animals.
- Veterinary care is delivered in the most efficient and effective manner.

VETERINARY EDUCATION

- The AVMA Council on Education accreditation process is the premier standard for veterinary medical education globally.
- There is robust support for veterinary medical education through public policy and other efforts.
- The applicant pool remains strong and reflects society and its needs.

VETERINARY SERVICES

- AVMA enables veterinarians to be recognized as the leading resource in animal health/animal welfare policy issues.
- AVMA is committed to be the leader in legislative advocacy.
- AVMA is dedicated to the use of contemporary information technology.
- AVMA identifies and responds to veterinary issues in a timely manner.
- AVMA encourages and supports the continual advancement of quality veterinary services.

The AVMA Task Force on Diversity members were asked to review these strategic planning goals and relate each to diversity topics that had been reviewed, investigated, or discussed over the past year. The following pages contains the results of their review and illustrates how diversity issues are closely aligned to the critical issues and goals identified by the Executive Board.

Diversity, and how it relates to the Strategic Planning Goals for the AVMA's Critical Issues

ANIMAL WELFARE

- The United States of America is a country of many cultures, and AVMA must be cognizant of cultural paradigm differences as they pertain to the values that varied cultures place on animals. In relation to the standardization of animal welfare norms in the US, the AVMA will need to strive for acclimation without ostracism. The exception must always be overt cruelty, as defined by industry and applicable laws.
- What is conceptualized as appropriate in terms of animal welfare may differ across cultures and veterinarians have a responsibility to be educated about these differences and how to encourage behavior modification in a culturally relevant way:

Cock Fighting is socially and culturally acceptable in different regions outside of the US, especially in certain Latino populations. Even internally, US territories like Puerto Rico and states like Louisiana and New Mexico have different laws governing cockfighting. There has been a surge of underground cock fighting rings and little has been done to really explore this animal welfare issue from a cultural perspective in veterinary medicine. There are similar issues related to dog fighting.

With increases in non-white populations and in immigrant populations, different religious practices will rise including Santeria, which incorporates animal sacrifice. If AVMA is to be a leader in animal welfare it would be remiss in not addressing how organized veterinary medicine positions itself with respect to the increasing friction between religious practice and cultural, constitutional and ethical limitations.

- Different cultures have varying norms as to what animal protein sources are appropriate for human consumption. For example, cattle are considered sacred and not eaten in some Asian countries and cultures, horse meat is not, for the most part, considered a source of protein for human consumption in the U.S. but is a delicacy in some European countries and cultures, and the consumption of pork is not deemed acceptable among those in Islamic or certain Jewish communities. Some species that are companion animals and considered “family members” in U.S. culture and society are normal animal protein sources in other cultures and countries.
- All audiences (*All audiences are made aware of the veterinary profession's essential role in animal welfare.*), implies that the AVMA should be aware of language barriers that often prevent the dissemination of information to the pet owning public. We cannot promote pet care and welfare if our message is not understood.
- To promote unity all veterinarians need to have a clear understanding and appreciation of animal welfare including the social constructs. We need to increase the awareness among our members of the cultural differences within “animal welfare.” What holds true for one culture may not be the same for others.

VETERINARY WORKFORCE

- Some Veterinary workforce concerns can be best met by diversifying the profession. Though current expected critical workforce shortages are multi-factorial, a key factor is the overarching small animal practice focus of an increased number of veterinarians in the profession. Part of the solution lies in broadening the professional base and attracting more individuals who are interested and willing to fit other niches in the profession. Paramount to this diversification is the expansion of economic viability.
- Regarding the “One Medicine” concept, it is important for the AVMA to recognize that other professions (physicians, pharmacists, dentists, etc.) have made strides in their attempts to diversify their membership. The significance of this diversification is the enhanced delivery of medical services. Multinational diversification brings with it first hand knowledge of foreign diseases and the ability to better recognize these diseases when they present.
- The profession should strive to be more representative of the US population demographics, particularly in key areas of diversity such as race, ethnicity, gender and language.
- AVMA is already behind in conceptualizing what diversity means for the organization and the profession as a whole. AVMA should position itself to set the tone for this discussion, such as the federal government has done through the Office of Personnel and Management as stated in their Diversity Guide, <http://www.opm.gov/Diversity/diversity-1.htm> , which states:

“The Federal Government strives to be a model employer by building and maintaining a workforce that reflects the rich diversity of the Nation. Diversity has evolved from sound public policy to a strategic business imperative. It is an issue that requires more attention and support within the Federal workplace, and the U.S. Office of Personnel Management (OPM) is committed to bringing this about. This guide reflects OPM’s commitment to diversity and to providing the best possible workplace for all Federal employees.”
- To identify global societal needs, we must be responsive to the cultural differences that exist. The lack of Spanish speaking Veterinarians and veterinary staff is rapidly becoming a critical workforce shortage.

ECONOMIC VIABILITY

- Regarding international legislation in particular, the AVMA should be culturally competent to affect meaningful dialog.
- People from various cultures can offer linguistic diversification. The communication of animal care recommendations is enhanced by linguistic diversity which broadens the veterinary profession’s reach and improving outcome of care.

- A diverse profession is a more profitable one. In the U.S. Supreme Court cases regarding affirmative action programming at the University of Michigan, Fortune 500 companies filed a combined amicus brief in support of Michigan's practices citing the critical need for a diverse workforce and its relationship to profitability.
(http://www.vpcomm.umich.edu/admissions/legal/gru_amicus-ussc/summary.html)
- Those companies ranked by DiversityInc outperform several other successful indexes: "The bottom-line results support the commitment to diversity. Examined over a 10-year period, The 2006 DiversityInc Top 50 Companies for Diversity Index outperformed the Nasdaq by 28.2 percent, the Standard & Poor's 500 by 24.8 percent and the Dow Jones Industrial Average by 22.4 percent. Results for one-, three- and five-year performance were competitive as well. "<http://www.diversityinc.com/public/21000.cfm> It stands to reason that the same principals can be applied to the veterinary profession—practices (clinical and non) that adopt diversity friendly (in hiring practices as well as delivery of services) will outperform its competitors making for a more economically profitable profession.
- The economic viability of the profession is dependant upon reaching all segments of the animal owning population.
- To fully educate the public we need to have the ability to communicate effectively in a manner that they will understand. This is essential when it comes to legal and pet welfare issues.
- We need to provide and deliver Veterinary care in the manner that is most efficient for all segments of the population. The manner that occurs can be varied and must be suited to the individual.

VETERINARY EDUCATION

- To be accepted globally, the AVMA must be culturally competent.
- To affect public policy change, we must attract and maintain veterinarians who are engaged and ever vigilant in these processes. This requires economic viability in this area, as volunteerism will only carry the process so far. Continuity is also an issue with volunteerism.
- For the applicant pool to reflect society and its needs, it must be diversified.
- The AVMA Council on Education has a responsibility to require that the colleges of veterinary medicine graduate veterinarians trained to practice in diverse areas with a diverse clientele. Similar to allopathic colleges, the veterinary colleges should be required to provide training in delivery of care/service to diverse populations.
- AVMA must play a critical role in the overall recruitment of applicants into the profession. This includes, but is not limited to, advocating for legislative authority and funding for enrichment and centers of excellence programming that ensures the positive

exposure of the profession to underrepresented students. It also includes increasing visibility at recruiting meetings and producing appropriate veterinary recruiting materials to meet the needs of different markets—advisors, teachers, parents, students.

- AVMA should have direct involvement and offerings that promote the acquisition of cultural competency skills among its current and future membership. The continuum of veterinary medical education must consider the needs of prospective and current students, as well as current practitioners.
- AVMA should model educational programming on diversity and cultural competency at its conferences and symposia on diversity for SAVMA and encourage and promote student involvement, interest and education in this area. AAVMC has very little direct relationship with students in the CVMs, unlike AVMA with its student component.
- The **applicant pool remains strong and reflects society and its needs**. This is self explanatory - our profession needs to more clearly reflect the face of the nation and the clientele we serve.

VETERINARY SERVICES

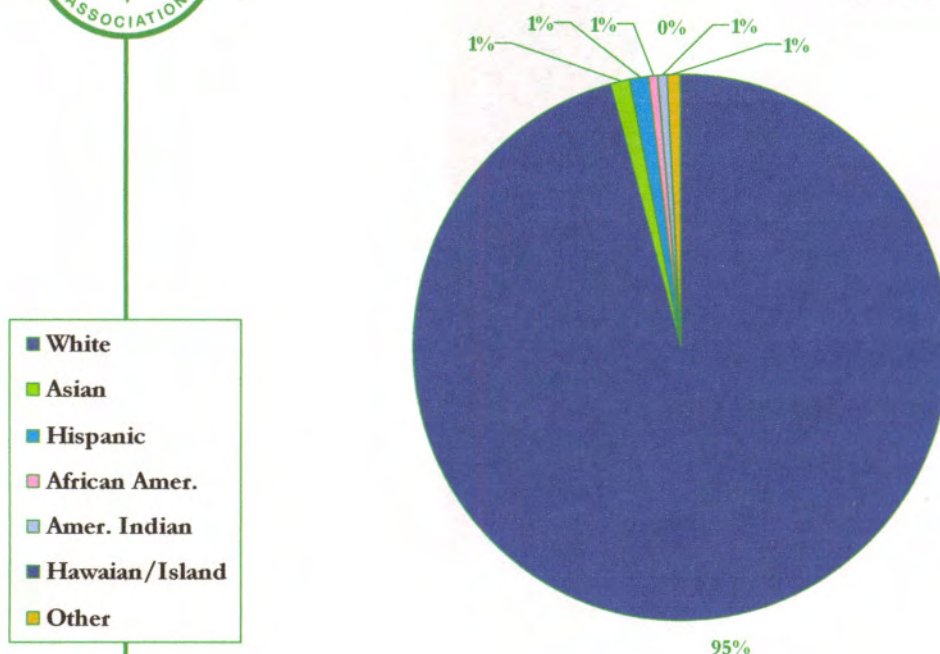
- International communication requires cultural and linguistic competence. Information on foreign emerging diseases should be communicated in multiple languages to ensure understanding.
- AVMA must recognize that the delivery of service is predicated in part on the needs of its clients, who are becoming increasingly diverse. (see Census Bureau Projections: <http://www.census.gov/ipc/www/usinterimproj/natprojtab01a.pdf>, <http://www.census.gov/pubinfo/www/multimedia/LULAC.html>)
- The delivery of veterinary services is enhanced by diversification.
- AVMA, as well as others, must determine through research whether current models of practice that are not consciously sensitive to racial, ethnic, cultural, and linguistic needs will remain relevant to consumers in the future.
- AVMA has the responsibility of determining through research how diversity will impact its ability to identify and respond to veterinary issues in a timely manner both domestically and globally. As an increasing number of diseases emerge in various regions of the world, AVMA should be asking what is socially and ethically required of us, with respect to cultural competency, in addressing these issues as well?
- The perceived absence of underrepresented groups in a location is not sufficient evidence to avoid the population growth and how it will impact veterinary practice as some perceived racially/ethnically homogenous states and localities are actively recruiting underrepresented populations to fill worker shortages and declining state populations. This in addition to natural population shifts will ensure that future demographics will see change in all sectors.

- The long term accessibility of veterinary service will in part be determined by the professions ability to respond aggressively and appropriately to the building of a diverse and culturally competent workforce.
- Public and Population Health practices require that veterinarians consider the delivery of veterinary services to an increasingly diverse population.
- The AVMA's response to diversity and cultural competency needs will affect its ability to encourage and support the continual advancement of quality veterinary services.
- To be recognized as a leading resource we need to be continually evaluating our profession and proactively planning for the future. Compared to other health professions, veterinary medicine is just beginning to address some of the central components of diversity.
- Being a leader in legislative advocacy means that we need to address all issues that pertain to our future including those of educational funding/scholarships/etc.
- To encourage and support the continual advancement of quality veterinary services we need to better serve and educate portions of the animal owning public and provide our colleagues with the tools to effectively do so.

Ethnicity



Veterinary Attitudes Survey



VETERINARIANS

EEO Residence Data Results for Total US

Number of People

Geography	Occupation Census/SOC Code	Sex	Total	White non- Hispanic	Hispanic	Black non- Hispanic	AIAN non- Hispanic	Asian non- Hispanic	NHOPI non- Hispanic	Black & White non- Hispanic	AIAN & White non- Hispanic	AIAN & Black non- Hispanic	Asian & White non- Hispanic	Balance 2+ Races, non- Hispanic
US Total	Veterinarians (325) SOC 29-1131	Total	59585	55080	1310	880	140	1380	10	55	195	25	240	260
US Total	Veterinarians (325) SOC 29-1131	Male	36035	33410	755	390	75	910	10	35	130	15	160	145
US Total	Veterinarians (325) SOC 29-1131	Female	23540	21670	555	490	65	470	0	20	65	10	80	115

Source: US Census Bureau, Census 2000 special tabulation

NOTE: Estimates may not add to the total due to [rounding](#). For information on confidentiality protection, sampling error, nonsampling error, and accuracy of the data, see <http://www.census.gov/prod/cen2000/doc/sf3chap8.pdf>

Percentages

Geography	Occupation Census/SOC Code	Sex	Total	White non- Hispanic	Hispanic	Black non- Hispanic	AIAN non- Hispanic	Asian non- Hispanic	NHOPI non- Hispanic	Black & White non- Hispanic	AIAN & White non- Hispanic	AIAN & Black non- Hispanic	Asian & White non- Hispanic	Balance 2+ Races, non- Hispanic
US Total	Veterinarians (325) SOC 29-1131	Total	100%	92.4%	2.2%	1.5%	0.2%	2.3%	0.0%	0.1%	0.3%	0.0%	0.4%	0.4%
US Total	Veterinarians (325) SOC 29-1131	Male	60.5%	56.1%	1.3%	0.7%	0.1%	1.5%	0.0%	0.1%	0.2%	0.0%	0.3%	0.2%
US Total	Veterinarians (325) SOC 29-1131	Female	39.5%	36.4%	0.9%	0.8%	0.1%	0.8%	0.0%	0.0%	0.1%	0.0%	0.1%	0.2%

Source: US Census Bureau, Census 2000 special tabulation

NOTE: Percentages may not add to total due to [rounding](#). For information on confidentiality protection, sampling error, nonsampling error, and accuracy of the data, see <http://www.census.gov/prod/cen2000/doc/sf3chap8.pdf>.

PHYSICIANS & SURGEONS

EEO Residence Data Results for Total US

Number of People

Geography	Occupation Census/SOC Code	Sex	Total	White non- Hispanic	Hispanic	Black non- Hispanic	AIAN non- Hispanic	Asian non- Hispanic	NHOPI non- Hispanic	Black & White non- Hispanic	AIAN & White non- Hispanic	AIAN & Black non- Hispanic	Asian & White non- Hispanic	Balance 2+ Races, non- Hispanic
US Total	Physicians and Surgeons (306) SOC 29-1060	Total	705960	519850	36225	31390	1175	105295	240	510	950	230	2955	7140
US Total	Physicians and Surgeons (306) SOC 29-1060	Male	516775	394460	26185	18355	765	68880	185	275	615	130	1965	4960
US Total	Physicians and Surgeons (306) SOC 29-1060	Female	189185	125390	10040	13035	410	36415	55	235	335	100	990	2180

Source: US Census Bureau, Census 2000 special tabulation

NOTE: Estimates may not add to the total due to [rounding](#). For information on confidentiality protection, sampling error, nonsampling error, and accuracy of the data, see <http://www.census.gov/prod/cen2000/doc/sf3chap8.pdf>

Percentages

Geography	Occupation Census/SOC Code	Sex	Total	White non- Hispanic	Hispanic	Black non- Hispanic	AIAN non- Hispanic	Asian non- Hispanic	NHOPI non- Hispanic	Black & White non- Hispanic	AIAN & White non- Hispanic	AIAN & Black non- Hispanic	Asian & White non- Hispanic	Balance 2+ Races, non- Hispanic
US Total	Physicians and Surgeons (306) SOC 29-1060	Total	100%	73.6%	5.1%	4.4%	0.2%	14.9%	0.0%	0.1%	0.1%	0.0%	0.4%	1.0%
US Total	Physicians and Surgeons (306) SOC 29-1060	Male	73.2%	55.9%	3.7%	2.6%	0.1%	9.8%	0.0%	0.0%	0.1%	0.0%	0.3%	0.7%
US Total	Physicians and Surgeons (306) SOC 29-1060	Female	26.8%	17.8%	1.4%	1.8%	0.1%	5.2%	0.0%	0.0%	0.0%	0.0%	0.1%	0.3%

NOTE: Percentages may not add to total due to [rounding](#). For information on confidentiality protection, sampling error, nonsampling error, and accuracy of the data, see <http://www.census.gov/prod/cen2000/doc/sf3chap8.pdf>.

DENTISTS

EEO Residence Data Results for Total US
Number of People

Geography	Occupation Census/SOC Code	Sex	Total	White non- Hispanic	Hispanic	Black non- Hispanic	AIAN non- Hispanic	Asian non- Hispanic	NHOPI non- Hispanic	Black & White non- Hispanic	AIAN & White non- Hispanic	AIAN & Black non- Hispanic	Asian & White non- Hispanic	Balance 2+ Races, non- Hispanic
US Total	Dentists (301) SOC 29-1020	Total	155715	128990	5560	5075	295	13725	34	130	200	30	495	1190
US Total	Dentists (301) SOC 29-1020	Male	127860	110890	3540	3130	220	8635	30	95	160	15	350	795
US Total	Dentists (301) SOC 29-1020	Female	27864	18100	2020	1945	75	5090	4	35	40	15	145	395

Source: US Census Bureau, Census 2000 special tabulation

NOTE: Estimates may not add to the total due to [rounding](#). For information on confidentiality protection, sampling error, nonsampling error, and accuracy of the data, see <http://www.census.gov/prod/cen2000/doc/sf3chap8.pdf>

Percentages

Geography	Occupation Census/SOC Code	Sex	Total	White non- Hispanic	Hispanic	Black non- Hispanic	AIAN non- Hispanic	Asian non- Hispanic	NHOPI non- Hispanic	Black & White non- Hispanic	AIAN & White non- Hispanic	AIAN & Black non- Hispanic	Asian & White non- Hispanic	Balance 2+ Races, non- Hispanic
US Total	Dentists (301) SOC 29-1020	Total	100%	82.8%	3.6%	3.3%	0.2%	8.8%	0.0%	0.1%	0.1%	0.0%	0.3%	0.8%
US Total	Dentists (301) SOC 29-1020	Male	82.1%	71.2%	2.3%	2.0%	0.1%	5.5%	0.0%	0.1%	0.1%	0.0%	0.2%	0.5%
US Total	Dentists (301) SOC 29-1020	Female	17.9%	11.6%	1.3%	1.2%	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%	0.1%	0.3%

Source: US Census Bureau, Census 2000 special tabulation

NOTE: Percentages may not add to total due to [rounding](#). For information on confidentiality protection, sampling error, nonsampling error, and accuracy of the data, see <http://www.census.gov/prod/cen2000/doc/sf3chap8.pdf>.

PHARMACISTS

EEO Residence Data Results for Total US
Number of People

Geography	Occupation Census/SOC Code	Sex	Total	White non- Hispanic	Hispanic	Black non- Hispanic	AIAN non- Hispanic	Asian non- Hispanic	NHOPI non- Hispanic	Black & White non- Hispanic	AIAN & White non- Hispanic	AIAN & Black non- Hispanic	Asian & White non- Hispanic	Balance 2+ Races, non- Hispanic
US Total	Pharmacists (305) SOC 29-1051	Total	206360	162915	6620	10565	510	23085	85	65	300	50	565	1600
US Total	Pharmacists (305) SOC 29-1051	Male	110485	91980	2955	4380	305	9455	50	35	165	30	310	820
US Total	Pharmacists (305) SOC 29-1051	Female	95875	70935	3665	6185	205	13630	35	30	135	20	255	780

Source: US Census Bureau, Census 2000 special tabulation

NOTE: Estimates may not add to the total due to [rounding](#). For information on confidentiality protection, sampling error, nonsampling error, and accuracy of the data, see <http://www.census.gov/prod/cen2000/doc/sf3chap8.pdf>

Percentages

Geography	Occupation Census/SOC Code	Sex	Total	White non- Hispanic	Hispanic	Black non- Hispanic	AIAN non- Hispanic	Asian non- Hispanic	NHOPI non- Hispanic	Black & White non- Hispanic	AIAN & White non- Hispanic	AIAN & Black non- Hispanic	Asian & White non- Hispanic	Balance 2+ Races, non- Hispanic
US Total	Pharmacists (305) SOC 29-1051	Total	100%	78.9%	3.2%	5.1%	0.2%	11.2%	0.0%	0.0%	0.1%	0.0%	0.3%	0.8%
US Total	Pharmacists (305) SOC 29-1051	Male	53.5%	44.6%	1.4%	2.1%	0.1%	4.6%	0.0%	0.0%	0.1%	0.0%	0.2%	0.4%
US Total	Pharmacists (305) SOC 29-1051	Female	46.5%	34.4%	1.8%	3.0%	0.1%	6.6%	0.0%	0.0%	0.1%	0.0%	0.1%	0.4%

Source: US Census Bureau, Census 2000 special tabulation

NOTE: Percentages may not add to total due to [rounding](#). For information on confidentiality protection, sampling error, nonsampling error, and accuracy of the data, see <http://www.census.gov/prod/cen2000/doc/sf3chap8.pdf>.

More Information: Fedstats provides more data estimates for the US.

How diverse are our veterinary classes?

2003 -04 AAVMC Comparative Data Report (03/29/04)

	African American	Hispanic	Asian	Native American	Other	Percent of student body
Tuskegee University	98	26	6	3	7	62%
University of California	1	26	46	2	29	25%
Cornell University	18	33	16	7	18	22%
Western University	0	9	6	0	0	18%
Colorado State University	2	32	28	12	1	14%
Oklahoma State University	1	8	3	24	1	13%
University of Florida	10	21	7	1	0	12%
Michigan State University	5	23	11	8	3	12%
University of Missouri	3	5	0	1	20	11%
Texas A&M University	1	34	10	2	7	11%
University of Pennsylvania	3	8	19	0	9	9%
University of Wisconsin	9	12	8	1	0	9%
University of Georgia	3	5	7	1	11	8%
Louisiana State University	4	11	5	1	4	8%

How diverse are our veterinary classes?

2003 -04 AAVMC Comparative Data Report (03/29/04)

	African American	Hispanic	Asian	Native American	Other	Percent of student body
Purdue University	2	11	3	0	3	7%
Tufts University	3	3	14	2	1	7%
Virginia -Maryland Regional	14	3	3	3	4	7%
Washington State University	0	6	9	1	1	6%
University of Illinois	3	3	0	0	15	5%
North Carolina State	2	5	3	4	0	5%
Kansas State University	1	9	8	0	0	4%
University of Minnesota	0	2	8	1	1	4%
Mississippi State University	3	2	3	0	1	4%
Ohio State University	1	9	12	1	0	4%
Oregon State University	0	1	2	1	2	4%
Auburn University	3	4	2	1	2	3%
University of Tennessee	2	3	1	0	0	2%
Iowa State University	1	1	3	0	1	1%

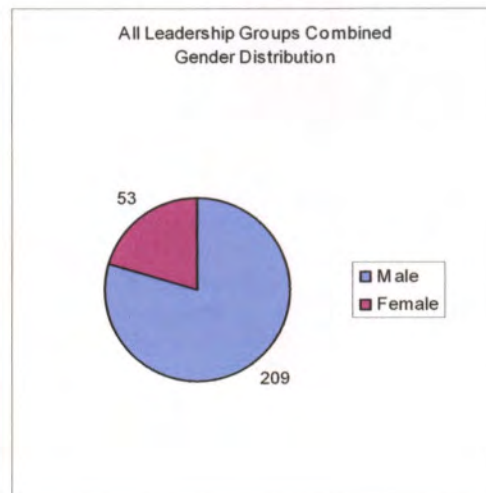
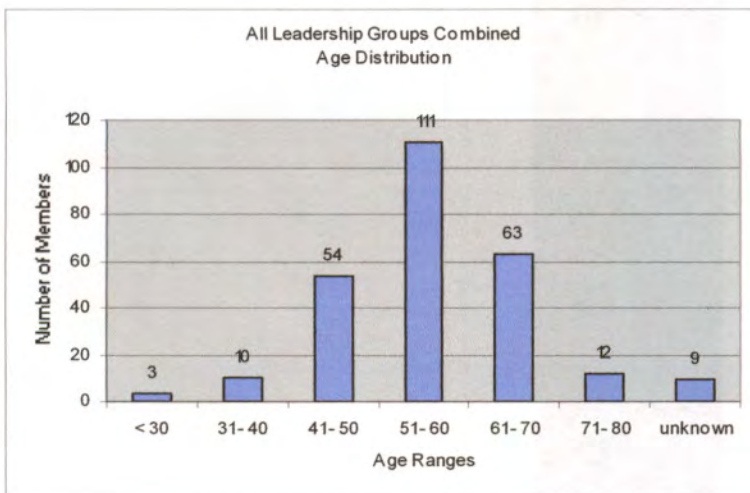
AVMA Leadership Data from October 2005

Age and Gender Distribution

Appendix G

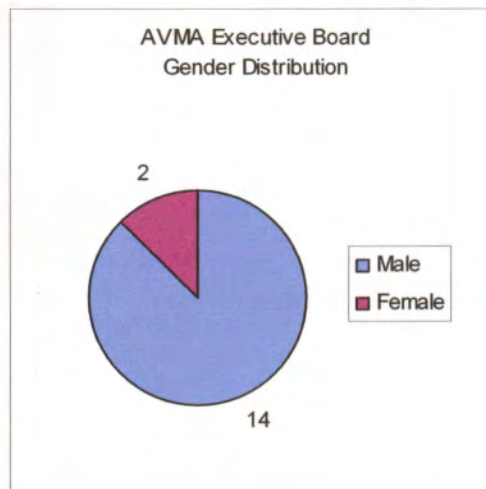
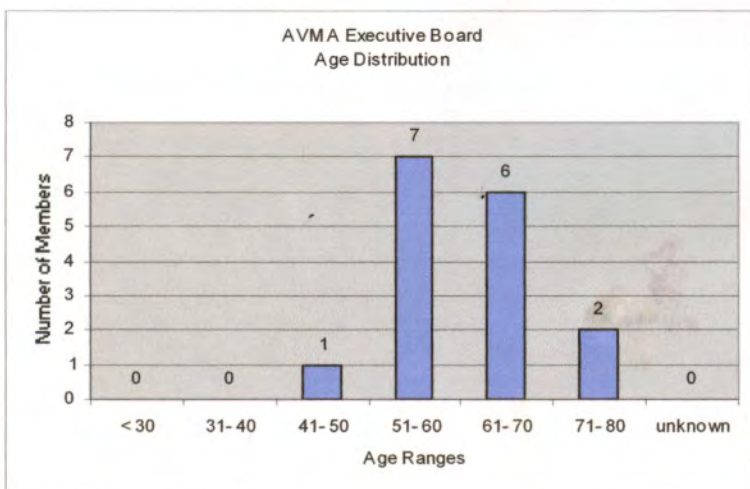
All Leadership Groups (listed below) Combined

Age			Gender		
< 30	3	1.15%	Male	209	79.77%
31 - 40	10	3.82%	Female	53	20.23%
41 - 50	54	20.61%			
51 - 60	111	42.37%			
61 - 70	63	24.05%			
71 - 80	12	4.58%			
unknown	9	3.44%			
262					



AVMA Executive Board of Directors

Age			Gender		
< 30	0	0.00%	Male	14	87.50%
31 - 40	0	0.00%	Female	2	12.50%
41 - 50	1	6.25%			
51 - 60	7	43.75%			
61 - 70	6	37.50%			
71 - 80	2	12.50%			
unknown	0	0.00%			
16					



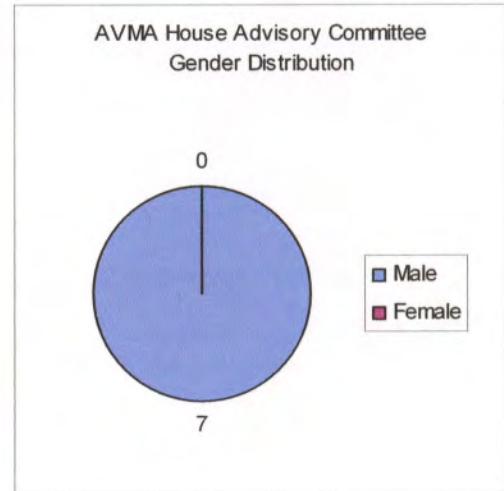
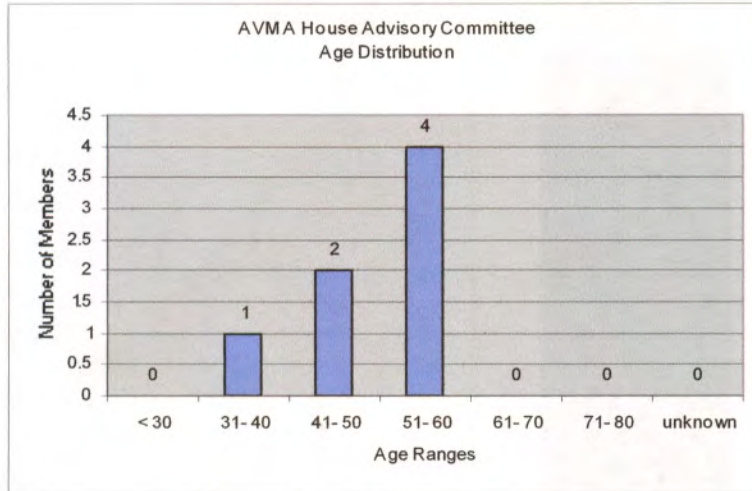
AVMA Leadership Data from October 2005

Age and Gender Distribution

Appendix G

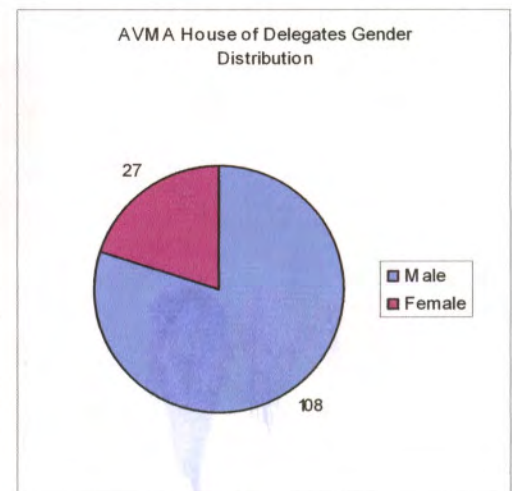
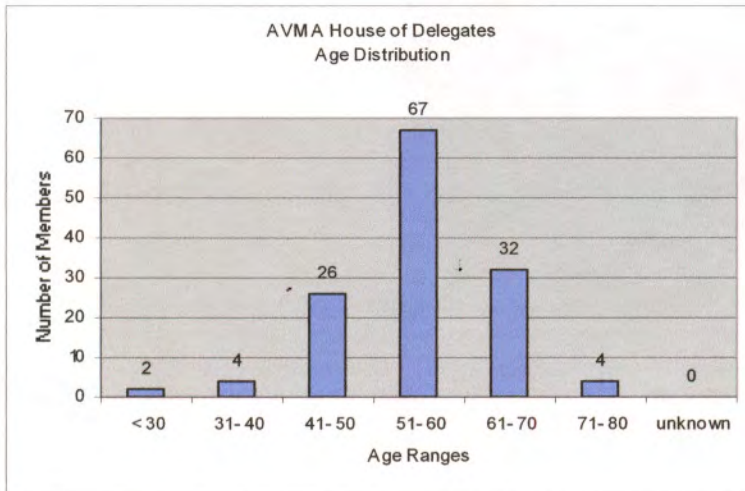
AVMA House Advisory Committee

Age				Gender		
< 30	0	0.00%		Male	7	100.00%
31 - 40	1	14.29%		Female	0	0.00%
41 - 50	2	28.57%				
51 - 60	4	57.14%				
61 - 70	0	0.00%				
71 - 80	0	0.00%				
unknown	0	0.00%				



AVMA House of Delegates

Age				Gender		
< 30	2	1.48%		Male	108	80.00%
31 - 40	4	2.96%		Female	27	20.00%
41 - 50	26	19.26%				
51 - 60	67	49.63%				
61 - 70	32	23.70%				
71 - 80	4	2.96%				
unknown	0	0.00%				
135						



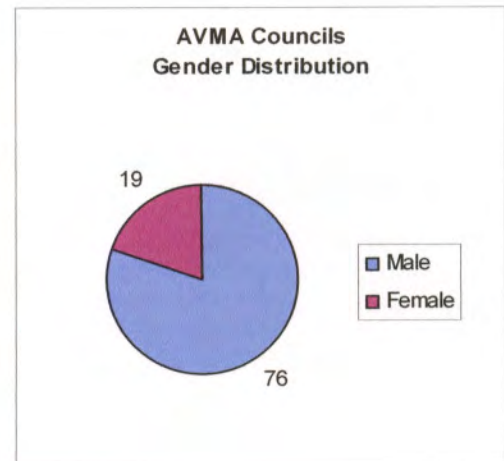
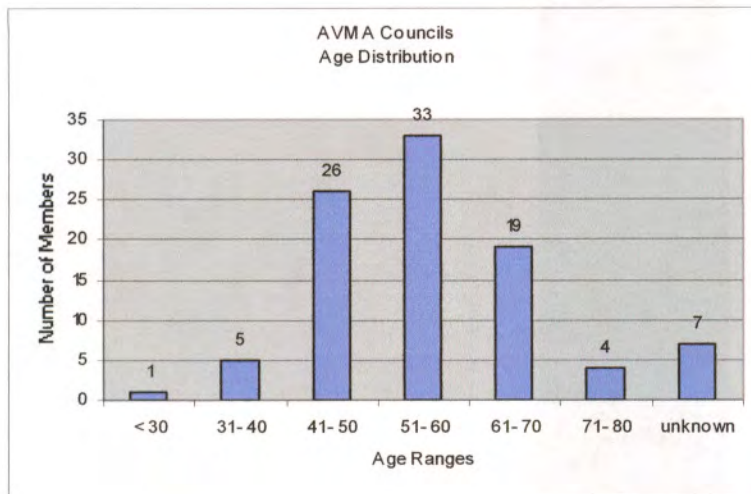
AVMA Leadership Data from October 2005

Age and Gender Distribution

Appendix G

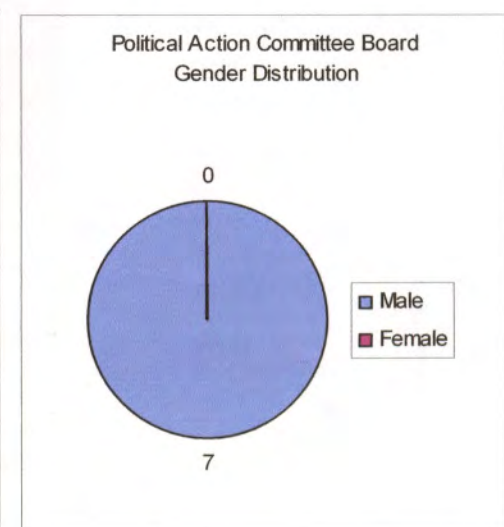
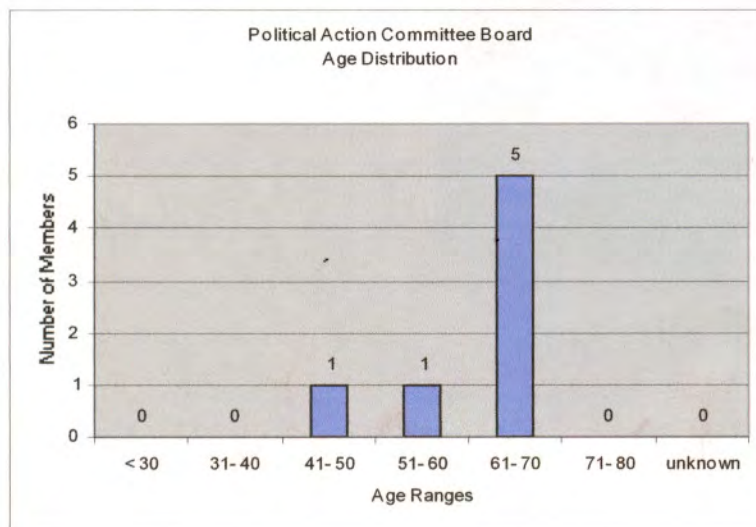
AVMA Councils

Age			Gender		
< 30	1	1.05%	Male	76	80.00%
31 - 40	5	5.26%	Female	19	20.00%
41 - 50	26	27.37%			
51 - 60	33	34.74%			
61 - 70	19	20.00%			
71 - 80	4	4.21%			
unknown	7	7.37%			
	95				



Political Action Committee Board

Age			Gender		
< 30	0	0.00%	Males	7	100.00%
31 - 40	0	0.00%	Females	0	0.00%
41 - 50	1	14.29%			
51 - 60	1	14.29%			
61 - 70	5	71.43%			
71 - 80	0	0.00%			
unknown	0	0.00%			
	7				



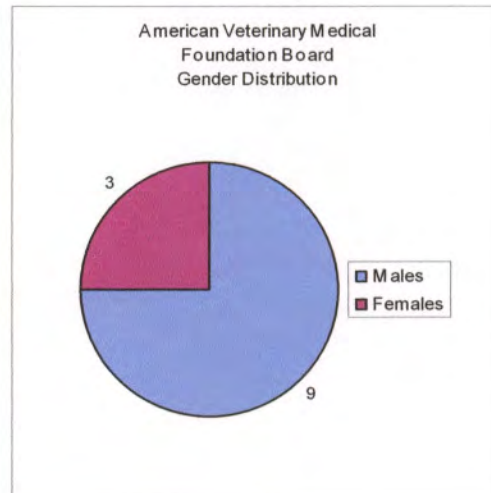
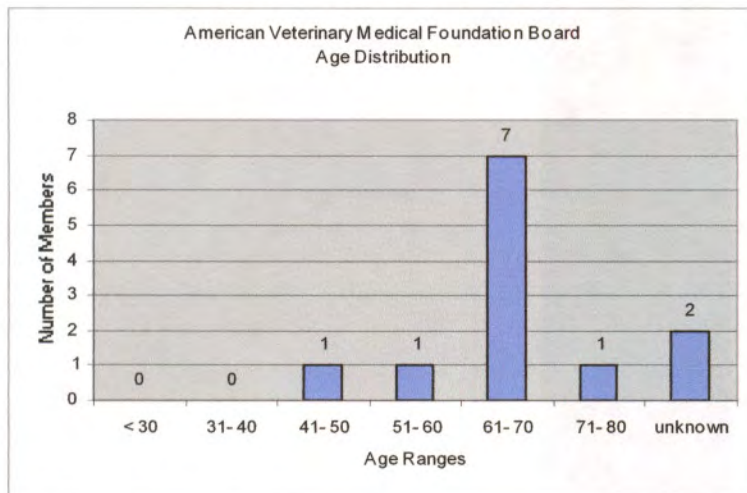
AVMA Leadership Data from October 2005

Age and Gender Distribution

Appendix G

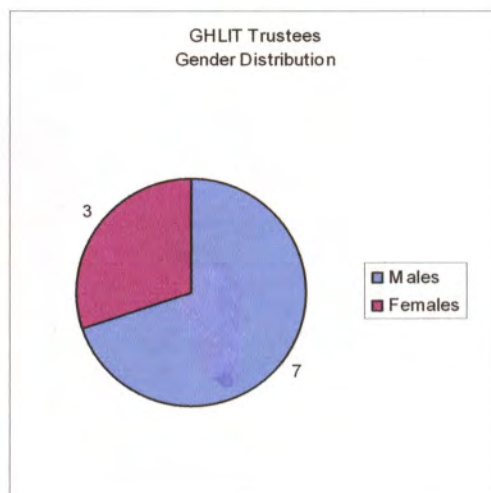
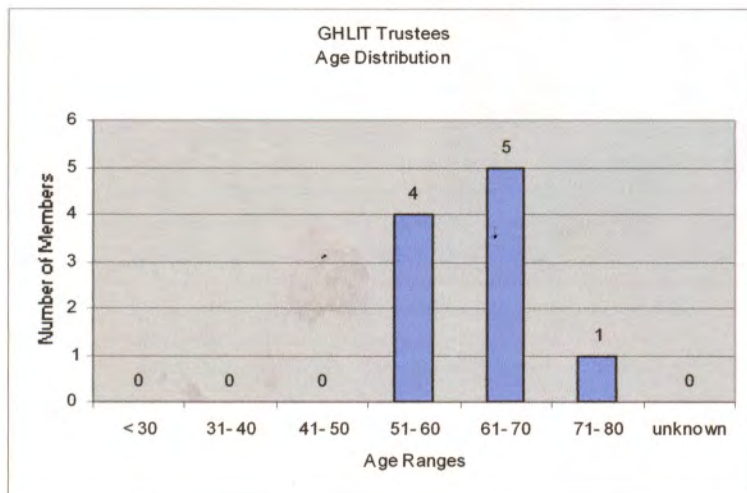
American Veterinary Medical Foundation Board

Age			Gender		
< 30	0	0.00%	Males	9	75.00%
31 - 40	0	0.00%	Females	3	25.00%
41 - 50	1	8.33%			
51 - 60	1	8.33%			
61 - 70	7	58.33%			
71 - 80	1	8.33%			
unknown	2	16.67%			
	12				



GHLIT Trustees

Age			Gender		
< 30	0	0.00%	Males	7	70.00%
31 - 40	0	0.00%	Females	3	30.00%
41 - 50	0	0.00%			
51 - 60	4	40.00%			
61 - 70	5	50.00%			
71 - 80	1	10.00%			
unknown	0	0.00%			
	10				



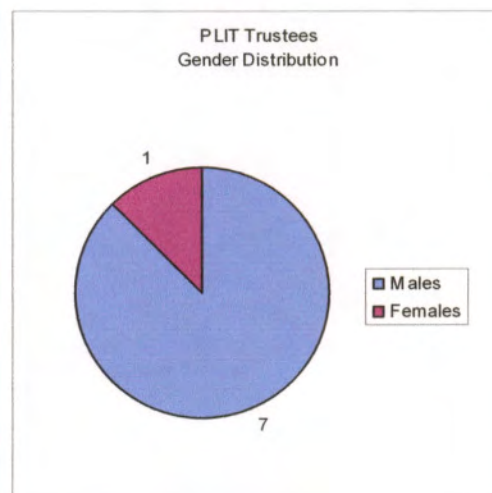
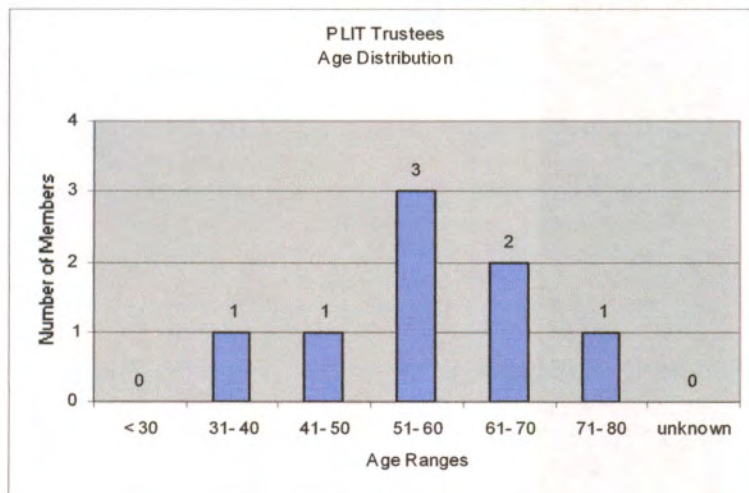
AVMA Leadership Data from October 2005

Age and Gender Distribution

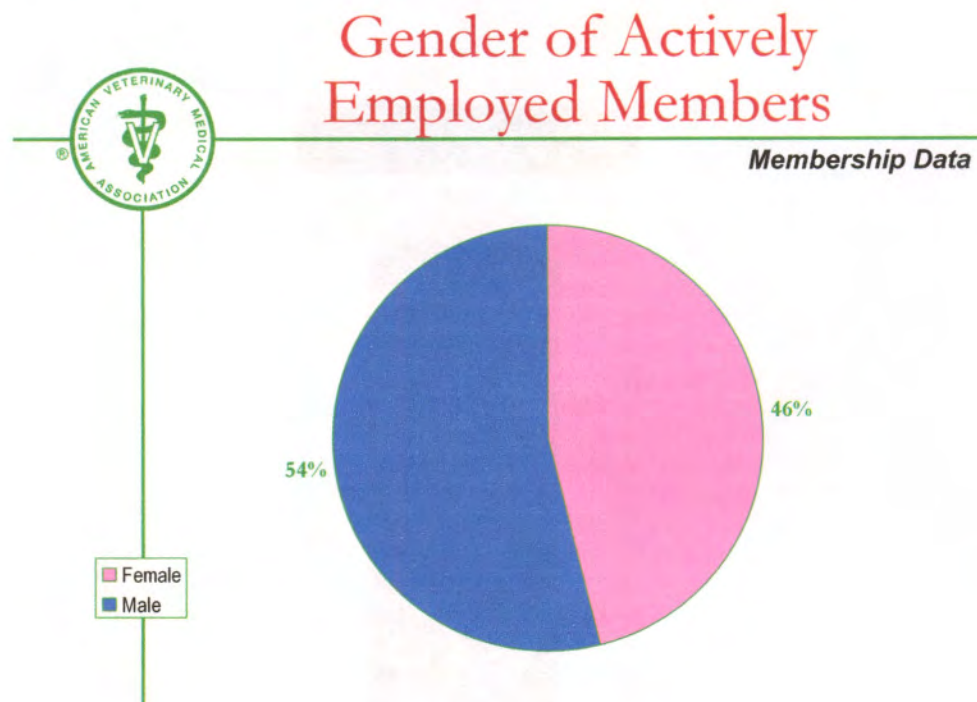
Appendix G

PLIT Trustees

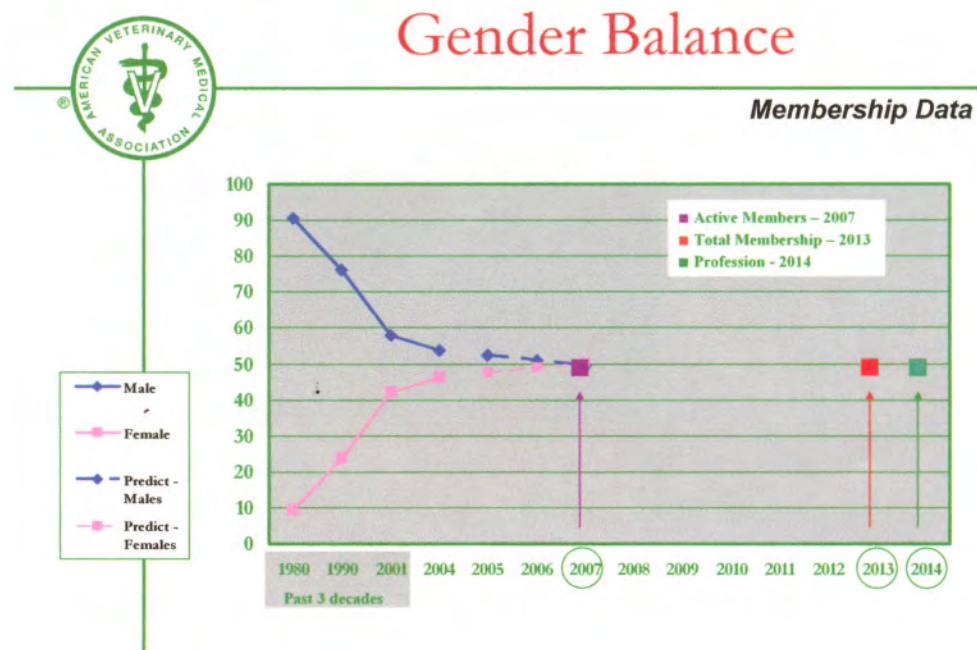
Age			Gender		
< 30	0	0.00%	Males	7	87.50%
31 - 40	1	12.50%	Females	1	12.50%
41 - 50	1	12.50%			
51 - 60	3	37.50%			
61 - 70	2	25.00%			
71 - 80	1	12.50%			
unknown	0	0.00%			
	8				



Graph 1



Graph 2



AVMA



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**Initial Questionnaire of the Task Force on Diversity
Distributed in October 2005
Results presented at the first meeting of the Task Force**

In order to get a sense of the leadership, the Diversity Task Force created an open ended questionnaire that was emailed members of the Executive Board, the House Advisory Committee, each of the 7 Councils, 12 Committees and 3 Task Forces.

Committee on Environmental Issues
Convention Management and Program Committee
Aquatic Veterinary Medicine Committee
Committee on Human Animal Bond
Animal Welfare Committee
AVMA Political Action Committee Policy Board
Legislative Advisory Committee
Member Services Committee
Veterinary Leadership Conference Planning Committee
Committee on Disaster and Emergency Issues
Task Force on Model Mentoring Program
Strategic Planning Committee

Task Force on Animal Welfare Governance
Task Force on Educational Standards
Task Force on Legal Remedies

After duplicate individuals (individuals who served on more than one of these entities) were weeded out, approximately 250 individuals were contacted. A total of 53 responses were received and included in the results. Not everyone answered every question.

It was never presumed that the information would be statistically relevant, however it offered some interesting insights, as well as some promising leads that would warrant further investigation by a committee, should one be established by the Executive Board at their November 2006 meeting.

Attached is a copy of the questionnaire, as it went out, followed by a copy of the responses.

Questionnaire on Diversity

The AVMA Task Force on Diversity is preparing for their first meeting and would greatly appreciate your input. An underlying premise of diversity is the inclusion of a wide variety of voices and viewpoints. For that reason, we are asking all AVMA governing entities for feedback. We have included a copy of the Task Force Charge and Objectives with this message. Please review and then take a few moments to provide us with your thoughts and suggestions. Thank you for your time.

Keep in mind these two major areas of focus:

1. The diversity within the profession of Veterinary Medicine.
2. The increasingly diverse population being served by the Veterinary Medical Profession.

Where would you like to see the Task Force on Diversity direct its efforts equally to both, or to focus more on one or the other?

What would you consider an appropriate role for the AVMA with regard to Diversity relating to the veterinary medical profession?

How would you go about assessing the cultural competence of the Veterinary Profession?

Do you believe this is an area (cultural competence) that needs enhancing? If yes, please suggest possible ways to enhance.

Do you think mentoring would be a useful approach to the issue of cultural competence?

Are you familiar with any Diversity Programs or Resources that you believe are particularly good (or bad) models that the Task Force could investigate further?

If you could make 3 recommendations or suggestions to the Task Force on Diversity, they would be (in order of importance):

To date we have not asked about our members' ethnicity, however we will begin collecting that data in 2006. If you would like to share that information now, it will contribute to the "profile" of AVMA governing entities we are compiling. *(if you submit your answers as a group, just provide totals)*

_____ American Indian or Alaska Native

_____ Hispanic or Latino

_____ Asian

_____ Native Hawaiian or Other Pacific Islander

_____ Black or African American

_____ White/Caucasian

Thank you again for your time.

(1) Keep in mind these two major areas of focus:

1. Diversity within the profession of Veterinary Medicine.
2. The increasingly diverse population served by the Veterinary Medical Profession.

Would you like to see the Task Force on Diversity direct its efforts equally to both, or to focus more on one or the other?

I think that the Task Force on Diversity direct its efforts equally.

Both - Addressing diversity within the profession, while of significant importance, may take considerable time and effort. In the meantime, the populations that we serve can begin to be better served by efforts of the profession to recognize and address issues related to cultural competence. .

I would focus on #1. It is my opinion that if we have diversity in the profession that those individuals will better serve the minority populations or atleast help AVMA to better address the diversity changes occuring in the U.S. population, this is the longterm. However, as I think about it the shortterm being able to work with the diverse clientle needs to be addressed so I would say both should be focused on.

Il do not believe that the AVMA should be extending itself to areas beyond the monitoring of demographics within the profession. Leave it to the sociologists to determine cause and effect relationships and resolutions

Focus more on providing effective services to all people

I believe that it needs to be a balance of the two, #1. to keep us intellectually honest, #2 to keep us socially relevant.

I think that both need to be addressed - either separately or together. They are two very different issues in some ways.

I would suggest that more time be focused on the diversity within the profession. It is not that this is necessarily more important, I just think that there is more that we can do to specifically impact this area. The diverse population is certainly and issue, but I do not see how this can be impacted.

I would like to see the task force work on both, but I think increasing diversity within the profession will help make the second task easier.

I would like the Task Force to focus on increasing diversity with the profession.

The task force should put efforts into both areas. First, I believe that a true belief in diversity means accepting that different ethnic, racial, gender and cultural groups will apply to different professions at different rates. Also, how these various groups treats their animals may also differ. That means that whoever ends up in our profession needs to be aware of these differences in cultural values and be competent treating clients from different backgrounds with respect.

Having said that, vétérinary medicine has very little ethnic/racial diversity in the United States. This is bad from an educational standpoint (our students are educated in professional programs with little diversity from which to gain an appreciation of cultural differences). It also means that as our minority populations grow to the point we are all minorities, our profession will likely have representations from only one minority group, putting us in a weak political position, unless we do something to change current patterns.

See next answer.

To evaluate the cultural climates and how they influence an individual's preferences in professions. Is vet med really any different than other medical professions?

Provide veterinary career resources especially to those schools and universities that have a majority of ethnic or diverse groups.

50/50

both because ultimately I think reaching those we serve will educate others to our profession and hence we can become a more diverse profession. We have been primarily an older white male agriculture-oriented body until the recent dramatic gender shift and shift to urban areas and small animal/pet population healthcare. As a profession we are not spread very far across the populace and by beginning to improve awareness we can increase our diversity.

Focus on the veterinary profession.

Diversity in the profession should be primary or else we will be reactive rather than proactive.

I think the initial focus should be on diversity within the Veterinary profession starting with the Veterinary Colleges. An increase in diversity of those providing service will attract and increase the diverse population served by the profession.

I think it is important to address both issues equally.

#2

There needs to be focus on both major areas. If the profession does not show efforts to increase diversity we will lose credibility. The leadership especially needs to increase diversity. I was in the AVMA conference center recently and there are two women and no person of a minority that have been President of the AVMA. I believe that the people we serve will become more diverse as the American people become more diverse, therefore, we need to understand and embrace different cultures. The profession needs to become more aware and get our members trained.

Focus more on the diverse population being served.

More on the second...how to work with a diverse population served by the Veterinary Profession.

More by the diverse population served.

I think it is important that we address both. I'm not sure I would say equally. I think that we are at a point now that requires slightly more emphasis on diversity within the profession.

Though both areas deserve consideration, I think the diversity within the profession is a more appropriate and important role for the AVMA to address at this time.

I would recommend a focus on the profession first followed by that of our customers/clients

I would prefer that the Task Force on Diversity focus on diversity within the profession only.

It strikes me that the value placed by western culture on animal value and welfare is largely a result of the fact that there is plenty of food and the animal is "not" the food. Therefore, diversity within the profession and the diversity of the population served by the profession will gain momentum as

population groups meld into the American culture. I do see a need to value inclusion of individuals from various population groups in our profession to understand cultural needs and provide valid veterinary services.

understand the needs of our increasingly diverse population. Will their pet ownership be different? Are their service expectations different?

I think that these topics are inter-related. To effectively serve America's diverse population we need to improve the diversity within our profession.

Probably both are an issue. Number 2 will be driven quickly if the veterinary portion of the medical services act are implemented, as it will financially support vets to go into underserved areas. This will be a change from vets picking where they want to go, to having more indirect encouragement on where to practice.

#2 is slightly more important because we must be more culturally aware & seek to serve populations different from us a public goal. #1 is next.

Although developing cultural competency is important for all veterinarians, I would like to see more emphasis on increasing diversity within the profession of Veterinary Medicine.

Diversity within the profession probably should be addressed first. As the profession becomes more diverse, it will extend to a more diverse clientele.

Focus primarily on item #1

I believe the task force's work would be better served by focusing on how to provide the best service to the ever changing clientele demographic. There should also be an emphasis on increasing diversity within the profession and specifically within the membership. As an anecdote, I hear from many minority veterinarians who have no desire to join AVMA--i think AVMA should want to know why.

Focus more on diversity within the profession

I would like to see the Task Force focus on both. I believe that they go hand in hand. Increasing the admission of students from diverse populations will increase the professions collective awareness of different areas of need and thereby help to increase the availability of services to underserved populations.

I would like to see the TFD focus on ethnic diversity as it seems the idea of this task force was initially conceived after the Communications Bonner Report identified this profession's lack of ethnic diversity as an obvious issue of critical concern.

Probably need to spend more time on number 1. We already know there is a diverse population to serve.

I think it has to start with studying the diverse population served by the profession. That would help identify the magnitude of the problem and help guide appropriate efforts at increasing diversity in the profession.

More to #2 the population served by the Vet. Med. Profession

The primary focus at this time should be the diversity within the profession.

I feel that it is imperative that both issues be addressed. They are both important to the profession and need to be addressed as rapidly as possible.

13 Respondents answered Both, or Both Equally.

(2) What would you consider an appropriate role for the AVMA with regard to Diversity relating to the veterinary medical profession?

I feel that the appropriate roll for the AVMA with regard to Diversity is to come to grips with the diversity which currently exists in the veterinary profession, come up with a means to educate the profession about diversity, and encourage the diverse groups to become more active in organized veterinary medicine.

Support efforts within the profession: funding, dissemination of information (publicity, PSAs), taking public positions, encouraging allied organizations to address the issues as seen by this Task Force

I think it needs to start at the first the veterinary colleges but also there must be more focus placed at younger ages down into the gradeschool level. That is where so many students may not realize that they could become a veterinarian and that is where our members can make a difference being ambassadors/mentors for the profession.

As indicated, monitoring seems reasonable. Engaging in efforts relating to social engineering to alter trends lies outside the scope of the AVMA.

encouraging/fostering leadership development to serve diverse populations.

Support an inclusive profession

Provide for a for multistakeholder/diverstity dialogue to occur so that the Association can embrace the benefits of diversity.

AVMA needs to understand all the ways in which the profession is becoming more diverse and how the needs of a more diverse profession can be met - in other words-how the association can remain relevant

AVMA needs to "look like" today's veterinary professional - right now it looks like the profession two generations ago.

AVMA also needs to understand how the US population is changing and how that major shift in diversity needs to be addressed in order to meet the needs of society in the present and near future.

A source for education and information.

A resource for promoting the field and making it attractive to a diverse population.

A leader in learning and understanding why our profession has such a bias in its current population and mechanisms to alter this.

Outreach to diverse populations as well as education to the existing veterinary medical professionals about diversity

To recruit more ethnically diverse members of the profession, hold forums with various groups inside and outside the profession to find ways to increase diversity. Provide role models for minority students to encourage interest in the profession.

Take a more visible stance on the need for diversity in the profession. Recommend to the COE that diversity efforts be one of the things examined when they visit schools. Promote recruitment of minority students by recommending to practitioners they include minority youth in volunteer programs/employment in their hospitals.

One question to address is why the cultural diversity of veterinarians different than the population at large. (At least I think it is) Do people have pets/live on farms and become familiar with veterinarians and see the profession a career path? If so, informing the segments of the public who are not typically pet owners/farmers of the value of animals might attract members of those groups to the profession improving our cultural diversity. do some segments of the population not have pets for a cultural reason?

Develop and distribute appropriate statements on the issue. Embrace and encourage diversity within the profession by example.

Gathering information is probably more important than trying to be a major force to develop diversity.

Encourage acceptance of vet med in various cultures. – without lessening the educational level of entering students -

See previous answer.

educate members

This is difficult question. I have thought for a long time that we need to begin to both recruit and educate at the level of elementary school. I have been shocked at the small number of African Americans that grow up with pets in the home. I volunteer at local public schools, bringing in pets and discussing pet care.....and whenever the class is primarily African American the children are often standing on the desks for fear of dogs/cats. We need a presence in the classroom.....with therapy dogs, guide dogs, human-animal bonding, and just plain pet care. There exposure is quite minimal and often bad ("they chase me on my bike"). Likewise throughout 4-H, FFA, and other Agricultural focused clubs, University majors....it is very rare to see African Americans who are comfortable with food animals or horses. I suspect that this occurs in other groups as well and it may be more related to poverty than to color of skin.

I do believe that we need to be more aggressive at reaching out to younger audience. Most teenagers take care of an egg or some other "surrogate child" for 1-7d in high school in their "preparation for life" classes. Perhaps we should consider beginning much earlier with "pet care" to elementary students, thinking outside the box....they could have a computer pet that they need to feed daily, walk daily....etc....There are such things already available....maybe we should be helping to encourage it. Albeit a real pet, like a loan of a gerbil might be better but there might be issues with parents....anyway, I am sure that you must get the idea.

Determine current diversity, identify differences with general population, determine why differences may exist, determine if there is a need to alter the current status, identify areas that may need increased diversity, suggest ways to achieve increased diversity if it is lacking and needed.

Recruitment based on reaching out to young people before college age.

The AVMA should actively work with the AAVMC to remove barriers that impact on the diversity in the Veterinary Colleges.

I believe the AVMA should take the lead regarding these issues.

I think a panel or focus group from the profession would be a reasonable first step. This group should represent the current diversity within the profession.

Unsure

I think that the AVMA should promote diversity within the profession by encouraging ethnic and cultural minorities to become leaders within the profession.

I would recommend encouraging it, but not a mandate or quotas.

Examine admission protocols of U.S. Colleges of Veterinary Medicine for any factors limiting applications from any defined group and examine cultural or special group values that may diminish the prestige of the Veterinary Profession as a career to its members.

I do not think we should restrict veterinary college admissions based on diversity. I should be based on an individual's qualifications. However, increasing the diversity in the leadership roals is important.

Study and see how veterinary medicine fits into the diverse population.

Leadership, education, and role model

The AVMA can develop some kind of outreach program to underserved ethnicities (maybe at the high school level) to promote veterinary medical awareness and veterinary medicine as a profession.

Creating a Culture of Understanding and Acceptance of diversity which should include age, gender, ethnic and/or religious orientation, and sexual orientation

Recruitment into and education of the veterinary profession.

Information-gathering and dispensing, very little policy-setting or decision-making, as this may not go over well with this particular audience (who doesn't like "change")

Foster educational helps to address cultural differences and practices, to promote understanding.

Educator/

The AVMA can appeal to minorities to become interested in veterinary medicine. If the response is met with unfavorable results then such should be reported. Align with some of the minority associations and ask them to help carry the message.

Initially we need to show our colleagues why diversity is important. After that we need to educate and instruct our members on how to increase diversity in the profession.

Support, but not mandate.

Seek cultural/gender/sexual orientation sensitivity education options – work with AAVMC as well as State VMA's

I think that AVMA in conjunction with AAVMC should develop diversity goals, aggressively pursue those goals, track progress against those goals, and adjust recruitment strategies when progress is insufficient in any underrepresnted category.

The AVMA could play an important role by helping ethnically diverse populations become more aware of, and interesting in joining, the profession.

Resource and facilitator for high schools, colleges, veterinary schools and practicing veterinarians.

I think the organization should provide leadership and guidance on reaching out to minority communities to recruit and provide service. I think the organization needs to do a much better job of promoting the breadth and scope of the profession and understanding the varying messages that resonate with communities of color and other types of disadvantaged groups.

To assure that all veterinarians, veterinary students and clients are treated equally regardless of race and that serious efforts are made to encourage the best and brightest minorities to consider the veterinary profession.

80% Information gathering from within the profession and from outside (other professional entities, stakeholders such as employers of veterinarians, and clients), distillation of information and recommendations to Exec Board and the profession, 20% outreach, such as marketing the profession, communicating to other entities, stakeholders and clients about the diversity of the profession.

To promote veterinary medicine as a career among underrepresented groups.

Coordinate outreach and provide logistical support and guidance for recruiting candidates with a diverse background into the profession and for increasing awareness of practitioners about interactions with and socially acceptable relationships with clients from diverse backgrounds. Need to enhance social and cultural sensitivity and respect for diversity.

The AVMA should encourage diversity by helping to recruit applicants from a diverse range of populations (AVMA booth, booths at minority gatherings), identifying and encouraging others who develop programs aimed at diverse populations (academia, other), and lobbying for financial incentives for minority applicants and serving in minority areas. The AVMA should encourage diversity by helping to recruit applicants from a diverse range of populations (AVMA booth, booths at minority gatherings), identifying and encouraging others who develop programs aimed at diverse populations (academia, other), and lobbying for financial incentives for minority applicants and serving in minority areas.

I see AVMA's role for career diversity within the profession as one of marketing and public education. I see it falling into the Communications Division. (It is not that simple but that is my gut reaction.)

AVMA should take a leadership role in educating members on the role of diversity in the profession.

Acquire research about the diversity in the veterinary profession and their market. Evaluate this data, compare to other professions, and make recommendations and educate members

First and foremost, the AVMA should create awareness of the issue and the problem. In hindsight, one of the most important outcomes of the AVMA/AAHA/AAVMC "mega-study" was not necessarily the specific accomplishments of the NCVEI but rather creating awareness of the economic problems.

Getting all those that need be represented involved - stimulating/encouraging involvement to assure proper representation

The AVMA should work with the AAVMC to identify the issues and develop programs to attract a more diverse population to the application and admissions process.

The AVMA needs to promote diversity by encouraging a diverse membership and educational opportunities. We need to see more color in our leadership. Women will be there as time goes on but color and varying ethnicity is to be encouraged and developed.

(3) How would you go about assessing the cultural competence of the Veterinary Profession?

One way would be comparing demographic data on the profession in comparison to census data (e.g., non-Hispanic veterinarian living in a predominantly Hispanic area). Another way could be a general knowledge survey of, for example, exiting veterinary students about cultures and attitudes (I'm sure similar types of surveys have been performed in sociology or anthropology - no need to reinvent the wheel).

I do not have a good answer for this one. I feel that the Veterinary Profession, at the current time, is culturally incompetent.

I think finding out the true makeup of the profession and then asking for help putting together a survey that is easy to answer (doesn't have lots of spaces to fill in, hint) for our general membership would be next.

I find the use of the term "cultural competence" inappropriate for use in a scientific organization. It smacks of condemnation of those who do not see the world in terms defined by others. The AVMA should NOT be in the business of assessing who IS or IS NOT "Culturally competent". This is out of the AVMA's lane, as far as I am concerned.

psychometrically designed surveys

I would not tackle this, I have no expertise.

Poll the profession for its beliefs/opinions, and measure this against the opinions of the leadership that you are polling now with this questionnaire. Then, if we're brave enough, compare this with the opinions of the public at large that we serve.

Simply looking at the makeup of AVMA leaders and staff reveals a disconnect between today's veterinary profession and the organization. For instance, age, gender and race of the top leaders and staff do not accurately reflect the reality of the current profession

Unsure

One first step would be to survey veterinary practices and find out how diverse their clientele are and determine if this is related to not only the socio-economic factors of the practice but the cultural orientation of the veterinarian.

AVMA should have some membership data, perform surveys of the profession, survey schools to determine interest in the profession among grade/high school/college students

This is a difficult issue. Too many schools of medicine "check off" cultural competence after students take a course in it. Book knowledge and applied knowledge are two very different things. Ideally, we should assess how our students/practitioners interact with individuals from different backgrounds.

have no idea

That would have to be done by trained individuals that have experience in making cultural assessments. I may have some opinions, but am not qualified to make that determination.

Begin with a strategic survey of those identified as representatives of diversity in the practice of VM. Ask for their guidance and proceed to assess.

Interviews of clients in developing cultures and assessing outcomes of patient/client interface.

Look to how well various cultures are serviced by current veterinary professionals

Probably needs more diversity? In my previous group practice there were six veterinarians and one veterinarian was African American.

survey them like this

I don't know but suspect that there are some measuring tools that could help with this.

Mailed questionnaires, conference interviews of attendees, lecture with followup comments/questionnaires

Competence is not a current problem but will be in the future as indicated in the recent JAVMA. The question is how we maintain and increase diversity.

Contract with an organization that specializes in cultural/diversity studies to assess the cultural competence of the profession.

Cultural competency among the profession will vary by region. Knowledge of these variances and of the multiple cultures will be required in order to assess the Profession's cultural competency.

I think some type of definition of "cultural competence" is needed. Do you mean how competent are we in dealing with cultural diversity as it relates to our clients? This question suggests to me that our colleagues in the social sciences should be involved.

??

The AVMA should hire a company like the one being used to determine the Food Supply Veterinarian needs and question the profession about their knowledge of the culture.

I do not know.

Survey the various defined groups within the Profession and compare results. Repeat the process targeting similar defined groups being served by the profession.

Education

Check public opinion.

Gather data on the profession and evaluate diversity needs among veterinarians. Design recruitment criteria based on that. Poll veterinarians for needs they perceive which could promote diversity. For example, generic information could be translated into multiple languages for distribution to practitioners with ethnic clientele.

Surveys? AVMA has a great marketing team that can develop and utilize surveys very well. I think this could be a good tool. There might also be surveys or other tools used by other groups that we could

use. I'm wondering if NAACP or some other groups have looked at cultural competence in different professions and have something we can use.

This is difficult for me to answer, since I am not a private practitioner. I am in the Army Veterinary Corps, which is more diverse than the private practitioner base.

Utilize a market research firm with expertise in this arena, contact an HR organization such as Hewitt Associates

I do not know.

I'll bet some sociology professor (or grad student) already has a great measurement tool for this competency

Only as it would apply to health care and veterinary medical care in the various cultural groups.

surveys/

Ask the profession how culturally competent they are. This question could be part of the annual dues statement.

It is not possible to assess the cultural competence of the profession. We should direct our efforts in other directions.

No response

Quantify what the challenge is, such as the supply/demand type project of the FSVMC effort.

I would contract with a firm that specializes in cultural diversity. The contractor could survey the veterinary profession and provide diversity training. I don't think the veterinary profession is capable of undertaking this task without professional assistance. The federal government contracts with private firms to provide cultural diversity training to its employees, so this is not a new concept.

The first step would be to assess the ethnic diversity of the profession and veterinary clientele. This has to be done in context with the diversity of each community.

Through a well thought out survey questionnaire and phone interviews with veterinarians in all veterinary medicine fields.

There are a number of assessment tools, but I think it might be interesting to survey clients--I think that they will be the best barometer of whether they think they are being treated fairly, with respect and in a manner that is sensitive to their needs.

Find out how many veterinarians live and work in ethnically diverse areas, how many enjoy and feel comfortable with people of other races, how many speak a second language.

Very tough. Surveys of veterinarians, clients, stakeholders, employers. The definition seems to address clients (as it should), but there are probably other groups that receive veterinary services - I'm thinking about employers of veterinarians, government, industry.

Survey members on various scenarios to see how members would respond

Surveys would appear to be the logical instrument, but they would need to be professionally developed and drafted with specific goals in mind. Focus groups comprised of clients and professionals from diverse backgrounds are effective, but expensive, and skilled facilitators are needed.

Use benchmarks and compare to other professions and to the U.S. population as a whole.

That is a tough one. As I have traveled across the country to veterinary schools, it has been a total education for me. Dr. Ronnie Elmore helped me understand diversity as a general subject and critical issue for this profession. Dr. Allan Cannady, Diversity Director at NCSU, helped me understand some of the critical issues in changing the "internal environment" for veterinary students of under-represented minorities and introducing me to the African-American faculty and students on the main campus as well as the veterinary school. Lewis Singleton III, a 3rd year student at Tuskegee University, has started a new student outreach group called SMRT, Student Minority Recruitment Teams. They will be bringing the message of veterinary medicine to undergraduate campuses, high schools, and elementary schools for under-represented minorities. My point is..... I have learned so much about what I didn't know about cultural competence, that assessing that from the membership in a single effort will be challenging. I wouldn't begin to know how to assess it. Ask the members of the TFD or other veterinarians of color to help determine how to assess our level of cultural competence.

Survey taken at state and regional meetings

Probably the most cost effective method would be a survey. Focus groups would probably provide more meaningful information, but may not be cost effective.

It seems as though some sort of assessment by an outside organization is required. I don't think we can adequately assess ourselves.

Getting all those that need be represented involved - stimulating/encouraging involvement to assure proper representation

Survey/Focus Groups

Look at the diversity in the profession. We have some wonderful persons of color but they are pretty lonesome. Hispanics are in the profession but not in the numbers that we need. Where is our spanish literature or PR related materials. It is not there are minimally represented.

(4) Do you believe this is an area (cultural competence) that needs enhancing? If yes, please suggest possible ways to enhance.

I do not have a good answer for this one. I feel that the Veterinary Profession, at the current time, is culturally incompetent.

One possibility would be CE workshops with role-playing scenarios, similar to how professionals are often taught how to take histories. I think cultural competence *within* the profession is equally important and should also be addressed; for example, the current discussions about how much the current typical entering veterinary student understands about food animal production could include emphasis on the differing history, values and beliefs of the typical food animal client, with an eye toward producing veterinarians with an interest and ability to serve that clientele.

Yes, the latino population in the U.S. is growing at a rapid pace and the cultural differences as they view animals is/can be very different. The difference is also there between the different countries they or their parents came from originally.

Enhanced social awareness (by default, the term "Cultural competence" connotes that some are, and some are not "culturally competent") certainly has value. The reality is that perceptions are strictly in the eye of the beholder and therefore not subject to objectivity. Out of the AVMA's lane! Stick to issues more directly a function of the professional practice (in its many forms) of veterinary medicine.

as long as the culture of age is included...we have generational change occurring as well.

I am sorry, but as I have no expertise in this area, I cannot answer this question.

I suspect that our numbers are probably pretty OK on the basic measures often emphasized in the U.S. (age, gender, race), but on cultural diversity, we're out of touch.

Yes. Active education of staff and leadership on the importance of diversity and its link to relevance of AVMA, which is the life blood of the association. Then active engagement in reengineering the association to attract leaders and staff that truly reflect the current profession. Currently AVMA is more and more designed to attract leaders that are retired or at the end of their careers. They should be attracting the brightest and best in their early and midstage careers in order to truly be and look relevant and to represent the current state of diversity.

No response

I do think overall veterinary medicine is not culturally diverse. What is unclear is whether this is due to the lack of diversity within the profession or a differing expectation of pet owning and pet care among different cultures.

Yes, have more veterinarians from more ethnically diverse backgrounds

One of the things that we've done is to institute cultural awareness modules. These are one hour presentations by individuals from different backgrounds, on their culture and the value of animals in their culture. We provide lunch at these seminars. Unfortunately, attendance is rather low for most, indicating the lack of value our faculty/staff/students put on this particular area vs. the other demands they have in their lives.

yes. I live in a culturally diverse city, but predominantly see white, African American and some Hispanic clients. We need to understand other cultures to see where animal fit into these people's lives. then we can appropriately introduce animals into these peoples lives.

Yes -- It appears the schools are making some progress in that area. The AVMA as an organization may be further behind. It is simple demographics...in the past most veterinarians had a very similar background. This has been changing and the profession must also change.

Yes. Provide basic information to vets pertaining to the various cultural, ethnic, religious, etc. diverse groups and their attitudes pertaining to animal ownership and care.

Veterinarians who have a desire to serve in another cultural environment may need to have CE to help them understand an unfamiliar culture.

What I don't believe in is quotas or preferential treatment.

Maybe? See answer to first question.

educating members, mentoring, etc.

yes, definitely. For one thing, I would ask those from diverse groups that we do have in the profession currently for their ideas.....how would they increase outreach? I think that industry has done a better job in their advertising but I thin we need to get their much earlier in a child's life. (see above)
Today, children want to be forensic experts because their heros are on CSI or similar. Doctor-glorified television shows promote that profession. We need to find a way to promote the imporant and the wide-reaching realm of veterinary medicine to the young.

There seems to be a relative lack of minorities in the veterinary profession, there also seems to be less women in leadership roles

We are in terrible times, faced with a growing awareness that radical muslims have infiltrated the country and the world. It is difficult to maintain our belief that we are one nation of people caring for others, regardless of creed or intent, if one reads the last books of the Koran.

I think cultural competence needs enhancing and the approach mentioned above will provide the information necessary to develop a strategy to enhance.

This is an area which will require enhancing, however, how to enhance it will depend on the cultural competency of the region.

It depends on what is meant by cultural competency.

??

I do believe that this needs to be an enhanced area. This could start in the veterinary schools with classes that teach veterinary students about the different cultures that they will be serving. It needs to continue with post graduate opportunities that will help veterinarians to beome more diverse in the ways that they deal with multiple cultures.

Yes. I would recommend CE courses on cultural competence.e

I have no personal knowledge of a serious shortcoming in this area, but I feel the first step is to define the problem(s) and promote communication within the profession to illuminate them.

not really, classes in vet school maybe.

Yes, through education.

Yes, Design training and mentoring programI for dissemination to interested parties.

Yes. How is a toughie. I think offering some training on the subject would be good, but getting the right people to do it would be difficult. The people who need it most would likely think it is unimportant. Maybe if we framed it in a unique way so that the right audience would pick it up?? Also, I think that just having the organization as a whole be more aware will bring along the masses – slowly

Yes, it is always a positive area to enhance. Articles in JAVMA, maybe?

Foster the creation of diversity organizations within the profession. Provide diversity training to AVMA members especially those involved in mentoring.

Yes, with eduaction of the needs of the society or sector involved.

Yes, because our membership is extremely narrow in makeup.

Integration of all cultures into the American mainstream recognizing the transitioning and uniqueness of backgrounds of individuals makes us strong.

I think that the AVMA annual Diversity Symposium, the AVMA journal, and other meetings/journals represent opportunities to increase cultural competence.

No response.

Work with AAVMC on strategies within vet colleges and pre-vet college "feeders". Need to influence prospective DVM candidates early.

Build aall partnerships with organizations/communities that represent "under-represented" classes. Provide \$.

Yes cultural competence could be enhanced, although I do not believe it ranks among the most important issues facing the profession.

Yes, particularly in the area of racial minorities.

I believe there is always room for improvement. I think that AVMA needs to define what cultural competence will mean for the profession--it may not translate exactly the way that it does in other health professions or even in other sectors of the profession. For example AAVMC we are interested in not only producing veterinarians that have the required awareness and sensitivities to work optimally, we are interested in training our existing and future faculty to embrace these skills and implement them in the educational setting as well.

I think that raising overall awareness that lack of diversity is a concern throughout the profession is a good place to start. I think that AVMA can't begin the hard work of building a culturally competent profession if its members don't genuinely believe the lack of diversity is an issue morally, economically, practically.

Yes, but I don't think it should be part a significant part of veterinary school, maybe part of the selection process, part of practice management courses, mostly a clear professional expectation.

Probably, but I have little evidence upon which to base that belief. Need for more information.

I believe that veterinarians need to be able to tailor their approach to individual clients. This is best done by listening to the individual client and responding accordingly. It may be counterproductive to pre-determine an approach to a client based on ethnicity or culture.

Active outreach by the AVMA and state/local chapters with public service announcements. Funding to support students of diverse backgrounds and active recruiting in schools/colleges/areas with students from diverse backgrounds, e.g., HBCU's (historically black colleges and universities), Native American and Hispanic schools, schools/cities with substantial populations of Asian/Pacific Islanders, Eastern Europeans, Middle Easterns, and Western Asians. Employment opportunities for culturally diverse employees.

Yes, see above.

Yes!! Again, I thought it was just a matter of getting the message of veterinary medicine out to minority groups at young levels. But it is much more involved and complicated than that. I would contact Lewis Singleton III, President of SMRT at Tuskegee University for their information and ideas on how to enhance our profession's cultural competence.

I am sure the profession could improve it's cultural competence. AVMA could develop speakers bureau to offer to state and regional meetings.

I think cultural competence needs to be studied. It would benefit members to understand the changing attitudes and beliefs of their client base. Ways to accomplish this would be to place increased emphasis on this subject at CE meetings, make this information available to constituent associations to use, and place it on the web site, etc.

I suspect it is, but I don't know. I suspect that this is an area where the profession might be "opinion rich but data/information poor."

definitely need to make sure that again - all are equally & properly represented

I feel comfortable with the area of cultural competence but am unsure of the overall profession. We need to assess the overall competence.

2 Respondents answered with "NO", one respondent answered with "YES"

Yes---but this is such a large issue that I am at a loss to identify ways to enhance. Hispanic or spanish writings are necessary. Persons of color must be encouraged to be part of the leadership of the AVMA and satellite organizations.

(5) Do you think mentoring would be a useful approach to the issue of cultural competence?

I'm not sure that mentoring would be a useful approach or not. Who will be mentoring whom? Currently, there are a great many white, male veterinarians and I'm not sure how easily this group would be mentored or educated.

Could be, if performed effectively. Perhaps "cultural resource" might be a better method: not a mentor that can guide you in all things professional, but rather a group of people who can provide guidance on specific culturally related issues (who could also provide Digests, CE, and other educational materials

This is a huge first step and it must go down to a level where it may stimulate a bright kid not just to go to vet school but most likely to go to college. I live in a state with a rapidly growing latino population and many of these kids don't even graduate to go to college. I think if they saw some positive latino role models as mentors they may then go onto college and into veterinary college.

No. Who is to say that any particular "mentor" regarding "cultural competency" is any better prepared, or capable of analyzing the state of, or impact of, "cultural diversity" within the profession than someone else?. Who determines the competency and/or effectiveness of any given "mentor"? What metrics would be used to assess same?

yes, but very difficult to do

Probably useful, but mentoring works best when it is mutual and voluntary. Not sure how you do that here. Maybe with the new graduates, but don't think this is where the main issue is.

After all of the issues are identified and goals set, it may very possibly be a useful tool to achieve a specific objective, but it by itself won't provide the "catch up" that AVMA needs.

It would certainly be a good tool. Certainly not a stand-alone method for addressing the issue, but could be a good adjunct.

Mentoring is useful, but hard to achieve cross culturally,

Perhaps, I think having strong role models to speak at schools may be a good way.

It could. The problem in our academic environment is that students are so focused on medical knowledge and technical skills, they don't put much effort into other things, including such needed skills as business and communication skills.

I think cultural competence is best facilitated by living, working and being trained in a culturally diverse environment. To that end, recruiting culturally diverse veterinary students and faculty will help tremendously to meet this goal. If we have culturally diverse veterinarians we can then serve a culturally diverse population.

It can be if there are qualified mentors and in sufficient quantity to be used in such a program. It would be effective, but not very efficient. The time delay would be great.

It could be helpful!

Possible, except people always pick their own mentors based on their personal experiences and contacts.

I am a big fan of mentoring but worry that by the time this happens on a formal basis, the choices have already been made. We need to get into the elementary and middle schools.

Partly

It is not the answer and certainly would assist closing the gap.

Mentoring would certainly be a useful approach...a place to start.

How successful has the mentoring program been? I would like this information before trying to assess whether this issue should be added.

I do not think so. Because most of the leaders in the profession are from the white majority.

Yes! A well designed mentoring program could be a two-way educational avenue as it relates to cultural competence.

Possibly

Maybe

It could be. Again, I wonder if the right people would choose to participate . . . However, having mentors in this area available is a good idea. We would probably have to "advertise" the availability to everyone.

Since the new mentoring program is having little success, I would have to say no.

Mentoring is always of value but diversity is often best taught in an interactive group

No, because veterinarians aren't doing a great job of mentoring now to students who are very much like them. How much harder will it be to guide someone you have very little in common with?

Yes, if it is used to strengthen the experience of citizenship and integration into American society.

yes - the mentoring program is struggling w/o this directive....I wonder if this would make it more or less effective if the mentor fulfills the definition of being cultural competent.

Mentoring is an essential component of increasing diversity in the profession.

May be helpful, but will probably need to look outside the profession to get it done.

Yes – starting with pre-vet and community service.

I think mentoring is useful, but for mentoring to be successful, there must be a sufficient number of veterinarians from culturally diverse backgrounds to serve as mentors. This means that the veterinary profession needs to first build a culturally diverse workforce to serve as mentors to the next generation of veterinarians.

Mentoring to pre-professional students would help bring diverse viewpoints into the profession

Mentoring should be the cornerstone for reaching students.

I think that mentoring is an oversimplified panacea as presented. Mentoring is essential in effective recruiting and retention of minority students and young veterinarians into the profession and into the organization. Mentoring should not be the primary exercise in promoting cultural competence without an targeted effort within the profession to increase awareness about the lack of diversity. Mentoring should be a part of a larger grouping of programs to get at this issue.

Perhaps. I think this is an area where you can't teach people as much as you can set examples and show why cultural sensitivity is both wise, improves one's life and may even help with business.

Perhaps to a limited extent. I wonder if there would be other ways to raise the awareness and create change. Surveys with results published in JAVMA, articles in JAVMA on the benefits/opportunities of diversity.

It would be helpful to have a peer group that would be able to address specific and general questions that practitioners have in serving particular groups of people

I believe that one-on-one contacts can be very meaningful and helpful.

Yes, but it is challenging to get mentors involved (see other AVMA mentor programs).

Could be but mentoring program would have to be greatly expanded to be effective

Yes - Provided the mentors are familiar with and understand the issues.

yes - getting more involved - and using mentors to stimulate further involvement & participation and representation of the various groups would hopefully be useful

I am unsure if mentoring would work.

Yes but at an early age. Debbie Turner epitomizes the necessity for mentoring. But our membership is not buying into the mentoring program as organized by the AVMA. We need mentoring on a local grass roots level.

8 Respondents said, "yes" and 3 said "no"

(6) Are you familiar with any Diversity Programs or Resources that you believe are particularly good (or bad) models that the Task Force could investigate further?

The AMA web page has 345 hits for diversity. Is this something into which the Task Force should examine?

Try to stay away from asking the one or two minority professionals with a high profile to speak for the population. Even the white male in his 30s can address issues of diversity, if the issues are approached appropriately.

All ivy league colleges and other successful private colleges (like Carleton College in white bread Minnesota that has managed to provide diverse faculty and serve diverse students) have diversity programs, multicultural programs and so on, which could be mined for useful information and programs.

There are a many programs in other professions that are working to diversify their profession and also helping to educate the professionals in those professions to better interact with the changing diverse populations they are working with today and tomorrow. An example is the teaching profession here in Georgia is trying to help primary and secondary school teachers by sending them for a period of time to live with families in Mexico or Costa Rica. I think this will probably be true in any state where we have a large latino population (California, Texas, etc.). They should have some good programs that the AVMA task force could look into. There are also some universities that have departments of African studies and I would be very surprised if some of the southwestern universities don't have programs for Native Americans.

I have been exposed to a number of "training experiences" involving "sensitivity" to sexual harrassment issues, equal opportunity, diversity, etc. Recognizing I have gained insight into areas for which I had little detailed , most were a result of "CYA" special interest group "agendas" and had marginal value or effectiveness among many who already have a pre-existing level of understanding of the topics. For more than 35 years I have deat with widley diverse segments of our profession.

None in the public arena.

Many universities have strong diversity recruitment programs

Not general programs. We have some people who are very committed to this need in the profession and sever on the AAVMC diversity group who might be helpful.

Most companies and some larger organizations have a diversity training or awareness program. I have no idea which ones are good in achieving the desired results. Most of the time, simply making people aware of the issue, benefits and consequences is a very good start.

No. I suggest that the admissions committees of veterinary colleges are the best resource.

Bad – Quotas.

Yes, 1. Fort Valley State University in Fort Valley Georgia is 80% African American and they have an AVMA accredited veterinary technician program.

2. Palo Alto College in San Antonio, TX has an AVMA accredited technician program and the majority of students are Hispanic.

I am assuming that this group is aware that the Association for Women Veterinarians has merged with the AAVMC Diversity Group and they have a coordinator. The AWV was running low on money and human resources and the need/niche it filled seemed to have changed. We had a nice website which had a lot of references and links to gender issues like job sharing, anesthesia and pregnancy, womens'

rights in contract negotiations....etc. This just happened in July so it might be useful to pair with them or at least interact?

We have tried at academic institutions with only minimal success and that was only with African-Americans, where we should have done better but the culture is hard to change.

I am not familiar with one. The American Dental Association Program may be a program to model.

It is sad but I cannot point to any program that I KNOW is good. I know some that I think are mediocre.

The USDA/FSIS Diversity Program is a particularly good program and could be used as a model.

I think most quota systems inhibit getting the best person for the job. All applicants should be rated equally regardless of sex, race, religion or etc. Job and vet school applications could be reviewed without name, race, or sex included.

USDA has been working hard on their program, because their previous program was ineffective.

The information that USDA uses is not something that I find particularly useful. We are required to watch videos on the subject once a year. The videos are not very convincing and the folks who need them most basically sleep through them. So, I would not recommend that format unless the videos are outstanding attention grabbers. (May be difficult with this subject.)

The military has cultural awareness days each month. These vary greatly depending on where you are working. It ranges from posters and emails to speakers, dancers and ethnic foods. The speaker/dancer/food programs are well attended. Not sure how this could be tailored to the AVMA's needs.

Pfizer has some excellent programs, as does Microsoft, Prudential, American Airways and other corporations

Equal Opportunity/Affirmative Actions Program are good in idea, but often poor or negative in action

I remember a few years ago reading that Michigan State's veterinary school had a strong Diversity Program

We should investigate what the Human Medical, Dental, and Legal professions have done to increase diversity in their professions.

The federal gov't Civil Rights divisions of APHIS/FSIS/FDA/CDC/EPA/NIH, etc would have programs that could offer assistance. There may even be funding opportunities in a federal/private partnership for AVMA.

ANRRS - The National Society for Minorities in Agriculture, Natural Resources and Related Sciences - is a program that could be helpful in recruiting minority students into colleges of veterinary medicine. For more information logon to the following website: http://www.manrrs.org/about_us/

I think that mentoring is an oversimplified panacea as presented. Mentoring is essential in effective recruiting and retention of minority students and young veterinarians into the profession and into the organization. Mentoring should not be the primary exercise in promoting cultural competence without an targeted effort within the profession to increase awareness

Unfortunately, no. But I think exploring existing programs would be worthwhile.

Check out the new APHIS VS Recruiting Program, contact Inez Hockaday @ 301-734-8088.

The new SMRT organization at Tuskegee University. Lewis Singleton III's email address is TUVets@yahoo.com. His phone number is (334) 724-4630. His fax number is (334) 727-8177.
25 Respondents said "No" or "No response" and 1 said "Yes"

Not really--hopefully the Task Force can find some. If I understand correctly, our schools are trying to encourage diversity but they need applicants. We need to encourage young people before college and in college.

(7) If you could make 3 recommendations or suggestions to the Task Force on Diversity, they would be (in order of importance):

I have no suggestions.

Make sure to address what is sure to be a concern among many current professionals: by addressing diversity, you're forgetting about the majority.

Focus less on position statements, and more on actions that can be done by or supported by the AVMA related to diversity and cultural competence.

Remember that diversity and cultural perspective can be obtained even if you aren't a gay Hispanic handicapped woman.

1. Do what you have in the next paragraph and determine what the present member ethnicity is and see if we have members who would be willing to serve as mentors.
2. Determine what other professions are doing to address this issue, such as, the teachers. No sense in reinventing the wheel.
3. Long term we need to find ways to better balance the profession to reflect the makeup of the U.S. population.

1. Don't assume that the Task Force somehow has "special talents" in determining the positions veterinarians should invoke regarding "cultural diversity".
2. Do not try to "force feed" diversity where it may not be either needed or wanted..and particularly, do not compromise standards in an effort to try to fit some "diversity" model, at the expense of other parameters.
3. Leave social engineering experiments/analyses to the professions trained in such arenas..Just as we are trained in the fields of animal diseases, surgery, therapies, public health, etc. Veterinarians are wonderfully capable professionals but too often assume they can jump into fields for which they lack adequate professional background and training. training (example: wildlife management, etc.)

No response

Provide practical advice and assistance to veterinarians in providing good services to all people and their companion or livestock animals; Ensure that the AVMA - as an association - brings the views of all members to the leadership table; Ensure that the AVMA is in compliance with all appropriate regulations, policies and procedures appropriate to a national association in the public eye and earning public trust.

1. Don't make the classic mistake of reverse - diversity, i.e. too much focus on skin color/sex. Cultural diversity is much more critical as these are the issues that truly divide, not the superficials.
2. Continue our outreach to the World Veterinary Congress, etc. This can be a more effective element to achieving racial goals than "convincing" from within.
3. Incentives to recruit from "within" the U.S. school system should focus on the areas of need within the veterinary profession - public health, large animal, etc.

Make a commitment to allow for the bold level of change that AVMA really needs to be relevant
 Commit to changing rapidly, as society and the profession have already begun drastic shifts that AVMA does not reflect

Be ready to communicate a new "look" and "feel" to members and prospective members so that the profession really understands a perceptible shift

Let geography fall on the list of significance in the area of diversity - right now AVMA is very heavily focused on geographic representation, and in fact very little of what goes on in the profession today has anything to do with geography - there are many more important "qualifiers" that should be used and much less significance should be placed on geographic representation

Study the current climate and level of diversity represented within our membership and served by our membership.

Determine if there are deficiencies in the above that need to be addressed.

Efforts at educating our membership about the above information and how that impacts them as individual members.

1. Address lack of diversity within the profession by starting to actively recruit other cultures into veterinary school.
2. Education to existing veterinary professionals about diversity and how to reach out to other cultures within their community to foster an increase in diversity within their practice and perhaps increase the need for pet care within other cultures
3. Stress that increasing diversity within the profession must not come at the expense of changing economic realities for all veterinarians. Equal pay for equal work at all levels.

1) Identify key role models for veterinary diversity within the profession and encourage them to become involved 2) conduct surveys within the profession to gather ideas on how to increase diversity within their communities 3) talk to successful programs outside the profession

Improve recruiting of minority individuals to the profession at the middle school and highschool level. This might include promoting the use of minority veterinarians on shows such as Animal Planet. Change admissions policies to decrease the importance of standardized tests, on which minority populations tend to do worse than caucasian and asian populations, and use holistic candidate evaluation in the admissions process.

Have the AVMA take a public stand on the importance of diversity to the future of the profession.

Attract culturally diverse veterinary students and faculty

Understand how animals are valued in different cultures

Prepare veterinarians to work in culturally diverse environments

1. Recognize that the issue is present in all levels, aspects and disciplines of veterinary medicine.
2. Bring awareness of the various issues of diversity within the profession.
3. Do not spend too much time or effort on this topic as social issues reflect the general population and will not change to any appreciable extent until a dramatic event occurs--group sociological values or regulated (threatened) by legislation. It can also be a divider of any group. I am in complete agreement on the focus and to build awareness, but recognize the need to set realistic goals. The best motivator is ethical, moral and responsible behavior by the influencers within a group. The AVMA as an organization can help in making sure the profession is at a minimum in step with the general population.

1. Understand the diversity of the profession first then focus on dealing with diversity of clientele. 2 Help to provide awareness but do not eliminate the necessity for people who speak other languages to learn to speak English. 3. Focus on sensitivity to needs and service to the client rather than being "politically correct".

1. Gender balance is a sensitive area but important to the health of the profession and especially to organized veterinary medicine.
2. Ethnic balance will probably be self-regulating as long as admission standards are maintained. Use of services is not necessarily ethnic related.
3. Should keep an eye on economic ability of persons who wish to become veterinarians. There may need to be adjustments in scholarships to maintain balance.

1. Study reasons various cultures are not represented.
2. Look to inform/encourage individuals.
3. Help with student grants for professional education (or similar).

See answer to first question.

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I think I have said enough above...but think "young" and think outside the box...what attracts children to a profession.....Does Animal Planet promote our profession enough? If Spongebox Square Pants and Teenage Mutant Ninja Turtles can be hits there must be some way to hook kids into our profession.

See second question

Awareness of the problem, youthful education and recruitment and prayers.

1. Contract with a professional organization assess the culture so the issue will be clearly identified and documented.
2. Work with the Veterinary Colleges to identify barriers and make cultural competence a major theme at national, state, and local meetings.
3. Cultural competence is a complex and probably controversial in some circles and the AVMA can not allow "paralysis by analysis" kill the initiative.

We need to understand who and what the different cultures are as well as the cultural views on pet ownership and veterinary related issues.

We need to realize the limited access to the profession that many cultures face. This alone is a barrier to our profession.

1. Talk to members who represent diversity (i.e., minorities within the profession and not limited to ethnicity).
2. Review the literature (limited though it is) on animal ownership by minorities and whether trends can be detected. I believe such demographics are predictors of the types of people who are exposed to the profession at a life stage that can influence young people's career choices.
3. Regarding the last question, describe the diversity of the profession compared to the diversity of the U.S. population.

I think most quota systems inhibit getting the best person for the job. All applicants should be rated equally regardless of sex, race, religion or etc. Job and vet school applications could be reviewed without name, race, or sex included.

1. Maintain the academic and professional standards and criteria.
2. Emphasize the many varied facets of and opportunities in the Veterinary Profession.
3. Encourage active participation in the AVMA leadership for under represented groups.

Vet school education

Look at getting more leadership diversity in the AVMA

We need to look at our diversity over the long run and start educating very young people about all the possibilities. Maybe partnering with some of the programs for science in middle schools - useful, we don't reinvent the wheel and we don't have to run a program to get our message out.

Take a global view - we need to compare and contrast ourselves to the whole world, not just ourselves.

Identify what the issues really are and then real ways to address them. Having a policy is good, but having a system is better.

1. MUST find a way to increase diversity in the profession (composition of entering veterinary school classes).
2. Encourage/promote diversity among AVMA leadership. This would probably help item #1.
3. Encourage/promote awareness of the current diversity problem (I had never thought about this before I became part of the Member Services Committee) in the profession, and awareness of diversity in general among AVMA membership. This could help #1 by getting practitioners to take a role in promoting the profession to other ethnic groups they have contact with.

Assure that sexual orientation is part of diversity, diversity is much more than ethnic difference

Seek outside facilitation in developing and implementing programs

Look to AVMA younger members for program development

1. Do not establish separate diversity groups, i.e. hispanics, blacks, women, etc.
2. Educate the profession of societal needs by location, demographics, population, etc.
3. Relate how societal needs reflect on perceived animal care and welfare.

1. Don't just ask the leadership of AVMA--we're not very diverse. Ask people that are different from us
2. Continue to hold Iverson Bell Symposia in conjunction with the AVMA Annual Convention. The more times members see this, the more it will become routine.

Talk with minority educators and populations in general and see what their feelings are on the subject and how they feel their minority populations' needs could best be served and if they perceive a problem. Tuskegee University would be a good resource. We are going to have to be able to discuss the topic in an open frank matter and realize that problems don't get solved until they are out in the open and freely talked about.

Is there a problem or is someone looking for an issue that may not or minimally exist

The profession is becoming dominated white female while our leadership is a bunch of us older white males and our skills and understandings are much different. Start with veterinary students and find out what her thoughts and needs are.

Ask minority associations how they can be of help.

Diversity is a large topic, we need to set priorities in our efforts

Scholarships will be essential we need to seek scholarships to increase diversity from all possible sources

Communication with diversity groups and the rest of our colleagues is important. We need to update the different diversity groups of our progress and our willingness to include their interests in our efforts.

Look long term and wide scale. Huge questions such as: Are vet schools in the right location? Should we have direct associations with schools overseas (such as direct school branches in other universities; China, etc).

Task Force charge #1 is #1

Task Force charge #3 is #2

Task Force charge #4 is #3

1. Establish concrete diversity goals (e.g. The veterinary profession should reflect the cultural diversity of the U.S. workforce by the year ____).
2. Develop a plan to achieve those specific goals which identifies all of the categories (e.g. white males/females, hispanic, black, American Indian, Asian, disabled) and tracks progress in meeting the goals for each category.
3. Require veterinary colleges to implement diversity recruitment and retention programs with specific targeted goal as part of their AVMA accreditation.

Note: The Equal Employment Opportunity Commission considers people with disabilities to be an underrepresented minority. The AVMA should consider the inclusion of the disabled in their definition of cultural diversity.

- 1) Focus on attracting diverse students into the profession, 2) Help veterinarians understand diversity, 3) increase awareness of non-veterinarians that the profession is addressing diversity issues.

1. Develop questionnaire 2. Work with high schools and colleges 3.. Working with veterinarians on mentoring unrepresented groups

- 1) Be clear about how AVMA will define diversity.
- 2) Prioritize where the organization can make the biggest impact: raising awareness, promotion of diversity training, finding the right message for targeted communities to encourage consideration of the profession. (just some thoughts!)
- 3) Consider data needs to substantiate programming.

Don't be in too much of a hurry or do anything heavy handed. Recognize that the profession is already in flux going from male dominated to female dominated and that the racial and cultural landscape is changing in our country very rapidly, perhaps more rapidly than AVMA will be able to respond to. Keep the issue our front of the profession, provide positive examples of how cultural experiences enhance ones life and may be good for business.

Develop a longterm strategy and recognize the change comes slowly.

Develop ways to measure successful change and implement them in the overall strategy.

Keep in mind the risk of alienating individuals in the name of diversity and revisit this thought often as objectives and tactics are created.

- 1) Investigate why ethnic minority students are not applying to vet school in greater numbers
- 2) Develop programs to encourage veterinarians to be mentors to young minority students in their communities
- 3) Establish an peer advisory board of minority veterinarians and students to advise practitioners on questions regarding diversity

Cultivate cultural sensitivity within the profession.

Recruit employees and students from among clients of diverse backgrounds.

Take the time to learn about the social and cultural characteristics of their clients who are from diverse backgrounds..

1. Take a hard look at the demographics of the veterinary profession and compare it to the U.S. population and other professions.
2. Survey populations of people who are under-represented in the veterinary profession and find out what is going on. Ask for input from individuals from under-represented groups that are in veterinary school or in the profession.
3. Ask other professional groups what they have done and how successful they have been, lessons learned.

1. Talk with and listen to lots of people, both who are under-represented minorities in school, graduate veterinarians, members of the public possibly considering a health professions career, and to those of us who are not minority veterinarians.
2. Look at other organizations with a high membership of under-represented minorities to learn what attracts more ethnic diversity to an organization and profession.
3. Check with the SAVMA Multicultural and Outreach Committee. They are doing some amazing work in this area, and will be presenting a forum at the Minnesota SAVMA Symposium in March 2006. A great contact person is Jonathan Rosero, the SAVMA Jr Delegate from Tuskegee University who sits on that committee. His contact information is jerosero@yahoo.com. His phone number is (334) 727-2743.

1. Don't get carried away and try to do too much.
2. Set goals and how to achieve them first.
3. Enjoy your work you probably aren't going to change the world.

Survey members and clients to determine existing beliefs and issues

Make this information available to members

Provide recommendations to members on how to use this data.

Undertake a "mega-study" type effort to identify and quantify the problem. As a science based profession, we respond best to data and information. Once we have a better handle on the extent of the problem, the Task Force may be in a better position to make corrective recommendations.

1. Survey/ID the current diversity within the profession
2. Survey/ID the cultural competency of the overall veterinary population.
3. ID the factors which have gotten the profession to the current state.

1. Encourage young people of color to enter veterinary medicine.
2. Encourage our veterinarians of color to be leaders and in leadership roles.
3. Encourage mentoring.

(8) To date we have not asked about our members' ethnicity, however the AVMA will begin collecting that data in 2006. If you would like to share that information now, it will contribute to the "profile" of AVMA governing entities we are compiling.

American Indian or Alaska Native	1
Asian	1
Black or African American	2
Hispanic or Latino	
Native Hawaiian or Other Pacific Islander	
White/Caucasian	53
One person checked two boxes.	
3 people did not answer last question	
59 total responses	

One of the ones who did not answer the last question made the following comment:

I just read the last question...is this a test or a joke? If this is a serious question, there are many other races, nationalities and ethnicities that need to be included as not to be discriminatory. Also, what about "mixed breeds" and what % How many generations should be considered? What about those that are adopted and do not know--other than some physical features.

This may be a good time for the group to check into applicable laws and acceptable guidelines.

Another respondent answered the question, but had comments about the ethic criteria we used for the last question.

The information about ethnicity below is very inadequate. There should be more "diversity" in the options below. If these are the only options available to assess the ethnicity of our membership, we will have very inadequate data. These choices do not reflect our society today.

Support for Diversity in Associations for Colleges of Various types of Medicine

Appendix J

Diversity has been, and continues to be, an important issue for the associations that deal directly with the colleges and schools. Below is a brief summary of the associations that represent the educational institutions veterinary medicine, human medicine, dentistry, and pharmaceutical medicine. Each has a staff person with responsibilities pertaining to the diversity initiatives of the organization; and each has at least one entity that concerns itself, at least in part, with diversity.

Association of American Veterinary Medical Colleges (AAVMC)

Staff position - Associate Executive Director for Diversity

Entity - Multicultural Affairs Committee

Charge: **a)** create greater awareness of education and employment opportunities in veterinary medicine among minority and disadvantaged persons; **b)** participate in appropriate formal organized activities of minority groups where opportunities in veterinary medicine might be effectively presented; **c)** provide information to the AAVMC Academic Affairs Committee and admissions personnel at veterinary schools and colleges on appropriate recruitment strategies for minority and disadvantaged persons; **d)** develop and distribute appropriate recruitment materials; and **e)** develop and carry out the Iverson Bell Symposium on a biennial basis in conjunction with the AAVMC Annual Meeting.

Association of American Medical Colleges (AAMC)

Staff position - Vice President, Division of Community and Minority Affairs

Entity - Group on Student Affairs-Minority Affairs

Purpose is to advance medical education and, specifically, to represent the interests of medical schools and medical students in the areas of admissions, student affairs, financial aid, minority affairs, and student records.

Publication - *Minorities in Medical Education, Facts & Figures, 2005*

American Dental Education Association (ADEA)

Staff position - Associate Executive Director, Center for Equity and Diversity

Entity - Center for Equity and Diversity

To institutionalize its commitment to diversity advancement, the ADEA established the Office of Women and Minority Affairs in 1993 and elevated this office to Division status (DWMA) in 1995. The Division was renamed Equity and Diversity (DED) in 1998.

American Association of Colleges of Pharmacy (AACP)

Staff position - Vice President of Student Affairs

Entity - In 1998 an Ad Hoc committee on Affirmative Action and Diversity was appointed to assist AACP member schools in understanding the foundation of the AACP policy supporting diversity and affirmative action in pharmaceutical education, passed by the AACP House of Delegates in 1997. The Report of the Ad Hoc committee was reviewed by the AACP Board in 2001 and staff was directed to consider developing diversity, affirmative action, and cultural competence as a theme for the 2002 Interim Meeting. Since this Ad Hoc committee, diversity initiatives have been incorporated into the missions of other AACP committees and governing entities.

Support for Diversity in Associations for Colleges of Various types of Medicine

Appendix J

Academic Affairs Committee

This committee is concerned with the intellectual, social and personal aspects of pharmaceutical education.

A combined report of the 2005-2006 Argus Commission and the Academic Affairs, Professional Affairs, and Research and Graduate Affairs Committees stated that:

Community Aspects of Practice - including communicating health information to the public, environmental health, occupational health, basic concepts and understanding of global health issues, cultural diversity and dimensions of practice, and linkages of health professionals to community preventive services and public health preparedness, including bioterrorism; would be an expected area or topic that will need to be incorporated to an increasing extent in the pharmacy curriculum.

HISTORICAL SYNOPSIS OF AVMA DIVERSITY ACTIVITY

November 1993	AVMA Executive Board supports American Association of Veterinary Medical Colleges efforts to retain veterinary student eligibility for programs contained in the Disadvantaged Minority Health Act which created a program of financial assistance for disadvantaged health profession students.
June 2004	AVMA Executive Board entertained a recommendation from a number of Executive Board members and officers to form a Task Force on diversity. The recommendation was referred to the Member Services Committee for further study.
September 2004	Member Services Committee reviewed Executive Board recommendation and determined that they did not have the expertise or resources to pursue this task.
November 2004	AVMA Executive Board approved a statement on diversity. "The AVMA is committed to diversity in all aspects of the profession so that we can best serve the animals and public. This commitment to diversity pertains to professional areas of service and to cultural, ethnic, gender, and racial representations."
March 2005	Member Services Committee (MSC) moved to submit recommendation to the Executive Board that a Task Force on Diversity be established. The Charge was included with the recommendation.
April 2005	AVMA Executive Board approves the recommendation of the MSC and forms and funds a Task Force on Diversity for three meetings. Nominations were solicited and TFD members were selected in July 2005.
July 2005	First AVMA Diversity Symposium held at annual AVMA Conference in Minneapolis.
October 2005	AVMA conducts diversity survey of AVMA volunteer Leadership.
November 2005	First meeting of AVMA Task Force on Diversity in Schaumburg.
November 2005	AVMA Executive Board designates Dr. Martin Luther King, Jr. Day an official AVMA paid holiday for AVMA staff.
January 2006	AVMA Veterinary Leadership Conference in Chicago includes diversity speaker on agenda.

February 2006	AVMA begins to collect data on ethnicity of its members via the AVMA website.
February 2006	AVMA Board of Governors authorizes additional funding for TFD to retain a consultant for March 2005 TFD meeting.
March 2006	Second meeting of AVMA TFD in Schaumburg.
July 2006	Second AVMA Diversity Symposium held at annual AVMA Conference in Honolulu.
August 2006	Third meeting of AVMA TFD in Schaumburg.
September 2006	AVMA releases initial results of a "Public Perceptions Survey" conducted in 2006 which contains some comparative information, by ethnicity, on pet ownership and overall relations with pets.
October 2006	AVMA TFD conducts teleconference meeting to review report and recommendations for AVMA EB meeting in November.
November 2006	Task Force on Diversity submits final report and recommendations to AVMA Executive Board.
January 2007	AVMA will have a facilitated diversity workshop at the annual Veterinary Leadership Conference in Chicago.
July 2007	AVMA will hold third AVMA Diversity Symposium for AVMA annual Conference in Washington, D. C.