



**College of
Veterinary Medicine
UNIVERSITY OF GEORGIA**

**Diversity and Inclusion Plan
2018-2023**

Adopted and distributed fall 2018



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Colleagues:

The future of veterinary medicine is inextricably linked to the society that we serve. To best meet the future, our College and our profession must embrace the diversity within society. Our College and our profession will be strongest when we reflect the diversity of our communities and this includes a diversity of race, ethnicity, religion, political views, gender, sexual orientation, geographic origin, and socioeconomic and educational backgrounds. Creativity and new ideas flourish when there is a diversity of perspectives.

At the University of Georgia College of Veterinary Medicine, we value inclusiveness and awareness and promote an understanding of the value of diversity in our administrators, faculty, students, and staff. We are committed to providing a diverse community in which everyone feels safe, respected and valued.

Sincerely,

A handwritten signature in black ink that reads "Lisa K. Nolan". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Lisa K. Nolan, DVM, PhD
Dean

Principles of Community

- We value each member of the College community for his or her individual and unique talents and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the College.
- We value the cultural diversity of the College of Veterinary Medicine because it enriches our lives and the College. We celebrate diversity and support showing respect for all cultures, by both individuals and the College as a whole.
- We are a College that strives to adapt responsibly to cultural differences among the faculty, staff, students, and community.
- We commit ourselves to create and maintain a community in which all students, staff, faculty and administrators can work together in an atmosphere free from discrimination, and to respond appropriately to all acts of discrimination.
- We affirm the right to freedom of expression at the College of Veterinary Medicine. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We affirm the value of honesty and integrity. We will operate with honesty in all professional endeavors and expect the same from our colleagues.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.

Introduction/History

There is a long and interesting history of veterinary medicine in Georgia, which ultimately led to the establishment of the University of Georgia College of Veterinary Medicine. It all began in 1872, when the Georgia State College of Agriculture and Mechanical Arts became the first institution to focus on veterinary medical education in the state. Although the State College's main goal was to educate students about agriculture, there were aspects of veterinary medicine taught in the curriculum. The State College of Agriculture underwent reorganization in 1906, creating the department of veterinary science. One of the first professors of the State College of Agriculture's veterinary science department was Dr. William Mills Burson. Being aware of Georgia's needs for veterinarians, Dr. Burson developed a veterinary curriculum, allowing for the first implementation of a 4-year program of study in veterinary medicine in 1918, named the Division of Veterinary Medicine.

At the end of World War II, the University of Georgia experienced a dramatic rise in enrollment as GIs returned from service duty. Acknowledging the importance of agriculture to the state economy and with the encouragement of the influential Student Veterans Organization, the Board of Regents (BOR) of the University of Georgia authorized the establishment of a School of Veterinary Medicine at UGA on August 14, 1946. In September 1946, the first two faculty members were hired for the School (Drs. Clifford Westerfield and K.M. Curts) and Hardman Hall, which had previously been used to judge livestock and as a naval warehouse during the war, was remodeled for laboratory use. There was overwhelming interest in veterinary medicine from the start of UGA CVM in 1946, as over 700 applications were received for the inaugural Class of 1950.

Timeline

- 1946 First class of 44 students admitted
- 1950 Dr. L.E. Hinson becomes our first female graduate (verify)
- 1951 School of Veterinary Medicine building completed
- 1970 BOR approves a name change from the School of Veterinary Medicine to the University of Georgia College of Veterinary Medicine (UGA CVM), reflecting the successful expansion of graduate, research and service programs
- 1973 Drs. Esco Hall and Henry McKelvin become our first African American graduates
- 1977 Dr. James Frederick Baker III becomes our first American Indian graduate
- 1984 First UGA CVM class in which females are not a minority of the graduates
- 1989 Dr. Paul Y. Wan becomes our first Asian American graduate
- 1991 Drs. Lindy Landron Marshall and Miguel Hernan Perales become our first Hispanic graduates
- 2005 Dr. Sheila W. Allen becomes the first female Dean of UGA CVM (the second female Dean of a CVM in the U.S.)
- 2015 Opening of the Veterinary Medical Center which includes the new Veterinary Teaching Hospital and the Veterinary Education Center, allowing the College to improve its service to the state and region and to enhance the training of veterinarians, ensuring a bright future for both UGA CVM and the veterinary profession in our state

College of Veterinary Medicine Diversity Plan

A Brief Introduction to the Importance of Diversity in Veterinary Medicine

Most Americans hold veterinary medicine and veterinarians in high regard. A current snapshot of our country's future veterinarians (i.e., veterinary students in US colleges of veterinary medicine) would show that approximately 85% are Caucasian and 80% are female. While the educational qualifications of veterinary students have never been stronger, the future will bring substantial demographic shifts in the US population which will challenge the ability of our profession to adapt. For example, the US Census Bureau estimates that by 2050 nearly 1 in 2 Americans will be non-Caucasian and 1 in 4 will be of Hispanic origin (Broughton, 2008). These shifting demographics will impact the veterinary market and the supply of future veterinarians. Our college must prepare graduates to fill critical unmet needs within our society, such as small animal veterinarian in the inner city, rural food animal veterinarian, governmental public health veterinarian, and academic biomedical researcher. If we are to successfully meet the needs of the society we serve, it is in the self-interest of the profession to value diversity and inclusiveness by incorporating perspectives that reflect the diversity of the public we serve. Future veterinarians who understand cultural and ethnic differences, and who are skilled and comfortable operating in a multicultural society, will be the most successful and will provide the most benefit to the animals, animal owners, colleagues, and the society that we serve.

The North American Veterinary Medical Education Consortium (NAVMEC) recommended to the AAVMC that diversity and multicultural awareness be one of three core competencies for graduates (NAVMEC, 2010). Our students cannot develop these skills from reading a textbook, listening to a lecture, or by immersion in an institution characterized by homogeneity. Veterinary medicine benefits from providing opportunities to individuals from all segments of society. First, doing so ensures that the composition of our profession reflects that of the society it serves. Second, students who are educated in a diverse and inclusive setting are better prepared to actively participate in the pluralistic society of our future. Finally, whether the diversity is of gender, ethnicity, religion, sexual orientation, opinion, perspective, skills or background, the presence of diversity in our educational institution (and our graduates' workplaces) enhances innovation, which is often dependent on the presence of a diversity of perspectives.

Our Plan and Goals

The University of Georgia College of Veterinary Medicine (UGA CVM) is committed to respecting and valuing diversity and inclusion amongst students, staff, faculty and administrators, while also recognizing the value of all perspectives and contributions to

our College. UGA CVM will provide an educational environment that reflects the diversity of the people who are served by, and serve in, the veterinary profession.

The core goal of UGA CVM's Diversity Plan is to sustain a culture in which diversity and inclusiveness are everyday expectations for personal and professional interactions.

UGA CVM recognizes the value of diversity in all of its forms with the goal of creating an inclusive environment where all persons of the College community are respected. Diversity includes, but is not limited to, groups defined by race, nationality, ethnicity, age, gender, sexual orientation, language, religion, disability and/or health status, gender identity/expression, veteran status, geographic origins, and socio-economic status.

The development of this plan was a collaborative effort by the Council of Inclusion, Diversity, and Awareness (CIDA) which is a representative group of members of the College's faculty, staff, and students. This document serves as a blueprint for the continuous improvement in diversity and inclusion which are core values at the University of Georgia's College of Veterinary Medicine.

This five-year diversity plan is designed to ensure that the College remains a community with vibrant, diverse and inclusive communities of faculty, staff and students who are reflective of, and responsive to, the diversity of the regional and global population that we serve. Our goals are designed to provide the College with a framework to continue to meet and exceed its commitment to diversity and inclusion within our institution, its educational curricula and its faculty, staff and student experiences.

The goals of our diversity plan are to:

- Increase the diversity in our student, staff and faculty populations.
- Foster a college climate that values and welcomes diversity and inclusion, and supports all staff, faculty and students
- Establish a Diversity and Inclusion Certificate program for faculty, staff and students as a way for them to demonstrate their commitment to fostering diversity and inclusion within the college, the veterinary profession, and the communities we serve.

Progress towards the goals of this diversity plan will become part of our College's Outcome Assessment Program and could be measured by increases in areas including:

- College-wide diversity and inclusion awareness and engagement in programs and activities.
- Enhanced curriculum diversity including academic courses, service-learning, additional international programs and extra-curricular activities.

- The number of historically underrepresented graduate and professional students.
- The number of historically underrepresented faculty and staff at all levels.
- The amount of need-based and diversity-related scholarship funds that support the recruitment and retention of students that enhance our diversity.
- The number of external partnerships and collaborations that promote and enhance diversity and inclusion.

Conclusion

UGA CVM will actively embrace and celebrate diversity and inclusion in order to sustain a culture that embraces the diversity that exists in our society. In order for the graduates of UGA CVM to be most successful, we must ensure that they are prepared to thrive in a clinical setting and are equipped to practice in an increasingly diverse world.

This plan is a living document, and will be added to as new initiatives/best practices occur.

Goals and Objectives

GOAL #1

Increase the diversity in our student, staff and faculty populations.

Objectives

1. Identify, attract, and admit or hire students, interns, residents, staff, veterinary technicians, faculty, and administrators to the College that are representative of Georgia's diverse population.
2. Adopt and strengthen admissions policies and practices that facilitate the selection of a diverse student enrollment in UGA CVM academic programs.
3. Build strategic partnerships with minority-serving undergraduate institutions (such as Historically Black Colleges and Universities and Hispanic Serving Institutions) with strong pre-veterinary and veterinary technician programs, or aimed at promoting research careers with academic outcomes consistent with CVM expectations.

GOAL #2

Foster a college climate that values and welcomes diversity and inclusion, and supports all staff, faculty and students.

Objectives

1. Develop and deliver programming to the College designed to increase awareness and acceptance of multiple dimensions of diversity, including, but not limited to, LGBTQ concerns, religious diversity and inter-generational workplace interactions.
2. Create a workplace environment that supports UGA CVM faculty, staff and student participation in diversity trainings and workshops.
3. Increase awareness among UGA CVM faculty, staff and students that diversity and inclusion are core values that extend into the clinical environment.

GOAL #3

Develop a Diversity and Inclusion Certificate program for faculty, staff and students as a way for them to demonstrate their commitment to fostering diversity and inclusion within the college, the veterinary profession, and the communities we serve.

Objectives

1. Provide members of the College with increased knowledge of various cultures and backgrounds as measured by completion of experiences.
2. Promote an increased willingness to develop skills in cross-cultural communication as measured by participation in college dialogues.
3. Develop an increased climate of inclusion and cultural responsiveness as measured by reduced survey responses noting disrespect and/or discrimination.

Statements related to diversity at UGA

University of Georgia Mission Statement

(Update approved by the Board of Regents in August 2010)

<http://www.uga.edu/profile/mission.html>

University of Georgia Diversity Plan

(Adopted April 15, 2011)

http://diversity.uga.edu/uploads/documents/UGA_Diversity_Plan.pdf

Faculty Statement on Diversity in Admissions

(As approved by University Council on March 18, 2004)

<https://www.admissions.uga.edu/article/diversity-information-for-uga.html>

UGA Non-Discrimination and Anti-Harassment

Policy (Adopted August 5, 2003; revised April 25, 2011)

<http://www.uga.edu/eoo/pdfs/NDAH.pdf>

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North American Veterinary Medical Education Consortium, 2010. *Roadmap for Veterinary Medical Education in the 21st Century: Responsive, Collaborative, Flexible*.
<http://www.aavmc.org/data/files/navmec/navmecdraftfinalreport.pdf>