Diversity in Veterinary Medicine
Key Questions for Consideration

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The Desired Outcome

To graduate more diverse cohorts of DVM students with the skills necessary to move fluidly across cultures and communities to the benefit of society as held in the Veterinarian’s Oath.
The Numbers:

- In 2004, the *Journal of Blacks in Higher Education* cited veterinary medicine as the “most segregated of all the health professions.”

- 2000 Census reports: The profession is 92% White/Caucasian.

- 15% of Applicants, 12% of Students are non-White/Caucasian
The Numbers:

- The US is 25-30% non-White.
- Will become majority “minority” by 2050.
- Wide statistical variance in human healthcare engagement patterns resulting in health disparities primarily along racial/ethnic dimensions (even when controlled for class).
Issues Beneath the Numbers

- **Do we really recruit for the profession?**
  - Who are we recruiting?
  - Where are we recruiting?
  - What non-technical skills are we recruiting?

- **What kinds of learning environments are we creating?**
  - Will the status quo (15% URVM applicants and 12.2% URVM students) create the type of academic environment that we need?
  - What does “inclusion” really mean?
Issues Beneath the Numbers

- **What should we teach & whose job is it to teach it?**
  - What are our expectations in peer to peer learning in a more racially, ethnically, linguistically, and culturally diverse environment?
  - What responsibilities do we have to teach DVM students about working in an increasingly heterogeneous world?
  - What exactly is our role in achieving the desired outcome?
Issues Beneath the Numbers

- Are “we” prepared to teach diversity in veterinary medicine?
  - Do we ask students to come to us with coursework in critical race theory and sociology?
  - Are we willing to tweak/adapt teaching to include examples, exposure to relevant concepts?
  - Are we willing to learn and be provocative?
Diversity in veterinary medicine is equally about representation and curriculum inclusion.

Thank you!