

2012 FEDERAL VETERINARY MEDICAL OFFICER WORKFORCE ASSESSMENT

Administered by the Federal Veterinary
Workforce Talent Management Advisory Council

Executive Summary

In 2009, the Government Accountability Office (GAO) issued a report with nine recommendations to improve the federal veterinary workforce's ability to carry out mission-critical activities such as preventing animal disease, protecting food safety, preparing for catastrophic events and responding to zoonotic disease outbreaks. Specifically, the Veterinary Medical Officer (VMO) Talent Management Advisory Council (TMAC) was established to address the impending national shortage of Federal veterinarians and its ability to respond Animal Health Emergencies. The TMAC developed and administered a web-based workforce assessment tool, the 2012 Federal VMO Workforce Assessment (WFA), to reach every permanent Federal veterinarian, both civilian and uniformed employees to garner their input for addressing the GAO recommendations. This assessment is the first of its kind for the profession and over one third of the occupation provided their input. Over half the responses came from supervisors of the veterinarians within the government. This broader response and increased reporting provides the TMAC with more information to assess workforce issues and develop recommendations than ever before.

*"This assessment is a
first of its kind for our
Profession"*

Dr. Michael Gilsdorf
Director, TMAC

The 2012 VMO WFA data suggests the following:

Government veterinarian shortages are limited to specific agencies. Those agencies have initiated strategies to address the issue in their workforce plans

Veterinarians reported limited experience in emergency response and training in the Incident Command System

Veterinarians serve in over 29 occupations and are compensated within one of nine different pay plans

The top three work unit functions of veterinarians are: 1) animal handling/husbandry; 2) technical skills (veterinary and laboratory); and 3) Regulatory Knowledge (laws, regulation, policy, and import/export)

The top three workload activities reported are: 1) Leadership, management and administrative; 2) veterinary and laboratory animal medicine and 3) Regulatory Knowledge Implementation (laws, regulation, policy, and import/export)

Veterinarians across the Federal government reported willingness to support an Animal Health Emergency Response

The top three recruitment challenges reported are: 1) Benefits, Pay and Budget; 2) the talent pool; and 3) the hiring process

The top three retention challenges reported are: 1) The work and work environment; 2) Leadership and management; and 3) Training and development

Federal agencies will see an increase of 51 positions and decrease of 223 VMO positions, resulting in a net decrease of 172 VMO's over the next 5 years

When considering the current Federal veterinary workforce, it is important to realize that the downturn in the economy and budget constraints have caused many Federal agencies to freeze hiring and reorganize existing staff to meet mission requirements. Consistent with these realities, these data suggest that recruiting is not the challenge it was just a few years ago. However, due to a well-documented impending national shortage of veterinarians in the talent pipeline (veterinary schools and other recruitment sources) and an expected wave of federal retirements as the economy improves, a veterinarian shortage in the Federal government is extremely likely. Accordingly, strategies to address the impending shortage are essential to protect the public health, veterinary health, agricultural support and protection, and emergency response activities performed by the Federal veterinary workforce.

Thus, the TMAC's original goals of fostering recruitment and retention strategies are still valid, and it is imperative that new strategies be developed in anticipation of the coming need. The data analysis confirms that individual agencies face slightly different workforce challenges, but it is important that options to retain and recruit highly trained veterinarians be ready for all agencies when they are needed. The data also suggest that there are many opportunities to create additional interagency

collaborations to improve the readiness and capabilities of the government's response to human and animal health emergencies.

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Introduction

In 2009, the Government Accountability Office (GAO) issued a report with nine recommendations to improve the federal veterinary workforce's ability to carry out mission-critical activities such as preventing animal disease, protecting food safety; preparing for catastrophic events and responding to zoonotic disease outbreaks. The Office of Personnel Management (OPM) also authorized specific Direct Hiring Authority to help ensure the federal veterinary workforce is sufficient to meet the critical responsibilities it performs on a routine basis. The Senate Subcommittee (on Oversight of Government Management, the Federal Workforce, and the District of Columbia) held a hearing and challenged federal agencies to develop ways to improve the recruitment and retention of federal veterinarians. In response, OPM and relevant federal agencies created the Federal Veterinary Workforce Talent Management Advisory Committee (TMAC), an interagency forum consisting of federal veterinarians, human resource specialists, workforce planners, human capital officers, and other experts. The TMAC is currently developing a strategic workforce plan to help federal agencies understand the current status and future needs of their veterinary workforce.

The TMAC developed a web-based Workforce Assessment Tool. This Workforce Assessment Tool was used to collect previously unavailable information about the federal veterinary workforce and determine workforce issues impacting the veterinarian workforce.

Response Rates

As shown in Table 1, the 2012 VMO WFA had respondents participating from across the Federal government. In 2012 more than 1,000 Federal VMOs responded to the assessment, for a response rate of 31 percent. Supervisors represented 61 percent of the respondents (see Table 2).

| | |
|-------|------|
| USDA | 769 |
| DOC | 3 |
| HHS | 151 |
| DOD | 51 |
| DHS | 8 |
| DOJ | 1 |
| DOI | 11 |
| VA | 7 |
| EPA | 3 |
| Total | 1004 |

| | |
|-------|-----|
| USDA | 516 |
| DOC | 0 |
| HHS | 58 |
| DOD | 27 |
| DHS | 2 |
| DOJ | 0 |
| DOI | 2 |
| VA | 5 |
| EPA | 0 |
| Total | 610 |

First Time Workforce Assessment Ever!

Federal employees have an intimate knowledge of the workings of the Government at every level. The VMO WFA gives them the voice they need to point out inefficiencies and jobs well done. Senior managers can then use this information to make Government more effective, and more responsive to the needs of the American people.

Input from the 2012 VMO WFA came from more than 1,000 Federal employees and uniformed officers of the Public Health Service and the Military, representing almost one third of the occupations population. To date, this is the first time an assessment of this nature has been conducted.

In June 2012, the Workforce Assessment Tool was made available to the VMO workforce. The goal was for every federal veterinarian in every federal agency to provide basic information about his/her position and the work that he/she does. This combined information will be used to:

- Provide critical information on existing veterinary positions and the ability of the federal veterinary workforce to respond to and continue operations during a national emergency or catastrophic event
- Identify recruitment and retention incentives needed to maintain and improve the quality of the federal veterinary workforce
- Establish a core number of necessary federal veterinary positions
- Identify additional opportunities for veterinarians with appropriate skills and experience to fill positions needed to meet agency mission requirements, even if those positions are not currently filled by veterinarians
- Inform agencies where specialized training, licensure, and/or board certification is needed
- Assist with succession planning to assure that appropriate career progression and development pathways are available to continue effective and efficient operations of Federal agency programs and critical mission areas
- Ensure our nation's environmental, animal and human health needs, for which the federal veterinary workforce has the requisite qualifications, skills, and experience, can be met now and in the future

The Federal VMO Workforce Assessment tool provides a snapshot of employees' perceptions of whether, and to what extent, conditions characterizing successful organizations are present in their agencies. Assessment results provide valuable insight into the challenges agency leaders face in ensuring the Federal Government has an effective veterinarian workforce.

Who are these Federal Veterinarians?

The Federal veterinarian workforce can be found (see Table 3) in 13 agencies across the Federal government.

| Table 3: Veterinarians by Organization | All | Civilian | Uniformed Service |
|--|-------|----------|-------------------|
| USDA | 1,760 | 1760 | 0 |
| DOD* | 970 | 208 | 762 |
| HHS** | 328 | 256 | 72 |
| DOI | 39 | 39 | 0 |
| VA | 17 | 17 | 0 |
| DHS | 15 | 15 | 0 |
| Smithsonian | 9 | 9 | 0 |
| EPA | 5 | 5 | 0 |
| Legislative Branch | 4 | 4 | 0 |

| Table 3: Veterinarians by Organization | All | Civilian | Uniformed Service |
|--|--------------|-------------|-------------------|
| DOC | 2 | 2 | 0 |
| NASA | 2 | 2 | 0 |
| USAID | 2 | 2 | 0 |
| DOJ | 1 | 1 | 0 |
| TOTAL | 3,132 | 2320 | 812 |

Source: National Association of Federal Veterinarians

*Includes Commissioned Officer of the Armed Forces

**Includes Public Health Service Commissioned Corps

The majority of veterinarians are employed in the Department of Agriculture (56.2%), Department of Defense (30.97%) and the Department of Health and Human Services (10.5%).

The majority of veterinarians are in positions classified as occupational series 0701. (see Table 5). For a complete listing of occupational series that Federal veterinarians hold, see Appendix A.

Of the 3,132 veterinarians, many serve in Armed Forces (DOD) or the Public Health Service (HHS). Table 4 provides information related to the type of service.

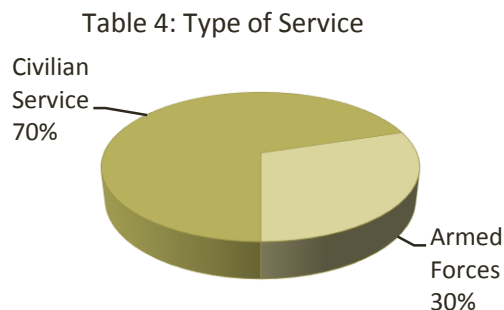
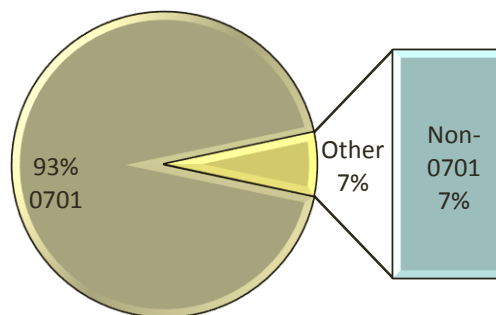


Table 5: Occupational Series



Based on the 0701 occupational series classification standards, established by the Office of Personnel Management (OPM), veterinarians are categorized in one of ten specialty categories. Respondents were asked to select the specialty which best aligns with their organizational mission, performance plan and duties. Table 6, below is the respondents specialty by agency:

| Table 6: VMO Specialty | USDA | DOC | DOD | HHS | DHS | DOJ | DOI | VA | EPA | TOTAL |
|------------------------|------|-----|-----|-----|-----|-----|-----|----|-----|-------|
| Public Health | 429 | 1 | 9 | 22 | 2 | 0 | 0 | 0 | 0 | 463 |
| Epidemiology | 193 | 0 | 7 | 22 | 2 | 0 | 0 | 0 | 0 | 224 |
| Import/Export | 181 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 186 |
| None of the above* | 60 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 66 |

| Table 6: VMO Specialty | USDA | DOC | DOD | HHS | DHS | DOJ | DOI | VA | EPA | TOTAL |
|----------------------------|------|-----|-----|-----|-----|-----|-----|----|-----|-------|
| Pathology | 53 | 1 | 3 | 4 | 0 | 0 | 2 | 0 | 0 | 63 |
| Product Development | 17 | 0 | 4 | | 34 | 0 | 0 | 0 | 0 | 55 |
| Laboratory Animal Medicine | 4 | 0 | 4 | 18 | 0 | 0 | 0 | 6 | 0 | 32 |
| Clinical Care | 13 | 0 | 12 | 4 | 1 | 0 | 0 | 0 | 0 | 30 |
| Wildlife | 6 | 0 | 0 | 1 | 0 | 0 | 6 | 0 | 0 | 13 |
| Toxicology | 5 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 1 | 10 |
| Zoological Animal Medicine | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

**Selection of none of the above indicates the respondents felt none of the other categories fit their specialty.*

Board Certification for VMOs' is held in high esteem and is considered by the American Veterinary Medical Association (AVMA) as the standard for professional excellence within the profession. There are 129 VMO's with board certification in eleven AVMA recognized specialties. Of the 129 certifications the Department of Agriculture (USDA) has majority with 55%, Health and Human Services (HHS) with 29% and Department of Defense (DOD) with 12%. Other departments with less than one percent include Department of Homeland Security (DHS), Department of Interior (DOI), Department of Veterans Affairs (VA) and the Environmental Protection Agency (EPA). Table 7, below represents the respondents' board certifications by Federal agency:

| Table 7: Board Certifications | USDA | DOC | DOD | HHS | DHS | DOJ | DOI | VA | EPA | TOTAL |
|--|------|-----|-----|-----|-----|-----|-----|----|-----|-------|
| American Board of Veterinary Practitioners | 7 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 9 |
| American College of Laboratory Animal Medicine | 0 | 0 | 2 | 11 | 0 | 0 | 0 | 2 | 0 | 15 |
| American College of Poultry Veterinarians | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| American College of Theriogenologists | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 |
| American College of Veterinary Behaviorists | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| American College of Veterinary Clinical Pharmacology | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| American College of Veterinary Internal Medicine | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

| Table 7: Board Certifications | USDA | DOC | DOD | HHS | DHS | DOJ | DOI | VA | EPA | TOTAL |
|--|------|-----|-----|-----|-----|-----|-----|----|-----|-------|
| American College of Veterinary Microbiologists | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| American College of Veterinary Pathologists | 5 | 0 | 3 | 2 | 0 | 0 | 1 | 0 | 0 | 11 |
| American College of Veterinary Preventive Medicine | 44 | 0 | 8 | 21 | 1 | 0 | 0 | 0 | 1 | 75 |
| American College of Zoological Medicine | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| TOTAL | 71 | 0 | 15 | 37 | 1 | 0 | 2 | 2 | 1 | 129 |

Purpose

The VMO WFA sought employees' input of workforce and work related factors, such as functions, activities, skills and needs. Further, the assessment provided the respondent the ability to self-assess areas such as leadership competencies, technical skills, and emergency response skills. Additionally, the assessment provided the opportunity to identify VMOs outside the 0701 (Veterinary Medical Officer) series, collect overlapping work functions and activities, and indicate a willingness to support animal health emergencies. The intention of the VMO WFA is to serve as a starting point for identifying workforce issues and opportunities to collaborate across agency lines. Information collected during this assessment cycle will serve as a baseline for future assessments and set strategic priorities for the TMAC.

Methodology

The 187-item assessment was categorized into nine topic sections. Each of the items was determined by human resources best practices and the Office of Personnel Management (OPM) guidance for workforce planning and VMO subject matter experts. The VMO TMAC reviewed and approved the assessment prior to administration. The sections included Administrative, Education, License and Certification, Emergency Management and Response, Leadership Competency, Technical Skills, Staffing Changes, Summary Comments, Supervisor Input, and Workload. The number of items assigned to each respondent depended upon their supervisory status.

Data collection and Analysis

The assessment was administered from June-July 2012. The USDA, Strategic Human Resources and Accountability Division provided assessment oversight with the assistance of VA and USDA, Plant Protection and Quarantine staff. The 2012 VMO WFA was a self-administered Web-based assessment. Of the estimated 3,200 Federal VMOs receiving the VMO WFA, 1,004 completed the assessment for a government wide response rate of 31.3 percent.

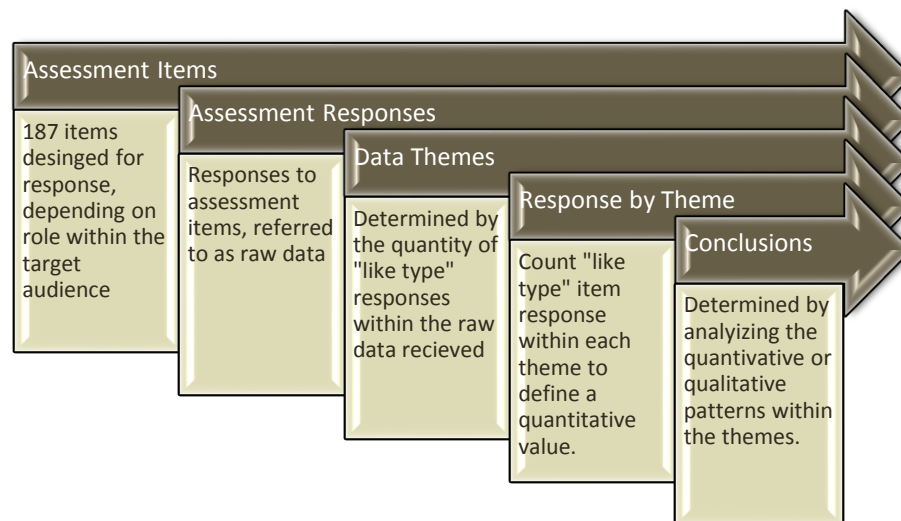
In performing statistical analyses for this document, the VMO TMAC, Workforce Planning Action Team, employed two data analysis procedures to sort and simplify presentation of data, which included quantitative and qualitative data analysis.

The data analyzed utilizing quantitative analysis had six response categories: 0=Not Applicable, 1= Fundamental Awareness, 2= Novice, 3= Intermediate, 4= Advanced and 5=Expert. The response rolled up into an overall number and reported by Federal agency to display trends within an agency or across government.

For data requiring qualitative data analysis, the team uniformly applied memoing, coding and developing uniform coding system, and enumerating data. Categories were developed based on like type responses; in turn the categories provided a uniform way to develop a legend. The legend then was applied across all raw data requiring qualitative analysis.

Responses of Do Not Know/No Basis to Judge were not removed before calculations because in establishing baseline data this type of response could be helpful for improving future assessments. Blank responses or no responses were eliminated from the data.

Table 8: Assessment Data Analysis Process



The remainder of this report is divided into five sections, focusing on the input received from the VMO's based on their perspectives.

- Veterinary Medical Officer Functions and Workload (workforce sufficiency for routine program activities)
- Leadership and Technical Skills
- Emergency Response
- Recruitment and Retention
- Expected Changes

The appendices provide additional information related to data contained in this document and are referenced as appropriate.

Veterinary Medical Officer Functions and Workload

The data in this section focuses in on the functions, activities, work and workload changes and work not being accomplished. All respondents to the assessment provided input to these items. The intent of the function data is to identify what the work unit “should” be doing and activities identifies what work “is” being done on a given day. Work and workload changes data provides the opinions about how the workforce “sees” the future of their work unit, which means these changes, may or may not occur.

In each of the charts below, the information is presented by Federal agency and overall. Further, the data are sorted from highest number of responses to the lowest by government wide to determine the highest rated categories. During the analysis of the data, categories emerged and responses were assigned to one of the categories for presentation.

Table 9 identifies the top functions of the respondents’ work unit.

| Table 9: Top Work Unit Functions | USDA | DOC | HHS | DOD | DHS | DOI | DOJ | VA | EPA | All |
|---|------|-----|-----|-----|-----|-----|-----|----|-----|-----|
| Animal Handling/husbandry | 538 | 3 | 43 | 2 | 7 | 11 | 1 | 5 | 2 | 612 |
| Technical skills (veterinary and laboratory) | 313 | 3 | 111 | 38 | 8 | 6 | 2 | 1 | 1 | 483 |
| Regulatory Knowledge (laws, regulation, policy, import/export) | 388 | 2 | 40 | 8 | 1 | 4 | - | 3 | 3 | 449 |
| Leadership, management, administrative skills | 317 | 2 | 76 | 18 | 2 | 9 | 1 | - | - | 425 |
| Communication (written, verbal and interpersonal skills) | 155 | 1 | 43 | 2 | 4 | 1 | 1 | 3 | 1 | 211 |
| Disease Diagnosis and Process (pathology/microbiology/epidemiology/immunology/bacteriology) | 140 | - | 24 | 8 | 1 | 1 | - | 1 | 2 | 177 |
| Critical thinking (risk and time management, analytical process) | 113 | - | 38 | 2 | - | 4 | - | - | - | 157 |
| Food Safety/Food Science | 86 | - | 10 | 6 | - | - | - | - | - | 102 |
| Inspection Process skills | 79 | - | 1 | 3 | 2 | - | - | - | - | 85 |
| Emergency Management/Disaster response | 43 | - | 7 | 2 | 2 | - | - | - | - | 54 |
| Veterinary medical/surgical/diagnostic skills | 10 | 1 | 7 | 1 | - | 1 | - | - | - | 20 |
| Information Technology/management, data management, statistics | 11 | - | 6 | 1 | - | 1 | - | - | - | 19 |

Table 10 identifies the top activities of a respondent on a given day.

| Table 10: Top Three Activities | USDA | DOC | HHS | DOD | DHS | DOI | DOJ | VA | EPA | All |
|--|------|-----|-----|-----|-----|-----|-----|----|-----|-----|
| Leadership, management, administrative skills | 717 | 4 | 168 | 32 | 14 | 12 | 1 | 11 | 3 | 962 |
| Technical skills (veterinary and laboratory) | 345 | 1 | 88 | 30 | - | 3 | - | 4 | 1 | 472 |
| Regulatory Knowledge (laws, regulation, policy, import/export) | 235 | - | 13 | 3 | 1 | 1 | - | 2 | - | 255 |
| Communication (written, verbal and interpersonal skills) | 140 | 2 | 25 | 10 | 1 | 6 | - | - | - | 184 |
| Disease Diagnosis and Process (pathology/microbiology/epidemiology/ immunology/bacteriology) | 108 | - | 2 | 3 | 1 | 3 | - | - | - | 117 |
| Critical thinking (risk and time management, analytical process) | 59 | 1 | 40 | 3 | 1 | 3 | - | - | 1 | 108 |
| Information Technology/management, data management, statistics | 57 | 1 | 16 | 2 | - | 3 | - | - | - | 79 |
| Animal Handling/husbandry | 57 | - | 9 | 5 | - | 2 | - | - | - | 73 |
| Food Safety/Food Science | 50 | - | 4 | 4 | - | - | - | - | - | 58 |
| Inspection Process skills | 52 | - | 2 | 1 | - | - | - | - | - | 55 |
| Veterinary medical/surgical/diagnostic skills | 15 | - | 18 | 8 | - | - | - | 1 | - | 42 |
| Emergency Management/Disaster response | - | - | - | - | - | - | - | - | - | - |

The information in Table 11 is the supervisors' response to the workforce priorities they have for their area of responsibility. Only supervisors (610 supervisors had the opportunity to provide input) responded to this assessment item.

| Table 11: Supervisor Priorities | USDA | DOC | HHS | DOD | DHS | DOI | DOJ | VA | EPA | All |
|-------------------------------------|------|-----|-----|-----|-----|-----|-----|----|-----|-----|
| Personnel development, training and | 144 | - | 13 | 10 | 1 | 1 | - | 2 | - | 171 |

| Table 11: Supervisor Priorities | USDA | DOC | HHS | DOD | DHS | DOI | DOJ | VA | EPA | All |
|--|------|-----|-----|-----|-----|-----|-----|----|-----|-----|
| management | | | | | | | | | | |
| Leadership, management, administrative skills | 132 | - | 14 | 1 | 1 | - | - | - | - | 148 |
| Employee Retention, recruitment, staffing | 101 | - | 22 | 6 | 1 | 1 | - | 1 | - | 132 |
| Food Safety | 126 | - | - | 3 | - | - | - | - | - | 129 |
| Inspection process / animal traceability/ import/export | 122 | - | - | - | - | - | - | - | - | 122 |
| Surveillance, Diagnosis and Eradication (pathology/microbiology/epidemiology/ immunology/bacteriology) | 65 | - | 11 | 7 | - | 2 | - | - | - | 85 |
| Communication, collaboration (written, verbal and interpersonal skills) | 56 | - | 6 | 3 | 1 | 1 | - | - | - | 67 |
| Regulatory Compliance and Development (Laws, Regulations, policy, best practice) | 47 | - | 13 | 1 | - | 1 | - | - | - | 62 |
| Critical thinking (risk and time management, analytical process. | 49 | - | 10 | 1 | - | - | - | 1 | - | 61 |
| Food security, bioterrorism, emergency response | 42 | - | 7 | 5 | 1 | - | - | - | - | 55 |
| EEO, Cultural diversity, Cultural change | 42 | - | 1 | - | - | - | - | - | - | 43 |
| Humane aspects of animal health | 20 | - | 7 | 11 | - | - | - | 1 | - | 39 |
| Implement Public Health Information System (PHIS), Information technology management, data management | 37 | - | 2 | - | - | - | - | - | - | 39 |
| Research | 13 | - | 8 | 3 | - | - | - | 1 | - | 25 |
| One Health | 8 | - | 1 | 1 | - | - | - | - | - | 10 |

The information in Table 12 is the respondents' input to work not being accomplished within their area of responsibility.

| Table 12: Work Not Accomplished | USDA | DOC | HHS | DOD | DHS | DOI | DOJ | VA | EPA | All |
|---|------|-----|-----|-----|-----|-----|-----|----|-----|-----|
| Leadership, management, administrative skills | 75 | 1 | 25 | 1 | 4 | 1 | - | 1 | - | 108 |
| Inspection Process skills | 32 | - | 4 | 3 | - | 1 | - | - | - | 40 |
| Communication (written, verbal and interpersonal skills) | 14 | 1 | 8 | 2 | - | 1 | - | - | - | 26 |
| Disease Diagnosis and Process (pathology/microbiology/epidemiology/immunology/bacteriology) | 17 | - | 3 | 2 | 1 | 1 | - | - | - | 24 |
| Information Technology/management, data management, statistics | 15 | - | 4 | 1 | - | - | - | - | - | 20 |
| Technical skills (veterinary and laboratory) | 8 | 1 | 4 | 2 | 1 | 1 | - | 1 | 1 | 19 |
| Emergency Management/Disaster response | 10 | - | 1 | - | - | - | - | - | - | 11 |
| Regulatory Knowledge (laws, regulation, policy, import/export) | 8 | - | 2 | - | - | - | - | - | - | 10 |
| Food Safety/Food Science | 6 | - | - | - | - | - | - | - | - | 6 |
| Animal Handling/husbandry | - | - | 1 | - | - | 1 | - | - | - | 2 |
| Critical thinking (risk and time management, analytical process) | 1 | - | - | - | 1 | - | - | - | - | 2 |
| Veterinary medical/surgical/diagnostic skills | 1 | - | - | - | - | - | - | - | - | 1 |

Leadership Competencies and Technical Skills

Skills involving both leadership and technical abilities play a major role in the accomplishment of mission goals and objectives. The data in this section focuses in on the competencies and skills of the VMO workforce. The data are presented from two perspectives: 1) Self-assessment of the responder to the assessment based on skill level; and 2) The supervisors need based on those competency and skills. Leadership development competency definitions can be found in appendix D.

For the self-assessment respondents rated themselves based on a 1 to 5 scale: 0=Not Applicable, 1= Fundamental Awareness, 2= Novice, 3= Intermediate, 4= Advanced and 5=Expert. Supervisors indicated a yes or no for leadership competency and technical skills.

| | |
|-----------------------|-----|
| Integrity/Honesty | 323 |
| Interpersonal Skills | 193 |
| Written Communication | 173 |
| Accountability | 153 |
| Customer Service | 146 |

| | |
|--------------------------|-----|
| Financial Management | 143 |
| Entrepreneurship | 141 |
| Political Savvy | 121 |
| Vision | 101 |
| Human Capital Management | 97 |

Leadership Competency Self-Assessment

| | SL 0 | SL 1 | SL 2 | SL 3 | SL 4 | SL 5 |
|-------------------------|------|------|------|------|------|------|
| Accountability | 38 | 1 | 13 | 169 | 413 | 153 |
| Conflict Management | 35 | 17 | 67 | 314 | 294 | 60 |
| Continual Learning | 33 | 13 | 29 | 233 | 355 | 124 |
| Creativity & Innovation | 51 | 16 | 63 | 310 | 247 | 100 |
| Customer Service | 93 | 6 | 25 | 187 | 330 | 146 |
| Decisiveness | 37 | 6 | 26 | 245 | 354 | 119 |
| Developing Others | 60 | 12 | 73 | 305 | 264 | 73 |
| Entrepreneurship | 190 | 44 | 141 | 251 | 116 | 45 |
| External Awareness | 80 | 29 | 85 | 281 | 247 | 65 |
| Financial Management | 239 | 98 | 143 | 188 | 92 | 27 |
| Flexibility | 43 | 5 | 32 | 243 | 332 | 132 |

| Table 15: Leadership Competency Assessment | SL 0 | SL 1 | SL 2 | SL 3 | SL 4 | SL 5 |
|--|------|------|------|------|------|------|
| Human Capital Management | 274 | 52 | 97 | 199 | 135 | 30 |
| Influencing/Negotiating | 88 | 29 | 74 | 304 | 236 | 56 |
| Integrity/Honesty | 45 | 2 | 2 | 49 | 366 | 323 |
| Interpersonal Skills | 43 | 4 | 8 | 119 | 420 | 193 |
| Leveraging Diversity | 85 | 19 | 41 | 217 | 319 | 106 |
| Oral Communication | 35 | 6 | 27 | 220 | 369 | 130 |
| Partnering | 100 | 22 | 54 | 269 | 253 | 89 |
| Political Savvy | 145 | 72 | 126 | 246 | 151 | 47 |
| Problem Solving | 47 | 11 | 32 | 221 | 333 | 143 |
| Public Service Motivation | 69 | 19 | 35 | 206 | 324 | 134 |
| Resilience | 55 | 13 | 37 | 251 | 334 | 97 |
| Strategic Thinking | 120 | 23 | 66 | 279 | 226 | 73 |
| Team Building | 58 | 16 | 59 | 287 | 276 | 91 |
| Technical Credibility | 61 | 9 | 23 | 203 | 357 | 134 |
| Technology Management | 92 | 25 | 67 | 331 | 223 | 49 |
| Vision | 118 | 34 | 101 | 291 | 185 | 58 |
| Written Communication | 32 | 7 | 11 | 186 | 378 | 173 |

Information in Table 16 is for respondents with a “yes” response for needing skill in the leadership competency listed.

| Table 16: Leadership Skills Needed | All | DHS | DOD | DOI | HHS | USDA | VA |
|------------------------------------|-----|-----|-----|-----|-----|------|----|
| Continual Learning | 327 | 2 | 9 | 1 | 32 | 279 | 3 |
| Developing Others | 313 | 1 | 10 | 0 | 31 | 269 | 2 |
| Conflict Management | 307 | 2 | 9 | 0 | 25 | 270 | 1 |
| Written Communication | 284 | 1 | 6 | 1 | 30 | 246 | 0 |
| Team Building | 280 | 1 | 9 | 0 | 34 | 234 | 2 |
| Accountability | 266 | 2 | 8 | 0 | 23 | 232 | 1 |

| Table 16: Leadership Skills Needed | All | DHS | DOD | DOI | HHS | USDA | VA |
|------------------------------------|-----|-----|-----|-----|-----|------|----|
| Flexibility | 259 | 2 | 10 | 0 | 24 | 222 | 1 |
| Interpersonal Skills | 255 | 1 | 7 | 0 | 25 | 221 | 0 |
| Problem Solving | 255 | 2 | 6 | 0 | 23 | 223 | 1 |
| Oral Communication | 253 | 2 | 9 | 0 | 27 | 215 | 0 |
| Decisiveness | 246 | 1 | 6 | 0 | 26 | 213 | 0 |
| Resilience | 218 | 1 | 6 | 0 | 26 | 185 | 0 |
| Strategic Thinking | 212 | 1 | 8 | 1 | 26 | 175 | 1 |
| Integrity/Honesty | 207 | 1 | 5 | 0 | 15 | 186 | 0 |
| Creativity & Innovation | 204 | 1 | 8 | 0 | 27 | 167 | 1 |
| Influencing/Negotiating | 198 | 1 | 6 | 1 | 24 | 165 | 0 |
| Technology Management | 190 | 2 | 6 | 0 | 16 | 162 | 3 |
| Technical Credibility | 186 | 2 | 4 | 0 | 17 | 162 | 1 |
| Vision | 177 | 1 | 2 | 0 | 27 | 146 | 1 |
| External Awareness | 170 | 2 | 6 | 1 | 24 | 134 | 2 |
| Customer Service | 165 | 2 | 9 | 0 | 24 | 129 | 1 |
| Human Capital Management | 165 | 1 | 10 | 0 | 14 | 136 | 3 |
| Partnering | 160 | 1 | 5 | 0 | 26 | 125 | 2 |
| Public Service Motivation | 156 | 1 | 4 | 0 | 9 | 141 | 1 |
| Political Savvy | 149 | 1 | 6 | 1 | 25 | 114 | 2 |
| Leveraging Diversity | 148 | 1 | 3 | 0 | 13 | 130 | 0 |
| Financial Management | 98 | 1 | 6 | 1 | 12 | 75 | 3 |
| Entrepreneurship | 89 | 2 | 7 | 0 | 13 | 67 | 0 |

Information in Table 17 indicates “yes” response for needing skill in the technical skills listed.

| Table 17: Technical Skills Needed | USDA | DOC | HHS | DOD | DHS | DOI | DOJ | VA | EPA | All |
|---|------|-----|-----|-----|-----|-----|-----|----|-----|-----|
| Communication, (written, verbal and interpersonal skills) | 150 | - | 9 | 1 | 1 | - | - | - | - | 161 |

| Table 17: Technical Skills Needed | USDA | DOC | HHS | DOD | DHS | DOI | DOJ | VA | EPA | All |
|--|------|-----|-----|-----|-----|-----|-----|----|-----|-----|
| Disease Diagnosis and Process (pathology/microbiology/epidemiology/im munology/bacteriology) | 108 | - | 14 | 2 | 1 | 1 | - | - | - | 126 |
| Critical thinking (risk and time management, analytical process) | 98 | - | 11 | 3 | - | - | - | - | - | 112 |
| Inspection Process skills | 95 | - | 2 | 1 | - | - | - | - | - | 98 |
| Veterinary medical/surgical/diagnostic skills | 53 | - | 17 | 11 | - | - | - | 4 | - | 85 |
| Technical skills (veterinary and laboratory) | 53 | - | 8 | 14 | - | 3 | - | 2 | - | 80 |
| Leadership, management, administrative skills | 47 | - | 4 | 1 | - | - | - | 1 | - | 53 |
| Food Safety/Food Science | 24 | - | 2 | 2 | - | - | - | - | - | 28 |
| Animal Handling/husbandry | 23 | - | 1 | 2 | - | - | - | - | - | 26 |
| Regulatory Knowledge (laws, regulation, policy, import/export) | 12 | - | 1 | - | - | - | - | - | - | 13 |
| Emergency Management/Disaster response | 9 | - | - | 1 | - | - | - | - | - | 10 |
| Information Technology/management, data management, statistics | 4 | - | 1 | - | - | - | - | - | - | 5 |

Emergency Response

Responding to an animal health emergency rests on the shoulders of the USDA, Animal and Plant Health Inspection Service (APHIS). APHIS in collaboration with numerous Federal, State and local officials develop strategies and response plans. However, when the actual animal health emergency occurs, APHIS will need the support of many VMO’s; far beyond the current strength within APHIS.

The data in this section focuses in on the willingness to respond, emergency response experience, Incident Command System experience, emergency management training and training needs. The intent of these data is to identify information related opportunities for cross government collaboration, capacity and capability as it relates to an animal health emergency response.

Of the 1004 respondents to the assessment, 21% are designated emergency responders for their agency. Additionally, out of those whom are not already designated emergency responders a significant majority of respondents (68%) are willing to respond (see Table 18).

| Table 18 Response Willingness | Respondents | * Designated Responder | **Willing to Respond |
|-------------------------------------|-------------|---------------------------|-------------------------|
| USDA | 769 | 155 | 538 |
| DOC | 3 | 1 | 3 |
| HHS | 151 | 43 | 43 |
| DOD | 51 | 2 | 2 |
| DHS | 8 | 4 | 7 |
| DOJ | 1 | 1 | 1 |
| DOI | 11 | 1 | 11 |
| VA | 7 | 3 | 5 |
| EPA | 3 | 1 | 2 |
| Total | 1004 | 211 | 612 |

** Positions officially designated emergency response (all types)*

***Includes designated responders*

Of the respondents to the assessment, 24% reported they possessed experience (see Table 19) in emergency response. These experiences include animal health, all-hazards and training exercises.

| Table 19: Emergency Response Experience | |
|---|-----|
| USDA | 168 |
| DOC | 1 |
| DOD | 14 |
| HHS | 50 |
| DHS | 2 |
| DOJ | 1 |
| DOI | 2 |
| VA | 0 |
| EPA | 1 |

Incident Command System

The Homeland Security Presidential Directive 5 (HSPD-5) issued February 28, 2003 requires all federal departments and agencies adopt the National Incident Management System (NIMS) in their domestic emergency management. NIMS is designed to provide a consistent nationwide approach to Federal, State, and local governments to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To meet this requirement, the Incident Command System (ICS) is used for the command, control, and coordination of an emergency

response, to include animal health emergencies. It is considered the standard across government and APHIS uses ICS to respond to animal health emergencies.

The data below (Table 20) reflects the skill level reported by respondents with ICS (positions) experience. The skill levels are: 0=Not Applicable, 1= Fundamental Awareness, 2= Novice, 3= Intermediate, 4= Advanced and 5=Expert. Of the respondents to the assessment, 11% reported having experience with ICS positions during an emergency response (including training exercises).

| Table 20: ICS Position Experience | SL 1 | SL 2 | SL 3 | SL 4 | SL 5 |
|--------------------------------------|------|------|------|------|------|
| Compensation/Claims Unit Leader | 1 | 0 | 0 | 0 | 0 |
| Cost Unit Leader | 1 | 0 | 0 | 0 | 0 |
| Demobilization Unit Leader | 1 | 0 | 1 | 0 | 0 |
| Division/Group Supervisor | 1 | 1 | 4 | 5 | 0 |
| Documentation Unit Leader | 2 | 0 | 0 | 0 | 0 |
| Facilities Unit Leader | 2 | 0 | 0 | 0 | 0 |
| Finance/Administration Section Chief | 0 | 1 | 0 | 0 | 0 |
| Food Unit Leader | 2 | 0 | 0 | 1 | 0 |
| Ground Support Unit Leader | 1 | 0 | 1 | 0 | 0 |
| Incident Commander | 0 | 2 | 4 | 5 | 0 |
| Planning Section Chief | 1 | 0 | 3 | 3 | 1 |
| Procurement Unit Leader | 1 | 0 | 0 | 0 | 0 |
| Public Information Officer | 1 | 0 | 3 | 1 | 0 |
| Resources Unit Leader | 2 | 0 | 0 | 0 | 0 |
| Safety Officer | 0 | 3 | 3 | 0 | 0 |
| Service Branch Director | 0 | 2 | 0 | 0 | 0 |
| Situation Unit Leader | 0 | 1 | 1 | 1 | 2 |
| Staging Area Manager | 1 | 0 | 1 | 0 | 0 |
| Strike Team/Task Force Leader | 1 | 0 | 6 | 2 | 1 |
| Support Branch Director | 1 | 0 | 0 | 1 | 0 |
| Technical Specialists | 2 | 0 | 3 | 8 | 2 |

| Table 20: ICS Position Experience | SL 1 | SL 2 | SL 3 | SL 4 | SL 5 |
|-----------------------------------|------|------|------|------|------|
| Time Unit Leader | 0 | 0 | 1 | 0 | 0 |
| Administration Section Chief | 1 | 0 | 0 | 0 | 0 |
| Liaison Officer | 1 | 0 | 0 | 1 | 0 |
| Logistics Section Chief | 2 | 0 | 0 | 0 | 0 |
| Operations Section Chief | 1 | 0 | 9 | 4 | 0 |
| Communication Unit Leader | 0 | 1 | 0 | 0 | 0 |
| Total | 26 | 11 | 40 | 32 | 6 |

Incident Command System Training

Table 21 below reflects the ICS training possessed by respondents to the assessment.

| Table 21: ICS Training | USDA | DOC | HHS | DOD | DHS | DOI | DOJ | VA | EPA | All |
|--|------|-----|-----|-----|-----|-----|-----|----|-----|-----|
| ICS 100 Introduction to ICS | 317 | 1 | 66 | 9 | 6 | 6 | 1 | 1 | 1 | 423 |
| ICS 200 ICS for Single Resources | 274 | 2 | 41 | 6 | 6 | 4 | 1 | 0 | 1 | 360 |
| ICS 300 Intermediate for Expanding Incidents | 179 | 3 | 24 | 4 | 5 | 2 | 0 | 0 | 0 | 234 |
| ICS 400 Advanced Complex Incidents | 113 | 4 | 62 | 2 | 3 | 1 | 0 | 0 | 0 | 147 |
| ICS 700 NIMS An Introduction | 196 | 5 | 49 | 8 | 4 | 4 | 0 | 0 | 1 | 280 |
| ICS 800 National Response Framework | 154 | 6 | 66 | 6 | 4 | 1 | 0 | 0 | 1 | 221 |

Emergency Response Training Needs

Below is the list of needed emergency response training.

- ✓ ICS 100 Introduction to ICS
- ✓ ICS 200 ICS for Single Resources
- ✓ ICS 300 Intermediate for Expanding Incidents
- ✓ ICS 400 Advanced Complex Incidents
- ✓ ICS 402 Overview for Executives
- ✓ IS 800 National Response Framework
- ✓ IS-701 NIMS Multiagency Coordination System (MACS) Course
- ✓ Incident Management Team Training
- ✓ Bioterrorism
- ✓ E951 All Hazards Incident Commander Course
- ✓ Operations Section Chief Training
- ✓ Planning Chief training
- ✓ Situation Unit Leader
- ✓ Foreign Animal Disease Diagnostician training (FADD)

Recruitment and Retention

The data in this section focuses in on recruitment challenges, incentives and recruitment activities. Supervisory respondents to the assessment provided input to these items. The intent of this section is to identify recruitment and retention challenges facing the workforce.

In each of the tables below, the information is presented by each Federal agency, and then summed across agencies. Further, these data are sorted from highest number of responses to the fewest to determine the highest rated categories.

| Table 22: Recruitment Challenges | USDA | HHS | DOD | DHS | DOI | VA | All |
|----------------------------------|------|-----|-----|-----|-----|----|-----|
| Benefits, Pay and Budget | 85 | 10 | 7 | 0 | 0 | 1 | 103 |
| Talent Pool | 78 | 18 | 3 | 1 | 1 | 1 | 102 |
| Hiring Process | 44 | 9 | 4 | 2 | 1 | 1 | 61 |
| Geographic Locations | 42 | 9 | 0 | | | 0 | 51 |
| Communication and Perception | 38 | 2 | 2 | 0 | 0 | 0 | 42 |

| Table 23: Retention Challenges | USDA | HHS | DOD | VA | All |
|--------------------------------|------|-----|-----|----|-----|
| Work and Work Environment | 101 | 14 | 1 | 1 | 117 |
| Leadership and Management | 91 | 3 | 4 | 1 | 99 |
| Training and Development | 41 | 7 | 2 | 0 | 50 |
| Pay, Benefit and Budget | 27 | 1 | 1 | 0 | 29 |
| Career Opportunity | 21 | 5 | 1 | 1 | 28 |
| Geographic Location | 11 | 0 | 0 | 0 | 11 |

| Table 24: Hiring Incentives | USDA | | HHS | | DOD | | DHS | | DOI | | VA | | All | |
|---|------|-----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-----|
| | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| Familiar with hiring incentive | 291 | 113 | 28 | 20 | 13 | 6 | 2 | 2 | 1 | 1 | 3 | 1 | 338 | 141 |
| Awareness of Human Resources assistance | 52 | 63 | 12 | 8 | 2 | 4 | 0 | 0 | 1 | 0 | 0 | 1 | 67 | 76 |
| Use of hiring incentives | 149 | 160 | 15 | 18 | 7 | 8 | 0 | 1 | 0 | 1 | 2 | 5 | 173 | 194 |

The data suggests the top three reasons for not utilizing incentives are lack of funding, lack of authority and lack of immediate need.

Expected Changes to the Workforce

The data in this section focuses on assessment respondents input from their perspective regarding changes in the workforce over the next five years. Also, within this section is information related to human resources demographical trends and projections. The intent is to identify what changes the workforce could expect and the workforce available to perform such work. Note: Information contained in this section does not direct change, work activities or hiring and should be used to make management decisions regarding next steps in addressing VMO workforce issues.

Staffing Changes

The data below looks at staffing changes from the perspective of the VMO WFA respondent, past human resources data trends and future projections factoring in trends and estimates. As a footnote, it is important to be mindful, the current economic crisis and dwindling budgets make it difficult to project staffing years out. However, past trends and input from leaders (VMO WFA respondents) can inform decision makers in the development of workforce strategies.

From the VMO WFA respondents reported an estimated decrease of 233 positions in following types of positions:

- ✓ Administrative Support *
- ✓ Epidemiologist
- ✓ Veterinarian (field positions)
- ✓ Staff Veterinarian
- ✓ Food Inspector

**Non-Veterinarians*

From the VMO WFA respondents reported an estimated increase of 51 positions in the following types of positions by Federal agency:

- ✓ Analyst*
- ✓ Epidemiologist
- ✓ Veterinarian (import/export)
- ✓ Veterinarian (in-plant)
- ✓ Veterinarian (supervisor)
- ✓ Toxicologist
- ✓ Veterinarian (clinician)

Trend Data

The following data are trend data for separations (see Table 24) and accessions (see Table 25) for fiscal years 2008 through 2012. In analyzing trend data it is import to consider the average trend data for a given 5 year period. Data within this section comes from the OPM, Fedscope.

Table 25 represents the separation trend data by type of separation. The average separation rate over the past 5 years is 5.8 percent.

| Table 25: Separations | FY 08 | FY 09 | FY 10 | FY 11 | FY 12 | Total |
|--------------------------|-------|-------|-------|-------|-------|-------|
| Resignation | 66 | 38 | 51 | 52 | 54 | 261 |
| Retirement | 59 | 52 | 57 | 69 | 49 | 286 |
| Termination | 25 | 20 | 21 | 16 | 18 | 100 |
| Other | 3 | 5 | 4 | 11 | 0 | 23 |

Table 26 represents accessions trend data by type of accessions. The average accession per year over the past 5 years is 169 employees.

| Table 26: Accessions | FY 08 | FY 09 | FY 10 | FY 11 | FY 12 | Total |
|-------------------------|-------|-------|-------|-------|-------|-------|
| Transfer-In | 2 | 3 | 1 | 3 | 0 | 9 |
| New Hire | 157 | 212 | 205 | 180 | 83 | 837 |
| Total | 159 | 215 | 206 | 183 | 83 | 846 |

Projection Data

The following data are projection data for separations and accessions (see Table 26) for fiscal years 2013 through 2017. In analyzing projection data it is important to consider the difficulty based on the economic crisis and reduction in budget. Projection data are based off the average trend data for the past 5 years.

In Table 27, the projected separation and accessions data is given three scenarios: 1) High case (5 year trend), meaning projections will continue as past trends show; 2) Middle case (current), meaning FY 2012 trends will become the norm in accessions; and 3) Low case (no accessions), meaning hiring freezes and budget reductions will strain all accessions.

| Table 27: Projection by Scenarios | | FY 13 | FY 14 | FY 15 | FY 16 | FY 17 |
|-----------------------------------|--------------------|-------|-------|-------|-------|-------|
| High (5 year trend) | On Board Strength | 2320 | 2355 | 2390 | 2425 | 2460 |
| | Separations | 134 | 134 | 134 | 134 | 134 |
| | Accessions | 169 | 169 | 169 | 169 | 169 |
| | Workforce Strength | 2355 | 2428 | 2425 | 2460 | 2495 |
| Middle (Current) | On Board Strength | 2320 | 2269 | 2218 | 2167 | 2116 |
| | Separations | 134 | 134 | 134 | 134 | 134 |
| | Accessions | 83 | 83 | 83 | 83 | 83 |
| | Workforce Strength | 2269 | 2218 | 2167 | 2116 | 2065 |
| Low | On Board Strength | 2320 | 2186 | 2052 | 1918 | 1784 |
| | Separations | 134 | 134 | 134 | 134 | 134 |
| | Accessions | 0 | 0 | 0 | 0 | 0 |
| | Workforce Strength | 2186 | 2052 | 1918 | 1784 | 1650 |

Changes in Work and Workload

In analyzing data related to changes, three categories of change emerged, which include: 1) Anticipated change resulting in increased work related activities; 2) Anticipated change resulting in decreased work related activities; and 3) Anticipated change impacting the organization.

Below are the anticipated increases impacting the workforce over the next five years:

- ✓ Workload (individual, geographically, and organizationally)
- ✓ Scope of responsibilities
- ✓ Import/Export activities (> foreign nation requirements)
- ✓ One Health activities
- ✓ Partnerships, collaboration and interagency cooperation
- ✓ Likelihood of disease outbreaks
- ✓ Oversight/regulatory burden
- ✓ Administrative/supervisory workload
- ✓ Cross training
- ✓ Virtual work activities
- ✓ Computer based work
- ✓ Food safety activities
- ✓ Laboratory testing

Below are the anticipated decreases impacting the workforce over the next 5 years:

- ✓ Staffing
- ✓ Budget
- ✓ Training
- ✓ Travel
- ✓ Surveillance activities
- ✓ Program activities
- ✓ Program efficiency (< staffing, > workload)
- ✓ Prevention, preparedness & response
- ✓ Services
- ✓ Inspection
- ✓ Supervision
- ✓ Stakeholder support
- ✓ Workload
- ✓ Interaction with industry/stakeholders

Below are the anticipated organizational changes impacting the workforce over the next 5 years:

- ✓ Poultry Inspection System
- ✓ Organization restructuring
- ✓ Policy development
- ✓ Federal to state responsibilities
- ✓ Improved regulatory oversight
- ✓ Expanding missions
- ✓ Mission focus
- ✓ Partnerships, collaboration and interagency cooperation
- ✓ More responsibilities with decreased workforce and resources

Conclusions

The current economic atmosphere and reduced Federal budgets have created much uncertainty across the workforce. Many Federal agencies have faced or are currently facing hiring freezes, reorganization or redistribution of work, as indicated by the VMO WFA. Although it would appear that the anticipated reduced staffing because of reduced budgets, etc., will result in having enough VMO's to perform the mission, the reality is contrary; the TMAC must remain vigilant regarding the impending national shortage.

A major factor in drawing conclusions and determining government-wide actions versus agency specific actions is that these data are heavily skewed by the large number of USDA VMO's (Table 28). Therefore many of the workforce issues within the assessment are isolated to specific agencies.

The TMAC should provide collaboration, information support, and recommendations to all agencies with VMO workforce issues, regardless of the distribution of the workforce and agencies should provide the TMAC with their workforce strategies to share with other agencies.

| | |
|--------------------|---------|
| USDA | 75.90% |
| HHS | 11.00% |
| DOD | 9.00% |
| DOI | 1.70% |
| VA | 0.70% |
| DHS | 0.60% |
| Smithsonian | 0.40% |
| EPA | 0.20% |
| Legislative Branch | 0.20% |
| DOC | 0.10% |
| NASA | 0.10% |
| USDID | 0.10% |
| DOJ | 0.00% |
| TOTAL | 100.00% |

Due to the uniqueness of roles, responsibilities and function of agencies with VMO's, the TMAC should consider an alternative strategy to a Government-Wide VMO Workforce Plan. Strategies could include recommendations for agencies with veterinarians, information papers on specific issues and action plans for those limited government-wide issues.

Federal agencies with veterinarians should address veterinarian shortages within their human capital and workforce plans. Further, agencies should share workforce gaps and strategies to close those gaps with the TMAC.

These data indicate that emergency response functions and activities within agencies are not within the top five reported supervisor priorities. However, based on VMO's reported willingness to respond, there is an opportunity for government-wide collaboration to support animal health emergencies. With only 24% of the current veterinary workforce experienced/trained in emergency response and projected low workforce strength over the next 5 years, the capability and capacity for emergency animal disease prevention, preparedness, and response is at a critical stage. Recommend the USDA, Animal and Plant Health Inspection Service further develop the possibility and submit information to the TMAC. Veterinarians' workload will increase due to staffing reductions and/or staffing shortages.

Summary

The TMAC has now defined the federal veterinary workforce, including where veterinarians are working, what duties they are performing, and the number of veterinarians needed to respond to a major FMD outbreak. Based on the data gathered, the TMAC has several recommendations for federal agencies to consider as they develop their workforce plans. Veterinary capacity, competency and experience were issues of concern identified in the assessment. Lack of adequate training was also identified as a concern. Additional cross-agency opportunities may exist to leverage the expertise of other federal veterinarians in other agencies during national emergency responses.

One objective of the TMAC was to address the 2009 Veterinary Workforce GAO audit recommendations to improve estimates of the veterinary workforce needed to respond to a large-scale foot-and-mouth disease outbreak. The TMAC first focused on an initial estimate of the number of veterinarians needed to respond to national and regional FMD outbreaks in the US. Based on the modeling conducted and utilizing resource performance metrics for demand and availability of veterinarians, the shortage of veterinarians after 48 days of an outbreak is approximately 6,000 veterinarians. This is for a response to a national multi-state FMD outbreak.

Recommendations: (Note: asterisk indicates a government-wide issue)

- ☐ Due to unique agency goals and qualification requirements, it is recommended that Federal agencies employing veterinarians address veterinarian shortages within their Agency Workforce Plan WFP and share that plan back with the TMAC. After all agencies have completed and shared their WFP with the TMAC, the TMAC can prepare a Government-Wide Veterinarian Workforce Action Plan as recommended by the GAO.

- ▣ *It is recommended that the TMAC provide collaboration, information support, and recommendations to all agencies with veterinarian workforce issues, regardless of the distribution of the workforce.
- ▣ *It is recommended that emergency response functions and activities become a top supervisory priority within federal agencies with veterinarians.
- ▣ *It is recommended that federal agencies with veterinarians recognize the importance of **Emergency Preparedness** for animal disease outbreaks and, based on federal veterinarians reported willingness to respond, initiate a more robust process of agency/stakeholder collaboration to support animal health and public health emergencies.
- ▣ *It is recommended that Emergency Preparedness Veterinary Workforce Action Plans (EPVWAP) be quickly developed and established to address the reported need for more veterinarians than are currently employed by the federal government to effectively respond to major animal disease outbreaks. The current best initial estimate is that approximately 6,000 veterinarians are needed for response to a national level FMD outbreak, yet only 250 federally employed veterinarians were identified as currently being deployable.
- ▣ It is recommended that animal disease outbreak models be further developed and validated to provide the fundamental modeling framework necessary to estimate personnel requirements needed to respond to a range of animal disease outbreaks. This is a top priority because the results of this Assessment suggest that the number of Federal VMOs required varies greatly based on the response activities being conducted and the phase of the outbreak. It is also a priority because there were numerous limitations identified in the models utilized.
- ▣ It is recommended that future animal disease and public health outbreaks capture specific workforce requirements data to better identify how the workforce was utilized and where improvements are needed.
- ▣ It is recommended that an interagency veterinary continuing education (training) system be established to capture existing experiences and training needs relating to function, mission authorities, and requirements for preparedness, response and recovery in order to maintain a well-qualified, well trained veterinary workforce.
- ▣ The TMAC should continue to explore retention and recruitment mechanisms to prepare for future shortages in eligible veterinarians as economic conditions improve and delayed retirements occur.

Next Steps

- ▣ Each agency will review the information from this assessment, develop their Emergency Preparedness Veterinary Workforce Action Plans (EPVWAP) and Agency Veterinary Workforce Action Plan (AVWAP), and share them with the TMAC.
- ▣ After all agencies have completed and shared their AVWAP with the TMAC, the TMAC can prepare a Government-Wide Veterinarian Workforce Action Plan.
- ▣ Assessment results will be discussed and shared with agency senior leaders, congressional members and other interested parties.
- ▣ TMAC will attempt to obtain data from senior agency leaders to validate the results of the assessment.

- ▣ The TMAC will continue to address federal veterinary workforce issues, including retention and recruitment mechanisms to maintain a pro-active approach to maintaining the quality of the federal veterinary workforce.

Appendix A: VMO's by Occupation

| | |
|---|------|
| 0701 Veterinary Medical Science | 1863 |
| 0000 Unknown | 29 |
| 0601 General Health Science | 19 |
| 1863 Food Inspection | 16 |
| 0340 Program Management | 15 |
| 0696 Consumer Safety | 11 |
| 0401 General Biological Science | 6 |
| 0301 Miscellaneous Administration and Program | 4 |
| 0403 Microbiology | 4 |
| 0343 Management and Program Analysis | 3 |
| 0487 Animal Science | 3 |
| 1801 General Inspection, Investigation and Compliance | 3 |
| 0405 Pharmacology | 2 |
| 0486 Wildlife Biology | 2 |
| 0602 Medical Officer | 2 |
| 0028 Environmental Protection Specialist | 1 |
| 0180 Psychology | 1 |
| 0341 Administrative Officer | 1 |
| 0404 Biological Science Technician | 1 |
| 0414 Entomology | 1 |
| 0415 Toxicology | 1 |
| 0545 Military Pay | 1 |
| 0670 Health System Administration | 1 |
| 0704 Animal Health Technician | 1 |
| 1083 Technical Writing and Editing | 1 |
| 1101 General Business and Industry | 1 |
| 1320 Chemistry | 1 |
| 1529 Mathematical Statistician | 1 |

Appendix B: VMO's by Pay Plan and Grade

| GS Pay Plan Grade | Total |
|-------------------|-------|
| GM – 13 | 7 |
| GM – 14 | 9 |
| GM – 15 | 3 |
| GS – 02 | 1 |
| GS – 03 | 1 |
| GS – 04 | 5 |
| GS – 06 | 1 |
| GS – 07 | 3 |
| GS – 09 | 1 |
| GS – 10 | 3 |
| GS – 11 | 3 |
| GS – 12 | 292 |
| GS – 13 | 198 |
| GS – 14 | 227 |
| GS – 15 | 64 |

| Exec Service Pay Plan - Grade | Total |
|-------------------------------|-------|
| ES – 00 | 7 |
| ES – 01 | 2 |
| ES – 03 | 1 |
| ES – 04 | 3 |
| SL – 00 | 1 |
| ST – 00 | 1 |
| ST – 04 | 4 |
| ST – 13 | 1 |
| ST – Other | 3 |

| PHRS Pay Plan Grade | Total |
|---------------------|-------|
| AP – 03 | 56 |
| AP – 04 | 809 |
| AP – 05 | 32 |
| AP – 06 | 4 |
| AP – 11 | 2 |
| AP – 12 | 21 |
| AP – 13 | 4 |
| AP – 14 | 5 |
| AP – 15 | 3 |
| AP – 5S | 113 |
| AP – 6S | 2 |
| AP – Other | 23 |

| Other Pay Plan - Grade | Total |
|------------------------|-------|
| AD – Other | 11 |
| GR – 04 | 2 |
| RA – 00 | 4 |

| Uniformed Services Pay Plan – Grade | Total |
|-------------------------------------|-------|
| O – 03 | 5 |
| O – 04 | 12 |
| O – 05 | 9 |
| O – 06 | 9 |
| O – 08 | 1 |
| O – Other | 105 |

Appendix C: Listing of Tables

| | |
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Appendix D: Leadership Competency Definitions

Accountability: Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Conflict Management: Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Continual Learning: Assesses and recognizes own strengths and weaknesses; pursues self-development.

Creativity and Innovation: Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.

Customer Service: Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.

Decisiveness: Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.

Developing Others: Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Entrepreneurship: Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

External Awareness: Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.

Financial Management: Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

Flexibility: Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.

Human Capital Management: Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.

Influencing/Negotiating: Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

Integrity/Honesty: Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.

Interpersonal Skills: Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

Leveraging Diversity: Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Oral Communication: Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.

Partnering: Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

Political Savvy: Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.

Problem Solving: Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

Public Service Motivation: Shows a commitment to serve the public. Ensures that actions meet public needs; aligns

Resilience: Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.

Strategic Thinking: Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

Team Building: Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

Technical Credibility: Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Technology Management: Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems

Vision: Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.

Written Communication: Writes in a clear, concise, organized, and convincing manner for the intended audience.