Abstract: Animal Science (ANS) programs have seen the demographics of their students progressively shift to include more urban and suburban students with limited firsthand knowledge of production agriculture. A major contributor to that shift is an influx of students with the intent of pursuing veterinary school, primarily with the goal of working with companion animals. The change in students has its challenges, but also presents opportunities. It is a chance to communicate with our customers, voters, and prospective thought leaders and decision makers. It is also a chance to recruit new and diverse talent into animal agriculture to help solve current and future problems. Despite the high number of students interested in pursuing vet school, a small percentage gain admittance making it important to help students recognize alternate career paths as soon as possible. This is particularly critical at the University of Florida where 41% of our students are transfers. We questioned if the students’ focus on entering the veterinary field is due to viewing it as their best career opportunity, or their only opportunity. We conducted a career awareness survey at the start and end of the ANS3006 Introduction to Animal Science course over the past several years. Over 49% could not list more than two ANS-related careers. Veterinarian was the most common and appeared on 76% of responses. In turn, we have incorporated more career-related content into ANS3006. In the post survey evaluation, 57% listed more than two careers and 18.8% of students indicated their career goals had changed over the course of the semester, with more than 2/3 of those being students who changed from a veterinary path. Anecdotally, our advisors report students are more amenable to changing from the pre-vet track when encouraged. Emphasizing the opportunities is an effective way to help students find the career paths they may have otherwise missed.

**Keywords:** career awareness, undergraduate education, diversity

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**TEACHING/UNDERGRADUATE AND GRADUATE EDUCATION**

**380 Awardee Talk: Deer eat Birds and Other Revelations: Teaching a Changing Demographic of Animal Science Student.** Jason M. Scheffler¹, ¹University of Florida

Abstract: Animal Science (ANS) programs have seen the demographics of their students progressively shift to include more urban and suburban students with limited firsthand knowledge of production agriculture. A major contributor to that shift is an influx of students with the intent of pursuing veterinary school, primarily with the goal of working with companion animals. The change in students has its challenges, but also presents opportunities. It is a chance to communicate with our customers, voters, and prospective thought leaders and decision makers. It is also a chance to recruit new and diverse talent into animal agriculture to help solve current and future problems. Despite the high number of students interested in pursuing vet school, a small percentage gain admittance making it important to help students recognize alternate career paths as soon as possible. This is particularly critical at the University of Florida where 41% of our students are transfers. We questioned if the students’ focus on entering the veterinary field is due to viewing it as their best career opportunity, or their only opportunity. We conducted a career awareness survey at the start and end of the ANS3006 Introduction to Animal Science course over the past several years. Over 49% could not list more than two ANS-related careers. Veterinarian was the most common and appeared on 76% of responses. In turn, we have incorporated more career-related content into ANS3006. In the post survey evaluation, 57% listed more than two careers and 18.8% of students indicated their career goals had changed over the course of the semester, with more than 2/3 of those being students who changed from a veterinary path. Anecdotally, our advisors report students are more amenable to changing from the pre-vet track when encouraged. Emphasizing the opportunities is an effective way to help students find the career paths they may have otherwise missed.

**Keywords:** career awareness, undergraduate education, diversity

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**381 Awardee Talk: Increasing the Sustainability of Beef Cattle Production Through Internationalization.** Luis O. Tedeschi¹, ¹Department of Animal Science, Texas A&M University

Abstract: Intelligent societies are built through education. Wisdom gained through scientific knowledge and discourse is necessary for spreading reliable information and building consensus among citizens of the six continents on earth. Internationalization empowers the fostering and discovery of novel techniques and resources that could solve contemporary issues assailing humankind’s prosperity, including sustainability, environmental pollution, and hunger. A community might have found solutions to problems other communities face; however, our failures of globalization postpone their resolution. Animal science is not immune to these failures. Livestock production could incorporate know-how from other communities, borrowing from experiences of student and faculty exchange and study abroad programs. The tremendous evolutionary aspects of ruminants’ digestive system allow them to thrive in diverse and sometimes inhospitable ecosystems and convert human-inedible resources into high-quality animal products for human consumption. Humankind relies on ruminants for energy and protein consumption, wool, and draft power. This symbiotic relationship has led to extreme production systems due to economy-of-scale factors and the availability of resources in some countries. But, other countries have relied on rustic, low-intrusive production systems that are more amenable to the environment and more conducive to sustainability. Therefore, breaking the boundaries across nations through international partnership programs will lead to sharing scientific knowledge and enhancing management programs essential to the long-term continuation of this human-ruminant symbiotic relationship within responsible animal welfare programs. Besides improving the communication among societies and spreading scientific advancements, such internationalization programs will shape students, i.e., the workforce of the future, into citizens of the world with accurate and helpful information about the language, culture, problems, and needs of other civilizations and how to enrich our likelihood and theirs. As a result, leaders of the many different nations worldwide can, once again, expand the frontiers of scientific knowledge in seeking sustainable, responsible, and affordable animal agriculture activities.

**Keywords:** education, globalization, partnership