
COLLEGE OF VETERINARY MEDICINE

STRATEGIC PLAN

INTEGRATION WITH THE UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN PLAN

MAY 2006



College of Veterinary Medicine

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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EXECUTIVE SUMMARY

Veterinary medicine is perhaps the most interdisciplinary of the health sciences, encompassing the study of life forms from bacteria and toxins to all animal species and encompassing sciences from complex molecular biology and epidemiology to applied medicine and public health. Not only do the research and educational aspects of our field demand broad participation across the sciences, but the public service aspects also require close partnerships throughout society, from veterinary practitioners to state agencies to agricultural commodity groups to the pharmaceutical industry to social service organizations and beyond.

Interdisciplinary, International, and Mission-Oriented

The College of Veterinary Medicine provides a model for the campus for a unit excelling at the tripartite mission of education, research, and public engagement, working to engage stakeholders at the state, federal, and international levels.

Here is a small sampling of the work that is having a real impact on people's lives:

- Susan Schantz, who has a joint appointment in veterinary biosciences and psychology, oversees a multi-institutional program that conducts basic research into the biomedical effects of PCBs and also encompasses an outreach component to educate the fish-eating Hmong population in Wisconsin—especially pregnant women—about the dangers of eating contaminated fish.
- Karen Terio, a veterinary pathologist with our Zoologic Pathology Program, provides on-site services to Brookfield, Lincoln Park Zoo and Shedd Aquarium and also contributes to research that could help preserve the world's dwindling wild and captive populations of cheetahs.
- The Illinois pork producers served by Bethany Swine Health Services in Sycamore, Ill., benefit because our professional degree program exposed 2005 graduate Dr. Brian Payne to food animal practice (which is experiencing a shortage of veterinarians), and he chose to enter that field even though he came to veterinary school with interest and exposure only to small animal practice.
- Marilyn Carlsson of Tinley Park was so grateful for the emergency care that saved the life of her dog, Coco, that she has bequeathed an endowment that will fund a full-tuition scholarship. Every year thousands of other companion animal owners throughout the state benefit from the facilities and expertise at our Veterinary Teaching Hospital.
- Dominique Griffon, a veterinary surgeon who heads the Laboratory for Orthopedic Research on Biomaterials, is working with Elizabeth T. Hsiao-Weckslar, a faculty member in the Department of Mechanical and Industrial Engineering who runs the Human Dynamics and Controls Lab, to identify ways to predict which dogs are susceptible cranial cruciate ligament deficiency, the most common orthopedic problem affecting dogs.
- Countries surrounding the Baltic Sea are coordinating their efforts to create and maintain a healthy environmental ecosystem with the help of faculty members Borje Gustafsson and Val Beasley.
- Tom Gillespie, who has a joint appointment in pathobiology and anthropology, is working with Joanna Shisler in microbiology examining the role of cultural variation and environmental factors to find out why monkeypox is deadly for up to 10% of infected humans in geographically distinct areas of Africa.
- Illinois citizens have learned the facts about the potential for an avian flu outbreak by attending a series of panel discussions held throughout the state and by media and online information put forward by our faculty.

Unique Resources

The College of Veterinary Medicine is the only veterinary college in the state and the only unit on this campus that integrates basic and applied biomedical research and delivers it in an educational package that encompasses a professional degree program, graduate education, continuing education, and public outreach. We are uniquely qualified to contribute to the successes of the University of Illinois system and the state of

Illinois and to address many of the critical health challenges of the 21st century.

- We are the only institution that grants the professional Doctor of Veterinary Medicine degree. Nationally there is a critical need for—and a projected shortage of—veterinarians in areas related to biosecurity and public health, such as food safety, animal disease control, animal diseases affecting humans, and comparative biomedical research.
- We offer outreach programs that serve the veterinary profession with continuing education on issues from business management to clinical advances. Our public education efforts address topics ranging from companion animal health to public health concerns, such as West Nile virus and avian flu.
- Our Veterinary Teaching Hospital is the only full-service medical facility on campus. It serves as the year-round teaching laboratory for DVM students in the final year of their studies. Through it we provide expert care to 15,000 companion animal patients a year, touching the lives of thousands of Illinois citizens, including many within the critical demographic of Chicago and its surrounding communities. It also holds tremendous potential as an interdisciplinary biomedical research site, where this campus's strengths in the theoretical sciences can be translated into biomedical breakthroughs for human and animal health.
- Our college has forged strong partnerships with state agencies and industry organizations in the agricultural and public health sectors.

Rationale for State and National Support

In addition to our contributions to the state through research and service benefiting companion animal owners and key agricultural industries, our college contributes significantly to the state's economy through our graduates. According to information provided by the Illinois State Veterinary Medical Association, more than half of the state's nearly 2,500 veterinarians earned their DVM degree at our college. Within this campus, our faculty rank among the most productive in terms of research dollars generated. Nevertheless our educational program is among the most costly, requiring as it does the operation of a full-service teaching hospital.

At present our very limited state support constitutes an obvious obstacle to our ability to implement the initiatives outlined in our strategic plan. We recognize that the funding shortfall cannot be adequately addressed within the university but will require assistance at the state and perhaps national levels. We are also engaging in an aggressive fund raising campaign and working with our colleagues on the Urbana-Champaign and Chicago campuses to develop collaborative programs with joint faculty hires.

Illinois ranks last in state support among the peers we used for our competitive analysis (University of California-Davis, Colorado State, Cornell, Michigan State, the University of Minnesota, North Carolina State, Ohio State, Purdue, and the University of Wisconsin). Even in a comparison including all 26 U.S. veterinary institutions that receive state support, Illinois falls at 42%, or \$7 million, below the national mean for total state dollars and 50%, or \$8 million, below the national mean for state dollars per DVM student (see page 23).

Limited funding for veterinary education is increasingly viewed as a national concern. The Veterinary Workforce Expansion Act, legislation pending in both Senate and House, would authorize competitive grants to expand capacity and services at the nation's veterinary medical colleges. If passed and funded, this act would represent the first time in more than 30 years that the federal government has provided resources to increase the number of veterinarians serving the nation in critical societal roles, such as protecting our food supply, guarding against foreign animal diseases, and developing and implementing plans for bioterrorism prevention and response. Our college is prepared to capitalize on these federal grants if the act is approved.

Top Priorities

- *DVM program:* The professional veterinary degree program is the centerpiece of our college; ensuring the integrity and viability of this program takes precedence over other initiatives. The faculty have

recently undertaken the first comprehensive assessment of the professional curriculum in the past 25 years, a period that has seen burgeoning growth in knowledge of both basic sciences and specialty practice areas within the veterinary field. Societal needs and expectations with regard to the role of animals and the public health role of veterinarians have also changed drastically over this period. We must ensure that our curriculum maximizes effectiveness and efficiency in producing competent entry-level professionals who are equipped to continue learning throughout their years in practice. We must ensure that within our faculty we have the expertise needed to fulfill the demands of the professional curriculum.

- *Translational Biomedical Research:*
 - *Applied and Comparative Research in the Veterinary Teaching Hospital and Diagnostic Laboratory:* Just as translational biomedical research has been identified as our top research priority and our area of greatest potential for making contributions at the campus and national levels, so the teaching hospital and diagnostic laboratory are the most critical resources the college can offer to this initiative. Both units provide biomedical researchers with their only access on this campus to naturally occurring disease processes. We envision these real-life laboratories as the place of choice for researchers wishing to implement the practical health applications of biomaterials and other benchtop discoveries.
 - *Graduate Program in Translational Biomedical Sciences:* As described by the National Research Council in a 2005 publication, “veterinary research serves as the interface of basic science and animal and human health that is critical to the advancement of our understanding of and response to impending risks and to the exploitation of disciplinary advances in the pursuit of One Medicine.” A formal training program in translational biomedical sciences would prepare future researchers to operate in a highly interdisciplinary environment. An additional benefit would be the increased communication and understanding among researchers who work in disparate disciplines on this campus but who have shared interests in bringing basic discoveries to fruition as applied health solutions.
- *Center for One Medicine:* Veterinarians play a central role in public health issues, especially in detecting, researching, and preventing infectious diseases of animal origin, such as SARS, avian influenza, and mad cow disease. Yet veterinary medicine is not widely recognized as the only health profession trained in multispecies comparative medicine and able to elucidate key interconnections among human health, domestic and wild animal health, agriculture, and the environment. This collaboration with the School of Public Health at the University of Illinois-Chicago will initially focus on educating professionals who can move science into public policy. A research program could be developed as the center evolves.
- *Building Community:* In 2005 we completed a comprehensive facilities plan that maps out new buildings and infrastructure to support our programmatic growth over the next 20 years. We have reached the limits of our current facilities in terms of class size in the professional veterinary degree program. We also need new clinical facilities to provide services and research innovations consistent with our vision of leadership in clinical service and biomedical translational research.

The College of Veterinary Medicine has been engaged in vigorous strategic planning since 2002. The goals and initiatives we have established fit well within the framework recently set out by the University and its Urbana campus. Indeed, we fully recognize that our success rests substantially on our ability to contribute to the goals of the larger institution. We believe we are well-equipped to contribute because of our unique and valuable resources, our tradition of interdisciplinary collaborations, our research productivity, and our service orientation.

OVERVIEW

Veterinary medicine's role in society today encompasses not only the health of domestic animals, wildlife and ecosystems, but also comparative biomedical research, food safety and security, and the sociological implications of the human-animal bond. These areas all work together to improve human and animal health. Our teaching, research, and service embrace a one medicine philosophy that recognizes the connections among these areas,

The University of Illinois College of Veterinary Medicine is one of only 32 colleges of veterinary medicine in the United States and Canada and the only one in Illinois. We are active in all aspects of the university's mission, and our faculty are key contributors to interdisciplinary programs across the university, in the state, nation, and around the world.

We are uniquely qualified to address many of the most critical challenges of the 21st century. Our professional and graduate degree programs supply veterinary scientists who work to ensure human, animal, and environmental health. Our outreach programs touch the lives of thousands of animal owners and help safeguard public health. Our research expertise and facilities provide essential components for translating this campus's strengths in theoretical science into biomedical applications that will result in breakthroughs for human and animal health.

Responding to critical needs from the local to the global scale, we are striving to be in the top tier of colleges of veterinary medicine. The uniqueness of our college is essential in the enhancement of broader campus initiatives in the biomedical sciences.

STRATEGIC INTENT:

MISSION

The mission of the College of Veterinary Medicine is to provide teaching, research and public engagement programs that benefit the animals, people and environment of the State of Illinois, nation and world, through the promotion of animal health, alleviation of animal suffering, efficient and responsible animal production, conservation of animal and broader ecological resources, and protection of public health. The college is dedicated to educating veterinary and graduate students, post-graduate veterinarians, and the public; discovering, applying, and disseminating comparative biomedical knowledge and technology; and providing outreach to the veterinary medical profession and public.

VISION

The College of Veterinary Medicine aspires to be a leader in veterinary and comparative biomedical education, scholarship, and public engagement in the University of Illinois system, in the state, in the nation, and around the world.

GUIDING PRINCIPLES AND THEMES

- **Cultivate innovative, broad-based, lifelong learning experiences in the art and science of veterinary medicine and comparative biomedical sciences.**
 - **Professional Education.** Increase flexibility in the curriculum. Foster opportunities for students to gain knowledge and skills needed to respond to the future needs of society and changes in veterinary medicine and biomedical science. Encourage students to pursue their broad interests and assist them in finding unique paths toward contributions to animals and society. Structure the curriculum to address weaknesses. Ensure a critical mass of faculty to deliver the core professional curriculum effectively.
 - **Graduate Education.** Cultivate stronger graduate programs in areas of research emphasis within the college.
 - **Post-DVM Education.**
 - Intramural:* Educate the next generation of faculty to meet the critical shortage of veterinarians in academia. Provide specialty training opportunities in the form of internships and residencies to post-DVMs in selected areas in clinical and basic science in which there are qualified faculty and mentors. Continually evaluate these programs for quality and need and add or delete programs as opportunities and needs arise.
 - Extramural:* Create selected non-degree programs and opportunities for post-graduate education to respond to developing needs in veterinary and biomedical and environmental sciences and policy.
 - **Underrepresented Populations.** Attract underrepresented populations in the veterinary medical profession to meet the evolving needs of society.
 - **Undergraduate Education.** Expand interactions with undergraduate students and contributions to undergraduate education.

- **Maintain high-quality, focused research programs and expand collaborative programmatic interactions.**

Strengthen current areas of scholarly focus within the College of Veterinary Medicine: infectious diseases, ecosystem health, orthopedic biology, reproductive biology, toxicology, and oncology. Build strength within the college in the areas of stem cell and regenerative biology, host-microbe interaction, and environmental sustainability. Periodically reassess areas of programmatic emphasis to respond to evolving faculty strengths and societal needs. Encourage research focused on addressing and solving real world issues in veterinary medicine, public health and biomedical science.

- **Address the needs of a changing profession and a diverse society.**
 - **Clinical Service.** Provide a high level of public engagement through the Veterinary Teaching Hospital (VTH), which should be the premier referral center in the State of Illinois offering state-of-the-art patient care and addressing the needs of referring veterinarians and the animal-owning public. Fund, recruit, and retain high quality clinical faculty to regain strength in core areas of engagement and instruction within the VTH: companion animal medicine and surgery; imaging, and anesthesiology and pain management. Fund, recruit, and retain high quality clinical faculty to enhance expertise in areas of engagement and instruction with the VTH that represent growing sectors of modern veterinary practice: zoological, exotic, and wildlife and environmental medicine; food animal health; and equine medicine and surgery.
 - **Diagnostic Service.** Provide high-quality diagnostic assistance through the Veterinary Diagnostic Laboratory (VDL) and its Chicago branch program, the Zoologic Pathology Program (ZPP), which conduct laboratory examinations and diagnostic investigations. Assist in the identification, control, and treatment of infectious, nutritional, toxicologic, and other diseases that adversely affect the

animals and animal industries of Illinois and the public health of the citizens of Illinois. Continue to strengthen areas of needed diagnostic expertise and service and complement the college's areas of programmatic research.

- **Public Engagement.** Bring a greater understanding of the college, the profession of veterinary medicine, and the field of biomedical science to the public and university communities. Respond to emerging opportunities and societal needs.
- **Include a global dimension in all activities by developing international programs and collaborations.**
- Acting as a world citizen, address and resolve local and regional issues in international settings.
- **Improve and strengthen operational efficiency, facilities, and financial health.**
- **Organizational Structure.** Increase organizational efficiency.
 - **Facilities.** Understand current and future needs for maintaining and improving facilities.
 - **Finances. Improve and strengthen operational efficiency, facilities, and financial health.** Seek support from a wide range of sources. Strategically manage academic department state budget requests and allocations as they relate to the strategic plan. Develop financial plans for the veterinary teaching hospital and diagnostic laboratory that support the accreditation standards followed by veterinary colleges.
- **Promote and foster an environment of collegiality and professionalism.**

PLANNING STRATEGY

COMPETITIVE BENCHMARK ANALYSIS

Using the comparative data collated by the Association of American Veterinary Medical Colleges and the insights of the college's planning team (department heads, executive committee, and associate and assistant deans), we have selected the following colleges of veterinary medicine as our peers.

Peers for Overall Assessment

Colorado State University
Cornell University
University of California –Davis
North Carolina State University
The Ohio State University

Peers for Research/Scholarship Goals

Colorado State University
Cornell University
University of California –Davis
The Ohio State University
North Carolina State University

Peers for Engagement/Public Service Goals

Colorado State University
Michigan State University
Purdue University
University of Minnesota
University of Wisconsin-Madison

Peers for Educational Goals

Colorado State University
 University of Wisconsin-Madison
 University of California –Davis
 North Carolina State University
 The Ohio State University

Peers for Economic Development Goals

Colorado State University
 Michigan State University
 University of Minnesota
 University of Wisconsin-Madison
 North Carolina State University

Illinois ranks last in state support in comparison with our peers (University of California-Davis, Colorado State, Cornell, Michigan State, the University of Minnesota, North Carolina State, Ohio State, Purdue, and the University of Wisconsin). Even in a comparison including all 26 U.S. veterinary institutions that receive state support, Illinois falls at 42%, or \$7 million, below the national mean for total state dollars and 50%, or \$8 million, below the national mean for state dollars per DVM student. See the table on page 23 for a ranking of our program against our 9 peers on number of faculty (eighth), number of students (fifth), and in-state and non-resident tuition (seventh and fourth, respectively).

Based on our competitive analysis, what distinguishes our college from these peers? This campus affords unparalleled access to world-class researchers and facilities in such fields as engineering and supercomputing. What's more, high priority is given to fostering interdisciplinary research, with the Beckman Institute and the Institute for Genomic Biology leading the way. Collaborations with these units as well as with bioengineering, neuroscience, nutritional sciences, and environmental sciences hold tremendous potential for veterinary college faculty to conduct cutting-edge research that is unlike work currently being done at our peer institutions.

STRATEGIC ANALYSIS

Our strategic initiatives and actions arise from a thorough grounding in our mission and vision. We also analyzed the strengths and weaknesses of the college and developed a list of opportunities for and threats to our future (see Appendix C). An assessment of external factors that may influence our ability to succeed appears in Appendix D. Appendix E lists state and federal statutes and regulations to which we must conform.

In addition, we considered our role within the University of Illinois and its Urbana campus and how best to contribute to and benefit from identified priorities within the institution.

The following initiatives represent key areas in which the College of Veterinary Medicine can achieve a competitive advantage among institutions engaged in veterinary and comparative biomedical education, scholarship, and public engagement and contribute uniquely to the campus, state, and nation:

- *Initiatives on Translational Biomedical Research:* We will lead the campus in collaborative research that translates discoveries generated through basic scientific inquiry into applications for treating or preventing human and animal disease; we will also lead by training a new breed of scientist to succeed in multidisciplinary, collaborative research of this nature. Our leadership will provide a crucial component of the campus initiative in Integrated Sciences for Health.
 - *Applied and Comparative Research in the Veterinary Teaching Hospital and Diagnostic Laboratory:* The Veterinary Teaching Hospital and Diagnostic Laboratory are undervalued assets to the University of Illinois campus and to the state as a whole. Not only does the training that occurs in these two entities encompass the curriculum for our third- and fourth-year veterinary medical students, but the VTH and the VDL serve as the research laboratory for translational biomedical research. The success of the VTH and VDL will rely on our ability to maintain our caseloads to teach clinical medicine and serve as a research laboratory, our ability to partner with private practice and other universities in areas not available within our own hospital/laboratory, and in our development and implementation of a financial model that supports the best practices outlined in the *Veterinary Teaching Hospital Business Model* report written by the American Veterinary Medical Association and the National Commission on Veterinary Economic Issues.
 - *Graduate Program in Translational Biomedical Research:* Capitalizing on the exceptional fundamental and translational research capabilities throughout this campus, the College of Veterinary Medicine is poised to lead a campus-wide initiative to educate a unique cadre of scientists and serve as a model for other programs.
 - *Initiative on Public Health Aspects of Veterinary Medicine –Center for One Medicine:* The College of Veterinary Medicine can make substantial contributions to the protection of public health nationally and globally from naturally emerging disease threats (such as avian flu) and intentional bioterrorist disease threats (including both use of human agents such as anthrax and threats to the food supply/ animal agriculture industry) by linking our strengths in infectious disease research, especially zoonoses, with our growing expertise in epidemiological analysis with direct application for public policy.
 - *Initiative on Building Community:* Our plans to revitalize our physical plant and increase our veterinary class size by 30 percent will assist us in meeting the nation’s growing demand for veterinarians. Our comprehensive facilities plan ensures that new buildings and infrastructure will evolve in a coordinated manner to support our programmatic growth and goals.
 - *Initiative on Environmental Health and Conservation Medicine:* Our long-standing strengths in research and education regarding the impact of human activities on natural processes that affect the well-being of people, wildlife, domestic animal herds, and the environment have the potential to generate discoveries with far-ranging benefits to human health and the sustainability of the earth’s resources. This initiative fits within the campus initiative on Sustainable Energy and the Environment.
-

REINFORCE AND BUILD COMPREHENSIVE EXCELLENCE

SPECIFIC GOALS - EDUCATION

Professional Education:

Review the curriculum continuously to respond to the needs of society and changes/needs in veterinary medicine and biomedical sciences.

Current Status: The college courses and curriculum committee has recently presented for discussion with the college faculty and students a blueprint for a revised curriculum.

Five-year Goal: Achieve faculty approval of a revised curriculum and begin integration of these changes into the curriculum with the incoming, first-year students in 2007 (Class of 2011), with total curriculum change completed by 2011.

Resources: Reallocate faculty lines and/or reassign faculty responsibilities in order to address the anticipated needs of the curricular changes.

Who's Responsible: College Courses and Curriculum Committee, Faculty, Department Heads, Associate Dean for Academic and Student Affairs, and Dean.

Related Campus Goals/Initiatives: *Strengthen Excellence in Disciplines Critical to National Stature – Professional Programs*

Develop a partnership with private practitioners to efficiently and effectively deliver excellent education in primary patient care and niche areas of specialty veterinary practice that we cannot accommodate or support within the Veterinary Teaching Hospital.

Current Status: No formal partnerships are in place.

Five-year Goal: Establish 25 practice partnerships with high-quality general and specialty practices throughout the state, especially in the Champaign and Chicago areas.

Resources: New tuition funds.

Who's Responsible: Head and Faculty of Department of Veterinary Clinical Medicine (VCM), Associate Dean for Academic and Student Affairs, and VCM and College Courses and Curriculum Committees.

Related Campus Goals/Initiatives: *Strengthen Excellence in Disciplines Critical to National Stature – Professional Programs*

Graduate Education:

Enhance graduate recruitment efforts by increasing the number, quality and diversity of graduate student applications and developing new and innovative programs such as the graduate program in translational biomedical sciences.

Current Status: A proposal is under development to annually host a “graduate student recruitment day,” which would involve current graduate students. Additionally, recruitment into the Veterinary Medical Scholars (dual DVM/MS/PhD) program is being expanded. Proposals for the graduate program in translational biomedical sciences have been drafted and submitted for funding.

Five-year Goal: Increase the number of PhD graduate student applications by 10%. Establish a robust, campus-wide graduate program in translational biomedical sciences.

Resources: Commit private endowment income and college and department ICR funds.

Who's Responsible: Associate Dean for Research and Advanced Studies, Departmental Graduate Committees, and Department Heads.

Related Campus Goals/Initiatives: *Ensure Excellence in Graduate Education*

Encourage qualified graduate students to apply for individual NIH fellowships and K01 support.

Current Status: Few students submit fellowship grants.

Five-year Goal: Institute a program requirement that all PhD students write and submit an application for fellowship funding under the direction of their research advisor.

Resources: Departmental and college ICR funds.

Who's Responsible: Departmental graduate committees with major advisors and Associate Dean for Research & Advanced Studies.

Related Campus Goals/Initiatives: *Strengthen Excellence in Disciplines Critical to National Stature – Professional Programs, Ensure Excellence in Graduate Education*

Post-DVM Education:

Secure funding to support internships, residencies, and graduate fellowships to address the needs and opportunities in academia, private practice, public practice and industry.

Current Status: Two graduate students are funded with a gift from Eli Lilly—one in Veterinary Biosciences and one in Pathobiology.

Five-year Goal: Seek private donors and industrial/federal partners to fund post-DVM training programs and secure funding for graduate fellowships in clinical medicine and basic sciences.

Resources: Income generated from endowments and matched by the Office of the Provost.

Who's Responsible: Department Heads, Assistant Dean for Advancement, and Associate Dean for Research and Advanced Studies.

Related Campus Goals/Initiatives: *Ensure Excellence in Graduate Education*

Continue development and marketing of the Executive Veterinary Program (EVP).

Current Status: The Executive Veterinary Program was developed in 1991 to enhance the business, communication, and planning skills of busy animal health professionals. Currently enrollment is open for a Business Management EVP to begin Fall 2006.

Five-year Goal: Enroll veterinarians in the business management EVP and explore the viability of offering a swine-focused EVP.

Resources: Self-supporting.

Who's Responsible: Associate Dean for Public Engagement.

Related Campus Goals/Initiatives: *Initiate a Geographic Strategy: From Local to Global*

Underrepresented Populations:

Collaborate with the Illinois State Veterinary Medical Association (ISVMA) to provide veterinary mentors to high school students and undergraduate students from underrepresented populations who are exploring opportunities in the profession.

Current Status: Building on the initial veterinary medical student and ISVMA mentor program, the college plans to expand opportunities for veterinary practitioners in the state to work with high school students from underrepresented populations. Currently our student body consists of 72% non-minority female, 21% non-minority male, 6% minority female, and 1% minority male.

Five-year Goal: Increase male and minority applications so that we have a pool that reflects 30% male applicants and 10% minority applicants. Participate in the health career campus program.

Resources: Budgets of the Office of Academic and Student Affairs and the ISVMA.

Who's Responsible: Associate Dean for Academic and Student Affairs and College Alumni Association.

Related Campus Goals/Initiatives: *Foster an Inclusive Campus Community*

Undergraduate Education:

Increase undergraduate course offerings.

Current Status: A small number of faculty offer Discovery courses and a small number of faculty participate in undergraduate courses offered by other university departments.

Five-year Goal: Explore collaborative opportunities to establish a minor or major in comparative biomedical sciences. Develop new undergraduate course offerings for classes of 20 to 35 students.

Resources: Allocate tuition funds to support course development.

Who's Responsible: Faculty, Department Heads, and Dean. Partner with the Colleges of Medicine, ACES, LAS, AHS, and Engineering

Related Campus Goals/Initiatives: *Ensure Excellence in Academic Programs and Services for Undergraduate Students*

SPECIFIC GOALS – RESEARCH

Develop a critical mass of veterinarians/physicians/clinician scientists and research faculty in comparative biomedical sciences.

Current Status: Through collective input from college leadership, faculty lines have been reviewed and hiring priorities established in support of building areas of programmatic research strength. In order to encourage collaborative opportunities with the physicians at Carle Foundation Hospital, the college is assessing the possibility of sponsoring joint seminars.

Five-year Goal: Hire faculty in the Departments of Pathobiology, Veterinary Biosciences, and Veterinary Clinical Medicine and in the Veterinary Diagnostic Laboratory through collaborative hires, joint appointments, faculty excellence hires, or reallocation of current faculty lines. Organize and co-host joint scientific seminars with Carle Foundation Hospital.

Resources: Reallocate existing/new faculty lines, compete for campus hiring funds, and provide ICR funds to support the seminars.

Who's Responsible: Department Heads, Associate Dean for Research and Advanced Studies, Dean, Colleges of Medicine and Engineering.

Related Campus Goals/Initiatives: *Implement Interdisciplinary Approaches to Emerging Opportunities—Integrated Sciences for Health Initiative; Strengthen and Diversify the Research Portfolio*

Strengthen involvement in the campus-wide environmental initiative through our programs in ecosystem health and conservation medicine.

Current Status: Many college researchers investigate the interconnectedness and interdependence of wildlife health, human health, and domestic animal health in the context of populations and ecosystems. We recently hired a faculty member with a joint appointment in Anthropology to lead the Emerging Disease & Ecosystem Health segment of the campus Earth and Society Initiative.

Five-year Goal: Obtain grant/foundation support for initiatives such as conservation medicine. Cultivate a core group of DVM and graduate students interested in these areas.

Resources: Reallocation of college resources for faculty hires.

Who's Responsible: Faculty, Department Heads, Associate Dean for Academic & Student Affairs, Associate Dean for Research & Advanced Studies, and Dean.

Related Campus Goals/Initiatives: *Implement Interdisciplinary Approaches to Emerging Opportunities—Illinois Sustainable Energy and the Environment Initiative and Strengthen and Diversify the Research Portfolio*

Identify/construct dedicated biomedical research facilities which include campus BSL-3 laboratory and animal facilities and biowaste disposal.

Current Status: Synergies among disciplines are not fully realized; new research and education space is needed to co-locate faculty with similar research interests and build vibrant educational environments. In conjunction with university planning staff, we are visiting other BSL-3 facilities to assist planning efforts in addressing the need for dedicated space on the Urbana-Champaign campus.

Five-year Goal: Assist campus in securing funding and develop plans for new facilities which contain space for conducting BSL-3 research.

Resources: \$75 million to \$100 million in building funds from a combination of state support, individual donors, and clinical partner funds.

Who's Responsible: Campus Development Office, in coordination with the Vice Chancellor for Research and the Office of the Chancellor.

Related Campus Goals/Initiatives: *Implement Interdisciplinary Approaches to Emerging Opportunities—Integrated Sciences for Health Initiative; Strengthen and Diversify the Research Portfolio*

SPECIFIC GOALS – SERVICE/PUBLIC ENGAGEMENT

Clinical Service:

Promote the University of Illinois Veterinary Teaching Hospital as the premier referral center in the State of Illinois and investigate the establishment of a satellite referral center and a wellness clinic in the Chicago area.

Current Status: The Veterinary Teaching Hospital (VTH) is known locally but does not have sufficient visibility throughout the state, especially in the Chicagoland area.

Five-year Goal: Fund, recruit, and retain high-quality clinical faculty. Enhance public relations efforts to promote the areas of excellence within the VTH to our constituencies. Explore the possibilities of establishing primary and/or secondary/tertiary care clinics in the Chicago area and have a decision made and plans in place where appropriate.

Resources: New state funding, tuition funding, and private donors.

Who's Responsible: Faculty, Director of the Veterinary Teaching Hospital, Head of the Department of Veterinary Clinical Medicine, Associate Dean for Public Engagement, Assistant Dean for Advancement, and Dean.

Related Campus Goals/Initiatives: *Initiate a Geographic Strategy: From Local to Global—Chicago and Diversify the Research Portfolio*

Diagnostic Service:

Expand laboratory animal and comparative pathology service and collaborations at the UIUC, UIC, and the Chicago biomedical community.

Current Status: A visiting faculty member has been appointed to lead this expansion and develop an appropriate fee schedule for necropsies, tissue processing and other necessary laboratory work.

Five-year Goal: Develop and market this program to its fullest extent and move 50% of the faculty line to the service account. Determine whether the program is self sustaining and if so, conduct a national search to move the faculty line to permanent status.

Resources: A faculty line will be funded for the next three years from the Dean. At the end of three-years, this commitment will be reduced to 50%. One-time funding will be provided by the college to offset remodeling needs.

Who's Responsible: Director of the Veterinary Diagnostic Laboratory, Faculty, and Dean.

Related Campus Goals/Initiatives: *Initiate a Geographic Strategy: From Local to Global—Chicago and Diversify the Research Portfolio*

Expand the faculty staffing of the Zoologic Pathology Program (ZPP) to facilitate and support the research and development of molecular-based diagnostic tools for exotic species and to enable a closer interaction and collaboration of the Chicago-based ZPP with the faculty on the UIUC campus.

Current Status: A national search for a third ZPP pathologist has been initiated and start-up research funding is in place.

Five-Year Goal: Stabilize the ZPP to ensure sustainability of quality service. Develop molecular diagnostic capabilities through research initiatives and as a diagnostic endeavor serving the needs of the zoologic community.

Resources: The funds supporting the addition of a third faculty member will be shared by the college and the allied institutions. John G. Shedd Aquarium has funding. Ultimately, provision of some tests on a fee basis to the remainder of the zoo community is desirable for promoting welfare and conservation beyond our local community, image enhancement for all allied institutions, and mitigation of operating expenses. Research laboratory space will be provided by Loyola University.

Who's Responsible: Director of the Veterinary Diagnostic Laboratory, Chief of the ZPP, and Dean.

Related Campus Goals/Initiatives: *Initiate a Geographic Strategy: From Local to Global—Chicago and Diversify the Research Portfolio*

Public Engagement:

Expand existing programs and develop new programs with high levels of public engagement and visibility to meet the educational needs of veterinarians and the general public throughout the State of Illinois.

Current Status: In addition to its current offerings, a new Executive Veterinary Program in Business Management has been launched and is enrolling students to begin in August 2006. A series of public forums on avian influenza were delivered at six locations throughout the state. Marketing and promotion of the Veterinary Education Online Programs are continuing and faculty are developing new modules.

Five-year Goal: Launch additional Executive Veterinary Programs (possibly in the Chicago area). In conjunction with faculty from the College of ACES, conduct market research to determine the content and structure and develop a Master Pet Program modeled after the Master Gardener Program. Explore additional opportunities for continuing education for veterinarians and public education classes in the Urbana-Champaign and Chicago areas.

Resources: Self supporting.

Who's Responsible: Faculty and Associate Dean for Public Engagement.

Related Campus Goals/Initiatives: *Initiate a Geographic Strategy: From Local to Global—Chicago*

SPECIFIC GOALS – INTERNATIONAL PROGRAMS AND COLLABORATIONS

Strengthen involvement in the campus-wide environmental initiative through our programs in ecosystem health and conservation medicine.

Current Status: In addition to the information stated within our specific research goals, this strategy encompasses many international focused efforts, such as the Kibale EcoHealth Project in Uganda and the Envirovet Program in Wildlife and Ecosystem Health.

Five-year Goal: Recruit five to ten veterinary students and/or graduate students to participate in summer and academic year international projects.

Resources: Grants and endowments.

Who's Responsible: Faculty, Department Heads, Associate Deans, Assistant Dean for Advancement.

Related Campus Goals/Initiatives: *Implement Interdisciplinary Approaches to Emerging Opportunities— Illinois Sustainable Energy and the Environment Initiative and Strengthen and Diversify the Research Portfolio*

Expand the faculty staffing of the Zoologic Pathology Program (ZPP) to facilitate and support the research and development of molecular-based diagnostic tools for exotic species and to enable a closer interaction and collaboration of the Chicago-based ZPP with the faculty on the UIUC campus.

Current Status: In addition to the information stated within our specific service goals under public engagement, the Zoologic Pathology Program faculty are actively engaged in research projects around the world to promote species survival.

Five-year Goal: Recruit and fund three faculty members, three graduate students, one postdoctoral fellow and one technician. Offer a formal veterinary medical student rotation.

Resources: Reallocation of college resources.

Who's Responsible: Faculty, Department Heads, Associate Deans, Assistant Dean for Advancement.

Related Campus Goals/Initiatives: *Initiate a Geographic Strategy: From Local to Global—Chicago, Ensure Excellence in Graduate Education, Diversify the Research Portfolio*

STRATEGIC INITIATIVES

TRANSLATIONAL BIOMEDICAL RESEARCH— APPLIED AND COMPARATIVE RESEARCH IN THE VETERINARY TEACHING HOSPITAL AND DIAGNOSTIC LABORATORY

GOAL

Develop a vibrant intellectual environment with focus on developing and disseminating new knowledge and applying basic discoveries to real-world problems.

CHALLENGES AND OPPORTUNITIES

Just as translational biomedical research has been identified as our top research priority and our area of greatest potential for making contributions at the campus and national levels, so the teaching hospital and diagnostic laboratory are the most critical resources the college can offer to this initiative. These units provide biomedical researchers with their only access on this campus to naturally occurring disease processes.

SPECIFIC GOALS

Institute a sustainable intellectual environment that recognizes the Veterinary Teaching Hospital and Diagnostic Laboratory as real-life laboratories for researchers wishing to implement the practical health applications of biomaterials and other benchtop discoveries.

Current Status: We are conducting collaborative research programs involving clinicians working with engineers to facilitate stem cell regeneration of cartilaginous tissues and pathologists working with engineers in the area of ultrasound. Additionally, last year, in conjunction with the Center for Nanoscale Science and Technology, we hosted a joint workshop on nanobiology and homeland security. For this year, plans are coming together for a joint workshop with faculty from the College of Veterinary Medicine, the Center for Intracellular Mechanics and the Center for Nanoscale Science and Technology entitled, *Enabling Technologies in Biomedicine*.

Five-year Goal: Establish at least three significantly funded applied and comparative biomedical interdisciplinary research programs, including graduate education components, that fully utilize the facilities, equipment, and caseload of the Veterinary Teaching Hospital and the Veterinary Diagnostic Laboratory.

Resources: College and department funds, new faculty start-up funds, CRI grants from campus, and external grants/contracts.

Who's Responsible: Dean, Directors of the VTH and VDL, Department Heads, and Faculty

Related Campus Goals/Initiatives: *Implement Interdisciplinary Approaches to Emerging Opportunities—Integrated Sciences for Health Initiative, Ensure Excellence in Graduate Education, Strengthen and Diversify the Research Portfolio*

Institute a financial model for the veterinary teaching hospital and the diagnostic laboratory that supports the tripartite mission of the faculty – teaching, research, public engagement.

Current Status: An initial separation of funds for the clinical medicine department and the teaching hospital was implemented in FY06 with the acknowledgement that it would require annual review and modification for several years. In order to assess the pricing structure of fees, an outside consultant was hired for a comparative study of the fee structure of the hospital, an audit of the collections and billing practices is under way to reduce the collections backlog, and a permanent director of the teaching hospital was hired. In order to contain rising costs and maximize personnel efficiencies, the college has requested that the state once again consider consolidation of the state diagnostic laboratories to the veterinary college in Urbana.

Five-year Goal: Develop and provide funding mechanisms to implement a realistic and sustainable model for funding the Veterinary Teaching Hospital utilizing data from the report on the *Veterinary Teaching Hospital Business Model* as outlined in March 2004 by the American Veterinary Medical Association and the National Commission on Veterinary Economic Issues. Work with the State of Illinois to again review the merger of the three state diagnostic laboratories to Urbana.

Resources: National resources from the federal initiative on veterinary infrastructure, state resources outside the university funding lines, campus match to college commitment to using tuition increases to support the hospital and laboratory, gift funds from private donors for facilities.

Who's Responsible: Dean, Assistant Dean for Administration, Directors of the VTH and VDL, Department Heads, Faculty, Campus Administration, state legislative leadership, and stakeholders such as the Illinois State Veterinary Medical Association and referring veterinarians.

Related Campus Goals/Initiatives: *Strengthen Excellence in Disciplines Critical to National Stature – Professional Programs, Implement Interdisciplinary Approaches to Emerging Opportunities—Integrated Sciences for Health Initiative; Strengthen and Diversify the Research Portfolio*

Expand laboratory animal and comparative pathology service and collaborations at the UIUC, UIC, and the Chicago biomedical community.

Current Status: In addition to the information stated within our specific goals for service under diagnostic service, this expansion will provide for our ability to evaluate experimental models for disease and allow us to test proof of concept for new and innovative ideas.

Five-year goal: Recruit two faculty members, one technician, and four graduate students. Involve the graduate students in interdisciplinary grants and research projects.

Resources: Grants, service contracts, and fees.

Related Campus Goals/Initiatives: *Initiate a Geographic Strategy: From Local to Global—Chicago, and Diversify the Research Portfolio, Ensure Excellence in Graduate Education*

TRANSLATIONAL BIOMEDICAL RESEARCH— GRADUATE PROGRAM IN TRANSLATIONAL BIOMEDICAL SCIENCES

GOAL

The University of Illinois College of Veterinary Medicine is in a good position to propel itself into international prominence as a research institution. National institutes and agencies recognize the distinctive and essential contributions that veterinary medical colleges can make in translational and basic research and the education of future leaders in these areas. To capitalize on this position, the college will initiate a graduate training program that will allow us to build an internationally recognized program and compete for national research funding opportunities.

CHALLENGES AND OPPORTUNITIES

The college faces a barrier in recruiting graduate students because of the widely held perception that our graduate programs are limited to veterinarians. In addition, it is very difficult to recruit graduate students without better financial support for them. Another challenge facing the college, and university at large, is the lack of communication between departments to facilitate cohesive collaborations and a sense of community.

A formal training program in translational biomedical sciences would address these challenges and enable us to successfully compete for national funding opportunities for training grants. A college-wide program would increase opportunities for communication between departments and make investigators increasingly aware of the diverse research being performed in other departments. These bridges would then serve as the basis for a cohesive program focusing on translational research. With the capabilities of the veterinary clinical medicine faculty and its teaching laboratory, and the basic scientists in pathobiology and veterinary biosciences, the college has the opportunity to develop this very distinctive graduate training program.

SPECIFIC GOALS

Develop a translational biomedical sciences specialty graduate program.

Current Status: In collaboration with faculty from the Colleges of ACES, Applied Life Studies, Liberal Arts and Sciences, and Medicine, a funding proposal was developed and submitted to the Howard Hughes Medical Institute for the University of Illinois Clinical and Translational Scholars (CATS) Training Program. Although the Hughes Medical Institute did not award this proposal, the collaborating faculty are awaiting critique of the proposal from the review panel, and will then look toward revising the proposal and submitting it to other funding agencies. The Translational Biomedical Seminar Series completed a successful first year.

Five-year Goal: Move forward with establishing the translational biomedical sciences specialty training program, which would draw students from the existing programs in reproductive biology, nutritional sciences, neuroscience and other biomedical science programs throughout campus. At the end of the five-year period, have at least four students in training. During the interim, develop a campus-wide seminar series showcasing translational biomedical research.

Resources: College and department ICR funds, gift funds, and fellowship matching funds from campus.

Who's Responsible: Faculty, Associate Dean for Research & Advanced Studies, and Department Heads.

Related Campus Goals/Initiatives: *Implement Interdisciplinary Approaches to Emerging Opportunities and Integrated Sciences for Health Initiative*

ILLINOIS CENTER FOR ONE MEDICINE

GOAL

The “One Medicine” concept was first introduced centuries ago by German physician Rudolf Virchow. In the earliest days of medicine, there was no distinction between physicians and veterinarians. In later years, after MDs came to work only on people and DVMs focused only on animals, public health was still the common ground where physicians and veterinarians shared expertise, experience and perspectives and worked toward the common goal of protecting and improving the health of the public. Unfortunately, as managed care took over human medicine and small animal practice became the dominant employer of veterinarians, the number of both DVMs and MDs involved in public health diminished.

Recently, the *British Medical Journal* and the *Veterinary Record* published a series of companion articles addressing the need to revitalize the concept of a unified medicine designed to utilize the training of our medical professions to work together to protect and enhance community health. The University of Illinois College of Veterinary Medicine is prepared to partner with other institutions to create the Illinois Center for One Medicine.

CHALLENGES AND OPPORTUNITIES

There is an enormous disconnect in public perceptions about public health and veterinary medicine. Despite the central role of veterinary medicine in addressing SARS, monkey pox, avian influenza, and other high-profile diseases recently emerging from animal origins, veterinary medicine is not widely recognized for its relevance in public health issues. In addition the academic setting, while it fosters innovative collaborations, presents challenges for maintaining such collaborations if the founding faculty move elsewhere.

Veterinary medicine can unite molecular and ecological research; animal and human studies, and the science and its affect on public policy. The Illinois Center for One Medicine could create a partnership between the College of Veterinary Medicine and the School of Public Health on the University of Illinois’s Chicago campus. This partnership would foster collaborations between veterinary medicine and public health, promote the discovery of new knowledge, and educate professionals who could move science into public policy.

SPECIFIC GOALS

Establish the Illinois Center for One Medicine.

Current Status: A dual degree program (DVM/MPH) has been formalized and is enrolling students. An organizing committee comprised of representatives from the college and the School of Public Health has been appointed and is meeting monthly to plan a seminar series focused on issues of public health that is alternately held on the Urbana campus and Chicago campus and to promote guest lectureships.

Five-year Goals: Attain formal recognition from the respective institutions to become an established and visible entity within the university system and develop a funding plan to provide the infrastructure to support the Center’s activities. Identify courses within the College of Veterinary Medicine and the School of Public Health for guest lectureships. Recruit and enroll five to ten students/year in the joint DVM/MPH program and promote the training of MS degree candidates in human:animal (One Medicine) public health.. Integrate the Colleges of Medicine and Applied Health Sciences into the center.

Resources: Industry/corporate partners and campus federal priorities.

Who’s Responsible: Faculty, Department Heads, and Deans from the College of Veterinary Medicine and the School of Public Health.

Related Campus Goals/Initiatives: *Prepare Students for Leadership in a Global Environment and Initiate a Geographic Strategy: From Local to Global—Chicago*

BUILDING COMMUNITY

GOAL

Plans to revitalize our physical plant and increase our veterinary class size by 30 percent will assist us in meeting the growing need for veterinarians. In addition, this initiative will enable the college to project an image that matches our vision as "a leader in veterinary and comparative biomedical education, scholarship, and public engagement." The college has completed a comprehensive facilities plan so that new buildings and infrastructure will evolve in a coordinated manner to support our programmatic growth and goals. The plan extends over the next 20 years, mapping out more than 200,000 gross square feet of potential construction. It is an important component of our overall commitment to excellence in academic and scholarly programs and recruitment of outstanding faculty and students. The new construction will be undertaken to enable us to better meet the needs of the state and the nation, to project an image that keeps pace with our vision, and to ensure that the quality of our facilities is in keeping with the quality of our people and programs.

CHALLENGES AND OPPORTUNITIES

Due to the limits of our physical facilities (classrooms and laboratories), the college has reached its maximum class size (115) and cannot adequately contribute to resolving the national shortage of veterinarians. With the nation's growing recognition of the importance of veterinarians in regulatory medicine, public health, diagnostic veterinary medicine, biomedical research and academia, there is a federal initiative under way, the Veterinary Workforce Expansion Act (S.B. 914/H.R. 2206), to establish a competitive grants program to build infrastructure and support regional centers of excellence among the nation's veterinary colleges. The college is poised to effectively compete for these funds.

SPECIFIC GOALS

Construct new and remodel current facilities.

Current Status: An architecture/engineering firm, CUH2A, was commissioned to work with faculty, staff, and students in developing a comprehensive facilities plan that would enable construction to be completed in phases. Support of the federal funding initiative is growing and the Association of American Veterinary Medical Colleges is lobbying legislators to sign on as co-sponsors of the bill.

Five-year Goals: Develop a fundraising plan to identify major donors interested in funding "named" buildings. Support approval of S.B. 914/H.B. 2206 and its funding and, once approved, submit a competitive grants proposal.

Resources: Private donors, federal grant funding, and matching funds from college, state, campus.

Who's Responsible: Faculty, Department Heads, Assistant Dean for Advancement, Associate Dean for Academic and Student Affairs, Associate Dean for Research and Advanced Studies, and Dean.

Related Campus Goals/Initiatives: *Strengthen Excellence in Disciplines Critical to National Stature – Professional Programs, Ensure Excellence in Graduate Programs, Implement Interdisciplinary Approaches to Emerging Opportunities – Integrated Sciences for Health Initiative, and Strength and Diversify the Research Portfolio*

ENVIRONMENTAL HEALTH AND CONSERVATION MEDICINE

GOAL

Our overall goal is to improve the health and well-being of animals and humans while helping to conserve the complex ecosystems that they share. In support of this goal, we will build research and educational capacity relevant to the ecology, epidemiology and evolution of infectious disease. We will specifically encourage novel, faculty-initiated projects that endeavor to understand how anthropogenic changes to the environment alter the ecology of hosts and pathogens in ways that lead to increased disease transmission and novel disease emergence. Because these processes occur on a global scale, we will encourage international projects. The areas of focus can broadly be defined as infectious disease ecology, epidemiology, evolutionary biology, and conservation biology.

CHALLENGES AND OPPORTUNITIES

Two emerging developments will influence science and engineering for decades. First is the growing recognition that human activities are profoundly impacting the Earth's natural processes, thereby affecting the well-being and security of individuals and nations. Second, through a variety of programs, the federal government is planning to invest substantial resources over the coming decade to address cross-cutting issues pertaining to the environment, human health, well-being, and security.

In recognition of these developments, the Environmental Council and Illinois-Indiana Sea Grant are leading a multi-unit effort to ensure that Illinois becomes one of the preeminent institutions working at the intersection of environment, public health, and security. The College of Veterinary Medicine has partnered with other campus units, including the College of Agricultural, Consumer and Environmental Sciences; College of Engineering; College of Liberal Arts and Sciences; and the National Center for Supercomputing Application, to embrace this broad ranging challenge.

The College of Veterinary Medicine has long-standing strengths in research and education regarding the impact of human activities on natural processes that affect the well-being of people, wildlife, domestic animal herds, and the environment. These have the potential to generate discoveries with far-ranging benefits to human health and the sustainability of the earth's resources.

SPECIFIC GOALS

Secure external funding enabling us to address issues related to infectious disease and the environment and conservation, population, and ecosystem health.

Current Status: The conservation medicine program is developing. The college is a partner in the campus Earth and Society initiative. Current faculty interested in and dedicated to this area. Established partnerships/programs such as Envirovet, Conservation Medicine Center of Chicago, Center for Zoonoses Research, Zoological Pathology Program and Zoological Medicine Program. Dr. Tom Gillespie has accepted a joint faculty appointment in the Departments of Pathobiology and Anthropology.

Five-year Goals: Be a nationally recognized leader in conservation medicine and ecosystems health and have a critical mass of faculty, graduate students, and veterinary medical students interested in this area.

Resources: Reallocation of current funds/positions, grants and foundation support, and private gifts

Who's Responsible: Faculty, Department Heads, Associate Dean for Research and Advanced Studies, Dean

Related Campus Goals/Initiatives: *Implement Interdisciplinary Approaches to Emerging Opportunities – Illinois Sustainable Energy and the Environment Initiative, and Strength and Diversify the Research Portfolio*

GARNER AND ALLOCATE RESOURCES TO ACHIEVE STRATEGIC GOALS

TUITION INCOME

In order to maximize income derived from tuition, the college will increase its class size to maximum capacity (115) and strive to maintain this level of enrollment throughout the four-year curriculum. In addition, the college will strive to admit approximately 30% nonresidents into each entering class.

FEES-FOR-SERVICE

Informal market studies are being conducted to ensure that we are charging appropriately for diagnostic and hospital fees-for-service.

FUNDRAISING

A development plan is being developed to identify major donors to establish endowments to fund named chairs and facility construction projects.

SALARY RELEASE

In 2004 the college implemented a salary release for a scholarly endeavors program to provide faculty members who have significant (70% or more) teaching, clinical, diagnostic or outreach responsibilities with the needed resources (time and money) to investigate and develop new research or scholarly proposals and collaborations. This endeavor will be sustained through external grant support, which includes a portion of the investigator's salary.

FACULTY RECRUITMENT & RETENTION

Recent retirements and resignations offer the college an opportunity to reshape, strengthen and enhance educational, research and scholarly programmatic efforts across the college. This effort requires prioritization of research/scholarly programs and a clear delineation of needs, goals and expectations in order to move our programs into regional and national rankings and to elevate our scholarly recognition on the Urbana-Champaign campus.

A key to maintaining excellent programs is the ability to hire and retain faculty in specific areas and establish "a critical mass" for robust intellectual interaction while maintaining high-quality teaching, clinical and diagnostic programs that have strong scholarly and service components.

Allocation/Reallocation Principles for Vacant Positions and/or New Positions:

- Positions from planned retirements and/or resignations not already agreed upon will not be refilled in the same area but will be assigned based upon recommendations to the Dean from the Dean's Advisory Council.
- The Dean's Advisory Council will prioritize and recommend to the Dean the needs for teaching and clinical/diagnostic responsibilities. This process should also consider current faculty across all departments/units that may be available to teach or provide clinical or diagnostic service.
- The Dean's Advisory Council will prioritize and recommend to the Dean allocating positions to areas based on the following criteria:
 - Needs for the professional/clinical and diagnostic programs must be met.
 - Positions will be added in areas where they will enhance critical mass with the expectation of increased scholarly activity and extramural funding.
 - Hires should foster cross-unit/cross campus interdisciplinary priorities and opportunities.
 - Plans for specific expansion could be proposed by groups of faculty with submission through a department head.
 - Some positions should be research intensive – at least 70% research, 9-month appointments.
 - New areas must show significant current and planned opportunities for external support.

Appendix A

Competitive Analysis*

Overall Competitors	Research/Scholarship	Education**	Engagement/Service***	Economic Development
Colorado State Univ	Colorado State Univ	Colorado State Univ	Colorado State Univ	Colorado State Univ
Cornell Univ	Cornell Univ	Univ of Wisconsin-Madison	Michigan State Univ	Michigan State Univ
Univ of California -Davis	Univ of California -Davis	Univ of California -Davis	Purdue Univ	Univ of Minnesota
North Carolina State Univ	The Ohio State Univ	North Carolina State Univ	Univ of Wisconsin-Madison	Univ of Wisconsin-Madison
The Ohio State Univ	North Carolina State Univ	The Ohio State Univ	Univ of Minnesota	North Carolina State Univ

*Competitors identified from public research institutions.

**Education competitors focus on undergraduate education (for graduate education, the overall competitors provide a more accurate list).

***Engagement/Service competitors reflect the land-grant focus of the institution.

Strategic Planning Competitive Analysis

Source = AAVMC CDR (2005-2006); Group = Strategic Planning Comparative Group; Rank= 1-10 (1 is highest)

	State Appropriations (includes estimated tuition)	Rank	Endowment Income & Gifts	Rank	Sponsored Programs & Cost Recovery	Rank	Veterinary Teaching Hospital Revenue	Rank	State Appropriations to Vet Teaching Hospital	Rank	% of VTH Budget funded by State
U of Illinois	\$16,804,054	10	\$1,200,567	10	\$8,012,743	9	\$8,987,946	7	\$910,432	8	9.2%
California-Davis, U	\$49,256,056	2	\$6,147,975	3	\$40,400,390	2	\$19,322,824	1	\$10,353,759	1	34.9%
Colorado State U	\$17,026,402	9	\$10,276,464	1	\$49,956,562	1	\$10,140,156	5	\$0	10	0.0%
Cornell U	\$68,256,043	1	\$8,296,557	2	\$30,973,092	3	\$9,680,902	6	\$8,897,170	2	47.9%
Michigan State U	\$24,895,972	4	\$4,430,678	4	\$21,944,392	4	\$8,900,556	8	\$2,820,551	4	24.1%
Minnesota, U of	\$23,687,906	5	\$3,778,961	5	\$11,352,563	7	\$15,951,144	2	\$2,282,598	5	12.5%
North Carolina St	\$27,393,226	3	\$1,277,577	9	\$11,099,559	8	\$11,212,242	4	\$3,307,206	3	22.8%
Ohio State U	\$22,608,342	6	\$3,618,099	6	\$11,668,407	6	\$15,153,166	3	\$1,874,301	7	11.0%
Purdue U	\$17,457,584	8	\$2,004,953	8	\$5,842,176	10	\$8,745,654	9	\$816,214	9	8.5%
Wisconsin, U	\$21,116,215	7	\$2,273,012	7	\$17,780,675	5	\$7,251,549	10	\$2,196,455	6	23.2%

	Faculty FTE (includes Clinical Ranks)	Rank	Total Professional Students	Rank	Tuition and Fees			
					State Resident	Rank	Non- Resident	Rank
U of Illinois	107.47	8	404	5	\$15,122	7	\$35,586	4
California-Davis, U of	190.37	2	486	3	\$20,330	2	\$32,575	7
Colorado State U	213.78	1	536	2	\$12,065	9	\$36,965	2
Cornell U	152.65	3	335	7	\$22,000	1	\$31,500	9
Michigan State U	142.60	5	422	4	\$16,164	5	\$33,764	5
Minnesota, U	144.74	4	355	6	\$18,918	3	\$35,706	3
North Carolina St	141.74	6	305	9	\$9,816	10	\$32,579	6
Ohio State U	103.75	9	555	1	\$18,522	4	\$45,258	1
Purdue U	110.36	7	259	10	\$13,352	8	\$32,188	8
Wisconsin, U	99.30	10	313	8	\$15,936	6	\$23,970	10

\$300K that was reported in AAVMC CDR (2005-2006) for IL does not reflect personnel effort. \$910,432 reflects the total state appropriations towards VTH.

	State Appropriations (includes estimated tuition)	Faculty FTE (includes Clinical Ranks)	State Appropriations per Faculty FTE	Total Professional Students	State Appropriations per Professional Student FTE
Strategic Planning Comparative Group mean comparison:					
Peer Group Mean	\$28,850,180	140.68	\$205,082	397	\$72,670
Illinois +/- Mean	(\$12,046,126)	(33.21)	(\$48,722)	7	(\$31,076)
Illinois % Diff	-71.7%	-30.9%	-31.2%	1.7%	-74.7%
\$ Needed to Meet Mean	\$12,046,126		\$5,236,158		\$12,554,819

National mean comparison (excludes non-state-funded institutions of Tuskegee U. and Western U. of Health Sciences):					
National Mean	\$23,907,249	121.71	\$196,428	384	\$62,258
Illinois +/- Mean	(\$7,103,195)	(14.24)	(\$40,068)	20	(\$20,664)
Illinois % Diff	-42.3%	-13.3%	-25.6%	5.0%	-49.7%
\$ Needed to Meet Mean	\$7,103,195		\$4,306,061		\$8,348,364

Appendix B

Assessment of Distinctive Competencies:

Research/Scholarship	Education	Engagement/Service	Economic Development
Reproductive biology Environmental toxicology Center for Zoonoses Research	Unique graduate/residency programs such as toxicologic pathology, zoologic pathology and medicine, and conservation medicine DVM/Master’s of Public Health dual degree program Veterinary Medical Scholars program	Executive Veterinary Program Zoological Pathology Service Program Veterinary Teaching Hospital clinical caseload	Veterinary Education Online

Appendix C

SWOT Analysis

SWOT	Research/Scholarship	Education	Engagement/Service	Economic Development
Strengths	<ul style="list-style-type: none"> •Young, dynamic faculty •Clinical cases in Vet. Teaching Hospital •Basic science – infectious diseases, reproductive biology and ecosystem health 	<ul style="list-style-type: none"> •Quality of professional student body particularly in leadership and community involvement •Large applicant pool for clinical residency programs 	<ul style="list-style-type: none"> •Vet. Teaching Hospital •Vet. Diagnostic Laboratory •Ofc. of Public Engagement 	<ul style="list-style-type: none"> •Increased management efficiency of companion animal practices and swine and dairy industries via Executive Veterinary Programs
Weaknesses	<ul style="list-style-type: none"> •Limited number of senior mentors in translational/clinical research. •Lack of critical faculty mass in core research areas •Lack of BSL-3 animal holding and laboratory facilities 	<ul style="list-style-type: none"> •Lack of diversity of professional student body (gender, ethnic and geographic) •Reduction in clinical faculty – areas of expertise and numbers •Declining student applicant pool (DVM) and small applicant pool for graduate programs •Noncompetitive faculty salary and benefits with industry and private specialty practices 	<ul style="list-style-type: none"> •Delayed development of a VTH business model •Illinois Department of Agriculture statewide program not closely integrated with the University of Illinois Vet. Diagnostic Laboratory •Declining financial support resulting in outdated equipment and facilities •Declining applicant pool for clinical and diagnostic specialists 	<ul style="list-style-type: none"> Limited faculty interest and time to be involved in economic development
Opportunities	<ul style="list-style-type: none"> •Emphasis on translational research •Provide clinical and comparative pathology service in support of laboratory animal and biomedical research at UIUC, UIC, and the Chicago biomedical community •Integrate college research with campus initiatives 	<ul style="list-style-type: none"> •Develop a new or modified professional (DVM) curriculum •Create new learning paradigms based on emerging information technologies •Respond to emerging needs in public health 	<ul style="list-style-type: none"> •Vet. Teaching Hospital presence in Chicago •Provide clinical and comparative pathology service in support of laboratory animal and biomedical research at UIUC, UIC, and the Chicago biomedical community •Collaboration with National Animal Health Laboratory Network to expand foreign animal disease surveillance 	<ul style="list-style-type: none"> Collaboration with the Department of Bioengineering

<p>Threats</p>	<ul style="list-style-type: none"> •Competition for faculty from other academic institutions, industry and private practice •Lack of BSL-3 animal holding and laboratory facilities •Funding for biomedical research decreasing and becoming more competitive •Lack of funds for in-house research support personnel and equipment •Lack of campus-wide research service laboratories such as microscopic imaging, transgenic animals, etc. 	<ul style="list-style-type: none"> •Tuition increases and State mandated tuition waivers •Applicant pool – not growing and not diverse •Competition for basic science and clinical faculty with private practice and industry •Faculty salary competitiveness •Inadequate state funding for the educational components of the Vet. Teaching Hospital and Diagnostic Laboratory •Physical facilities which limit are ability to increase class size 	<ul style="list-style-type: none"> • Competition for basic science and clinical faculty with private practice and industry •Aging and inadequate biowaste disposal facilities 	
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Appendix D

Environmental Assessment

VETERINARY TEACHING HOSPITAL

There is a nationwide challenge to balance the missions of the clinician scientist faculty – teaching, research, public engagement – with the unique feature of the hospital/laboratory environment that requires significant income generation. Within these constraints, the VTH must develop and implement a realistic and feasible model for funding the Veterinary Teaching Hospital utilizing data from the report on the *Veterinary Teaching Hospital Business Model* by the American Veterinary Medical Association and the National Commission on Veterinary Economic Issues.

EDUCATION/WORKFORCE TRENDS

There are 86,000 veterinarians in the United States. The 28 U.S. Colleges of Veterinary Medicine graduate only 2,500 veterinarians each year and are currently at full capacity.

There is a critical need for more veterinarians to provide services in the areas of food safety and animal disease control (USDA), biosecurity and homeland security, research on domestic and foreign animal diseases, public health service/animal diseases affecting humans, rural communities and urban centers without veterinary services, wildlife disease control, animal care and welfare, and laboratory animal care and research.

Conservative estimates, using information from the National Research Council of the National Academies, the Bureau of Labor Statistics, USDA, the American Pet Products Manufacturer's Association, Institute for Laboratory Animal Research, the American Veterinary Medical Association, and the Association of American Veterinary Medical Colleges, identify a current shortage of 1,500 veterinarians in these areas.

According to the U.S. Census Bureau, by the year 2025, the human population will increase 15%. Historically animal populations increase proportionally. With today's shortage, the projected increase in need over the next 20 years, there will be a shortage of 15,000 veterinarians.

RESEARCH TRENDS

The following paragraph was excerpted from the 2005 publication from the National Research Council of the National Academies entitled, "Critical Needs for Research in Veterinary Science." The summary illustrates the critical need to educate more veterinary researchers, adding facilities to train these individuals, and to provide financial support (through federal initiatives) for the disciplines of veterinary research.

"In this age of reductionist research and the ascension of disciplinary endeavors, veterinary research stands apart because of its breadth and interdisciplinary orientation. The work today is full of unanticipated risks in the form of highly pathogenic avian influenza, foreign animal diseases, and transmissible spongiform encephalopathies, to name but a few examples. At the same time, unparalleled opportunities in biomedicine have been afforded by advances in molecular biology, genomics, and other disciplinary sciences. Veterinary research serves as the interface of basic science and animal and human health that is critical to the advancement of our understanding of and response to impending risks and to the exploitation of disciplinary advances in the pursuit of One Medicine. The urgent need to provide adequate resources for investigators, training programs, and facilities involved in veterinary research must be met to seize the opportunities to improve the well-being of humans and animals and to minimize risks to their health."

POLITICAL TRENDS

Since 9/11 the federal, state and local governments have recognized that strong programs in veterinary medical research and education are key components of human and public health, emergency planning, the national economy, and homeland security.

Building on this political trend and recognizing that federal government has not provided general funding to increase the number of veterinarians in over 30 years, the Association of American Veterinary Medical Colleges has launched a major legislative initiative—Veterinary Workforce Expansion Act, S.B. 914/H.R. 2206—which creates a competitive grants program to increase the number of veterinarians to meet these needs and provides funding for infrastructure to support this increase such as construction/expansion of research facilities and classrooms and teaching laboratories. Competitive proposals will also need significant state and university support.

Our plan addresses needs in veterinary and comparative biomedical science for the state, nation and globe. It will position us for national and international leadership over the next 20 years.

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Appendix E

Statutory and Regulatory Mandates

In addition to those statutory and regulatory mandates that guide the University of Illinois, the College of Veterinary Medicine has multiple accrediting bodies. The veterinary medical educational programs are accredited by the American Veterinary Medical Association through the Council on Education. The Veterinary Diagnostic Laboratory and the Veterinary Teaching Hospital are accredited by the American Association of Veterinary Laboratory Diagnosticians and the American Animal Hospital Association respectively.

American Veterinary Medical Association (AVMA):

The AVMA, through the Council on Education, is recognized by the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) as the accrediting agency for colleges and schools of veterinary medicine in the United States. Through a process of applying standard requirements reviewed by the AVMA House of Delegates, the COE assures that minimum standards in veterinary medical education are met by all AVMA-accredited colleges of veterinary medicine, and that students enrolled in those colleges receive an education which will prepare them for entry-level positions in the profession. The accreditation procedure used by the AVMA is specific to the DVM or equivalent degree program, and is not used to accredit other programs which may be a part of the educational program in a college. Excerpts from the 11 essential accreditation standards are given below. More information on the accreditation process are available at www.avma.org/education/cvea/coe_process.asp.

1. Organization

The college must develop and follow its mission statement.

An accredited college of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by its country's government. A college may be accredited only when it is a major academic administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional colleges in that institution.

The chief executive officer or dean must be a veterinarian, and the officer(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital must also be a veterinarian.

There must be sufficient administrative staff to adequately manage the affairs of the college as appropriate to the enrollment and operation.

2. Finances

Finances must be adequate to sustain the educational programs and mission of the college.

Clinical services, field services and teaching hospitals must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.

3. Physical Facilities and Equipment

All aspects of the physical facilities must provide an appropriate learning environment. Classrooms, teaching laboratories, seminar rooms, and other teaching spaces shall be clean, maintained in good repair, and adequate in number, size, and equipment for the instructional purposes intended and the number of students enrolled.

Administrative and faculty offices, and research laboratories must be sufficient for the needs of the faculty and staff.

An accredited college must maintain or be formally affiliated with a full-service acceptable teaching hospital(s) for the welfare and treatment of animals. Appropriate diagnostic and therapeutic service components, including but not limited to pharmacy, diagnostic imaging, diagnostic support services, dedicated isolation facilities, intensive/critical care and necropsy facilities must be provided to support the teaching hospital(s) with operational policies and procedures posted in appropriate places.

Facilities for the housing of animals used for teaching and research shall be sufficient in number, properly constructed, and maintained in a manner consistent with accepted animal welfare standards. Adequate teaching, laboratory, research, and clinical equipment must be available for examination, diagnosis, and treatment of all animals used by the college. Safety of personnel and animals must be assured.

4. Clinical Resources

Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. While precise numbers are not specified, in-hospital patients and outpatients including field service/ambulatory and herd health/production medicine programs are required to provide the necessary quantity and quality of clinical instruction.

It is essential that a diverse and sufficient number of surgical and medical patients be available during an on-campus clinical activity for the students' clinical educational experience. Experience can include exposure to clinical education at off-campus sites provided the college has direct responsibility for carefully planning, closely supervising, and regularly monitoring such clinical experiences. Further, such clinical experiences should occur in a setting that provides access to subject matter experts, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centers. The teaching hospital(s) shall provide nursing care and instruction in nursing procedures. A supervised field service and/or ambulatory program must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions. Under all situations students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem oriented decision making.

Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research and service programs of the college.

5. Library and Information Resources

Libraries and information retrieval are essential to veterinary medical education, research, public service, and continuing education. Timely access to information resources, whether through print, or electronic media, or other means, must be available to students and faculty. The library shall be administered by a qualified librarian. The college shall have access to the human and physical resources necessary for development of instructional materials.

6. Students

The number of professional degree students, DVM or equivalent, must be consistent with the resources and the mission of the college.

Colleges are encouraged to establish post-doctoral programs including internships, residencies and advanced degrees (MS, PhD).

Student support services must be available within the college or university.

In relationship to enrollment, the colleges must provide accurate information for all advertisements regarding the educational program by providing clear and current information for prospective students. Further, printed catalog or electronic information, must state the purpose and goals of the program, provide admission requirements and procedures, state degree requirements, present faculty descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programs, and provide an accurate academic calendar. The information provided will contain details regarding licensure. The grading system for the college must be relevant and applied to all students in a fair and uniform manner.

Each accredited college must provide a mechanism for students, anonymously if they wish, to offer suggestions, comments, and complaints for the college related to the Standards for accreditation. These materials shall be made available to the Council annually.

7. Admission

The college shall have a well defined and officially stated admissions policy. The policy shall provide for an Admissions Committee, a majority of whom shall be full-time faculty members. The Committee shall make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college's formal admission policy.

Subjects for admission shall include those courses prerequisite to the professional program in veterinary medicine, as well as courses that contribute to a broad general education. The goal of preveterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.

Factors other than academic achievement should be considered for admission criteria.

8. Faculty

Faculty numbers and qualifications must be sufficient to deliver the educational program and fulfill the mission of the college. Participation in scholarly activities is an important criterion in evaluating the faculty and the college. The college shall give evidence that it utilizes a well-defined and comprehensive program for the evaluation of professional growth, development, and scholarly activities of the faculty.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty. Part-time faculty, residents, and graduate students may supplement the teaching efforts of the full-time permanent faculty if appropriately integrated into the instructional program.

9. Curriculum

The curriculum shall extend over a period equivalent to a minimum of four academic years, including a minimum of one academic year of hands-on clinical education. The curriculum and educational process should initiate and promote lifelong learning in each professional degree candidate.

The curriculum in veterinary medicine is the purview of the faculty of each college, but must be managed centrally based upon the mission and resources of the college. There must be sufficient flexibility in

curriculum planning and management to facilitate timely revisions in response to emerging issues, and advancements in knowledge and technology. The curriculum must be regularly reviewed and managed by a college curriculum committee. Curriculum evaluations should include the gathering of sufficient qualitative and quantitative information to assure the curriculum content provides current concepts and principles as well as instructional quality and effectiveness. Diversity in delivery of the curriculum is encouraged.

The curriculum shall provide:

- a. an understanding of the central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organismal and population manifestations.
- b. scientific, discipline-based instruction in an orderly and concise manner so that students gain an understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important animal diseases, both domestic and foreign.
- c. instruction in both the theory and practice of medicine and surgery applicable to a broad range of species. The instruction must include principles and hands-on experiences in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy), disease prevention, therapeutic intervention (including surgery), and patient management and care (including intensive care, emergency medicine and isolation procedures) involving clinical diseases of individual animals and populations. Instruction should emphasize problem solving that results in making and applying medical judgments.
- d. instruction in the principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams.
- e. opportunities for students to learn how to acquire information from (diagnostic history) and about (archival documents) patients, to obtain, store and retrieve such information, and to communicate effectively with clients and colleagues.
- f. opportunities throughout the curriculum for students to gain an understanding of professional ethics, delivery of professional services to the public, personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.
- g. knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well being of animals in the context of ever-changing societal expectations.
- h. fair and equitable assessment of student progress.

10. Research Programs

The College shall demonstrate substantial research activities of high quality.

11. Outcomes Assessment

Outcomes assessment measures that address the college mission must be developed and implemented.

Outcomes assessment results must be used to improve the college programs

American Association of Veterinary Laboratory Diagnosticians (AAVLD):

The purposed AAVLD accreditation program is to accredit public veterinary diagnostic laboratories relative to technical and operational competence compatible with the stated essential requirements for an accredited veterinary medical diagnostic laboratory, and to provide an administrative assessment.

The objectives of the accreditation program are:

- To provide a mechanism for objectively accrediting veterinary diagnostic laboratories
- To continuously emphasize the importance of excellence in veterinary diagnostic service
- To periodically evaluate and modify the accreditation process
- To keep laboratories cognizant of current technological advances in diagnostic veterinary medicine

- To keep laboratories informed of the impact of legislative mandates and other regulatory actions
- To promote adequate training of specialists in diagnostic veterinary medicine
- To encourage hiring of dedicated and innovative diagnosticians with appropriate training and experience
- To encourage acquisition and maintenance of facilities suitable and adequate to provide quality services
- To promote appropriate quality system program

American Animal Hospital Association (AAHA):

AAHA developed the accreditation program to raise the level of care being provided to companion animals. They also wanted to increase loyalty among veterinary staff members and provide a way for practices to show their excellence to their communities and clients. AAHA, along with a group of veterinary experts, developed the AAHA standards of accreditation as benchmarks of excellence and developed the evaluation system where practices are regularly evaluated by a practice consultant to ensure they meet AAHA's standards. Veterinary practices choose to become AAHA-accredited for a myriad of reasons, including the desire to:

- Have challenging benchmarks to reach
- Ensure that practices are up-to-date on changes in veterinary medicine
- Improve practice operations and check skills
- Enhance credibility with peers and clients
- Inspire pride among staff members
- Encourage leadership development
- Have their achievements recognized