

# VETERINARY MEDICINE at ILLINOIS

2015–2020  
Strategic Plan





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# Veterinary Medicine at Illinois: A History of Innovation



The University of Illinois College of Veterinary Medicine enrolled its first class—twenty-four veterans of World War II—in 1948, becoming the nation's 17<sup>th</sup> veterinary college. The history of veterinary education and service on the Urbana campus, however, began decades earlier, with the College of Agriculture providing courses in veterinary surgery, weekend "horse clinics," and diagnostic services dating to the 1870s, shortly after the university was founded as a land-grant institution in 1867.

The college originally occupied repurposed buildings until a Basic Science Building and Large Animal Clinic were built in 1952 and 1955, respectively. The college's facilities were united on its present location—40 acres at the southeast corner of the Urbana campus—beginning with completion of the Small Animal Clinic and Surgical-Obstetrical Laboratory (now known as the Clinical Skills Learning Center) in 1971 and the Large Animal Clinic in 1976 and followed by the Basic Sciences Building in 1982. Since 1949 the college has also operated the 80-acre Veterinary Medicine Research Farm, about two miles southeast of the university campus.

The creation of the college and funding for its facilities arose through a strong grounding of support in the state's agricultural and veterinary communities, which lobbied the state legislature. Consequently, a commitment of service to the state of Illinois has been a fundamental role of the college, initially with a focus on eradicating diseases that affected livestock production.

Research was a prominent feature in the college from the start, especially research into zoonotic diseases. State funding for college research in the 20<sup>th</sup> century included the Venture Technology and Illinois Council on Food and Agricultural Research (C-FAR) programs. A National Institutes of Health grant for facilities renovation expanded biomedical laboratory space by 14,000 sq ft in the Basic Sciences Building in 2004.



## The University of Illinois College of Veterinary Medicine enrolled its first class—twenty-four veterans of World War II—in 1948

The admitting veterinary class size increased gradually over the college's first decades to approximately 80 students by 1975, remaining at that number until 1995, when declining state support led to gradual increases to a class size of 120. The Class of 2019, enrolled in fall 2015, was the college's largest to date at 130 students.

In 2009, as a result of priorities established in 2005, the college achieved a remarkable number of goals:

- An innovative veterinary curriculum that integrated clinical rotations throughout the four-year degree program was implemented;
- The nation's most comprehensive veterinary Clinical Skills Learning Facility was opened;
- A clinical presence was established in Chicago to support teaching and outreach;
- Funding was received to launch the Center for One Health Illinois; and
- The college raised \$51 million in the university-wide Brilliant Futures fund-raising campaign.

Since 2009, the college has attracted international attention for its groundbreaking approach to veterinary education. Key investments in facilities have improved classrooms, information technology, areas of the Large and Small Animal Clinics, and overall energy efficiency. Faculty positions in veterinary neurology and cardiology have been restored, and instructional positions have been added to enhance the delivery of the veterinary curriculum. Procedures related to planning, budgeting, and staffing have been optimized for efficiency and cost savings.

The role of veterinary colleges has expanded dramatically since the college's founding. Today there are 30 U.S. veterinary colleges, dozens of veterinary specialties, rapid technological and foundational advances in biomedical science, and global opportunities to improve animal, human, and environmental health. As Illinois faculty and staff chart a course to advance veterinary science and meet the anticipated needs of society, they draw on the college's successful history of innovation.

## OUR STRATEGIC PLANNING PROCESS

In the spring of 2015, four subcommittees were chartered to review draft plans created through extensive faculty input over the previous years and to update and streamline that important work into a single mission-driven plan that aligns with the four-part campus strategic plan. The college's 2015-2020 Strategic Plan is intended to provide guidance as the college invests resources to achieve the greatest impact.

### Strategic Planning Steering Committee

Dean Peter Constable (Chair), Brian Aldridge, Chris Beuoy, David Bunick, Jodi Flaws, Julia Whittington

### Discovery/Research Subcommittee

Indrani Bagchi, Tim Fan, Jodi Flaws (Chair), Lois Hoyer, CheMyong Ko, Mark Kuhlenschmidt, Gee Lau, Maureen McMichael, Heidi Philips, Dan Rock, Susan Schantz, Rebecca Smith, Phil Solter, Matt Stewart

### Learning/Education Subcommittee

Brian Aldridge (Chair), Anne Barger, Karen Campbell, Levent Dirikolu, Jon Foreman, Lorrie Hale-Mitchell, Susan Hartman, Sherrie Lanzo, Carol Maddox, Megan Mahoney, Leslie McNeil, Mark Mitchell, Dawn Morin, Chelsey Ramirez

### Engagement/Service/Outreach Subcommittee

Scott Austin, Michael Biehl, Anna Lee Fenger, Larry Firkins, Rick Fredrickson, Denny French, Tisha Harper, Jack Herrmann, Jen Langan, Gay Miller, Ginger Passalacqua, Al Paul, Mindy Spencer, Bob Weedon, Julia Whittington (Chair), Crystal Zulauf

### Stewardship/Guiding Principles & Values Subcommittee

Brenda Betts, Chris Beuoy, David Bunick (Chair), Stuart Clark-Price, Karen Edwards, Duncan Ferguson, Laura Garrett, Ralph Hamor, Yvette Johnson-Walker, Kathy Reinhart, Cheryl Weber



## Our Mission

We educate future veterinarians and biomedical scientists, make discoveries that improve animal, human, and environmental health, facilitate production of a safe food supply, and deliver outstanding clinical care, and advance animal well-being.

## Our Vision

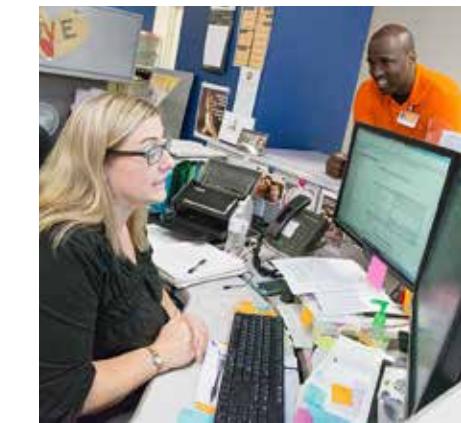
We will be a pre-eminent public college of veterinary medicine, provide a transformative educational experience for our students, create and communicate knowledge that changes the world, deliver outstanding clinical service to our patients and clients, and pursue excellence in all our endeavors.

THE COLLEGE EMBRACES THE  
GUIDING PRINCIPLES SET FORTH  
IN THE CAMPUS STRATEGIC PLAN  
(STRATEGICPLAN.ILLINOIS.EDU/)  
TO ENSURE OPEN AND  
TRANSPARENT DECISION-  
MAKING. WITH A COMMITMENT  
TO BEING BOTH AGILE AND  
ACCOUNTABLE, WE RECOGNIZE  
THAT THE MECHANICS AND  
IMPLEMENTATION STRATEGIES  
OF OUR PLAN MAY CHANGE  
IN RESPONSE TO ARISING  
CIRCUMSTANCES, BUT OUR  
ACTIONS WILL ALWAYS BE GUIDED  
BY THESE PRINCIPLES:



## Our Guiding Principles

- We will continue to make strategic investments in institutional excellence.
- We will be mindful of and responsive to the changing financial landscape for higher education.
- We will be agile as we pursue the current sets of priorities in our plan.
- We will embrace a culture of institutional improvement and assessment.
- We will collaborate and engage with faculty, staff, students, alumni and other stakeholders in our planning and implementation.
- We will celebrate our achievements visibly and proudly and empower all members of our community to speak up and out.
- We will ensure that an Illinois education is both valuable and financially accessible.
- We will be leaders in addressing the world's most complex and critical challenges.
- We will be a laboratory of innovation and a global leader in higher education across its varied dimensions.
- We will prepare students to be global citizens and leaders in the 21<sup>st</sup> century.
- We will build and nurture transformative, lifelong relationships with all members of our community.
- We will strive to create and maintain a built environment that is beautiful, functional and state of the art.
- We will promote the pre-eminence of Illinois to our many stakeholders in a coordinated manner and celebrate milestones, achievements and accomplishments that tangibly demonstrate our preeminence.
- We will focus and broaden our fundraising efforts to inspire donors and funders to support our highest institutional priorities.



## Our Goals and Initiatives

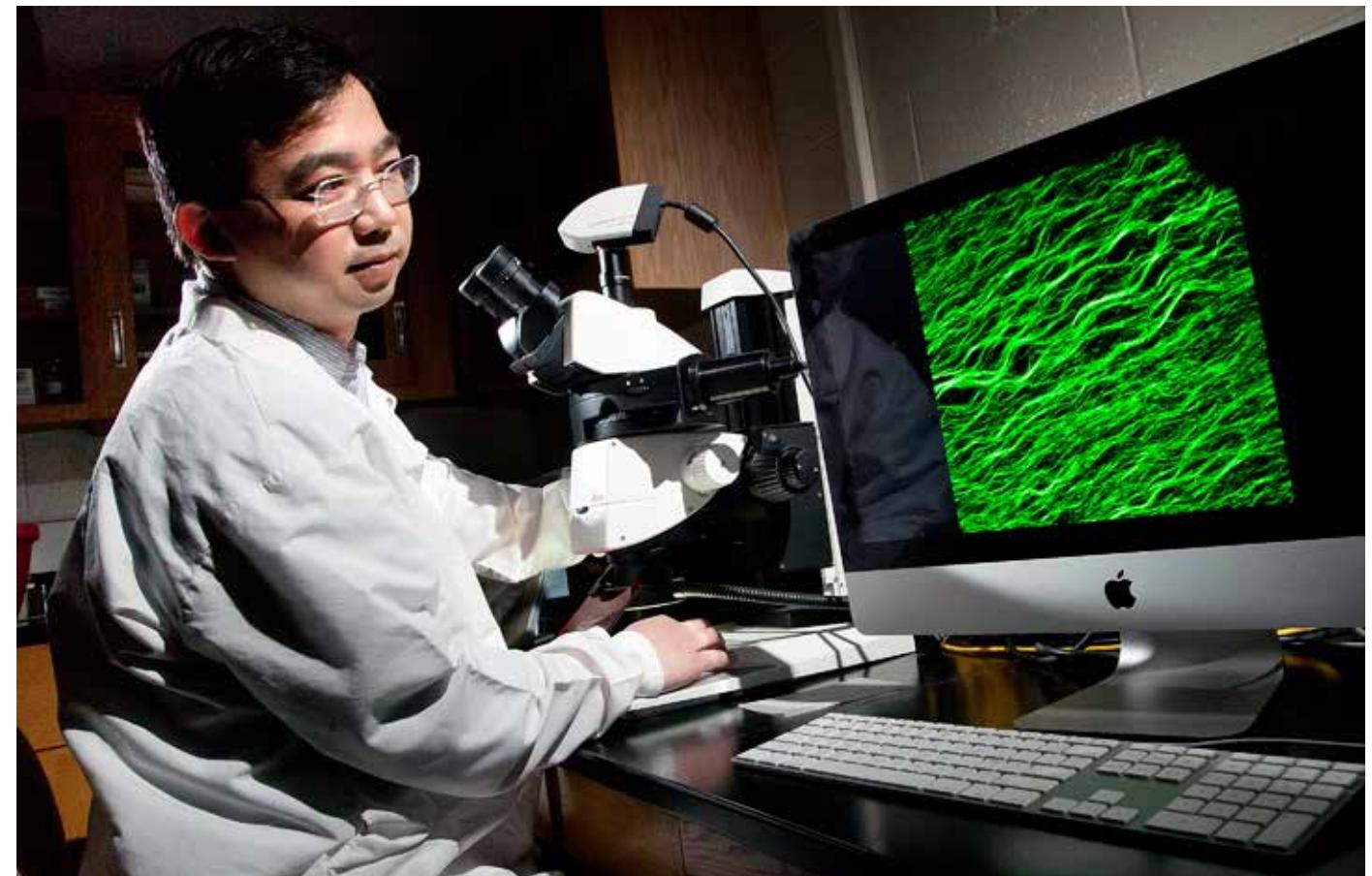
The college strategic plan is closely aligned with the campus strategic plan. As part of the University of Illinois at Urbana-Champaign, our college aspires to be a pre-eminent veterinary college at a public research university with a land-grant mission and global impact. Our college, like our campus, focuses efforts using the framework of these four fundamental goals:

**GOAL 1: Foster scholarship, discovery and innovation**

**GOAL 2: Provide transformative learning experiences**

**GOAL 3: Make a significant and visible societal impact**

**GOAL 4: Steward current resources and generate additional resources for strategic investment**



# 1 FOSTER SCHOLARSHIP, DISCOVERY AND INNOVATION

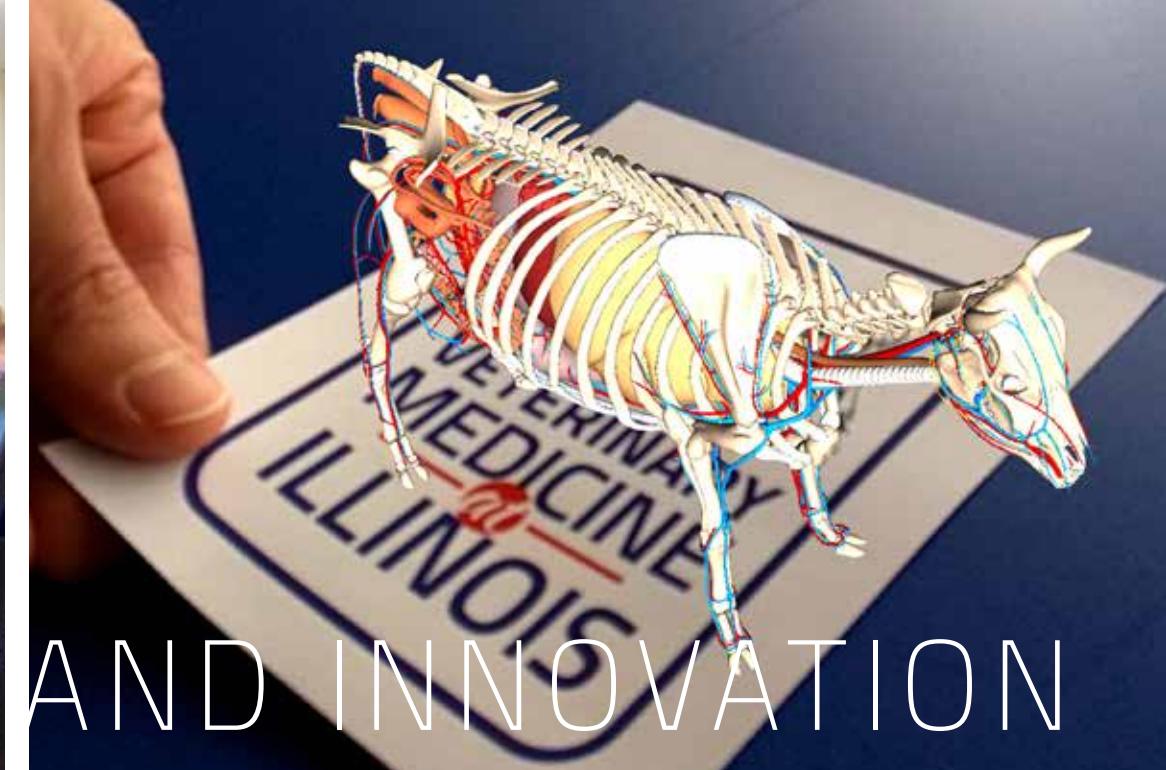
## Expand and support nationally recognized research programs

- a. **Increase the number of faculty with a strong focus on research and the impact of their discovery efforts**
  - i. Hire outstanding and creative scientists who can contribute to the college's research efforts by competing at the highest levels for grant support and by attracting talented graduate students
  - ii. Use new hires as an opportunity to leverage current areas of research excellence and increase our competitiveness for large funding opportunities, including center and training grants
  - iii. Contribute to the University's interdisciplinary research initiatives by hiring faculty members in areas of strength that align with campus priorities
  - iv. Create a unified basic sciences department that fosters research excellence
- b. **Provide incentives for building research programs that are competitive for large external grants**
  - i. Provide college-level funding for stipends and tuition support for meritorious PhD students
  - ii. Provide seed funds for meritorious investigator initiated projects that are likely to attract significant extramural support
- c. **Promote college research capabilities at the university and national levels**
  - i. Develop promotional materials that communicate our research capabilities and distribute them to key constituencies that are positioned to disseminate this information locally and nationally
- v. Hire an internationally recognized basic science department head who has an active, well-funded research program

- ii. Ensure that college fundraising campaign goals include support for research assistantships and projects
- d. **Provide infrastructure to support research excellence**
  - i. Provide sufficient resources to facilitate the conduct of clinical research trials
  - ii. Support scholarly activity in clinical and diagnostic service units, especially discovery efforts that are aligned with areas of campus research strength
  - iii. Provide assistance with grant writing and compliance activities for extramural applications
  - iv. Provide financial support for research projects that promote collaboration between basic and clinical science departments within the college

## SCHOLARSHIP, DISCOVERY AND INNOVATION METRICS

- Number of faculty with a strong focus on research
- Number and dollar amount of submitted grant applications
- Sponsored research expenditures
- Number of active grants, patent applications, and center or training grant applications
- Number of PhD and MS thesis students and degrees awarded
- Funds raised by the Office of Advancement to support discovery



# HISTORY

# AND INNOVATION

## 2 PROVIDE TRANSFORMATIVE LEARNING EXPERIENCES

### Provide transformative veterinary and biomedical educational experiences in a vibrant and diverse learning community

- a. Foster student engagement and promote creativity in learners by nurturing efficiency, innovation, collaboration, and scholarship in educational practices**
  - i. Establish a learning strategy support team to help faculty and staff develop, apply, share and evaluate learning strategies efficiently and effectively
  - ii. Ensure faculty oversight and input on resource management of teaching and learning activities
  - iii. Invest in resources (personnel, training, technology and infrastructure) that enable delivery of a learner-centered, state-of-the-art curriculum
  - iv. Optimize fiscal transparency in teaching and learning activities
  - v. Implement robust, efficient processes to review, update, and integrate course content; promote faculty ownership of team-taught courses; optimize alignment of teaching, feedback, and assessment methods with desired learning outcomes; and evaluate success and satisfaction of stakeholders

- vi. Showcase instructional methods and achievements and link faculty/staff rewards and promotions to instructional effort and quality
- b. Enhance the recognized value of earning a qualification from the college by creating distinctive Illinois programs**
  - i. Identify and promote current areas of Illinois educational reputation, and expand the scope of learning offerings that lead to distinctive qualifications for students and alumni, including certificate and master's degree programs
  - ii. Foster collaborations with other colleges on campus and explore the potential for combined DVM degrees and shared faculty/staff hires
  - iii. Explore the development of fast-track pre-veterinary degree programs designed to attract high achieving students and address increasing DVM student debt
  - iv. Identify mechanisms for increasing the accessibility of veterinary education at Illinois to underrepresented learner populations

### c. Increase the teaching and learning portfolio of the college

- i. Establish pre-eminence as a source for online veterinary education, including delivering postgraduate certificates (with discounts for alumni), and open online courses, targeting veterinary and non-veterinary audiences, such as wildlife/zoo/conservation medicine, animal rescue, veterinary public health, imaging, population medicine, clinical pathology, and infectious disease epidemiology
- ii. Explore partnerships with other campus units to develop new markets for college face-to-face and online learning activities (e.g., joint undergraduate veterinary/medical bioscience program, a professional master's program)
- iii. Explore partnering in a World Organization for Animal Health twinning program with a suitable international college/school/faculty of veterinary medicine

### TRANSFORMATIVE LEARNING EXPERIENCES METRICS

- Student:Faculty ratio in DVM and graduate programs
- Number of faculty receiving awards for teaching excellence
- Number of educational research publications
- Number of faculty engaged in active learning, course development, and improving student assessment
- Cost of delivering the DVM curriculum per graduate veterinarian
- Faculty use of college's learning support team
- Number of DVM applications as a percentage of the national applicant pool, number of extra-mural student applications
- NAVLE passing percentage; percentage of enrolled students that graduate
- 6-month employment rate for DVM and PhD/MS graduates



## 3 MAKE A SIGNIFICANT AND VISIBLE SOCIETAL IMPACT

### Provide excellent comprehensive veterinary medical and diagnostic services, public engagement and outreach, and continuing education programming at the state, national, and international levels

#### a. Deliver outstanding clinical and diagnostic service

- i. Recruit, mentor, and promote exceptional personnel committed to providing outstanding service in core veterinary specialties and ancillary services while highlighting current areas of strength
- ii. Support and expand state-of-the-art veterinary and diagnostic services

#### b. Position the college as a premier source for veterinary medical education opportunities for veterinarians, animal owners, and the public

- i. Expand the Executive Veterinary Program (EVP) offerings and introduce programs in key food producing areas of the world
- ii. Develop signature stand-alone continuing education programs that highlight faculty and staff expertise and college initiatives

- iii. Enhance referral relationships through educational programming and events for referring veterinarians using the college's clinical and diagnostic services
- iv. Develop educational opportunities for animal owners and other community constituencies on animal health and zoonotic diseases

#### c. Develop integrated engagement and outreach programs

- i. Offer events and programs to engage alumni, volunteers, and other stakeholders
- ii. Provide students with opportunities to interact with alumni and non-alumni veterinarians
- iii. Create comprehensive marketing plans for clinical and diagnostic services and college programs

#### d. Explore establishing a center of excellence to facilitate integrative and innovative cross-discipline programming in wildlife medicine, ecosystem health, public health, livestock-based food production, and food safety

- i. Identify possible locations for a cross-disciplinary training and education center and a clinical care facility for wildlife patients
- ii. Enhance existing, and create new, departmental shared courses and discovery outreach programs, including an integrated disease-monitoring system, to increase our impact on emerging diseases, livestock production medicine, and public health issues
- iii. Optimize training of students, community engagement, and education in wildlife medicine and ecosystem health
- iv. Strengthen the college's Center for One Health Illinois by expanding its role in relevant teaching, research, and engagement activities across the college, in related initiatives across the university, and in public health agencies and human health institutions across the state
- v. Develop a programmatic outreach to the Illinois and national livestock industry in ways that enhance the teaching, research, and economic development missions of the college

#### SIGNIFICANT AND VISIBLE SOCIETAL IMPACT METRICS

- Caseload at the hospital, diagnostic laboratory, and Chicago clinics (total numbers and rate of growth)
- Funds reinvested into clinical and diagnostic programs
- Satisfaction measurement indices for clients, referring veterinarians, and program participants
- Number of college events and total number of participants
- Number of cash gifts and new donors



## 4 STEWARD CURRENT RESOURCES AND GENERATE

### ADDITIONAL RESOURCES FOR STRATEGIC INVESTMENT

#### Promote a supportive, respectful, and productive working and learning environment

- a. Remain committed to a culture of inclusiveness, collegiality, professionalism, and service**
  - i. Ensure open communication and transparency in organizational governance
  - ii. Enhance and standardize mentoring and transparency around tenure and promotion
- b. Serve as good stewards of the college's assets and resources, particularly personnel, who represent our most valuable resource**
  - i. Align faculty and staff resources to best achieve the missions of the college

- ii. Mentor and reward faculty and staff by providing appropriate opportunities to ensure a fulfilling and rewarding professional career at the University of Illinois
- iii. Develop a long-range facilities plan to support the goals of the college
- iv. Develop a college-wide fundraising plan, in conjunction with the Office of the Vice Chancellor for Institutional Advancement, that is in alignment with college strategic plan goals
- v. Develop a diversity plan that includes active recruitment strategies, outreach plans, and a funding component
- vi. Enhance collaboration with corporate entities
  - Expand and promote the capabilities for conducting clinical trials in Urbana-Champaign and Chicago
  - Engage corporate representatives and partner with industry to perform research and scholarship
  - Secure corporate support for residency programs

#### c. Enhance the reputation and standing of the college

- i. Develop a comprehensive college-wide marketing and communications plan to support college strategic goals and improve national rankings
- ii. Facilitate and promote faculty activities that elevate the reputation of the college nationally and internationally

#### STEWARDSHIP METRICS

- Number of faculty and staff in all units
- Number/percentage of students, faculty, and staff from under-represented groups
- Number of visits to college website homepage and key subpages
- National rankings
- Results of periodic internal climate surveys
- Number of donors and value of annual donations
- Number of invitations to present at international meetings and number of hours of lecture at international meetings
- Number of faculty serving on editorial boards of peer-reviewed journals

"Towering genius  
distains a beaten path.  
It seeks regions  
hitherto unexplored."





# VETERINARY MEDICINE at ILLINOIS

