



THE COLLEGE OF

Veterinary Medicine

The discipline of learning. The art of caring.

Strategic Plan • January 2014-2019

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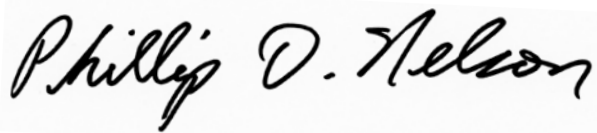
ACRONYMS

AAVMC	Association of American Veterinary Medical Colleges
AVMA	American Veterinary Medical Association
CE	Continuing Education
COE	Council on Education
COL	Cost of living
COMP	College of Osteopathic Medicine of the Pacific
CSI	Critical Strategic Issues
CVMA	California Veterinary Medical Association
FAC	Faculty Affairs Committee
FAV	Facilitating Assistant Veterinarian
FTE	Full-time equivalent
IPE	Interprofessional Education
IPEP	Interprofessional Education & Practice
NAS	National Academy of Sciences
NAVLE	National Board of Veterinary Medical Examiners
NIH	National Institutes of Health
P&T	Promotion & Tenure
PAVE	Program for the Assessment of Veterinary Education Equivalence
PBL	Problem-based learning
RIG	Research Interest Group
SOTL	Scholarship of Teaching & Learning
SPC	Strategic Planning Committee
SWOT	Strengths, Weaknesses, Opportunities, and Threats
URC	University Research Center
VACS	Veterinary Ambulatory Community Service
VBS	Veterinary Basic Sciences
WesternU-CVM	Western University of Health Sciences, College of Veterinary Medicine

DEAN'S MESSAGE / LETTER FROM THE DEAN

During the development of this plan, the state of the national economy was of paramount importance to members of the veterinary profession including our Faculty, Staff, and Students. Some of the Critical Strategic Issues (CSI's) addressed in this plan are a reflection of such concerns (i.e. Educational Value / Student Debt). However, the ever-changing economic climate at the time of this publication serves to remind us that strategic plans should not be written in stone, and must be revisited, revised, and adapted to new circumstances.

We believe the CSI's we have identified in this plan are appropriate priorities for the next phase of growth for our College. Regardless of potential environmental changes, these are the five areas we intend to allocate a large part of our resources, because these areas are important to our culture, necessary for our continued success, and delivers momentum toward our aspirational goals.

A handwritten signature in black ink that reads "Phillip D. Nelson". The signature is written in a cursive style and is centered within a light gray rectangular background.

Phillip D. Nelson, DVM, PhD

Dean

EXECUTIVE SUMMARY

WesternU-CVM developed this strategic plan between June 2012 and May 2013. During the development process, approximately 125 college “constituents” were provided the opportunity for input through two town hall meetings, participation on action teams, and or individual interviews. The development process of collecting opinions through the various forums, identifying the critical strategic issues (CSI’s), and formulating a plan to address the CSI’s, were directed and managed by a strategic planning consultant. The participants in these various forums included the CVM Faculty and Staff, and representatives from the student body, alumni, the California Veterinary Medical Association, State Veterinary Agencies, Preceptors, University administration, and Deans from other medical colleges within the University. The purpose of this effort was to develop a plan that will guide the College as it fulfills its mission over the next five years.

The plan is based on the College’s mission to 1) educate veterinary professionals, 2) expand the boundaries of medical knowledge in the veterinary profession, and 3) effectively service public health care needs by informing the public of discoveries that address contemporary needs. Our primary beneficiaries are veterinary students, veterinary professionals, WesternU-CVM personnel, the animal kingdom and associated institutional partners / owners / caretakers, and the general public. We serve our beneficiaries by providing quality educational services, discover new knowledge and new applications of knowledge, and serving as a trusted resource for evidence based recommendations that address societal needs. We are guided by a commitment to a shared set of values that includes: 1) supporting a culture of respect collegiality, diversity, and tolerance; 2) progressive improvement of our services; 3) remaining relevant to society; and 4) supporting a collaborative environment in achieving our mission. In assessing our organization relative to the mission, we recognize our particular strengths in the areas of strategic partnerships, community outreach, personnel, curriculum, core institutional values, professional image, financial status of university, diversity of personnel, geographic location, spirit of collegiality and collaboration, and university leadership. We also recognize we have some weaknesses including facilities, curricular drift, complacency, college governance / internal communication, student recruitment, research limitations, personnel limitations, and certain aspects of college finances.

As we anticipate the conditions we will face in the coming years, we have identified many opportunities for success including a steadily improving national economy, advances in technology, opportunities in global medicine, graduate education, the human – animal bond, and the latent potential in new partnerships. We also recognize several threats we will have to prepare for including negative market forces, changes within the profession, inadequate personnel to deliver multiple missions of the college, facilities and equipment, conditions that negatively impact faculty and staff morale.

Based on this analysis, a 5-year vision for the College is proposed and is the basis for the primary rationale for our strategic plan. The vision is:

Within five years, WesternU-CVM will be recognized within the veterinary profession, and throughout southern California, for the competence of its graduates from professional and graduate programs, the quality and impact of its research and scholarly activities, and the rewards associated with nurturing an inclusive work-environment.

In order to achieve this vision, there are five critical strategic issues that will need to be addressed:

1. Enhancement of the Research Program
2. Strengthening the core curriculum and teaching methodology
3. Employee well-being / Job satisfaction
4. Educational Value
5. Enhance the College's Community Image

While these are six separate issues, they are each key to the achievement of the vision, and there is major crossover among them. In essence, it will be challenging to do any of these in isolation from the others. Therefore, this plan is meant to be viewed as a whole. The strategic plan must be continually nurtured, monitored, and adjusted throughout the entire period of the plan's implementation. It is recognized that the commitment of the leadership to sustain the plan's implementation is equally important. This will require the dedication of organizational resources, the ongoing monitoring of the plan and vigorous communication efforts to the entire stakeholder community about the plan and its progress so as to ensure that there is widespread ownership and commitment to the plan.

The Strategic Planning Committee has made every effort to assure the proposed plan meets three core tests:

- **The plan has the right vision.**
- **The plan targets the right issues.**
- **The plan is realistic.**

INTRODUCTION / COLLEGE OVERVIEW

The College of Veterinary Medicine at Western University of Health Sciences (WesternU-CVM) was established in 1998 as the first new college of veterinary medicine in the United States in more than twenty years, and stands as a new paradigm in veterinary medical education. Our College offers an innovative program that graduates veterinarians who are career ready. We use a problem-based approach that stimulates contextual learning and promotes scientific inquiry. Our curriculum develops graduates that are capable of leading and being a part of an efficient health care team, providing excellent patient care, and collaboratively serve in the best interests of the public health.

The College was founded on three principals:

1. Commitment to ***student-centered learning***: We are committed to the development of students that learn independently as professionals, are proficient in finding and critically evaluating information. We strive to enhance student learning, and to provide the impetus for life-long professional development. We encourage students to accept responsibility for an active and central role in their own education.
2. ***Strategic Partnerships***: We are committed to provide excellence in student clinical education through strategic partnerships with the private veterinary sector so that much of the education is hosted in the workplace. This commitment is designed to maximize the learning experience in veterinary clinical practice or other careers and to graduate work-ready veterinarians capable of functioning independently.
3. Commitment to a ***Reverence for Life*** philosophy in the veterinary medicine curriculum: We revere the sanctity of life in all animal species (including *Homo sapiens*) and do not limit such reverence to owned or valued animals. We are committed to avoid inducing harm to any animal for the *sole* purpose of educating a veterinary student. This founding principle of the college is aligned with the humanistic tradition at Western University of Health Sciences.

The College was first granted “Full Accreditation” in March of 2010 by The American Veterinary Medical Association (AVMA) Council on Education (COE). In March 2013, “Full Accreditation” was renewed by the COE for the maximum allowed term of seven years. The COE is the only recognized accrediting agency for colleges of veterinary medicine in the U.S. and Canada. The next AVMA COE site visit will occur in 2019.

STRATEGIC PLANNING PROCESS OVERVIEW

WesternU-CVM developed this strategic plan between June 2012 and May 2013. During the development process, approximately 125 college “constituents” were provided the opportunity for input through two town hall meetings, participation on action teams, and or individual interviews. The development process of collecting opinions through the various forums, identifying the critical strategic issues (CSI’s), and formulating a plan to address the CSI’s, were directed and managed by a strategic planning consultant.¹ The participants in these various forums included the CVM Faculty and Staff, and representatives from the student body, alumni, the California Veterinary Medical Association, State Veterinary Agencies, Preceptors, University administration, and Deans from other medical colleges within the University.

Our process began with individual interviews of the College Cabinet to assess their views of strategic issues facing the college of greatest concern to them. The primary themes highlighted in their responses included:

- **Continuous improvement of our educational paradigm:**
 - Need to assure Faculty alignment
 - Address Student concerns
 - Objective Assessment of Curriculum Outcomes
 - Continuous evaluation of use of limited resources (Sustainability)
- **Student Recruitment:**
 - Maintaining competitiveness
 - Improve diversity of student body
 - Impact of potential recruitment challenges due to additional CVM’s and larger class sizes.
- **Cost of veterinary professional education/ Student debt:**
 - Potentially different models (on-line, etc.)
 - Long-term perspective (e.g., alumni relations)

¹ Daniel Stone (www.makingchangereal.com)

- **State of the Job Market for WesternU graduates:**
 - Ensuring graduates have added benefit/differentiation
 - Broadening range of career opportunities
 - Assistance finding jobs

- **Faculty Recruitment / Retention / Development:**
 - Scholarly activity requirement may not speak to their basic motivation of being here (teaching, service)
 - Faculty may not have time to meet expectations
 - Potential impact on:
 - Morale
 - Turnover
 - Non-renewal of contracts for those that don't make tenure
 - Natural pent up turnover once economy improves
 - Culture change among faculty re: representative governance

- **Potential expansion of class-size:**
 - Physical plant/facilities /infrastructure
 - Maintaining quality of students
 - Finding sufficient rotational sites
 - Impact on culture
 - Not sure it will result in significant increase in revenue

- **Issues affecting the sustainability of the “Distributive model”:**
 - Increasing competition for sites from CVM's adopting the model or new CVMs establishing similar models
 - Fewer food animal/rural opportunities
 - Encouraging commitment

- **Other:**
 - Staff development and morale
 - Broadening our geographic reach (Pacific Island, Alaska)
 - Adapting to increasing professionalism culture within University
 - Increasing revenues
 - Engaging/educating community

This was followed by a one-day Town Hall style meeting attended by Faculty, Staff, student representatives, and invited guests of various constituencies. During this forum a consensus SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis was conducted and the collected information later analyzed (September, 2012) by the Strategic Planning Committee (SPC). During the September retreat, the Strategic Planning Committee examined the collected information from the two previous exercises for alignment and significant differences between the college leadership and its participating constituents in the Town Hall meeting.

As a result of this analysis, the SPC was able to identify five CSIs they believed were critical to the success of the College. This information was shared with the CVM family. Faculty, staff, and students, were given the opportunity to join action teams (led by members of the SPC) charged with developing plans to address a specific CSI and provide the developed plans to the SPC. This work was conducted between October 2012 and February 2013.

In March 2013, the SPC met to review the plans submitted by the Action Teams. The plans were evaluated for feasibility, appropriateness, resource requirements, recommended personnel assignments, recommended outcomes, and chance for success. The revised plans were then presented to the Faculty at a one day retreat (May 2013) for review and comment. The information was collected and used to support any changes in the plans deemed necessary.

The process described above provided opportunities to gather input from a variety of constituents and to work through six key steps in formulating our plan:

- Clarification of our mission.
- A SWOT analysis enhanced our understanding of our current reality and assisted us in projecting what future conditions we are likely to be facing.
- We re-created a vision for the College and re-committed ourselves to the purpose of achieving the described vision
- We identified and prioritized six critical strategic issues (CSIs) that we believe are essential for us to address if we are to achieve our vision.
- We crafted action plans to address each of the CSIs.
- Each action plan includes an approach to ensure the successful execution of the plan.

During the second retreat of the SPC, the members of the committee expressed consensus that each of the action plans

- Is properly focused
- Will successfully address the issue
- Is realistic for CVM to implement

Similar support for the plans was also provided by the Faculty during the May 2013 retreat; however, the support was by no means unanimous. Though a majority of the comments received were supportive and included constructive criticism, there was sufficient information to suggest that many feel the plan is too ambitious and approximately 20% of the faculty clearly feel at least one of the plans is not realistic.

We accept the results of the retreat as a cautionary flag regarding implementation. We are not afraid of ambition, but recognize the clear dangers of over-reaching. In the end, the success of our plan is equally dependent on College faculty, staff, administration, and will require significant support from university administration. That said, it will be incumbent on college administrative personnel to successfully coordinate efforts of the college and university factions.

OUR MISSION

The college's mission statement (found on the College's website) was reviewed as part of the process and used to answer the following key questions:

1. What is the essential purpose of our organization?
2. Who are the major beneficiaries of our services?
3. What are the key services or products that we provide to these beneficiaries?
4. What are the core values that are embedded in what we do?

Purpose:

The mission of WesternU-CVM is to educate veterinary professionals and advance knowledge to address the contemporary needs of society.

Primary Beneficiaries

Our primary beneficiaries are:

- **Veterinary students**
- **Veterinary practitioners/professionals**
- **Employees**
- **Animal Kingdom and associated human partners / owners / caretakers**
- **Public**

Deliverables

We provide the following key services to our primary beneficiaries:

- **Education/training:**
 - Accredited veterinary curricula, graduate programs, post-graduate experiences, and professional development/continuing education
- **Knowledge/discovery:**
 - The discovery and application of knowledge to improve animal and human health/well-being, the efficiency of health care delivery, and to the benefit of the veterinary profession.
- **Leadership/advocacy:**
 - Evidence-based recommendations on issues relating to animal and public health

Our Core Values

In addition to the founding principles described earlier, our core values also include:

- **Preserving a culture of respect, collegiality, diversity, and tolerance:**
 - We believe we can meet most challenges presented if we are willing to work as a team in an inclusive and cooperative relationship while holding each other (*indeed, all life*) in high regard.
 - We respect and cherish individuality and believe our combined contributions consistently lead to better college outcomes.
 - We are committed to extending our respect for life to our CVM colleagues through the development and maintenance of an environment of congeniality, collegiality, and collaboration.
- **Being Relevant to Society:**
 - We will continuously endeavor to achieve social relevance through community service and engagement.
 - We are committed to improving the public's well-being by contributing to the solutions for important societal issues. Toward that end, we seek input from, and collaborate with the animal health, human health, and scientific communities as well as the general public to assure that important relevant problems are addressed.
 - We will provide diverse educational programs and training relevant to societal needs.
 - We will ensure that all our activities are set in the real world context in which we exist, and will respect and value the contributions the larger community provides.
 - As an integral element of society, we are committed to conducting our activities in cooperation with and in the context of the larger community in order to ensure our relevance and the quality of our contributions
- **Progressive Improvement:**
 - We believe a persistent quest for innovation will keep us current or ahead of the curve, and improve our ability to adapt to change.
 - Different is not always better, but better is always different
 - We value and affirm the importance of tradition, and do not embrace change simply for change sake.
 - We are continually seeking and experimenting with the best ways to approach our work in all its facets.
 - We believe that creativity makes us resilient to failure.
 - We are willing to take reasonable risks for transformational gains.

- **Collaboration:**
 - We promote interdisciplinary teamwork in (all) our activities to promote excellence in research, education and service.

SWOT ANALYSIS

A SWOT analysis regarding the College's ability to achieve its mission was conducted from several perspectives (academic affairs, faculty affairs, research, leadership, and during the first town hall meeting). The analysis presented here represents thematic categories suggested by common findings among the different perspectives to produce an overall SWOT analysis.² The analysis explored two dimensions: (1) Current strengths and weaknesses of the College relative to its mission and (2) reasonably anticipated threats and opportunities (over the next five years) that the College may face in attempting to achieve its mission.

WesternU-CVM Strengths

Strategic Partnerships

- Collaborative partners and patrons supporting contemporary methods and equipment
- Dedicated clinical partners
- Access to breadth of veterinary profession

Community Outreach

- Community outreach/early clinical experiences
- VACS participation in community events

Excellent Personnel

- Dedicated support staff
- Dedication/quality/diversity of faculty/staff
- Competent and enthusiastic faculty, staff and students

Curriculum

- Distributive model in place/seeing primary case care/better preparation for real world veterinary practice
- Problem-based pedagogy in place
- Innovative and successful model of veterinary college without a teaching hospital
- Wide exposure to many different practice types
- Unique programs in student-centered learning, reverence for life and strategic clinical education

Core Institutional Values

- Values draw students and partners

² The complete independent SWOT Analyses included in Appendices B.1 – B.4.

- Pioneered Reverence for Life Philosophy
- First to use willed-body program in veterinary curriculum and veterinary continuing education

Professional Image

- Growing positive reputation from research generated by CVM faculty
- Growing positive reputation in the clinical sites
- Access to breadth of veterinary profession
- Recognition by rest of profession
- Unique curriculum has led to publications in educational research

Financial Status of University

- Financial status of university
- Tuition-based funding/independent of state budgets/tax base

Diversity of Personnel

- Diversity of faculty (multiple countries represented)
- Diversity of students
- Complementary expertise in specific areas
- Diversity of expertise and research interests of faculty
- Diversity of current CVM faculty in ethnicity and in professional goals creates positive relationships
- Serve society by allowing people from a range of qualifications because we value a number of personality traits beyond academic characteristics (leadership, teamwork, self-awareness, integrity)

Geographic Location

- Geographic location– surrounded by resource partners
- Southern California location is appealing to many

Spirit of Collegiality and Collaboration

- Collegiality and willingness of faculty to collaborate with each other
- Inter-professional collaboration within the campus (COMP, pharmacy for example)
- Involvement of graduate students through campus and surrounding institutions
- Collaborative spirit is observed and often identified by visitors as an asset
- Integrated team work style

University Administration

- Western University of Health Sciences' size and philosophy is appealing to many
- Small private university: nimble, little red tape, value of innovation

WesternU-CVM Weaknesses

Facilities

- Space for offices, laboratories and storage presents problems and sometimes results in irritation or decreased productivity (morale and motivation)
- Inadequate research infrastructure to support potential expansion: space, quality of space (URC), IT support, HR support (hiring process)
- Current physical facilities limit class size
- Storage space is limited
- Current equipment is aging and requires upgrades and / or replacement
- Aging models/facilities need replacement and upgrade; difficulty in obtaining and preserving large animal species
- Technology limited PBL rooms that does not allow electronic case delivery
- Limited infrastructure of a small institution (facilities, equipment, support services)

Curricular Drift

- Drift from our founding principles of student centered learning; There appears to be more teacher centered learning; less alignment among faculty with the philosophy; e.g., cult of coverage within certain disciplines; nearly one-half of clinical skills delivered by lecture; many basic science laboratories are PowerPoint oriented
- Inadequate training opportunities to promote student centered learning pedagogy.
- 3rd and 4th year sites, have been totally booked; doesn't allow much play in the system;
- Haven't addressed question of whether our curriculum covers what we want it to; don't know what is in our curriculum
- Labor intensive curriculum; leads to limited research time for faculty; contributes to faculty burnout
- Not all faculty hold students academically accountable
- Lack of curricular mapping
- Our model does not promote face to face peer mentorship across classes
- The distribution of our students during the third and fourth years creates a challenge in promoting student loyalty to the College.
- Difficult to manage and mentor faculty in PBL facilitation resulting in some faculty not holding appropriate academic and professional standards during sessions
- Our small group system affects the dynamics between student and faculty, making it difficult to maintain professional relationships which could impact student academic decisions
- Our model requires faculty and students with a collaborative philosophy in teaching that not everybody possesses
- Limited involvement of graduate students in research

Complacency

- No structure / processes to identify contemporary needs, particularly those attached to needs for innovative solutions
- Falling behind in innovation, clinical skills models are aging, need of up-dating

College Governance / Internal Communication

- Staff does not feel they have a voice
- As we have grown, our decision making, communication, and community processes have not adapted appropriately, which has led to mistrust within some sectors of the CVM family.
- Unrealistic expectations by faculty of operating as a democracy
- Communication/transparency/trust in college (College Administration to Faculty; Faculty to Faculty; University administration to Faculty) especially regarding promotion and tenure.
- Conflict re: governance by representation vs. direct democracy
- Reliance on institutional memory as opposed to established policies and procedures

Student Recruitment

- We are losing students to state schools that we would prefer to attract; It impacts on our diversity and quality of students
- Class diversity does not reflect society in southern California

Research limitations

- Marginal intramural resources designated for support of research at university level
- Limited start-up funds for faculty, limited funds attributed to research within the college
- Limited research mentorship of junior faculty from senior faculty
- Insufficient development of faculty skills to match institutional needs especially where change in mission is imposed. Failure to maintain funding for CE or support sabbaticals.

Personnel limitations

- Lack of faculty – those who have moved to administrative roles were not replaced and some critical veterinary disciplines are not represented within the current faculty
- Lack of representation of faculty in specific scientific or clinical disciplines
- Bottlenecks: University infrastructure often inadequate; one person in a department (when on vacation) impedes progress and procedure, notable in payroll, HR, Facilities. Some offices are non-responsive to inquiry and proposal, notably Facilities Architect. Exceptions and excellent service is noted in Strengths.
- Inadequate technical support to support planned expansion of research efforts

Finance Issues

- Over-reliance on tuition-based funding; can't leverage that source

- Tuition is high relative to earning potential immediately after graduation
- Budgetary process is not transparent nor efficient
- Cost of living in Southern California is 1.3 times national average; Salaries at WesternU. for equivalent positions are not 1.3 times national average for some employment sectors.
- Real Estate price fluctuations exert negative influences on faculty / staff recruitment and marketability.

WesternU-CVM Opportunities

Improved National Economy

- Improved economy
- Local property values decrease, opportunity to buy land/expand footprint?
- Many non-tenured faculty at other USA institutions are seeking employment in the current economy creating a large pool of potential talent for Western University of Health Sciences

Advances in Technology

- More computer-based technology advancement
- Increasing trend for open access classrooms ,online courses, etc.
- New treatment technology (veterinary), e.g., injectable castrations
- Remote access medicine
- Increased affordability of AV/equipment
- Technology enables us to move to a virtual curriculum
- Distance video conferencing to connect on-campus students with off-campus students, as well as connecting students from the various classes
- The veterinary education process seeks more efficient (cost effective) methods through consortium sharing strategies. The Oregon campus for COMP has established support for distance collaborations that could be extended to CVM students. We should explore the application of distance learning technologies to facilitate significant curriculum achievement for students at home and at work in their hometown. This seems particularly achievable in a student-centered learning paradigm.

Global Medicine

- Due to climate change, food science will be elevated in importance for government funding
- One or more major world health scares (food safety, infectious disease)
- Limited licensure could shorten education, reduce costs
- Expanding role of paraprofessionals expands range of treatment options; decreases cost of veterinary care
- Increased interest in sources of food; concerns about, greater pressure to produce food locally, increased job opportunities
- Corporatization of veterinary medicine, provides better wages, benefits lifestyle

- Increased acceptance of pet health insurance

Graduate Education

- Development of graduate programs on campus
- Emerging graduate program within the university

The Human – Animal Bond

- Increased interest in seeing animal-free models; technology; trend toward computer-based models (instead of using animals)
- Building an anatomical model program

Partnerships

- Increased collaboration with other colleges, inter-professional education
- Development of new joint ventures with other Universities to create dual programs
- Opportunity to collaborate with a large network of preceptors (private practices)
- Opportunity to access clinical data through clinical databases (Banfield)
- Opportunity to collaborate with institutions locally (Cal Poly Pomona, City of Hope for example), nationally and internationally
- Opportunities for inter-professional collaboration within the campus
- Industry-funded faculty chairs and sabbaticals: Projections suggest that private industry seeks more collaboration with Academia.³

WesternU-CVM Threats

Market Forces

- Increased recognition/pressure on cost to value ratio of higher education
- Increasing cost of veterinary services viz. people's ability to pay
- Decreasing availability of affordable financial aid
- Decreased funding for research
- Potential surplus of veterinarians in general and in specific areas (e.g., small animal veterinarians)
- Increased regulation over companies' support for veterinary education (ethics)
- Campus expansion may divert resources from CVM during a critical time of program building.
- Increased public accountability of educational expenditures may inadvertently restrict innovation and advances.
- The current economic situation (i.e. sequester) impacts all funding opportunities for research

³ "Workforce Needs in Veterinary Medicine 2012" in National Academy of Science report at <http://dels.nas.edu/Report/report/13413> accessed via the internet.

- Decreasing extramural research funding from agencies (NIH and veterinary founding agencies) restricts growth opportunities for the college research program.
- Restricted availability of non-tuition funding sources to support Research and Service missions may hinder growth of college programs.

Changes within the Profession

- The establishment of new veterinary colleges will increase competition for students.
- Limited licensure may limit our ability to provide graduates that might serve in rural areas.
- Expansive adoption of the distributive model by other veterinary colleges will increase competition for quality clinical sites.
- Shrinking veterinary profession in some sectors (e.g., production medicine)
- Continued urbanization of southern California will result in diminishing food animal production in the immediate locale of the College, and increase the cost of clinical training in this area.
- Corporatization; could lead to decreased salaries; limits freedom of care; risk averse, may abandon sectors that individuals might have served
- Declining applicant pool

Inadequate personnel to deliver multiple missions of the College

- We are dependent on partnerships to deliver our curriculum (preceptors/private veterinary hospitals)
- Lack of individual accountability can lead to poor morale within the faculty
- Insufficient time for creative scholarly teaching activities due to heavy workloads

Facilities and equipment

- Facilities and equipment are barely adequate for the existing pool of students and will be insufficient for increased class size
- Research infrastructure (space) is the most significant factor threatening the expansion of research

Faculty and Staff Morale

- Faculty discontent with “administration” and fellow faculty due to lack of trust
- Low faculty morale due to the perception of a mismatch between research expectations and resources
- Current faculty with pent-up motivation to leave current employment when economic factors ease
- Inequities in opportunity for certain groups within the university: one college receiving support denied to others, new hires receiving start-ups not offered in prior years

5-YEAR VISION

While the mission defines who we are, the SWOT analysis establishes our current functioning relative to the mission and projects the key changes we anticipate in these coming years. However, since the strategic plan is meant to position the organization to optimize its success over the next five years, then the most basic question to address is “Given our mission and SWOTs, what is the most important difference in how WesternU-CVM will be different in the next five years?” The answer to that question will drive the entire rest of the strategic plan.

Our College is transitioning from a “Start-up” to stabilizing newly developed programs and expanding our efforts in research and service areas – without being distracted from our commitment to the protection of a nurturing and inclusive work environment for all members of the CVM family. We have traditions to establish and even more innovations to develop.

Within five years, WesternU-CVM will be recognized within the veterinary profession, and throughout southern California, for the competence of its graduates from professional and graduate programs, the quality and impact of its research and scholarly activities, and the rewards associated with nurturing an inclusive work-environment.

CRITICAL STRATEGIC ISSUES

Critical Strategic Issues for the University

The college plan was developed while the university was also developing a new strategic plan. At the time of this publication the university planning process has identified the following critical strategic issues. Once the university plan is completed, we intend to incorporate the university's goals when we next update this plan.

- Define, develop, and establish the criteria of what leading edge academic programs must include. Continue to conduct feasibility studies to seek opportunities to establish new campuses or new graduate or non-graduate programs at both Pomona and Lebanon that, when appropriate, include both academic and patient care operations.
- Negotiating as a University, strengthen and expand post-graduate training programs and provide placement services to ensure all of our graduates have appropriate access to quality clinical education and employment opportunities.
- Establish a Center for Excellence in Healthcare Education that develops comprehensive and innovative pedagogical models that incorporate collaboration, integrated active learning, outcomes- and evidence-based evaluation, and that creates and utilizes appropriate advanced technologies for sharing and gathering information, meeting all accreditation requirements.
- Partner with appropriate professional organizations, governmental agencies and foundations to be active in setting healthcare policy and to allow our students to become change agents and leaders in their communities as well as for underserved areas/patient populations.
- Enhance our diversity pipelines.
- Elevate the academic reputation of WesternU to improve the caliber of student applicant pools and attract and retain high quality faculty.
- Leverage facility use across all programs to enhance OneHealth education.
- Fully build out and promote the Western Diabetes Institute.
- Assess and establish plans to meet the patient-driven needs in the Pomona Valley and beyond regions around Pomona and Lebanon based on growing populations (well and frail older adults), primary care needs, and chronic conditions(e.g., arthritis) representing high-cost expenditures of interest to funding agencies.

- Strengthen and promote the Patient Care Center and all other healthcare enterprises, focusing on business-smart models and innovative patient care approaches.
- Grow teaching faculty without increasing student tuition through hiring faculty/clinicians who generate practice-driven revenues.
- Grow the IPE program and fully embody its principles throughout all healthcare enterprises as appropriate; working with distinctive healthcare partners (e.g., Dartmouth College), define, test, establish and promote a new team-based health care paradigm.
- Legal structures and partnerships

Critical Strategic Issues for the College

Given the vision described in the previous section, the strategic planning committee identified the most critical strategic issues that need to be addressed in the next five years in order to achieve the vision. Recognizing the limitation of our resources, the CSIs of highest priority were identified by consensus and will be the focus of our strategic plan for the next five years.

The critical strategic issues (CSIs) are listed below:

1. Enhancement of the Research Program
2. Strengthening the core curriculum and teaching methodology
3. Employee well-being / Job satisfaction
4. Educational Value
5. Enhance the College's Community Image

Each of these issues is deemed essential to achieving our vision, and are interlinked. We consider them as a set of issues that are mutually reinforcing and synergistic and may partially address other critical strategic issues that will be addressed in future plans.

The next section of the plan defines each of the CSIs by addressing the following questions:

- ***What is the Issue?***
- ***What are the major forces currently impacting the issue?***
- ***What are the anticipated future forces that will impact the issue?***
- ***What will be the impact of addressing the issue and of not addressing the issue effectively?***
- ***What will it take to address the issue?***
- ***What will be the goal?***
- ***What will be the indicators of successful accomplishment of the goal?***

The final section of each action plan is the actual implementation plan.⁴ Each plan addresses the following questions:

- ***What will be done to achieve the goal?***
- ***By when will it be done?***
- ***Who will be accountable for getting it done?***
- ***What resources will be required to get it done?***

⁴ Appendices C.1 - C.5

ISSUE ONE: ENHANCEMENT OF THE RESEARCH PROGRAM

The action team initiated the strategic planning process by identifying specific issues impacting CVM research. Subgroups were identified to focus their efforts on each of the five specific issues identified during the first meeting. Subgroups met separately to discuss their assigned issue. Their analysis of the assigned issue was presented to the entire action team during mini-retreats. The proposals served as a foundation for discussion in order to reach consensus regarding the content. This approach was complicated by the overlap and inter-connectivity between issues. For example, limited funding may be considered as a cause for inadequate levels of technical support. The relationship between factors impacting CVM research prompted the team to reconcile actions proposed under each issue into a master action plan for the overall research program. This task was approached by organizing a vote to select the top 10 priorities to address our current issues. The entire group met to define roles and timeframes for the 10 priorities identified. A final meeting was convened to finalize measures of success, and review the final document.

What is the Issue?

The College's aggregate research effort is in the embryonic stage of development and presently generates limited productivity with questionable impact on the college community and its constituents (animal / human health, university/college communities, and related veterinary industries).

The importance of developing CVM research programs was unanimously ranked as the top critical strategic issue by members of the Dean's cabinet during the initial phase of the strategic planning process.

What are the major forces currently impacting the issue?

1. Funding

It is generally accepted that well-conducted research is vital to the global community and is critical to the advancement of any profession including the veterinary profession. The fabric of our society includes threads of knowledge and discoveries that were the direct result of empirical research designed and conducted by universities and in particular, colleges of veterinary medicine. The medical advances from which society has benefitted so spectacularly are a direct by-product of the collective willingness of the public to fund such research endeavors in partnership with private enterprises.

The successful identification of and competition for internal and/or external funding is a critical factor in determining the extent of any success the college may enjoy in developing a robust and vibrant research program. It is important the college and university invest resources in services that assist faculty in the identification of potential funding sources align with their interests, and services designed to enhance and promote competitiveness.

2. Personnel

The College faces several challenges with regards to meeting personnel requirements needed to establish a robust research program. The first challenge during this period of transitional program expansion is the need to acquire a critical mass of research faculty with appropriate skills and funding to

support the research goals of the program. This will require a shift in recruitment priorities as the College has been focused on developing and supporting a professional curriculum for the past decade. While the importance of this recruitment shift is recognized as a benefit to research efforts, it is as equally important for the protection of academic accomplishments to date, and continued support of the academic faculty and programs.

The College is in dire need of additional technical staff to adequately support any research effort that may be contemplated. The present support level of technical staff provides limited opportunities for research faculty to appropriately engage in grant acquisition, design and development of preliminary data (pilot studies), graduate instruction, data reporting, or individual professional development.

Research Faculty has documented a need for the availability of statistical expertise, preferably within the college structure. Access to such support is vital to the development of appropriately designed research projects, analysis of data, and competitiveness of grant proposals.

Development of a graduate program is also an important component of providing adequate support personnel for a robust research program. Though the primary goal of any graduate program should be the production of post-professional and advanced trained graduates, the presence of sufficient numbers of post-doctoral students, and graduate students is a critical requirement that ultimately enhances the efficiency of research faculty.

Finally, there is a need for additional administrative personnel with specific research support skills at the College and University levels. Sufficient administrative personnel are needed to develop a concierge service designed to assist faculty with communications with granting agencies, vendors, and other potential sources of research funding.

3. University Support Services

The College's ability to successfully compete for research funding is directly related to the ability of the combined efforts of the college and university administration to provide seamless support regarding facilities, general support for graduate programs, and administrative support.

4. Curricular Integration

Ultimately, some of the most important outcome measures of a successful research program will be related to the Faculty's ability to integrate research findings into the curriculum, enhance student research opportunities (professional and graduate), and support the One-Health concept adopted by the University.

5. Scope of Research

Effective allocation of college and university resources is related to the ability of the Faculty to develop appropriate focus areas that are in alignment with current research trends and funding opportunities. Identification of these focus areas will serve to guide college efforts in recruiting new faculty as it develops signature research programs. The ability of the College to identify and implement such efforts in an inter-professional / inter-disciplinary approach should enhance the college's chances for success. This will clearly require the Faculty to merge variable research expectations and recruit new faculty in an attempt to strengthen alignment with research priorities.

6. Research infrastructure:

Appropriate research infrastructure is a pre-requisite for a successful research program. Adequate laboratory space, communal equipment, university sponsored technical staff support, laboratory animal facilities, and related support services are critical resources in supporting recruitment activities as well as current grant acquisition efforts. We include in our definition of infrastructure the need for developing a network of “research preceptors” in order that the college might provide a reliable access to appropriate clinical cases for potential clinical research.

What are the anticipated future forces that will impact the issue?

- **Global Professional Trends**
 - Increasing interest in food animal welfare
 - Climate change and its impact on food production
 - Possibility of pandemics
 - Continued trend toward preventative medicine
- **National and State Economy**
 - Federal policies on research funding
 - State funding impact on state-funded partners (Cal Poly Pomona; Mt. SAC; Cal Poly San Luis Obispo; UCLA)
 - Loss of food animal populations at Cal Poly Pomona
 - Economic impact on sectors of the profession resulting in restricted job opportunities
- **Faculty Opportunities in Research**
- **University Forces**
 - Impending change in Leadership
 - Allocation of University Resources
 - Campus Expansion
 - University Infrastructure

What will be the impact of addressing the issue and of not addressing the issue effectively?

If we address this issue effectively:

- The college will enhance state and national visibility for impactful research outcomes
- Newly developed programs will forge the identity of the College, improving its visibility and image among peer institutions.
- CVM (faculty, staff alumni) morale / pride will improve
- Future grant submissions should be more competitive
- The enhanced college image will support college recruitment efforts for quality students, staff, and faculty.
- The College will retain and improve the productivity of faculty seeking recognition as experts in their field, thereby contributing to the development / expansion of areas of scholarly excellence within the college.
- College directed exposure of students to research will increase.

- Increasing opportunities for long-term involvement of students (veterinary, post DVM and graduate) will have a tremendous impact on our research output, motivating faculty to remain actively engaged in research and allowing them to pursue several projects simultaneously.
- The resultant positive college image should attract additional development dollars for student scholarships, research, and curricular activities.
- Our graduates will become stronger applicants for:
 - Careers in biomedical research
 - Advanced training programs

If we do not address this issue effectively:

- The ability of the Faculty to develop independent research programs and bridge between funding gaps will be impeded.
- The College's ability to secure funding from unconventional sources will be negatively affected resulting in missed opportunities and may require the diversion of other College resources to support research.
- Research productivity will not increase
- The image of the College will not improve.
- Research opportunities for professional and graduate students within the College will continue to languish.
- The morale of faculty will be negatively affected.
- An ineffective response to this issue could erode or affect the quality of research conducted on campus potentially affecting the quality of results and leading to an erosion of the College's competitive position.
- The College will have difficulty recruiting cases or collecting samples from Preceptors for clinical studies.
- Reduced quality of completed products
- Reduced technical training of students
- Inadequate personnel support (both in numbers and appropriate skills) will limit the College's research output in terms of grant and manuscript submission and potentially impact the quality and number of completed projects.
- The College and University will continue to divert tuition income to support research activities.

What will it take to address the issue?

The College and University will have to invest in the research program until the program has reached sufficient capacity and visibility to attract self-sustaining resources. The initial investments should be in the form of new hires to fill important strategic positions in all personnel ranks previously mentioned and enhancement of facilities and equipment.

Program investments should include support of start-up funds for viable projects proposed by present faculty and to attract new hires; expand research and training options for professional students including federal training programs and graduate programs; development of a research concierge service in support of faculty research efforts; and development of infrastructure to support preceptor research network.

Appropriate investments in both personnel and infrastructure will serve to protect gains made in delivering the curriculum while simultaneously creating sufficient capacity to provide adequate FTE for desired research outcomes.

What will be the goal?

The Colleges goal is to dramatically/significantly improve research productivity that translates into measurable impact on the veterinary profession, the university community, and their constituents.

What will be the indicators of successful accomplishment of the goal?

Indicators of Success in 5 years:

- The College's research budget will at least double in the next five years; at least 35% of the resultant budget will be generated by external funding of grants.
- The successful acquisition of funded grants by the Faculty will at least double (equivalent to 20 grants/year, 1 grant/research FTE) in five years. The percentage of externally funded grants will be equivalent to at least 60% of the total number of grants awarded.
- Annual CVM research expenditures will double in five years.
- The success rate for grant funding will exceed 20%.
- The technical staff: research faculty ratio will be reduced from 1:3 to 1:2 in five years.
- College Faculty with more than 40% research FTE will average at least 3 peer-reviewed publications per year.
- The College's research program will support at least two veterinary students per research faculty FTE.
- Publications of student authored research articles will equal Faculty research FTE in numbers. (1:1)
- At least 15% of the class of 2019 will have enrolled in research courses or participated in college sponsored research.
- CVM Faculty will mentor at least seven graduate students per year by 2019.
- Total College Research FTE will equal at least 25% (an equivalent of 12 research FTE).
- The College will have participated in at least one collaborative research project with a preceptor, leading to a peer-reviewed publication.

ISSUE TWO: STRENGTHENING THE CORE CURRICULUM AND TEACHING METHODOLOGY

What is the Issue?

Outcomes Assessment

Although the WesternU-CVM has successfully established an innovative PBL focused and distributive clinical education curriculum, there is a tendency toward inertia or stagnation in educational methods as the college ages. Educational scholarship requires constant program evaluation to assess the effectiveness of currently utilized educational methods and that these methods are in line with current evidence-based best practices. In maintaining the scholarship of education, advancements and innovations in educational methods developed in the college should be shared with other veterinary educators through external peer-review. Educational innovations may positively impact student outcomes, improve efficiency of curricular delivery, and/or increase faculty satisfaction with the curriculum.

While the CVM faculty has worked to create a successful PBL curriculum and distributive clinical teaching model, this information has not been widely shared with the veterinary educational community. Within the college, there is a perception of a degree of disparity in acceptance of or performance in student-centered pedagogy/andragogy. This is a possible contributing factor for any dissatisfaction some faculty, staff, and students may feel, as well as being a root cause of inefficiencies in program delivery. Though the College has developed many instruments of curricular evaluation, resulting in the collection of large amounts of data - mature processes of data evaluation, analysis, response development and implementation are limited. The present set of metrics utilized to define academic success or used to identify potential curricular areas of improvement should be expanded and upgraded.

Mapping Curricular Content

The challenge for every college is documenting the content and methodology of what is being delivered to students. The challenge for every profession is the determination of core competencies and mapping the delivery of instruction throughout the curriculum. In an integrated curriculum, such as the one at WesternU-CVM, it is essential for faculty to have accurate information on the content and delivery of key aspects of their specialties in order to reduce redundancy while maximizing and aligning student learning to meet the needs of society. Accurate documentation may also be essential for curricular assessment and college accreditation.

Within any college, there will be faculty that are confident they are delivering information to develop students to become leading veterinarians, and faculty that lack confidence. Individuals develop their perceptions based on their knowledge base, what they see in the students they work with and what they hear from their peers. Without the ability to provide a detailed view across disciplines, courses, and outcomes; faculty may perceive alleged gaps in content and erosion of pedagogy without a means to

alleviate these concerns. The result is tension, mistrust, and lack of confidence of faculty members with de facto isolation of courses and content delivery all leading to decreased opportunities for student learning and a negative work environment.

Preparation for Career Options

According to the publication “Current and Future Needs of the Veterinary Profession”, produced by the National Research Council, the current veterinary workforce is not aligned with anticipated professional demands. The College must prepare veterinary graduates that meet contemporary and future needs of the veterinary profession. To date, the College has not provided curricular offerings designed to prepare graduates for work in specified areas of interest - which may address the changing or future needs of the profession.

Clinical Partnerships

The distributive model of clinical education used at the College relies heavily on strategic partnerships with private, corporate, public, and non-profit companies and organizations. In order to maintain and support this model, strong relationships with strategic partners must be monitored, nurtured, and strengthened. New strategic partnerships must continue to be established to assure sufficient training capacity of core clinical training sites and bolster the resilience of the program.

What are the major forces currently impacting the issue?

Outcomes Assessment

The CVM needs a systematic way to assess or review our teaching/learning methodology. We currently do not have metrics beyond student satisfaction and overall course performance to determine or influence the need for improvement. The major road blocks are: 1) the lack of resources to support faculty development in educational methods, 2) little faculty FTE assigned to the area of curriculum assessment, 3) insufficient technical and staff support devoted to curriculum development and assessment, 4) faculty concern that educational effort and scholarship will not be rewarded through the current P&T process, and 5) institutional (faculty and administration) resistance to change may be a negative force impeding some educational innovations.

On the other hand, positive forces include: 1) incorporation of new technologies in some courses (video conferencing, discussion boards, etc.), 2) a commitment from the college to support faculty development in the areas of educational scholarship through the Harvard Macy Institute, 3) establishment of Evidence-Based Veterinary Medical Education Research Interest Group, and 4) participation in the Academy of Veterinary Medical Educators.

Mapping Curricular Content

Faculty are not trained in and lack FTE to devote to curricular documentation. While curricular development is ongoing, it is not measured or perceived as important scholarly work and thus faculty have not given it a priority. Student centered learning (PBL and distributive education models) add

another layer of uncertainty as faculty have limited predictive capacity on what content and competencies our students will be exposed to and choose to learn. Some faculty members are resistant to change and innovation. There is significant emphasis on complaints and not enough discussion and fostering of achievements. Changes in content and delivery of specific topics within the curriculum are reactionary. The curriculum committee does not play a strong enough role in curricular oversight. Expert guidance on core competencies is vague and hard to implement. However the creation of a Director of Outcomes is evidence of administration support for these types of tasks. Additionally, administration is sponsoring the advanced training of faculty members in medical education to help foster a community that values Scholarship of Teaching & Learning (SOTL) and curricular development.

Pedagogy and Andragogy

While the CVM faculty have worked to create a successful PBL curriculum and distributive clinical teaching model, this information has not been widely shared with the veterinary educational community. Within the college, there is a perception of a degree of disparity in acceptance of or performance in student-centered pedagogy/andragogy. This may be contributing to dissatisfaction in some faculty, staff, and students as well as inefficiencies in program delivery. The college has to date had limited critical assessment, peer review and publication of our methods. Our current definition of success is based on the production of competent veterinarians, with few metrics to define academic successes and/or to identify where improvement is needed.

Preparation for Career Options

- U.S. and global job market for veterinarians
- Emerging diseases / Global Pandemics
- Newly developed medical technologies, drug therapies, and/or techniques
- Labor pool
- National Economy

Clinical Partnerships

The CVM should develop a systematic way to assess or review the strength and stability of our strategic partnerships. We currently do not have metrics beyond preceptor satisfaction, student satisfaction and overall course performance to determine or influence the need for improvement in our state of strategic partnerships. Current roadblocks in the program include: 1) inconsistencies in honorarium payments (timeliness and accuracy), 2) lack of effective and timely communication from Course Leaders and College administration regarding course requirements, scheduling, student issues, etc., 3) preceptors reluctance and/or inexperience in acting as an educator, 4) redirection of honorarium payments by strategic partner (away from preceptor), and 5) absence of other methods of valuing preceptors beyond honorarium payments.

Current positive forces in the program include 1) preceptors appreciation and value of student's abilities (information gathering, communication skills, etc.), 2) incentivizing strategic partner participation of through honorariums payment, Clinical Associate Faculty positions, and continuing education credits, 3)

commitment to creating a Preceptor Professional Development Program, 4) alumni desire to participate in the program, and 5) the Clinical Sites Advisory Board feedback and opinions on aspects of the clinical education program.

What are the anticipated future forces that will impact the issue?

Outcomes Assessment

Commitment to faculty development will lead to more grassroots efforts as well as formal training initiatives to improve faculty knowledge of and participation in scholarship of educational innovation. Changes to the CVM P&T document will have an impact on faculty commitment to and motivation for innovations in education. Increasing competition for clinical training sites may impact the need to evolve clinical training in the distributive model. College support to improve and increase research efforts may help drive educational innovations; however, an increased focus on bench top and grant-related research may divert faculty time and attention from educational research efforts. Reductions in federal or state support of education may have a negative effect on the availability of funds to support development or implementation of educational innovations.

Other forces that will impact this issue include internal professional changes that may affect day-one competencies for graduates, changes in accreditation standards and/or expectations, and the ability of the College to continue to attract faculty in sufficient numbers and of sufficient quality to support the curriculum of choice.

Mapping Curricular Content

Changes in the curriculum and professional education objectives (content to competency assessment, general vet med to species specific vet med), changes in faculty (loss of specific curricular knowledge), changing student body (competition for top candidates), litigation (held accountable for student competence), changes in clinical sites (patient load, preceptor turnover), and the changing needs of society will all require constant updating of curriculum content and delivery. This contributes to uncertainty and insecurity in our curriculum. Colleges may be required to submit proof that specific competencies are addressed within the curriculum to achieve accreditation. Vast amounts of statistical information collected from students, alumni, faculty, employers, clients, and researchers will make curricular assessment viable on a much larger and detailed scale than in the past.

Pedagogy and Andragogy

A systematic approach to assessing or reviewing our teaching/learning methodology might be beneficial to WesternU CVM. The major road blocks are: 1) the lack of resources to support faculty development in educational methods, 2) little faculty FTE assigned to the area of curriculum assessment, 3) insufficient technical and staff support devoted to curriculum development and assessment, 4) faculty concern that educational effort and scholarship will not be rewarded through the current P&T process, and 5) institutional (faculty and administration) resistance to change may be a negative force impeding some educational innovations.

On the other hand, positive forces include: 1) incorporation of new technologies in some courses (video conferencing, discussion boards, etc.), 2) a commitment from the college to support faculty development in the areas of educational scholarship through the Harvard Macy Institute, 3) establishment of Evidence-Based Veterinary Medical Education Research Interest Group, and 4) participation in the Academy of Veterinary Medical Educators.

Preparation for Career Options

Job opportunities, especially in the small animal practice market, may become more competitive in coming years due to an increase in the number of veterinary schools, larger class sizes, and a predominance of choice by graduates for the small animal sector. The current economic downturn may impact the number of people seeking veterinary services which may also impact our graduates' ability to find employment. The heavy burden of student loans and the need to start paying them off upon graduation or soon after may prevent students from entering post graduate programs or rural communities which historically have provided lower salaries. Shifting demographics and evolving methods of food production may create opportunities for veterinarians in market spaces heretofore being underserved by veterinary professionals.

Potential changes in AVMA COE accreditation and/or state licensure allowing limited licensure by species might have serious implications for the competitiveness in the job market. It would also place curricular pressures on colleges of veterinary medicine to provide more focused training by species. Some students might face some difficulty in acquiring training and experience in certain species or specialty areas.

At an administrative level, lack of money is a major force impacting the development of postgraduate training programs. Setting up postgraduate programs, from internships to PhDs, will necessitate providing scholarships or stipends to support the students. It may be necessary to invest in more office or laboratory space. Faculty time is another major force impacting the issue. It would be difficult for current faculty to dedicate more time to teaching, clinical service, or research associated with graduation programs without subsequent reduction in FTE associated with the DVM program. Competition from other colleges within the University might also drain students from CVM research programs.

Clinical Partnerships

The national pool of graduating veterinarians is expanding as a result of veterinary colleges increasing class sizes amongst current programs, the creation of new colleges and programs, and accreditation of non-U.S. institutions. This will create a need for new or improved teaching hospitals or an increased usage of the distributive model of clinical education. The latter will force programs to utilize strategic partners and may lead to increased competition for quality clinical training sites. Two new programs are currently in the exploration and development phase in Arizona. These programs will be direct competitors with the College for strategic partnerships, not only in Arizona, but Southern California as well. If current market forces continue (national reduction in clinical office visits), combined with the

forces mentioned above, it is conceivable that even programs with a traditional curriculum, including a tertiary teaching hospital, will be inclined to develop more training opportunities through externships – potentially leading to greater competition for these resources for WesternU-CVM.

Preceptor desire for increases in honorarium amounts to keep in line with cost of living adjustments will lead to increased College expenditures. With the high reliance on student tuition for College revenue, increases in honorarium payments will most likely be subsidized by increases in student tuition, which will further exacerbate an already excessive student debt load.

The profession's recent emphasis on accountability for student acquisition of clinical competencies prior to graduation will likely expand the role of preceptors in student assessment. This may require additional training to assure consistent evaluation across disciplines and clinical sites.

Teaching efforts can negatively impact the time necessary to work-up and treat clinical cases thereby decreasing the overall profitability of a practice. As the economy improves and the use of veterinary care rises, clinics may be able to offset potential losses from clinical teaching that are not covered by the honorarium. As the current recession recedes, more practices may be willing to devote time to teaching.

Familiarity with, and acceptance of the distributive model as an effective means for training future veterinarians, will likely lead to an increased interest by clinical sites to become strategic partners of the College. It may also increase preceptor interest in continuing education programs designed to enhance teaching skills and competencies.

What will be the impact of addressing the issue and of not addressing the issue effectively?

Outcomes Assessment

If we address this issue effectively the College will develop a national image of developing and implementing innovative student-centered educational techniques and curricula. Student learning outcomes would be validated and should improve as an indirect outcome of measurement. Consequently, the College will develop a vibrant center for medical educational research and become a leader among its peers in this regard.

If we don't address the issue effectively, the college may not meet the needs of the contemporary veterinary student. We may lose potential applicants who see the college as "old" and not up to date. We may lose faculty for the same reason. On the other hand, innovation for the sake of innovation may lead to negative outcomes with decreases in student or graduate performance if outcomes are not monitored. If the college is considered a center for veterinary education innovation, it may lead to enhanced stature of the college within the veterinary community and increased funding for educational efforts such as creation of a center of excellence for educational research and endowed chairs in education. Curricular innovation may also enhance the quality and of the education students receive.

Mapping Curricular Content

An effective mechanism that effectively addresses faculty concerns will generate confidence in the curriculum and motivate Faculty to adapt learning opportunities to meet the needs of students and society while maintaining high standards. Faculty participation in national/international medical education communities will gain global prestige for both the college and the university. Additionally, a cohesive faculty with international recognition will recruit better student applicants and faculty members while increasing job satisfaction of current faculty/staff.

If an effective mechanism is not developed that effectively addresses faculty concerns regarding the curriculum there will be erosion of content and pedagogy such that the college may lose its position on the forefront of advancements in teaching veterinary medicine. The college may also run the risk of continued inefficiency given redundancies, lack of a fully coherent learning experience for students, high faculty turn over (poor working environment), loss of accreditation, and unsuccessful alumni.

Preparation for Career Options

If we don't address the issue effectively, the college may not continue to meet the contemporary needs of the veterinary profession. We may also stifle the ability of our students to be competitive in a changing job market. Student debt repayment may suffer if graduates are unemployed or underemployed as a result of lack of opportunity to receive additional training or skills.

If we are successful in leveraging faculty and preceptor network to create unique and sustainable training programs, either undergraduate or post DVM, we have the opportunity to produce graduates with a competitive advantage in the job market.

Clinical Partnerships

If this issue is not satisfactorily addressed, the college runs the risk of an inadequate supply of strategic partners to effectively deliver the clinical curriculum. Whether the college fares poorly in a highly competitive environment for clinical sites, or the net loss of clinical partners exceeds the acquisition of new partners, the impact will be the same. Ultimately, not having adequate numbers of quality clinical training sites would lead to loss of accreditation and potential closure of the College if alternative methods are not implemented (i.e. establishment of a teaching hospital).

If the issue is effectively addressed, the College will continue to flourish and produce quality, competent veterinarians. Increasing reserve capacity for clinical sites would allow for the college to send students to the best sites, not just available sites. This increased competition for students would drive preceptors to seek continuing education in teaching and learning so that they continue as a valuable partner in the program.

What will it take to address the issue?

Outcomes Assessment

A commitment by the college, of both financial and human resources (time and personnel), to emphasize and incentivize development, validation, and/or implementation of educational innovations in a scholarly manner is required to address the issue effectively.

Other requirements may include:

- Personnel: technology savvy faculty or staff dedicated to advancing or integrating new technology into training programs; Associate Dean of Veterinary Education; faculty development program to improve knowledge of educational methods and available innovations & technology; promotion and tenure document that recognizes educational scholarship as a valued and viable path of career advancement.
- Time: reallocation of faculty effort to develop or implement education innovation (research time); faculty FTE assigned specifically for curriculum evaluation/assessment.
- Financial: dedicated funding stream for internal development of innovation (college, university, or profession level {AVMA, AAVMC}); partnerships with industry (traditional and non-traditional); alternate funding sources beyond typical educational grants.

Mapping Curricular Content

To address the issue effectively we must document current curricular content, identify and adopt appropriate core competencies based on professional organization recommendations and accreditation requirements, ascertain incongruities between current delivered content and desired core competencies, and then modify existing or incorporate new curricular content as deemed necessary.

Preparation for Career Options

The College will need to provide students with career forecast information, salary information, and debt repayment program information early and regularly in their DVM program to allow them to make educated choices for professional direction in their veterinary career.

The College will need to regularly perform curricular review and reflection to determine if course offerings meet the current and future needs of the profession and in particular, regional needs for veterinary services. With that information, the College can then develop additional courses or programs to meet these needs (such as MS or PhD degrees, internships and residencies, elective or selective courses) and commit the necessary faculty and financial resources to initiate and sustain those courses or programs.

Clinical Partnerships

To effectively address the issue, it will take a financial and human resource commitment by the College to identify why strategic partners stay in or leave the program. Then, the college will need to devise programs to maintain our strengths and to improve where needed.

What will be the goal?

Outcomes Assessment

The goal is to ensure the college's curriculum represents state of the art educational methodology resulting in high quality student outcomes.

Mapping Curricular Content

Faculty, staff, and students will have confidence that our curriculum content and methods provide training such that our graduates are able to meet the changing needs of the modern society.

Preparation for Career Options

Our goal is to have graduates prepared to meet the needs of the profession and be desirable candidates for future employers.

Clinical Partnerships

The goal is to develop a sustainable and robust pool of strategic partners providing outstanding clinical education for future generations of veterinarians from WesternU-CVM.

What will be the indicators of successful accomplishment of the goal?

Outcomes Assessment

1. Integration of innovations into the curriculum with subsequent assessment of success.
 - a. Maintain or improve academic success of students (as measured by GPA, PAVE or NAVLE performance)
 - b. Stable attrition related to academic performance.
 - c. Implementation/utilization of innovations in other curricula (WesternU or outside)
 - i. Literature citations
 - ii. Descriptive acknowledgement (letter from faculty)
 - iii. Joint outcomes comparisons (research)
2. Improved faculty efficiency and satisfaction (may be related to buy-in),
 - a. Consolidation/reduction/reallocation of academic FTE
 - b. Implement faculty satisfaction survey results (may integrate with curriculum insecurity team)
3. External recognition of the educational innovations and scholarship in the WesternU curriculum
 - a. Annual increases of faculty peer-reviewed publications reporting new innovations.
 - b. Active participation of faculty in the Academy of Veterinary Medical Educators or other veterinary/medical education forums.

Mapping Curricular Content

Success indicators would include:

1. A functioning, dynamic curriculum map
 - a. mapping content/competency
 - b. mapping teaching methods
 - c. mapping assessment methods
2. Process for systematic curriculum review and identification of “significant” gaps or redundancies
 - a. Identification and resolution of initial significant gaps in curricular content.
3. Survey data that demonstrates faculty, student, and staff confidence and satisfaction in curriculum has increased over the 5-year time frame.

Preparation for Career Options

1. At least ninety percent of graduates will find employment or further training in their primary area of practice interest.
 - a. Number/quantity/proportion of graduates in each practice area will complement or meet the national or regional professional needs
2. Graduate training program(s) will focus on areas of practice which have increasing demands or unmet needs
3. The College will have documented evidence of alumni and graduate satisfaction with their training while attending WesternU-CVM.

Clinical Partnerships

- Decrease turnover of clinical sites.
- A developed defined process to recruit new site to meet the curricular needs for the clinical education of WesternU-CVM students.
- Measurable improvement of student assessment by Preceptors (developing more effective preceptors through development in the area of education theory, student support, etc.).
- Preceptor satisfaction as a partner to WesternU-CVM
- A robust educational clinical experience for WesternU-CVM students.
- A defined process for assessing and reviewing the strength and stability of our strategic partnerships

ISSUE THREE: EMPLOYEE WELL-BEING / JOB SATISFACTION

What is the Issue?

The following issues were identified by the Action Team:

- There is a culture of mistrust and alienation among and between faculty and administration.
- Ineffective communication: administration to faculty; faculty to administration; and faculty to faculty.
- Faculty do not feel involved in decisions that are important to them. This has created an “us vs. them” mentality and a lack of ownership.
- Many staff are dissatisfied or discontented with their role at CVM due to the: lack of formal requirements for ongoing activity or advancement; disparity between remuneration (including such ephemera as ‘title’) and tasks assigned or completed; inconsistencies in supervisorial treatment; and the lack of response from administration when presented with staff difficulties.

What are the major forces currently impacting the issue?

Rapid expansion of faculty numbers and physical separation: The CVM faculty and staff have grown in population and are currently dispersed across campus to at least five different locations; the culture of our organization has drifted from its once unified center. Adding to this is the nature of our programs with extensive off-campus partnerships necessitating a significant amount of travel. We already have faculty members permanently located off campus, and we are likely to see even greater numbers of our faculty and staff spending at least a majority of their workdays at distant locations.

We encourage attendance by non-member faculty and staff at most committee meetings when issues of interest to those guests may arise, yet we do not publish the agendas of our meeting in advance. So, they do not know when to attend.

Major Forces currently impacting Staff satisfaction include

- Strengths
 - Members feel comfortable speaking informally within their groups
 - Staff skill set is wide-ranging
 - 360 Review process gives opportunity to critique and praise both up and down the ladder
- Weaknesses
 - Definite “clusters” exist separating staff into disparate, sometimes combative, cliques
 - HR directives regarding position requirements are murky at best
 - Physical separation of staff creates tensions, confusion, and isolation
 - Lack of meaning for different levels of Administrative Staff titles
 - Confusion over relationship between performance and salary
 - Mismatch between duties and abilities
 - Experience regarding lack of response to staff grievances

What are the anticipated future forces that will impact the issue?

Geographic dispersion and expansion of research: The College has a planned growth of faculty positions and support staff positions each year. Campus infrastructure for office space and research space is currently contemplating further dispersion of employees to locations near campus (the Chase building) and into more distant and far distant locations (maintaining preceptor partnerships in the east/southeast USA).

Possible expansion of class size, increased faculty/staff numbers and additional “off campus” activities (VACS-2, LA shelter, etc.) will aggravate communication deficits that currently exist.

Major Forces we believe will impact Staff satisfaction include:

- Opportunities
 - “Openness” to change created by University 5-year plan
 - Expanding University footprint will lead to more office space
 - Stable growth in desire from upcoming students to enroll at CVM
- Threats
 - Rebounding economy will create tempting and competitive external job positions
 - Pressure from University to expand enrolled students

What will be the impact of addressing the issue and of not addressing the issue effectively?

If faculty can attain a feeling of ownership in the college and processes that affect them, there will be a more cohesive and rewarding environment. This will build trust and result in a more team based approach. Employee retention should improve.

Failure to effectively communicate within the organization will negatively affect employee morale, lead to increased distrust and diminish program effectiveness. This would likely result in employee turn-over and could erode the success we have achieved.

A fully integrated staff will lead to better and more efficient division of labor, thus increasing quality and quantity of output. Staff able and willing to remain and advance through positions of responsibility will give the CVM a larger and more talented reservoir of knowledge and experience.

Continued resentment and discontent within staff will lead to more individuals departing for other employment or education opportunities leaving CVM with staffing and knowledge gaps. Confusion over roles and responsibilities will increase avoidable errors, taint efforts by College to expand and run efficiently, and create inefficient overlaps of effort.

What will it take to address the issue?

- Develop clear lines of communications between administration /faculty; faculty / faculty; faculty / staff; administration / staff; staff / staff. Do the basic things better.
- Engage the faculty in a bottom up approach to running the curriculum, adopting an equitable workload assignment along with and establishing a peer mentoring process.
- Provide expanded opportunities for staff promotions and recognition.
- A comprehensive structure for staff positions in which roles, responsibilities, and duties are clearly enumerated and matched to both the abilities of the individual and the needs of the college administration and faculty.
- A structured and verifiable feedback and evaluation process for reviewing and responding to concerns in a meaningful and reciprocal manner.
- The College should create a lineated and measurable “progression ladder” for advancing into more and greater positions of responsibility which are properly matched and compensated.
- The College should develop a mechanism by which staff can safely raise concerns about treatment by faculty and have these concerns addressed.
- The College should develop a mechanism by which faculty can raise performance concerns about staff and have them addressed.

What will be the goal?

Improve trust and transparency through improved communications within college programs and between administration leaders, faculty and staff.

A fully-engaged, appropriately compensated staff working at optimal efficiency and able to develop in abilities and responsibilities with the growing requirements of the college.

What will be the indicators of successful accomplishment of the goal?

Improvement in employee satisfaction as reflected in annual surveys regarding communication, opportunity for input on matters of importance, and clarity of the process leading to decisions.

Specific issues regarding communication will be identified and addressed.

With regards to Staff satisfaction:

1. An increase in positive and optimistic End of Year reviews
2. An increase in staff retention and promotion
3. Reduced turnover rates compared to comparable organizations
4. WesternU-CVM will be ‘known’ as a training ground and reservoir for talent/increase in applicants for CVM staff-level positions
5. Steady increase in staff skill-sets, certifications, and professional degrees in keeping with CVM needs
6. Appropriate distribution of personnel and abilities through a newly rendered staff ladder.

ISSUE FOUR: EDUCATIONAL VALUE

What is the Issue?

The affordability of veterinary education is a critical issue for WesternU-CVM as well as nationally. Educational costs are increasing while entry level salaries are unchanged or decreasing. In addition to the debt acquired while at WesternU-CVM, an unknown number of students matriculate into our program carrying debt associated with their undergraduate education. It is an expensive proposition to train veterinary students. Witness the increasing number of veterinary colleges that have resorted to charging our students in excess of the honorarium paid by WesternU-CVM. On average, these other veterinary schools are asking for an additional amount equivalent to the honorarium. This is an indication of the extent that other veterinary schools rely upon non-tax dollars to balance their academic budgets. We are all aware of the trend towards increasing tuition at all veterinary schools across the country to the point where in-state tuition at these other schools is approaching the tuition charged at WesternU-CVM. The AVMA new graduate survey also points out this fact in the realization that average student debt load for veterinary graduates continues to increase with the average veterinary school graduate carrying \$154,000 in debt upon graduation in 2012. In addition, this same report informs us that starting salaries given to 2012 graduates was less than those given to the class of 2011. This trend in decreasing starting salaries has been ongoing since 2009⁵. Taking all of this into consideration, we are faced with the fact that our graduates enter the profession carrying an average debt load higher than most graduating students in the U.S. and are offered the same starting salaries. The task of making veterinary education more affordable at WesternU-CVM is a daunting one. The College is in need of additional programs that are designed to mitigate this negative economic ratio.

What are the major forces currently impacting the issue?

The major forces currently impacting this issue include:

- Tepid recovery of the national economy from the great recession
- A disturbing trend of reductions in state and federal funding of higher education shifting the responsibility of a larger percentage of educational costs to the student.
- Cost of living in California
- Travel and housing expenses during the third and fourth years of the curriculum
- Interest rates for student loans
- Starting salaries for recent graduates
- Financial acumen of professional students
- Tuition and fees required to deliver quality programs
- Job opportunities within the veterinary profession.

The current situation at WesternU-CVM is one where some of our students can have a small amount of their educational costs offset by scholarships. This amounts to approximately \$202,000 per year in total

⁵ AVMA New Graduate Survey Data Article (need actual citation)

scholarship awards. Also, the cost of living in Southern California impacts the affordability of veterinary education at our school. Thirdly, our distributive model for the clinical years (Years 3 and 4) contributes to our student debt load as students are asked to travel great distances, increasing fuel and possibly housing expenses, to satisfy the curricular requirements. Another factor is that the time demand necessary to perform well academically precludes our students from confidently taking part-time jobs to aid in paying for living expenses. All of this is in addition to the debt load that may have been incurred while completing the undergraduate requirements necessary to apply for admission to WesternU-CVM. A final consideration is that because of the cost of tuition at WesternU-CVM, we quite probably lose out on attracting prime candidates as they are offered placement into other veterinary schools that have a lower tuition.

What are the anticipated future forces that will impact the issue?

Should the economy remain stagnant, entry level salaries will remain stagnant, or erode, further exacerbating the ability to service student debt load. Should the national economic picture improve, entry level salaries would, or should, begin to improve. However, because of this most recent recessionary period, the picture facing graduates as we move forward is not nearly as optimistic as what was facing graduates in the first part of this century.

Inflationary forces may be the greatest spur to rising educational costs. An overheated economy could result in the College paying more for services it depends on, subsequently forcing higher tuition and fees and pervasively affecting housing and travel costs for our students.

In addition, there may actually be a contracture of the workforce as older veterinarians retire. They may be willing to, and may try to, sell their practices but will be unable to find buyers because of the location of the practice, and the income generating capacity of that practice. Demand for new graduates could decrease, while supply of new graduates would remain stable (or even increase with the addition of new colleges and larger classes) resulting in a further erosion of starting salary position.

However, should the economy's pace of growth improve, consumer confidence return, and demand for veterinary services rebounds along with an increased rate of retirement (due to delays forced by the recession), employment opportunities could conceivably improve dramatically.

Non-economic pressures that may impact this issue include the possibility of zoonotic pandemics, the appearance of severe food animal disease that seriously affects food production and the national food supply by disrupting the market; or the emergence of new pathogens that could potentially require the marshaling of national veterinary resources and impact the national veterinary job market.

What will be the impact of addressing the issue and of not addressing the issue effectively?

If we do not address this issue, our graduates will find it harder to obtain entry level positions in the profession, will be forced to take positions at salaries lower than currently offered and will be in a much poorer position to service the debt they have incurred. This may feedback through the pipeline resulting

in a smaller applicant pool leading to a decrease in the quality of students matriculating into WesternU-CVM.

However if we are able to address this issue, our graduates would, at a minimum, graduate with a smaller debt load than is currently the norm. In the face of uncertainty within the profession, this alone would alleviate, to a certain extent, the fear of being able to repay student debt. Should the economic situation currently facing the profession improve, that would be even better.

What will it take to address the issue?

Though the College does not directly determine tuition and fees, it can influence the determination. The College should assure the operational budget is expended as efficiently as possible and that growth in the budget is based on non-tuition income as much as possible.

As an academic institutional member of the profession, the College should work in collaboration with organized veterinary medicine (AVMA, AAVMC, CVMA etc.) to address professional and market issues.

The College should provide financial counseling in the area of personal finance for students.

The College should continue to identify additional sources for student scholarships, financial grants, and other forms of financial aid.

We can dedicate ourselves to educating our students on the various state and national programs that are available, or may come available that would allow them to have some or all of their educational debt forgiven.

The College should develop and offer post-graduate training/education geared towards increasing the business management acumen of our graduates; potentiating the income they could generate and allowing them greater ease in retiring their student debt.

The College should expand / seek partnerships with local educational institutions and offer undergraduate degrees to our students who matriculate without an undergraduate degree. This would allow students to enter WesternU-CVM with a lower accumulated student debt.

What will be the goal?

The goal is to reduce the average debt of its graduates by 10% using the following methods:

- Reduce the expenses associated with achieving the DVM degree at WesternU-CVM
- Increase the scholarship monies disbursed on a yearly basis
- Increasing the amount of money that the student can contribute personally to their education

What will be the indicators of successful accomplishment of the goal?

- The total debt load of our students at graduation will be lower, in 2013 dollars, than currently realized. A ten percent reduction in debt load accrued while at WesternU-CVM is achievable.

The DVM class of 2012 graduated with an average loan obligation of \$220,000 incurred while at WesternU-CVM. This goal will have been met when our students graduate with an average borrowing, at WesternU-CVM of \$198,000(in 2013 dollars).

- The results of the AVMA annual survey of graduating veterinary students will demonstrate that our students' debt load is decreasing when compared to 2013 dollars.
- The results of the AVMA annual survey of graduating veterinary students will demonstrate that our students' starting salaries are on average greater than those salaries by students graduating from the other veterinary schools.
- The results of our internal 1 and 5 year alumni surveys will demonstrate that our students are generating personal income greater than the average of their counterparts who have graduated from other institutions

ISSUE FIVE: ENHANCE THE COLLEGE'S COMMUNITY IMAGE

What is the Issue?

The College would like to strengthen its presence and leadership role in the community. We value community engagement and feel that as an integral element of society, we are committed to conducting our activities in cooperation with and in the context of the larger community in order to ensure our relevance and the quality of our contributions. The areas that need to be addressed are:

- The need to increase visibility within the local, national, and global communities.
- The need to demonstrate veterinary expertise.
- The need to serve as an advocate to enhance public knowledge.

What are the major forces currently impacting the issue?

There are several external forces currently impacting this issue. The following stand out:

- Local community culture
 - There may be a lack of knowledge about animal care/health.
 - The human animal bond.
 - The large population of roaming animals.
 - The economic situation and how it relates to prioritizing animal health care.
- Community awareness of the College's existence
- Location
- Economic Factors
 - Median Household income in the community
 - Health of local business Community
- Community Demographics
 - Household statistics including animal ownership
 - Public Safety Issues
 - Status of primary and secondary education in the community
 - Local Public Health Issues
- College resources that can be directed toward community engagement.

What are the anticipated future forces that will impact the issue?

Upcoming forces that we believe will have major impact on this issue are:

- The economic climate can provide partnership opportunities as government bodies are looking for more efficient models.
- Economic improvement can provide new donor opportunities.
- Increased visibility can bring more support and public interest, also increasing credibility.
- Volunteer contributions from faculty, staff and students can be leveraged to provide a positive impact on community issues.

What will be the impact of addressing the issue and of not addressing the issue effectively?

If the college effectively addresses this issue, its visibility within the community will improve, creating the potential for strengthening local support of the college and improving its ability to overcome threats that may face the college. Effective community engagement would allow CVM personnel to participate in activities that are valued by community members and improve the conditions of the community. The resultant accomplishments would promote a sense of civic pride among CVM personnel, an understanding of the potential value of having a college of veterinary medicine in the community by community leaders, and establish bonding relationship of mutual appreciation between the college and the community. Improved visibility of the College within the community and recognition of the potential value of college expertise should lead to new opportunities and partnerships that benefit college programs (particularly research, student clinical experiences, and scholarship development), and mitigate community issues, ultimately improving the local public health.

If the issue is not effectively addressed, the college will continue to languish in community anonymity. The greater impact would be a loss in opportunity to improve community conditions and develop college programs with a local community base. Productive ties to the community will not develop, and the resultant lost opportunity in establishing local support/friends of the college creates vulnerability for the college when faced with future threats.

What will it take to address the issue?

In order to address the issue effectively, the College will need to accomplish the following:

- Identify community needs the college can help address.
- Develop community relationships with key community constituents and leaders.
- Direct public relations/marketing toward community constituents.
- Establish and maintain relationships on a local, national, global level through publications, presentations, and engagement of CVM resources – including personnel and equipment.
- Establish community outreach and public programs.

What will be the goal?

The goal is to become a valued institution within the community.

What will be the indicators of successful accomplishment of the goal?

- The College will understand the needs of the community that it can have an effect on as indicated by information gathered on community needs.
- The College's activities will be cited in a positive presentation in the media more often in 2019 than 2013.
- The College will possess documentation of appreciation of the community for its involvement in community activities (Letters, awards, or attributions/reports as a causal agent to improved changes in statistics important to the community).

IMPLEMENTATION

This plan will serve as a roadmap to guide the College through issues and activities WesternU-CVM personnel and its constituents consider vital to its future development. We have carefully considered the state of the organization, made reasonable attempts to identify forces that may affect the College's ability to address these issues and have developed a logical approach / plan to address each of the critical issues identified. Obviously, these recommendations are based on assumptions we believe are most likely to be true. Clearly, these assumptions will be tested, and where proven to be inaccurate must serve to stimulate us to modify our plans. Therefore, this will serve as a living document and must undergo critical scrutiny on a regular basis.

The College is committed to addressing each of these critical issues as effectively as possible. We fully understand the plan is useless without a will to implement the recommendations suggested within this document. Timelines and milestones have been proposed by each action team that will serve as guidelines for implementing the plan and accomplishing our goals. Further, it is understood that the likelihood of success is dependent on the following actions:

- **The College must provide or arrange for oversight and resources to support each of the action plans.**
- **Procedures to monitor the entire plan should be developed to assure outcomes are tracked and the plan is adjusted as necessary.**
- **Regular and periodic communications of any progress made of the plan to WesternU-CVM stakeholders.**

Oversight Personnel

Co-leads will be identified to monitor the implementation of each of the action plans. For each action plan, one member of the Strategic Planning Committee and one member of the (non-administrative) Faculty will serve as co-leads. The duties of the co-leads would include:

- Development of recommendations to the Strategic Planning Committee for refining the action plan as needed.
- Meet with each of the accountable parties assigned responsibility for each of the steps in the action plan to review what is intended and to offer whatever assistance is needed, or, when appropriate, recommend changes to assigned personnel.
- Maintain communication with accountable parties, the Strategic Planning Committee, and WesternU-CVM constituents.
- In collaboration with the **Director of Outcomes Assessment**, collect and analyze outcome measures (indicators of success) and communicate findings to the Strategic Planning Committee on a periodic basis.

Oversight Procedures

- Every Strategic Planning Committee member who is a co-lead will provide a verbal and written update to the Strategic Planning Committee on a rotating basis in a four-six weeks cycle.
- Every three months, status of the entire plan will be updated by the Strategic Planning Committee.
 - Each Co-Lead will provide a report on the status of the plan's implementation, progress toward success indicators and recommended adjustments to the plan.
 - The Strategic Planning Committee will consider all recommendations and decide on how the plan will be adjusted.

Communications

The successful implementation of this plan is important to the College's productive future and its constituents. This is partly dependent on the college's efforts in communicating the status of the plan on a periodic basis to its constituents and other interested parties. Publication of the plan and its progress will provide a form of accountability to CVM personnel and should serve as a vehicle that promotes buy-in by CVM personnel and its constituents.

Some of the mechanisms for communication will include:

- Progress reports to Faculty and Staff by the Dean, Co-leads of action teams, and other appropriate personnel in faculty and staff meetings and committee meetings.
- Displaying the plan on the College website with a dedicated section for progress assessment.
- Developing an intranet site for access by CVM personnel to review reports developed by Co-Leads.
- Periodic updates published in the CVM magazine "Outlook".
- WesternU Board of Trustees Reports
- CVMA Board of Governors Reports
- Reports to Advisory Boards
- Accreditation Reports

ADDITIONAL THOUGHTS *from the Dean*

After reviewing the entire plan it may be apparent to some that “Diversity” is not listed as a separate critical issue. The simple reason is in all of the forums held to identify important issues - this issue was only sporadically raised. We have been fairly successful in establishing a diverse faculty, staff, and student body. However, we do recognize certain shortfalls. The makeup of our faculty represents 18 different countries (including the U.S.) and our student body is among the most diverse student bodies in the nation. This does not mean that we do not value diversity in all that we do, nor does it mean we do not have work to do. Our efforts in diversity are embedded in every activity, and as we implement this plan, we will endeavor to improve in this perspective in every area we address.

As a College of Veterinary Medicine, I believe we are fortunate to be a part of a Health Sciences University and among eight other health professions. However, the limited discussion on inter-professional education suggests our efforts in this area have not become embedded in the college culture. As part of this plan, I intend to appoint a task force to investigate the efficacy and potential of our present participation in IPE and make recommendations designed to derive real value to the College as a result of our participation.

In several sections of this plan, there are references to employing technology in innovative ways to advance our cause, or to incorporate newly developed technology. I believe this thread of commonality deserves its own consideration, and I intend to establish a task force or utilize the present committee structure to develop recommendations for the use of technological advances that might be incorporated as this plan evolves.

I would like to take this opportunity to express my appreciation to all of those that contributed to this plan. I would like to particularly recognize Mr. Daniel Stone for his guidance and contributions throughout the process.

This is a five-year plan; it will not all be done in the first year or two, and the roadmap that is provided should enable the College to achieve its goals in a logical progression. It is important we focus on our progress in achieving our goals rather than every individual item listed in the plan. I am committed to working with members of the CVM family to assure the successful implementation of the plan.

APPENDIX A: *Members of the Strategic Planning Committee & Constituent Participants*

STRATEGIC PLANNING COMMITTEE

Wendell Cole, DVM, DACT
Paul Gordon-Ross, DVM, MS
John Greenwood, BA
Dominique Griffon, DVM, MS, PhD, DECVS, DACVS
Lisa Lua, MS, MBA
Tim McPherson, BA

Teresa Morishita, DVM, MPVM, MS, PhD, DACPV
Phillip D. Nelson DVM, PhD
Josep Rutllant, DVM, PhD
Peggy Schmidt, DVM, MS, DACVPM
Ron Terra, DVM, MBA, MS
Stephen Waldhalm DVM, PhD

CLINICAL ADVISORY COMMITTEE

Dr. Kevin Ashbran	Dr. Norm LaFauce
Dr. Steve Dunbar	Dr. Richard Moreland
Dr. Curtis Eng	Dr. Jeff Ondrak
Dr. Rick Ermel	Dr. Alan Schulman
Dr. David Formal	Dr. Paul Wan
Dr. Bill Grant	Dr. Mary Ware
Dr. Tina Kemper	Dr. David Wolf

ACTION TEAMS

Issue One: Enhancement of the Research Program

Jane Cho, PhD
Pedro Diniz, DVM, PhD
Babak Faramarzi, DVM, PhD, MSc
John Greenwood, BA
Dominique Griffon, DVM, MS, PhD, DECVS, DACVS (team leader)
Jijun Hao, PhD

Yiling Hong, PhD
Linda Kidd, DVM, PhD, DACVIM
Natalie Punt
Miguel Saggese, DVM, MSc, PhD
Steve Waldhalm, DVM, PhD (team leader)

Additional input: Katherine Ridge, Andreana Lim, Gregory Simonek, Jui Tu

Issue Two: Strengthening the Core Curriculum and Teaching Methodology

Ana Alcaraz, DVM, PhD, DACVP	Spring Halland, DVM, CVA, DACVIM	Carrie Muller
Peggy Barr, DVM, PhD	Martina Haupt, DVM	Carmelina Panza, BS, DVM
Jennifer Buur, DVM, DACVCP, PhD	Jonathan Ho	Elizabeth Schilling, DVM
Nicole Chavarry	Wael Khamas, BVM&S, MS, PhD	Peggy Schmidt, DVM, MS, DACVPM (team leader)
Maisie Dawes, DVM, PhD, DACVIM	Gagandeep Kaur, DVM, PhD, BVSc & AH	Dania Shoukair
Maria Fahie, DVM, MS, DACVS	Hatley McMicking	
Paul Gordon-Ross, DVM, MS (team leader)	Tracey McNamara, DVM, DACVP	

Issue Three: Employee Well-Being / Job Satisfaction

Sophia Alvarez	Janis Joslin, DVM
Elizabeth Boynton, DVM	Lyon Lee, DVM, PhD, DACVA
Wendell Cole, DVM, DACT (team leader)	Josep Rutllant, DVM, PhD (team leader)
Eileen Foate, MS	Miguel Saggese, DVM, MSc, PhD
John Greenwood, BA (team leader)	Stephen Waldhalm, DVM, PhD (team leader)
Richard Jaffe, VMD	Annaluz Wilton

Issue Four: Educational Value

Eileen Foate, MS	Tim McPheron, BA (team leader)
David Forster, BVet Med, Ma ICS	Dean Smylie, DVM
Emmanuel Griffon, BS	Ron Terra, DVM, MBA, MS (team leader)
Karen Hutton-Lopez, MBA	Antonietta Zubia

Issue Five: Enhance the College’s Community Image

Joseph Bertone, DVM, MS, DACVIM	Diane McClure, DVM, PhD, DAACLAM
Gagandeep Kaur, DVM, PhD, BVSc & AH	Teresa Morishita, DVM, MPVM, MS, PhD, DACPV (team leader)
Lisa Lua, MS, MBA (team leader)	

STAFF

Amber Schaefer, BA

CONSULTANT

Daniel Stone (www.makingchangereal.com)

APPENDIX B.1: *Education SWOT Analysis*

- Economic Factors: Funding/grants, future legislation; regulatory processes
- People Factors: Demographics, patient attitudes
- Teaching: Communication capability, innovation, technology access
- Organization Factors: Decision-making process, efficiency, human resources, space availability

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Innovative and successful problem-based learning in U.S. veterinary curriculum <ul style="list-style-type: none"> • Achievements on PAVE exam by Year 2 students ▪ Pioneered Reverence for Life Philosophy <ul style="list-style-type: none"> • First to use willed-body program in veterinary curriculum and veterinary continuing education ▪ Demonstrated strength and success of distributive model for veterinary clinical education <ul style="list-style-type: none"> • Innovative and successful model of veterinary college without a teaching hospital • Achievements on NAVLE scores by Year 4 students ▪ Tuition based budget independent of State economy ▪ Experience and exposure to all aspects of veterinary medicine across all four years ▪ VACS participation in community events ▪ Diversity of faculty (multiple countries represented) ▪ Diversity of students – not limited to state of California ▪ Competent and enthusiastic faculty, staff and students ▪ PBL rooms are sufficiently equipped for paper case delivery ▪ Mature curriculum ▪ Location (Southern California) with potential partnership with major local universities and businesses, scientific institutions and animal facilities (distributive model) ▪ Recognition by rest of profession ▪ Wide exposure to many different practice types 	<ul style="list-style-type: none"> ▪ Current physical facilities limit class size ▪ Storage space is limited ▪ Current equipment requires upgrades for better utilization ▪ Curricular program is time consuming, requires continuous oversight for compliance and contributes to physical and mental fatigue of existing faculty ▪ Lack of faculty – those who have moved to administrative roles were not replaced and some veterinary disciplines are not represented within the current faculty ▪ Aging models/facilities need replacement and upgrade; difficulty in obtaining and preserving large animal species ▪ Budgetary process is not transparent and efficient ▪ Class diversity does not reflect society in southern California ▪ Tuition is high relative to earning potential immediately after graduation ▪ Technology limited PBL rooms that does not allow electronic case delivery ▪ Difficult to manage and mentor faculty in PBL facilitation resulting in some faculty not holding appropriate academic and professional standards during sessions ▪ Our small group system affects the dynamics between student and faculty, making it difficult to maintain professional relationships which could impact student academic decisions ▪ Our model requires faculty and students with collaborative philosophy in teaching that not everybody possesses ▪ Not all faculty hold students academically accountable

Strengths	Weaknesses
	<ul style="list-style-type: none"> ▪ Lack of curricular mapping ▪ Our model does not promote face to face peer mentorship across classes ▪ Lack of student loyalty to the College as they are only on campus for two years and then on clinical rotations off campus

Opportunities	Threats
<ul style="list-style-type: none"> ▪ Building alliances with clinical practices ▪ Building an anatomical model program ▪ Providing value added educational experiences to make graduates more marketable ▪ Increase support for additional FAV's to free faculty time and effort ▪ Establish a peer mentoring/coaching system ▪ Curricular mapping will assure the faculty that the curriculum adequately addresses the needs of the profession ▪ Refine PBL program and VBS courses to a sequential body-based systems approach, eliminating the need for cumulative remediation of discipline scores ▪ We are the purest most experienced PBL based veterinary institution in the nation and can serve as a model for other institutions ▪ We have shown success with our distributive clinical model and can serve as a model for other institutions ▪ Graduates from our program possess clinical and non-clinical (non-technical) skills which are desirable for the profession ▪ Development of new joint ventures with other Universities to create dual programs ▪ We live within one of the largest metropolitan areas in the country with unexplored resources (businesses, institutions, groups or individuals that would be good sources of sponsorship or support) ▪ Expand involvement of preceptors and alumni in contributing to, and delivering, the curriculum ▪ Combined rounds available to students on campus 	<ul style="list-style-type: none"> ▪ New veterinary schools may reduce applicants and/or attract away our best candidates ▪ Insufficient time for creative scholarly teaching activities due to heavy workloads ▪ Lack of individual accountability can lead to poor morale within the faculty ▪ Student loan availability may not keep up with tuition needs ▪ Faculty who lecture to students outside of class and PBL activities undermines the curriculum ▪ We are dependent on partnerships to deliver our curriculum (preceptors/private veterinary hospitals) ▪ Facilities and equipment are barely adequate for the existing pool of students and will be insufficient for increased class size ▪ Declining applicant pool ▪ Faculty discontent with "administration" and fellow faculty due to lack of trust ▪ Decrease in the commitment of current preceptors ▪ Students do not know how tuition is determined, and what is done with their tuition dollars

Opportunities	Threats
<ul style="list-style-type: none"> ▪ Distance video conferencing to connect on-campus students with off-campus students, as well as connecting students from the various classes 	

APPENDIX B.2: *Research Program SWOT Analysis*

Strengths	Weaknesses
<ul style="list-style-type: none"> • Diversity of expertise and research interests of faculty • Collegiality and willingness of faculty to collaborate with each other • Complementary expertise in specific areas (infectious diseases) • Existing support within the college to acquire research equipment • Access to shared equipment on campus • Current hiring priority within the college (faculty and technicians supporting research) • Training opportunities for research available in the college • Matching fund program in the college • Interprofessional collaboration within the campus (COMP, pharmacy for example) • Collaboration with a large network of preceptors (private practices) • Collaborations with institutions locally (Cal Poly Pomona, City of Hope for example), nationally and internationally • Involvement of graduate students through campus and surrounding institutions • Unique curriculum has led to publications in educational research 	<ul style="list-style-type: none"> • Weak research infrastructure: space, quality of space (URC), IT support, HR support (hiring process) • Lack of start-up funds for faculty, limited funds attributed to research within the college • Limited research mentorship of junior faculty from senior faculty • Limited involvement of students (graduate) in research • Insufficient time allocated to research • Insufficient technical support • Lack of support in public advancement • Limited access to clinical cases due to the lack of on-site teaching hospital • Perception from granting agencies that WesternU does not focus on research • Tradition and culture oriented toward teaching and service

Opportunities	Threats
<ul style="list-style-type: none"> • Opportunities for interprofessional collaboration within the campus • Opportunity to collaborate with a large network of preceptors (private practices) • Opportunity to collaborate with institutions locally (Cal Poly Pomona, City of Hope for example), nationally and internationally • Opportunity to access clinical data through database (Banfield) • Opportunities for funding due to geographical location (philanthropic) • Opportunities for research projects due to geographical location (infectious diseases) • Opportunity to access a unique veterinary curriculum and engage in educational research • Emerging graduate program within the university • Competitive research job market facilitates hiring of highly qualified research technicians and faculty • Relative inter-exchangeability of faculty in the curriculum allows adjustment of research time 	<ul style="list-style-type: none"> • Research infrastructure (space) is the most significant factor threatening the expansion of research • Decreasing extramural research funding from agencies (NIH and veterinary founding agencies) • Current economic situation impacts all funding opportunities for research • Expanding teaching and administrative needs taking a toll on research productivity • Low faculty morale due to the perception of a mismatch between research expectations and resources • Competing events for attendance of preceptors / alumni and industry support

APPENDIX B.3: *Faculty Affairs SWOT Analysis*

Strengths	Weaknesses
<ul style="list-style-type: none"> • Southern California location is appealing to many • Western University of Health Sciences' size and philosophy is appealing to many • Diversity of current CVM faculty in ethnicity and in professional goals creates positive relationships • Collaborative spirit is observed and often identified by visitors as an asset • Salaries have been stable with COL raises annually • University services where responsive staff meet needs promptly, notably Technical Support, Media Services and Library • Unique programs in student-centered learning, reverence for life and strategic clinical education • We have relatively new facilities and equipment by comparison to older and economically strapped universities. This includes technology upgrades in classrooms on the campus. 	<ul style="list-style-type: none"> • Cost of living in Southern California is 1.3 times national average • Salaries at WesternU. for equivalent positions are not 1.3 times national average • Real Estate price fluctuations have inhibited some who would come and some who should leave • Space for offices, laboratories and storage presents problems and sometimes results in irritation or decreased productivity (morale and motivation) • Bottlenecks: University infrastructure often inadequate; one person in a department (when on vacation) impedes progress and procedure, notable in payroll, HR, Facilities. Some offices are non-responsive to inquiry and proposal, notably Facilities Architect. Exceptions and excellent service is noted in Strengths. • Shifting university mission. A primary teaching institution becoming competitive in nationally funded research. Above all else, know thyself! (attributed to Socrates) • Insufficient development of faculty skills to match institutional needs especially where change in mission is imposed. Failure to maintain funding for CE or support sabbaticals.

Opportunities	Threats
<ul style="list-style-type: none"> • Learner-centered education could be a university-wide theme and focus for national distinction. Similarly the IPE program creates opportunities for scholarship and faculty career advancement • Many non-tenured faculty at other USA institutions are seeking employment in the current economy creating a large pool of talent for Western University of Health Sciences • Industry-funded faculty chairs and sabbaticals: Projections suggest that private industry seeks more collaboration with Academia. (ref. “Workforce Needs in Veterinary Medicine 2012” in National Academy of Science report at http://dels.nas.edu/Report/report/13413 accessed via the internet. • The veterinary education process seeks more efficient (cost effective) methods through consortium sharing strategies. The Oregon campus for COMP has established support for distance collaborations that could be extended to CVM students. We should explore the application of distance learning technologies to facilitate significant curriculum achievement for students at home and at work in their hometown. This seems particularly achievable in a student-centered learning paradigm. • Enhanced visibility in the Pomona area: Many people in the community are still unaware that WesternU has a veterinary college. Such awareness would enhance our client base for wellness. Current activities such as VACS, LA County Fair, Career Ladder and Open House have undoubtedly helped with community awareness, and these activities have contributed also to the positive relationships between the faculty and our students. Additional activities such as a Habitat for Humanity project and especially press promotion of our service projects and individual accomplishments may help improve visibility. This could be one charge for a Director of Student Affairs in the college. • Harvard-Macy alumni serving as leadership team for CVM faculty 	<ul style="list-style-type: none"> • Current faculty with pent-up motivation to leave current employment when economic factors ease • Institutional failure to support current missions can lead to individual discontent and failure • Availability of non-tuition funding sources to support Research and Service missions • National reputation of CVM impacting clinical partnerships and industrial alliances • Inequities in opportunity for certain groups within the university: one college receiving support denied to others, new hires receiving start-ups not offered in prior years

Opportunities	Threats
<p>development curricula</p> <ul style="list-style-type: none"> • Mentoring for Promotion & Tenure advancement within the College should include ad hoc committees (tailored to fit the scholarship of the candidate, RIGs for example) rather than the Faculty Affairs Committee (FAC). The “Mock” P&T review by the FAC suffers from large numbers of candidates, and from non-specific experience in the scholarship presented. 	

APPENDIX B.4: Town Hall Meeting SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Dedicated support staff • Dedication/quality/diversity of faculty/staff • Integrated team work style • Distributive model in place/seeing primary case care/better preparation for real world veterinary practice <ul style="list-style-type: none"> – Access to breadth of veterinary profession • Established problem-based pedagogy in place • Dedicated clinical partners/long-term • Collaborative partners and patrons supporting contemporary methods and equipment • Financial status of university • Tuition-based funding/independent of state budgets/tax base • More accountable to our audience • Small private university: nimble, little red tape, value of innovation • Student centered learning • Geographic location– surrounded by resource partners • Values draw students and partners • Great dean • Graduates have good reputation at being good communicators • Institutional acceptance of trail-blazing or pariah status if appropriate • Administrative structure, lack of departments; don't have same battles over budget as others do; creates more collaborative nature • Admissions process allows us to get gems that others might miss because we look holistically • We adapt to the class personality as they come to us 	<ul style="list-style-type: none"> • Limited infrastructure of a small institution (facilities, equipment, support services) • Lack of representation of faculty in specific scientific or clinical disciplines • No structure to identify contemporary needs, esp those attached to needs for innovative solutions • Falling behind in innovation, clinical skills models are aging, need of up-dating • Over-reliance on tuition-based funding; can't leverage that source • Re: 3rd and 4th year sites, have been totally booked; doesn't allow much play in the system; makes us place students in sub-optimal sites • Communication/transparency/trust in college (administration, faculty to faculty, higher level administration) especially re: P/T • Conflict re: governance by representation vs. direct democracy • Unrealistic expectations by faculty of operating as a democracy • Staff don't feel they have a voice • As we have grown, our decision making, communication, and community processes have changed which have led to less trust • We are losing students to state schools that we would prefer to attract; I impacts on our diversity and quality of students • Drift from our founding principles of student centered learning; more teacher centered learning; less alignment among faculty with the philosophy; e.g., cult of coverage

Strengths	Weaknesses
<ul style="list-style-type: none"> • Serve society by allowing people from a range of qualifications because we value a number of personality traits beyond academic (leadership, teamwork, self-awareness, integrity) • Community outreach/early clinical experiences • Growing positive reputation we are growing in the clinical sites • Growing positive reputation from research generated by CVM faculty • Good monitoring/oversight of quality at clinical sites 	<p>among pathologists; clinical skills half the time of lecture; basic science laboratory are PowerPoint oriented</p> <ul style="list-style-type: none"> – LACK OF SUFFICIENTLY ROBUST PEDAGOGY FOR STUDENT CENTERED LEARNING? – LACK OF MECHANISM FOR ENSURING ALIGNMENT OF FACULTY WITH PHILOSOPHY? – LACK OF EFFECTIVE FORUM FOR FACULTY ENGAGEMENT ABOUT CURRICULUM <ul style="list-style-type: none"> • Youth of college; affects reputation, alumni, supporters; lack of loyalty among our students; only here for two years • Invisibility; lack of visibility even within our community; with absence of information comes misinformation, perception, rumor • Haven't addressed question of whether our curriculum covers what we want it to; don't know what is in our curriculum • Reliance on institutional memory as opposed to policies and procedures; adhocacy • Negative perception among other veterinary schools, lack of areas of clinical and research excellence • Not a very large research program; smallest among all veterinary colleges • Competing in national health care research environment as a small institution • Lack of intramural resources for research at university level • Labor intensive curriculum; leads to limited research time for faculty; contributes to faculty burnout • Lack of institutional self-analysis and reflection; in embryonic stages of having a cycle of continuous improvement

Opportunities	Threats
<ul style="list-style-type: none"> • Increasing interest in food animal welfare in public and professional groups • Stronger human animal bond, considered as family members; further services we have for them • Improved economy • More computer-based technology advancement • Increasing trend to open access for research and publications • Increasing trend for open access classrooms ,online courses, etc. • Due to climate change, food science will be elevated in importance for government funding • One or more major world health scares (food safety, infectious disease) • Continued trend toward preventive medicine • New treatment technology (veterinary), e.g., injectible castrations • Remote access medicine • Increasing interest in geriatric diseases– animal and human due to aging population • Emphasis on research at university level • Development of graduate programs on campus • Increasing interest in food animal welfare in public and professional groups • Stronger human animal bond, considered as family members; further services we have for them • Improved economy • More computer-based technology advancement • Increasing trend to open access for research and publications • Increasing trend for open access classrooms ,online courses, etc. • Due to climate change, food science will be elevated in importance for government funding • One or more major world health scares (food safety, infectious disease) • Continued trend toward preventive medicine 	<ul style="list-style-type: none"> • Increased recognition/pressure on cost to value ratio of higher education • Increasing cost of veterinary services viz. people’s ability to pay • Decreasing availability of affordable financial aid • Move toward distributive clinical education • Increasing number of veterinary schools • Increasing number of veterinary schools will decrease applicant pool and Increasing competition for clinical sites • Shrinking veterinary profession in some sectors (e.g., production medicine) • Decreasing number of food animals in SoCal • Decreased funding for research • Public doing more self-diagnosis and treatments • Limited licensure limits our ability to provide services in rural areas • Less people wanting to go into academia, filling faculty positions; not able to train; difficulty viz. recruitment • Expanding roles of paraprofessionals • Percentage of population with disposable income will shrink • Corporatization; could lead to decreased salaries; limits freedom of care; risk averse, may abandon sectors that individuals might have served • Increased acceptance of pet health insurance; managed health care • Municipal limits re: what is allowed per zoning in area of research as our research expands • Surplus of veterinarians in general and in specific areas (e.g., small animal veterinarians) • Increased regulation over companies’ support for veterinary education (ethics) • Increasing crime within Pomona • Increasing animal rights terrorism/influences • Expanding campus, will take away money from CVM to subsidize

Opportunities	Threats
<ul style="list-style-type: none"> • New treatment technology (veterinary), e.g., injectible castrations • Remote access medicine • Increasing interest in geriatric diseases– animal and human due to aging population • Emphasis on research at university level • Development of graduate programs on campus • Local property values decrease, opportunity to buy land/expand footprint? • Increased interest in seeing animal-free models; technology; trend toward computer-based models (instead of using animals) • Increased affordability of AV/equipment • Increasingly complex models of PBL • Technology enables us to move to a virtual curriculum • New animal populations considered as pets, such as spiders • Limited licensure could shorten education, reduce costs • Expanding role of paraprofessionals expands range of treatment options; decreases cost of veterinary care • Increased interest in sources of food; concerns about, greater pressure to produce food locally, increased job opportunities • Corporatization of veterinary medicine, provides better wages, benefits lifestyle • Increased acceptance of pet health insurance • Increased collaboration with other colleges, inter-professional education • Increasing interest in mobile veterinary clinics and other practice niches/ paradigms • Growing trend for perpetual pet care (hospice) • Aging of vet med leaders; more opportunities for graduates to get into leadership positions • Unknown future of profession 	<p>other programs on campus</p> <ul style="list-style-type: none"> • Aging population of organized vet med leaders; some organizations might merge • Unknown future of profession

APPENDIX C.1: ENHANCEMENT OF THE RESEARCH PROGRAM– Implementation Time Tables⁶

The actions below were derived from the specific actions identified by subgroups to address specific issues related to research. Actions were grouped by strategies and ranked by decreasing priority by each member of the action team (see appendix). The critical issues addressed by each action are listed in the Table in Appendix. Timeline and accountability were then discussed for the actions ranked as top 10 priorities.

1. Increase intramural research funding

Tuition support for curricular needs in research, return of salary savings and indirect costs to CVM - Eliminate spending on projects diverting from strategic priorities.

This action will impact CSIs 1, 2, 3, 5.

Completed in two years

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
1	Evaluate and align operating budget to maximize support of CVM research Initiatives	July, 2014	Dean and Associate Deans	Administrative FTE
2	Negotiate with University administration for return of salary savings to CVM	January, 2015	Dean Associate Dean for Research	Administrative FTE
3	Negotiate with University Administration regarding realignment of indirect costs.	January, 2015	Dean Associate Dean for Research	Administrative FTE

⁶ All activities listed for Appendix C.1 fall under the administrative oversight of the Associate Dean for Research and (in some cases) the Associate Dean for Academic Affairs

2. Enhance efforts in research advancement

To seek donors in support of research program, students / post-doc positions and facilities, improve visibility of CVM research through conferences, media communications- Increase opportunities for presentations.

This action will impact CSIs 1, 2, 5.

Completed in five years

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
4	Submit a proposal to Dean	June, 2014	Associate Dean for Research	Dr Griffon's time
5	Develop procedures involving university advancement in this area.	January, 2015	Dean	Appropriate FTE distribution of Advancement Personnel to support Research

3. Develop options for "long term involvement of students in research"

"Multi-summer program" Y1-4, "year-long" program, on site dual programs MS-DVM / PhD- DVM

This action will impact CSIs 3, 4.

Completed in five years

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
6	Multi-summer program: develop a proposal	Proposal: January, 2015 Implementation: May, 2016	Associate Dean for Research; RAC	Appropriate Faculty, Staff and Student Effort
7	Year-long student research program	Proposal: January, 2015 Implementation: August, 2016	Associate Deans for Research and Academic Affairs	Appropriate FTE allocation and staff support
8	On-site Dual Degree Program: MS-DVM or PhD-DVM	August, 2019	Associate Deans for Research and Academic Affairs	Appropriate FTE allocation and staff support
9	Develop additional opportunities for credit options for research	August, 2016	Associate Deans for Research and Academic Affairs	Involvement of appropriate faculty committees
10	Increase awareness of students regarding research opportunities	1 year	Associate Deans for Research and Academic Affairs	Faculty committees; Research Faculty
11	Create a dynamic website with current faculty and students interests in research	1 year	Associate Deans for Research and Academic Affairs; Web Manager	Allocation of appropriate Staff Support

4. Expand administrative support to research

Create one position strictly devoted to specific research administrative support / optimize allocation of duties among admin assistants - Grant manager / assistant -

This action will impact CSIs 1, 2, 3, 4.

Completed in three years

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
12	Review staff requirements to provide adequate research support and consider options to address these needs including training, reallocation and new positions.	Review completed January, 2015:	Dean; Associate Dean for Research; Director of Operations	Review staff requirements to provide adequate research support and consider options to address these needs including training, reallocation and new positions.
13	Grant manager	July, 2017 Proposal submitted (11/12)	Dean; Associate Dean for Research; Director of Operations	0.5-1 new FTE admin staff

5. Improve Faculty Research Time

Accurate Teaching FTE, and unassigned tasks, "research leaves" of 2-4mths with time exclusively dedicated to research.

This action will impact CSIs 1, 3, 4, 5.

Completed in five years

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
14	Research blocks	2016	Dean; Associate Deans for Research and Academic Affairs	Administrative FTE
15	Improve Teaching assignment procedures	3 years	Dean; Associate Deans: Faculty Affairs Committee	Administrative FTE
16	Attain goal of 25% of total faculty FTE devoted to Research. (Must determine definition of total FTE)	December, 2019	Deans	Time for Deans to develop and fill positions – See #8
17	Hiring strategy that is aligned with college priorities and program needs	April, 2014	Deans	Administrative FTE

6. Increase graduate students in CVM

MS relevant to “Veterinary Science” with post BS / Post DVM options, Teaching Assistantships / Tuition waivers.

This action will impact CSIs 1, 3, 4, 5.

Completed in five years

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
18	Develop an MS in “Vet Sciences”- WASC	August, 2018	Associate Deans for Research and Academic Affairs, Curriculum Committee	Appropriate FTE commitment
19	Teaching assistantships	August, 2016	Dean; Associate Deans for Research and Academic Affairs	Administrative FTE
20	Grad school Tuition waiver for grad student	August, 2015	Deans of CVM and Graduate school, Provost	Administrative FTE.

7. Increase technical support in lab and clinics (including stats)

Increase technical support in research to reach ratio tech/research faculty of 1:2, need to add 5 FTE (1 clinical tech, 4 research tech to reach 8 tech /17 research FTE).

This action will impact CSIs 1, 2, 3, 4.

Completed in three years

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
21	Fund new laboratory technician position.	FY 2015	Deans	1 new FTE technician
22	Clinical coordinator: enrollment of clinics and cases, coordination, data collection in preceptor based clinical projects	FY 2015	Deans and Faculty Co-Lead	1 new Faculty FTE
23	Effective strategy for providing statistical support of study design and data analysis	FY 2017	Dean, Associate Dean for Research, and Faculty Co-Lead	Appropriate funding for salary support of desired personnel: (partial or full time)
24	Clinical research technician: technical support of educational and clinical projects at WU-CVM	0.5 FTE FY 2016 1.0 FTE FY 2017	Dean, Associate Dean for Research, and Clinical RIG	Budget funding for additional staff FTE
25	Add technical support to match expansion in research faculty (ratio 1:2)	Anticipated need of 3 FTE by FY 2020	Deans	Budget funding for additional staff FTE

8. Define areas of scholarly excellence

Integrate research into faculty hiring strategy - Established researchers - Specialty clinicians with research FTE- Improve effectiveness/ organization of RIGs.

This action will impact CSIs 1, 3, 4, 5.

Completed in five years

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
26	Hire a minimum of four Faculty FTE with appropriate interests aligned with College priorities and provide them with appropriate start-up funds	Goal is to hire at least one Faculty member per fiscal budget year and achieving the goal by FY 2019.	Deans	Appropriate budget funding to support FTE salaries and start-up funds.
27				
28	Improve effectiveness of RIGs	FY 2016	RIG leaders Associate Dean for Research, Dean	Appropriate commitment of administration, RIG leaders, and RIG members; Appropriate Indicators of effectiveness.
29	Incentive program for preceptors engaged in research Matching fund program for resident/intern partner projects	August, 2017	Deans, Director for Clinical Relations	Budget based on proposal developed 3kmax/project= 10K in Y1 6K Y2
30	Develop a matching program between residents/interns in private practices and faculty – post on website	3 years	Clinical RIG leader, Deans, Director for Clinical Relations	Appropriate commitment of administration, RIG leaders, e

9. Resolve the conflict of first authorship needs for students and junior faculty members

This action will impact CSIs 3.

Completed in two years

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
31	Clarify expectations of Provost regarding this issue	May, 2014	Dean, Associate Dean for Research	Time commitment
32	Develop written guidance for Faculty reflecting Provost’s expectations	May, 2014	FAC chair Dean, Associate Dean for Research	Time commitment
33	Present Guidance statement to Faculty for adoption.	August, 2014	FAC chair Dean, Associate Dean for Research	A collaborative effort between Faculty and administration.
34	Implement	August, 2014	FAC Dean Provost	None

10. Teaching FTE for training students (5% per summer student)

This action will impact CSIs 3, 4.

Effective July 2014

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
35	Development of proposal	June 2014	Faculty Co-Lead; Associate Deans	Time for each member
36	Presentation of proposal to Administration and Faculty for input and adoption	August 2014	Associate Deans; Faculty Co-Leads	Time for each member
37	Implementation	January, 2015	Associate Deans	

APPENDIX C.2: STRENGTHENING THE CORE CURRICULUM AND TEACHING METHODOLOGY – Implementation Time Tables⁷

Action Plan for Reaching the Goal

STEP	WHAT WILL BE DONE	WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
1	Populate the Academy of Veterinary Medical Educators.	March, 2014	Dean, WesternU Teaching Academy Steering Committee members	Voluntary faculty time
2	Creation of a Curricular Map ad hoc committee or designation of duties to Curriculum Committee to oversee design and development of the curriculum map.	June 2014	Director of College Outcomes Assessment; Faculty Co-Lead; Curriculum Committee	Faculty service FTE
3	Faculty development focusing on educational methods and best practices. Continual program to train, retrain, and reaffirm faculty.	August 2014	Associate Dean for Faculty Affairs, Associate Dean for Academic Affairs	Dedicated FTE for providing development. Limited budget for supplies and invited speakers. Approximate \$5000 per year.
4	Monitor faculty efficiency, effectiveness, and satisfaction	January 2018	Associate Dean for Academic Affairs (efficiency, effectiveness), Associate Dean for Faculty Affairs (satisfaction)	Academic FTE trends Coordination with UC Davis for faculty survey

⁷ All activities for Appendix C.2 fall under the administrative oversight of the Associate Dean for Academic Affairs

STEP	WHAT WILL BE DONE	WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
5	Develop written guidance for Faculty on how to provide documentation of educational scholarship for P&T dossiers.	Summer 2015	FAC; Associate Dean for Academic Affairs; Faculty Co-Lead	Dedicated faculty to complete the project Adequate resources (time and IT) Strong leadership to task
6	Creation of college internal educational innovation grant for faculty (application, review, and administration process) with inaugural recipient	January 2016	Associate Dean for Research, Director of Development for CVM	Template for grant Dedicated, continuous funding source

ACTION PLAN FOR REACHING THE GOAL**Where Have You Built In The Examination Of The Competency Model And Revision Of Curriculum In Light Of This Model?**

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
7	Creation of a Curricular Map ad hoc committee or designation of duties to Curriculum Committee to oversee design and development of the curriculum map	June 2014	Director of College Outcomes Assessment Curriculum Committee	Faculty service FTE
8	Faculty/staff/student alumni surveys on confidence in our curriculum content and delivery meeting the needs of society.	July 2014	Curriculum Committee; Director of College Outcomes Assessment; Faculty Co-Lead	Administrative assistance to help distribute survey via e-value. Faculty time to design and analyze data from the survey.
9	Design and implementation of a standard operating procedure for the comprehensive and timely dissemination of outcomes data (including information about alumni, new graduates, employer surveys; PAVE/NAVLE scores)	July 2014	Director of College Outcomes Assessment	IT support, software (dash board?), Faculty time
10	Determine core competencies for WesternU DVM graduates	January 2015	DCOA; Faculty Co-Lead; (Curriculum Committee or Curriculum Map ad hoc committee)	Competency lists from AVMA-COE, NAVMEC, AAVMC, individual specialty colleges, etc.
11	Development and implementation of a strategy to determine alignment of expected competencies and curriculum	July 2015	DCOA; Faculty Co Lead (Curriculum Committee or Curriculum Map ad hoc committee)	

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
12	Design and implement a process for continual identification and resolution of significant gaps or redundancies in the curriculum	July 2016	DCOA; Faculty Co Lead (Curriculum Committee or Curriculum Map ad hoc committee)	
13	Annual report to Dean, Academic Affairs, and Faculty regarding alignment of competencies within curriculum and whether curriculum is continuing to meet the needs of the profession.	July 2017	Director of College Outcomes Assessment Curriculum Committee	

ACTION PLAN FOR REACHING THE GOAL

STEP	WHAT WILL BE DONE	WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
14	Development of a Process to gather, consolidate, and disseminate professional needs to students as well as college faculty and administration.	Summer 2014	DCOA; Faculty Co Lead (Curriculum committee, Director of Student Affairs)	Employment reports from AVMA, AAVMC, professional specialties, NAS Workforce report, etc.
15	Create a reporting mechanism for distribution of graduate and alumni employment and satisfaction data.	Summer 2015	Director of College Outcomes Assessment	Graduate and alumni survey data
16	Define i areas for additional training, DVM or graduate, utilizing current workforce needs and faculty/preceptor strength.	January 2015	Task Force	Reports from Step 1 and Step 2 above, faculty strengths and specialties, strategic partnerships to support training (preceptor / facilities)
17	Develop a process for review of curriculum in regards to current and future needs of the profession to make informed curricular revisions.	July 2016	Curriculum Committee	Curriculum mapping data from this action plan

STEP	WHAT WILL BE DONE	WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
18	Annual report to Dean, Academic Affairs, and Faculty regarding alignment of competencies within curriculum and whether curriculum is continuing to meet the needs of the profession.	July 2017	Director of College Outcomes Assessment; Faculty Co-Lead (Curriculum Committee)	
19	Development of curriculum for initial graduate training program(s) (as defined in step 4)	Summer 2015	Associate Dean for Academic Affairs and Associate Dean for Research	Expected competencies for program, faculty to deliver curriculum, admissions criteria and support, financial aid, etc.
20	Admission of first cohort into graduate program(s)	Fall 2016	Associate Dean for Academic Affairs and Associate Dean for Research	Successful completion of step 6, funds for initial start-up, administrative support for program

CURRICULUM ACTION TEAM- CLINICAL PARTNERSHIP**What Is The Action Plan For Reaching The Goal?**

STEP	WHAT WILL BE DONE	WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
21	Collect and analyze the appropriate data required to assess the strength, stability, and quality of our strategic partnerships.	May, 2014	Director of Clinical Relations: Faculty Co-Lead; (Committee for Clinical Instruction)	Faculty time and effort
22	Define and implement a process for continual review and assessment of the strength, stability, quality of our strategic partnerships	June 2015	Director of Clinical Relations: Faculty Co-Lead; (Committee for Clinical Instruction)	Faculty time and effort
23	Develop and implement incentive program to reward retention and quality of clinical partnerships (advertisement, client recommendations, gifts).	July 2015	Director of Clinical Relations : Faculty Co-Lead; (Committee for Clinical Instruction)	Financial support to be determined
24	Define and codify a defined process for new site recruitment that emphasizes goals and benefits of the program.	July 2015	Director of Clinical Relations: Faculty Co-Lead; (Committee for Clinical Instruction)	Faculty time and effort
25	Develop and implement strategies to address faculty and preceptor training; student mentorship.	July 2016	Associate Dean for Academic Affairs	Faculty time and effort

APPENDIX C.3: EMPLOYEE WELL-BEING / JOB SATISFACTION

PERSONNEL ACTION TEAM: COMMUNICATION AND CULTURE OF ENGAGEMENT

What is the Action Plan for Reaching the Goal:

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
1	Employee engagement: survey the faculty at regular intervals	On an annual basis beginning summer 2014	DCOA	
2	Regular faculty meetings with published agendas	January 2014	Dean	
3	Publish meeting agendas at least one day in advance of meetings so that interested guests from within the organization can participate.	January 2014	Committee Chairs	Staff Support
4	Provide training for administrative personnel and committee chairs on efficient management of meetings.	Continuous activities through 2019	Associate Dean for Faculty Affairs	Budget for printed materials, seminars, speakers.
5	Engage faculty in workload assignments such that the curriculum and research responsibilities are equitably distributed	Summer 2015	Associate Dean for Faculty Affairs and Faculty Co-Lead	Time and meeting space
6	Include committee chairs and RIG leaders in regularly scheduled Dean's Cabinet meetings	January 2014	Dean	
7	Publish newsletters (similar to the Faculty Affairs Bulletins) that address a topic in some detail and provide justifications for policy and procedure.	August, 2016	Associate Dean for Faculty Affairs and Faculty Co-Lead	Faculty FTE; Staff support
8	Send e-mail and mobile device reminders teasing topics with expanded information to be found on our CVM website or other referenced resource	January, 2017	Associate Dean for Faculty Affairs, Faculty Co-Lead	Staff Support
9	Establish a video library of concept presentations that serve current event topics as well as presentations on history, philosophy and policy	August, 2018	TBD	Support of IT and University Public Relations

ACTION PLANNING TEMPLATE: CVM STAFF JOB SATISFACTION AND DEVELOPMENT**What is the Action Plan for Reaching the Goal:**

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
10	Catalog current duties and responsibilities of Staff and unmet needs and requirements of College	July, 2015	Director of Operations (DOP); Staff Co-Lead	Dedicated Time
11	Develop competitive compensation model for Staff Duties	July 2015	Director of Operations, Staff Co-Lead	Support from Office of the Dean.
12	Modify End of Year Review document and process to better reflect Staff Duties into review process	January, 2016	Director of Operations; Staff Co-Lead	HR documentation Director of HR Supervisors Staff Council Chair
13	Create and integrate “mid-year” review for increased feedback and resolution	July, 2016	Director of Operations Staff Co-Lead Faculty Co-Lead	Supervisors Staff Council Chair
14	In collaboration with HR, develop Staff Org chart with clear lines of and pre-requisites for advancement.	July, 2018	Director of Operations Staff Co-Lead Faculty Co-Lead	Support from Dean’s Office and Office of Human Resources
15	Shift assignments within current staff to address gaps	July 2017 7/1/2015 - 7/1/2016	Director of Operations; Staff Co-Lead	Director of Operations Supervisor Dean
16	Develop CE and promotion strategies designed to improve internal opportunities for staff.	July, 2018	Director of Operations Staff Co-Lead	Ongoing CE Support from the Office of the Dean

APPENDIX C.4: EDUCATIONAL VALUE

CRITICAL STRATEGIC ISSUE: THE AFFORDABILITY OF VETERINARY MEDICAL EDUCATION

What is the Action Plan for Reaching the Goal:

Reduce student living expenses \$2000 per year: Increased ability to find safe affordable housing; Decreased transportation costs

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
1	Determine the current status of student housing i availability at WesternU	July 2014	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead	Director of Outcomes Assessment
2	Work with University Student Services to publicize available housing information	January, 2015	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead	IT support
3	Negotiate favorable guaranteed rental rates with local landlords	July, 2015	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead	University Business Office/Student Affairs Office
4	Investigate current status of ride sharing by students on campus	July, 2014	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead	Support from the Office of the Dean and HR
5	Investigate the potential of incentivizing ride sharing at the University level for students	January, 2015	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead	Support from the Office of the Dean and HR
6	Develop technological applications that serve to facilitate and promote ride sharing among the university student body.	January, 2016	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead	Support from the Office of the Dean and University IT
7	Expand the number of clinical sites within a 30 mile radius of the campus by 20%	July, 2015	Director of Clinical Relations; Admn Co-Lead; Faculty Co-Lead	Support provided by Dean and Associate Dean of Academic Affairs

Reduce student living expenses \$2000 per year: Decrease the interest expense associated with borrowing by instituting a WesternU loan service; Increase the financial literacy of CVM students

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
8	Investigate the possibility of developing student loans @ discounted interest rates offered by the University	July, 2016	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead	Support provided by Dean and Associate Dean of Academic Affairs; University Administration; Financial Aid Office
9	Investigate the possibility of securing student educational loans @ discounted interest rates from local lending agencies	January, 2017	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead	Support provided by Dean and Associate Dean of Academic Affairs; University Administration; Financial Aid Office
10	Offer partial to full student loans either through local lending agencies or the University at discounted interest rates	July, 2018	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead n	Support provided by Dean and Associate Dean of Academic Affairs; University Administration; Financial Aid Office
11	Develop syllabus, learning objectives, course outline and assessment tools for expansion of CVM 7000: Veterinary Practice Management	July, 2015	Admn Co-Lead; Faculty Co-Lead	Support provided by Curriculum Committee, Associate Dean for Academic Affairs
12	Approval of expansion of this course by Curriculum and Administration	September 2013	Terra	

Increase the amount of money disbursed, via scholarships, awards and grants by \$1000 per student per year: Federal grant money; Scholarships, scholarships and awards

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
13	Investigate potential admissions strategies that could mitigate student debt and qualify for federal grants	October, 2015	Admn Co-Lead; Faculty Co-Lead	Admissions Office/Dean/Financial Aid Office/CVM Admissions Committee
14	Determine the proportion of endowed money versus renewable money needed	July 2014	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead/Development Officer	Support of the Office of the Dean
15	Develop and implement a funding campaign that would target preceptors, pet and livestock owners in the state, parents and relatives, alumni, faculty and staff	December 2019	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead/Development Officer	Support of the Office of the Dean

Increase student contribution to educational expenses by \$2500 per student per year: Require that each student be in a position to contribute this amount towards their educationally related expenses; Develop student job opportunities

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
16	Critically look at the current financial aid budget to determine the absolute minimal yearly costs associated with attending WesternU-CVM for each year	January, 2015	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead	Support provided by Dean and Associate Dean of Academic Affairs; University Administration; Financial Aid Office
17	Readjust the financial aid budget to reflect the above and reflect the \$2500 of personal contribution towards their expenses	July, 2015	Director of Student Affairs; Admn Co-Lead; Faculty Co-Lead	Support provided by Dean and Associate Dean of Academic Affairs; University Administration; Financial Aid Office
18	Identify areas of need within the College and University that could be addressed by student workers	January, 2015	DOP/Director of Student Affairs/ Admn Co-Lead/Faculty Co-Lead/Staff Co-Lead	Support from the Office of the Dean/HR/Financial Aid/University Student Affairs
19	Develop budget for funded student positions	January, 2016	DOP/Dean/Associate Deans	Operating Budget
20	Fill Budgeted positions	July, 2016	DOP/Associate Deans	Support from HR

Post-graduate Business management training/education

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
21	Develop and offer a post graduate business management program	July, 2017	Associate Dean for Academic Affairs	Support from the Curriculum Committee and the Offices of the Associate Dean and Dean
22	Initial offering of above program	August 2015	TBD	

BS degree in Veterinary Science

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
23	Investigate the possibility of offering pre-requisites that undergraduates find difficulty to access.	July, 2018	Associate Dean for Academic Affairs	Support of Office of the Dean/Office of the Provost/Student Affairs

APPENDIX C.5: ENHANCE THE COLLEGE'S COMMUNITY IMAGE

ACTION PLANNING: LEADERSHIP ROLE IN THE COMMUNITY

What is the Action Plan for Reaching the Goal?

STEP	WHAT WILL BE DONE	BY WHEN WILL IT BE DONE	WHO WILL BE ACCOUNTABLE	WHAT RESOURCES WILL BE NEEDED
1	The College will enlist the assistance of University Public Relations to develop a sophisticated public relations campaign designed to enhance the image of the College by informing the community of the College's contributions.	July, 2015	Dean/Faculty Co-Lead/Staff Co-Lead/Student Co-Lead	Media Services/IT/Budget Resources
2	The College will identify and develop appropriate relationships with Key Community Leaders and determine how College activities and resources can be marshaled to improve community conditions.	January, 2016	Dean/Faculty Co-Lead/Staff Co-Lead/Student Co-Lead/Development Officer	Support of Dean's Office
3	The College will utilize the knowledge gathered to develop and implement a comprehensive plan of community outreach.	January, 2017	Dean/Faculty Co-Lead/Staff Co-Lead/Student Co-Lead/Development Officer	Support of Dean's Office
4	The College will establish new partnerships with local and regional educational institutions to leverage resources in addressing community, professional, and curricular issues.		Dean/Faculty Co-Lead/Staff Co-Lead/Student Co-Lead/Development Officer	Support of the Office of the Dean and University Administration