



UNIVERSITY
of Prince Edward
ISLAND

**ATLANTIC VETERINARY COLLEGE
FIVE YEAR STRATEGIC PLAN
2010 – 2015**

TABLE OF CONTENTS

	<u>Page No.</u>
Acknowledgements	3
Executive Summary	4-10
Phase II Documents	
Academic Plan	12-23
Research Plan	24-31
Service Plan	32-35
Culture and Community Plan	36-42
Phase I Document	43

ACKNOWLEDGEMENTS

We acknowledge and thank all those who participated in the strategic planning process. We acknowledge those with specific roles and responsibilities.

Phase I Strategic Planning Committee

Dave Speare - Pathology & Microbiology (Chair)
Bruno Boutet - Class 2012
Christy Coulson - Class 2010
Linda Constable - Dean's Office
Lloyd Dalziel - Health Management
Daphne Gill - Graduate Student
Bart Gragtmans - Animal Resources
Sherri Ihle - Companion Animals
Collins Kamunde - Biomedical Sciences
Greg Keefe - Health Management
Pam Maloney - Diagnostic Services
Tonya Stewart – VTH

Phase II Working Groups

Education

Lisa Miller
(Group Leader)

Sue Dawson
Alfonso Lopez
Jeanne Lofstedt
Sherri Ihle
Heather Briand
Leigh Lamont

Research

Jeff Wichtel
(Group Leader)

Andy Tasker
Nicole MacDonald
Kip Lemke
Carole McCarville
Greg Keefe
Rick Cawthorn
Beatrice Despres

Service

Darcy Shaw
(Group Leader)

Peter Foley
Shawn McKenna
Shelley Burton
Bart Gragtmans
Dennis Olexson
Marven MacLean
Sandra MacConkey

Culture and Community

Joan Masterson
(Group Leader)

Barb Horney
Tonya Stewart
David Simms
Linda Constable
Barb Curley
Debra MacDonald
Rita Saunders

EXECUTIVE SUMMARY

MISSION STATEMENT

The Atlantic Veterinary College at the University of Prince Edward Island is committed to improving the health and well-being of animals and humans through excellence in education, discovery, professional practice and dedicated service to Atlantic Canada, the nation and the world.

BACKGROUND

The Atlantic Veterinary College has an impressive history of excellence and innovation in education, research, and service. In an effort to build upon this tradition and move forward as an even stronger institution in the years ahead, AVC engaged in a comprehensive strategic planning process. Members of the AVC Strategic Planning Committee drove the coordination of this process. The purpose was to establish a vision and set the course for AVC's future. The planning process was segmented into four areas:

- Education
- Research
- Service
- Culture & Community

To accomplish this, task forces from each of these respective areas came together to evaluate, question, and propose recommendations on every aspect of AVC's existence in a three-phase process. This planning process was undertaken for the following reasons:

- To clarify the future direction of the Atlantic Veterinary College
- To think strategically and develop effective strategies
- To establish priorities
- To establish a coherent basis for decision making
- To improve program and service offerings
- To deal effectively with the changing environment of the veterinary profession
- To build teamwork and enhance expertise

Phase I included the collection of information and provided members of the AVC community the opportunity to give valuable input, which in turn was used to create a preliminary document. Phase II initiated discussions among a wider group and within departments, using working groups to prioritize and identify goals. This phase created a prioritized document. Within each of the four areas, priorities have been identified. The executive summary of the strategic plan is a culmination of the strategic planning process whereby, the highest priority goals and their strategies are presented for each of the four areas. Additionally, strategic benchmarks, which

correspond to the overarching objective of each area, have been incorporated. This plan will serve as a roadmap for future directions as well as track our progress. In order to achieve our goals, resources will be expended on those goals given highest priority (i.e. those that are present in the Executive Summary). Those goals receiving lower priority will be accomplished as resources and opportunities present themselves.

EDUCATION

The overarching objective is to achieve and maintain a preeminent veterinary educational program.

Benchmarks that will be used to assess our objective:

- The following criteria will be used as benchmarks for goal 1
 - Pass rate on the North American Veterinary Licensing Exam (NAVLE)
 - Student exit surveys
 - Alumni surveys
 - Employer surveys
- Obtain and maintain full AVMA / CVMA accreditation (relates directly to goal 2)

Goal 1 Better prepare AVC Students in acquiring the knowledge, skills, aptitudes and attributes required to become successful entry level veterinarians

Strategies

- Revise the preclinical curriculum (years 1-3) to meet these objectives
 - Expand and integrate formal teaching of professional skills across the curriculum (beyond what is currently done in the Introduction to Veterinary Medicine course, client communication modules in the recently approved Clinical Orientation I and II courses, and in the Client Communication rotation)
 - Provide students with increased opportunity to pursue a variety of focused clinical courses in year 3 and rotations in year 4
- Define core clinical competencies and outcome assessments and develop methods to collect and analyze data on these (required for next accreditation cycle in 2011).
- Revise the clinical curriculum (year 4) to ensure that students are exposed to sufficient quantity of cases, breadth of clinical and species specializations, and state of the art facilities and equipment.
 - Provide facilities and equipment comparable to what is available in veterinary colleges and private practices across North America
 - Offer students a range of clinical specialties comparable to other veterinary schools in North America to achieve parity with other schools, increase caseload, and encourage faculty retention.
 - Increase caseloads for students through improved communication with clients and referring veterinarians

- Increase the large animal caseload and particularly the food animal caseload and exposure to food animal cases by other means

Goal 2 Position AVC for accreditation by the Council on Education of the American Veterinary Medical Association / Canadian Veterinary Medical Association

RESEARCH

The overarching objective is to increase the quality and quantity of research productivity at the Atlantic Veterinary College and to enhance our graduate degree and training programs.

Benchmarks that will be used to assess our objective:

- Annual research expenditures
- Quality and quantity of research publications
- Number of graduate students and post-docs successfully completing programs
 - Annual expenditure for programs
 - Annual expenditure per position
- Research faculty and staff FTE

Goal 1 Increase and support faculty and staff involved in research

Strategies

- Hire the best faculty by offering competitive startup package incentives that are customizable, flexible and in line with needs to facilitate recruitment and early research success
- Provide junior faculty mentorship, counseling and support for research and life skills
- Implement professional development for staff; training / re-training opportunities; Staff Advancement to cover technical training, on a competitive basis, with emphasis on technicians working for junior faculty
- Recognize research performance; objective measures of assessment, feedback, all levels; resource allocation linked to productivity; celebrate milestone achievements of junior faculty and grad students

Goal 2 Increase and enhance research training experiences for graduate students and post-docs

Strategies

- Improve financial support for graduate students and post docs
- Increase/review frequency, types and flexibility (external) of graduate courses

SERVICE

The overarching objective is to provide outstanding and innovative veterinary services by exceeding the expectations of our clients and partners.

Benchmarks that will be used to assess our objective: (see appendix A)

- Workload (e.g. caseload, sample numbers, animals housed)
- Capacity Index
- Sustainability Index
- Quality Score

Goal 1 Attract and retain outstanding service-oriented personnel.

Strategies

- Establish a standardized Service Portfolio for use in the tenure and promotion process.
- Identify opportunities and establish programs for staff professional development.

Goal 2 Deliver exceptional service quality through ongoing assessment and improvements.

Strategies

- Develop quality assurance systems/programs focused on key performance indicators of client service and operational effectiveness.

Goal 3 Promote existing services and develop relevant new services or programs.

Strategies

- Improve service-related websites and develop a mechanism for ongoing maintenance and upgrading.
- Develop marketing plans that effectively promote existing and new services.

CULTURE AND COMMUNITY

The overarching objective is to achieve a culture and community that will support and optimize those objectives in the areas of teaching, research and service as indicated above.

Benchmarks that will be used to assess our objective:

- Annual workplace engagement survey results
- Hire a cleaning foreman by June 30, 2011
- Develop and implement an internal and external communication plan by April 30, 2011

Goal 1 Develop organizational culture embodying leadership that promotes a supportive respectful workplace culture for the enhancement of employee engagement, well-being, productivity and innovation.

Strategies

- In conjunction with UPEI Human Resources and the Healthy Campus Advisory Committee conduct a Workplace Engagement Survey to provide:

- the AVC with metrics that measure key employee issues related to the achievement of strategic goals, chairs, directors and managers with feedback on key people issues within their team/units so that action can be taken.
- In conjunction with UPEI Human Resources and the Department of Life Long Learning provide professional development programs for existing chairs, directors, managers and supervisors as well as those interested in leadership development to cultivate skills in:
 - Effective communication,
 - Recognition and reward,
 - Conflict resolution,
 - Diversity in the workplace,
 - Respectful workplace,
 - Workload assessment
- Actively support development of faculty and staff through mentorship, coaching, mutual goal setting and performance reviews.

Goal 2 Provide the physical infrastructure and environment that supports academic excellence, scholarly activity, quality service, productive collegial interaction, and occupational health & safety.

Strategies

- In conjunction with Facilities Management, develop quality assurance program to ensure that cleaning standards are consistently met and to review cleaning standards in specialized areas.

Goal 3 Develop and implement communication strategy that enhances communications within the AVC internal community.

Strategies

- Develop and implement communication plan to facilitate information exchange and enhance productive collegiality
- Develop orientation booklet and program for new faculty and staff.

Goal 4 Develop and implement external communications

Strategies

- Increase public awareness and engagement with government, industry, veterinary profession, scientific community, alumni, clients and prospective students
- Promote the value of the Atlantic Veterinary College provincially, regionally, nationally and internationally
- Increase the visibility of the AVC and to recognize the AVC accomplishments and their impact on society
- Promote value, success, and versatility of graduates from the AVC Veterinary and graduate programs

- Develop a network of supporters in positions of leadership in all sectors that influence government, industry, and private support of the AVC
- Seek input from external stakeholders to ensure the college veterinary medical program meets the needs of the public, veterinary profession, scientific community, clients, employers and prospective students.

Benchmark Key Performance Indicators Professional Services Group¹, AVC

Key Performance Indicators:

1. Service Delivery - **Workload**
 - a. A measure of the number and variety of cases, samples, client or studies done
 - b. Case numbers, sample submissions, client visits, studies underway or completed will be determined on a regular basis.
2. Capacity/Resource utilization – **Capacity Index**
 - a. A measure of the utilization of available physical and human resources
 - b. For example in the VTH
 - i. Capacity Index (%) = $\frac{\text{\# of appointments filled}}{\text{\# of appointments available}} \times 100$
 - c. Diagnostic Services
 - i. Capacity Index (%) = $\frac{\text{\# of tests performed}}{\text{\# of tests able to be performed}} \times 100$
 - d. Animal Resources
 - i. Capacity Index (%) = $\frac{\text{\# of animals housed (or sq ft occupied)}}{\text{\# of animals that can be housed (or sq ft available)}} \times 100$
3. Stewardship of financial resources – **Sustainability Index**
 - a. A measure of revenue generation and cost control
 - b. For example in the VTH, Diagnostic Services, Animal Resources
 - i. Sustainability Index (%) = $\frac{\text{Revenue}}{\text{Expenses}} \times 100$
4. Quality of service delivered – **Quality Score**
 - a. A measure of the quality of operations and how it is delivered to clients
 - b. For example
 - i. Quality Score = Operational quality score + Delivery score
 - ii. Operational quality score built on other metrics; for example: conformance to outside accrediting agencies (ISO, GLP), industry standards, or third party evaluations.
 - iii. Delivery scores built on other metrics; for example, results of client and stakeholder surveys, number, nature and time to resolution of client complaints, others.

¹ Veterinary Teaching Hospital, Diagnostic Services Laboratory, Animal Resources.

Phase II Documents

Academic Strategic Plan for the Atlantic Veterinary College

June 2010

Mission Statement: Education/Learning

The Atlantic Veterinary College (AVC) is committed to producing graduates with the knowledge, skills, aptitudes and attitudes to become proficient entry level veterinarians in multispecies clinical practice, and with the flexibility to pursue a variety of focused opportunities in clinical practice or other career tracks available to the veterinary profession. In order to meet this commitment the AVC must have the processes in place to attract and select the best and brightest students, must be highly skilled in pedagogical education, and must maintain its small but appropriate class size of 60 students.

Objective:

Admit the most qualified Canadian and international students into the AVC program.

Goal:

Ongoing evaluation of the admissions process.

Process:

- Evaluate and revise the mandate of the Admissions Committee as needed
- Develop a “Policy and Procedures Manual” to serve as a reference for the Admissions Committee and update annually as needed
- Perform annual assessments of the interview process and selection methods.
- Recommend changes where appropriate

Implementation:

- i. Who: Admissions Committee
- ii. When: July 1, 2010 and annual (ongoing)
- iii. Resources: Associate Dean Academic and Student Affairs (ADASA)
increased workload
- iv. Priority: A²

Goal:

² A= Very important; B= Important; C= Desirable but can be worked on as time and resources allow.

Analyze the value of academic performance in pre-veterinary courses and interview scores in predicting academic success in the veterinary program. Determine if biology scores, GRE scores, subtotal tallies or total application score are predictors of academic success in the AVC DVM program.

Process:

- Compare Biology course grades, GRE scores, subtotal tallies before interview, and total interview scores to yearly rankings of students admitted into the AVC program for a 5 year period
- Analyze data to determine if there is a correlation between academic performance in the DVM program to the above items.

Implementation:

- i. Who: ADASA and Biostatistician
- ii. When: Annual report is due October 31 each year and the Final report is due December 15, 2015
- iii. Resources: ADASA - increased workload, Biostatistician and possible graduate student
- iv. Priority: B

Goal:

Increase the number of scholarships and bursaries available to all students, but particularly international students, by 50% in 5 years

Process:

- External Relations Officer or other identified person appointed by the Dean to identify funding sources

Implementation:

- i. Who: External Relations Officer and the AVC Awards Committee
- ii. When: July 1, 2015
- iii. Resources: Identify person (in Dean's office) who will actively search for funds to support veterinary students
- iv. Priority: B

Objective:

Initiate an active international student recruitment program.

Goal:

Increase the number of international applicants from specific target areas by 50%

Process:

- Determine first if this is financially feasible; if yes, proceed with the following:
 - Identify 1-4 target areas (country, state, or university)
 - If a non North American country is targeted, develop (in cooperation with UPEI), a minimum 4-semester requirement at UPEI before formal acceptance into the AVC program can occur
 - Visit and develop partnerships with targeted universities/governments
 - Annually visit target areas and present recruitment information to potential veterinary students.

Implementation:

- i. Who: Admissions Committee and the Dean's Office - Marketing and Recruitment
- ii. When: July 1, 2015
- iii. Resources: Funds to recruit and employ an international recruitment officer. Funds to support travel and educational materials of recruitment officer. Cooperation with UPEI.
- iv. Priority: B

Objective:

Explore approaches for offering combined degree programs similar to other veterinary colleges.

Goal:

Include up to 3 combined degree students in total over the 4-year DVM program at the AVC

Process:

- Graduate Studies and Research (GSR) Committee with the assistance of a support person will examine the pros and cons of different scenarios; e.g., DVM/MSc, DVM/MPH, DVM/PhD etc.

- GSR committee to make a recommendation to the Admissions and Curriculum Committees on if and how to admit applicants into a combined DVM/advanced degree program and integrate these students into the DVM curriculum.

Implementation:

- i. Who: Associate Dean of Graduate Studies and Research (ADGSR) and ADASA
- ii. When: July 15, 2015
- iii. Resources: Additional workload in both offices and funding for summer student. Assume additional resources if combined degree program comes to fruition.
- iv. Priority: C

Objective:

Better prepare AVC Students in acquiring the knowledge, skills, attitudes and attributes required to become successful entry level veterinarians

Goal:

Revise the preclinical curriculum (years 1-3) to meet these objectives

Subgoal:

Expand and integrate formal teaching of professional skills across the curriculum (beyond what is currently done in the Introduction to Veterinary Medicine course, client communication modules in the recently approved Clinical Orientation I and II courses, and in the Client Communication rotation)

Process:

- Use curricular mapping to assess current delivery of professional skills topics across the curriculum
- Introduce core Professional Skills courses in years 1, 2 and 3 as needed and elective Professional Skills courses in years 3 and 4 covering topics relevant to the year of study (e.g. career choices in veterinary medicine, ethics, jurisprudence, leadership, communication, business, practice management, etc.)
- Develop a method for ongoing assessment of professional skills and institute curricular modifications as needed based on results.

Implementation:

- i. Who: Dr. Sue Dawson (lead), Curriculum Committee AVC faculty and external content experts
- ii. When: July 1, 2011 and ongoing
- iii. Resources: Relief from other obligations as needed for faculty member assuming a lead role in overall coordination of courses and relief for other faculty members making significant contributions to the teaching process; funds to support delivery of material by external content experts.
- iv. Priority: A

Subgoal:

Develop and Implement a Professional Code of Conduct for Veterinary Students

Process:

- Review functioning Codes of Conduct currently in place at other veterinary schools
- Members of AVC faculty and Class of 2013 to draft Code of Conduct
- Present to AVC class of 2013, SAVS, Dean's Council and Faculty for approval
- Implement AVC Code of Conduct

Implementation:

- i. Who: Dr. L. Miller, Dr. B. Horney, Class of 2013
- ii. When: October 15, 2011
- iii. Resources: Faculty and staff time
- iv. Priority: B

Subgoal:

Increase exposure to live animal contact in the preclinical curriculum, particularly in year 2, beyond what will be achieved by the recent introduction of Clinical Orientation II in year 2 in Fall of 2010

Process:

- Consider required "shadowing" experiences for preclinical students where a pre-clinical year student shadows a 4th year student in clinical rotations

Implementation:

- i. Who: ADASA in cooperation with clinical departments
- ii. When: December 31, 2011
- iii. Resources: Staff to coordinate these activities
- iv. Priority: B

Subgoal:

Encourage increased student participation in extracurricular hands-on opportunities offered by clubs through developing a comprehensive catalogue of available opportunities

Process:

- develop a comprehensive database of event dates for students
- develop and institute a method of informing students and recording student involvement
- evaluate the possibility of formal recognition for student and faculty involvement

Implementation:

- i. Who: ADASA
- ii. When: By July 1, 2011
- iii. Resources: Staff in ADASA
- iv. Priority: A

Subgoal:

Provide students with increased opportunity to pursue a variety of focused clinical courses in year 3 and rotations in year 4

Process:

- Facilitate the approval of core and elective courses as proposed by the Department of Health Management (HM) and other interested Departments

Implementation:

- i. Who: ADASA and Curriculum Committee
- ii. When: Starting with year 3 in 2011/2012 (Class of 2013)
- iii. Resources: Assistance of ADASA office with scheduling electives in Learning Commons and other teaching space; external content experts to deliver some electives as needed (e.g. Poultry); possibly slight increase in teaching animal

numbers to support Clinical Orientation II in transition year (Fall 2010) when regular third year laboratories are still offered

- iv. Priority: A

Goal:

Define core clinical competencies and develop a method to collect and analyze data on these competencies (required for next accreditation cycle in 2011)

Process:

- Select the best method for collecting data by consulting other institutions well advanced in their process and modify outcomes as needed to meet the needs and goals of AVC through consultation of clinical and other faculty as indicated

Implementation:

- i. Who: Faculty member with interest in leading this exercise under supervision of the ADASA
- ii. When: **MUST HAVE** data collection process in place by May 2010
- iii. Resources: Faculty relief time to lead this process and faculty and staff time and commitment to implement
- iv. Priority: A

Goal:

Revise the clinical curriculum (year 4) to ensure that students are exposed to sufficient quantity of cases, breadth of clinical and species specializations, and state of the art facilities and equipment.

Subgoal:

Provide facilities and equipment comparable to what is available in veterinary colleges and private practices across North America

Process 1:

- Purchase replacement endoscopy equipment for the large and small animal hospitals

Implementation:

- i. Who: Associate Dean of Professional Services (ADPS) in consultation with faculty

- ii. When: January 2010
- iii. Resources: Funds to purchase and maintain equipment
- iv. Priority: A

Process 2:

- Purchase and install a Computed Tomography (CT) unit

Implementation:

- i. Who: ADPS in consultation with faculty
- ii. When: December 2010
- iii. Resources: Funds to purchase and maintain equipment
- iv. Priority: A

Process 3:

- Purchase other necessary equipment (e.g. ICU ventilator, telemetry equipment, cow flotation tank, etc. etc.) to facilitate the recruitment of clinical specialists and to expand the type of services offered

Implementation:

- i. Who: ADPS in consultation with faculty
- ii. When: January 2010 and ongoing
- iii. Resources: Funds to purchase equipment
- iv. Priority: A

Process 4:

- Develop an ongoing and systematic plan to manage equipment depreciation and replacement needs

Implementation:

- i. Who: ADPS and Assistant Dean of Administration and Finance
- ii. Priority: A

Subgoal:

Offer students a range of clinical specialties comparable to other veterinary schools in North America to achieve parity with other schools, increase caseload, and encourage faculty retention.

Process:

- Recruit and hire a Criticalist by July 2011
- Prioritize other previously identified specialties
- Initiate recruitment procedures for at least one of the following by the end of 2011 to increase caseload specific to the specialty:
 - Ophthalmology
 - Neurology
 - Oncology
 - Dermatology
- Work with ADPS to develop an ongoing strategy to continue to expand clinical specialties with appropriate level of support staffing and funding.

Implementation:

- i. Who: Chair of Department of Companion Animals in cooperation with the Dean
- ii. When: July 2011 and ongoing
- iii. Resources: Funds to support new faculty positions; funding for Criticalist position is pre-existing
- iv. Priority: A

Subgoal:

Increase caseloads for students through improved communication with clients and referring veterinarians

Process:

- Through hiring person (“hospitalist”) dedicated to improving communication and operations within the VTH and with clients and referring veterinarians

Implementation:

- i. Who: ADPS, Hospital Director
- ii. When: May 2010
- iii. Resources: Funds to support “hospitalist” position
- iv. Priority: A

Subgoal:

Increase the large animal caseload and particularly the food animal caseload and exposure to food animal cases by other means

Process 1:

- Evaluate and re-define roles of current and new in-hospital and ambulatory (equine) large animal clinical faculty to broaden the range of services offered in the VTH and in the field

Implementation:

- i. Who: Department of HM
- ii. When: Beginning January 2010 and ongoing through December 2011
- iii. Resources: Vacated positions in the Department created by recent resignations and upcoming retirements
- iv. Priority: A

Process 2:

- Provide teaching funds and/or competitive (with private practice) procedural fees for routine food animal cases

Implementation:

- i. Who: Department of HM and ADPS
- ii. When: May 2010
- iii. Resources: Adequate funds to underwrite food animal cases
- iv. Priority: A

Process 3:

- Develop partnerships with producers and high quality food animal practices in the Maritimes to expand student training

Implementation:

- i. Who: Department of HM and ADASA
- ii. When: May 2011
- iii. Resources: Funds to reimburse partners for their time/effort
- iv. Priority: B

Process 4:

- Provide competitive scholarships to qualified students to participate in advanced external rotations in food animal medicine not available at the AVC (e.g. the Minnesota Dairy Cow Transition Facility)

Implementation:

- i. Who: External relations officer or other qualified individual in Dean's Office in collaboration with the Department of HM and Awards Committee
- ii. When: May 2011
- iii. Resources: New designated scholarship funds
- iv. Priority: B

Objective:

Support excellence in delivering the educational mission of the college

Goal:

Create professional development opportunities for faculty and staff designed to enhance teaching

Process:

- Partner with UPEI Faculty Development Office to offer targeted professional development workshops for AVC faculty and staff
- Survey faculty and staff to determine areas of interest for professional development activities specific to staff, new faculty, and mid-career faculty
- Create a Teaching Mentor program for new faculty
- Develop opportunities for graduate students and house officers to learn about teaching pedagogy

Implementation:

- i. Who: Dr. Sue Dawson (lead)
- ii. When: April 30, 2011
- iii. Resources: Funding and backfill
- iv. Priority: B

Objective:

Situate AVC for accreditation site visits by the Council on Education of the American Veterinary Medical Association

Process:

- Prepare for site visit

- Meeting above goals and objectives by 2011

Implementation:

- i. Who: All Faculty, Dean's Office, Accreditation Preparation Team, Academic & Student Affairs, Curriculum Committee, etc.
- ii. When: July 1, 2011
- iii. Resources: Conservative estimate \$700,000
- iv. Priority: A

**Research and Graduate Studies
Strategic Plan Phase II
Working Document
June 2010**

Vision:

To have an international reputation for excellence in health research and graduate education, thus contributing to the well-being of animals and humans in our region and throughout the world.

Goal:

To enhance the College's contributions to the health and well-being of animals and humans by increasing the vitality and depth of our research and graduate education programs.

Brief Environmental Scan:

- We are a reasonably well resourced research organization, but efficient utilization of space is an on-going issue
- We have a highly qualified research faculty and staff, the majority of who are in tenured or tenure-track positions, with broad interests of relevance to our region
- We have an active and growing graduate student body
- We have a record of innovation and research success beyond expectation given our youth, size and location
- We are recognized by UPEI as a key element to its success
- We are looked upon as a major research resource for the region in the areas of animal health and welfare, human health, environment and public health
- We are gaining an international reputation in several key research areas, which are unique to us, and we are striving to use these to our advantage
- As a research institution, we have been well-supported by the provincial and federal governments, particularly by PEI
- We have an excellent record for growth in external research funding among comparable institutions
- Success in research faculty recruitment is reasonably successful but could be improved
- Faculty teaching and service workload impedes research success in some situations
- The amount of collaborative research with partners within and outside of the College could be improved
- Internationalization of our program is progressing but is still modest
- We have implemented few tools to evaluate success of our researchers, research programs and our graduates: it is difficult to assess our productivity
- We have as yet set no goals nor measurable objectives for research and graduate education performance

- Internal policies and research support infrastructure / services appear inadequate to meet the needs of our expanding research programs
- We are entering a period of uncertainty, including significant threats to traditional core funding sources
- Course work and life skills programs for graduate students and post-docs are still in development phase
- The issues of research staff development and career advancement have generally received insufficient attention

Strategic Directions:

1. Providing support to faculty and staff involved in research
2. Strengthening functional relationships in support of research, within AVC and beyond
3. Enhancing the research training experience for graduate students and post-doctoral trainees
4. Enhancing research support services at AVC / UPEI

Objectives and Implementation:

Strategic direction 1:

- Supporting faculty and staff involved in research.

Objectives:

1.1 Competitive startup package incentives, customizable and flexible packages in line with needs to facilitate recruitment and early research success

Implementation:

- i. Who: Dean and A/Dean
- ii. When: Within one year
- iii. Resources: \$250,000 per year
- iv. Priority: A³

1.2 Junior faculty mentorship, counseling and support for research and life skills

Implementation:

- i. Who: ORD
- ii. When: Within one year
- iii. Resources: Minimal, forms part of UPEI Research Plan
- iv. Priority: A

³ A=very important; B=important; C=desirable, but can be worked on as time and resources allow

1.3 Protect research time for faculty and staff (vs. service and/or teaching); match teaching & service assignments with the nature of the positions (emphasis on research, teaching or service); replace teaching staff promptly

Implementation:

- i. Who: Dean, A/Dean, Chairs
- ii. When: Immediate with new vacancies / hires
- iii. Resources: Funding of new teaching/service positions \$800,000 per year
- iv. Priority: B

1.4 Enhanced professional development opportunities for senior faculty in transition, management skills for Chairs and Directors, and Administrators

Implementation:

- i. Who: Dean, A/Dean, University Administration
- ii. When: Within 3 years
- iii. Resources: Establish supplemental professional development fund: \$15,000: per year
- iv. Priority: C

1.5 Proactive plans for succession at exit and retirement; plan ahead for replacements, especially leadership positions, aggressive recruitment

Implementation:

- i. Who: Dean, A/Dean, Chairs
- ii. When: Immediate
- iii. Resources: May forgo some salary slippage
- iv. Priority: B

1.6 Professional development for staff; training / re-training opportunities; Staff Advancement to cover technical training, on a competitive basis, with emphasis on technicians working for junior faculty

Implementation:

- i. Who: Dean, A/Dean Finance
- ii. When: Within one year
- iii. Resources: Increase Staff Advancement Fund by \$5,000 per year
- iv. Priority: A

1.7 Recognize research performance; objective measures of assessment, feedback, all levels; resource allocation linked to productivity; celebrate milestone achievements of junior faculty and grad students

Implementation:

- i. Who: A/Dean, Chairs
- ii. When: Within one year
- iii. Resources: Modest, needs personnel time
- iv. Priority: A

Strategic direction 2:

- Strengthening functional relationships in support of research within AVC and beyond.

Objectives:

2.1 Encourage collaboration at all levels through modifying criteria for internal grants program

Implementation:

- i. Who: A/Dean, GS&R Committee
- ii. When: Within one year
- iii. Resources: None
- iv. Priority: C

2.2 Remove impediments to collaboration throughout campus in research and graduate programs: flexible space; approval of courses in other programs, off campus; encourage interaction

Implementation:

- i. Who: A/Dean, GS&R Committee
- ii. When: Within one year
- iii. Resources: None
- iv. Priority: B

2.3 Technical staff as contributing members to research (i.e. attending conferences, seminars – requires time to be freed up)

Implementation:

- i. Who: Research supervisors
- ii. When: Within one year
- iii. Resources: Researcher-funded and approved, and/or staff development
- iv. Priority: B

2.4 Admin. and functional issues: define role of A/Dean & GS&R Office; awareness, transparency in decision-making; accountability at all levels through reporting mechanisms

Implementation:

- i. Who: A/Dean, GS&R Committee
- ii. When: Within one year
- iii. Resources: None
- iv. Priority: B

Strategic direction 3:

- Enhancing the research training experience for graduate students and post-docs

Objective:

3.1 Improve language aptitude opportunities for foreign students, e.g. EAL for graduate students on campus

Implementation:

- i. Who: VP Academic / GSAC
- ii. When: Within three years
- iii. Resources: Should be self-funding
- iv. Priority: B

3.2 Improve financial support: stipends, travel, emergency assistance, fund for grad student support

Implementation:

- i. Who: A/Dean, Dean, Chairs,
- ii. When: Within two years
- iii. Resources: Should be self-funding
- iv. Priority: A

3.3 Increase/review frequency, types and flexibility (external) of graduate courses offered

Implementation:

- i. Who: A/Dean, Chairs,
- ii. When: Within three years
- iii. Resources: None
- iv. Priority: A

3.4 Increase teaching opportunities for graduate students, offer training in teaching

Implementation:

- i. Who: A/Dean, GSAC
- ii. When: Within one year
- iii. Resources: None
- iv. Priority: B

3.5 Integration of grad students, post-docs into AVC / UPEI**Implementation:**

- i. Who: VP Academic / GSAC / A/Dean / Chairs
- ii. When: Within three years
- iii. Resources: Minimal
- iv. Priority: B

3.6 Facilitating quality of research supervision and mentorship**Implementation:**

- i. Who: VP Academic / VP Research / GSAC / A/Dean / Chairs
- ii. When: Within three years
- iii. Resources: Minimal
- iv. Priority: B

Strategic direction 4:

- Enhancing research support services at AVC/UPEI

Objective:**4.1 More efficient use of equipment and space, encourage sharing of resources****Implementation**

- i. Who: A/Deans, Dean, Chairs
- ii. When: Within one year
- iii. Resources: Minimal
- iv. Priority: B

4.2 Provide a central ordering system, distribution system (“Bio Bar” concept)**Implementation:**

- i. Who: A/Deans, Dean
- ii. When: Within three years

- iii. Resources:
- iv. Priority: B

4.3 Revamp computer and research accounting services, interface

Implementation:

- i. Who: VP Facilities / VP Research / Accounting / Deans
- ii. When: Within three years
- iii. Resources: Substantial for UPEI
- iv. Priority: B

Recommendations from AVC Advisory Council, November 2009

Undergraduate Students:

- Greater involvement in research
- More interaction with researchers
- More active recruitment of our own graduates
- Consider a DVM-PhD combined program
- Encourage undergraduate and DVM students work in provincial labs for experience
- Find ways to get research done of practical importance
- More and better scholarships to attract DVM's to research

Emphasis:

- “One World -- One Health”
- Collaboration/networking with medical schools– e.g. Dalhousie (MPH, MAH Policy) encourage veterinary research presented at medical meetings

Better integration and interchange:

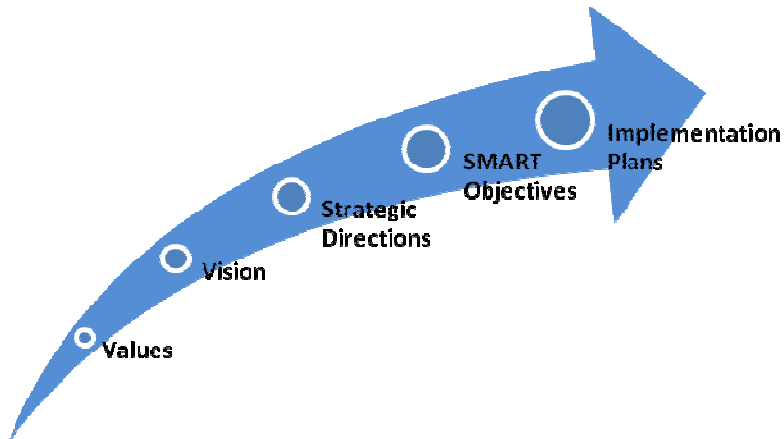
- Research – Teaching – Service
- Role of Associate Deans
- Avoid “silos” – more inter-disciplinary
- Better collaboration: reward/recognize collaboration

Better integration with:

- Agricultural industries needs
- Provincial/Regional Research needs
- Surveillance
- Priorities of Provincial Veterinarians
- Need to influence policy re: funding

Towards an Integrated Plan for Services at the AVC
AVC Service Task Force
January 2010

Planning Process:



Values:

- Excellence in client service
 - Speed, quality, communication
- Progressive/innovative culture
- Outstanding animal care
- Supportive working environment
 - Mentoring, respectful interactions, effective problem and conflict resolution
- Triple bottom line accountability: environmental, financial, social

Vision:

Be a leader in providing outstanding and innovative veterinary services by exceeding the expectations of our clients and partners.

Strategic Directions:

1. Attract and retain outstanding service-oriented personnel.
2. Deliver exceptional service quality through ongoing assessment and improvements.
3. Promote existing services and develop relevant new services or programs.

Objectives and Implementation:

Strategic direction 1:

•Attract and retain outstanding service-oriented personnel.

Objectives:

1.1 Establish a standardized Service Portfolio for use in the tenure and promotion process.

Implementation:

- i. Who: Department Chairs and faculty
- ii. When: Within one year
- iii. Resources: Minimal \$, modest personnel time
- iv. Priority: A

1.2 Establish college/university level awards for service (staff and faculty).

Implementation:

- i. Who: Ad hoc college committee
- ii. When: Within one year
- iii. Resources: < \$3000/year, modest personnel time
- iv. Priority: C

1.3 Establish parameters for permanency and advancement for contract faculty

Implementation:

- i. Who: Ad hoc committee of administration and faculty
- ii. When: Within 2 years
- iii. Resources: Minimal \$ initially, significant personnel time
- iv. Priority: B

Strategic direction 2:

•Deliver exceptional service quality through ongoing assessment and improvements.

Objectives:

2.1 Develop quality assurance systems/programs focused on key performance indicators of client service and operational effectiveness.

Implementation:

- i. Who: Directors/managers, designated staff
- ii. When: Within 1 to 3 years
- iii. Resources: Up to \$175,000/year, significant personnel time
- iv. Priority: A

2.2 Develop a professional development program for staff that encompasses scientific, client service and workplace topics.

Implementation:

- i. Who: Ad hoc committee of Directors/managers and faculty
- ii. When: Within one year
- iii. Resources: Up to \$15,000/year, moderate personnel time
- iv. Priority: B

Strategic direction 3:

- Promote existing services and develop relevant new services or programs.

Objectives:

3.1 Improve service-related websites and develop a mechanism for ongoing maintenance and upgrading.

Implementation:

- i. Who: Associate Dean, Directors, Managers, Service Chiefs in consultation with faculty and staff
- ii. When: Within one year
- iii. Resources: < \$5000/year, moderate personnel time
- iv. Priority: A

3.2 Develop marketing plans that effectively promote existing and new services.

Implementation:

- i. Who: Associate Dean, Directors, Managers, Service Chiefs in consultation with faculty and staff
- ii. When: Within 1 to 3 years
- iii. Resources: Up to \$50,000/year
- iv. Priority: A

3.3 Establish regular consultations with internal and external clients, stakeholders, partners or organizations to prospect for and develop sustainable and relevant new services or programs.

Implementation:

- i. Who: Associate Dean, Directors, Managers, Service Chiefs in consultation with faculty and staff
- ii. When: Within 1 to 3 years
- iii. Resources: < \$5000/yr, moderate personnel time
- iv. Priority: B

AVC Strategic Planning Task Force – Culture/Community June 2010

Preamble:

Phase I of the strategic planning process identified Culture/Community as a fourth pillar of the AVC's strategic planning process encompassing the themes of people, leadership & responsibility, facilities, and partnership. Upon review of the Phase I feedback from the AVC internal community it is apparent that there are two facets to Culture/Community:

- The AVC internal culture that includes communication between and among internal stakeholders and;
- The relationship of the AVC to the external community and stakeholders.

The internal culture embraces the overarching values, beliefs, assumptions, norms and internal communication style of the AVC and is inherent in the areas of teaching, research and service versus being a separate and distinct function. In turn, an interconnection between the college and its stakeholders is necessary to provide the communication link that:

- Enables public engagement to provide feedback to the AVC to ensure the college veterinary medical program delivered via the teaching, research and service initiatives meets the needs of the public, veterinary profession, scientific community, clients, employers and prospective students and;
- Enables the AVC to communicate its goals and accomplishments to its internal and external stakeholders.

Culture/Community, therefore, is intrinsic to the AVC teaching, research and service initiatives and can be pictorially depicted as follows:

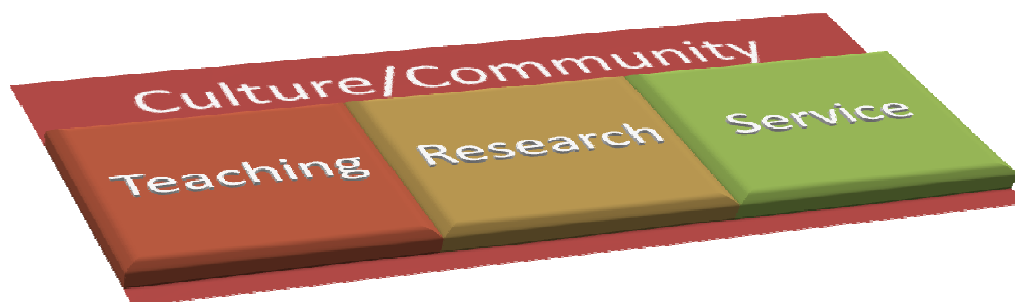


Figure 1: AVC Strategic Planning – Culture/Community

Internal Environment:

The Atlantic Veterinary College is a faculty of the University of Prince Edward Island and falls under the policy umbrella of the University and is party to the five collective agreements in place at UPEI: Faculty Association I, Faculty Association II, IBEW, CUPE 1870, and CUPE 501. In addition, the AVC relies on the provision of central services such as Human Resources, Facilities Management, Registrar's Office, Research & Development, Library, Computer Services, Accounting and Procurement Services, Advancement Services, Student Services, Security, and Integrated Promotions. As a result there are certain policies and processes for which the AVC is unable to act in isolation such as salary negotiations, the job classification process, staff evaluations, occupational health & safety, and custodial & maintenance services. When applicable the objectives identified have indicated where it is necessary to work in conjunction with the relevant department.

Previous AVC Mission Statement:

The core values of the AVC are affirmed in the Previous AVC Mission Statement:

The Atlantic Veterinary College is committed to excellence and innovation in teaching, research and service. We believe in meeting these commitments through open communication and cooperation, in an atmosphere of honesty, accountability, and mutual respect.

We exist to benefit animals, the veterinary profession, and the public. Recognizing our resources and regional commitments, we aspire to provide the highest caliber of veterinary education, research and service and to contribute to the social and economic well-being of the Atlantic Provinces.

We aim to excel at home and abroad in fields for which we are uniquely qualified.

Strategic Directions:

Consistent with the AVC mission statement the following are the strategic directions for Culture/Community:

1. Develop organizational culture embodying leadership that promotes a supportive respectful workplace culture for the enhancement of employee engagement, well-being, productivity and innovation.
2. Provide the physical infrastructure and environment that supports academic excellence, scholarly activity, quality service, productive collegial interaction, and occupational health & safety.

3. Develop and implement communication strategy that enhances communications within the AVC internal community.
4. Develop and implement external communication strategy to:
 - 4.1 Increase public awareness and engagement with government, industry, veterinary profession, scientific community, alumni, clients and prospective students;
 - 4.2 Promote the value of the Atlantic Veterinary College provincially, regionally, nationally and internationally;
 - 4.3 Increase the visibility of the AVC and to recognize the AVC accomplishments and their impact on society;
 - 4.4 Promote value, success, and versatility of graduates from the AVC Veterinary and graduate programs;
 - 4.5 Develop a network of supporters in positions of leadership in all sectors that influence government, industry, and private support of the AVC and;
 - 4.6 Seek input from external stakeholders to ensure the college veterinary medical program meets the needs of the public, veterinary profession, scientific community, clients, employers and prospective students.

Objectives and Implementation:

Strategic direction 1:

•Develop organizational culture embodying leadership that promotes a supportive respectful workplace culture for the enhancement of employee engagement, well-being, productivity and innovation.

Objectives:

- 1.1 **In conjunction with UPEI Human Resources and the Healthy Campus Advisory Committee conduct a Workplace Engagement Survey to provide:**
 - **the AVC with metrics that measure key employee issues related to the achievement of strategic goals, chairs, directors and managers with feedback on key people issues within their team/units so that action can be taken.**

Implementation:

- i. Who: AVC Dean's Office in conjunction with UPEI Human Resources and Healthy Campus Advisory Committee to engage an external consultant to conduct the survey.
- ii. When: Within one year
- iii. Resources: To be determined
- iv. Priority: A

1.2 In conjunction with UPEI Human Resources and the Department of Life Long Learning provide professional development programs for existing chairs, directors, managers and supervisors as well as those interested in leadership development to cultivate skills in:

- o Effective communication,
- o Recognition and reward,
- o Conflict resolution,
- o Diversity in the workplace,
- o Respectful workplace,
- o Workload assessment

Implementation:

- i. Who: AVC and UPEI Human Resources, Dean's Council
- ii. When: Phase in over 3 years
- iii. Resources: To be determined
- iv. Priority: A

1.3 Actively support development of faculty and staff through mentorship, coaching, mutual goal setting and performance reviews.

Implementation:

- i. Who: AVC and UPEI Human Resources, Dean's Council
- ii. When: Phase in over 3 years
- iii. Resources: To be determined
- iv. Priority: A

1.4 Develop a Succession and Transition Planning Strategy including identifying the future needs for skilled professionals so the AVC is effectively poised in the market for recruitment and retention.

Implementation:

- i. Who: Committee appointed by the Dean
- ii. When: Within 2 years
- iii. Resources: Minimal \$ initially, significant personnel time
- iv. Priority: B

Strategic direction 2:

• Provide the physical infrastructure and environment that supports academic excellence, scholarly activity, quality service, productive collegial interaction, and occupational health & safety.

Objectives:

2.1 Develop program and identify funding sources to address deferred maintenance of the AVC.

Implementation:

- i. Who: AVC Standing Committee (Dean's Office/Dean's Council and Facilities Management)
- ii. When: Within 1 to 3 years
- iii. Resources: To Be Determined
- iv. Priority: B and C

2.2 Assess condition of existing equipment regularly as well as determining future needs to ensure standards are met for academic programs, basic research, service and accreditation.

Implementation:

- i. Who: AVC Accreditation Committee and Dean's Council
- ii. When: Within one year and ongoing
- iii. Resources: To Be Determined
- iv. Priority: B

2.3 In conjunction with Facilities Management develop quality assurance program to ensure that cleaning standards are consistently met and to review cleaning standards in specialized areas.

Implementation:

- i. Who: Standing Committee/Bio-Safety Officer/Dean's Office/Facilities

- ii. When: Management
- iii. Resources: Within one year and ongoing
- iv. Priority: To Be Determined

Strategic direction 3:

•Develop and implement communication strategy that enhances communications within the AVC internal community

Objective:

3.1 Develop and implement communication plan to facilitate information exchange and enhance productive collegiality.

Implementation:

- i. Who: Committee appointed by Dean’s Council/AVC Communication Officers
- ii. When: Within one 1 to 2 years
- iii. Resources: Investment of personnel resources
- iv. Priority: A

3.2 Develop orientation booklet and program for new faculty and staff.

Implementation:

- i. Who: AVC Human Resources and Dean’s Office
- ii. When: By March, 2010 (is currently in draft form)
- iii. Resources: Investment of personnel resources
- iv. Priority: A

Strategic direction 4:

•Develop and implement external communication strategy.

Objectives:

4.1 Increase public awareness and engagement with government, industry, veterinary profession, scientific community, alumni, clients and prospective students;

- 4.2 Promote the value of the Atlantic Veterinary College provincially, regionally, nationally and internationally;
- 4.3 Increase the visibility of the AVC and to recognize the AVC accomplishments and their impact on society;
- 4.4 Promote value, success, and versatility of graduates from the AVC Veterinary and graduate programs;
- 4.5 Develop a network of supporters in positions of leadership in all sectors that influence government, industry, and private support of the AVC;
- 4.6 Seek input to the AVC to ensure the college veterinary medical program delivered via the teaching, research and service initiatives meets the needs of the public, veterinary profession, scientific community, clients, employers and prospective students; and
- 4.7 Develop mechanisms to enhance AVC input into public policy.

Implementation:

- i. Who: Dean/Dean's Council/External Relations/UPEI Integrated Communications/PEI Government representation
- ii. When: Within 1 year
- iii. Resources: AVC and UPEI Personnel as well as potentially external consulting
- iv. Priority: A

Phase I Documents

AVC STRATEGIC PLAN - DRAFT DOCUMENT (February 2009)

I. TEACHING/EDUCATION/LEARNING

A. Pre-vet/admissions/recruitment (DVM) (Area)

1. *Quality of students; some students entering the first year of the DVM program are inadequately prepared in some areas (Major issue)*

- a. Areas of inadequate preparation have not been assessed (Issue)
 - 1) Gather input from first and second year DVM students as to adequacy of pre-veterinary course requirements (Strategy)
 - 2) Gather input from first and second year instructors as to adequacy of pre-veterinary course requirements (Strategy)
 - 3) Continue assessment of pre-veterinary requirements (Strategy)
 - 4) Work to develop a way to take into consideration the inconsistency of undergraduate courses offered at different colleges/universities when evaluating admission applications (Strategy)
 - 5) Increase AVC's input on regional pre-veterinary programs (Strategy)
- b. Economics/tuition fees (especially international) can conflict with recruiting top students
 - 1) Work towards more awards/scholarships for entering students.
 - 2) Re-energize international linkages (e.g., CIDA)
 - 3) (Strategy)
 - 4) (Strategy)

2. *DVM student recruitment*

- a. There is increasing competition for quality regional and international students
 - 1) Increase activity of the Marketing Committee and include student input (i.e., why did they chose AVC?)

- 2) Further explore partnerships with local, regional, national, and international colleges and universities
- 3) Explore the cost-benefit ratio of having a designated recruitment officer
- 4) Explore ways to open admittance to more Canadian students
- 5) Enhance international recruitment efforts for DVM students in locations where we have not marketed AVC in the past (e.g., Asia, Australia, New Zealand, Europe)
- 6) Develop a 'brand' for AVC

- b. The current class size is a plus for student recruitment
 - 1) Work with current students to identify specific benefits of the smaller class size
 - 2) In recruitment materials, place further emphasis on the class size and its student benefits
 - 3) (Strategy)
 - 4) (Strategy)

3. *Suggested increase in class size*

- a. Any increase in class size will have deleterious effect on the quality of entering students
 - 1) Do not increase the class size until the above related Major issues have been resolved.
 - 2) Carefully assess the recent prior experience of increasing the class size and its impact on the College's multiple missions
 - 3) (Strategy)
 - 4) (Strategy)
- b. Any increase in class size will further accentuate the difficulties in recruiting (quality) students
 - 1) Do not increase the class size until the above related major areas have been resolved
 - 2) Carefully assess the recent prior experience of increasing the class size and its impact on the College's multiple missions

- 3) (Strategy)
- 4) (Strategy)

B. Pre-clinical DVM curriculum

1. ***Professional skills (professionalism, ethics, communication, business management, self-management, leadership, teamwork skills, critical thinking, appreciation of lifelong learning, appreciation of the roles of animals in society, etc.) acquisition is an essential component of training the optimal veterinarian***
 - a. The formal teaching of/training in these skills is very limited in the current curriculum
 - 1) Analyze where and to what degree these topics are addressed in the current curriculum
 - 2) Increase the teaching of these skills
 - 3) Some aspects of training in these areas may occur, in part, in the clinical DVM curriculum
 - 4) (Strategy)
 - b. Some of these skills are now considered core clinical competencies by the Council on Education
 - 1) Analyze where and to what degree these topics are addressed in the current curriculum.
 - 2) Ensure that these skills are taught in the curriculum, adding courses/course component where needed
 - 3) (Strategy)
 - 4) (Strategy)
 - c. There is student demand for more training in several of these areas (Issue)
 - 1) Increase the teaching of these skills
 - 2) Many medical schools and medical organization have self-management/wellness programs (in part web-based) for medical schools and physicians; this is currently an unexplored niche in veterinary medicine. As such, web-based educational materials in these areas could be

developed for the veterinary profession as well as our students

- 3) (Strategy)
- 4) (Strategy)

2. ***There is very limited hands-on animal work in the first two years of the DVM curriculum***

- a. There are insufficient teaching assistants in many laboratory courses
 - 1) Increase the use of graduate students as teaching assistants in laboratories
 - 2) Consider use of senior students (when not in a clinical rotation) as paid or for-credit laboratory teaching assistants
 - 3) Hire other assistants where options 1 or 2 above is not an option
 - 4) Evaluate the way some courses are offered to determine if they can be more resource efficient without compromising teaching
- b. There are deficits in equipment and/or teaching animals for student laboratories (Issue)
 - 1) Determine the deficits and increase equipment and/or animals where needed
 - 2) Moving to a core-elective curriculum may free up some animal resources from the current (core) 3rd year to be used for other laboratories
 - 3) (Strategy)
 - 4) (Strategy)

3. ***In the first three years of the curriculum, students have little or no options for acquiring advanced skills in some areas while maintaining broad entry-level proficiencies***

- a. Identify areas where students would like advanced skill/knowledge development
 - 1) Gather input from current students

- 2) Gather input AVC alumni
 - 3) (Strategy)
 - 4) (Strategy)
- b. Develop ways to allow for more advanced skill/knowledge development
- 1) Continue to explore a core-elective curriculum
 - 2) Explore other curricular variations
 - 3) Re-energize current special interest clubs
 - 4) (Strategy)

4. ***Suggestion for an increase in class size***

- a. There are insufficient teaching assistants in some laboratories even with the current number of students
- 1) Do not consider an increase in class size until this issue has been resolved
 - 2) Carefully assess the recent prior experience of increasing the class size and its impact on the College's multiple missions
 - 3) (Strategy)
 - 4) (Strategy)
- b. There are deficits in equipment and/or animals for some laboratories even with the current number of students
- 1) Do not consider an increase in class size until this issue has been resolved
 - 2) Carefully assess the recent prior experience of increasing the class size and its impact on the College's multiple missions
 - 3) (Strategy)
 - 4) (Strategy)
- c. There is both insufficient lecture and laboratory space for any increase in class size; relatively recent laboratory renovations only allowed us to accommodate the previous increase (from 48 to 60 students) in class size

- 1) Do not consider an increase in class size unless further renovations and/or building growth have been done to accommodate the increase
 - 2) Carefully assess the recent prior experience of increasing the class size and its impact on the College's multiple missions
 - 3) (Strategy)
 - 4) (Strategy)
- d. There are insufficient faculty to handle an increase in class size for some laboratories (e.g., surgery laboratories)
- 1) Do not increase class size unless the number of faculty has been increased in proportion to the increase number of students
 - 2) Carefully assess the recent prior experience of increasing the class size and its impact on the College's multiple missions
 - 3) (Strategy)
 - 4) (Strategy)
- e. The current class size facilitates the provision of a high quality veterinary education through increased faculty-student interactions and more hands-on experiences.
- 1) Do not increase the class size unless the number of faculty has been increased in proportion to the increase in the number of students (at a minimum)
 - 2) Carefully assess the recent prior experience of increasing the class size and its impact on the College's multiple missions
 - 3) (Strategy)
 - 4) (Strategy)
- f. In lieu of an increase in the DVM class size, development of new and/or combined programs may address some of the College's expansion goals
- 1) Consider offering some combined programs (e.g., DVM/MSc, DVM/PhD)

- 2) Explore a partnership with UPEI's science departments to offer a BSc in Biomedical Science as this is a growing field, we have expertise here, and it would have less intensive resource needs
 - 3) (Strategy)
 - 4) (Strategy)
5. *Some issues affecting the clinical DVM curriculum also impact the preclinical curriculum; also see 'Clinical DVM Curriculum' below.*

C. Clinical DVM curriculum

1. *There is student demand for an increase in the number and type of specialty rotations*
 - a. There is an opportunity to further build the CA referral caseload and thus increase the caseload available for clinical teaching
 - 1) Consider adding faculty in select subspecialties (e.g., critical care, others); in doing so the current specialties should not be weakened
 - 2) Keep the current specialties strong, and consider strengthening these further via increases in equipment, faculty, and house officers (i.e., interns, residents)
 - 3) Consider developing a (CA) physiotherapy service
 - 4) Increase involvement with the Humane Society through possible development of a Shelter Medicine program
 - 5) For areas in which we are unable to have specialists/subspecialists, consider developing partnerships with other referral centers (especially as one or more develop in the Maritimes) and/or create a regular schedule of locum faculty for to provide clinical teaching in those specialties/subspecialties
 - b. There is an opportunity to further develop the Community Practice service
 - 1) Consider further development of CA dentistry service
 - 2) Consider expanded provision of house calls

- 3) Increase the service's (including students) community involvement
 - 4) (Strategy)
- c. A rapidly rising challenge is increasing competition for clinical cases (for clinical teaching) as a result of private referral practices developing in the Atlantic provinces
- 1) The VTH must be competitive (or superior) in terms of the services offered
 - 2) The VTH must be competitive (or superior) in terms of available diagnostic equipment
 - 3) (Strategy)
 - 4) (Strategy)
- d. To take advantage of the above opportunities and meet the above challenge will require increased faculty and staff numbers, and increased/improved equipment
- 1) See I. C. 4. below
 - 2) See I. C. 3. below
- e. Some demand may be met through an Increase in other 'specialty' rotations
- 1) Consider expanding the lab animal medicine rotation(s)
 - 2) Consider offering a rotation in advanced pharmacology/toxicology. (Could instead be offered as an elective in 3rd year if a core-elective curriculum is developed for that year.)
 - 3) Consider offering a 3-week research rotation through Biomedical Sciences
 - 4) Consider more international rotations (internal and external) according to the wants and needs of students. Possible funding avenues could include VWB, pharmaceutical companies, CIDA, etc.

2. ***A rapidly decreasing LA caseload has significant effects on clinical teaching***

- a. New internal strategies are needed to increase LA exposure/caseload
 - 1) Continue to develop new technologies which will help bring in more clients and retain those we have
 - 2) Better manage the practice aspects of the large animal hospital
 - 3) Support LAH equipment and resource needs, which will increase the referral caseload
 - 4) (Strategy)

- b. Expand current Canadian linkages and develop new ones
 - 1) Seek out additional collaborations for senior rotations such as the St. Hyacinthe rotation
 - 2) Explore options for collaboration/formal relationships with large animal practices in the region to augment food animal training
 - 3) Develop formal relationships with state/provincially-owned institutions (e.g., Westmoreland Institute in NB) to expand training opportunities for students
 - 4) (Strategy)

- c. Expand international opportunities for students
 - 1) Develop new linkages
 - 2) Explore funding options for these educational experiences
 - 3) (Strategy)
 - 4) (Strategy)

- 3. ***Bring VTH equipment up to standards for a major regional referral hospital***
 - a. The Veterinary Teaching Hospital's current equipment does not meet its role as a major regional referral
 - 1) Purchase an on-site CT scanner +/- MRI
 - 2) Purchase laparoscopy equipment
 - 3) Update endoscopy equipment
 - 4) As a potential source for some of the required funding, pursue major donors, AIF funding (promote the VTH as a "center of excellence"), etc.

- b. Increased equipment is needed for optimal training of veterinary students (and interns and residents)
 - 1) See I. C. 3. a. above
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)

- c. Optimal hospital equipment is essential if we are to remain competitive with developing private referral practices in the Maritimes
 - 1) See I. C. 3. a. above
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)

4. ***Personnel***

- a. Recruitment of clinical specialists is increasingly difficult due to increasing opportunities in private referral practice
 - 1) Resolve the inequity in service/clinical teaching loads (currently 33% in two departments versus 50% in another) across clinical departments
 - 2) Have a well-equipped hospital which allows people to provide high-quality clinical teaching and veterinary care
 - 3) Allow flexibility in the allocation of job responsibilities (i.e., teaching vs. service vs. research)
 - 4) (Strategy)

- b. Retention of clinical specialists
 - 1) Resolve the inequity in service/clinical teaching loads (currently approximately 33% in two departments versus 50% in another) across clinical departments
 - 2) Add faculty in areas which are new or significantly expanded
 - 3) Have a well-equipped hospital which allows people to provide high-quality clinical teaching and veterinary care

- 4) Allow flexibility in the allocation of job responsibilities (i.e., teaching vs. service vs. research)
- c. Insufficient staff are available in some areas
- 1) Increase staff in understaffed areas
 - 2) Add staff where new areas are added or in areas which are significantly expanded
 - 3) (Strategy)
 - 4) (Strategy)

5. *Suggested increase in class size*

- a. In some areas, the current caseload is insufficient even for the current class size
- 1) See I. C. 2. above
 - 2) Do not increase the class size until the above major issues have been resolved
 - 3) Carefully assess the recent prior experience of increasing the class size and its impact on the College's multiple missions
 - 4) (Strategy)
- b. In some areas, the available caseload is inadequate for any significant increase in class size
- 1) Do not increase the class size until the above major issues have been resolved
 - 2) Carefully assess the recent prior experience of increasing the class size and its impact on the College's multiple missions
 - 3) Develop specific strategies to increase caseload in all affected areas prior to any increase in class size
 - 4) (Strategy)
- c. In some areas, the available clinical seats are already at their maximum for the number of available faculty; as such, rotations cannot be added
- 1) Do not increase the class size until the above major issues have been resolved

- 2) Carefully assess the recent prior experience of increasing the class size and its impact on the College's multiple missions
- 3) Ensure that sufficient faculty are in place in all affected areas prior to any increase in class size
- 4) (Strategy)

6. ***Clinical teaching must not be usurped by service demands***

- a. The VTH is first and foremost a teaching institution; its role as a business is secondary
 - 1) Realize and accept that there is a cost associated with quality clinical teaching
 - 2) Ensure that any strategies employed to increase VTH revenue are not detrimental to the teaching function of the hospital
 - 3) (Strategy)
 - 4) (Strategy)
- b. Many items in the area of "Service" may have implications for the teaching/educational experience of 4th year students and must be considered in light of their positive or negative impact on teaching

D. **Curricular review/curricular revisions**

1. ***AVC must at least meet, and ideally exceed, accreditation standards***

- a. To best meet these standards, there should be ongoing evaluation of our ability to meet these standards
 - 1) Consider the formation of a standing accreditation committee
 - 2) Continue current curricular assessments
 - 3) (Strategy)
 - 4) (Strategy)
- b. Numerous other items in the Strategic Plan also impact accreditation

- 1) Consider the formation of a standing accreditation committee
- 2) Continue current curricular assessments
- 3) (Strategy)
- 4) (Strategy)

2. ***There are new accreditation requirements for assessment of clinical competency***

- a. The current curriculum must be analyzed to determine where and if these competencies are taught
 - 1) Define the specific competencies
 - 2) Develop a curriculum map related to these competencies
 - 3) (Strategy)
 - 4) (Strategy)
- b. Assessment criteria and methods must be developed for these clinical competencies
 - 1) Potential development of 'check-off' procedure lists to ensure that each student has experienced/done/completed specific areas of their training
 - 2) Potential development of OSCEs
 - 3) Potential use of clinical portfolios
 - 4) (Strategy)
- c. Development and administration of these new assessments will require additional human and perhaps other financial, resources
 - 1) Some needs may be met through partial reassignment of current job responsibilities of interested faculty
 - 2) Additional individuals may need to be hired
 - 3) (Strategy)
 - 4) (Strategy)

3. ***Increase the opportunities for DVM students to acquire advanced skills in some areas while still maintaining broad entry-level proficiencies***

- a. There is little to no opportunity for students to acquire advanced skills in some areas during their first 3 years in the DVM program

- 1) Continue to explore the possibility of a core-elective curriculum (or other curricular variation)
 - 2) In developing any plans for increasing student opportunities for advance training in some areas, we must at the same time ensure that we do not narrow their breadth of training too much
 - 3) Also see I. B. 3.
 - 4) (Strategy)
- b. Students in the 4th year of the curriculum currently must take an external rotation in order to obtain more advanced training/experience in some specialties/subspecialties if that experience is not available at AVC
- 1) Increase the number and type of specialty/ subspecialty clinical rotations available at AVC
 - 2) Also see I. C.
- c. (Issue)
- d. (Issue)
4. ***Ongoing outcomes assessment (to include both accreditation-related and non-accreditation related)***
- a. Changes in public demand for veterinarians could help direct either the undergraduate curriculum and/or lead to the development of novel graduate program. (Issue)
- 1) Consider market analysis to determine the demand for veterinarians in various sectors
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)
- b. Currently we rely on NAVLE results as a metric of comprehensive veterinary knowledge. Is this enough?

- 1) Consider additional assessments (e.g., comprehensive yearly exams, comprehensive exam at the end of year 3, others)
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)
5. ***There is an ongoing challenge to meet expanding teaching/learning needs within the limited time available***
- a. Ongoing curricular review can provide a means of focusing on what is essential
 - 1) Explore increased integration between departments as a way to avoid duplication
 - 2) Continue to work to determine what is essential/core
 - 3) (Strategy)
 - 4) (Strategy)
 - b. Consider increased use of technologies, which facilitate teaching/increased student learning
 - 1) Provide more seminars within AVC to inform faculty about available technologies
 - 2) See I.F.1.c.
 - 4) (Strategy)

E. **Graduate programs**

1. ***Recruitment: Increase the number and quality of incoming graduate students***
 - a. Increased funding would facilitate an increase in graduate students
 - 1) Develop more hard funding for graduate students
 - 2) Develop a 'top up' fund that could be accessed when only partial funding has been obtained
 - 3) Explore potential sources of funding to at least partially offset the increased cost of international student fees
 - 4) (Strategy)

- b. Improve marketing of graduate programs
 - 1) Modernize the web page and make it user-friendly
 - 2) Increase international marketing efforts
 - 3) Heighten local awareness of graduate program opportunities at AVC (e.g., province-wide promotion of GS&R Days, encourage smaller conferences focused on a specific area, provide opportunities for graduate work to be highlighted periodically throughout the year, promote graduate programs to veterinary students, etc.)
 - 4) Consider creation of a part-time position focused on marketing/recruitment

- c. Increase the type of opportunities available
 - 1) Have an English school on campus that could be attended by EAL students prior to beginning graduate work as some potential students do not have this available in their home countries
 - 2) Consider development of new and/or combined programs (e.g., cross-faculty programs, DVM/MS program, DVM/PhD program, MPH, etc.)
 - 3) (Strategy)
 - 4) (Strategy)

2. ***Improve the early and ongoing integration of graduate students into the AVC, UPEI, and larger community***

- a. Improve the early and ongoing integration into AVC and UPEI
 - 1) Develop a more formal, AVC-wide orientation program; this would also facilitate interaction between the incoming students
 - 2) Provide a concise list of “Contact _____ if you have a question/problem with _____” for incoming students
 - 3) Develop a concise master checklist/time line for each of the various graduate programs (i.e., MSc, MVSc, PhD)
 - 4) Provide a once-per-semester newsletter to update graduate students on changes/business that may affect their course requirements/program

- 5) Solicit graduate student input for departmental decisions affecting the graduate students
 - 6) Examine levels of baseline stipend support
- b. Improve the early and ongoing integration into the larger community
- 1) Provide a list of relevant community resources
 - 2) Give names of new graduate students to Welcome Wagon
 - 3) (Strategy)
 - 4) (Strategy)

3. *Graduate Training - Courses*

- a. There are insufficient numbers and/or types of graduate courses for some areas
- 1) Consider formal partnerships with institutions offering some of the needed courses
 - 2) Seek out and/or develop telecourses in conjunction with faculty at other institutions
 - 3) Consider increasing the allowable number of Directed Studies courses to two.
 - 4) Assess graduate course offering in light of graduate student areas of study
 - 5) Explore more interdepartmental courses
- b. Some graduate courses are not offered on a consistent basis. This makes it difficult for the student to develop their program and sometimes results in a less-than-optimal course choice because a planned-on course is not going to be offered
- 1) Require course coordinators to designate when a course will be offered (e.g., Fall or Winter; annually, every other year, or every third year)
 - 2) In courses where faculty are hesitant to regularly offer a course because of possible lower-than-desired student numbers, carefully evaluate the course to see if there may be significant overlap with another course such that the two could be combined to aid in increasing student numbers
 - 3) (Strategy)

4) (Strategy)

- c. There should be ongoing assessment of the graduate programs
- 1) Assess current graduate program course requirements
 - 2) Continue assessment of mandatory courses
 - 3) (Strategy)
 - 4) (Strategy)

4. ***Training - Research***

- a. Despite the student's best efforts, some projects require longer than the "average time" allotted for each degree program
- 1) Reassess the prescribe "average time" for each program type
 - 2) Have a fund that can help with a student's extended personal expenses if a program goes beyond that which is originally funded
 - 3) (Strategy)
 - 4) (Strategy)
- b. Increase access to some equipment
- 1) Develop a more defined relationship between departments/service centers to decrease potential duplication of equipment and to increase students' knowledge of relevant methodologies
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)

5. ***Career preparation***

- a. Most graduate students get little or no teaching experience
- 1) Increase the teaching opportunities for graduate students
 - 2) Offer seminars on teaching-related topics and/or invite graduate students to seminars developed for faculty
 - 3) (Strategy)
 - 4) (Strategy)

- b. Most graduate students have little or no experience with or training in other career skills
 - 1) Provide seminars or workshops on CV development and interviewing skills
 - 2) Increase student awareness of career opportunities through regular emails and/or provision of useful website addresses
 - 3) (Strategy)
 - 4) (Strategy)

F. Professional development related to teaching

1. *Professional development for us*

- a. Many new faculty members have limited or no training in teaching
 - 1) Encourage mentorship by experienced faculty
 - 2). Encourage/support utilization of educational training programs already available at UPEI
 - 3). Encourage faculty who have previously taught a subject to provide their lecture notes as a resource for the new faculty member
 - 4) (Strategy)
- b. Many current faculty members have limited or no formal training in teaching
 - 1) Offer seminars and workshops at AVC related to (veterinary) medical education
 - 2). Support faculty efforts to improve their teaching skills, to develop new courses, and/or to develop new teaching methodologies
 - 3) (Strategy)
 - 4) (Strategy)
- c. Technology can facilitate the delivery of some courses
 - 1) Increase IT support for teaching so that faculty do not have to learn the technology if they wish to incorporate new programs into their teaching
 - 2) Update the computers in the lecture halls (i.e., increase the speed and memory)

3) (Strategy)

4) (Strategy)

2. ***Professional development for others***

a. Continuing education is required for veterinarians

1) Develop “marketable” courses in our areas of strength

2) (Strategy)

3) (Strategy)

4) (Strategy)

b. Continuing education is desired by individuals in related areas

1) Develop “marketable” courses in our areas of strength

2) (Strategy)

3) (Strategy)

4) (Strategy)

II. RESEARCH

A. Support for people doing research at all stages

1. ***The functional relationships within the AVC research community need to be strengthened***

a. Focus on all relationships within community, including administration, faculty, postdoctoral fellow, graduate students, research technicians and support staff, students in the DVM and campus undergraduate programs

1) Encourage involvement by all research team members (e.g. involve technicians in seminars)

2) Encourage culture of cooperation and healthy competition

3) Increase cross-departmental activities (e.g. seminars)

4) (Strategy)

b. Define better the role of the Research Chairs

1) Develop clear lines of reporting and responsibility

- 2) Review documents related to tenure and promotion process for research chairs
 - 3) (Strategy)
 - 4) (Strategy)
- c. Develop better administrative systems to encourage personnel development
- 1) Improve performance assessment, productivity measurement and feedback at all levels
 - 2) Provide rewards for achievement, for example publication
 - 3) Encourage accountability of all levels through reporting mechanisms
 - 4) Develop formalized research portfolios

2. ***Support for faculty needs to be strengthened***

- a. Strengthen support of senior faculty
- 1) Retention strategies to maintain a high level of satisfaction need to be developed
 - 2) Leadership training opportunities to develop senior researchers, program managers and administrators should be addressed
 - 3) Proactive plans for succession at exit and retirement should be developed (Chairs and the Dean need to project faculty changeover)
 - 4) (Strategy)
- b. Strengthen support of junior faculty
- 1) Develop aggressive recruitment programs with competitive startup incentives
 - 2) Have a senior faculty member assigned as mentor with expectation to provide some support to junior colleague
 - 3) Support career planning for faculty members
 - 4) Protect research time (versus service and teaching load) for junior faculty
- c. Encourage collaboration at the Departmental, Interdisciplinary, College, Campus, Regional and International level

- 1) Make research centers more inclusive, interdepartmental and interdisciplinary
- 2) Encourage cross appointments between departments
- 3) (Strategy)
- 4) (Strategy)

3. ***Enhance the research experience for graduate students and postdoctoral fellows***

- a. Enhance recruitment programs
 - 1) GSR office to be more proactive in recruitment
 - 2) Open days to explore graduate training opportunities (across campus, across region)
 - 3) Improve the GSR web presence including “news” section on recent publications, awards, presentations
 - 4) (Strategy)
- b. Improve financial support (stipends and travel)
 - 1) Have departmental matching of student travel funds in all departments
 - 2) Conduct a review of stipend levels
 - 3) (Strategy)
 - 4) (Strategy)
- c. Improve language aptitude opportunities for foreign students
 - 1) Collaborate with Education and Student Services for English training
 - 2) Consider pre-admission programs in English prior to entry into graduate school
 - 3) (Strategy)
 - 4) (Strategy)
- d. Increase external training opportunities where AVC lacks capacity
 - 1) Encourage supervisors to collaborate with other Universities for training opportunities
 - 2) Develop joint teaching programs with other centers
 - 3) Promote industrial partnership programs (e.g., IRAP/NSERC)

- 4) GSR to do more to communicate collaboration opportunities and to streamline acceptance of alternative courses for credit (directed studies credits)
- e. Have venues for seminars for post-docs within UPEI
 - 1) Encourage post-doc participation in GSR days
 - 2) Develop other venues
 - 3) (Strategy)
 - 4) (Strategy)
- f. Explore new initiatives that build on strengths
 - 1) Expansion of MVSc programs
 - 2) Development of an MPH program
 - 3) (Strategy)
 - 4) (Strategy)
- 4. ***Engage students in the DVM and campus undergraduate program in research***
 - a. Address financial barriers to student participation
 - 1) Address NSERC summer studentship issues that discriminate against DVM program students
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)
 - b. Address cultural barriers to student participation
 - 1) Develop final year DVM rotations related to research exploration
 - 2) Enhance the summer student research experience program
 - 3) (Strategy)
 - 4) (Strategy)

B. Foster balanced research identity and culture at AVC

1. ***Recognize the integral role of research in the AVC program***

- a. Enhance research integration into the DVM program curriculum

- 1) Develop a 4th-year DVM research rotation
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)
- b. Translate research into services through the AVC service centers
- 1) Improve integration of Diagnostics with centers
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)
- c. Develop graduate student and DVM student opportunities
- 1) Integrate graduate students into teaching (didactic and laboratory)
 - 2) Integrate DVM students into research (e.g., enhanced summer leadership program)
 - 3) (Strategy)
 - 4) (Strategy)

2. ***Support diversity in approaches to research***

- a. Support discovery research with long timelines
- 1) Develop provincial and regional resources for basic research funding
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)
- b. Augment applied research driven by societal good, food/other industry needs
- 1) (Strategy)
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)
- c. Recognize the contribution of topical or emergency research/service provision
- 1) (Strategy)

- 2) (Strategy)
- 3) (Strategy)
- 4) (Strategy)

3. ***Focus on the uniqueness and strengths of AVC***

- a. Identify and support strengths relative to the UPEI campus, within PEI or the Region, across Canada and Internationally
 - 1) Develop a strategy for Aquatics
 - 2) Develop a strategy for epidemiology, food integrity and agricultural production systems
 - 3) Develop a strategy for BioScience
 - 4) Develop a strategy for Animal Welfare

C. **Spread the word about AVC research productivity**

1. ***Enhance the AVC research image***

- a. Focus activities on both internal and external clients
 - 1) For external, have a ‘research open house’ for the community (potentially in conjunction with the larger “AVC open house”)
 - 2) For internal, develop regular forums, coffee shops, or other informal gatherings to exchange ideas, potentially hosted between Departments and Centres. (e.g., Café Cortex (Denmark neuroscience institute), OVC learning centre)
 - 3) (Strategy)
 - 4) (Strategy)
- b. Highlight pathways to a research career to the UPEI campus (and wider) community
 - 1) Open days to explore graduate training opportunities (across campus, across region)
 - 2) Improve GSR web presence including “news” section on recent publications, awards, presentations
 - 3) Develop 4th-year DVM rotations related to research exploration
 - 4) Enhance the summer student research experience program

2. ***Support travel to meetings to present research results***

- a. Increase graduate student opportunities to travel and present research results
 - 1) Have departmental matching of student travel funds in all departments
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)
- b. Provide investigator support for dissemination of results
 - 1) Financial support to publish
 - 2) Rewards for improving publication record
 - 3) Improve faculty travel support, when presenting research results
 - 4) (Strategy)

3. ***Develop a plan to market our research capacity***

- a. Focus marketing efforts of on key areas of current strength and opportunity
 - 1) Market aquatics research capabilities (Lobster, finfish shellfish)
 - 2) Market epidemiology, food integrity and agricultural production systems research capabilities (CVER, MQM)
 - 3) Market bioscience research capabilities (ACCBR, ACBV)
 - 4) Market animal welfare research capabilities (AWC)
 - 5) Market developing programs with identified strong research potential
- b. (Issue)

4. ***Enhance campus seminars to increase information dissemination***

- a. Develop appropriate and dedicated seminar space for the College
 - 1) Renovate the Faculty Lounge as a proper seminar venue (sound, air quality, dais for presenter)
 - 2) (Strategy)

- 3) (Strategy)
- 4) (Strategy)
- b. Conduct an assessment of AVC seminar programs (GSR, departmental, College)
 - 1) Revamp GSR days to showcase research for the wider community
 - 2) Develop graduate students' capacity to convey science to a lay audience
 - 3) Use departmental seminars to focus on peer scientific evaluation
 - 4) (Strategy)

D. **Managing Research Resources**

1. ***Improve research coordination within the AVC community***

- a. Define the role of the Associate Dean and GSR office
 - 1) Convene a forum to re-define role of GSR office
 - 2) Consider having the AD GSR office play a greater coordinating role in prospect analysis, particularly related to financial opportunity
 - 3) (Strategy)
 - 4) (Strategy)
- b. Administration must manage equipment resources more efficiently
 - 1) Coordinate Service and Research resources
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)
- c. Improve coordination of research space, technical resources, and faculty time commitments
 - 1) Enhance the role of graduate students in programs
 - 2) Improve the research space allocation process
 - 3) Develop a system of technical resource coordination
 - 4) Improve the utilization of shared resources (e.g. ACCBR)

2. ***Fix those support services which are a serious obstacle to productivity***

- a. Enhance computer services capacity and responsiveness
 - 1) (Strategy)
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)

- b. Revamp the system of research accounting to streamline the process
 - 1) Demand accountability for resources provided to the UPEI business office
 - 2) Where feasible (e.g., centers with dedicated resources), decentralize some accounting functions
 - 3) (Strategy)
 - 4) (Strategy)

- c. Consider a central ordering system to reduce costs and increase efficiency
 - 1) Define the role of ACCBR as a central AVC resource
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)

- 3. ***Preserve and enhance the senior administrative role in external resource recruitment***
 - a. Recognize that administration must play a key role in building relationships with funding partners
 - 1) Lobby and develop contacts with provincial and regional government funding sources
 - 2) Network with industry partners
 - 3) Understand and facilitate relationships with granting agencies
 - 4) (Strategy)

III. SERVICE (Animal Resources, Diagnostic Services, Teaching Hospital, Farm Services)

A. People – Serving and Served

1. *Service providers*

- a. Provide institutional support and recognition of service activities
 - 1) Ensure support for faculty and staff whose primary role is service delivery; a lack of support affects morale
 - 2) Acknowledge that there is pressure on clinical faculty to conduct high-quality service, teaching and research simultaneously in order to advance in rank
 - 3) Consider developing separate faculty and staff career ladders focused on different roles (e.g., academic, research, service)
 - 4) Implement a mechanism to award excellence in service and leadership
 - 5) Establish service objectives through a mission statement for each service unit
- b. Provide adequate qualified human resources to meet service work load requirements
 - 1) Evaluate the workload relative to the number of qualified staff providing specific services
 - 2) Review the number of qualified service staff positions and remuneration within the context of the AVC business plan
 - 3) (Strategy)
 - 4) (Strategy)

2. *Customers*

- a. Critical communication/transparency between service providers and customers re: service availability, costs, and timelines
 - 1) Make available a detailed list of services to customers, detailing services and costs. List should be clear as to what is included and what is excluded.

- 2) Develop service packages to further promote service in quality and quantity
- 3) Establish channels for regular updates on ongoing projects (e.g., service unit websites)
- 4) Develop a customer service relationship training course
- 5) Establish an oversight Committee (Users Committee)

b. (Issue)

B. **Services offered - current and in development**

1. ***Sustainability***

- a. Accreditation is critical to Service Provider quality, profile and leadership
 - 1) Establish a working group for each service unit to plan the nature and components for accreditation (e.g., including but not limited to ISO, GLP, AAALAC)
 - 2) Examine the feasibility for AVC to hire a full-time quality assurance officer to serve across all service units
 - 3) (Strategy)
 - 4) (Strategy)
- b. Each service unit must operate as a business with a balanced cash flow
 - 1) Develop a business plan for each service unit
 - 2) Review service charge rates based upon a detailed cost analysis
 - 3) Explore alternative sources of funding for services in support of academia
 - 4) Expand the external users base for greater financial stability
 - 5) Explore the possibility of a liaison with the UPEI School of Business. This may be of mutual benefit

2. ***Development and growth***

- a. Grow and develop service areas to meet and exceed current standards
 - 1) Provide global delivery of “high-end” services
 - 2) Analyze new service opportunities, including increased collaboration between services, and the feasibility of a hiring a ‘development coordinator/planner’
 - 3) Determine unique ‘niche opportunities’ particular to AVC
 - 4) Develop new technologies to expand the service profile and clientele base
 - 5) Investigate opportunities for applied research, which translates into success in funding from non-traditional sources (e.g., AIF)
 - 6) Analyze work processes with a view to maximize the range of flexibility in services offered

- b. Assurance of service quality
 - 1) Develop a mechanism for customer feedback and evaluation
 - 2) Consider independent evaluation by external consultants
 - 3) (Strategy)
 - 4) (Strategy)

- c. Assurance of competitive relevancy
 - 1) Develop a business plan for each service unit and AVC as a whole
 - 2) Understand global market positioning with respect to services offered (packages and costs) and qualified staff
 - 3) Hire and retain staff with appropriate qualifications
 - 4) Review staff qualification and remuneration levels
 - 5) Implement a plan of Continuing Education for service staff

C. Administration – implementing the mission

1. *Facilities and Equipment*

- a. Up-to-date facilities and equipment are fundamental to quality service

- 1) Review current budget allocation for equipment acquisition and depreciation
 - 2) Establish a plan for equipment acquisition and replacement
 - 3) Have targeted donations for equipment
 - 4) Incorporate equipment replacement in the fee structure
- b. Maximum adaptation of current facilities is fundamental to effective and efficient service
- 1) Re-examine utilization of currently available facilities for new areas of service needs
 - 2) Expand the number of workspaces within facilities for technical work
 - 3) (Strategy)
 - 4) (Strategy)
- c. Unified state-of-the-art data acquisition, storage, retrieval and communication is needed
- 1) Invest in a computerized data processing system which communicates across all AVC services (clinical, diagnostic, pathology, research animals). The data system must be validated and highly automated in switching between samples for acquisition, archival and retrieval of data. This will unify the data across services.
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)

2. *Leadership and accountability*

- a. Clearly understood mission and vision are fundamental to sustained service quality and development
- 1) Ensure the mission and vision statements for each service unit to ensure they are aligned with the mission and vision of AVC, reflecting the appropriate balance of service versus academia

- 2) Develop specific short- and long-term goals and strategies for each service unit to accomplish the stated mission and vision
 - 3) Promote accountability and recognition of initiative and quality of service through initiation of a performance appraisal system
 - 4) Raise the level of AVC staff and faculty professionalism in action, words and appearance
- b. Effective organizational structure and reporting lines are fundamental to service productivity
- 1) Review the current structure to ensure that the organizational structure of each service unit provides reporting lines to effectively accomplish its mission
 - 2) Implement a system to coordinate services between service units where appropriate
 - 3) Encourage and support service-focused leadership by making continuing education available
 - 4) Review services offered to avoid duplication
3. ***Communication and Marketing***
- a. Effective internal communication is essential for meeting our mission and maintaining morale
- 1) Develop an internal communication profile for each service unit
 - 2) (Strategy)
 - 3) (Strategy)
 - 4) (Strategy)
- b. Effective external communication is essential for marketing our services
- 1) Design and maintain a website for each service unit to reflect the mission statement and the scope of services offered
 - 2) Ensure service representation at professional meetings to exhibit AVC service capabilities

- 3) Consider retaining a service marketing representative, and explore other means of communication and marketing such as pamphlets, business cards, logo marked clothing, pens, etc.
 - 4) Design exhibits to show-case aquatic Veterinary Medicine, Research, and Teaching (e.g., Aquatic Animal Facility public access module (M-6), front entrance of the AVC main building, entrance to the North Annex, other)
 - 5) Continue service projects through SJDAWC (and use as an avenue to promote and market service capabilities), and service initiatives in partnership with CVMA (e.g., pain posters, cosmetic surgery posters) and other organizations
 - 6) Initiate pro-active public relations
- c. Services must be administered with the client in mind
- 1) Expand our role as service providers - offer more clinical services outside the hospital
 - 2) Make VTH services more client-friendly
 - 3) (Strategy)
 - 4) (Strategy)

IV. **CULTURE/COMMUNITY** (People, Leadership & Responsibility, Facilities, Partnership)

A. **People - AVC's greatest resource**

1. ***Wellness***

- a) Provide institutional support for activities that boost staff & faculty morale
 - 1) Implement a system to effectively determine workload levels and alleviate overload situations as quickly as possible.
 - 2) Recognize excellence in areas of service and leadership
 - 3) Increase college-wide communication on appropriate issues (e.g., Dean's updates)

- 4) Develop stratified working groups on key issues for the college
 - 5) Examine the impact on staff morale of the current classification scheme for technical staff
 - 6) Increase progress related to adopted strategic plans
- b. Staff and faculty retention
- 1) Review salary levels every five years for existing staff & faculty, relative to region and skill sets
 - 2) Provide stepping-stones of advancement for technical and administrative staff and contract faculty
 - 3) Enhance opportunities to acquire and use new skills
 - 4) Develop a formal mentorship program for staff and faculty
 - 5) Provide support for further development and implementation of a "Welcome to AVC" handbook for new hires (a similar handbook would have value to in-coming graduate students and PDF's)
- c. Student stress
- 1) Provide quiet study areas: have students involved in design of learning commons
 - 2) Consider creation of a midterm week with no lectures or labs during this period
 - 3) Increase student guidance and mentoring, especially for 4th year students
 - 4) Develop a mentoring program for graduate students
 - 5) Provide more mechanisms for early involvement of students in the teaching hospital; familiarity will reduce 4th year stress
- d. Promote leadership and creativity
- 1) Support leaders through timely backfilling
 - 2) Look to succession planning for leaders in key areas
 - 3) Improve communication and collaboration between departments
 - 4) Develop criteria through which leadership or creativity can become better recognized for tenure and promotion

- 5) Facilitate inclusion of faculty and staff & recognize the value of informal leadership
 - 6) Provide more leadership opportunities for graduate students
- e. Healthy workplace
- 1) AVC wellness centre is needed
 - 2) Continue with efforts to improve airflow & air quality
 - 3) Improve safety equipment and safety training in student labs
 - 4) Create a subgroup to rationalize the training offerings, and compulsory levels needed, for area-specific biosafety and biohazard training
 - 5) Improve access to health services & counseling

2. ***Maintain a collegial, inclusive workplace***

- a. Respect of diversity in all its forms
- 1) Develop multicultural activities & themes
 - 2) Increase awareness of (sensitivity to) workplace & academic challenges faced by those with disabilities
 - 3) Encourage respect for all roles in the workplace
 - 4) Engage staff, faculty, and graduate students in all aspects of academic endeavor - teaching (especially critical to include graduate students), service, and research (especially critical to include staff)
 - 5) Place equal value for teaching & service compared to research. Currently, research still appears to get top billing and this has disengaged faculty/staff primarily involved in teaching and service
- b. Conflict resolution
- 1) Provide focused training of managers regarding conflict resolution

- 2) Provide information and resources for everyone regarding conflict resolution
- 3) Clarify the role that service areas have in teaching and research; expectations currently vary and long-standing conflicts have developed and evolved.
- 4) Work towards developing a feeling of a collective purpose
- 5) Develop impartial strategies to deal with conflicts between graduate students and supervisors

3. *Advancement & Succession Planning (staff and faculty)*

- a. Career strategies
 - 1) Make AVC the place for everyone to build their career; have managers committed to the idea of helping their staff move forward
 - 2) Provide career mentors; provide regular staff evaluation
 - 3) Develop tenure and promotion strategies that reflect assigned activities
 - 4) Develop a rigorous AVC service & research portfolio - suitable for peer review - to augment the teaching portfolio
 - 5) Develop a mechanism to encourage and recognize staff CE training

- b. Recruitment of staff and faculty will be an ongoing challenge
 - 1) Examine the impact of the current technician classification system on recruitment
 - 2) Use “market place adjustments” to attract the best
 - 3) Develop a family-oriented recruitment strategy that considers opportunities for a spouse
 - 4) Enhance the AVC profile at every opportunity (including making the experience great for visiting professors)
 - 5) Examine the possibility of dual tenure tract lines (teaching/service, teaching/research)

- c. Staffing levels
 - 1) Avoid gaps in core areas; avoid using the ‘salary slippage approach’
 - 2) Work with UPEI HR to develop a casual list, including retirees

- 3) Streamline the process of developing job descriptions and advertising
- 4) Enhance AVC's commitment to organizational efficiency

B. Leadership and Responsibility

1. *Have pride in, and take responsibility for our actions and accomplishments*

- a. Provide institutional support for programs geared towards workplace ethics
 - 1) Develop a required introduction program for new staff, faculty etc. that clearly articulates workplace policies
 - 2) Make all visitors/locums etc. aware of the policies
 - 3) Review procedures for dealing with inappropriate behavior
 - 4) (Strategy)
- b. Translate our ethical standards into expectations for our students
 - 1) Maintain the highest standards for animal care for our teaching and research animals
 - 2) Make our workplace ethical standards visible to the students
 - 3) Make our scholarly activity an inspiring example to students
 - 4) Learn from our mistakes in a constructive manner
- c. Benchmarking against peer groups: dashboard indicators of success based on comparisons to similar sized institutions
 - 1) Develop benchmark/comparison points for progress in teaching
 - 2) Develop benchmark/comparison point for progress in research
 - 3) Develop benchmark/comparison points for progress and revenue in service areas
 - 4) Develop benchmark/comparison points for progress in administration

2. *Training of tomorrow's managers and leaders*

- a. Provide leadership training more broadly in the AVC community through:
 - 1) Programs geared towards staff with an interest in leadership
 - 2) Programs geared towards faculty with an interest in leadership
 - 3) Programs for entire AVC community to enhance working relationships & help support leaders (“walk a mile in their shoes” concept)
 - 4) Programs geared towards students to help them with future leadership roles
 - 5) Upgrade leadership training of current staff and faculty in managerial positions

- b. Provide business & management skills training more broadly in the AVC community through:
 - 1) Programs geared towards staff moving into business/managerial positions
 - 2) Programs geared towards faculty moving into business/managerial positions
 - 3) Programs for the entire AVC community to enhance working relationships & help support managers (“walk a mile in their shoes” concept)
 - 4) Programs geared towards students to help them with future business/managerial roles
 - 5) Upgrade business/management training of current staff and faculty in leadership positions

- c. Provide more opportunities to practice leadership and management skills by:
 - 1) Greater use of *ad hoc* groups to tackle AVC issues; less top-down administration
 - 2) Ensuring turnover of AVC committee chairs
 - 3) Having faculty more engaged in decision making
 - 4) Continuing to explore better consultative approaches for issues relevant to AVC missions
 - 5) Providing adequate backfilling for staff/faculty taking on significant management and/or /leadership responsibilities

- d. Strategize the development, definition, role and reporting lines of centres and working groups
 - 1) Assist, where appropriate, the expansion of “projects” into “centres” (as defined by UPEI criteria)
 - 2) Make “inclusion” a centerpiece of “centres” (i.e., they should represent the entire AVC (and UPEI) capacity)
 - 3) Develop clear reporting lines for projects and centres
 - 4) Assist in leadership and management training for key members of projects and centres
 - 5) Support leaders/managers of centres to encourage further growth and success

C. Facilities: Enhancing our Productive Environment

- 1. *AVC is an impressive regional building that should inspire the public*
 - a. Exterior presentation is critical
 - 1) Develop and execute a vision for outdoor landscaping
 - 2) Expand and clearly indicate visitor parking
 - 3) Continue with exterior (road) sign program to help direct clients
 - 4) (Strategy)
 - b. Interior presentation of entire college is a key element - tours occur daily
 - 1) Provide interior signage to direct visitors
 - 2) Provide a listing of people/offices in the front foyer
 - 3) As tours occur daily, interior maintenance must always be at its best
 - 4) Showcase our scholarly activities and other accomplishments through professional posters and displays (i.e., increase support for the display committee)
 - 5) Improve maintenance in the hospital area; this area has unique needs
 - c. Classroom appearance reflects on AVC as a whole
 - 1) Classroom daily maintenance needs substantial improvement (Consider an award to the AVC class with the best maintained classroom)
 - 2) Solicit student input for future classroom renovations

- 3) Improve the computers (slow) and audiovisual equipment (dated) equipment in classrooms
- 4) Replace chalkboards with whiteboards

2. ***Enhancing our day-to-day productivity***

- a. Students do much of their learning outside of the classroom
 - 1) Develop a dedicated study hall for students & graduate students
 - 2) Create a mini-library/reference centre within AVC for students & graduate students
 - 3) Increase the number of lunchtime lectures on special topics
 - 4) Develop more opportunities for Year 1-3 DVM students to learn from cases in the hospital (i.e., early, functional exposure to what is going on in the hospital)

- b. Efficient and appropriate use of space resources
 - 1) Avoid duplication of function (e.g., situations of research labs duplicating what is done in service labs)
 - 2) Teaching is a core function. It is critical to have more small and medium classrooms dedicated to teaching
 - 3) Maintain the “AVC-first” access to room bookings
 - 4) Develop and maintain rooms with a “specialty purpose” such as the family/grief counseling room (hospital), faculty lounge, etc.
 - 5) Avoid wet lab research space being used for office functions
 - 6) Continue to enhance graduate student carrel resources and workstations (e.g., current computers are often very out-of-date)

- c. Implement “customer service solutions” and invest in infrastructure that allows people to do their jobs better
 - 1) Consider separate accounting systems geared to areas of service function
 - 2) Information systems - implement a query model for data mining
 - 3) Electronic accounting system is problematic; increase either user training or replace
 - 4) (Strategy)

D. Partnership & Growth

1. ***Expand and focus our public relationship efforts; translate our knowledge into public policy and continuing education***
 - a. Encourage all staff and faculty to work towards fostering excellent public rapport by:
 - 1) Providing media communication training
 - 2) Providing the resources required for production and distribution of annual reports for various college groups/centres
 - 3) Increasing support for external public relations activities
 - 4) (Strategy)
 - b. Develop mechanisms to enhance AVC input into public policy by:
 - 1) Hosting appropriate public policy meetings
 - 2) Providing funding to faculty/staff to travel to policy meetings
 - 3) Developing collaborative/adjunct appointments with policy makers (groups)
 - 4) Consider hiring, or identifying from within, a staff member to coordinate communication channels with public health, veterinary, and agriculture groups
 - c. Continuing education (CE) is an important responsibility that veterinary colleges have in the advancement of veterinary medicine regionally, nationally, globally. Therefore, consider:
 - 1) Hiring, or identifying from within, a CE coordinator responsible for developing a funding base and event planning
 - 2) Supporting faculty in the development of CE programs
 - 3) Encouraging all areas of the college to contribute to CE programs

- 4) Capitalizing on IT advances to enhance our global reach

2. ***Maintain and enhance stakeholder & partnership relationships***

- a. Engage the community that we serve by:
 - 1) Expansion of advancement services (people and outputs)
 - 2) Enhancing the profile of existing “*grateful-client*” fundraising programs
 - 3) Examining the cost-benefits of a development officer dedicated solely to the AVC
 - 4) Cultivating partnerships with individuals and organizations that share our scientific, professional, educational and policy interests (e.g., co-develop a Masters of Public Health in conjunction with Dalhousie School of Medicine)
- b. Re-engage our alumni by:
 - 1) Initiating a focused project that relies on alumni helping us out
 - 2) Inspiring loyalty to AVC success
 - 3) Continue the progress on starting the relationship early with our students
 - 4) (Strategy)
 - 5) (Strategy)
 - 6) (Strategy)
- c. Cultivate partnerships by:
 - 1) Determining what strategic partnerships support AVC’s missions
 - 2) Developing partnerships in educational programs (e.g., Master of Public Health in conjunction with Dalhousie Medical School)
 - 3) Solidifying partnerships by defining functions (e.g., adjunct appointments, responsibilities, goals)
 - 4) Capitalizing on projects, groups, centres, and institutes. These should be an important avenue for developing partnerships at many levels (UPEI, regional, national, international) and the level of

partnership should help define what is a “centre” or “institute”

- 5) Considering technical training partnerships (e.g., a registered technologist program). This would help support college recruitment of trained professionals
- 6) Collaboratively providing or contributing to national and international “high end” services such as consulting, diagnostics and related training

3. ***Develop, portray and grow focus areas and centres of excellence***

- a. Define our areas of excellence & strategic focus
 - 1) Define AVC’s regional “excellence” and distinctiveness
 - 2) Define AVC’s national “excellence” and distinctiveness
 - 3) Define AVC’s international “excellence” and distinctiveness
 - 4) Define strategic focus areas that are nearing “excellence”
- b. Develop strategies to better portray our excellence
 - 1) Develop strategies to better inform our region (what to portray and how)
 - 2) Develop strategies to better inform the country (what to portray and how)
 - 3) Develop strategies to better inform the world (what to portray and how)
 - 4) (Strategy)
- c. Grow our areas of excellence
 - 1) Develop the best strategies that apply to our regional, national and international areas of excellence
 - 2) Determine what projects and groups should become recognized as centres or institutes
 - 3) Create a 5- year plan allocating resources to help project and groups become recognized as centres

- 4) Develop mechanisms to help determine the impact of centres on AVC's growth and overall core functions
- 5) Grow areas of strategic focus into "areas of excellence"
- 6) (Strategy)

4. ***Define (and market) the Brand Name: the cachet of AVC***

- a. AVC defined as a scholarly community that one is proud to be a part of
 - 1) Re-assess the mission statement
 - 2) A "brand phrase" that conveys our mission
 - 3) Develop "pride in place" for students as they become ambassadors
 - 4) Continue to emphasize scholarly achievements of students, alumni, staff, and faculty within newsletters

- b) AVC defined as being the best place to get a veterinary education
 - 1) Form an accreditation committee to keep issues at the forefront
 - 2) Enhance the website as it relates to our excellence in teaching
 - 3) Market our excellence (e.g., NAVLE results, student-teacher ratio)
 - 4) Provide the best clinical experience for students
 - 5) Highlight teaching accomplishments and recognize teaching at a level parallel to research accomplishments

- c. AVC defined as the best place for veterinary services
 - 1) Actively portray our service areas as "centres of excellence"
 - 2) Move towards ISO (or other appropriate certification such as AAVLD)
 - 3) Engage the AVC stakeholder community in critical decisions (e.g., solicit feedback on proposal for renaming the VTH)

- 4) Get the news out: publicize breaking news and discoveries!
- d. AVC defined as the best place for applied and basic research
- 1) Host conferences to emphasize key areas of AVC activity
 - 2) Provide funding agencies with optimized tours/visits
 - 3) Provide support for marketing our research skill sets
 - 4) Re-align (remove barriers) between service activities and research activities; move towards a better integrated linkage
- e. Elevate our status as a good corporate citizen on the UPEI campus
- 1) Continue to support and contribute to campus “green initiatives”
 - 2) Enhance our roles as campus leaders in areas of animal care, biosafety and biohazard programs
 - 3) Strengthen our research links with a combined AVC-UPEI-NRC-PEI BioAlliance research forum that will evolve into a conference format hosted at AVC-UPEI drawing in a broader audience. This could be linked with GS&R Days.
 - 4) Continue our commitment to work with the UPEI business office, library, medical centre, Chartwells, security, etc. to identify areas where AVC has unique needs (e.g., security in support of out-of-hours office calls to VTH)
 - 5) Re-examine facilities cost transfers; are the percentages realistic and are we getting value?

5. ***Planning for on-going growth and success***

- a. We should be ‘well over the bar’ with regards to accreditation standards

- 1) Develop a standing committee tasked with keeping accreditation standards at the forefront of AVC decision making
 - 2) Become leaders in the accreditation process and push for high standards
 - 3) (Strategy)
 - 4) (Strategy)
- b) Have on-going rigorous analysis of where opportunities exist with respect to:
- 1) International development
 - 2) Specialized services
 - 3) Creation of teaching/research institutes
 - 4) Provincial/industry chairs in areas of strategic growth and partnership
 - 5) Development and implementation of a strategy to prioritize and fund new faculty positions (from 2006 Strategic Plan)
 - 6) Perform needs assessment to address gaps in key specialties and determine where greater depth is required in current specialties and research areas (from 2006 Strategic Plan)

Some definitions of abbreviations:

IRAP/NSERC: Industrial Research Assistance Program/ Natural Sciences and Engineering Research Council

PDF: Post Doctoral Fellow

VTH: Veterinary Teaching Hospital

CIDA: Canadian International Development Agency

AIF: Atlantic Innovation Fund

OSCE: Objective Structured Clinical Exam

GSR: Graduate Studies and Research

EAL: English as an Additional Language

NAVLE: North American Veterinary Licensing Exam

AAVLD: American Association of Veterinary Laboratory Diagnosticians

ISO: International Standards Organization

GLP: Good Laboratory Practices

CVER: Centre for Veterinary Epidemiological Research

MQM: Maritime Quality Milk

ACCBR: Atlantic Centre for Comparative Biomedical Research

SJD AWC: Sir James Dunn Animal Welfare Centre

AAALAC" Association for Assessment and Accreditation of Laboratory Animal Care