

CARLSON COLLEGE OF VETERINARY MEDICINE

ACADEMIC YEAR REPORT 2017-2018

2017-2018 Highlights aligned with the Strategic Plan

1. Performance Indicators

The annual performance metrics provided by the University don't provide significant information about the Carlson College of Veterinary Medicine's accomplishments and activities during this report period as we have a very tightly controlled admissions process and our credit hours are dictated by our professional program, so they don't vary from one year to the next. We have had very little change in faculty numbers and our student success rate is very stable as outlined in the narrative below ("Teaching and Learning"). Figures for research dollars in the metrics are not current and are also discussed in the Research and Creative Work section.

2. Teaching and Learning

The Carlson College of Veterinary Medicine (CCVM) has an excellent record with respect to student success. The Class of 2018 had a 96.3% pass rate on the national board exam for veterinarians, with a national pass rate of 91%. All 2018 graduates who were seeking jobs were employed at the time of graduation. Overall attrition in the CCVM is always very low and is almost always relative (ie a student may move back one year in the program due to medical, personal or academic reasons) and over 96% of matriculated students graduate.

Overall student success is undoubtedly affected by our very selective admissions process. We generally get approximately 1,000 applications for our class that included 56 students until this past year and now includes 72 students. We have a modest recruitment effort in general, but there are two targeted programs that are intended to increase diversity and to encourage high-achieving students to apply.

- a) OSU Summer Veterinary Experience. Now in its seventh year, this program serves to introduce Oregon high school students from underserved populations to the veterinary profession and to provide experience and information about college life, costs, financial aid and other health care professions. Current veterinary students design the activities and function as close mentors to high school students. They participate in five days of hands-on experiences in clinical veterinary medicine, complete a small bench-top laboratory research project and present the results to peers, faculty, and families on the last day of the camp. They also have social events and talks on college applications and financial aid.

The program began with 8 students and has been so successful, (170 applicants this year) that we increased the number of participants to 26. In follow-up surveys of the students who participated from 2012-2016, 90% of respondents indicated they were in college or planning to

attend (the other 2 were still in high school when they responded) and 70% said they were still considering veterinary medicine as a career. Other attendees are studying psychology, business, pre-med, and agriculture.

- b) Pre-Vet Scholars program. This collaboration with the University Honors College began in 2011 as an effort to attract high-achieving students into the health professions and specifically into veterinary medicine. The program is very selective as it depends on having committed CCVM faculty who are willing to closely mentor an undergraduate student through four years. Pre-Vet Scholars participate in a variety of veterinary-related activities throughout the year and usually focus their honors thesis on veterinary-related research or topic. The Pre-Vet scholars also develop leadership skills as the group is responsible for setting common goals and policies and organization of activities. We've had 12 pre-vet scholar graduates and 75% are, or will be, students in the CCVM.

Much of the learning in the DVM program is experiential, with the entire fourth year of the program consisting of rotations through clinical areas, combined with preceptorships outside the College and elective experiences. In clinical rotations, students have case responsibilities, provide patient care, develop communication skills with owners and colleagues and become proficient in a number of procedures. The College's collaboration with the Oregon Humane Society (OHS) allows students to spend three weeks providing needed surgical and medical care for dogs and cats that belong to the OHS so they can develop and practice skills in a relatively low-stress environment. This leads to remarkable surgical confidence for our new graduates.

Students can gain global experience and perspectives from participating in the international opportunities provided by the CCVM. Each year, about 25-30 students lead a service trip to Central America where they provide medical, surgical, and public health services to underserved communities. Other students participate in formal exchanges with India and France, or in individual service in other countries.

Exposure to research is emphasized with summer research experiences funded by several different sources. We have between 35-40 professional students working on research projects that include laboratory, clinical, and international projects. Summer research students are required to participate in the College's Research Day with a poster and/or presentation, and many also present their work at national meetings.

Curricular review and revision of the professional program is ongoing. In 2017-2018 we initiated a required course in research techniques and skills for first year students. With the help of our on-site counselor, we developed an elective course called Leadership, Inclusion and Personal Development. One of our radiologists developed a course in veterinary ultrasound that is a hybrid of on-line and in-person instruction. We are in the final stages of development of a Clinical Skills course that will be required each quarter throughout the first and second years of the program. This will allow students to have even more hands-on experience starting very early in the curriculum and will focus on learning skills with close mentoring, then practicing them repeatedly until the third year, when they start being used in surgery and theriogenology labs.

Exposure to new ideas and techniques in pedagogy is provided by the College's Community of Practice (COP) which is open to all faculty. The

group has regular (generally monthly) speakers and meetings to discuss papers, software, apps, strategies, assessment, and other topics. The COP complements the 5-institution Regional Teaching Academy, which includes faculty from OSU, WSU, CSU, UC Davis, and Western University's colleges of veterinary medicine. The Regional Teaching Academy has a joint summer meeting every other year, and promotes collaboration and idea-sharing between these institutions.

3. Research and Creative Work.

We have been very fortunate with our new faculty hires in the past year. They include recruitment of Dr. Mark Ackermann, anatomic pathologist, to be director of the Oregon Veterinary Diagnostic Laboratory (OVDL). He is an internationally- known expert in infectious disease and immunology of domestic animals. In the Department of Clinical Sciences, we recruited Dr. Jeff Biskup, a small animal orthopedic surgeon from the University of Tennessee, who is bringing experience in total hip replacement for dogs, and Dr. Anna Pacheco, a large animal internist with years of experience in private practice.

The CCVM continues to be successful in research and scholarly activity with approximately \$2.94M in extramural grants and contracts for the last complete fiscal year. Signature areas of research include oncology, infectious disease, neurobiology and aging, and musculoskeletal biology. Newer funded projects are in microbiome research, morpholinos, zebrafish as an animal model and a lamb model of respiratory syncytial virus (RSV).

Support from and contracts with industry include pharmaceutical company support for RSV and mycobacterial infections. Another promising area for commercial development is in the production of camelid nanobodies for research, diagnostics and treatment. The College is a member of the National Cancer Institute's Comparative Oncology Canine Clinical Trials program and is actively involved in clinical trials for treatment of several different forms of canine cancer. Other oncology clinical trials include collaborations with LPI for cancer prevention in dogs using natural compounds such as sulforaphane.

Internal grants are awarded on a competitive basis and are designed to fund pilot projects, new faculty and house officer research, and summer research programs for professional, graduate, and undergraduate students. In the past year, internal funds have also been available for funding development of new veterinary diagnostic tests. We also have a competitive grant proposal for funding for innovation in teaching.

The CCVM, in partnership with the other Division of Health Sciences colleges, supports collaborative divisional grants. This includes an IGNITE session, which is a "speed-dating" approach to research concept sharing. Each investigator gets 3 minutes to present their research and then time is provided for investigators to get together with those who have compatible research interests. There have been many research collaborations across units that originated at an IGNITE session. This year, \$40,000 was provided by the Division and LPI to fund two of these collaborative grants.

4. Outreach and Engagement.

The impact of the CCVM on the state and beyond is focused in several important areas.

Veterinary Clinical Services: Medical, surgical, preventative health, and rehabilitation services for animals across Oregon are provided by the small animal and large animal Veterinary Teaching Hospitals (VTH).

We have the largest group of board-certified veterinarians in the state, as well as equipment such as MRI, CT scan, dynamic endoscopy, brachytherapy, nuclear scintigraphy, equine treadmill, on-site pathology and interventional radiology services that are not available elsewhere. Veterinary students and house officers (interns, residents, and clinical fellows) receive excellent hands-on training from participating in providing these services. Our students and faculty also provide the basic veterinary services for around 15,000 dogs and cats each year at the Animal Medical Learning Center at the Oregon Humane Society in Portland. Faculty provide consults for referring veterinarians around the state and in other parts of the country, who seek their expertise.

Veterinary Diagnostic Services: The OVDL plays a key role in diagnosis of animal disease in Oregon and beyond. The OVDL is a member of the federal National Animal Health Laboratory Network, and performs disease surveillance to prevent and limit animal disease outbreaks and to provide alerts for potential human disease. Rabies testing is an important job of the OVDL. The OVDL is approved by the USDA to provide support to any potential foreign animal disease outbreak that could have a serious impact on the U.S. economy. The OVDL is constantly in assay development to better meet the needs of animal disease surveillance. An example is development of a test panel for honeybee diseases.

Continuing Education and Extension: Many CCVM faculty provide continuing education to veterinarians and veterinary technicians in many different settings in addition to speaking at professional meetings in their specialty areas. We have one faculty member who has a part-time extension appointment. Dr. Chuck Estill provides talks for consumers around the state (9 last year), reviews extension publications and responds to daily phone calls and answers on-line questions to a web-site.

International Experience: Student groups engage in outreach through the Student Ambassadors who provide age-appropriate talks and activities for 4-H groups, schools, and other organizations as well as providing vet school tours and staffing booths at community events. The Shelter Medicine Club provides veterinary services to animals of homeless people in Corvallis, Salem, and Portland. Students in the first and second year classes provide all the leadership and work for Pet Day, an annual event that celebrates the human-animal bond and attracts large numbers of people to see the many booths, exhibits, performances, and learning activities that comprise Pet Day.

Students have a number of international opportunities including summer programs at veterinary schools in India and France. They can also choose preceptorships at international sites where they are supervised by a licensed veterinarian. Each year, about 25-30 veterinary students and several veterinarians travel to Central America to provide veterinary services including spaying and neutering, to small and large animals in remote areas that don't have access to such services.

5. Diversity and Inclusion.

One of the CCVM's strategic goals is to provide a supportive and inclusive work environment that incorporates social justice, equity and inclusion into the College culture. In the past year, the CCVM has stepped up its efforts in this area with the formation of the Diversity Committee comprised of faculty, staff and students. The committee is charged with developing strategies and actionable items to foster a community of diversity and inclusion for students, faculty, and staff in the CCVM. Committee activities in the last year included conducting and analyzing surveys of the experiences of people in the College, and then scheduling speakers and workshops to address the problems that were identified. The Committee is planning further activities and speakers for the coming year.

The Dean attended the two week ADVANCE training in August, 2017 and is making progress on several of her action plan items including revising all faculty position descriptions to include an FTE allocation for demonstrating a commitment to diversity and inclusion. Faculty are also required to document their efforts on the annual reviews and guidelines have been developed and distributed to all faculty to help them with this documentation. It is required that all search committees for faculty positions include a trained search advocate and the College has a goal of having all faculty and staff complete search advocate training. We haven't yet accomplished this goal, but significantly more people in the College have gone through the training. Several steps were taken to improve the clarity and transparency of the P and T process.

The incoming class of 2022 include 28% individuals from under-represented minorities which is an increase from the previous year's 24% and a great improvement over the 10-12% proportion for the previous 5 years. This likely is due to several factors, but they presumably include our recruitment efforts as well as a commitment by the Admissions Committee to increase student/profession diversity.

6. Faculty and Staff Development and Support

One of our strategic goals to provide a supportive and inclusive work environment. The strategic plan working group charged with achieving this goal initially surveyed the College to determine areas that needed improvement and to solicit suggestions by which that could be accomplished. Implementation of several of their suggestions have already been outlined in this report, including: formation of a Diversity Committee responsible for training and promotion of social justice and equity, ensuring fair and equitable hiring processes, and development of an improved on-boarding process for new faculty (on-line faculty handbook for new faculty). The working group also suggested that we increase physical interaction of the CCVM community by increasing the number of all-College social events. This was achieved by several "one time" events including the Carlson College announcement, the Magruder expansion ground-breaking ceremony and several retirement parties.

Within the units, faculty and staff development are supported by providing funds for travel to meetings and workshops. Internal grants are funded by both departments and the Dean's office. The departments provide funds for faculty to attend grant writing workshops. In the Department of Clinical Sciences, faculty success in the promotion process has increased due partly to improvements in evaluation of clinical service and dossier preparation. Work-life balance for some clinical faculty has been greatly improved by the hiring of an emergency large animal clinician who takes call in the night and weekend, thus relieving other faculty from this duty. New faculty in the Department of Biomedical Sciences are assigned one or two faculty mentors and more senior faculty are offered the chance to take mini-sabbaticals to develop

new collaborations (up to \$5,000).

In the Veterinary Teaching Hospital (VTH), faculty and staff may choose to enroll in the healthcare oriented Six Sigma Lean program for process improvement. The VTH has also worked with the Office of Human Resources to institute pay differentials for veterinary technicians that achieve specialty certification.

Small, but significant steps to promote wellness of all in the CCVM include on-site yoga classes, a wellness center (puzzles, games, other activities), a Pay-it-Forward bulletin board where thank yous and encouraging words are posted, and the weekly Wellness Wednesday messages sent to all by our on-site counselor. Listening sessions to promote collegial relationships between students, faculty and staff, were moderated also by our on-site counselor and were very helpful in pointing out areas for improvement.

7. Resource Stewardship.

Our strategies for stewarding resources were outlined in our strategic budget plan (January,2018) and include several specific goals as follows:

- 1) Increase by 3% annually the numbers of patients we see and increase the types of clinical services we can offer, thus increasing both hospital revenue and assuring comprehensive clinical training for our D VM students and interns/residents/clinical fellows.
- 2) Ensure increased recurring funds (approximately \$441,000 per year for the next two years) for the CVM in the face of decreases in allocated E and G funds to the College by increasing the number of out-of-state students in each professional class from 56 to 72.
- 3) Increase research revenue by 10% in the next two years via clinical trials and increased collaborations with industry.

Progress towards these goals includes ground-breaking for the Magruder expansion, admission of our second class (Class of 2022) that includes an additional 16 out-of-state students, and active encouragement for grant proposals that are partnerships with industry, resulting in multiple successes.

College leadership has been very active in OSUF-sponsored activities designed to increase our effectiveness in philanthropy. In addition to participating in the common opportunities for giving, we have several unique programs such as the Grateful Client program, College and donor-funded Client Advocate program, and the Pet Promise program. We are gradually increasing our number of organized alumni reunions and assist in class reunions when requested.

Our Dean's Advisory Council meets with the Dean twice a year and is a valuable resource for providing ideas and support. We have instituted a new Parents and Partners Deans Circle to encourage active connections with the College among our students' families.

Having just learned that our long-time Development Officer is leaving soon, it is a good time for reflection on our successes and to plan for moving ahead with a new DO.