

College of Veterinary Medicine
2022 SELF-STUDY REPORT
AVMA Council on Education



SECTION: INTRODUCTION

UF | UNIVERSITY *of*
FLORIDA

COLLEGE OF VETERINARY MEDICINE

Executive Summary

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Established in 1976, the University of Florida College of Veterinary Medicine (UFCVM) leverages the strengths of a Top 5 public university with land-grant roots in UF's Institute of Food and Agricultural Sciences (IFAS) and a preeminent health care system at UF Health. These affiliations provide an opportunity for unique collaborations and alliances unavailable to most veterinary colleges, enhancing not only the possibilities for scientific discovery by faculty, but also the learning environment and career potential for our DVM students. The UFCVM is ranked #9 by US News & World Report in 2020. The UFCVM created a strategic plan in 2021 "[Power of Together](#)" that considers our existing strengths to build our future moving toward our overarching vision of preeminence in research, clinical services and education.

Strengths

Standard 1: Organization The College has an experienced and diverse team of administrators to support our mission. This diverse group of leaders is a strength that creates a supportive, inclusive and inspiring culture. The Dean has a unique reporting structure, reporting to the SVP of Health Affairs, the SVP of IFAS and the Provost, all of whom report to the President. This structure combines extensive knowledge and leadership in human health, agriculture and education to guide the CVM. Within the CVM, leadership positions have been added in diversity, equity and inclusion, academic and student affairs, departmental and hospital areas to adapt to the College's growing needs.

Standard 2: Finances The College is financially sound and has developed an economically sustainable future that invests in its people first. Over the last five years, College revenue has grown 22% while minimizing expenses. Revenue increases occurred in several sources of funds including hospital, research, off-shore students, self-funded students and philanthropy. The strength comes from both the diversity in funding sources and the demonstrated ability to increase the funding levels. There has been no increase in tuition during the last seven years.

Standard 3: Physical Facilities and Equipment Facility expansion, renovations and equipment purchases have supported the clinical enterprise, teaching spaces and research laboratories to meet the growth of our DVM students, staff and faculty numbers. Current renovations (\$4.6M) are underway to accommodate the increased class size improving the Anatomy Lab, Surgical Training Lab, Exam Center and classroom spaces. Our hospital facilities are second to none in academic medicine. Our Clinical Skills Laboratory is a state-of-the-art dedicated simulation and skills teaching lab that has served as a model for other colleges of veterinary medicine. New buildings include a \$4.2M Primary Care & Dentistry building (6,000 sq. ft.) containing new faculty offices and departmental suite on the second floor and a \$25M Power Plant. In 2022, we opened a new 40,000 sq. ft. hospital at the World Equestrian Center in Ocala, FL that will focus on equine sports medicine, diagnostic imaging, rehabilitation and small animal primary / urgent care.

Standard 4: Clinical Resources The clinical caseload is growing and more than adequate to support our DVM and House Officer training programs. We have expanded services in equine, food animal medicine, emergency critical care, primary care, dentistry and basic surgical experiences as well as other specialty services. The hospital continues to focus on improving efficiency, quality of patient care and reputation based on medical outcomes and client satisfaction. In parallel, we continue to implement teaching innovations in the clinical phase of our curriculum, and we continue steady change in our culture toward a patient/client-centric hospital that is faculty driven.

Standard 5: Information Resources UF has excellent strength in support of educators by providing the [Center for Teaching Excellence](#) and the [Center for Instructional Technology and Training](#). The College has expanded support for

faculty with staff in educational technologies, educational design and exam coordination. Students have access to a great library system that includes the Health Science Center Library and the CVM Library with digital resources available 24/7 online.

Standard 6: Students In 2021, there were 464 DVM students with 28% belonging to underrepresented minorities. This is a 10% increase over the last five years. We currently have 70 off-shore students from Ross University and St. Georges University. Since 2015, student support services have evolved to include an assistant director of career services, a financial aid coordinator, an outcomes assessment coordinator, and two DVM student counselors. The Director of Student Affairs faculty position was established in 2015 and expanded to Assistant Dean for Admissions and Student Success in 2022.

Standard 7: Admission Our admissions committee receives training on scoring packets through a [well-defined rubric](#), and a workshop on implicit bias, to select a diverse class of incoming students that possess the academic capability and interpersonal communication skills to be successful in the curriculum. Each year, feedback from the committee is considered in refining the candidate questions in VMCAS. The number of applicants has grown by 192% over the last five years with 1779 applicants for 130 seats in 2021. Part of the strength in our admissions starts with the investment in Prevet advising. We have developed three free eBooks, a YouTube channel, and a podcast with 100 episodes called the “Pre-Vet Pawscast” to increase awareness of our program and attract diverse students.

Standard 8: Faculty Our primary strength is in our people. We have an outstanding faculty across ranks, departments, and disciplines. As of June 30, 2022, we have 190 faculty, which is a 53% increase from 2015 of 124 faculty. We revised our guidelines for promotion and tenure that recognize and reward excellence and scholarship across the missions - in teaching and clinical service, as well as in research. To ensure continued success, we recently rolled out a new college-wide faculty mentoring program. In 2017, we created a 5th department to support the needs of faculty. To support our outstanding faculty, we have added staff within the hospital, human resources, administration, security, research office, and biological scientists and TAs to assist faculty.

Standard 9: Curriculum Our curriculum is unique because our students enter the clinical phase immediately at the end of year 2. To complement and support that early clinical immersion, we provide a required series of hands-on, clinical skills courses that start on day 1 and continue through every semester of the pre-clinical curriculum. Continuing the emphasis on clinical skills, we added another clerkship in shelter medicine for access to more general surgery. Overall, our curriculum provides both a broad-based, multispecies background along with considerable opportunities for more in-depth study by offering certificates in five different programs. Our student wellness programs begin on day 1. Orientation includes our first-year veterinary leadership experience, focusing on identifying individual students' strengths. In addition, this program helps students to recognize and utilize campus-wide resources to aid in their success and welcomes them into the CVM and veterinary medical communities.

Standard 10: Research Contracts and grants awarded to UFCVM have increased 37% in five years. We have renovated and expanded research space in several CVM locations to enhance opportunity and productivity. In 2018, we formed the Clinical and Translational Research Program to support Clinical Trials which have seen a 5-fold increase since the last accreditation cycle. The UFCVM faculty remain remarkably productive with an aggregate annual output of 2.7 peer-reviewed publications per faculty member.

Standard 11: Outcomes Assessment We have created an innovative system for curricular mapping and have identified specific desired course learning outcomes across the curriculum. In conjunction, we have designed and implemented a new system to effectively monitor individual student achievement of student learning opportunities (SLOs).

Areas for Improvement

Standard 2: Finances Although we have achieved considerable success in growing our financial base outside of state funding, we must continue to manage our resources wisely. We must continue to strengthen revenue streams to provide resources to address salary compression, IT innovations and space needs for faculty, research and clinical services.

Standard 3: Facilities Because facilities inevitably age and often become obsolete over time, it will be vital to continue renovating to efficiently utilize our space.

Standard 9: Curriculum Our curriculum underwent extensive review and clinical-phase revision since our last site visit. The phase one and two didactic curriculum would benefit from additional refinement and will be addressed in the upcoming academic year.

Standard 11: Outcomes Assessment We have successfully developed and launched a system for curricular mapping and outcomes assessment, but full implementation and use will require ongoing collection of related data, rigorous analysis, and feedback of resulting information into the cycle of regular curricular review and revision.

Abbreviations

AAH	Aquatic Animal Health
AAVMC	American Association of Veterinary Medical Colleges
ACS	Animal Care Services
ACVS	American College of Veterinary Surgeons
ADASA	Associate Dean for Academic and Student Affairs
ADCS	Associate Dean for Clinical Services
ADDEI	Assistant Dean for Diversity, Equity, and Inclusion
ADGRS	Associate Dean for Research and Graduate Studies
ASA	Office for Academic and Student Affairs
AVMA	American Veterinary Medical Association
CE	Continuing Education
CEHT	Center for Environmental and Human Toxicology
CDPM	Department of Comparative, Diagnostic, and Population Medicine
CIMI	Center for Inflammation and Mucosal Immunology
COE	Council on Education
COM	College of Medicine
CTRP	Clinical and Translational Research Program
CVM	College of Veterinary Medicine
DoD	Department of Defense
DVM	Doctor of Veterinary Medicine
EAD	Executive Associate Dean
ECC	Emergency / Critical Care
EH&S	Environmental Health and Safety
EMR	Electronic Medical Record
EPA	Environmental Protection Agency
ER	Emergency Room
FAMU	Florida A&M University
FARMS	Food Animal Reproduction Medicine Services
F&A	Facilities and Administrative Rates
FTE	Full Time Equivalent
FVMA	Florida Veterinary Medical Association
FY	Fiscal year
GPA	Grade Point Average
GRE	Graduate Record Examination
HSC	Health Science Center
ICU	Intensive Care Unit
ID	Identification (badge)
IDI	Department of Infectious Diseases and Immunology
IFAS	Institute for Food and Agricultural Sciences
K	Thousand
LACS	Department of Large Animal Clinical Sciences
LAH	Large Animal Hospital
M	Million
MRI	Magnetic Resonance Imaging
MS	Master's

NAVLE	North American Veterinary Licensing Examination
NIH	National Institutes of Health
NSF	National Science Foundation
PhD	Doctor of Philosophy
PS	Department of Physiological Sciences
QEP	Quality Enhancement Plan
SACS	Department of Small Animal Clinical Sciences
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
SAH	Small Animal Hospital
SAVMA	Student American Veterinary Medical Association
SCAVMA	Student Chapter of the American Veterinary Medical Association
SF	Square Feet
SLO	Student Learning Opportunities
SOAP	Subjective, Objective, Assessment, and Plan
SVP	Senior Vice Presidents
UF	University of Florida
UFCVM	University of Florida College of Veterinary Medicine
UF-PETS	University of Florida Pet Emergency Treatment Services (in Ocala, FL)
UFVH	University of Florida Veterinary Hospitals
USDA	United States Department of Agriculture
VBMA	Veterinary Business Management Association
VCOP	Veterinary Community Outreach Program
VECCS	Veterinary Emergency and Critical Care Society
VGSA	Veterinary Graduate Student Association
VH	Veterinary Hospital
VMCAS	Veterinary Medical College Application Service
WAVDL	Wildlife and Aquatic Veterinary Disease Lab

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STANDARD 1: ORGANIZATION



COLLEGE OF VETERINARY MEDICINE

12.1.1 Provide a college mission statement for the undergraduate, DVM, or equivalent program. The college mission statement must address:

- Overall teaching, research, and service commitment,
- Commitment to undergraduate education,
- Commitment to provide instruction and clinical opportunities for students in a wide variety of domestic species, including food animal, equine, and companion animal, and
- Commitment to excellence in program delivery.

The mission adopted by the University of Florida College of Veterinary Medicine (UFCVM) is to promote ... "the advancement of the health and welfare of animals, humans and the veterinary medical profession through world-class education, innovative research and state-of-the-art clinical services." In order to fulfill this multi-faceted mission, the College of Veterinary Medicine (CVM) is committed to (1) educate veterinary students to meet the needs of Florida, the nation and beyond, (2) provide clinical educational experiences with all major species for students, interns and residents and provide services to referring veterinarians and animal owners through its state-of-the-art veterinary hospitals and community outreach programs, (3) develop new knowledge through basic biomedical research, clinical veterinary research and translational research and to disseminate that knowledge internally through educational programs, (4) disseminate newly-acquired knowledge externally to veterinarians and other constituencies that derive benefit from or are reliant upon services available through the college, (5) prepare the next generation of educators and researchers through our graduate student, intern and resident training programs, (6) work synergistically with the Institute of Food and Agricultural Sciences (IFAS) and the Health Science Center (HSC) to advance biomedical and agricultural knowledge that is important to veterinary and human medicine, and (7) develop and foster signature programs that are unique national resources available within Florida, including aquatic animal medicine and zoological medicine. Our vision is to be an internationally-recognized leader among institutions that use comprehensive multi-modal approaches to address complex public health issues, including diseases that impact both humans and non-human species.

UFCVM Core Values: In January of 2021, the UFCVM launched a two-year strategic plan (*University of Florida College of Veterinary Medicine: Power of Together*) in which we re-affirmed the core culture and values that impact every decision we make. These values include:

Excellence: across all of our endeavors

Trust: through proper stewardship of our people and our resources

Accountability: for the actions of individuals as well as our collective service to people and animals

Innovation: across all missions, including teaching, research and service

Teamwork: through collegiality and professionalism across the college and associated hospitals

Integrity: in the discovery, application and dissemination of new knowledge

Diversity: inclusive of and respect for both cultural and intellectual diversity

Our college does not offer an undergraduate major.

12.1.2 Identify the body that accredits the university and the current status of accreditation.

UF is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which is the regional accrediting body for degree-granting institutions of higher education in the southern United States. The university's reaffirmation process occurs on a ten-year cycle and includes reports demonstrating compliance with SACSCOC principles and standards as well as a Quality Enhancement Plan (QEP). UF's accreditation was most recently reaffirmed on December 7, 2014 and is scheduled for reaffirmation in 2024.

12.1.3 Provide a flow chart indicating the position of the college of veterinary medicine in the university structure and show lines of authority and responsibility, and give the names and titles of principal university administrative officers related to the college.

See [Appendix 12.1.3 Figure 1](#) for an organizational chart of UF administrative leadership, including lines of authority to the individual college level. Names and titles of UF administrators are listed in [Appendix 12.1.3 Table 1](#).

12.1.4 Provide a flow chart of the organizational design of the college listing names, titles (deans, associate/assistant deans, directors, department heads, etc.), academic credentials, and assignments of the college administrators.

See [Appendix 12.1.4 Figure 1](#) for an organizational chart of the UFCVM and [Appendix 12.1.4 Table 1](#) for a list of names, titles and responsibilities of college leaders.

12.1.5 Describe the role of faculty, staff, and students in the governance of the college and list the major committees of the college, and their appointment authority.

The UFCVM Constitution and the UFCVM Bylaws are companion documents that serve to define the rights and responsibilities of the college faculty and administration and provide guidance and procedures for governance of the college. In conjunction with the UF Constitution, UF Regulations and Directives of the Florida Board of Governors and UF Board of Trustees, the UFCVM Constitution and Bylaws, provide a framework (1) to establish the UFCVM's purpose and responsibilities, (2) to define and identify the rights and responsibilities of faculty and administrators and (3) to codify authorities for shared governance of UFCVM operations. The most recent update in UFCVM Constitution and Bylaws were ratified by faculty vote on June 21, 2021. Regular faculty with voting rights are defined as "*...those persons employed by UF and appointed as a member of one of the college's academic departments during the regular academic year whose primary assignment is to carry out the academic mission of the University, namely, teaching, research and academic service. All academic appointments held by regular faculty shall be defined as those identified under UF Senate Bylaw 21.*" Faculty rights pertaining to academic freedom, work assignment, evaluation, promotion, tenure (if applicable) and the right to assemble and conduct business under direction of the Faculty Council, including the establishment of academic policy and determination of the CVM professional curriculum, are defined in the college constitution.

College Administration - Definitions, Rights and Responsibilities: The college administration includes the Dean, seven Assistant/Associate/Executive Deans, five department Chairs and a college-level Executive Director who serves in a primarily administrative capacity. Except for the college Executive Director, all members of the UFCVM administration hold a doctoral degree (DVM and/or PhD) and hold faculty appointments in a CVM academic department. The Dean is appointed by the President of the university and serves as the chief executive and administrative officer of the College with responsibility for administration of the College and serves as the agent of the faculty for the execution of academic policy. The Dean may create administrative positions to support the educational, research, and service missions of the college and may change the title or role of existing administrative positions as deemed necessary. All administrative positions have defined responsibilities and individuals in these positions are responsible to the Dean for execution of their duties in the spirit of shared governance. Appointment to administrative positions is by authority of the Dean and must be carried out in accordance with UF regulations.

College Governance: The UFCVM operates through a system of shared governance wherein the faculty and college administration work jointly to promote collaboration, shared decision making and accountability for improving the overall operation of the college. Several college councils have authority to make policy recommendations and serve as

conduits to facilitate faculty participation in shared governance in an advisory, consultative or decision-making capacity, depending on the policy issue under consideration.

- **Dean's Council** is comprised of the Dean, who presides as Chair, most of UFCVM Assistant/ Associate/ Executive Deans, Chairs from each of the five academic departments and the College Executive Director. This group meets biweekly.
- **Administrative Council** includes all members of the Dean's Council plus the Chair of Faculty Council and one faculty council representative from each of the college departments. This group meets a minimum of quarterly or at the request of the Dean.
- **Faculty Council** is comprised of two full-time faculty members from each department who can serve up to two consecutive three-year terms. The Council convenes meetings at regular intervals (must meet at least quarterly) and has responsibility for setting agendas and running college-wide faculty assemblies. The Council Chair is elected from sitting members and has regular one-on-one meetings with the Dean.
- **College Standing Committees** are named in the constitution. Faculty are elected or appointed to committees for a period of three years and may serve consecutive terms, except as noted. Committee Chairs are elected from and by sitting committee members and some committee members (e.g., administrators, students, etc.) have limited voting powers.

The following committees work with and advise the **Dean and/or Executive Associate Dean (EAD)**.

- **Promotion & Tenure:** Evaluates and conducts fact-finding reviews of faculty members nominated for promotion and/or tenure. Formal votes are reported to the UF Academic Personnel Board and the Dean. The committee is comprised of ten faculty members, both tenured and mission-track (five each track), with three-year staggered terms. Five members will be professors and five will be associate professors. The Chair is elected from sitting members and must be a tenured faculty member who holds the rank of Professor.
- **Information Technology:** Reviews and makes recommendations for IT-related needs, including software policies and adoption of new assets, in order to support the educational, research and service needs of faculty, students and others. Committee includes one faculty representatives from each department from which a Chair is elected. Additional ex-officio members may include the CVM Executive Director, the EAD, the Education Coordinator in Academic and Student Affairs and IT managers from the HSC.
- **Hospital Board:** Responsible for general oversight of hospital operations, including clinical services, staffing decisions and new initiatives. Committee members include the Dean, EAD, SACS Chair, LACS Chair, CDPM Chair, Lab Director and the ADCS for both small and large animal hospitals.
- **Diversity, Equity and Inclusion:** Develops and maintains effective educational programs designed to foster and ensure a welcoming, respectful and inclusive environment for all individuals. Committee includes the Assistant Dean for DEI, three college administrators, five faculty members representing all departments, four college staff members, three hospital staff members, a graduate student, a house officer and three DVM students.

The following committees work with and advise the **Associate Dean for Academic and Student Affairs (ADASA)**.

- **Academic Advancement:** Evaluates the academic performance of professional DVM students who fail to meet established academic standards, uphold ethical performance and or demonstrate a lack of readiness to practice veterinary medicine. The committee meets with students, their academic faculty advisors and other relevant parties and recommends appropriate remedial or disciplinary actions. The committee is comprised of six faculty members with two representing each phase (I, II & III) of the professional DVM curriculum. The Chair is elected by the committee from current members with the ADASA serving ex-officio.
- **Academic Awards & Scholarship:** Makes recommendations for students and others (faculty) to receive honors, scholarships, awards as well as selected types of grants and loans. The committee is comprised of five faculty members, with representation from each academic department, and the ADASA serving as Chair. Additional non-

voting members may include the Director of Development, the Director of Public Relations and other staff members as needed.

- **Admissions:** Evaluates qualified applicants and makes recommendations to the Dean regarding the suitability of candidates for admission to the UFCVM professional degree program. This committee works closely with the ADASA to establish procedures for evaluation of candidates and is comprised of twenty-six UFCVM faculty members, representative of all academic departments and all phases of the professional curriculum, with the ADASA serving as Chair. Additional ex-officio members may be appointed as necessary by the ADASA, including UF faculty outside the CVM (e.g., Dept. Animal Sciences) faculty members from other Florida institutions (e.g., FAMU), representative from the FVMA, alumni council members and professional DVM students serving ad hoc during on-site interviews.
- **Curriculum:** Performs on-going reviews and recommends changes in the professional curriculum and pre-DVM requirements. Chair is elected by voting members annually from current faculty members and may be re-elected throughout their term of service (3 years). The committee is comprised of eight CVM faculty members representative of all departments and all phases (I, II, and III) of the professional curriculum. In addition to the voting faculty members, non-voting (ex officio) members include the ADASA, the CVM library liaison, two students elected by each of the current DVM classes (one student is appointed by the Chair as a voting member) and one external practitioner representing the Florida Veterinary Medical Association (FVMA) who is invited by the ADASA.
- **Student-Faculty Communications and Wellness:** Provides for open and effective communication among students, faculty and CVM administration through an open forum to exchange views, discuss issues of concern and seek solutions to relevant problems. Comprised of six faculty members (two representatives for each phase of the professional curriculum), two student representatives elected from each class and the ADASA serving in an ex officio capacity. The Chair is elected from among the faculty members.

The following committees work with and advise the **Associate Dean for Research & Graduate Studies (ADRGS)**.

- **Graduate Studies:** Considers issues relevant to CVM graduate programs and assists in the development of policies and procedures for administration of these programs. Committee is comprised of one member of the graduate faculty from each department and one graduate student elected by the Veterinary Graduate Student Association (VGSA) to serve as a liaison. The ADRGS is an ex officio member.
- **Research:** Considers issues relevant to the promotion of high-quality research. The committee provides advice on CVM research policies, evaluates applications for intramural funding and evaluates nominees for research awards. The committee is comprised of ten faculty members representative of all departments with the ADRGS serving ex officio.

12.1.6 If the college plans to change its current organization, provide a summary of those plans.

Since the last accreditation visit, the College created a 5th department in 2017 to provide support for the growing number of faculty and added an Assistant Dean for DEI in 2021. In 2022 the College added a 2nd Associate Dean for Clinical Services to support the growing clinical enterprise and added an Assistant Dean for Admissions and Student Success to provide the bandwidth for supporting the growing number of DVM students.

12.1.7 Provide documentation of policies and activities that demonstrate that diversity is an important part of the academic culture, as consistent with applicable law.

- The college has identified diversity, equity and inclusion as part of its core values and a key element of the strategic plan, *University of Florida College of Veterinary Medicine: Power of Together*.
- The college established a key leadership role in 2021, Assistant Dean of Diversity, Equity and Inclusion, to champion and execute new college policies and education around the DEI space.

STANDARD 1: ORGANIZATION

- The DEI committee became a formal constitutional committee in 2021 that functions to;
 - ✓ Assess CVM efforts focused on diversity and make recommendations for development to meet the diverse needs of the College's faculty, house officers, staff, and students
 - ✓ Assess and/or develop recruitment and retention policies and practices to enhance diversity
 - ✓ Plan programs highlighting CVM's commitment to diversity, such as speeches, presentations, exhibits, campus events, and pipeline initiatives
 - ✓ Participate in diversity programming as available and encourage broad CVM participation
 - ✓ Publicize diversity efforts through the use of material, such as posters, banners, and bookmarks and maintain a digital presence
 - ✓ Develop an Annual Action Plan in collaboration with CVM Administration
- The CVM has four unique [DEI outreach programs](#): 1) Gator Vet Camp for Florida high school students 2) This is how we ROLE for K-4thGraders 3) Gator Vet Start Mentoring Programs for local rural high school students 4) Gator Vet Smart UG Collaborative for first-generation and underrepresented college freshman.
- The Assistant Dean for DEI advises and supports DVM admissions and orientation, House Officer recruitment and Faculty recruitment
- The college has established a [Professionalism and Mistreatment Policy](#) that provides employees and students the opportunity to report professionalism lapses or mistreatment to the college administration.

STANDARD 2: FINANCES



COLLEGE OF VETERINARY MEDICINE

12.2.1. Complete Tables A, B, and C for the past five years and analyze the trends for each category.

Over the last five-year period the college has seen an increase in expenses of 18% and an increase in revenue of 22%. The current financial resources are adequate to support our integrated missions in education, research, clinical practice and extension. In FY23, the CVM will receive an increase of \$3M in recurring state support and \$4.6M in University and state support for our class expansion from 130 to 150 students.

College Expenditures – [Appendix 12.2.1 Table A](#)

Instruction, Academic Support and Student Services: Over the five-year period there was no net change in expenses. Expenses grew from FY17 until FY19 due to increased hiring of faculty and staff, merit raises for all employees and investment in the curriculum budget. A modest decrease was seen in FY20 and FY21 due to COVID related restrictions. Faculty and staff attrition reduced expenses which was compounded by a University-wide hiring pause due to uncertainty with the state budget. Operating budgets saw significant reductions in spending due to COVID restrictions.

Research Expenditures: Research spending saw significant growth (20%) over the 5-year review period. The growth trend includes COVID-related disruptions in FY20 and a rebound in research spending in FY21. This growth is attributed to recruiting new research faculty. Research portfolios continued to maintain growth and the CVM invested in more research support through infrastructure, equipment, and staffing. FY20 saw a decrease in expenses due to a University-wide pause in research with a phased resumption over 3 months. The inability to purchase research supplies and equipment due to supply chain challenges also contributed to reduced research spending during FY20 and FY21.

Outreach/Continuing Education: Over the five-year period there was a net increase of 21% in expenses. Outreach and CE saw initial growth in the first 3 fiscal years due to increased programs and staffing. However, operating expenses decreased in FY20 and FY21 due to staff attrition and COVID restrictions. Many faculty and staff were unable to conduct in-person outreach activities which reduced expenses.

Teaching Hospital: Investment in faculty, house officers and staff, expansion of services, increase in medical care provided and an increase in cost of goods and supplies during the 5-year period resulted in an increase in expenses of 41%. The majority of the increase in expense is due to investment in people by increasing clinical / emergency bonuses, increases in salaries, and the addition of new faculty (7), staff (100+) and house officer (22) positions.

Diagnostic Lab and Other Clinical Lab: The UFVH does not have a standalone independent diagnostic lab. The various diagnostic labs are services within the teaching hospital.

Facilities Operations and Maintenance, Utilities, and Other Expenditure for Infrastructure: Facilities expenses increased by 12% during the review period. This is due to an increase in rates from campus and the addition of a new building. We built a new 6,000 sq. ft. building for Primary Care and Dentistry and added new office space for faculty in FY18. FY20 saw a decrease in maintenance expense due to reduced facilities use during COVID restrictions.

Capital Expenditures: Contraction in capital spending over the five-year period was due to a number of new construction and renovation projects occurring in FY17, FY18, and FY19 while FY20 and FY21 saw reduced capital spending due to uncertainty of future revenue because of COVID. Many of the renovations and capital equipment purchases were delayed until FY22 to ensure adequate funding reserves during the periods of uncertainty.

Student Aid: Student scholarships has grown 24% over the review period.

Other Expenditures: These expenses include many of the support personnel and operating budgets that support the college mission and initiatives such as human resources and advancement. The growth of these expenses has been in

line with the growth of the college faculty numbers and students. Additional spending in recent years include increased investment in DEI programs, initiatives, and activities.

College Revenue – [Appendix 12.2.1 Table B](#)

University Appropriation to College: Appropriations from the University have increased by 5% during FY17 to FY21 reflecting funding for five new tenure track faculty positions, merit raises in FY17, FY18, FY19 and FY21 and an increase in fringe benefits.

Revenue Derived from Students: Tuition revenue has remained flat throughout the review period due to no increase in tuition fees during the last ten years.

Tuition and Fee Revenue Paid by Other Entities on Students' Behalf: This source of revenue has seen an increase of 18% throughout the reporting period. This is due to an increase in self-funded students and an increase in the number of off-shore students from Ross University and St. George's University.

Teaching Hospital Revenue: There was significant revenue growth (58%) during the last five years due to an increase in expansion of services offered and an increase in fees and caseload combined.

Extramural Grants and Contracts: Growth for grants and contracts revenue has grown by 37% from FY17 to FY21. This is due to increased recruitment of research faculty and increased investment in college research administration support.

Overhead (IDC or F&A): Overhead revenue growth correlates with the increased research spending and research portfolio growth.

Current Year Gifts and Endowment Income: There has been modest growth (11%) from FY17 to FY21 due to increased gifts along with strong market capitalization for endowments.

Other Revenue: Revenue remained consistent until FY20 and FY21. From FY17 to FY21 there was a decrease by 43% that can be attributed to decreased in-person CE opportunities during COVID restrictions and a change in methodology by the University categorizing some miscellaneous auxiliary revenue to into specific categories such as research.

Endowment – [Appendix 12.2.1 Table C](#)

The endowment has grown by 60% during the review period due to an increase in giving and market growth.

12.2.2. Comment on the strengths and weaknesses in revenues over the past five years.

Strengths: The CVM saw increased growth across tuition and fees paid by other entities, hospital revenue, grants and contracts, overhead (IDC), and gifts and endowments. This was despite COVID-related restrictions and disruptions in FY20 and FY21 which demonstrates resilience. Growth across the majority of revenue categories allows the college to invest in strategic priorities.

Weakness: Appropriations and student tuition revenue was flat through the past five years. Tuition increases are prohibited from the State of Florida despite the rise in costs to deliver the DVM program. By keeping tuition expenses low, the average student debt is lower than the national average. In FY23 the CVM will receive \$3M in state reoccurring funding for faculty positions to support the class expansion to 150 DVM students.

12.2.3. Provide a comprehensive trend analysis of revenue sources that have supported the professional teaching program over the past five years (graphs or other visual presentations would be helpful).

Revenue sources primarily supporting the professional teaching program include university appropriations, tuition and fees, and the hospital. University appropriation and tuition and fees have provided consistent revenue towards the professional teaching program. The largest growth can be seen in [Appendix 12.2.3 Figure 1](#) from hospital revenue.

12.2.4. Describe how revenues over the past five years have impacted the college's ability to provide a contemporary professional teaching program and ancillary support services.

College revenue has contributed towards hiring additional faculty and staff, increased teaching budgets, new equipment, and improved infrastructure related to DVM student instruction. Funding from revenue growth was also used to update educational technology and delivery, new high-fidelity teaching models, and expanding client simulation programs. Ancillary support received additional investment which included greater student access to wellness counselors and expanding student wellness programs. The CVM added staff in the Academic and Student Affairs office including an Assistant Director of Career Services, on-site financial aid coordinator and an outcomes assessment coordinator. There has been significant investment in security of the CVM buildings to ensure safety of our students and employees.

12.2.5. Compare the percentage of hospital income to total hospital operational costs.

The comparison of hospital income to operational cost can be seen in [Appendix 12.2.5 Figure 1](#). Hospital income was 105% more than operational costs for the hospital over the 5-year period. The hospital transferred funding for 7 faculty positions to the college over the last 5 years. The hospital pays for clinical and emergency bonuses to the faculty yearly. The hospital covers 100% of the salary and fringe benefits for all hospital staff and house officers. The hospital fully covers all raises for hospital staff and house officers as well as increases in annual fringe benefits.

12.2.6. Describe anticipated trends in future revenues and expenditures.

- University Appropriations will increase in FY23 by \$3M. This funding will be used to hire new faculty to maintain our student to faculty ratio.
- Tuition revenue growth due to increasing class size from 130 to 150 starting in FY23. This will be offset with additional faculty and staff expenses to support the additional students.
- Increased campus overhead assessment tax due to a revised methodology starting in FY24.
- Expect increase in campus tax for deferred maintenance in FY24.
- Hospital revenue and expense are expected to increase. The new hospital at the World Equestrian Center which opened in May 2022 will add to both revenue and expenses.
- Extramural Grants and Contracts revenue is expected to increase due to the expanded research portfolio and new research faculty. Research spending and IDC's are anticipated to increase with the additional research revenue.
- Capital Expenditures will increase due to expansion and renovation projects of the surgery teaching lab, anatomy teaching lab, and hospital. There are a number of smaller renovation or deferred maintenance projects that will also contribute towards increased capital spending.
- Gifts and endowments will increase due to large one-time gifts and additional endowments.

STANDARD 3: PHYSICAL FACILITIES & EQUIPMENT



COLLEGE OF VETERINARY MEDICINE

STANDARD 3: PHYSICAL FACILITIES & EQUIPMENT

12.3.1. Provide a brief description of the major functions of, or activities that take place in the facilities used by the college in fulfilling its mission.

Facilities located at the primary UFCVM campus include are below and listed in [Appendix 12.3.1 Table 1](#):

Veterinary Academic Building (VAB, Bldg. 1017): The VAB is a three-story building that houses administrative offices, lecture halls, teaching laboratories, faculty offices, and research labs. Professional teaching space located in the VAB includes the Computer Teaching Lab (increasing capacity from 133 to 150 in August 2022), the Veterinary Education Center, which contains educational resources and rooms for group study, the Small Animal Teaching Lab (being renovated in Fall 2022), Large Animal Teaching Lab, the Anatomy Lab (expanding by Spring 2023), Lecture Hall A (expanding to accommodate 150 students in Summer 2023), Lecture Hall B, and the Clinical Skills Lab.

VAB Auditorium (Bldg. 221): This auditorium accommodates seating for 160 students and is used for teaching, lectures, meetings, conferences, and group meetings.

Small Animal Hospital (SAH, Bldg. 75): The SAH is a three-story veterinary hospital that houses faculty, intern, and resident offices, conference rooms and lecture hall on the 3rd floor. Surgical, endoscopy, and interventional techniques suites, and Anesthesia on the 2nd floor. The 1st floor supports the main hospital lobby, emergency lobby, the VECCS accredited Emergency and Critical Care service, Cardiology, Small Animal Surgery, Small Animal Medicine, Neurology and Oncology Services. The SAH also houses the Linear Accelerator.

Veterinary Clinical Sciences (Bldg. 215): Building 215 houses faculty offices, research labs, and a number of hospital services. These services include Small Animal Reproduction, Dermatology, Ophthalmology, Zoological Medicine & Wildlife, and Integrative Medicine. Other services include Diagnostic Imaging, Clinical and Anatomic Pathology, Necropsy, Microbiology, Serology, Histology, Parasitology and Clinical Pathology. Building 215 also houses the hyperbaric chamber and Veterinary Community Outreach Program. Renovations for a new small animal surgery gait lab were completed in May 2022. A new 6,000 sq. ft. addition for small animal Primary Care and Dentistry service was completed in 2018. New faculty offices were added to the 2nd floor in this expansion.

Courtelis Equine Hospital (LAH, Bldg. 1018): The LAH houses exam areas, surgery suites, diagnostic and procedure rooms, intensive care and clinical teaching spaces for equine and farm animal patients. This building also houses the equine lecture hall being renovated during Summer 2022 with updated seating and electric fixtures. The MRI and CT also reside in the LAH.

Equine Sport Performance Arena (Bldg. 1025): A covered outdoor facility that provides an all-weather, dual-surface area for lameness evaluations.

Inman Food Animal Hospital (Bldg. 216): Supports care and treatment of food animal patients, teaching lab spaces for clinical skills related to food animals, and food animal patient isolation.

Food Animal Barn (Bldg. 222): Supports patient examination and treatment.

Isolation Barn (Bldg. 1022): Separate isolation facility to house large animals.

Equine Barns A & B (Bldg. 1020, 1021): Contains ward areas primarily for equine patients.

Equine Barn C (Bldg. 1016): Dedicated space for equine theriogenology service.

Equine Reproductive Medicine Building (Bldg. 1019): Breeding shed and lab support space for clinical activities conducted in the equine theriogenology service.

Equine Research Barn (Bldg. 218): Support facility for equine-related research projects.

Hay Barn (Bldg. 1023): Storage for hay, feed, shavings and equipment.

Metabolic Building (Bldg. 217): Research and holding space for animals used for research and teaching. Renovation of 1,199 sq. ft. was completed as an Equine Robotic Imaging Suite used for innovative diagnostic imaging research.

Deriso Hall (Bldg. 165): Dedicated space for the Food Animal Reproduction and Medicine Service (FARMS), including offices, laboratories, conference room and ready room for prepping ambulatory vehicles for farms calls.

Poultry Research Lab (Bldg. 478): Research Area to support poultry-related research.

Basic Sciences (Bldg. 260): Located in the Health Science Center complex which is one mile from the primary veterinary campus. This building houses offices and research labs.

STANDARD 3: PHYSICAL FACILITIES & EQUIPMENT

Veterinary Sciences (Bldg. 470/471): These buildings are located one mile from the primary veterinary campus and include research lab space for faculty with toxicology-related research programs.

Toxicology (Bldg. 118): Research facilities designed for toxicological and aquatic-related research.

Located in Ocala, FL

UF PETS Emergency Treatment Services (UF PETS): This facility is operated in cooperation with Marion County veterinarians. This is a satellite companion animal emergency clinic that operates after hours and on weekends/holidays. The clinic added 1,500 sq. ft. in 2017 which added 2 exam rooms, additional isolation room, 4 runs, 2 cage banks, a procedure table, increased client reception area, additional storage, larger break room, and 3 additional workstations.

UF Veterinary Hospital at World Equestrian Center: This is a new 40,000 sq. ft. facility located in Ocala, FL that opened in May 2022. This facility includes services for urgent and primary care of small animals along with equine sports medicine, rehabilitation, and diagnostic imaging.

12.3.2. Provide an area map that indicates the principal facilities of the college. Describe distance and travel time to off-campus facilities.

The primary UFCVM campus is located on the southern portion of the main UF campus. The Basic Science Building is located within 1 mile and 5-minute drive from UFCVM. See [Appendix 12.3.2 Figure 1](#). CEHT is also located within 1 mile and 5-minute drive. The UF PETS Emergency clinic is 38 miles and a 45-minute drive from UFCVM. The UFVH at WEC is 37 miles and a 45-minute drive from UFCVM. See [Appendix 12.3.2 Figure 3](#).

12.3.3. Describe the college's safety plan and facilities management plan including mechanisms documenting compliance.

The UFCVM has a comprehensive safety and facilities management plan in coordination with campus partners that include the [UF Office of Environmental Health & Safety\(EH&S\)](#), [UF Department of Emergency Management](#), and [UF Police Department](#). The UFCVM safety program includes programs for personnel, buildings, laboratories, environmental, fire, animal contact, hazardous waste, radiation, biosecurity, and emergency and disaster preparedness. The various safety programs require regular training, monitoring, and inspections to stay in compliance with the applicable regulatory standards.

Student safety also includes a combination of instruction and resources. Students are provided with safety instructions throughout their curriculum at the UFCVM. Students have access to the UF Gator Safe mobile app which provides a number of resources such as emergency contacts, mobile blue light activation, and campus alerts.

Building and Personnel Safety and Security: The college maintains a 24/7 safety and security team that provides support for the main UFCVM campus. The UF police department also provides support for any situations that require law enforcement. The UFCVM safety and security office issues and maintains CVM ID badges which are used by CVM personnel to enter UFCVM buildings. The CVM security team conducts regular walkthroughs, monitors activity via a campus integrated video camera system, monitors vehicle entry gates, and checks for any building issues during each shift. The CVM security team provides escorts to students, faculty, and staff vehicles upon request. Students also have the option of utilizing a free campus-wide ride service called SNAP that runs after hours and provides transportation around the UF campus including a pick-up location at the UFCVM. Students can also use the [Gator Safe App](#) to initiate a digital friend walk to destinations and travel with a mobile blue light. The UF campus has numerous Blue phones, which allow for direct communication with UF police distributed around the main campus, with 8 Blue phones distributed around the perimeter of the UFCVM campus.

STANDARD 3: PHYSICAL FACILITIES & EQUIPMENT

Fire Safety: UFCVM is equipped with a fire alarm system and is tested each year by campus in coordination with UF EH&S, UF police department, and the local fire department. Fire extinguishers are checked each month by EH&S.

Animal Contact Program: UF EH&S manages an animal contact program and requires individuals to participate in an animal contact monitoring program that requires an initial health assessment prior to animal contact. Details of the program can be found [here](#).

Hazardous Waste: UFCVM employees are required to take annual training on handling, storage, labeling, and disposal of biohazardous material which is monitored for compliance by EH&S and is also reviewed for compliance through UF's training system.

Radiation Safety: UFCVM works closely with the UF Radiation Safety Office to stay in compliance with the Florida Department of Health. The UF Radiation Control Office conducts annual inspections of UFCVM radiographic equipment. All radiographic equipment is registered with the Florida Bureau of Radiation Control. Students, faculty, and staff are provided with and are required to wear personal dosimeters to measure radiation exposure and PPE including lead aprons, gloves, and thyroid shields while in radiation areas. Students are provided with radiation safety instruction during didactic courses and clinical rotations by radiology faculty and staff. The MRI suite is restricted to personnel that have gone through MRI safety training and are screened by the MRI technologist. The MRI receives monthly preventative maintenance and inspections.

Radiation Monitoring: All students, faculty, and staff are provided with a personal dosimeter to monitor radiation exposure. Radiology faculty and staff that have greater occupation exposure or others that require frequent monitoring have monthly dosimeter monitoring. Other individuals receive quarterly dosimeter monitoring. The cumulative dose monitoring is tracked to ensure it is within compliance of UF, state, and federal exposure limits which is overseen by the UF Radiation Control Committee.

Emergency and Disaster Preparedness: UFCVM reviews and updates emergency and disaster plans annually. UFCVM leadership works in conjunction with UF campus partners to ensure student, faculty, and staff are provided with regular communication in the event of an emergency or disaster. The University Emergency Management office provides guidance for [emergencies and disasters](#). The University utilizes a number of communication tools such as email, text, mobile apps, blue phone speakers, and office phone speakers to provide emergency alerts.

12.3.4. Describe how safety and facilities plans are managed and reviewed at all off-campus core training sites.

UFCVM safety plans for off-campus core training sites are overseen by the on-site faculty and staff to comply with applicable safety standards. Students are provided with written and in-person safety information before the start of the rotation. Facilities safety standards also fall within the applicable guidelines for compliance and are reviewed by the on-site faculty and staff in conjunction with the applicable regulatory and UF agency.

12.3.5. Describe the adequacy (pertains to all facilities used by the college whether on-campus or off-campus).

All physical facilities and equipment used by the college are adequate for delivering instruction in a safe learning environment with operational policies and procedures posted in appropriate locations. All facilities including classrooms, teaching laboratories, and hospitals are monitored regularly for cleanliness, safety, and adequate maintenance for day-to-day use. All physical facilities and equipment are reviewed annually to ensure they meet current and future standards to fulfill the college mission. Office space and research laboratories for faculty and staff are sufficient. A number of renovations and new construction has added additional faculty offices, research spaces, clinical spaces, and teaching areas to ensure future adequacy for space and use. A number of new improvements to teaching facilities described in 12.3.7 are to improve and expand teaching facilities and spaces.

STANDARD 3: PHYSICAL FACILITIES & EQUIPMENT

12.3.6. For safety and educational purposes, protocols must be posted in the isolation facilities and the facilities must be used for instruction in isolation procedures (biocontainment).

All protocols related to isolation facilities and are posted in appropriate locations. Protocols are also available on the UFCVM intranet website.

12.3.7. Describe current plans for improvement.

Current plans for improvement include a number of projects to improve and expand many of our instruction spaces at the CVM. The Surgical teaching laboratory located in the Veterinary Academic Building (bldg. 1017) is being renovated to accommodate a larger class while providing an improved teaching environment with more surgical tables, new scrub area, induction suite, and upgraded animal housing with completion scheduled in December 2022. The Anatomy teaching lab is also being renovated to include expanded floor space with more teaching stations, new AV system, and upgraded utility infrastructure with completion scheduled in January 2023. The computer teaching lab in the education center is adding more computers, desks, and seating to accommodate 150 students with completion scheduled in August 2022. The LAH equine auditorium seating is being upgraded to accommodate improved seating and electrical infrastructure which will be completed in August 2022. Lecture Hall A will undergo an expansion to accommodate seating from 133 to 150 students by August 2023. An additional 45 student lockers are being added to the VAB for 1st and 2nd year students with completion scheduled for August 2022. New outdoor eating areas are also being added with completion planned for August 2022. The hospital is planning to expand spaces in the small animal hospital that include animal housing, treatment areas, rounds rooms, and procedure rooms to accommodate improved workflow/teaching and increased caseload.

STANDARD 4: CLINICAL RESOURCES



COLLEGE OF VETERINARY MEDICINE

12.4.1. COMPLETE TABLES A, B, C, D, E, F, AND G, IF APPLICABLE, FOR THE PAST FIVE YEARS AND ANALYZE TRENDS FOR EACH SPECIES (CATEGORY). Include only those patients, farm call and animals examined that have direct student involvement.

See Appendix 12.4.1 for completed versions of [Table A](#), [Table B](#), [Table C](#), [Table D](#), [Table E](#), [Table F](#), and [Table G](#).

Canine & Feline Caseloads: During the past five years, case accessions increased substantially at the UFVH in Gainesville with canine patient visits numbering 34,539 and feline patient visits numbering 7,419 in FY21 ([Table A](#)). These caseloads represent increases of 29% and 68% in canine and feline cases, respectively, relative to FY17. Concurrent with the increased caseloads, there were substantial increases in the numbers of hospitalized patients (up 49% and 69%) for canine and feline patients, respectively. In addition, the satellite emergency hospital (UF PETS) had an increase in caseload of 55% over the five-year period ([Table B](#)). The significant growth in small animal caseloads was primarily driven by growth in the Gainesville and Ocala (UF-PETS) emergency services as well as increases across specialty services.

Equine Caseload: Total patient visits (-22%) and hospitalizations (-27%) decreased from FY17 to FY21 ([Table A](#)). This trend continued, as the local equine market changed substantially after the 2008-2010 recession. The majority of cases seen at the LAH were referred, mostly complex, and not necessarily representative of cases encountered routinely in a day-to-day ambulatory practice. Therefore, in order to improve student experiences with primary care of equine cases, a collaborative program called the Practiced Based Equine Clerkship (PBEC) was launched in FY11. The PBEC program places students in the field with selected equine practitioners and is described in greater detail below (see Section 12.4.3 and [Table E](#)). This opportunity provided on average 6,778 equine cases per year. To further grow the equine caseload, the CVM opened a new equine hospital at the World Equestrian Center in Ocala in May of 2022. This hospital will focus on sports medicine, diagnostic imaging and rehabilitation providing a unique learning environment for our DVM students.

Bovine Caseload: In-hospital caseload is relatively low (5-year average 50 visits), though visits and hospitalizations increased by 86% and 96%, respectively, between FY17 and FY21 ([Table A](#)). The local market is comprised primarily of herd-based cattle, including meat and dairy operations. In spite of these low numbers, there are significant opportunities for student experiences in the field, as described in Section 12.4.2, [Table D](#).

Small Ruminant Caseload: Annual in-hospital visits increased 11%, though hospitalizations decreased slightly (6%) between FY17 and FY21 ([Table A](#)). This growth reflects an increase in the local market as well as concerted efforts to attract additional cases suitable for student instruction.

Porcine Caseload: In-hospital caseload is relatively low (5-year average 77 visits), and consists primarily of pet pigs. While the 5-year trend was down 15%, visits increased slightly in FY21 ([Table A](#)).

Zoological Medicine and Wildlife Service: This service sees patients in-hospital and through an ambulatory field service that visits private reserves and zoos. For Caged Pet Birds, patient visits increased by 63% and hospitalizations increased by 92% over the 5-year period. Annual visits and hospitalizations for Caged Pet Mammals increased by 107% and 120%, respectively. Wildlife and zoo animal species experienced dramatic increases in visits (107% and 103%, respectively), though hospitalizations decreased (23% and 37%, respectively) ([Table A](#)).

When caseload data are considered in aggregate for all species, the UFVH demonstrated substantial growth in all caseload-related parameters, with total patient visits and hospitalizations each up 34%. The satellite small animal emergency hospital had an increase in caseload of 55%.

Ambulatory/Field Services: Data pertaining to caseloads associated with ambulatory/field service programs are provided in [Table D](#). Total animals treated increased by 63% during the five-year period (up to 42,680 in FY21) with an increase of 43% in farm calls (794 in FY21). Bovine, caprine, ovine and porcine cases increased over FY17 to FY21. The Equine caseload declined as the UF IFAS farm decreased their horse business. There was a decrease in Other (Exotics) animals treated as we eliminated one of our clients when they changed ownership.

12.4.2. Describe and analyze the adequacy of normal and clinically diseased animals (Hospitalized, outpatient, field service/ambulatory and production medicine) used by students in the course of their learning experience.

The UFVH includes the SAH, the LAH, a satellite emergency clinic (UF PETS) and an ambulatory service. The SAH and LAH operate as primary care and referral facilities, which provide rich opportunities for students to gain numerous and varied experiences with normal and clinically-diseased animals, including primary care, secondary and tertiary referred patients of multiple small and large animal species. In addition, students have abundant opportunities to obtain extensive primary care experiences in the Emergency & Critical Care Service at the UFVH, which is a Level 1 Veterinary Emergency and Critical Care Society (VECCS)-certified facility, as well as the Level 3 VECCS-certified UF PETS facility in Ocala. In addition, students have opportunities to gain primary care experiences in the Veterinary Community Outreach Clerkship and several Shelter Medicine Clerkships (described in Section 12.4.3) as well as opportunities to gain simulated practice-based experiences in the PCD Service, which offers an official certified 'Cat-Friendly' designation. Student opportunities for gaining primary care experiences with horses are available through routine and preventative care treatments of the UFCVM teaching horse herd, the equine reproduction ambulatory program, which services two UF horse teaching units, as well as the PBEC (described in Section 12.4.3). Primary care experiences with food animal species are available through a limited number of in-house cases as well as the robust ambulatory services that are overseen by the Farm Animal Reproduction and Medicine Service (FARMS) faculty group as described in [Table D](#). Both complex and primary care patients are treated in the Zoological Medicine and Wildlife service, which provides experiences in avian, reptilian, mammalian and other species.

12.4.3. Describe unique clinical educational resources of programs that enhance the educational mission.

Practice-Based Equine Clerkship (PBEC), [Table E](#): The PBEC, which started in January of 2011, provides a valuable two-week clerkship experience in a field setting wherein students are given multiple opportunities to gain primary care experience with equine patients. The PBEC is managed by a UFCVM faculty member, Dr. SallyAnne DeNotta, who interfaces with a large group of local practitioners (35 clinicians from 31 practices) who serve as adjunct faculty members in the college and provide students with one-on-one field visits. The students record their experiences in a customized database that allows the faculty coordinator to review and track student experiences. This experience provided an average of 4,439 farm calls with 8,160 animals treated annually over the 5-year period ([Table E](#)). The numbers decreased substantially in FY20, when the clerkship paused due to COVID-19, though have rebounded for FY21.

Practice-Based Small Animal Clerkship, [Table C](#): This clerkship was created in 2015. The clerkship is managed by a UFCVM faculty member, Dr. Wendy Mandese, who interfaces with local practitioners (46 clinicians from 33 practices) who supervise and provide students with in-clinic primary care experience treating small animals (dogs, cats and small exotic species). The clerkship provides opportunities for students in performing physical examinations, diagnosis, treatments, routine surgery and practice management. The experience provided an average of 4,987 small animal primary care cases treated annually over the 5-year period ([Table C](#)).

Consultations in Shelter Animal Medicine (Maddie's Shelter Medicine Clerkship): In this two-week elective clerkship, students join a professional on-site consultation with a shelter client, wherein they gather and analyze electronic records pertaining to shelter operations, observe shelter operations, make real-time population-level assessments of 200-600 shelter animals, and devise solutions to address identified health and welfare concerns. Students participate in the

development of recommendations to improve the life-saving capacity of the shelter by implementing best practices for animal physical and behavioral health, biosecurity, staff management, and equitable community engagement. The clerkship started in 2011 and is overseen by three UFCVM faculty members, two interns, and several support staff. Students have assessed dozens of shelters in multiple states and Puerto Rico, resulting in a multi-cultural leadership and collaboration experience.

Veterinary Community Outreach Clerkship (VCOP): The VCOP (formerly Merial Community Practice Clerkship) is a two-week clerkship experience that was first offered in 2003. At current capacity, VCOP provides opportunities for approximately 125 students each year to enhance their surgical skills by performing multiple (>2500 patients annually) routine surgical procedures in conjunction with local shelter and adoption agencies. Students also gain diverse and real-world experience in primary care through participation in a community welfare program that works with populations of indigent clients and their pets. This program is supported by three faculty members and four full-time veterinary technicians. This service is funded via VCOP revenue and donor support.

Operation Catnip Spay/Neuter Collaborative: One weekend each month, students volunteer to spay, neuter and vaccinate up to 200 cats (2,400 per year). Through participation in this program, students gain vital hands-on experience in anesthesia, physical examination, surgical preparation, spay, neuter, vaccination, analgesia, wound management and surgical recovery. First-year students participate in all-non-surgical activities and expand into all activities after completing their introductory surgery course. Approximately one-half of all UFCVM students participate in this program, with the potential to complete hundreds of surgeries prior to graduation. In addition, students learn about the problems of animal over-population, public health, and the important role veterinarians can have in community service. From July 1, 2016-June 30, 2021, a total of 290 students performed 12,743 surgeries. Routine spay/neuter surgeries were the most common, including 5,536 cat spays, 6,519 cat neuters, 45 dog spays, 23 dog neuters, and 24 surgeries in rabbits and guinea pigs. In addition to routine spay/neuter surgeries, students were the primary surgeons performing other procedures common in general practice, including 596 wound repairs, hernia repairs, enucleations, limb amputations, pyometra surgeries, tail amputations, mass removals, femoral head ostectomies, and cleft palate repairs. In total, students performed 12,743 surgical procedures, an average of 2,549 per year and 44 procedures per student. Freshman and sophomore students also performed perioperative physical examinations, anesthesia, vaccinations, and parasite treatments for 21,640 animals in the surgery clinic and 2,134 examinations, 3,422 vaccinations, 2,279 parasite treatments, and 565 medical treatments in the wellness clinic. These clinical opportunities became especially important to maintaining surgical training opportunities for students in the Classes of 2020 and 2021 when the pandemic shutdown halted student surgery at the University. During the past two years, the partnership with Operation Catnip was the single largest source of student surgeries at UFCVM. Operation Catnip was established in 1998 by UFCVM faculty members and has evolved to its current structure as a well-regarded non-profit community organization with its own clinic facility, medical director, support staff, and board of directors.

Zoological Medicine and Wildlife Services: UFCVM students have opportunities to participate in several two-week clerkships through this service, which provides veterinary care for non-domestic animals. Animals evaluated include privately owned pets, zoological park patients and injured wildlife. The service provides in-hospital experiences as well as field clinical experiences in through bi-weekly visits to ***Santa Fe College Teaching Zoo***, the ***Lubee Bat Conservancy*** or the ***St. Augustine Alligator Farm Zoological Park***. Student participation provides experiences in preventative and population medicine, clinical and emergency medicine, surgery, anesthesia, pathology, regulatory compliance and research. The main objectives are for students to develop clinical and professional skills, develop comfort with non-traditional patients and identify essential resources for work with these animals. The service includes three faculty members, two residents, one intern, three full-time veterinary technicians and 2.5 FTE veterinary assistants.

12.4.4. If off-campus clinical instruction sites are used regularly by multiple students, complete table H and Describe the planning, supervision, and monitoring of students; and contracting arrangements for non-institutional based faculty (Table I).

The **Alachua County Animal Services Rotation** ([Table H](#)) is a new clerkship, started in 2019. This rotation provides practical experience in shelter medicine, including elective surgery, and is coordinated and supervised by a UF faculty member. In FY21, the students performed over 1100 spays and neuters (canine: 635; feline: 475) and performed on average 3 medical exams per day. They also participated in many special surgeries including enucleations, amputations (limbs and tails), mass removals, body wall closures, umbilical hernias, mastectomies, pyometra, and wound debridement/suture/care. Medical experiences included physical exams, skin scrapes, Heartworm tests/treatments, cytology (FNA), neonatal care, anesthesia procedures, euthanasia and ophthalmology exams. The Practice-Based Small Animal Clerkship and the Practice- Based Equine Clerkship are described in Section 12.4.3 and listed in [Table C](#), [Table E](#), and [Table I](#).

12.4.5. Describe the involvement and responsibilities of professional students in the healthcare management of patients (and clients) in clinical programs of the college.

UFCVM veterinary students participate directly in nearly all aspects of patient encounters at the UFVH. Students are actively involved in receiving cases, client communication (including history) and physical examinations. Students also develop problem/ differential diagnosis lists and diagnostic/therapeutic plans, which are reviewed by a clinician (house officer and/or faculty member). Students are typically present but not responsible for communicating prognosis or financial estimates to owners. For outpatients, students typically help prepare discharge instructions. For hospitalized patients, students share overall responsibility for the patient along with the attending clinician and veterinary technical staff. Student responsibilities often include collection and submission of diagnostic samples and drafting treatment orders, drug prescriptions and discharge instructions. Students are responsible for daily client communications in the SAH but not the LAH. In the latter, complexities of dealing with owners, agents, trainers, and other parties makes such communication more challenging. Students perform routine diagnostic tests under the supervision of clinicians or veterinary technical staff and observe or assist with more complex procedures, such as endoscopy, ultrasound-guided biopsy, laparoscopy among others. In some services, students are responsible for drafting the daily update (Subjective, Objective, Assessment and Plan; SOAP) portion of the medical record, which is then reviewed by a clinician. Students prepare a draft of the discharge summary for the client and/or referring veterinarian, which is reviewed and approved by the primary clinician. Most services hold daily teaching and/or patient care rounds in which students present cases for general discussion and review.

12.4.6. Describe how subject-matter experts and clinical resources are integrated into clinical instruction.

At present, the UFCVM has approximately 149 clinical faculty members, 99 of whom are board-certified in one or more specialty disciplines ([Appendix 12.8 Table D](#)). These subject matter experts work in conjunction with house officers and a highly-trained hospital technical staff to provide clinical instruction of UFCVM veterinary students during clinical rotations in UFVH services. Working as teams, these groups provide a multi-layered approach for clinical instruction that includes demonstrations of procedures, direct observation and evaluation of students' technical skills as well as one-on-one and small-group instruction designed to develop students' medical knowledge and diagnostic skills through participation in regular clinical rounds. A wide variety of clinical resources are utilized for teaching, including referred and first opinion patients, animals from local shelters and adoption agencies as well as animals owned by zoological collections. In addition to the required and elective clinical clerkship opportunities that are available within the UFVH, students have numerous opportunities to participate in elective externship experiences at a wide and diverse array of private and institutional practices throughout the US and abroad, where they have access to additional subject experts.

12.4.7. Describe the adequacy of the medical records system used for the hospital(s), including field service and/or ambulatory and population medicine. Records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college.

The UFVH identifies each patient with a medical record number and utilizes the Problem Oriented Medical Record format for inpatients, outpatients and field service cases. Herds of food animals are identified with a single medical record number and farm visits are chronicled daily in farm reports that identify individuals or groups of animals, which were examined, treated and/or processed during each visit. A handwritten copy is left on the farm and transcribed in the UF office into a MS-Word or Excel document that is sent to the client. UFVH uses Cornerstone as the base electronic medical record (EMR) system for the Gainesville and Ocala facilities as well as the ambulatory services. The EMR contains all patient information and related documents, including client and referring veterinarian information, laboratory, necropsy, surgery, anesthesia, imaging reports, communication notes, medical history, physical examination findings, discharge instructions, billing and medications dispensed, including controlled drugs. Diagnosis and problem lists are identified for each patient and the system is searchable using the comprehensive Systematized Nomenclature of Medicine (SNOMED) collection of medical terms. The UFVH uses INSTINCT for treatment sheets, recording of medications administered, daily updates (Subjective, Objective, Assessment and Plan; SOAPs), vital signs and patient care flow sheets.

12.4.8. Describe how the college has responded to increasing/decreasing clinical resources.

The SAH caseload has increased progressively throughout the last decade and, following the opening of the new SAH in 2009 and the UF-PETS facility in 2012, there has been a concomitant increase in hospital revenue. In view of the hospital's sound financial position, the college has been able to expand its clinical resources, including the hiring of additional faculty, residents, interns, veterinary technicians and support staff to meet the demands of the increased caseloads in many UFVH services. In nearly all areas of the hospital, the additional caseload has become integrated into and provided expanded opportunities for student clinical educational experiences. However, the expanded caseload is not without challenges as evidenced by the growing need to hire more staff and faculty. Staff recruiting, especially in areas such as small animal critical care and anesthesia, is the current biggest challenge for UF and nationwide. To address retention and recruitment, the UFVH has made several market equity adjustments to salary and added additional benefits such as support for career development and retention bonuses.

12.4.9. Describe the means used to maximize the teaching value of each case across the curriculum.

The role of the professional students in patient management has been described in detail above. Virtually all patients presented to the UFVH are seen by one or more students. Faculty members utilize case materials from the UFVH in their core and elective didactic course lectures to teach students throughout all phases of the professional curriculum.

STANDARD 5: INFORMATION RESOURCES



COLLEGE OF VETERINARY MEDICINE

12.5.1. Describe and comment on the adequacy of information retrieval and learning resources.

The UFCVM benefits from numerous learning resources and information retrieval capabilities that are provided to the entire UF campus as well as satellite facilities throughout the state of Florida. The [George A. Smathers Libraries](#) at UF form the single largest information resource system in the state of Florida. The [UF Health Science Center \(HSC\) Library](#) serves the academic, research, and clinical information needs of faculty, house officers, students, and staff from the UFCVM plus five other HSC colleges and is located approximately one-half mile from the main UFCVM complex. As part of the recurring investment in information resources on campus, the UF libraries continue to purchase and assimilate an expanding collection of electronic journals, books and other information resources that are available to the entire UF community at any time and from any location with internet accessibility. The HSC Library provides free access to physical and/or electronic database resources that include approximately 16,500 journal subscriptions, 147,700 books and more than 100 databases. Current journal subscriptions are entirely electronic as are most newly acquired books and all searchable databases. A free interlibrary loan service allows faculty, students, and staff to access external resources that are not included in the library's on-site collections. Through [Course Reserves](#), faculty and staff can connect specific journal articles or textbook chapters that are available electronically to their online course site in the learning management system (LMS).

In addition to the HSC and other campus libraries, CVM faculty, students and staff can access print collections for nearly three dozen veterinary medical journals and publications locally on the CVM campus within the Veterinary Medicine Education Center. The CVM Education Center serves as a physical venue to support the educational activities within the college. The Education Center represents the college's commitment to providing our students with an exceptional facility to support instruction, and recognition of the growing importance in leveraging electronic resources to support our curriculum. Students, faculty, and staff may check out circulated items, including books and journals, during staffed hours only, but the center is open for general study purposes 24 hours/day, 7 days/week, including UF-observed holidays. The Education Center features include a 25-seat quiet room, UF-secure wireless Internet access in all areas, standalone computer stations, collaborative-work computer stations with large display monitors, printer station, flatbed scanners, group study rooms with computers and large screen displays, a limited selection of frequently used texts and journals and complete high-speed connectivity with HSC Library information systems. Based upon the digital and physical resources that are available to support learning activities and electronic information retrieval by UFCVM students, faculty and staff, the current resources are considered to be adequate to support college needs.

12.5.2. Briefly describe the availability of learning and information technology resources support for faculty and students, including personnel and their qualifications.

All UF faculty have access to instructional support, resources, and training on educational technologies provided by the University of Florida's Center for Teaching Excellence, Center for Instructional Technology and Training, and e-learning Support Services. The UFCVM also employs dedicated staff in the Office for Academic and Student Affairs to assist on site.

The [UF Center for Teaching Excellence](#) (UFCTE) provides UF faculty with instructional support resources and workshops to develop their teaching craft. UFCTE sponsors the First Year Faculty Teaching Academy, a series of workshops designed for faculty in their first few years of teaching at UF. Synchronous and asynchronous professional development events are held throughout the year as well, including the Annual Interface Teaching Conference, a forum where faculty can share innovative work with others and foster collaborations on future endeavors. Additional resources and teaching consultations are available as needed to help faculty develop their instructional practice.

STANDARD 5: INFORMATION RESOURCES

The [UF Center for Instructional Technology and Training](#) (UFCITT) is part of the Office of Academic Technology within UF Information Technology. UFCITT provides educational technology training and support to UF faculty to foster student learning. Faculty can work directly with instructional designers to develop course material and instructional activities.

[UF e-learning Support](#) provides just-in-time technical assistance for faculty, staff, and students. This dedicated extension of the UF Help Desk is available to manage immediate issues that arise in supported educational technologies.

[Jamie Holloway](#) is the CVM Education Center Coordinator. He oversees the scheduling and capture of our automated lecture capture system. He works with faculty to create novel video content to further the goals of student education. Jamie manages the Education Center Circulation Desk and Provides student technology support as needed. He serves as a backup point of contact for our faculty and students when they have issues with our LMS (learning management system). He is a member of the Health Science Center Faculty Informational Technology Advisory Committee, where he provides insight, planning, and coordination information for technology projects and concerns.

[Chun-Ru Parry](#) is the UFCVM Learning and Organizational Development Specialist. She organizes faculty and staff training on educational technologies and provides instructional design support. She assists with online course material distribution via Canvas (learning management system) and distance learning technologies. She maintains the UFCVM Teaching Academy, an ongoing course in Canvas developed specifically as an instructional support resource for CVM faculty.

[Alexis Jenkins](#) is the UFCVM Exam Coordinator. Alexis provides individualized training on the ExamSoft platform for faculty and administrative staff. She oversees the hire, scheduling, and payroll for five or more exam proctors each semester. Alexis develops and facilitates student training on the Exemplify testing platform with first year students each year. Alexis is a member of the Health Science Center Faculty Informational Technology Advisory Committee and the Academic Health Center Educational Advisory Committee, with a specific focus on ExamSoft applications. Alexis is a certified ExamSoft Administrator and has served as an International Council for Veterinary Assessment chief proctor providing technical support during NAVLE testing reviews.

[Hannah Norton, MSIS](#), is the HSC Liaison Librarian for the UFCVM. She is available for in-person, email, phone, or video-conference consultations with college faculty, students, and staff about any library or information-related. Hannah is an ad hoc member of the UFCVM Curriculum Committee, and, as such, is able to keep apprised of changes to the curriculum and address any impacts on library resources or services. She conducts appropriate introductory and training sessions pertaining to the use and applications of library resources and evidence-based medicine.

12.5.3. Describe the reliability and methods of access, as well as security considerations, to library information resources for faculty and students when they are on and off campus.

On campus, all electronic resources are available 24 hours a day, 7 days a week through IP-authentication for all faculty members, students, staff, and other authorized users. Print resources are available in person at the HSC Library, which is open approximately 95 hours/week, as well as the Veterinary Medicine Education Center, which is open to all UFCVM personnel at all times even though it is staffed during limited weekday hours. All electronic resources are available from remote (off campus) locations throughout the world any time of day to all UF personnel. All UFCVM faculty, students and staff may use unique GatorLink login credentials through one of the UF Virtual Private Networks (VPNs) or an E-Z proxy authentication protocol and access all electronic resources with any number of devices, including laptops, tablets, smart phones, and other wireless devices. Additionally, the University of Florida is now part of the Eduroam network, a world-wide roaming access service that allows users Wi-Fi access at all participating institutions via their UF credentials.

12.5.4. Describe the resources (training, support) provided and available to students for improving their skills in accessing and evaluating information from sources in any media relevant to veterinary medicine.

As part of the orientation program for incoming first-year veterinary students during each fall semester, students receive an introduction to the library's resources. Ms. Norton teaches about resources and strategies for finding up-to-date clinical and research literature during an evidence-based medicine thread in the Veterinary Clinical Skills courses, a required longitudinal course for first- and second-year students. She teaches about using library resources in the research context during the Merial Summer Research Program. Drop-in sessions on using specific literature databases and other information literacy topics are available at the HSC Library each semester and are open to veterinary students, faculty, and staff ([Library Classes & Tutorials](#)). A veterinary medicine subject guide ([VetMed LibGuides](#)) is available with summary information on veterinary information resources. Ms. Norton provides individual assistance in literature searching and evaluating information on request.

12.5.5. Describe assessment of students' skills in retrieving, evaluating, and applying information pertinent to veterinary medical science including clinical case management as preparation for lifelong learning.

Supervised Patient Care and Clinical Skills Series. The first-semester Supervised Patient Care and Clinical Skills I course provides students an opportunity to demonstrate their application of Boolean logic while searching online databases in a low-stakes small group setting with a focus on the value of valid and reliable sources. Here, students present their research in a debate-type format.

The second-semester Supervised Patient Care and Clinical Skills II course engages students in both individual and small group research activities. Both activities require students to identify peer-reviewed articles that could be used to answer specific research topics. Students must critique the overall quality of the research, review the methodology used and evaluate its appropriateness for the study, and assess how the article applies to the research question provided. Students submit both assignments (individual and small group) to the online learning management system and receive individualized feedback on their responses.

The fourth-semester Supervised Patient Care and Clinical Skills IV course also provides students a low-stakes opportunity to engage with published research on their chosen topic. Students are asked to formulate clinical questions and answers based on available research using a medical database.

VEM5503 Veterinary Epidemiology. Third-year students are required to take Veterinary Epidemiology (VEM5503). This didactic course includes a variety of topics regarding the evaluation of information, including evidence-based medicine principles, study design, and the interpretation of study results as clinical evidence. Students are assessed using multiple-choice examinations, of which approximately 30 questions directly measure the students' knowledge and application of these topics ([Appendix 12.5.5 Figure 1](#)).

12.5.6. Describe current plans for improvement.

The college is re-evaluating how the student-use spaces in the Education Center and how its resources are laid out, with plans to reorganize reference materials and develop additional seating and work/study locations.

STANDARD 6: STUDENTS



COLLEGE OF VETERINARY MEDICINE

12.6.1. Complete Tables A, B, and C and analyze trends. (Table D does not apply)**Veterinary Medical Program – [Appendix 12.6.1 Table A](#)**

The student enrollment has increased since the last full accreditation visit. In 2017, there was an enrollment cap of 112 students (for the Class of 2021). In 2018, enrollment increased to 120 students (Class of 2022). In 2020, enrollment was increased to 124 students (Class of 2024) and in 2021 enrollment increased to 130 students (Class of 2025). In 2022, a substantive change request was approved to increase the class size to 150 students with the Class of 2026. The number of visiting students from Ross University and St. George's University has increased from 41 to 70 students over the last five years.

House Officer and Graduate Student Program – [Appendix 12.6.1 Table B](#)

The number of interns and residents have steadily increased over the last five years to meet the workforce demand of specialty training. The programs are reviewed regularly to ensure quality. Programs are analyzed yearly for after-hours workload distribution to ensure it is appropriate for the number of house officers. The number of MS and PhD students has remained unchanged. There has been a slight increase in our online MS degrees in Forensic Toxicology, Shelter Medicine and Forensic Science.

DVM Students per year for last five years – [Appendix 12.6.1 Table C](#)

The number of DVM students from historically underrepresented racial and ethnic groups has increased significantly since the last full accreditation visit. At the last accreditation cycle, the five-year average was 15.2%. The average for this five-year cycle is 23.4%, with an ever-increasing trend. This is attributed to changes in the admissions processes, including training on implicit bias for the admissions team (See Standard 7).

12.6.2. Provide a listing of student services. These services must include, but are not limited to, registration, testing, mentoring (advising), counseling, tutoring, peer assistance, financial aid counseling programs, and clubs and organizations. Demonstrate that students are informed of and have ready access to academic counseling, personal wellness, financial aid, debt management, and career planning services.

Pre-Vet Advising. Academic advising services for high school and college students or others who are considering application to our professional program are provided. Advising is done in person, over the phone or via e-mail and includes the mailing of relevant information to interested individuals. In addition, our UF Veterinary Education webpage provides extensive frequently asked questions, resources for prospective students, virtual tours of the hospitals and a link to submit requests for on-site visits or campus tours. Interested persons can view pre-recorded presentations that are available in English and Spanish that provide admissions information as well as an overview of the profession. Unsuccessful applicants are also given opportunities to meet with a pre-vet advisor or the ADASA to review approaches to strengthen future applications. In addition, our admissions and pre-vet advising team makes regular visits to community colleges, private and public colleges and universities as well as institutions with high minority enrollment throughout the state of Florida. Recruitment has evolved to include many digital resources. Our robust Instagram page provides insight into college culture and often features admissions updates and advice. UF offers prospective students three free eBooks: [How to Get Into Veterinary School](#), [Interview Prep Book](#) and [Financial Literacy for Pre-Veterinary Students](#). Our [YouTube channel](#) contains more than 100 videos, covering topics like diversity, equity and inclusion, and imposter syndrome.

Pre-Vet Pawscast. The [Pre-Vet Pawscast](#) was created in 2019 and has 100 episodes over five seasons of pre-veterinary tips, tricks, and advice for applying to professional school. Guests include veterinarians from across the country, current DVM students, and UFCVM staff.

Student Admissions. The UFCVM is a participant in the Veterinary Medical College Application Service (VMCAS) with ASA serving as a centralized office for receiving and processing all admissions-related records from VMCAS, including applications, transcripts, letters of recommendation and other confidential candidate documents. Candidates invited for interviews are required to take the Casper Assessment test offered by Altus Assessments Inc. The ASA organizes and provides complete support services for the UFCVM Admissions Committee, including training of Admissions Committee members, overseeing on-line access to applicant information, collecting and organizing reviews and assessments by committee members, scheduling of applicant interviews and communication with applicants regarding application status and final decisions.

Professional Student Course Registration and Scheduling. The ASA oversees the enrollment of all professional students in didactic courses, clerkships, and externships throughout all four years of the curriculum and manages [course scheduling](#) in all the college's teaching facilities. Like other UF students, our professional students are responsible for their own registration but receive assistance from ASA in the form of an informational tutorial and personal assistance, if needed. ASA utilizes the Curriculum Map platform to optimize student choices for clinic schedules.

Financial Aid and Scholarships. The ASA oversees the assimilation of student financial information and, in conjunction with the Awards and Scholarship Committee and oversees the awarding of private scholarships. The college has a designated person within ASA to assist our professional students with eligibility and disbursement of federal and private loans and grants. Any student who applies for financial aid must first complete the Free Application for Federal Student Aid (FAFSA) before any financial aid or scholarship is awarded. In 2021, ASA reported more than \$900,000 awarded in scholarships to veterinary students.

Student Academic Records. The ASA manages all professional student academic records, including but not limited to grades for all didactic courses and clinical clerkships, tracking of student compliance with curricular requirements, reporting of grades to main campus, and validation of students for graduation. The office identifies students with academic deficiencies and provides documentation of academic performance to the UFCVM Academic Advancement Committee for review and consultation. The office is responsible for determining class ranks and all other information related to student academic performance.

Student Advising. The ASA coordinates selection of clinical advisors for all professional students, including Offshore students. Advisors and students are provided with a "Best Practices" document to assist in the advisor/advisee relationship. Advisors meet with students on a regular basis and are kept abreast of advisees' academic progress and, in situations where students encounter academic difficulties, advisors accompany the student to meet with the Academic Advancement Committee in order to support and advocate on their behalf. Advisors also assist students in selecting externships that are appropriate to their interests and often serve as a reference for potential employers. In addition, the ADASA is available to meet with students who encounter academic or other difficulties and to discuss sources for assistance, including private confidential meetings with a certified counselor or special scheduling needs due to various circumstances, including major illness, pregnancy or personal difficulties.

Student Clubs and Organizations. The UFCVM has roughly 25 student clubs plus a very active SAVMA organization with information [available online](#). Clubs offer opportunities for students to pursue their special interests through guest seminars and labs that supplement regular professional curriculum offerings and are presented or overseen by a UFCVM faculty member. ASA maintains a central list of clubs, club officers and faculty advisors and approves official club activities. The college Director's Office aids in scheduling meetings and support for fiscal accounting. All clubs and student organizations are required to follow [UF regulations](#) and submit annual financial statements to ASA for all monetary transactions. UF SCAVMA provides limited financial support to UFCVM professional student clubs based on proceeds from the sale of pet foods, merchandise and donations.

Clinical Training Program for Off-Shore Students. The ADASA reviews all applications for admission of offshore students into our college's clinical clerkship training program and communicates with our partner schools. Currently, UFCVM provides clinical training for approximately 70 students each year. The ASA office oversees all education-related matters for these students, including clinical orientation, scheduling, correspondence with students' home schools, and reporting of grades or academic deficiencies. Offshore students are provided the same opportunities as UF students and held to the same standards during their clinical training program. They receive a certificate from UFCVM at the completion of their clinical training.

Special Events. The ASA oversees and organizes numerous [student-focused college events](#), including the professional coating ceremony, senior exit interviews, and commencement. All activities related to graduation, including the senior graduation breakfast with the FVMA (suspended since COVID in 2020), senior awards ceremony, planning of seating charts and rehearsal of commencement ceremony and organization of the reception for graduates, family members, invited guests and college faculty are coordinated by the ASA office.

Mental Health Counseling. The College of Veterinary Medicine employs a full-time social worker and a mental health counselor (0.75 FTE) for veterinary students. The social worker is employed as a grief counselor by the UFVH, but has opportunities to interact informally with students, house officers, faculty, staff and clients within the hospitals and during rounds. Mental health counseling is available virtually or on site by the CVM employed counselor, [Dr. Jamie Stahl](#). The office of academic and student affairs (ASA) schedules wellness events throughout the year, including talks on wellness-related topics (healthy meals, stress, depression, etc.), periodic reminders about the availability of support resources, and fun activities to build social supports. ASA serves as a point of contact for any student in distress and acts to facilitate counseling as needed. An active search is currently underway for an additional staff member as a full-time student well-being coordinator and mental-health counselor. This individual will provide counseling for CVM students and take primary lead on all wellness activities and initiatives.

Coordination with Disability Resource Center (DRC). The ASA office coordinates with the [UF Disability Resource Center](#) (DRC) to provide necessary accommodations for students with documented needs. The accommodations for the student are determined by the UF DRC, and the ASA office assists in executing the accommodations at UFCVM. This may include but is not limited to: extended time for testing, access to a chair during labs, closed captioning for lectures, and allowances for access to nutrition or medication during exams.

Tutoring. Tutoring by upperclassmen is available for students who are struggling academically. Students can request a tutor, or they can be assigned a tutor based on academic standing. The Academic Advancement Committee may recommend tutoring following an AAC hearing. The ADASA hires and assigns tutors and manages the tutoring program. To participate as tutors, upperclassmen must meet a specific GPA requirement and demonstrate proficiency in the target content.

Career Counseling. - see [Section 12.6.5](#)

Additional Services Offered. The ASA office maintains and electronically posts accurate [didactic course schedules and textbook lists](#) for all phases of the curriculum and posts an academic calendar in the [student handbook](#). The ASA office provides a wide array of other services to the college's professional students, including basic notary services, preparation of official letters of good academic standing, and verification of qualification for State and National Exam certification and USDA Accreditation. Individualized academic reporting is coordinated by ASA, including tracking for academic credit check, grade point average and class rank reporting for awards and scholarship applications. In short, the ASA serves as a complete turnkey operation for all matters related to professional DVM students at UFCVM.

12.6.3. Provide a list of tuition-related information available for prospective students. This information, as consistent with applicable law, must include estimated total educational cost, cost of living, considerations, and a description of financial aid programs. Make collected data on salaries, employment rates, and educational debt available to the public, as consistent with applicable law.

Prospective students can refer to our [website for financial aid information](#), including tuition and cost of attendance estimates, descriptions of CVM scholarships and award processes, and links to federal loan information and FAFSA applications as well as external scholarships compiled by the AVMA.

12.6.4. Describe how conflicts of interest regarding academic assessment of students are avoided with individuals who provide student counseling.

Mental health and wellness counselors are not lecturers or course faculty. They are employed solely for counseling services.

12.6.5. Provide a summary of college activities in support of placement of graduates.

In 2016, the college added an Assistant Director for Career Services position under the Office of Academic and Student Affairs to spearhead [CVM Careers](#). With strong industry connections, this role acts as a liaison between students and industry while providing students with job search tools and tips, career resources, and advice on engaging with employers. Our current Assistant Director, Rachel Koepsel, is a Certified Career Services Provider (CCSP) and offers 1:1 career and professional development coaching on a variety of career topics including:

- Job Search Strategies
- Interview Strategies
- Contract Review/Salary Negotiation
- Developing Professional Documents (Resume, CV, Cover Letter, Personal Statement/Letter of Intent)
- Exploring Career Options
- Finding/Discussing Career Interests, Strengths, and Values
- Developing Professional Networks
- Navigating Professional Communication

Additionally, this role annually spearheads and hosts the annual CVM Career Day in collaboration with VBMA. At this event, students can participate in mock interviews and resume reviews with industry partners in the first half of the day. In the second portion of the day, a career fair is hosted to allow students opportunities to develop industry connections and professional relationships with private and corporate representatives.

To complement our students' didactic and clinical education, CVM Careers delivers co-curriculum professional development programming to each class on a semesterly basis in collaboration with a faculty partner and the Student Financial Aid Coordinator. Topics covered in this program range from financial management and budgeting to career opportunities in veterinary medicine, and industry trends.

In 2020, CVM Careers developed and implemented its own [job board](#) through YM Careers for employers to post position openings for full-time and part-time opportunities, externships, student representative roles, and student programs. Furthermore, bi-weekly career emails are sent to all four years of students, house officers, offshore students, and the last five years of alumni to announce new positions and career opportunities submitted by employers. CVM Careers offers and manages a Facebook page for employers to post opportunities to as well.

To equip students with 24/7 career resources and information, CVM Careers developed a Canvas course for students with career presentation recordings, professional document examples, handouts, and tips. Furthermore, a monthly CVM Careers newsletter is circulated throughout the college highlighting a diverse range of career themes.

12.6.6. Provide academic catalogue(s) (or an electronic address for this resource) and freshman/upper-class orientation materials.

First-Year Orientation. The ASA organizes and delivers an online orientation program through the on-line [learning management system](#). Online orientation begins shortly after the class is selected, with on-line modules open to incoming students throughout the summer prior to fall semester of the first year. Materials include 1) a general welcome message from the ADASA with an introduction of ASA staff, 2) information pertaining to campus disability resources, 3) privacy training, student conduct and professionalism expectations, student honor code and other administrative information, 4) acclimation information to the CVM, HSC, UF, and surrounding areas, 5) immunization requirements and forms, 6) health insurance information, 7) information on course registration and certificate programs, 8) financial aid information, 9) general career and wellness services information 10) on-line resources for the CVM and UF campus life including the UFCVM student handbook and 11) exam policy and procedure information with technical requirements for iPad/computer and UFCVM VPN instructions, 12) introduction to the Curriculum Map and Student Learning Opportunities (SLO procedure submissions).

Live Orientation is a two day in-person event taking place the week prior to the start of the academic year. The first day is used to provide the new members of the class with Gator1 cards, mailbox keys and locker assignments along with informational sessions and tours designed to acclimatize students to the campus. There are a series of speakers that cover information on: certificates, financial aid and scholarship opportunities, lab safety, support services including DRC disability and testing resources, and information on academic honesty, integrity, and requirements. The second day is the Club and Exhibit Day designed for incoming students to learn, network and purchase merchandise from the various student clubs and organizations at the college.

First-Year Veterinary Experience (FYVE). Following live orientation, the ASA hosts the First-Year Veterinary Experience (FYVE) focused on developing a community of support, teamwork, cultural competency training, leadership and identifying and recognizing personal strengths through the Strengths Quest Program. The event includes a number of discussions, including opportunities for mental health counseling as well as small and large group experiential activities (barring any social distancing and capacity limits from COVID) and free time to develop camaraderie with their new classmates. Second-year students serve as FYVE facilitators and complete comprehensive summer training, focusing on leadership, inclusion, communication, and teamwork.

Clinic Orientation. Clinic orientation is a four-day process that prepares students for transitioning into the initial component of their formal clinical education (Phase 3 Curriculum) and includes one day of in-person training, one day of virtual modules, and two days of shadowing. Orientation takes place at the conclusion of second-year spring semester following the Professional Coating Ceremony and is coordinated jointly by the UFCVM and UFVH, including the ADASA, ADCS, clinical department chairs, and selected staff from the college and hospitals. The major areas covered in orientation are hospital procedures and policies, including safety procedures and operational policies as well as requirements pertaining to patient/client confidentiality, electronic medical records and policies related to controlled drugs.

12.6.7. Describe the system used on an ongoing basis to collect student suggestions, comments, and complaints related to the standards for accreditation.

Annual Request for Feedback. Each year in the spring semester, the ADASA sends an email to all students to remind them of their on-going opportunity to provide their opinions and feedback about the professional curriculum, especially as it relates to the college's adherence to the accreditation standards set forth by the AVMA-COE. As part of that annual reminder, students are provided a link to the accreditation standards. Students are provided an option to submit comments anonymously in writing by placing them in a secured labeled box that is mounted in a hallway outside the Veterinary Medicine Education Center in the VAB. Student comments are collected, compiled and reviewed by the ADASA on a regular basis.

Curriculum Feedback Sessions and Senior Exit Interviews. Each spring semester, students are invited to attend Student Curriculum Feedback Sessions. These sessions provide a platform for students to discuss their perceptions of the previous academic year. ASA staff and key faculty are invited to attend so that improvements can be made where possible. Seniors are encouraged to attend large group exit interviews during their final semester to provide feedback regarding the curriculum, overall program experience, perceptions of readiness, and suggestions related to standards for accreditation. An online senior survey, developed in 2019, is distributed to capture specific feedback from individuals.

12.6.8. For student services that the college does not provide directly, described how students have reasonable access to such services from the parent institution or from other sources that are relevant to the specific needs of students, and describe current plans for improvement in resources for students.

Disability Resource Center (DRC). The [UF Disability Resource Center](#) works with faculty and staff to remove barriers and promote an inclusive campus community for all. The DRC supports students with disabilities and specific needs. The DRC approves accommodations to the learning environment that enables an equitable opportunity for engagement for all learners. The DRC provides a wide range of resources for students, from private exam rooms to financial aid for qualifying students.

Student Health Care Center (SHCC). The [UF Student Health Care Center](#) provides healthcare to the entire UF student population. The SHCC provides general medical care, emergencies and urgent care, vaccinations, and immunizations. The on-site laboratory, pharmacy, and radiography lab provide students with comprehensive patient care. Specialty care services are also offered at the SHCC, including physical therapy, allergy testing, nutrition counseling, and sports medicine. Self-help resources and preventative care options are available as well.

UF Counseling and Wellness Center. Staff at the [UF Counseling and Wellness Center](#) assists UF students in cultivating their mental health and well-being in support of their personal, educational, and career development. The CWC provides short-term counseling, group and couples' therapy, crisis services, outreach, referrals, self-care strategies, etc.

U Matter, We Care. The [U Matter, We Care](#) campus organization provides the UF community with care related resources and programs focused on health, safety, and holistic well-being, access to support networks, education and training, and tools to help others. Through empowerment, prevention, advocacy, and support, U Matter, We Care encourages a call to action for all members of the UF community to assist one another.

UF Recreational Sports (Rec-Sports). The [UF Department of Recreational Sports](#) strives to support student success, develop leaders, and encourage lifelong wellness by providing facilities and services for fitness, sport, adventure, and play. Rec-Sports offers fitness and nutrition counseling, and personal training as well as opportunities for intramural sports and sport clubs. Several facilities are available for student, faculty, and staff use, such as the Southwest Recreation Center, the Center for Outdoor Recreation and Education, and the Lake Wauburg park area.

STANDARD 7: ADMISSION

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COLLEGE OF VETERINARY MEDICINE

12.7.1. State the minimum requirements for admission.

Criteria for evaluation and admission of pre-professional students into the professional degree program are posted on our [college website](#). These criteria are reviewed annually by the ADASA and the CVM Admissions Committee and, if necessary, updated in order to be compliant with our programmatic needs. In addition, annual reviews serve to ensure that new and returning members of the Admissions Committee have a thorough understanding of current criteria and policies. The pre-veterinary curriculum is considered to have great value insofar as it provides pre-professional students with a broad knowledge base for their professional veterinary education and, simultaneously, it provides a measure of applicants' abilities to master a rigorous science-based curriculum. The minimum requirements for admission to the professional degree program include 1) completion of required undergraduate course work (see below), 2) benchmarks for academic achievements and 3) experiential activities, which include a wide range of responsibilities and quality of work experience under direct supervision of a DVM and/or PhD in the conduct of clinical veterinary medicine, biomedical research, public health, or animal work in an agricultural or production animal setting. With respect to benchmarks for academic achievements, consideration is given to overall academic excellence (overall grade point average or GPA, science coursework GPA, last 45 hours GPA), course loads matriculated per semester, employment concurrent with school attendance, extracurricular activities such as participation in athletics (intercollegiate, club, etc.), participation as well as leadership roles in organized academic and community activities as well as honors, awards and advanced degrees.

Prerequisite Course Requirements: In order to be considered for admission, applicants must have completed a minimum of 66 college-level academic credits and have achieved a minimum GPA of 3.00 (4-point scale) on required pre-professional and science courses, with grades of C or better in all required courses ([Appendix 12.7.1 Table A](#)). All coursework must be completed by the end of the spring semester in the year of admission to the professional DVM program.

Casper, a situational judgment test is required for selected candidates invited for an interview. The score has a minimal value in the final applicant score. We have recently started to use Casper and we are evaluating its validity and reliability.

12.7.2. Describe the student selection process, including measures to enhance diversity.

As part of the CVM's efforts to support the campus wide UF Preeminence Initiative, an important goal for our college is to train future generations of veterinarians that serve the needs of Florida and beyond. As part of that goal, the college is committed to admit and train diverse and highly qualified applicants, which places responsibility on the UFCVM Admissions Committee to consider a broad spectrum of credentials as part of the process to fairly evaluate and recommend for admission the most appropriate group of applicants each year.

College Admissions Committee Mission Statement:

Follow a fair and unbiased well-documented process to select a class of students that possesses the academic capability to manage a rigorous science-based curriculum. Select students that demonstrate strong interpersonal and teamwork-related communication skills and demonstrate resilience when faced with adversity. The selected class should have the potential to enhance the diversity of the veterinary profession through career choice, cultural, ethnic, gender, socio-economic, and geographic characteristics as well as represent a diversity of life experiences and thoughts.

The College of Veterinary Medicine is committed to recruiting and retaining, on a nondiscriminatory basis, people who are members of groups that have been historically underrepresented in higher education. By championing educational

equity, and fostering inclusivity in our classrooms, laboratories, and clinical environments, we will promote a veterinary global awareness that creates a new generation of graduates from diverse backgrounds, who will enrich the profession and our world.

Admissions Committee Membership: The admissions process is overseen by a 50-member college Admissions Committee that is chaired by the Assistant Dean (AD). Members of the Admissions Committee are appointed by the Dean and, at present, include 25 full-time UFCVM faculty members with doctoral degrees (DVM and/or PhD), one faculty member from the UF Department of Animal Sciences, one faculty member from another four-year university in Florida (currently Florida A&M University) and twenty-three private practitioners, including representatives from the UFCVM Alumni Council and the FVMA. Appointment of private practitioners is subject to final approval by the ADASA with all committee members serving a three-year appointment.

Summary of the Admissions Process: Applicants must submit an application through the Veterinary Medical College Application Service (VMCAS,) including three letters of recommendation, official academic transcripts, and a supplemental UF Professional Application. The college uses a four-step admissions process for evaluation and final selection of applicants for admission to the professional DVM degree program.

Step 1: Initial review of each applicant's academic credentials is conducted within the Office of Academic and Student Affairs, which serves as an initial basis for objective assessment and ranking of applicants based on academic metrics, including GPA in science courses, GPA in upper division courses (last 45 hours), and overall GPA. Candidates are ranked in two independent applicant pools which are considered for admission to the State-Funded (Florida resident) pool and the Self-funded (no state support) pools. Ultimately, the two pools of candidates are evaluated using identical processes (see below) in order to select a final class of 104 State-funded students and 46 self-funded students. The VOAA (Verified Objective Academic Assessment) score becomes a 20% weighted portion of the packet review score.

Step 2: A full application review of selected applicants from Step 1 is conducted by a two-person review team comprised of members from the college Admissions Committee. Each member of the review team performs an independent assessment of applications using a thirty-one-point rating scale for each of the key admissions factors (see Section 12.7.3 below and sample Admissions Evaluation Form. Applications are scored and ranked based upon 1) Academic History and Experience (30%), 2) Pre-Veterinary Experience and Preparation (25%) and 3) Overall Professionalism and Readiness to Matriculate (25%). In order to obtain uniform data, scores may be normalized to adjust for possible scoring bias by individual reviewers.

Step 3: Top-ranked applicants from each pool (sponsored, non-sponsored) are selected for interviews based on a secondary ranking that includes aggregate packet review scores by two committee members. Applicants are interviewed by a two or three-member interview team comprised of two members of the college Admissions Committee and one upper-division (third- or fourth year) UFCVM veterinary student. Committee members on the interview team have access to each candidate's application (non-blind interview) but the student member is not given access to the application materials (blind interview). Team interviews are conducted using a 45-minute behavioral format, followed by 15 minutes for the team to discuss and score the applicant. A list of suggested interview questions is provided as a guide, but the interview team is encouraged to pursue open-ended questions and a balanced non-cognitive personalized approach. Each team member will score the applicant based on a 43-point rating scale on the following criteria: Background and Experience, Self-Awareness, Teamwork and Leadership Skills, Personal Responsibility and Decision Making, Life Experiences, Current Veterinary Issues, and Overall Communication Skills. Committee members are required to make a recommendation (Yes or No) for offering admission to each candidate they interview.

Step 4: Results from academic assessment (20%), packet reviews (50%), applicant interviews (25%), and Casper Assessment scores (5%), are used to rank all interviewed applicants in the two separate pools. The final ranked lists are

submitted to the Dean for approval prior to sending offer letters to each group of candidates. Applicants who are interviewed but denied admission are given an opportunity to meet with a member of the admissions team to discuss their individual application as an opportunity to provide a summary of comments on strengths and weaknesses as well as suggestions for improvement.

12.7.3. List factors other than academic achievement used as admission criteria.

Pre-Veterinary Experience: Significant supervised experience in one or more areas that are considered to be relevant to veterinary medicine (small animal, large animal, food animal, exotic species, scientific research, public health *etc.*) is required in order for applicants to be considered for admission. Veterinary-related experiences must be under the supervision of a veterinarian (or doctoral level scientist if scientific-based research or public health) and should reflect a breadth and quality of experiences rather than a specific quantity of hours.

Evaluation Forms and Letters of Recommendation: Three letters of recommendation must be received through VMCAS in order for an application to be reviewed. Applicant evaluation forms and support letters must be provided by at least one (preferably two) veterinarian who knows and has observed the candidate at work in a professional setting. Letters from PhD scientists with whom the applicant has worked or faculty members who have observed the applicant closely are also considered useful. Evaluators are expected to have worked with the candidate for a sufficient period of time to provide a strong assessment of the applicant's knowledge and technical skills, ability to learn, communication skills as well as other personal attributes. The admissions committee may contact references directly if further information or clarification is required.

Personal Statement: Applicants are required to submit a written personal statement through VMCAS. The personal statement should provide committee evaluators with a clear understanding of factors that have helped shape the applicant as a person, how the applicant's veterinary and animal-related relevant experiences helped develop their interest in veterinary medicine, what has prepared the applicant for a career in veterinary medicine, the applicant's overall understanding of the profession and their career goals or expected career path following graduation from veterinary school. Although it is recognized by the committee that one or more of these issues may not be addressed in the personal statement, it is expected that the statement should convey a strong sense of maturity, originality, and solid communication skills.

Intangible Qualities: Applicants with significant involvement in extracurricular or community-service activities are given additional consideration, especially in cases that entail significant leadership roles in academic clubs (collegiate/university) or other external groups. In addition, applicants who have participated in intercollegiate, intramural or club athletics or have served in the military are given further consideration. Students with employment experience of any kind, especially those working to support their own education are viewed positively.

Measures to Enhance Diversity: The ASA has set forth a variety of recruitment and admissions efforts to enhance diversity in the pool of applicants and to promote admission of a diverse group of students into our program. Examples of such recruitment efforts include visits to colleges and universities with high minority enrollments, including small state colleges, historically Black colleges and universities and institutions in Puerto Rico. These trips provide information for students interested in preparing for and applying to veterinary school and help to develop relationships between advisors and faculty at different institutions and the admissions team at UFCVM. In addition, communications regarding admissions are made available to prospective students via the UFCVM website and distributed to pre-health and pre-vet advisors at various institutions, printable and downloadable resources, and recorded presentations about admissions available online in both English and Spanish with closed captioning. Two memoranda of agreements with Florida A & M University and North Carolina A & T University, historically Black universities, have included visits and lectures for students at UFCVM and on-site visits at individual campuses. Our office has created a "Pre-Vet Toolkit" page, which

houses all resources for students, with a special highlight for underrepresented minority students on the page “Underrepresented No More.” Here, resources are specifically targeted to underrepresented students through highlighting success stories and showcasing representation. Each year, the college participates in the Summer Health Professions Education Program (SHPEP), a program benefiting students from underrepresented backgrounds and communities of socioeconomic and educational disadvantage. Additionally, [Gator Vet Camp](#) is a part of the College of Veterinary Medicine’s commitment to provide a diverse and inclusive learning environment through aggressive recruiting of underserved and historically underrepresented communities.

Admissions Committee Training: Several training workshops are held every fall for all members of the UFCVM Admissions Committee. The workshops cover topics that include a review of the holistic admissions process, the Admission Committee’s mission statement, the importance of diversity, how to recognize and avoid bias, how to identify desirable cognitive and non-cognitive characteristics in candidates, review of criteria used to rank candidates and diversity polices of the AVMA, AAVMC, UF and laws of the State of Florida. These training sessions are recorded for the committee members to view during the admissions committee assignments.

12.7.4. Complete Table A. – [Appendix 12.7.4 Table A](#)

12.7.5. Describe current plans for assessing the success of the selection process to meet the mission of the college.

The absolute attrition rate for students admitted to our professional program has been less than 1% for each entering class during the past five years and has been quite low historically. The underlying reasons for students leaving the program are reviewed in all cases as are the circumstances under which students are held back or decelerated (relative attrition) while remaining in the program. In all cases, the goal is to determine whether any factor or pattern of factors can be identified as potential predictors of student attrition. The selection process used by the Admissions Committee is reviewed at Dean’s Council and there remains a strong institutional commitment to recruit students with a wide range of interests and projected career paths. In addition, the selection process is reviewed during annual training sessions of the Admissions Committee and, if deemed necessary, changes are made in order to maintain compliance with current committee and college goals. Examples of recent changes include 1) revised weighting of Objective Academic criteria with increased weight of science GPA and elimination of the GRE, 2) increased number of application reviews, 3) increased number of interviews, 4) decreased use of standardized questions for all applicants and 5) using a more holistic interview process with the aim to diversify the class. Each year, the admissions committee is surveyed in order to gather feedback on the entire process and make changes were necessary. Examples of changes that may occur based on committee suggestions are the format of the interview, application questions and format and interview questions asked. Future plans include a method of peer review and assessment of committee member participation in the process and assessing career/tracking choices of students throughout the curriculum as a means to evaluate the efficacy of efforts to diversify career interests among students.

12.7.6. Describe your policies and procedures for admitting transfer students who will receive a degree from your institution, and state the number of transfer students admitted per year for the last five years.

Students who are currently enrolled at an AVMA-accredited school and in good academic standing may request permission to transfer into the UFCVM professional DVM program. Students will be considered for transfer into the fall semester of the second year and transfer requests will be approved only if 1) there is a vacancy in the class, 2) there is a valid reason to transfer, 3) the curriculum of the parent institution is very similar to the UFCVM curriculum, 4) all pre-requisite requirements for admission have been completed successfully and 5) the student has not been denied admission to our college previously. The number of transfer students is generally low ([Appendix 12.7.6 Table A](#)).

STANDARD 8: FACULTY



COLLEGE OF VETERINARY MEDICINE

12.8.1. Complete Tables A and B. Assess the strengths of the faculty and support staff in fulfilling the college mission.

See Appendix 12.8.1 for completed versions of [Table A](#) and [Table B](#).

The UFCVM benefits from having a strong, diverse and broadly-experienced cohort of faculty members who are dedicated to the success of the college's tripartite missions in teaching, research and clinical service. Collectively, our faculty's expertise encompasses a full complement of clinical specialties and scientific disciplines that provide the capacity to deliver integrated didactic and clinical components of a comprehensive and modern veterinary medical education. During the past five-year period, the college realized a net gain of 32 new full-time faculty positions ([Appendix 12.8.1 Table A](#)), with the greatest growth occurring in FY18. UF imposed a hiring freeze in FY20 for non-clinical faculty and staff due to the partial shuttering of the research mission for two months (March-April 2020) and the uncertainty of the COVID-19 pandemic. In spite of faculty turnover, the college has maintained or grown all clinical specialties and most areas of scientific expertise that were present at the time of our previous full accreditation review and has developed new areas that have expanded the breadth of our clinical and research capabilities. The added faculty lines have contributed to the growth of existing specialties notably emergency medicine/critical care, oncology, small animal medicine, food animal medicine, diagnostic imaging and anatomic pathology. In addition, new faculty lines have helped to reinforce research strengths in core growth areas, notably immunology and virology. In many cases, the new faculty lines have expanded the breadth of opportunities available to support clinical education of our professional students.

Commensurate with the growth in faculty positions, there has been a substantial increase in the number of FTE of support staff throughout the CVM and UFVH. As summarized in [Appendix 12.8.1 Table B](#), both the clinical teaching, non-clinical teaching and research enterprise benefit from an increase in support staff positions that has doubled since the last accreditation period from 283 FTE in 2015 to 566 FTE in 2021.

There are several significant potential threats to our ability to maintain and continue to recruit a strong faculty, with most challenges likely to be common among most of the other colleges of veterinary medicine. One of the most significant threats is the minimal growth in state support for faculty salaries relative to marketplace salaries. While our college has made continued investments in faculty salary, it is difficult to match salaries in the private sector. We do offer prospective faculty members with competitive compensation packages along with opportunities that are unavailable in the private sector, including opportunities for new discovery and creating new knowledge, advancing the state of veterinary medical care and using state-of-the-art equipment to train the next generations of veterinarians and scholars.

As a college, we are confident that these exciting value-added opportunities will continue to attract some of the best and brightest academic scholars to join our faculty. In addition, the college has made and will continue to invest in programmatic initiatives in an effort to support our faculty and staff. One example of such investments is continued recognition of faculty members who contribute significantly to our research and clinical service missions through bonus programs that reward faculty members who are highly-effective teachers, researchers or clinicians. As an institution, it is vital that we invest in our people in order that they continue to develop professionally and remain well positioned to help the college meet its multiple and evolving missions.

12.8.2. State the current number of academic faculty (head count) who possess credentials as listed in Tables C and D.

The academic ranks and credentials of both veterinarian and non-veterinarian members of the UFCVM faculty are summarized in Appendix 12.8.2 [Table C](#) and [Table D](#) and are based on a census count in June 30, 2022.

12.8.3. Assess the challenges for your college in maintaining faculty numbers and quality.

The primary challenges for the recruitment and retention of high-quality faculty members are 1) the growing demand from private practice for specialty-trained clinicians and 2) the sustained competition from other universities for highly-successful research faculty, especially those with track records of sustained extramural support. There is an acute and growing competition for board-certified specialists in selected clinical disciplines where escalating salaries in private practice are reaching levels that are difficult to match in an academic setting. For research-intensive faculty members, our strategy for growth has focused on building collaborative research teams, which take into consideration pre-existing research strengths in the CVM, other areas of strength in the HSC and, in some cases, hiring researchers who fulfill a specific teaching need that arose following the retirement or departure of a faculty member. Over the last five years, the college has invested significantly in putting together market-competitive starting salary offers with larger start-up packages for new faculty hires and making improvements in the CVM research infrastructure, including renovated research labs. In addition, the college has worked to provide effective retention packages on a case-by-case basis where mission-critical faculty members were being recruited by other institutions.

12.8.4. Provide information on the loss (what discipline/specialty) and recruitment of faculty (Table A).

Close inspection of faculty positions that were vacated and re-filled during the past five years affirms that faculty members with core curricular teaching responsibilities were replaced within the same year or the following year after the previous faculty member's departure ([Appendix 12.8.1 Table A](#)). In the past 5Y, the college recruited 103 faculty and lost 70. Changes by department are as follows:

SACS: Increased by 18; increases in ECC, small animal surgery, medical/ surgical/ radiation oncology, small animal medicine, diagnostic imaging and primary care & dentistry

CDPM: Increased by 9; increases in anatomic pathology, anesthesiology, microbiology, virology and parasitology

IDI: Increased by 1; increases in immunology

LACS: Increased by 8; increases in large animal medicine, large animal surgery, food animal medicine, cardiology and wildlife extension

PS: Decreased by 3; decreases in grant funded assistant scientists in toxicology and neurology

12.8.5. Provide a concise summary of promotion and tenure policies, and the policy to assure stability for non-tenured, long-term faculty.

UFCVM faculty members are appointed in one of three tracks, specifically the **Tenure Track**, the **Multi-Mission Track** or the **Focused/Single-Mission Track**, and all faculty members have opportunities for promotion based on the achievement of documented excellence within their assignments. Faculty members hired into a **Tenure-accruing position** should have a meaningful assignment of effort for the pursuit of research and scholarship, with a suggested minimum assignment of 25% in research in order to provide adequate time for achievement of the research accomplishments needed to advance. Under certain circumstances, lower research assignments may be acceptable if the faculty member has departmental support to accomplish the research goals necessary to be awarded tenure within the tenure probationary period. The achievement of distinction in research and scholarship is considered to be the critical measure of readiness for promotion and tenure and faculty are eligible for tenure when achievements warrant consideration. Educational distinction for tenure-track and non-tenure track faculty is documented via the Educational Portfolio ([Appendix 12.8.5](#)), which includes the candidate's student and trainee evaluations, peer evaluations, and other information, including external letters of evaluation, the Chair's assessment through annual evaluations and the Chair's promotion letter. In addition to tenure track lines, UFCVM faculty members may be appointed in either of two non-tenure accruing tracks. The **Multi-Mission Track** is best-suited to faculty members who have assignments in two or more mission areas of education, patient care, service, extension or research as described by their position of hire and annual assignment.

Faculty members appointed in the multi-mission track generally have low or variable research assignments and do not meet university guidelines for a tenure-accruing position. The **Focused/Single Mission Track**, is well-suited for faculty with greater than 90% mission assignment in a single area, typically research or teaching. These positions are not tenure-accruing, however as with all UFCVM faculty positions, members are promoted on the basis of their performance relative to individual assignments. Non-tenure accruing positions have annually renewable contracts dependent on a positive recommendation for the department chair per UF Regulations [UF-7.003](#), [UF-7.004](#), and [UF-7.013](#). The [UFCVM Promotion and Tenure Guidelines](#) were reviewed thoroughly by the Faculty Council and revised and updated in 2021. The new guidelines provide detailed descriptions of the different faculty tracks as well as guidelines for promotion within tenure-accruing and non-tenure accruing tracks. Regardless of which track is followed, all are promotable with the same percent increase in salary. In accordance with UF regulations, all UFCVM faculty positions are filled through a national search process with an emphasis on diversity. All faculty members, irrespective of track or rank, are offered a competitive compensation package that includes health insurance benefits, retirement benefits and generous allowances for paid vacation and sick leave as well as other benefits.

12.8.6. Provide an estimate of the weight assigned to promotion/tenure and or compensation for teaching, research, service, or other scholarly activities.

In all departments, the weight that is assigned to teaching, research, scholarship, clinical practice, extension or governance with respect to promotion and/or tenure consideration is proportional to the effort that is assigned to a faculty member in each of these areas. At UF "Service" is defined as "Service to the University itself and to professional societies." Percent efforts in teaching (professional, graduate, house officer), research, patient care/clinical practice, service, and extension are examined regularly and, through consultations between the faculty member and the department Chair, assignments are revised annually or more frequently in order to reflect an accurate portrayal of the faculty member's actual assignments in support of the major college missions. For promotion and/or tenure deliberations and compensation recommendation, each faculty member's performance is evaluated within the context of their individual assigned responsibilities. Faculty members with major teaching assignments must provide detailed annual documentation of their teaching activities as well as measures of teaching effectiveness, including student teaching evaluations in all courses and peer faculty evaluations of teaching. This annual documentation is used to form the basis for the Educational Portfolio described above, which is an integral component of a faculty member's packet for promotion and/or tenure.

12.8.7. Briefly describe faculty professional development opportunities available in the college/university, including, but not limited to learning theory and instructional practices.

Professional development opportunities for UFCVM faculty members, include programs that are available to the entire UF faculty community as well as opportunities that are targeted specifically to the UFCVM faculty. For faculty professional development in teaching, the [UF Center for Teaching Excellence](#) provides opportunities for professional development in all aspects of teaching and learning. This Office is charged with leading the campus-wide initiative to foster overall faculty excellence in teaching and learning and, under the direction of Jennifer Smith, PhD, serves as a center to coordinate teaching-related training opportunities for faculty through seminars, webinars, websites, newsletters and development opportunities. In addition, UF has two other broad support centers to assist faculty in course design and teaching-related technology, namely the [Center for Instructional Technology & Training](#) and [UF e-Learning Support](#). Together, these offices and centers provide strong and comprehensive teaching support for UF faculty in general and send a clear message regarding the high value that is given to teaching and student education at the campus level. UFCVM is also a member of the Southeast Veterinary Education Consortium (SEVEC), an organization built to promote best practices and foster collaboration across institutions of veterinary medical education. Through SEVEC, faculty can attend monthly webinars tailored specifically for veterinary educators. UFCVM's ASA office also employs a

full-time staff member who provides training on educational technologies, instructional design support, and new faculty onboarding materials through the UFCVM Teaching Academy (See [Section 12.5.2](#)).

12.8.8. Describe the college's processes to annually monitor equity in compensation and advancement.

Performance is assessed annually for faculty and quarterly for staff. The university determines the percentage increase of merit compensation each year. The CVM uses the funding to make salary adjustments based on external market and internal equity considerations. Upon promotion, faculty receive a 9% increase to their base salary.

12.8.9. Describe current plans or major changes in program direction that would be affected by faculty retirements, recruitment and retention.

There are no current plans for programmatic changes based on pending faculty hires or departures.

12.8.10. Describe measures taken to attract and retain a diverse faculty.

Within our five academic departments, the CVM has faculty members from multiple continents and cultures including Latino, Asian American, Indian, Middle Eastern and African-American. In 2021, the college hired an Assistant Dean for Diversity, Equity and Inclusion to champion change in policy and to improve recruitment and retention policies and practices to enhance diversity within the CVM. In addition, as part of every faculty search process, UF mandates that we report efforts that are made to attract a diverse group of applicants as well as the diversity of the resultant applicant pool.

12.8.11. Describe programs for on-campus delivery of curricular content by individuals not employed full time by the institution (other than occasional guest lecturers), including subjects taught. Estimate the percentage of core curricular content delivered in this way.

Aside from the occasional guest lecturer in didactic courses or visiting locums in clinical clerkships, who are hired to cover short-term faculty absences, there are few situations wherein anyone other than regular full-time UFCVM faculty members are involved in the delivery of core or elective curricular content. Since the CVM has very few part-time faculty members routine clinical instruction in core and elective clinical clerkships is carried out almost entirely by full-time UFCVM faculty members. Offering part-time appointments has been an opportunity to attract faculty that need to balance work and home life. In aggregate, the percentage of core curricular content that is delivered by non-UFCVM members is less than 0.01% of the total professional curriculum (VEM 5191 Introduction to Animal Behavior).

12.8.12. Describe the role of interns, residents, and graduate students in teaching and evaluating veterinary students.

Evaluation of veterinary students is the primary responsibility of UFCVM faculty members, although interns and residents are integral in the training of third- and fourth-year students during their clinical rotations. The integration of house officers into clerkship training experiences occurs in a graduated manner, with second- and third-year residents assuming a more active role in the student learning process. For pre-clinical courses in Phases I and II, house officers and graduate students serve as teaching assistants in selected laboratory components of courses, including histology, anatomy, neuroscience and parasitology. In all cases, the teaching assistance occurs under supervision of one or more faculty members and registered graduate students may earn teaching credit for the experience. House officers in surgery also serve as teaching assistants in the Phase II surgery course (VEM 5402). UFCVM graduate students also work with DVM students during the summer research program and often work in tandem with professional students in order to complete a project and develop a professional presentation at the conclusion of the program. In all of the laboratory-based course experiences, the student teaching assistants may provide input but have no formal role in the evaluation of veterinary students.

STANDARD 9: CURRICULUM



COLLEGE OF VETERINARY MEDICINE

12.9.1. State the overall objectives of the curriculum and describe how those objectives are integrated into individual courses.

The **UFCVM Professional DVM curriculum** is designed to prepare professional students for successful careers in a wide array of possible career paths. The overarching objectives of our curriculum are 1) to provide a strong curriculum of professional study that prepares graduates as practice-ready veterinarians with the capacity to pursue other career paths, including opportunities in basic/applied research, public health or governmental regulatory careers and 2) to provide an inclusive and supportive learning community for our students and faculty by ensuring all members of our community uphold high moral ethics, professional values, and sensitivities to the diverse needs of individuals and society at large. To meet these objectives, the curriculum is designed to impart key concepts and technical skills as well as develop critical and analytical thinking skills that are essential for lifelong learning. The curriculum emphasizes the central role of the veterinarian in the advancement of animal and human health and the delivery of humane and compassionate animal care. The preclinical phase of the curriculum is two years long and includes four 15-week semesters that are comprised entirely of core courses (see Fig. 1 below). Phase III is comprised of one full year of clinical training that is split across semesters 5, 6 and 9 with an intervening one-year period in which students complete required and elective didactic course work and broaden their clinical experiences through externships and elective clerkships.

DVM Curriculum	Summer (~12 wks)	Fall (~20 wks)	Spring (~20 wks)
Phase I (Year 1)		Semester 1 – Didactic	Semester 2 – Didactic
Phase II (Year 2)		Semester 3 – Didactic	Semester 4 – Didactic
Phase III (Year 3)	Semester 5 – Clinical	Semester 6 – Clinical	Semester 7 – Didactic
Phase III (Year 4)	Flex Summer	Semester 8 - Didactic	Semester 9 – Clinical

Phase I Courses (semesters 1-2) provide foundational information related to biological and physiological principles that support good health and normal function of body systems in multiple species and introduce selected infectious disease agents and metabolic diseases.

Phase II Courses (semesters 3-4) focus on responses of body systems to disease and disease pathogenesis as well as the diagnosis, epidemiology, and zoonosis of disease processes. All students must complete all courses in Phases I and II before advancing into the clinical phases of the curriculum.

Phase III (semesters 5-9) is comprised of required clinical rotations and required advanced classroom study as well as opportunities to focus their training within areas of interest, including Small Animal Medicine & Surgery, Food Animal Medicine, Equine Medicine & Surgery or Mixed Veterinary Medicine & Surgery. In addition to elective didactic courses and clinical rotations and externships, students may pursue more advanced training that is available within [certificate specialty programs](#) in Veterinary Business Management, Aquatic Animal Health, Food Animal Medicine and Shelter Medicine. Details regarding requirements for various career tracks as well as the specialty certificate programs are described more completely in the [Student Handbook](#).

Informal Para-Curricular Activities: DVM students are encouraged to enhance their own education by participating in extracurricular educational events (life-long learning), which include attendance at lunchtime seminars, evening talks, after-hours wet labs, and multi-day experiences both on-site and off-site that add breadth and depth to their professional training. Many students participate as volunteers in community outreach programs such as [Operation Catnip](#) or participate in one or more of the college’s continuing education (CE) activities, with a large number of students attending the North American Veterinary Conference (NAVC) each year in Orlando.

12.9.2. Describe major curricular changes that have occurred since the last accreditation.

Since the last accreditation cycle, the UFCVM curriculum has evolved. Most recently, two sub-groups have been charged by the CVM Curriculum Committee to review our current DVM curriculum and provide recommendations for improvement. The first group (2019-2020) clarified the definition of a day-one practice ready graduate of the DVM program and selected and modified an educational framework to use to evaluate the current curriculum with regards to that definition. Course outcomes were mapped to this framework to identify what content is being taught during each phase of the program and any redundancies or holes within the current curriculum. In May of 2021, the CVM Curriculum Committee presented this information to the faculty, and surveys were distributed to gather stakeholder views, capacity, and bandwidth for change. In Fall of 2021, a new sub-group was established to use this stakeholder data, employer survey data, and information from the curriculum review group to provide recommendations for improvements to the curriculum, beginning with the clinical portion, or Phase III, of the curriculum. These recommendations have recently been approved by the CVM faculty. These changes include altering the list of required clerkships for both Small Animal and Large/Mixed Animal tracks to provide opportunities for more well-rounded day-one practice ready graduates, a move from a letter grading system to a non-numeric grading system beginning in May 2023, and updating the clinical student evaluation rubric to provide more formative feedback to students.

Changes to Certificate Programs:

- Approved Emergency Medicine Certificate – not yet offered
- Shelter Medicine’s Professional Certificate – now offering additional courses for credit

Changes to Courses:

- Radiology Clerkship modified to new case-based format to allow for uniform and comprehensive training (2019)
- Advanced Clinical Pathology Clerkship moved to didactic semester to allow more student to participate (2017)
- Clinical Oncology Clerkship split into separate Medical Oncology and Surgical Oncology Clerkships (2020)
- Split Soft Tissue Surgery and Orthopedic Surgery (2021)

Course	Year Added	Year Deleted	Course Type or Delivery Method	Required	Elective
Veterinary Ultrasound	2016		Clerkship		X
Shelter Practice (at Alachua County Animal Shelter – ACAS)	2016		Clerkship		X
Shelter Sterilization and Population Management at Miami Dade	2017		Clerkship		X
ICU Critical Care	2018		Clerkship		X
Equine Lameness and Imaging	2020		Didactic w/ Lab		X
Introduction to Forensic Pathology	2020		Didactic		X
Veterinary Forensic Sciences	2020		Clerkship		X
Diagnostic Pathology in Shelter Medicine	2021		Clerkship		X
Sea Turtle Rehabilitation	2022		Clerkship		X

12.9.3. Describe the process used for curriculum assessment (including course/instructor evaluation) and the process used to assess curricular overlaps, redundancies, and omissions.

Curriculum Map: The CVM Curriculum Map, originally launched in 2015, is an evolving student database that also houses course information, SLO tracking, and clerkship grading. This searchable resource can be used to identify content and assess curricular overlaps, redundancies, and omissions.

ExamSoft: Beginning with courses in Fall 2022, all exams in ExamSoft will be tagged and categorized in accordance with the CVM Educational Framework's competencies developed during the curriculum review in 2020. In addition, all exam items will be tagged with their corresponding lecture title and/or key words (i.e. body systems, diagnoses, treatment, etc.). This process will provide faculty and administration feedback regarding student development toward the competencies as well as offer another source for identifying curricular overlap, redundancy, or omission.

Curriculum Committee: The college faculty oversee the content and delivery method for courses within the professional curriculum, although oversight is managed centrally in conjunction with the Curriculum Committee and the ADASA. At any time, individual faculty members may propose curricular change(s) based on changing needs of the profession, a need to incorporate new subject matter, or a desire to implement better methods of curriculum delivery. Prospective changes must first be approved by the department that is responsible for teaching the course before proposals are brought forth to the college Curriculum Committee. Depending on the nature of the curricular change, the revision may be implemented following approval by the college Curriculum Committee or may require approval by the UFCVM faculty at a college-wide faculty assembly. Changes that alter the academic credit of a course as well as course additions or deletions must be approved by the UF Curriculum Committee prior to final implementation. Beginning in summer of 2022, horizontal working groups have been established to bring cohesion to the didactic courses taught concurrently. Also beginning in 2022, the Curriculum Committee is taking a more active role in the annual review of courses at the end of each term (*see Course and Faculty Reviews below*).

Course and Faculty Reviews: At the conclusion of each course and clerkship, students are provided access to a standardized online evaluation system that provides them with an opportunity to formally evaluate and provide feedback on the strengths and weaknesses of the course and individual instructor(s) who delivered the course or clerkship. An effort is made to set aside time for students to complete reviews during class time or working hours to increase participation. Results regarding student evaluations of faculty members are reported to the Department Chair(s) and are available online to the instructors. Results from student evaluations are used by Chairs as one metric of the faculty member's teaching activities as part of the annual review process as well as reviews for tenure and/or promotion. It is the primary responsibility of the Department Chair to identify and address issues of low teaching performance with faculty members. Beginning with the Fall 2022 semester, the Curriculum Committee will also review course evaluations at the conclusion of the term to determine areas of improvement.

Additional Methods for Student Input: A second opportunity to evaluate phase III clerkships is offered to students at the conclusion of each clerkship in the UFVH. This evaluation is for internal use and covers areas not addressed in formal faculty and course evaluations, including nursing care, technical and front desk staff, house officers, pharmacy as well as interactions with ancillary support services and overall clerkship satisfaction. These evaluations provide ongoing feedback that can be used to address issues as they arise.

Anonymous Comment Box: An anonymous comment box is available for student input 24/7 outside of the Education Center in the VAB. The box is checked quarterly.

Peer Review: All departments have systems for conducting peer review of instructors. The reviews are confidential and, like student teaching evaluations, are used as part of the faculty member's annual review and reviews for promotion and/or tenure.

Senior Exit Interviews: Prior to graduation, the Dean and two Associate Deans (ADASA and ADCS) conduct exit interviews with fourth-year students to gather information and feedback on student perceptions about the overall educational experience, areas of perceived strengths and weaknesses, evaluation of the educational environment and other matters including suggestions for potential changes in the professional curriculum. The feedback is summarized and discussed at Dean's Council and used to consider potential changes or improvements. The information is considered highly valuable and has led to significant curricular or programmatic changes. Recent examples of changes that were based on feedback from senior exit interviews were the development of new opportunities for students to gain primary care and dentistry experiences in small animals (addition of Practice-based Small Animal Clerkship rotation, addition of more shelter medicine opportunities) and the elimination of progressive care ward duty for students.

12.9.4. Describe the strengths and weaknesses of the curriculum as a whole.

Strengths of the Curriculum:

- Based on the most recent curriculum review, the DVM curriculum provides students opportunities to develop skills within all competencies identified within the CVM Educational Framework.
- The split clinical year has a positive reception among stakeholders. The split year improves student wellbeing with regards to studying for NAVLE, it allows students time to refocus before taking advanced electives, and it prevents student burnout.
- Tracking in the clinical phase provides students opportunities and experiences or instruction in fields of interest.
- Practice-based clerkships offer valuable non-tertiary care experiences in private practice settings.
- Clinical Skills Lab courses provide opportunities for practicing clinical skills in preparation for clinical clerkships.

Weaknesses of the Curriculum:

- Foundational knowledge coursework is very dense in the first two phases (years) of the curriculum.
- Perception regarding content: should be more streamlined toward the general practitioner and less specialty focused.
- Students would like to have more clinical experiences before the clinical phase (3rd year).
- There are only a small number of large animal focused clerkships in Phase III when compared to the number of small animal clerkships.

12.9.5. Describe preceptor and externship programs (including the evaluation process).

Details regarding externship opportunities, the externship approval process, and evaluation forms are available online in the Student Handbook and on [our website](#). All externships are overseen by the ADASA and must be approved by faculty members in the area of specialty and supervised by a licensed veterinarian or doctoral level research scientist. At present, students may participate in international externship opportunities. This process was restricted during COVID but is now approved on a case-by-case basis. If a student wishes to gain approval to undertake an externship for credit at a private practice, clinic, or institution that has not been approved previously, the student requests the proposed externship supervisor to complete the standard externship site approval form that is [available online](#). This document is reviewed by college faculty in the area of specialty that aligns with the externship's focus and either approved, returned to the supervisor for additional clarification of the externship opportunity, or denied. If approved, the externship location information is added to the Externship Database, which is a searchable website that is accessible for all DVM students.

Each [student evaluation](#) contains the standardized evaluation categories: Knowledge Base, Critical Thinking Skills, Technical skills and equipment use, Patient Care and Management, Communication with Client and Medical Personnel, Professionalism/Maturity/Ethical Behavior, Independent Decision Making and a final overall grade of Satisfactory or Unsatisfactory (pass or fail). Students who either fail an externship or receive an unsatisfactory mark in the Professionalism/Maturity/Ethical Behavior category are referred to the ADASA for a thorough review of circumstances surrounding a failing or unsatisfactory rating. Depending on the particular circumstances, students may be referred to the Academic Advancement Committee for formal review, required to resolve the issue with the externship supervisor, or repeat the externship, if feasible.

Each student is asked to provide an anonymous [evaluation of the externship experience](#) as a means to assist future students in assessing the potential effectiveness or suitability of the externship opportunity for individual students. In situations where a student reports a negative experience at an externship, the ADASA meets with the student to discuss the situation. Depending on the circumstances and outcome of those discussions, the externship may be reviewed and potentially removed from the list of approved externship sites. Beginning in fall 2022, the externship evaluation completed by the students is being moved into a Qualtrics survey to improve the data collection and simplify the process for the students.

Since 2017, students have participated in an average of 250 externships each academic year from 2017-2021, with a reduction in externship attendance due to the COVID pandemic. Among the 907 externships completed during that period, only 2 students (0.22%) were rated as unsatisfactory by externship supervisors ([Appendix 12.9.5 Table 1](#)). In summary, we conclude that these results support the conclusion that the externship program is robust and very well-received by students and preceptors alike.

12.9.6. Curriculum Digest – [Appendix 12.9.6](#)

12.9.7. Describe current plans for curricular revisions. (Appendix 12.9.7)

In 2019, the CVM Curriculum Committee charged a curriculum improvement task force with performing a review of the curriculum. The group created a measure that was used to evaluate the curriculum inputs: the UFCVM Educational Framework, a modified version of the CBVE competency documentation ([Table A](#)). The DVM curriculum was mapped to this framework using course level-outcomes, and the SLOs (student learning opportunities) were updated to be more reflective of the day-one practice-ready graduate ([Table B](#)). This information was presented to college faculty, and in 2021, a recommendation was made to embark on a curricular revision that would start with Phase 3 (the clinical year).

In Summer 2021, the college faculty and other stakeholders, including students, staff, and house officers, were surveyed to provide input on the current DVM curriculum, recommendations for changes, and bandwidth available to do the work. Responses were collected, analyzed, and used to determine next steps.

In Fall of 2021, a new sub-group of faculty was established to use this stakeholder data, employer survey data, and information from the curriculum review group to provide recommendations for improvements to the curriculum. Recommendations posed by this group include altering the list of required clerkships for both Small Animal and Large/Mixed Animal tracks to provide opportunities for more well-rounded day-one practice-ready graduates ([Appendix 12.9.7 Table C](#)). Additionally, the group recommended a move from a letter grading system to a non-numeric grading system with updates to the clinical student equation rubric to provide students more formative feedback (example found in [Figure A](#)). These recommendations were approved in Spring 2021 and are currently being developed with a plan to be implemented in May 2023.

In 2022, the Curriculum Committee met to determine the next steps in the review process with the remaining didactic portion of the curriculum. The current push to tag all exam items in the didactic curriculum will provide data necessary

to close the loop on our existing curriculum and enable CVM Curriculum Committee to better track student progress through competencies in the didactic curriculum.

12.9.8. Provide a description of the testing/grading system (scoring range, pass levels, pass/fail) and the procedures for upholding academic standards.

The UFCVM [Student Handbook](#) provides detailed descriptions of grading criteria as well as links to course syllabi that provide course-specific grading criteria. With few exceptions, student performances in all core courses, both pre-clinical and clinical, are evaluated with letter grades. Course grades are assigned in full compliance with established university criteria. Student performance in elective didactic courses may be letter graded or Pass/Fail as determined by the course coordinator. All externships are graded Pass/Fail.

Academic standards are published in the UFCVM Student Handbook and are upheld by the faculty and ADASA. Any student who fails to achieve established academic standards, including but not limited to earning a failing grade in any course, receiving three 'Unsatisfactory/Needs remediation' ratings in a single competency category over multiple clinical clerkships, or failing to achieve a cumulative or semester GPA of 2.0 or greater, is required to meet with the faculty Academic Advancement Committee (AAC). This committee is responsible for reviewing the academic progress of any student who fails to achieve UFCVM academic standards and, upon completion of their review, the committee votes to decide an appropriate course of action, which may include: 1) continuation without consequences (rare), 2) continuation on academic probation with or without the requirement to re-take the failed course or clerkship, 3) non-advancement or 4) dismissal from the program. The committee's decision is communicated to the student, who has the right to appeal the decision to the college Dean.

A transition to a non-numeric grading scale for all clinical clerkships was officially approved by CVM faculty on April 18, 2022. Beginning with the Class of 2025, in May of 2023, all clerkships will be graded using the following system: Unsatisfactory, Marginal-Pass, Satisfactory, and Honors. Moving to a non-numeric grading system will provide more consistent assessment of student performance by removing the granularity of the former letter system. Additionally, the grading rubric will be revised to be more consistent with the UFCVM Educational Framework and CBVE documentation. This will provide students with more formative feedback and allow faculty and administrators to see the progression of student learning throughout the clinical phase. With this new grading system, AAC review standards will be upheld. However, students who receive two or more Marginal-Pass scores in any clinical rotations will also be required to meet with the AAC.

12.9.9. Describe the opportunities for students to learn how different cultural and other influences (e.g., ethnic origin, socio-economic background, religious beliefs, educational level, disabilities and other factors) can impact the provision of veterinary medical services.

Professional students in our college have several excellent and independent opportunities to interact with and obtain invaluable real-world experiences within environments where they learn about the impact of cultural and other influences on the delivery of veterinary medical care.

In the first year, all students are required to take [VEM5008: Personal and Professional Development](#) (also named Interdisciplinary Health or Putting Families First). In collaboration with other UF HSC colleges (Medicine, Pharmacy, Dentistry, Nursing and Public Health and Health Professions) our students gather in interdisciplinary teams that visit local families with verified needs related to socioeconomic, health, or age-related problems. By working with trained faculty facilitators, the students learn teamwork, communication skills, cultural competence and gain a greater appreciation for the roles of each health profession member in addressing community needs.

One long-standing opportunity involves two separate but interrelated programs that comprise our highly-valued programs in the [Maddie's Shelter Medicine](#) and [Veterinary Community Outreach Program](#) (VCOP). Both programs provide opportunities for our students to interact with individuals and families with socioeconomic challenges and/or health issues. Through these interactions, our students must learn to be adaptive and develop interpersonal and communication skills that enable them to address the veterinary needs of individuals in an efficient and cost-effective manner possible. Students who enroll in the VCOP elective clerkship, which is one of the most highly-sought clerkships in our curriculum, have opportunities to participate one day each week in a veterinary clinic that provides free primary and preventative care to homeless and low-income individuals who live in the Gainesville community.

In addition to these programs, our professional students organize and run a volunteer organization known as [PAWS](#), an acronym for Pets Are Wonderful Support. The PAWS program offers free veterinary care to pets of people with disabling illnesses with the aim to preserve the human-animal bond and improve quality of life for these individuals. Experiences gained from these programs are highly impactful and sometimes life-changing for our students.

12.9.10. Describe opportunities for students to learn principles of business management skills in veterinary medicine, and opportunities to learn personal financial management (e.g. coursework in financial literacy in the curriculum).

Students have the opportunity to learn business and financial management skills in both required and elective didactic courses and in an elective clerkship experience. There is also a [Veterinary Business Management Certificate](#) available for students who wish to become business owners.

VEM5032: Veterinary Business and Professional Development is a required Phase 3 (third year spring semester) didactic course. The goals of this course are to 1) explore how personal financial obligations relate to career path planning and preparation, 2) identify communication skills for managing clients successfully, and 3) identify the key components of veterinary practice management with a focus on economics, finance and human resource management.

VEM5035: Veterinary Business Management is a required Phase 3 (fourth year fall semester) didactic course. The goals of this course are to 1) explore the components of employment contracts and key elements of a successful interview, 2) identify communication skills for managing clients successfully, and 3) identify the key components of veterinary practice management with a focus on operational management, marketing/client relations and practice ownership.

VEM5030: Entrepreneurship for Veterinarians is an elective Phase 3 (third year spring semester) didactic course. The goal of the course is to teach veterinary students the critical aspects of finance, operations, marketing and human resource management to prepare them for successful practice ownership.

VEM5992: Veterinary Business Special Projects is an elective Phase 3 (fourth year fall semester) elective course. In this course, the students will first be refreshed on management needs in a veterinary practice (VEM 5030 recap), then will identify leadership needs of a veterinary practice. Through integration of management tactics learned in VEM 5030 and leadership tactics learned in this course, the students will embark upon problem-solving common issues found in the veterinary practice setting.

VEM5894: Veterinary Practice Management Clerkship is an elective Phase 3 clinical clerkship. is centered around the intensive business evaluation of veterinary practices. Students will use principles learned in the classroom and apply them to "real world" circumstances with the supervision and assistance of the course instructors. Students will interview practice owners, apply one or more analytical tools to evaluate problems and provide corrective recommendations and plans. At the end of the evaluation, cohesive business recommendations will be formulated for practice owners based on observations and financial analysis.

STANDARD 10: RESEARCH PROGRAMS



COLLEGE OF VETERINARY MEDICINE

12.10.1 Describe up to five programs of research emphasis and excellence that focus on integration with and strengthening the professional program.

The UFCVM faculty uses state-of-the-art technology to address problems in medicine and agricultural/ environmental sciences, including food safety, existing and emerging infectious and zoonotic diseases that impact companion animals, livestock, humans, wildlife, emerging environmental threats, and to utilize spontaneous animal diseases as translational models for human disease. Due to its location and climate, Florida is uniquely poised as an epicenter for introduction of non-native species and harmful diseases or agents. These threats have led to our college's emphasis on One Health issues. Our initiatives provide preparedness for monitoring, detecting and mitigating these threats. Our faculty is engaged in basic, applied, and clinical research that allows for a dynamic, diverse environment, in which we mentor our professional students. In expanding our knowledge, we strive to contribute to the modern and ever-changing professional veterinary curriculum through our discoveries and development of new technologies.

Aquatic Mammal & Wildlife Medicine: The Aquatic Animal Health program (AAH) incorporates faculty from the CVM and IFAS College of Agriculture and Life Sciences, and maintains close collaborative ties with SeaWorld Adventure Parks, the U.S. Navy Marine Mammal Program, the National Marine Fisheries Service and the Florida Fish and Wildlife Conservation Commission. Investigators focus on providing state-of-the art training for DVM and graduate (3 MS students and 6 PhD) students, as well as, post-graduates in education, clinical, diagnostic, and research support for aquatic animals, both wild and under human care, and to combat infectious diseases afflicting aquatic animals. AAH's efforts have garnered \$5.8M in support of their students and research. AAH diagnostics include the Wildlife & Aquatic Veterinary Disease Lab (WAVDL) and Aquatic, Amphibian & Reptile Pathology (AqAR) services. AAH draws students and faculty from around the world and in 2020, virtually hosted the International Association for Aquatic Animal Medicine conference, providing students an opportunity to interact with international experts. The AAH program offers an elective clinical clerkship, SeaVet, an Aquatic Animal Medicine DVM certificate unique to UF students (63 completed, 38 enrolled); an online Care & Conservation of Aquatic Animals graduate certificate (8 completed, 24 enrolled); and Aquatic Animal Medicine Residency (2 completed, 1 enrolled) and Internship (5 completed, 1 enrolled).

Translational Medicine: CVM faculty members participate in collaborative multi-college (Medicine, Dentistry and Pharmacy) research programs that include translational research on, e.g., atopic dermatitis, cardiomyopathy, glycogen storage disease, glaucoma, osteosarcoma, degenerative joint diseases, and Sjögren's Syndrome. They evaluate other interventional strategies using gene or stem cell therapies. The Clinical and Translational Research Program (CTRP) was started in 2018 on a fee-for-service basis in order to support CTRP's operation. Indirect cost rates were renegotiated with UF to stimulate increased industry support to sustain CTRP. The number of clinical trials has increased 5-fold since the previous accreditation cycle, signifying increased demand for its service. Several programs run clinical trials in the UFVH, providing opportunities for UFCVM professional students to participate. Current clinical trials include stem cell therapy for canine osteoarthritis, photodynamic therapy for dogs/cats with oral/nasal squamous cell carcinoma, vaccine for canine melanoma, investigational treatment for canine atopic dermatitis and stem cell therapy for dilated cardiomyopathy in Dobermans. DVM students are included co-authors and publications resulting from these trials.

Research Centers: The CVM is the principle player in two campus-wide research centers, the Center for Environmental & Human Toxicology (CEHT) and the Center for Inflammation & Mucosa Immunology (CIMI). The CEHT brings together a multi-disciplinary group of scientists from CVM and the UF campus who study the effects of chemicals on animal, human, and environmental health. The research and teaching activities of the center provide a resource for the State of Florida to identify and reduce risks associated with environmental pollution, food contamination, and workplace hazards. The center also provides risk assessment support to environmental state regulatory agencies. Both CVM DVM students through summer programs and graduate students via their programs receive research training within the CEHT. CIMI investigators are recognized leaders in host-gut microbial interactions, autoimmune diseases, and targeted

intervention therapies for immunopathophysiology of pain, Crohn's disease, nephrolithiasis, Sjögren's Syndrome, allergy, cancer, and mucosal infectious diseases including COVID-19, brucellosis, and noroviruses. These programs currently attract a diverse group of post-DVM and graduate students.

Infectious Diseases & Vaccine Development: These research programs cover a broad spectrum of topics ranging from emerging pathogens, molecular parasitology including malaria, vector-borne diseases, *Mycoplasma*-associated diseases, brucellosis, virology, and vaccine therapies. These research areas have ramifications for both animal and human disease, and remain a major attraction for post-DVM graduate students. This area will continue to grow as opportunities for professional students to become engaged in research expand.

Respiratory & Cardiovascular Diseases: The CVM has a core group of faculty researchers that focus on the physiologic mechanisms and neuro-sensory controls of airway function. This work has applications to dystussia, dysphagia and impaired airway protection. A central focus includes therapeutic approaches to reduce the risk of aspiration and pneumonia in humans and nonhuman species. In addition, research into cardiovascular disorders, including stroke and hypertension, offer another area where students can engage in basic and translational research.

12.10.2 PROVIDE EVIDENCE FOR THE BREADTH AND QUALITY OF THE COLLEGE RESEARCH PROGRAM, INCLUDING:

12.10.2.a The number of individual faculty members within each department involved in research, total research FTE, and research productivity (tabulate below for each of the last three years).

As part of their academic appointments, the expectation is that all faculty pursue a scholarly program that includes basic research, translational research, or clinically-applied investigations. As a result, nearly all UFCVM faculty members have a research assignment. The breadth and expectation of research assignments vary within individual departments and their faculty members. For research-intense faculty, the expectation is to develop (inter)nationally-recognized programs. Even individuals with minor assignments are expected to engage in the college's research mission via collaborative activities and/or performance of clinical investigations and/or trials. In those faculty members with a minimum annual research assignment of 20%, data in [Table B](#) reveal that 51% of UFCVM faculty members have been involved in research throughout the past three years. Among those faculty members who were engaged in research, approximately 74% were also involved in teaching pre-clinical and/or clinical components of the professional curriculum. The UFCVM faculty remains remarkably productive with aggregate annual output of 2.7 peer-reviewed publications per faculty member or, if based upon faculty research FTEs, more than 9.1 peer reviewed publications and 1.5 book chapters each year. UFCVM faculty continue to be extremely successful in competing for extramural research funding having received three-year aggregate extramural funding of \$51.7M from 385 total awards, including approximately \$38.1M in federal grants. Extramural funding has increased during each of the past three years. Finally, UFCVM faculty received 50 patents for intellectual property in FY2017- FY2021 ([Table C](#)).

12.10.2.b A description (one page or less) of other measures for faculty research activities (e.g., faculty participation and presentation of original research in scientific meetings, involvement of faculty in panels, advisory boards or commissions, and national and international research awards received).

As a group, UFCVM faculty are remarkably productive noted by their accomplishments in research grant acquisition; publications; research recognition awards; invitations to speak at other universities and conferences; activities to organize (inter)national scientific meetings; service on federal (NIH, NSF, USDA, & DoD; >54), state, society (>10), and international review (>13) panels; scientific advisory committees for public agencies and private foundations; as well as service as reviewers or editorial boards for scientific journals (>36). Two faculty members served as chairs of grant review panels. While space precludes a comprehensive listing of these activities and accomplishments for the entire UFCVM faculty, it is worthwhile to list some of the individual awards and honors that have been bestowed on faculty members, since many of these prestigious awards are based in-part on many other accepted measures of research

productivity ([Appendix 12.10.3 Table D](#)). During this five-year period, UFCVM faculty members have trained and served as primary graduate mentors for 27 Master's students and 19 PhD students who completed their graduate training. Currently, 53 additional students are working toward an advanced degree. In addition, UFCVM faculty members serve on numerous graduate committees in other colleges, including, Medicine, Dentistry, Pharmacy and Public Health & Health Professions.

12.10.3 Describe the impact of the overall research program on the professional program and students:

12.10.3.a Courses or portions of the curriculum where research-related topics are covered (ethics, literature review and interpretation, as well as research methods, techniques and study design)

DVM students are offered a variety of formal and informal opportunities for professional development to gain an understanding of and to have direct involvement in scientific research. Specifically, training includes the means to search, acquire and evaluate peer-reviewed scientific reports; to understand and evaluate the suitability of an experimental research design; to critically evaluate data and to develop the capacity to comprehend and report experimental findings executed via good scientific writing. A number of research opportunities are available to students within pre-clinical and clinical medicine and encompass a full range of opportunities from classroom discussions of concepts that are critical for understanding new or developing technologies to intensive hands-on experience in the performance of original hypothesis-driven research under the supervision of research-intensive faculty mentors. DVM students have several options to pursue research interests with the development of *Individualized Investigation* (VEM 5991). Other formal research opportunities are available including *Forensic Aspects of Agricultural Animal Welfare* (VME 6572), *Veterinary Forensic Medicine* (VME6575), *Veterinary Forensic Pathology* (VME 6576), *Veterinary Forensic Osteology* (VME 6578), and *Veterinary Forensic Radiology and Imaging* (VME 6579). Students are able to enroll in these courses independently or as part of a more comprehensive training as part of our veterinary forensics program that is in part supported by the ASPCA. In addition, two MS-level programs have been added recently as part of the Shelter Medicine and Forensic Toxicology programs. Such programs enable students to enroll in courses with an applied research focus, including *Shelter Animal Physical Health* (VME6811) and *Shelter Animal Behavior & Welfare* (VME 6812). One critically important course, VME 6767, *Issues in the Responsible Conduct of Research*, is required for all students who conduct research, and is available to professional students, providing formal instruction on the ethical and practical issues of scientific research. In addition, two newly-created core courses titled *Supervised Patient Care and Clinical Skills /-JV* (VEM 5200/5202 for first-year students, VEM 5203/5204 for second-year students - [Appendix 12.9.6 Curriculum Digest](#)).

12.10.3.b Describe/list the current or proposed opportunities for participation in research, including summer research programs (Merial, NIH, Howard Hughes, etc.), academic year programs (NIH fellowships, industry funded, curricular time allowed for research), student employment in research labs and projects, and individually mentored research experiences

DVM students have a number of opportunities to engage in various CVM research programs, ranging from the summer student training programs supported by Boehringer Ingelheim Veterinary Scholars Program and matched by CVM, to the community outreach programs associated with Shelter Medicine, to the manatee capture-release programs overseen by the Aquatic Mammal Program, to the diverse array of individualized original research projects that students take for academic credit under VEM 5991. As described above, VEM 5991 (*Individualized Investigation*) is an elective used by many students. In fulfillment of its requirements, VEM 5991 students must prepare a written research proposal, perform the research study, analyze the research findings, write a scientific paper that is suitable for publication in a targeted journal, and give a public presentation of their research findings. Most students enrolled in VEM 5991 also participate in the Boehringer Ingelheim Veterinary Scholars Program and are supported by the college or their research mentor. A

significant number of students enroll in the [DVM/Master's Public Health \(MPH\)](#) dual-degree or other MS or certificate programs. Finally, UFCVM students are able to participate in two training programs, the KL1 and KL2 Multidisciplinary Scholars Programs that are sponsored through the [UF Clinical and Translational Science Institute](#) (CTSI). The CVM received three of these highly-competitive awards previously, and with the success of the new NIH grant for CTSI funding, the CVM is in line for additional student research funding.

12.10.3.c Describe efforts by the college that facilitate the link between veterinary medical student research and subsequent or concurrent graduate education, and that enhance the impact of college research on the veterinary professional program.

UF CVM holds annual Phi Zeta Research Day, which is a two-day event to celebrate and recognize the research achievements of professional students, graduate students, undergraduates, residents, postdocs, and faculty members. Participants, including all students enrolled in VEM 5991, must present their research findings in either a poster session or a short oral presentation in front of a panel of faculty judges. A “**Top Dog**” competition is held for each DVM class, and subsequent contestants enter the competition for first, second, and third prizes. Likewise, the graduate students compete for the “**Best-in-Show Competition**” in which a pre-selected graduate student representative from each of the five academic departments compete through oral research presentations for first, second, and third prizes. The Phi Zeta program is well attended by DVM and graduate students, residents, postdocs, and faculty serving to promote comradery, collaboration and some spirited competition. All participants have an opportunity to attend a seminar by an accomplished invited investigator, typically a DVM PhD to give insights on their research or area of scientific emphasis. To facilitate greater student and faculty participation, Phi Zeta Days begin on a Thursday evening with poster sessions with refreshments. On the following day, we have the “Top Dog” and “Best-in-Show” competitions followed by lunch, keynote presentation, and then afternoon awards. In addition to Phi Zeta Day, each department has regular weekly/monthly seminar series to bring invited guests to present the latest scientific and medical developments on topics relating to the department. Outside CVM, professional students have multiple opportunities to attend other college and centers’ seminars to enhance their exposure to research. Hence, there are numerous opportunities for students to be exposed and participate in professional development through CVM and other health-related colleges.

12.10.3.d Describe college research seminars and presentations for DVM students, including the number of internal and external speakers, endowed research lectureships, DVM student research seminars, DVM student poster presentations, and college research days and awards and presentations made by veterinary medical students at scientific meetings or seminars at external sites.

The CVM hosts multiple guest seminar speakers that discuss various issues related directly to veterinary medicine and career choices ([Standard 9](#)). The CVM also supports several research forums that permit CVM faculty and students, both DVM and graduate, to meet and discuss research topics with experts primarily from other universities. These include 1) guest speakers asked to participate in one of the several Seminar courses (listed in [12.10.3\(a\)](#) above); 2) invited speakers to participate in annual national/international symposia sponsored by our CEHT and CIMI centers; 3) individuals being recruited, not only to enhance our clinical and basic programs, but also as part of the university's artificial intelligence program; and 4) special lectureships supported by an endowed lectureship administered by the ADR for Research & Graduate Studies. Over the past 5 years, the UFCVM has sponsored visits by multiple professors considered preeminent in the field of One Health or Mucosal Immunology. Faculty and students can elect to attend any of several research-oriented seminar courses, listed in [Table E](#). These seven different courses are focused on reviewing recently published manuscripts in high impact journals with the intention of stimulating thought, discussion and potentially challenges to current paradigms in the medical sciences.

STANDARD 11: OUTCOMES



COLLEGE OF VETERINARY MEDICINE

12.11.1. Student educational outcomes must include, but are not limited to:

12.11.1.a. Evidence of direct observations of students performing and/or having attained entry level competence in skills that demonstrate mastery of the nine competencies. Processes must be in place to provide remediation for any of the nine competencies in which students do not demonstrate competence.

The UFCVM assesses student performance and skill acquirement in both the didactic and clinical phases of the curriculum.

Didactic Assessments. Student performance in relation to the nine competencies are assessed in Phase 1 and 2 of the DVM curriculum via OSCEs (objective structured clinical examinations). OSCEs are completed in coordination with the Supervised Patient Care and Clinical Skills series of courses. In the fall semester of Phase 1, students are required to pass a foundational OSCE. This first OSCE is comprised of a series of stations that students must rotate through. Students are required to demonstrate the following skills: the ability to safely muzzle, harness, and halter a live small animal patient; perform a safe and successful blood draw for complete blood count on a model small animal patient; prepare and read a hematocrit tube for PVC, total solids, and plasma color; halter and lead a live equine patient. In the spring semester of Phase 1, students are required to successfully complete an IV catheter placement on a model small animal patient. In the fall semester of Phase 2, students are required to successfully complete bandaging on a small animal model patient. In the spring semester of Phase 2, students are required to successfully complete a full physical exam on a live animal. For each of the OSCEs, students who are unable to successfully complete each OSCE (or specific stations/rotations of the first OSCE) are required to meet with the Skill Lab Coordinator for remediation and repeat the OSCE until they have mastered the skills being assessed.

Clinical Assessments. Students in Phase 3, the clinical phase of the curriculum, are assessed using our SLO system (direct observation of skills) and the student evaluation rubric.

SLOs (Student Learning Opportunities) are skills that are observed and evaluated by trained hospital faculty and house officers at UFCVM. While each clerkship or lab-related course may have course-specific SLOs, a master list of SLOs required for graduation of a practice-ready veterinarian is maintained by college faculty and relate directly to the nine competencies. In spring of 2021, clerkship coordinators reviewed and revised the graduation required SLOs using three previous years' submitted data. Additionally, in fall of 2021 new dentistry-focused SLOs were added to the list as part of the graduation requirement (for full list see [Appendix 12.9.7 Table B](#)). SLOs are initiated and submitted by the student using our Curriculum Map platform. Evaluators are alerted to the submission and can approve or reject the SLO and provide comments or feedback to the student on the submission form. Students are required to complete 80 percent of the graduation required SLOs to obtain a conferred degree. Each of these have been mapped to the AVMA 9 competencies to document student achievement ([Appendix 12.11.1a Table A](#)).

Student Clinic Evaluation Rubrics are completed by clerkship coordinators in collaboration with clerkship faculty and house officers. Each rubric contains specific criteria tailored by the clerkship coordinator. The current clerkship rubric aligns directly to each clerkship grading system (A-E letter grades or pass/fail) with corresponding criterion. However, to provide more formative feedback to students, a new non-numeric grading system and clinical-evaluation rubric was approved by CVM faculty in April 2022 to be implemented in May of 2023 (examples in [Appendix 12.9.7 Figure A](#)). The new rubric aligns with the CVM Educational Framework and CBVE milestone documentation and will be able to demonstrate student progress and improvement over time. Student clinical-evaluation rubrics are submitted by faculty on the electronic Curriculum Map platform. An ASA staff member is alerted to their submission, who reviews each rotation for any evaluations submitted as "needs remediation." Students who require remediation must attend the Academic Advancement Committee (AAC) in order to progress through the clinical phase.

12.11.1.b. Describe how student progress is monitored in each academic year and how each student is given formative assessment for their further development or timely remediation.

Didactic Exam Tagging Beginning in the Fall 2022 semester, all exams in Phase 1 and 2 of the DVM curriculum will be tagged to the CVM Educational Framework’s competencies, knowledge level, lecture/keyword, and item author. Tagged exam items can be analyzed as subsection of each exam or across all exams to provide evidence of students’ mastery of the didactic material. Students can also be provided a “Strengths and Opportunities for Improvement” report in ExamSoft, which indicates student performance across tags for a given exam. This will be especially useful in courses with multiple exams and comprehensive final exams. In addition, students can use this information to help prepare for the NAVLE.

Didactic OSCE Feedback Student performance on OSCEs is documented by a rubric. Written feedback is provided to all students. Students who do not pass their OSCE are also provided individualized remediation and feedback with the Clinical Skills Lab Coordinator.

SLO Progress Student progress toward SLO completion is monitored by ASA staff. Beginning with the Spring 2021 semester, checkpoints were established to ensure students stay on track towards this graduation requirement. At 50 percent and 75 percent way through the clinical year, students who have not submitted a sufficient amount of SLOs will be contacted. As students have several opportunities to submit SLOs through the Supervised Patient Care and Clinical Skills series of courses before entering clinics, a baseline checkpoint will also be established before clinic entry.

Student Clinic Evaluation Students are provided written feedback on their Clinic Grading Rubrics. ASA staff monitor evaluation submissions. Any students marked as “needs remediation” in any category must attend the Academic Advancement Committee in order to progress through the clinical phase. With the changes to the Student Clinic Evaluation form to be implemented in May 2023, students will be provided more formative feedback, with a description of their current performance toward clinical competencies. Additionally, students will be tracked by ASA staff regarding overall clinic grade. Students who receive more than one “Marginal-Pass” score in any clinical rotation will also be required to meet with AAC.

12.11.1.c. NAVLE school score report data and passage rates over the past five years - [Appendix 12.11.1.C Table A](#) and [Figure A](#)

12.11.1.d. Assessments of graduating seniors; and assessments of alumni at some post-graduation point (for example, three and/or five years post-graduation) assessing educational preparedness and employment satisfaction.

Graduating Seniors: Senior Exit Interviews and Surveys. Each spring, senior students are invited to Senior Exit Interviews to provide their perspective of the education they received. The goals of the interviews are to assess overall student satisfaction of the entire curriculum and to help identify strengths and weaknesses of the program. The Dean, Executive Associate Dean, Associate Dean for Academic and Student Affairs, and the Associate Dean for Clinical Services attend the exit interviews, and students are asked to speak frankly. All comments are recorded and reviewed. Improvements and or changes are made to address concerns, if possible. Senior students are also asked to complete a survey with questions specifically tailored to each phase of the curriculum, opinions on the adequacy of facilities and resources, and their perception of career preparedness. Examples of common themes derived from the interviews and curricular responses gathered over the last 5 years are listed below.

Surgical experience. Students commented that surgical rotations in the hospital were not providing enough hands-on experience. VCOP, ACAS, and Miami/Dade shelter rotations were terrific and would be of greater

value. The most recent clinical phase revision will require a shelter rotation for all small animal tracked students and encourage a shelter rotation for all large and mixed animal students.

Student well-being. Students explained that long hours in the hospital clinics lead to feelings of burnout.

Tracking (focus). Students request additional opportunities for tracking and reduced core requirements. The most recent clinical phase revision will allow students to choose a small or large/mixed animal track to help tailor the educational experience to each student's career choice.

Alumni Assessment: Alumni Survey. UFCVM surveys alumni at 18 months post-graduation to determine alumni's perception of the value and quality of the education they received from the UFCVM. The number of respondents for this survey is typically low. Nevertheless, the previous four years of data indicate that alumni respondents felt prepared in the areas of comprehensive patient diagnosis, basic medicine skills, anesthesia and pain management, communication skills, and lifelong learning skills. However, recent survey data indicates that alumni felt less prepared in the areas of basic surgery, emergency and intensive care case management, one health knowledge, and financial and business skills ([Appendix 12.11.1.D – Figure A](#)). Most graduates were still employed at their first place of employment at the time of the survey.

12.11.1.e. Assessments by employers of graduates to determine satisfaction with the graduates.

Employers of recent graduates are surveyed 12 months post-graduation to assess perceived readiness to practice. Surveys are distributed by mail with the option to return via mail or answer questions electronically through scanning a QR code and answering a Qualtrics survey. Employers are asked to evaluate each DVM graduate's performance during his/her first 12 months of work experience in the areas of knowledge and performance of key veterinary skills and concepts, communication skills, one health knowledge, financial and business skills, and lifelong learning skills. Recent data collected indicates graduate performance as meeting or exceeding employer expectations in all areas, with the lowest satisfaction ratings in the areas of communication, emergency and intensive care case management, and financial and business skills ([Appendix 12.11.1.E – Figure A](#)). Employers also commented that students could have benefited from additional instruction and experience in the areas of dentistry and communication.

12.11.2. Program Outcomes

12.11.2.a. Student attrition rates (Table B) – [Appendix 12.11.2.A – Table B](#)

12.11.2.b. Employment rates of graduates (within one year of graduation) (Table C) – [Appendix 12.11.2.B – Table C](#)

12.11.2.c. Assessments by faculty (and other instructors, for example interns and residents) related to such subjects as adequacy of clinical resources, facilities and equipment, information resources, etc.; and preparedness of students entering phases of education

Small group meetings were held with faculty course coordinators in all phases of the curriculum in the Summer of 2021 to discuss facilities, equipment, and teaching needs. Additionally, our computers all have a desktop button to address IT needs as it pertains to facilities and teaching equipment. Clinical resource additions and requests are managed annually through the budget meeting process, as updates and additions are approved or placed on a prioritized needs list at that time. Resident and interns have regular opportunities to participate in all UFVH operational meetings and can provide feedback on resources needed. They have an opportunity for exit interviews to comment on their training program strengths and weaknesses and their role as educators in the DVM curriculum. The UFVH also solicits feedback from students on staff, house officers and service operations after each clerkship rotation.

12.11.2.d. Additional assessment that might assist the college in benchmarking its educational program.

UFCVM utilizes the AAVMC Institutional Data Report as a benchmark tool. The UFCVM has historically relied on information collected from senior exit interviews and surveys, NAVLE results, and employer and alumni surveys to help identify weaknesses in the program. The addition of exam item tagging will also help to identify student preparation and preparedness in the didactic portion of the program. Faculty and course evaluations can be used to make small but meaningful changes to teaching strategies and course activities. Extensive changes to course content or structures would require review of the CVM Curriculum Committee, and approval from the University Curriculum Committee where warranted, to ensure the overall program outcomes are maintained through the changes.

12.11.3. Institutional outcomes**12.11.3.a. Describe the adequacy of resources and organizational structure to meet the educational purposes (dean should provide).**

Overall, the college resources adequately support our mission. Classroom facilities are reviewed each summer before the start of the fall term for functionality and comfort. Technology enhancements and upgrades are managed during off-times when possible. Renovations are planned for summer of 2022 to accommodate an increase in class-size and prioritize learning space within the anatomy and surgery laboratory spaces. Faculty teaching support is available via onsite support staff and online in the Teaching Academy website as well as university level resources ([Standard 5](#)).

12.11.3.b. Describe how the college evaluates progress in meeting its mission (for example, benchmarking with other institutions, scholarly activity of the faculty, faculty awards, faculty and staff perception of teaching resources, student satisfaction with the educational program, teaching improvement benchmarks, and others, etc.).

The UFCVM subjectively evaluates its progress through communication with its many constituencies including the Florida Veterinary Medical Association, Alumni Council, UFVH clients, referring veterinarians, animal interest groups, and others. CVM administrators meet regularly with administrators from other UF Health Science Center colleges to collaborate on common issues. The college submits an annual institutional effectiveness and Academic Assessment plan to the UF Institutional Assessment Office and provides documentation to ensure compliance with the Southern Association of Colleges and Schools' Commission on Colleges (SACSCOC). Finally, we meet regularly with our students to assess their issues and to address them in a timely fashion and provide several platforms for student feedback. We also benchmark our progress objectively by consulting the AAVMC Institutional Data Report, NAVLE Annual Reports, and AVMA survey data.

Department administrators provide opportunities for peer reviewers to improve teaching and support student learning. Department chairs annually document scholarly activity, awards, grants, and teaching and research efforts by the faculty. A spring awards banquet is held each year to recognize the academic and teaching accomplishments of faculty, staff, and students. Students choose several awards to recognize excellence in both didactic and clinical teaching efforts of faculty. Staff are also recognized for their contributions to teaching by the students. Faculty also recognize their peers in choosing annual teaching awards.

UFCVM faculty also have opportunities to participate in regular events with the Southeast Veterinary Education Consortium (SEVEC). SEVEC membership encourages faculty collaboration on the development, implementation, and evaluation of teaching strategies and content. It is a platform that highlights best practices in veterinary medical education.

12.11.4. Describe how outcomes findings at the student, programmatic, and institutional level are used by the college to improve the educational program (give examples).

UFCVM uses outcome data and findings at the student, programmatic, and institutional level to improve the educational program for all. Programmatic review has been discussed in previous sections (Standard 9). Other examples include the following:

VEM5191 Introduction to Veterinary Behavior (didactic course). The college had consistently received negative feedback regarding the first-year veterinary behavior course. A new faculty member has been appointed to this course as course coordinator, and she is collaborating with a new board-certified behaviorist for this course. Since this change, student satisfaction scores have improved significantly ([Appendix 12.11.4 Figure 1](#)).

VEM5783 Veterinary Radiology Clerkship. In the classic radiology clerkship, students rotated through small and large animal radiology. They typically would spend 7-8 days on imaging acquisition, radiology interpretation 2 days, ultrasound 1-2 days, and had 1-2 hours of clinical case rounds sessions 3 days/week. In the new case-based radiology clerkship, students completed daily review quizzes based on prior radiology courses, attended concept review lectures, and completed 3h small group clinical based rounds sessions, and computer-based radiology case reviews. Overall retention of content, interpretation skills, and student satisfaction were improved using the [new case-based radiology clerkship](#).

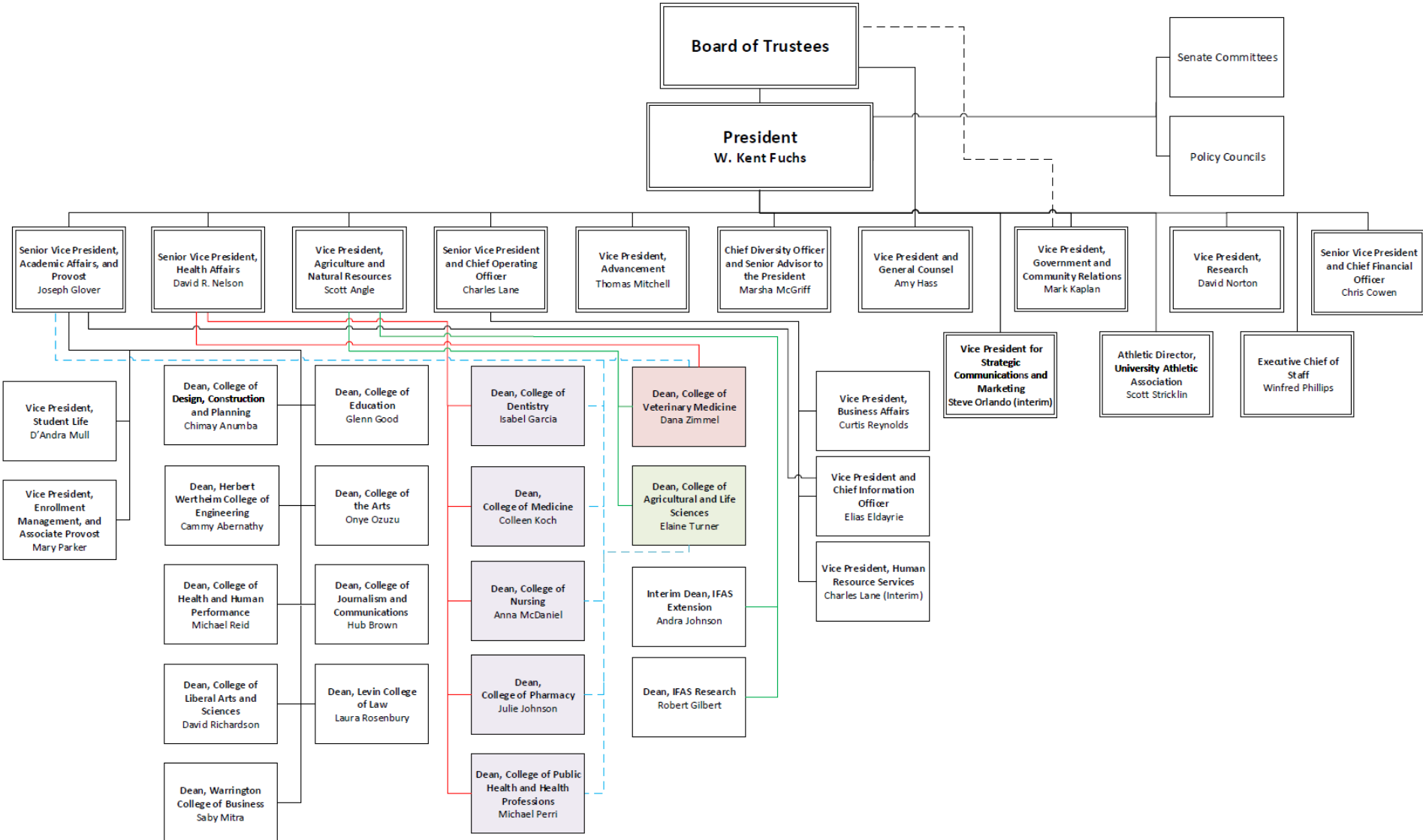
Clinical Clerkships: Student Access to Cornerstone (UFVH EMR). The senior exit interviews provide valuable information on ways we can change operations to improve the educational experience. Students requested the ability to have remote access to the UFVH EMR so they could work on medical records at home. This was an easy change to make that had significant improvement in the day to day wellbeing of our students.

SECTION: APPENDICIES

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COLLEGE OF VETERINARY MEDICINE

12.1.3 – Figure 1: Organizational Chart for UF Leadership



12.1.3 – Table 1: Names and Titles of UF Administrative Leadership

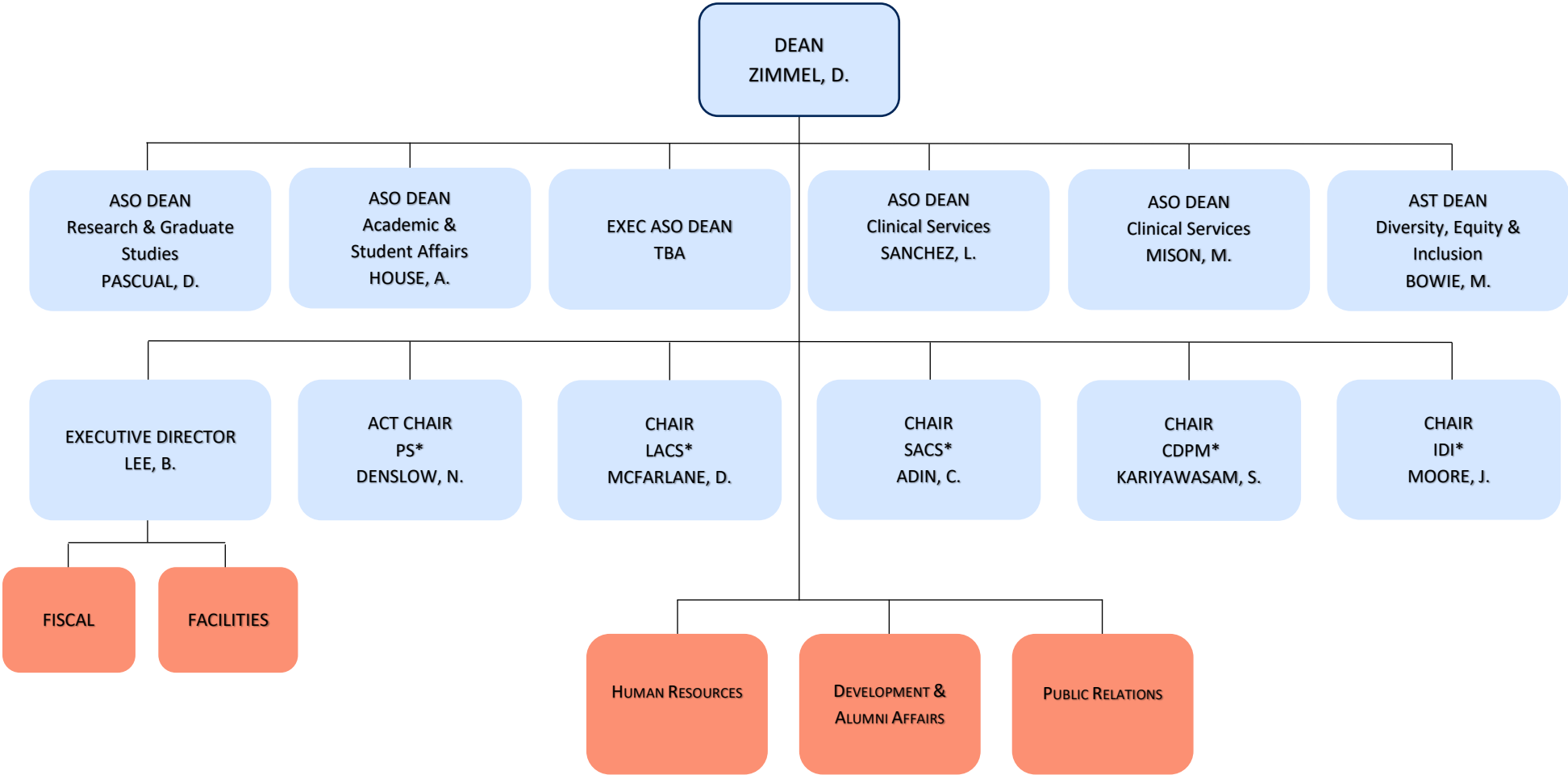
UF Board of Trustees		President
Morteza Hossein	Daniel O'Keefe	W. Kent Fuchs
Thomas Kuntz	Rahul Patel	
David Brandon	Amanda Phalin	
Richard Cole	Marsha Powers	
Christopher Corr	Fred Ridley	
James Heavener	Anita Zucker	
Lauren LeMasters		

Senior Vice Presidents			
SVP IFAS	Scott Angle	SVP and Chief Operating Officer	Charlie Lane
SVP & Chief Financial Officer	Chris Cowen	SVP for Health Affairs, UF & President	David Nelson
SVP Academic Affairs & Provost	Joseph Glover		

Vice President and Directors			
Interim, VP Human Resources	Melissa Curry	VP Research	David Norton
VP & Chief Information Officer	Elias Eldayrie	Acting VP, University Relations	Stephen Orlando
VP & General Counsel	Amy Hass	VP Business Affairs	Curtis Reynolds
VP Government & Community Relations	Mark Kaplan	VP Enrollment Management	Mary Parker
Chief Diversity Office & Senior Advisor to the President	Marsha McGriff	Executive Chief of Staff	Win Phillips
VP & Chief Compliance & Privacy Officer	Robert Michalski	VP & Chief Communications Officer	Melanie Ross
VP Advancement	Thomas Mitchell	Director of Athletics	Scott Stricklin
VP Student Life	Heather White		

College Deans			
College of Engineering	Cammy Abernathy	College of Business	Sabyasachi Mitra
College of Design, Construction, & Planning	Chimay Anumba	College of the Arts	Onyekwere Ozuzu
College of Journalism & Communications	Hub Brown	College of Health & Human Performance	Michael B. Reid
College of Dentistry	A. Isabel Garcia	College of Liberal Arts & Science	David Richardson
IFAS Research	Rob Gilbert	College of Law	Laura Rosenbury
College of Education	Glenn E. Good	University Libraries	Judith C. Russell
IFAS Extension	Andra Johnson	Graduate School Operations	Nicole Stedman
College of Pharmacy	Julie Johnson	College of Agriculture & Life Sciences	Elaine Turner
College of Medicine	Colleen G. Koch	College of Public Health & Health Professions	Beth Virnig
College of Nursing	Anna McDaniel	College of Veterinary Medicine	Dana Zimmel

12.1.4 – Figure 1: Administrative Organizational Chart for UFCVM



*PS: Physiological Sciences; LACS: Large Animal Clinical Sciences; SACS: Small Animal Clinical Sciences; CDPM: Comparative, Diagnostic and Population Medicine; IDI: Infectious Diseases and Immunology

12.1.4 – Table 1: Names, Titles, and Responsibilities of UFCVM Leadership Team

Title, Name	Responsibility
DEAN	
Dana N. Zimmel, DVM, DACVIM	Principal administrative officer of the CVM, head of the faculty and responsible to the President through the Provost, the SVP of Health Affairs and SVP for IFAS. The Dean is responsible for the management of the CVM’s fiscal, physical, and personnel resources, and for the development of academic research, and public service programs consistent with University policies. The Dean will represent the CVM and University in activities and issues of public interest concerning the veterinary profession, the health professions, and agricultural industries.
EXECUTIVE ASSOCIATE DEAN (EAD)	
TBA	Representative of the Dean for matters within the college, university and many external matters. Works in consultation with CVM Associate Deans, the College Director and Department Chairs to implement strategic initiatives, oversees assignments of college space and provide oversight of institutional reporting and external evaluations of the college.
ASSOCIATE DEANS AND DIRECTORS	
Research and Graduate Studies (ADRGs) David Pascual, PhD	Administers matters concerning the organization, development, planning, management of graduate studies and research activities. Aids faculty with preparation of applications for extramural grants and contracts.
Office of Academic and Student Affairs (ADASA) Amanda M. House, DVM, DACVIM	Administers all matters relating to the organization, planning, and management of the professional DVM program, including academic advising activities, DVM student affairs, admissions, academic monitoring, and student outcomes tracking and assessments.
Clinical Services (ADCS) L. Chris Sanchez, DVM, PhD, DACVIM Michael Mison, DVM, DACVS	Administers all matters related to the UF Veterinary Hospitals (UFVH), including oversight of daily operations, human resources management, financial management, oversight of house officer training programs and oversight of clinical operations as related to quality of patient care. Works in collaboration with ADASA to oversee professional student clinical training programs and with ADRGS to oversee clinical research activities within the UFVH.
Diversity, Equity and Inclusion (ADDEI) Michael V. Bowie, MS, PhD	Develops and executes new CVM policies and education around the DEI space and participation in pipeline programs.
Administrative Services Bobby Lee, MBA	Administers college budget, information technology, security, facilities management and asset management.
DEPARTMENT CHAIRS	
Physiological Sciences Nancy Denslow, PhD	The Department Chair is the chief executive officer of the department and is responsible to the Dean for its administration. The department Chair has a variety of planning and management duties, including oversight of department resources, professional and graduate education and college and university-level service, and should seek the counsel of the faculty and delegate appropriate responsibilities. As a faculty member, the Department Chair is expected to participate in and contribute to the department’s academic activities, including teaching, research and service as appropriate.
Large Animal Clinical Sciences (LACS) Dianne McFarlane, DVM, PhD, DACVIM	
Small Animal Clinical Sciences (SACS) Christopher Adin, DVM, DACVS	
Comparative, Diagnostic and Population Medicine (CDPM) Subhashinie Kariyawasam, BVSc, PhD, DACVM, DACPV, SACVPM	
Infectious Diseases and Immunology (IDI) Julie M. Moore, PhD	

12.2.1 – Table A: Total UFCVM Expenditures for the Past Five Fiscal Years

Expenditure	Fiscal Year					% 5Y Change
	FY17	FY18	FY19	FY20	FY21	
Instruction, academic support, and student services	\$18,938,021	\$19,998,117	\$21,575,398	\$20,998,085	\$18,844,727	0%
Research expenditures	\$22,585,374	\$25,706,231	\$28,796,952	\$24,799,463	\$27,136,925	20%
Outreach/continuing education	\$1,229,156	\$1,365,810	\$1,701,057	\$1,527,593	\$1,487,670	21%
Teaching hospital	\$28,567,579	\$31,277,220	\$33,436,341	\$36,379,745	\$40,156,584	41%
Diagnostic lab and other clinical lab	\$0	\$0	\$0	\$0	\$0	0%
Facilities operations and maintenance, utilities, and other expenditure for infrastructure	\$11,137,769	\$12,137,544	\$12,567,674	\$11,348,697	\$12,431,107	12%
Capital expenditures (renovations and new construction)	\$5,750,335	\$3,838,709	\$4,312,662	\$2,822,107	\$2,462,305	-57%
Student aid (extramurally sponsored grants to students selected by the institution)	\$1,287,095	\$1,467,633	\$1,417,137	\$1,594,367	\$1,591,643	24%
Student aid (university-sponsored aid to students, inclusion of gifts and endowment income)	\$0	\$0	\$0	\$0	\$4,883	0%
Other expenditures	\$5,433,780	\$6,894,457	\$6,052,448	\$7,300,565	\$7,780,801	43%
Total expenditures	\$94,929,108	\$102,685,720	\$109,859,668	\$106,770,622	\$111,896,646	18%

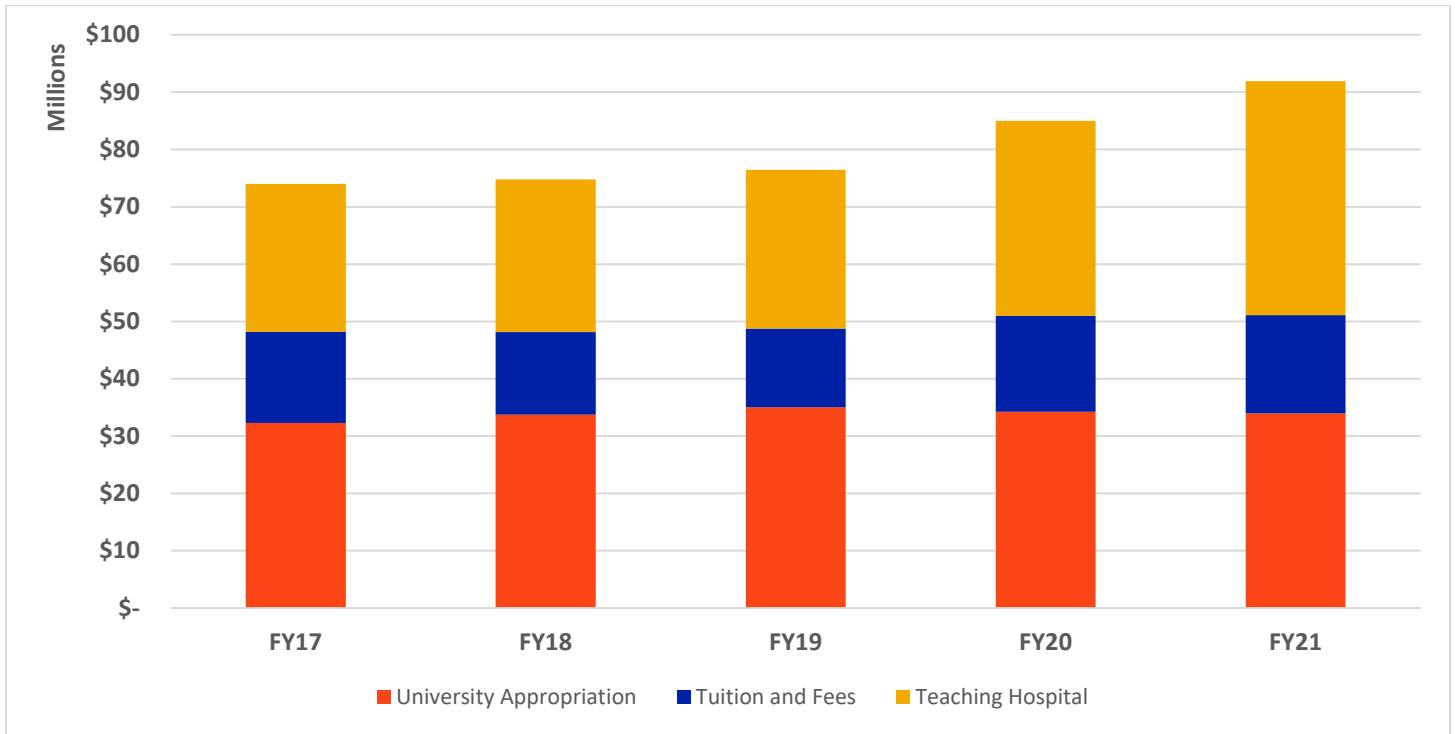
12.2.1 – Table B: College Revenue for Immediate Past 5 Fiscal Years

Revenue	Fiscal-Year					% 5Y Change
	FY17	FY18	FY19	FY20	FY21	
Government appropriation to college	\$0	\$0	\$0	\$0	\$0	0%
University appropriation to college	\$32,281,063	\$33,761,094	\$35,012,614	\$34,261,584	\$33,995,457	5%
Revenue derived from students	\$9,153,920	\$9,029,065	\$8,969,868	\$9,008,723	\$9,069,439	-1%
Tuition and fee revenue paid by other entities on the students' behalf	\$6,782,315	\$5,331,586	\$4,800,566	\$7,750,618	\$8,024,274	18%
Teaching hospital revenue	\$27,024,520	\$28,376,945	\$31,863,142	\$33,965,144	\$40,635,741	50%
Diagnostic lab and other clinical lab revenue	\$0	\$0	\$0	\$0	\$0	0%
Extramural grants and contracts	\$13,368,348	\$18,826,485	\$16,750,275	\$16,047,520	\$18,344,530	37%
Overhead (indirect costs or F&A)	\$1,039,350	\$1,939,731	\$2,404,744	\$2,428,784	\$2,955,163	184%
Current year gifts and endowment income	\$4,644,077	\$4,635,679	\$5,592,122	\$5,452,769	\$5,161,665	11%
Other revenue	\$4,173,484	\$4,017,892	\$4,111,633	\$3,744,445	\$2,384,945	-43%
Total revenue	\$98,467,077	\$105,918,477	\$109,504,964	\$112,659,587	\$120,571,213	22%
Funds carried forward from previous year (college, department, and faculty)	\$28,140,813	\$27,663,723	\$19,612,580	\$22,212,367	\$26,910,895	-44%

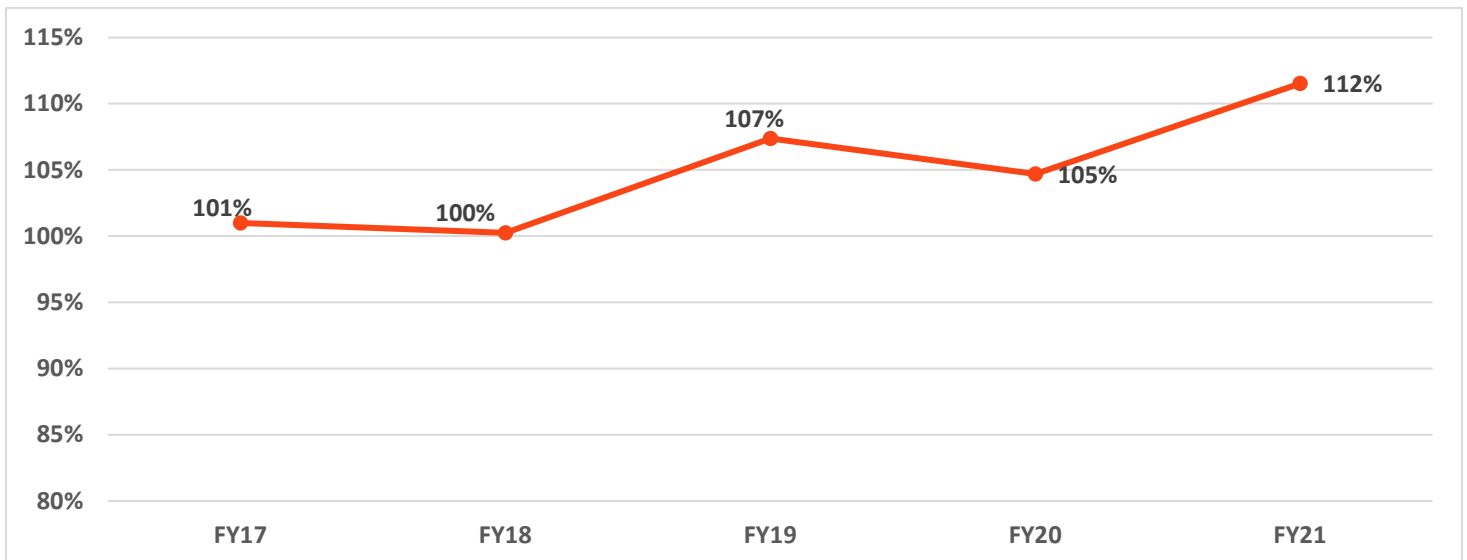
12.2.1 – Table C: Endowment

Endowment	Fiscal Year					% 5Y Change
	FY17	FY18	FY19	FY20	FY21	
True endowment market value	\$51,717,702	\$55,717,702	\$61,400,000	\$63,937,119	\$82,773,403	60%

12.2.3 – Figure 1: Professional Training Revenue Sources



12.2.5 – Figure 1: Hospital Income to Operational Costs

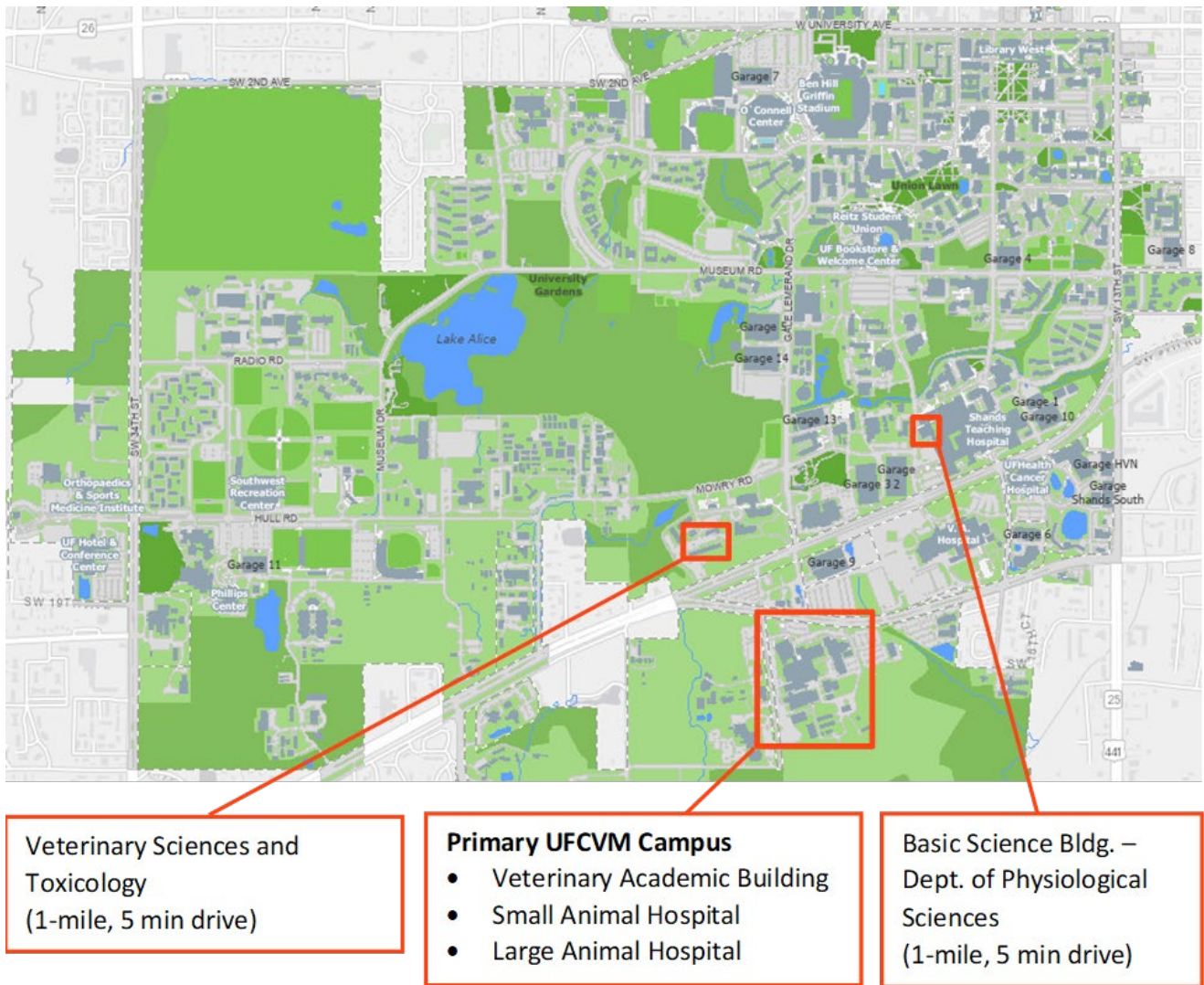


APPENDIX 12.3: STANDARD 3 – PHYSICAL FACILITIES AND EQUIPMENT

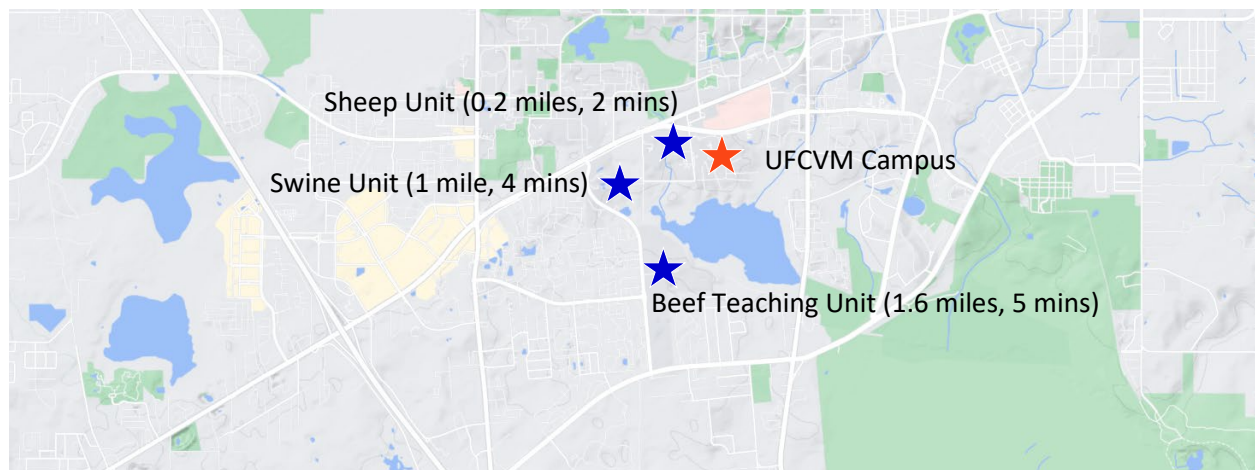
12.3.1 – Table 1: Summary of CVM Building Spaces and Assignments by College Unit

AREA / BUILDING (Bldg. #)	NET ASSIGNABLE SQUARE FOOTAGE							
	CDPM	LACS	IDI	PS	SACS	UFVH	COLLEGE	TOTAL
CVM CAMPUS								
Veterinary Small Animal Hospital (75)					3,337	42,821	5,438	51,596
Veterinary Academic Building (1017)	8,937	2,688	30,928	210	2,124	470	44,011	89,368
Veterinary Medical Center (215)	2,860	11,281			15,354	41,495	9,565	80,555
Equine Teaching Hospital (1018)						26,765	1,937	28,702
Food Animal Clinic (216)		352				6,509		6,861
Food Animal Restraint Barn (222)						347		347
Isolation Barn (1022)						2,206		2,206
Equine Barns A and B (1020, 1021)						13,491		13,491
Equine Barn C (1016, 1019)						3,891		3,891
Hay Barn (1023)						6,416		6,416
Equine Research Barn (218)						897		897
Metabolic Building (217)		1,199						1,199
Deriso Hall (165)		4,075				676	1,084	5,835
Poultry Lab (478)		841	450					1,291
VAB Teaching Auditorium (221)							3,541	3,541
Equine Sports Performance Arena (1025)								
Vet Med Pasture Pole Barn (614)						400		400
HEALTH SCIENCE CENTER (HSC)								
Basic Science (260)				15,418				15,418
CEHT (471)				6,195				6,195
Toxicology Research Facility (118)				2,855				2,855
CEHT Annex (470)				2,070				2,070
Aquatic Pathobiology (1379)		605	1,162					1,767
OFF UF CAMPUS								
UF PETS (3466)						6,718		6,718
UFVH at WEC (L0064)						40,000		40,000
TOTALS	11,797	21,041	32,540	26,748	20,815	193,102	65,576	371,619

12.3.2 – Figure 1: Map of the UF Campus and Primary UFCVM Buildings



12.3.2 – Figure 2: Sites Adjacent to UFCVM Primary Campus



12.3.2 – Figure 3: Off-campus Sites



APPENDIX 12.4: STANDARD 4 – CLINICAL RESOURCES

12.4.1 – Table A: Clinical Resources – On-campus Facilities

Species	2020-21		2019-20		2018-19		2017-18		2016-17		5Y Change	5Y Change
	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp
Canine	34,539	6,566	31,465	5,636	32,268	5,342	28,110	4,691	26,845	4,399	29%	49%
Feline	7,489	1,531	6,229	1,411	6,213	1,235	4,659	965	4,457	904	68%	69%
Bovine	69	45	46	30	50	34	50	34	37	23	86%	96%
Small Ruminant	340	207	289	195	256	164	278	195	305	221	11%	-6%
Equine	1,264	647	1,246	618	1,360	681	1,587	803	1,612	892	-22%	-27%
Porcine	81	54	69	43	69	37	69	42	95	70	-15%	-23%
Caged Bird	516	113	352	99	460	81	445	90	317	59	63%	92%
Caged Mammals	733	152	627	128	629	131	449	102	369	69	99%	120%
Wildlife	1,117	395	932	366	979	723	660	631	539	515	107%	-23%
Zoo Animal	604	107	478	127	421	199	367	221	297	171	103%	-37%
Other	46	27	49	33	43	23	41	23	45	34	2%	-21%
Total	46,798	9,844	41,782	8,686	42,748	8,650	36,715	7,797	34,918	7,357	34%	34%

12.4.1 – Table B: Clinical Resources – College Owned and Operated Off-Campus Facilities

Species	2020-21		2019-20		2018-19		2017-18		2016-17		5Y Change	5Y Change
	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp
Canine	7,189	1,370	6,522	1,287	5,274	1,204	4,908	1,110	4,759	1,260	51%	9%
Feline	1,877	373	1,590	348	1,416	355	1,131	314	1,176	325	60%	15%
Bovine	-	-	-	-	-	-	-	-	-	-		
Small Ruminant	-	-	1	1	-	-	-	-	-	-		
Equine	122	-	109	-	154	-	-	-	-	-	122%	
Porcine	-	-	-	-	-	-	-	-	-	-		
Caged Bird			3	-	7	-	4	-	-	-		
Caged Mammals	12	-	13	1	12	2	10	-	9	1	33%	
Wildlife	48	17	63	24	65	28	16	5	5	1	860%	1600%
Zoo Animal	3	-	3	-	-	-	-	-	5	-		
Other	-	-	-	-	-	-	-	-	-	-		
Total	9,251	1,760	8,304	1,661	6,928	1,589	6,069	1,429	5,954	1,587	55%	11%

APPENDIX 12.4: STANDARD 4 – CLINICAL RESOURCES

12.4.1 – Table C: Clinical Resources – Cases Seen by Students During Required Rotations at Privately Owned and Operated Facilities

Species	2020-21		2019-20		2018-19		2017-18		2016-17		5 Y AVG
	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits	Hosp	Visits
Canine	4,335	-	2,734	-	3,563	-	3,642	-	3,804	-	3,616
Feline	1,608	-	1,016	-	1,278	-	1,191	-	1,239	-	1,266
Caged Bird	27	-	16	-	18	-	8	-	8	-	15
Caged Mammals	67	-	68	-	75	-	55	-	62	-	65
Wildlife	21	-	23	-	46	-	21	-	12	-	25
Total	6,058	-	3,857	-	4,980	-	4,917	-	5,125	-	4,987

12.4.1 – Table D: Ambulatory / Field Service Program – Owned and Operated Ambulatory Services

Species	2020-21		2019-20		2018-19		2017-18		2016-17		5Y Change	5Y Change
	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated
Bovine	506	37,776	503	34,865	407	31,600	423	20,975	353	23,031	43%	64%
Caprine	20	313	8	45	-	-	5	90	3	17	567%	1741%
Equine	66	384	87	461	72	328	135	632	98	719	-33%	-47%
Ovine	85	2,630	74	2,191	27	956	24	369	52	1,056	63%	149%
Porcine	91	858	116	1,203	59	715	75	616	59	419	54%	105%
Other**	26	719	50	539	83	940	92	986	100	970	-74%	-26%
Total	794	42,680	838	39,304	648	34,539	754	23,668	665	26,212	19%	63%

**Other breakdown continued on next page

APPENDIX 12.4: STANDARD 4 – CLINICAL RESOURCES

**Other Breakdown	2020-21		2019-20		2018-19		2017-18		2016-17	
Species	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated
Amphibian	-	-	-	-	-	-	-	-	-	4
Arthropod	-	-	-	-	-	-	-	-	-	-
Avian	5	58	9	81	11	96	4	72	12	89
Bat	15	429	20	287	7	614	5	599	-	559
Canine	-	-	-	-	5	7	9	10	29	41
Carnivora	-	11	1	6	-	2	10	10	5	8
Crocodylian	-	47	-	35	20	53	-	74	-	74
Feline	-	-	-	-	-	1	-	-	-	-
Hoofstock	-	2	-	-	-	-	4	4	-	4
Lagomorph	-	-	-	-	3	1	-	-	-	3
Lizard	-	21	8	9	5	12	15	28	-	31
Other Mammal	-	6	-	3	6	11	-	3	-	3
Porcine	-	-	-	-	-	2	-	2	-	-
Primate	4	8	3	12	6	28	17	23	-	23
Rodent	-	27	-	5	-	5	4	6	19	8
Snake	-	46	5	71	7	35	7	69	8	53
Turtles & Tortoises	2	64	4	30	13	73	17	86	27	70

12.4.1 – Table E: Ambulatory / Field Service Program – Cases Seen by Students During Required Rotations and Private Practice Ambulatory Services*

Species	2020-21		2019-20		2018-19		2017-18		2016-17		5 Y Avg # Farm Calls	5 Y Avg # Animals Treated
	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated	# Farm Calls	# Animals Treated		
Bovine	60	381	42	314	76	825	70	206	70	718	64	489
Caprine	179	461	128	324	157	426	205	465	153	402	164	416
Equine	4,418	7,039	2,697	4,567	3,820	7,147	4,043	7,028	4,513	8,107	3898	6778
Ovine	22	105	11	22	11	34	16	43	19	40	16	49
Porcine	21	31	7	8	53	67	49	60	40	63	34	46
Other**	283	408	267	315	245	297	220	352	298	544	263	383
Total	4,983	8,425	3,152	5,550	4,362	8,796	4,603	8,154	5,093	9,874	4439	8160

* Cases seen during Practiced Based Equine Clerkship

**Other is made up of a combination of avian, canine, feline, camel, donkey, alpaca, llama, deer, and rabbits

12.4.1 – Table F: Herd / Flock Health Program

Dairy	We saw 30,698 dairy cattle during 354 visits. We provided overall health care/evaluation including evaluation of reproductive status, evaluations of productive performance, veterinary care for sick animals and emergencies, disease outbreak investigations, and provision of regulatory services. Our services to the dairies also include evaluation of milking parlor performance.
Beef Feedlots	Our care of feedlot animals is not separately tabulated, but is relatively small. Some of the steers and heifers seen during the cow-calf phase of production are then prepared for transport to feedlot settings.
Cow-Calf	We saw 7,016 beef cattle during 152 farm visits. By in large, most of these animals are in the cow-calf phase of production. We provide overall health care/evaluation, reproduction monitoring (cows and bulls) and production oversight (performance of all animal groups).
Small Ruminants	We saw 2,943 patients during 105 visits. We provided overall health care/evaluation including emergency health care, preventive health programs, evaluation of reproductive status (males and females), and evaluation of production performance.
Swine	We saw 858 patients during 91 farm visits (this includes animals from farrow to finishing). We provided oversight of all aspects of herd health and care of farrowed piglets, nursery piglets, grower, finisher pigs, sows, and boars.
Poultry	We saw 12 million patients during 40 farm visits to 14 different farms which involved welfare audits, health evaluations, disease investigations, sample collections for applied field trials and performance analyses.
Fish	We saw 10,000 patients during 14 site visits. Services provided included water quality analysis, risk assessment, diagnostic evaluations, health certifications and consultation with pathologists and clinical specialists.
Equine	We saw 382 patients during 65 visits. The main purposes are mare breeding management, foal examinations and care, herd health surveillance, submission of regulatory specimens (equine infectious anemia) and certificates of veterinary inspection for travel and sale.
Other	We saw 719 patients during 26 visits by our Zoological Medicine Service. We perform routine annual physical exams and pre-shipment and quarantine testing at 3 different facilities. In addition, we also see emergencies and cases requiring more advanced diagnostics who then get sent to the UF Veterinary Hospitals for medical/surgical care.

12.4.1 – Table G: Number of Necropsies Involving Students

Species	2020-21	2019-20	2018-19	2017-18	2016-17
Canine	317	282	218	236	254
Feline	171	90	95	97	68
Bovine	76	70	82	57	55
Caprine	28	37	21	32	32
Equine	76	100	111	107	115
Ovine	21	10	2	5	8
Porcine	28	34	22	34	37
Poultry	-	1	-	-	-
Other Birds	71	64	54	46	39
Non-Avian Exotics	147	196	243	124	77
Total	935	884	848	738	685

12.4.4 – Table H: Clinical Resources – Off-campus Facilities

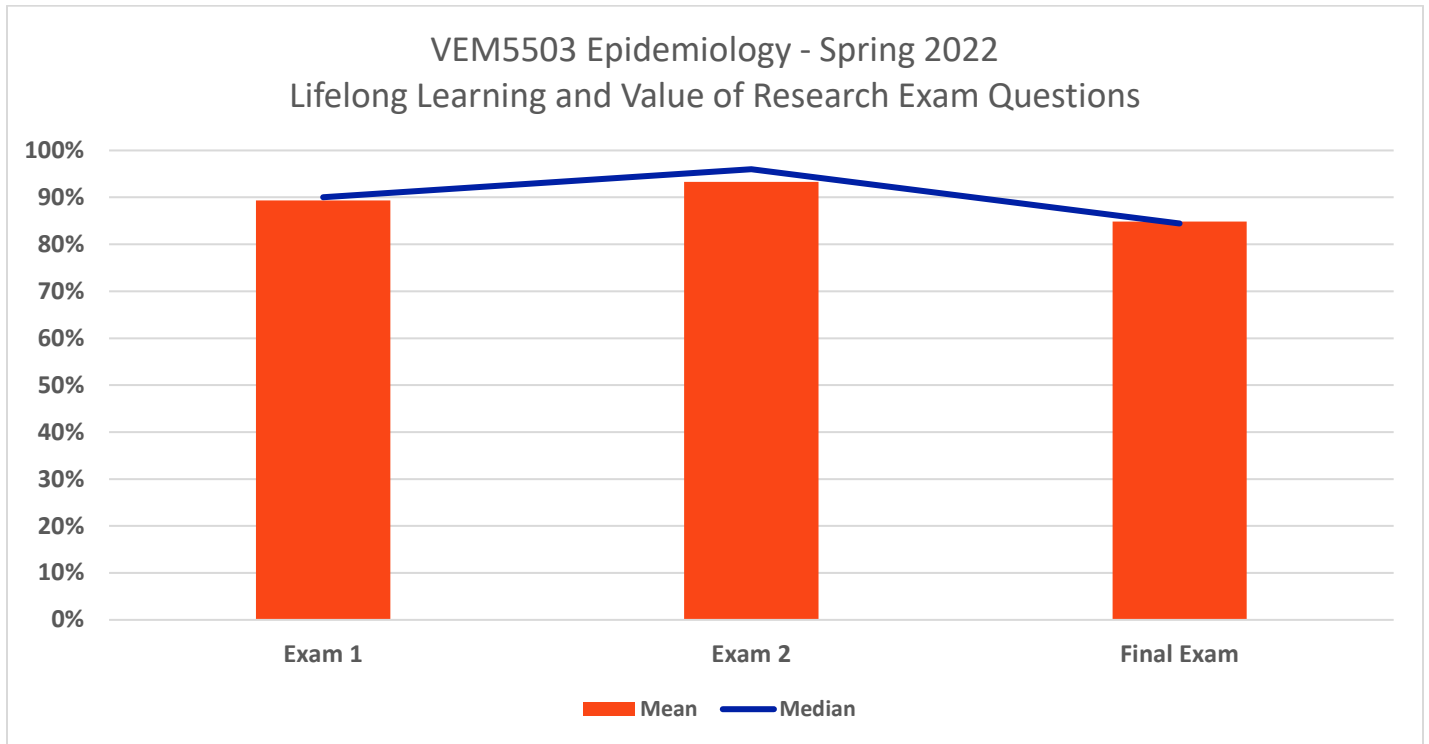
Hospital, Clinic, Shelter	Required Rotation Fulfilled	Rotation Duration (wks)	Avg # Students Per Year	Surgery	Necropsy	Clinical Pathology	Radiology	ICU	Isolation	Most Recent Annual Caseload by Species/Facility						New or Reintroduced
										Canine	Feline	Equine	Bovine	Small Ruminant	Other	
Alachua County Animal Services	Elective	2	70	Y	Y	N	Y	N	Y	2,160	1,440	-	-	-	-	N

New Clerkship in July 2019 (relocated from Miami-Dade Animal Services due to COVID)

12.4.4 – Table I: Planning, Supervision and Monitoring of Students

Off-campus site: number & educational experience	Duration of Rotation	# of Students per Year	Faculty Mentor approved (check)		Off-site Evaluator	Written educational objective(s) (check)		Educational Outcomes assessed & student evals reviewed (check)	
			Yes	No		Yes	No	Yes	No
Small Animal Based Clerkship (33 private practices)	2 weeks	100-130	X		Yes	X		X	
Practice Based Equine Clerkship (31 private practices)	2 weeks	100-130	X		Yes	X		X	

12.5.5 – Figure 1: Assessment of Student Skills in Retrieving, Evaluating, and Applying Information in VEM5503 – Veterinary Epidemiology Course (Spring 2022)



12.6.1 – Table A: Veterinary Medical Program Enrollment

Class	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
First-year	114	111	121	122	122
Second-year	111	112	107	116	119
Third-year	111	111	113	105	118
Fourth-year	115	111	111	113	105
# Graduated	115	111	111	113	105
Students from other institutions enrolled for the entire clinical year only*	41	53	57	69	70

*Represents students admitted for only the clinical year from other accredited and non-accredited schools based on their first semester of enrollment

12.6.1 – Table B: Interns, Residents, and Graduate Students (Enter each person in only one category) Per Year for Last Five Years

Academic Year	# Interns	# Residents	# Resident-MS	# Resident-PhD	MS (campus)	PhD (campus)	MS DE: Forensic Toxicology	MS DE: Shelter Medicine	MS DE: Forensic Science
2021	20	67	7	0	7	33	73	174	214
2020	17	66	6	0	19	33	75	96	174
2019	16	60	6	0	9	28	30	99	195
2018	13	59	4	0	14	35	38	114	214
2017	15	50	4	0	8	31	50	113	188

12.6.1 – Table C: DVM Students Per Year for the Last Five Years

Academic Year	DVM		
	Total	*Min	% Min
2020-2021	464	131	28%
2019-2020	456	114	25%
2018-2019	452	108	24%
2017-2018	445	93	21%
2016-2017	451	87	19%

* Min = students from historically underrepresented racial and ethnic groups to include: African-American/Black, Asian, Alaskan Native, American Indian, Hispanic, Native Hawaiian, and Pacific Islander, Multi-ethnic/racial. Foreign nationals should not be included in the minority category.

12.7.1 – Table A: Required Coursework for Admissions

Course/ Discipline	Details	Credit Hours
Biology	Minimum of 15 credits with two semesters of Animal Biology or Zoology with lecture and lab, one semester of genetics and one semester of microbiology with lecture and lab	15
Chemistry	Minimum of 19 credits with two semesters of inorganic chemistry lecture with labs, two semesters of organic chemistry lecture with labs and biochemistry	19
Mathematics	Minimum of 3 credits with one semester of statistics	3
Physics	Minimum of 8 credits with two semesters of lecture and lab	8
Humanities	Minimum of 9 credits	9
Social Sciences	Minimum of 6 credits	6
English	Minimum of 6 credits, including two semesters of English composition	6
Advanced Electives		9

12.7.2 – Table A: Admissions Packet Review Rubric

	Poor (1-2 points)	Weak (3-4 points)	Solid (5-8 points)	Excellent (9 points)
Assessment of Academic History and Experience	Low academic load with no observable responsibilities. Poor academic record.	Low academic load. Grades average to below average.	Has acceptable grades, high academic load (15+) or 12-14 combined with other observable responsibilities.	High academic load (15+) or 12-14 credits combined with other observable responsibilities. Competitive grades.
Assessment of Pre-veterinary/ Life experiences and Preparation	Little life/vet experiences. Little or no exposure to the veterinary career.	Limited veterinary and life experiences.	Applicant provided a good/strong description of experiences highlighting learned skills. Considerable evidence of being able to work in a team.	Applicant showed an excellent breadth of experience. Experiences are highlighted by references. Provided examples of being able to work productively in a team.
Assessment of Overall Professionalism and Readiness to Matriculate	Little or no indication that they understand themselves and how others perceive them. Little or no awareness of diversity.	Some indication that they understand themselves and those around them. Some awareness of how they can contribute to diversity.	Example of experiences provided showed a mature individual who demonstrates they understand themselves and how other might perceive them.	Applicant demonstrates a high degree of self and social awareness skills in academic, veterinary and extracurricular activities. Understands the meaning of diversity, how they can contribute or are currently engaged in related

12.7.4 – Table A: Admissions Applicant Pool

YEAR	State Residents		Non-Residents		Contract Students		Total	
	A/P*	O/A**	A/P	O/A	A/P	O/A	A/P	O/A
2017 (C/O 2021)	75/88	98/86	533/24	65/26	n/a	n/a	608/112	163/112
2018 (C/O 2022)	388/94	117/91	886/26	90/25	n/a	n/a	1274/120	200/116
2019 (C/O 2023)	433/94	102/93	809/26	95/26	n/a	n/a	1242/120	197/119
2020 (C/O 2024)	494/94	102/91	878/30	72/30	n/a	n/a	1372/124	174/121
2021 (C/O 2025)	616/94	111/92	1163/36	86/33	n/a	n/a	1779/130	197/125

*A/P = Applications/Positions Available; **O/A = Offers Made/Acceptances

12.7.6 – Table A: Total Number of Transfers to UFCVM in the past five years

Academic Year	Class to which Students were Admitted	Transfer Students Admitted
2017-18	2019	2
2018-19	2020	0
2019-20	2021	0
2020-21	2022	1
2021-22	2023	0

12.8.1 – Table A: Loss and Recruitment of Faculty (Tenure Track and Clinical Track)

Year	Faculty Lost	Faculty Recruited	Net Gain/Loss
2017	11	22	+11
2018	10	34	+24
2019	16	19	+3
2020	13	10	-3
2021	20	18	-2
Total	70	103	+33

DEPT	Discipline/Specialty	Lost	Recruited
SACS	Shelter Medicine	2	1
	Emergency & Critical Care	1	1
	Radiology	2	2
	Cardiology	0	1
	Small Animal Surgery	0	2
	Primary Care & Dentistry	0	1
CDPM	Anesthesiology	1	3
	Aquatic Ecosystem Health	0	1
	Anatomic Pathology	0	1
	Zoological Medicine	1	2
IDI	Virology & Parasitology	0	1
	Immunology	1	0
	Virology	0	1
LACS	Dairy Cattle Production Med.	0	1
	Large Animal Surgery	0	1
	Large Animal Medicine	0	1
	Wildlife Extension	0	1
PS	Analytical Toxicology	2	0
	Bioinformatics	1	0
	Microbiology	0	1
2017		11	22

DEPT	Discipline/Specialty	Lost	Recruited
SACS	Emergency & Critical Care	3	4
	Diagnostic Imaging	0	1
	Oncology	0	1
	Surgical Oncology	1	1
	Small Animal Surgery	0	2
	Shelter Medicine	0	1
	Pedagogical Research & Outcomes Assessment	0	1
CDPM	Arbovirology	1	1
	Anatomic Pathology	1	2
	Forensic Pathology	0	1
	Microbiology	0	2
	Molecular Biology & Epidemiology	0	1
	Nutrition & Integrative Medicine	0	1
	Parasitology & Clinical Diagnostics	0	1
	Veterinary Virology & Diagnostics	0	1
Zoological Medicine	1	1	
IDI	Immunology	1	3
	Malaria Pathogenesis	0	1
	Pathology	0	1
LACS	Cardiology	0	1
	Food Animal Medicine	0	2
	Internal Medicine	0	1
	Theriogenology	0	1
PS	Analytical Toxicology	0	1
	Histology	1	0
	Toxicology	1	0
	Microbiology	0	1
2018		10	34

APPENDIX 12.8: STANDARD 8 – FACULTY

DEPT	Discipline/Specialty	Lost	Recruited
SACS	Emergency & Critical Care	1	4
	Internal Medicine	0	2
	Medical Oncology	1	0
	Nutrition & Integrative Medicine	1	0
	Ophthalmology	1	0
	Shelter Medicine	1	0
	Small Animal Surgery	1	0
	Shelter Medicine & Surgery	0	1
CDPM	Anatomic Pathology	1	2
	Clinical Pathology	1	1
	Integrative Medicine	0	1
	Zoological Medicine	1	0
IDI	Arbovirology & Parasitology	1	0
	Anatomic Pathology	0	1
	Biotechnology	0	1
	Immunology	1	1
	Microbiology	1	1
	Tuberculosis	1	1
LACS	Agricultural Economics	1	0
	Beef Cattle Extension	0	1
PS	Biotechnology	0	1
	Microbiology	2	0
	Neuroscience	0	1
2019		16	19

DEPT	Discipline/Specialty	Lost	Recruited
SACS	Emergency & Critical Care	3	3
	Medical Oncology	0	1
	Ophthalmology	0	1
	Small Animal Surgery	0	1
	Surgical Oncology	0	1
CDPM	Integrative Medicine	1	1
	Microbiology	1	0
	Veterinary Pathology	1	0
IDI	Microbiology	1	0
LACS	Anesthesiology	1	0
	Food Animal Reproduction & Med.	0	1
	Large Animal Medicine	1	1
	Theriogenology	1	0
PS	Neurology	1	0
	Neurobiology	1	0
	Pharmacology	1	0
2020		13	10

DEPT	Discipline/Specialty	Lost	Recruited
SACS	Cardiology	1	0
	Diagnostic Imaging	1	2
	Emergency & Critical Care	2	4
	Medical Oncology	1	1
	Radiation Oncology	0	1
	Shelter Medicine	0	1
	Pedagogical Research & Outcomes Assessment	1	0
CDPM	Anatomic Pathology	1	1
	Anesthesia	1	1
	Clinical Pathology	1	0
	Integrative Medicine	1	0
	Pathology	1	0
IDI	Arbovirus Transmission Biology	0	1
	Biochemistry	0	1
	Biotechnology	1	0
	Immunology	2	0
	Malaria Pathogenesis	1	0
	Virology	2	0
LACS	Large Animal Medicine	2	2
	Large Animal Surgery	1	1
PS	Anatomy	0	1
	Developmental & Cell Biology	0	1
2021		20	18

12.8.1 – Table B: Staff Support for Teaching and Research

Area	FTE Clerical	FTE Technical	Other	Total
Clinical Teaching	54	266	24	344
Non-Clinical Teaching	10	7	36	53
Research	17	117	35	169
Total	81	390	95	566

12.8.2 – Table C: Credentials of Current Academic Faculty Non-veterinarians

Title	MS	PhD	Board Certified	Board Certified & MS	Board Certified & PhD	Total
Administrator	0	5	0	0	0	5
Professor*	0	13	0	0	0	13
Associate Professor*	0	7	0	0	0	7
Assistant Professor*	0	12	0	0	0	12
Instructor	0	0	0	0	0	0
Lecturer	0	3	0	0	0	3
Part-time Faculty (less than 75% time)	0	1	0	0	0	1
Total	0	41	0	0	0	41

As of June 30, 2022

12.8.2 – Table D: Credentials of Current Academic Faculty – Veterinarians

Title	DVM (only)	MS	PhD	Board Certified	Board Certified & MS	Board Certified & PhD	Total
Administrator*	0	0	5	5	0	2	12
Professor*	0	1	2	7	7	3	20
Associate Professor*	1	1	4	12	8	10	36
Assistant Professor*	6	4	12	18	12	9	61
Instructor	0	0	0	0	0	0	0
Lecturer	11	1	0	1	0	0	13
Part-time Faculty (less than 75% time)	1	0	1	4	1	0	7
Total	19	7	24	47	28	24	149

*Includes clinical track

As of June 30, 2022

12.8.5 – Educational Portfolio

The five headings listed below are designed to provide candidates with the opportunity to document their achievement of distinction in teaching/education. Include all elements that are relevant. You do not need to list items which are not applicable to your circumstances. This segment is not intended to duplicate other aspects of the packet, but to enhance and expand the descriptions of your educational accomplishments. You may also indicate “see Educational Portfolio” for relevant referencing within your description of accomplishments in Section #9 (Teaching, Advising, and Instructional Accomplishments). However, you should not avoid completion of a thoughtful response to Section #9. The quality of the elements included in this portfolio is more important than quantity. **Please keep to a limit of 12 pages for the entire portfolio.** You may include selected illustrative examples of course syllabi, assessment tools, novel instructional media, etc. in this portfolio (#3f). Instructions (in italics) may be deleted from the completed portfolio. Insert the completed document directly into your Promotion Packet as # 11 (Educational Portfolio).

1. Educational Narrative. In addition to the information provided in Item #9 (Teaching, Advising, and Instructional Accomplishments) of the Promotion and Tenure packet, briefly describe here your personal philosophy toward education. Indicate how you have responded to learner and observer feedback in adjusting your teaching approach, and any resulting improvements in evaluations or outcomes. Explain the role your teaching has had in advancing your career and any aspirations you have toward educational leadership within the CVM, University of Florida or at a national level. (1/2-1 page)
Optional: you may include a letter from an education supervisor (program director, course director, department chair, Associate Dean for Education, etc.) documenting your performance in your teaching role. Include the scope of teaching, evidence of creativity, highlights or major accomplishments, use of novel and varied pedagogical methods, and responsiveness to feedback regarding teaching skills.

2. Instructional Activities and Evaluations. List all your instructional activities since hire, or since your last promotion – whichever is applicable -- under the applicable categories. If any are recurring activities, list once and indicate the number of times or years you have performed the role(s). **After each category, please comment** on the student/trainee evaluations already posted in Section #10 (Teaching Evaluations) of the Promotion and Tenure packet. E.g. “My student evaluations have always exceeded the departmental means for these lectures.”

a. Teaching Activities and Evaluations

- i. **Course Director** (indicate if for the CVM, Graduate School, undergraduate course. Provide course number and title. Semester and year(s) you were course director.
- ii. **Lectures within Courses** (lecture title, course name and number, semester and year(s) provided)
- iii. **Lectures in other forums** (indicate lecture title and venue, dates, location – if not onsite)
- iv. **Small group and seminar sessions led** (provide course name, frequency of meetings, semester and years(s).
- v. **Clinical teaching of professional students (DVM and graduate)** Provide a description of setting, type of trainee, frequency of contact, number of trainees for each rotation. Indicate the number of weeks or months for each academic year you serve as clinical instructor.
- vi. **Clinical teaching of interns, residents or fellows.** Provide a description of setting, type of trainee, frequency of contact, number of trainees for each rotation. Indicate the number of weeks or months for each academic year you serve as clinical instructor.

Note: Peer Evaluations should be inserted in the Packet as item #10 B. (Peer Assessments).

b. Learner outcomes. Describe any objective outcomes for learners which have resulted from your activities. E.g. pass rates on resident in-service or Board exams, students who choose to enter your area of specialization partially as a result of your mentoring, etc.

3. Educational Scholarship. Describe items under the categories listed below.

- a. **Grants.** Indicate national, regional, institutional applications. Provide title, agency, date, and indicate whether funded or not.

- b. **Peer-reviewed education-related publications.** *Cite publications by number from Section #16 (Publications) of the Packet. Indicate your role in the project that resulted in the publication and the impact the work has had at the institutional, regional or national level.*
- c. **Books and Book Chapters.** *Cite by number and title from Section #16 of the Packet. Indicate your role in the project that resulted in the publication and the impact the work has had at the institutional, regional or national level. Indicate whether invited.*
- d. **Other publications.** *Cite by number and title from Section #16 of the Packet. Indicate your role in the project that resulted in the publication and the impact the work has had at the institutional, regional or national level. Indicate whether invited.*
- e. **Educational Presentations.** *(E.g. presentations on educational methods, assessments, or other innovations). List by number and title from Section #17 (Lectures, Speeches, Posters, Presented at Professional Conferences) of the packet. Indicate whether invited and in what category (international, national, regional, state, local, other).*
- f. **Educational materials.** *Describe new and revised syllabi, assessment tools, video and on-line instruction, simulation methods, and others. Enter illustrative examples in this section, if relevant.*
- g. **Peer review activities related to educational scholarship.** *List participation as a reviewer, editor, or member of an editorial board of an education journal. Describe service as an abstract reviewer, grant reviewer or program planner for educational conferences and professional societies.*

4. Educational Leadership/Recognition

- a. **Major educational Responsibilities.** *Indicate role, title, and inclusive dates (e.g. clerkship director, program director, internship director, residency director, vice chair for education, assistant dean, etc.)*
- b. **Awards and Recognition.** *List teaching award by the categories listed below and include title of award(s), descriptions of criteria for award, and date of award.*
 - i. Department
 - ii. College
 - iii. University
 - iv. Academic or Professional Society
 - v. Other
- c. **Membership or leadership in institutional educational committees, task forces or panels, etc.**
- d. **Membership or leadership in extra-mural (regional and national) educational committees, task forces or panels, etc.** (e.g. Professional Societies, Program Directors, AAVMC, AAVC, AVMA, etc.)

5. Mentorship. *Describe individuals and groups mentored by category below. Indicate, if available, the achievements and accomplishments of mentees. List any individual research mentees. Describe any group mentees, e.g. residency interest groups.*

- a. **Faculty** *Include scholarly mentoring of junior faculty, participation in peer evaluation, etc.*
- b. **Residents, Interns and Fellows**
- c. **Students**
- d. **Post-doctoral fellows**

12.9.5 – Table 1: Externship Student Evaluations

Semester-Year	Externship Enrollment	Unsatisfactory/Unprofessional Rating
Summer – 2017	221	0
Fall – 2017	13	0
Spring – 2018	6	0
Summer – 2018	250	0
Fall – 2018	15	0
Spring – 2019	10	0
Summer – 2019	233	0
Fall – 2019	14	2
Spring – 2020	1	0
Summer – 2020	112	0
Fall – 2020	22	0
Spring – 2021	10	0

12.9.6 – Curriculum Digest

Phase 1 – Required Coursework

SEM	Course #	Course Title	Type	Credit	Coordinator
Semester 1 (Fall)	VEM5008	Interdisciplinary Family Health	Didactic	1	Estrada
	VEM5101	Veterinary Gross Anatomy-Small Animal	Didactic	4	Tevosian
	VEM5110	Animal Systems 1A - Endocrinology	Didactic	7	P. Cooke
		Animal Systems 1B - Hematology & Immunology	Didactic		Vulpe
		Animal Systems 1C - Ophthalmology	Didactic		Plummer
		Animal Systems 1D - Neuroscience	Didactic		Mickle
	VEM5115	Veterinary Histology & Embryology	Didactic	1	Hawkins
	VEM5131	Veterinary Molecular Biology	Didactic	1	Allred
	VEM5150	Veterinary Parasitology	Didactic	1	Walden
	VEM5191	Introduction to Animal Behavior	Didactic	1	Montgomery
VEM5200	Supervised Patient Care and Clinical Skills I	Didactic	1	Wuerz	

Phase 1 – Required Coursework

SEM	Course #	Course Title	Type	Credit	Coordinator
Semester 2 (Spring)	VEM 5041	Contemporary Topics in Animal Welfare and Ethics	Didactic	2	House
	VEM5111	Animal Systems 2E - Musculoskeletal	Didactic	7	Davenport
		Animal Systems 2F - Cardiovascular	Didactic		Davenport
		Animal Systems 2G - Respiration	Didactic		Davenport
		Animal Systems 2H - Reproduction	Didactic		Pozor
	VEM5112	Animal Systems III	Didactic	7	Vulpe
		Animal Systems 3I – Renal	Didactic		Bolser
		Animal Systems 3J – Digestion	Didactic		Freeman
		Animal Systems 3K – Large Animal Anatomy	Didactic		Johnson
	VEM 5181	Radiological Techniques	Didactic	1	Spoldi
	VEM 5202	Supervised Patient Care and Clinical Skills II	Didactic	1	Stone
	VEM 5220	Basic Veterinary Nutrition	Didactic	1	Hill

Phase 2 – Required Coursework

SEM	Course #	Course Title	Type	Credit	Coordinator
Semester 3 (Fall)	VEM 5161	General Pathology	Didactic	2	Ossiboff
	VEM 5221	Veterinary Clinical Pathology	Didactic	4	Lanier
	VEM 5141	Veterinary Microbiology	Didactic	3	Eshraghi
	VEM 5278L	Theriogenology	Didactic	2	Pozor
	VEM 5171	Veterinary Pharmacology	Didactic	3	Reznikov
	VEM 5172	Veterinary Toxicology	Didactic	1	Martyniuk
	VEM 5203	Supervised Patient Care and Clinical Skills III	Didactic	1	Martinez
	VEM 5261	Diagnostic Veterinary Radiology	Didactic	1	Vilaplana Grosso
	VEM 5301	Veterinary Cardiopulmonology	Didactic	2	Estrada
	VEM 5306	Veterinary Endocrinology	Didactic	1	Gilor

Phase 2 – Required Coursework

SEM	Course #	Course Title	Type	Credit	Coordinator
Semester 4 (Spring)	VEM 5162	Veterinary Systemic Pathology	Didactic	3	Farina
	VEM 5470	Veterinary Anesthesiology	Didactic	1	Gatson
	VEM 5204	Supervised Patient Care and Clinical Skills IV	Didactic	1	Mallicote
	VEM 5504	Veterinary Preventive & Production Medicine	Didactic	3	Mallicote
	VEM 5241	Veterinary Ophthalmology	Didactic	1	Hamor
	VEM 5251	Emergency Medicine and Critical Care	Didactic	1	Lanaux
	VEM 5286	Veterinary Clinical Pharmacology	Didactic	1	Lanaux
	VEM 5305	Veterinary Urology	Didactic	1	Specht
	VEM 5309	Veterinary Gastroenterology	Didactic	1	Gallagher + C. Sanchez
	VEM 5384	Veterinary Neurology	Didactic	1	Carerra-Justiz;
	VEM 5387	Veterinary Dermatology	Didactic	1	Marsella
	VEM 5402	Fundamentals of Soft Tissue Surgery	Didactic	1	Regier
	VEM 5402L	Introduction to Surgery, Lab	Didactic	1	Fox-Alvarez
	VEM 5440	Fundamentals of Orthopedic Surgery	Didactic	2	Lewis

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Phase 3 – Required Coursework (*Track Specific)

SEM	Course #	Course Title	Type	Credit	Coordinator
Semesters 7 & 8 (Spring & Fall)	VEM 5032	Veterinary Business and Professional Development	Didactic	1	Mallicote
	VEM 5035	Veterinary Business Management	Didactic	1	Mallicote
	VEM 5503	Veterinary Epidemiology	Didactic	2	Isaza
	VEM 5510	Emerging and Exotic Diseases	Didactic	2	Maunsell
	VEM 5143	Small Animal Applied Veterinary Microbiology*	Didactic	1	Brown
	VEM 5144	Large Animal Applied Veterinary Microbiology*	Didactic	1	Long
	VEM 5153	Small Animal Parasitology*	Didactic	1	Walden
	VEM 5154	Large Animal Parasitology*	Didactic	2	Walden
	VEM 5164	Small Animal Pathology*	Didactic	1	Craft
	VEM 5165	Large Animal Pathology*	Didactic	1	Roberts
	VEM 5262	Advanced Small Animal Diagnostic Imaging*	Didactic	1	Gallastegui
	VEM 5264	Large Animal Radiology and Ultrasound*	Didactic	1	Porter
	VEM 5288	Small Animal Clinical Pharmacology*	Didactic	1	Maxwell
	VEM 5289	Large Animal Clinical Pharmacology*	Didactic	1	Mallicote
	VEM 5325	Small Animal Medicine*	Didactic	4	Cooke
	VEM 5335	Equine Medicine*	Didactic	3	DeNotta;
	VEM 5355	Ruminant Medicine*	Didactic	2	Maunsell
	VEM 5422	Equine Surgery and Lab*	Didactic	3	McCarrel
	VEM 5432	Advanced Small Animal Surgery*	Didactic	3	Case
	VEM 5433L	Small Animal Surgery Laboratory*	Didactic	1	Kim
VEM 5472	Small Animal Anesthesiology*	Didactic	1	Pablo	
VEM 5473	Large Animal Anesthesiology*	Didactic	1	Pablo	

Phase 3 – REQUIRED and ELECTIVE Clinical Clerkships

SEM	Course #	Course Title	Type	Credit	Core= Required/ E=Elective	Coordinator
Semester 5, 6, & 9 (Summer, Fall, Spring)	VEM 5315	Poultry Medicine Practicum	Clinic	2	E	Butcher
	VEM 5730	Practice Based Equine Clerkship	Clinic	2	E	DeNotta
	VEM 5733	Core Large Animal Medicine Clerkship	Clinic	2	Core	Luethy
	VEM 5735	Core Food Animal Reproduction and Medicine Service Clerkship (FARMS)	Clinic	2	Core	Rae
	VEM 5737	Core Large Animal Surgery Clerkship	Clinic	3	Core	Smith
	VEM 5741	Core Small Animal Medicine Clerkship	Clinic	4	Core	Specht
	VEM 5743	Core Primary Care and Dentistry Clerkship	Clinic	2	Core	Griffin
	VEM 5745	Core Small Animal Surgery Clerkship	Clinic	4	Core	Johnson
	VEM 5751	Core Applied Pathology Clerkship	Clinic	1	Core	Farina
	VEM 5761	Core Anesthesiology Clerkship	Clinic	2	Core	Pablo
	VEM 5783	Core Radiology Clerkship	Clinic	2	Core	Gallastegui
	VEM 5821	Advanced Zoological Medicine Clerkship	Clinic	2	E	Heard
	VEM 5833	Advanced Large Animal Medicine Clerkship	Clinic	2	E	Gomez

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SEM	Course #	Course Title	Type	Credit	Core= Required/ E=Elective	Coordinator
Semester 5, 6, & 9 (Summer, Fall, Spring)	VEM 5835	Elective Food Animal Reproduction and Medicine Service Clerkship (FARMS)	Clinic	2	E	Rae
	VEM 5836	Special Elective Food Animal Production Medicine Clerkship	Clinic	2	E	Rae
	VEM 5837	Advanced Large Animal Surgery Clerkship	Clinic	2	E	Freeman
	VEM 5841	Advanced Small Animal Medicine Clerkship	Clinic	2	E	Specht
	VEM 5843	Advanced Primary Care and Dentistry Clerkship	Clinic	2	E	Griffin
	VEM 5844	Small Animal Dentistry Skills and Techniques	Clinic	2	E	Stone
	VEM 5845	Advanced Small Animal Surgery Clerkship	Clinic	2	E	Johnson
	VEM 5846	Small Animal Practice Based Clerkship	Clinic	2	E	Mandese
	VEM 5847	Veterinary Emergency Critical Care Clinical Clerkship	Clinic	2	E	Wigglesworth
	VEM 5848	Veterinary Emergency Critical Care Clinical Clerkship, Ocala, FL	Clinic	3	E	Wigglesworth
	VEM 5851	Advanced Applied Pathology Clerkship	Clinic	2	E	Farina
	VEM 5852	Diagnostic Pathology in Shelter Medicine	Clinic	1	E	Stern
	VEM 5863	Shelter Practice Clerkship	Clinic	2	E	Levy
	VEM 5864	Shelter Animal Sterilization and Population Management Clerkship	Clinic	2	E	Guerios
	VEM 5869	Dermatology Clerkship	Clinic	2	E	Gram
	VEM 5872C	Veterinary Medical Oncology Clerkship	Clinic	2	E	Lejeune
	VEM 5874C	Veterinary Surgical Oncology Clerkship	Clinic	2	E	Souza
	VEM 5875	Advanced Neurology Clerkship	Clinic	2	E	Carrera-Justiz
	VEM 5876	Integrative Medicine Clerkship	Clinic	2	E	Miscioscia
	VEM 5877	Ophthalmology Clerkship	Clinic	2	E	Plummer
	VEM 5880	ICU Critical Care Clerkship	Clinic	2	E	Londono
	VEM 5884	Elective Ultrasound Clerkship	Clinic	2	E	Vilaplana Grosso
	VEM 5885	Advanced Theriogenology Clerkship	Clinic	2	E	Kelleman
	VEM 5890	Consultations in Shelter Animal Medicine	Clinic	2	E	Levy
	VEM 5891	Veterinary Community Outreach Clerkship	Clinic	2	E	Harrison
	VEM 5892	Special Projects	Clinic	2	E	Variable
	VEM 5893	Microbiology, Parasitology and Serology Clerkship	Clinic	2	E	Wellehan
	VEM 5894	Practice Management Clerkship	Clinic	2	E	Mallicote
	VEM 5895	Forensic Pathology Clerkship	Clinic	2	E	Stern
	VEM5830	Advanced Practice Based Equine Clerkship	Clinic	2	E	DeNotta

12.9.7 – Table A: UFCVM Educational Framework (adapted from CBVE)

	Tier 2	Tier 3	CBVE Competency
Core	Fundamental Skills	Patient Care Skills	CBVE2.1: Performs veterinary procedures and post procedural care
		Preventative Care Skills	CBVE2.2: Promotes comprehensive wellness and preventive care
	Fundamental Knowledge (Basic Science, Animal, population, public health)	One Health	CBVE3.1: Applies population management principles in compliance with legal regulations and economic realities
			CBVE3.2: Recommends and evaluates protocols for biosecurity
			CBVE4.1: Recognizes zoonotic diseases and responds accordingly
			CBVE4.2: Promotes the health and safety of people and the environment
		Foundational Scientific Knowledge (Phase 1 and 2)	UF11.1: Recognize the healthy state of an animal or animal population
			UF11.2: Identify disease / disease states of an animal or animal population
			UF11.3: Suggest an appropriate treatment plan
	Clinical Decision-Making Skills	Analytical Thinking Skills	CBVE1.1: Gathers and assimilates relevant information about animals
			CBVE1.6: Adapts knowledge to varied scenarios and contexts
		Critical Thinking Skills	CBVE1.3: Creates and adjusts a diagnostic and/or treatment plan based on available evidence
		Problem Solving Skills	CBVE1.2: Synthesizes and prioritizes problems to arrive at differential diagnoses
	CBVE1.5: Prioritizes situational urgency and allocates resources		
Professional	Communication	Verbal and Listening Skills	CBVE5.1: Listens attentively and communicates professionally
		Communication Style (Knowing your audience)	CBVE5.2: Adapts communication style to colleagues and clients
			CBVE5.3: Prepares documentation appropriate for the intended audience
			CBVE9.3: Disseminates knowledge and practices to stakeholders
	Collaboration	CBVE6.3: Maintains ongoing relationship to provide continuity of collaborative effort	
	Emotional Intelligence	Respect (Others/Self/Diversity)	CBVE6.4: Demonstrates inclusivity and cultural competence
		Ability to Recognize Multiple Perspectives	CBVE6.1: Solicits, respects, and integrates contributions from others
	Ethics	Animal Welfare	CBVEXUF1.4: Incorporates animal welfare, client wellbeing expectations, and economic considerations into the diagnostic or treatment plan.
			CBVE3.3: Advises stakeholders on practices that promote animal welfare

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	Tier 2	Tier 3	CBVE Competency
		Work-Ethic (Responsibility)	CBVE7.1: Adopts an ethical approach to meeting professional obligations CBVE8.2: Delivers veterinary services compliant with legal and regulatory requirements
	Personal and Professional Maturity	Knowing Limits	CBVE1.7: Recognizes limitations of knowledge, skill and resources and consults as needed
		Accountability / Responding to Feedback	CBVE7.3: Reflects on personal actions
		Leadership	CBVE6.2: Functions as leader or team member based on experience, skills, and context
	Empathy / Resilience / Adaptability	CBVE7.5: Attends to wellbeing of self and others	
Career	Scholarship/Evidence Based Medicine	Gathers & Evaluates Information	CBVE9.1: Evaluates health related information
		Applies Information	CBVE9.2: Integrates, adapts, and applies knowledge and skills
	Life-Long Learning	Continuing Education	CBVE7.4: Engages in self-directed learning and career planning
	Steward of Veterinary Medicine	Advocate/Engaged	UF10.1: Serves the local and global veterinary community
	Management and Organizational Skills	Practice and Financial Management	CBVE8.1: Weighs economic factors in personal and business decision-making
		Time Management	CBVE7.2: Practices time management

12.9.7 – Table B: List of Graduation-Required SLOs (Student Learning Opportunities)

SLOs Required for Graduation											
#	Required Completions	SLO Title	AVMA 9 Competencies								
			1	2	3	4	5	6	7	8	9
1	1	Abdominocentesis	X								
2	1	Apply cast or bandage and splint				X	X				
3	1	Apply a bandage				X	X				
4	1	Apply hoof testers	X								
5	1	Arthrocentesis or Intra-articular Injection				X					
6	2	Articulate ethical dilemmas and animal welfare issues							X		
7	1	Assess status of mammary glands	X								
8	1	Assess the history of a case involving a population of animals						X			
9	10	Assign body condition score	X								
10	1	Demonstrate proficiency in necropsy technique				X					
11	1	Assist in euthanasia			X		X				
12	1	Be a member of a team and receive passing grades for team participation skills							X		

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SLOs Required for Graduation											
#	Required Completions	SLO Title	AVMA 9 Competencies								
			1	2	3	4	5	6	7	8	9
13	1	Bovine restraint			X		X			X	
14	1	Bovine tail restraint			X		X			X	
15	1	Calculate Constant Rate Infusion		X				X			
16	1	Calculate dose and administer anesthetic agents			X			X			
17	5	Calculate drug dosage when given concentration, dose, and body weight of patient		X				X			
18	1	Calculate fluid therapy regimen		X				X			
19	1	Calculate nutritional requirements		X							
20	1	Capture, lead and halter a horse			X		X			X	
21	1	Collect and process samples for microbiological study	X								
22	1	Collect and set up Dermatophyte culture	X								
23	1	Competently diagnose and recommend treatment/prevention of common parasitic diseases	X	X							
24	1	Competently perform a skin closure (any species)				X		X			
25	1	Competently perform a small animal survival surgery				X					
26	5	Complete patient discharge instructions	X								
27	1	Correctly interpret a FAST ultrasound exam	X					X			
28	5	Correctly interpret a musculoskeletal radiograph	X					X			
29	5	Correctly interpret a thoracic radiograph	X					X			
30	5	Correctly interpret an abdominal radiograph	X					X			
31	1	Correctly operate a microscope	X								
32	1	Correctly prepare a patient for surgery				X					
33	1	Correctly gown, glove, and scrub in for surgery				X					
34	1	Correctly set up a surgical field				X					
35	10	Create appropriate differential list, and choose appropriate further tests	X					X			
36	1	Cystocentesis- Canine	X								
37	1	Cystocentesis- Feline	X								
38	10	Define chief complaint and problem list	X					X			
39	10	Demonstrate ability to present case findings and summarize conclusions in writing	X							X	
40	10	Demonstrate ability to present case findings and summarize conclusions verbally	X							X	
41	1	Demonstrate good communication skills in the context of a simulated client								X	
42	1	Demonstrate knowledge of rules and regulations regarding reportable diseases							X		

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SLOs Required for Graduation											
#	Required Completions	SLO Title	AVMA 9 Competencies								
			1	2	3	4	5	6	7	8	9
43	1	Demonstrate knowledge of WHO, national, and state rules and regulations pertaining to rabies							X		
44	1	Demonstrate quick-release tie			X		X			X	
45	1	Demonstrate the appropriate use of personnel protective equipment (PPE) for zoonotic diseases						X	X		
46	1	Demonstrate the use of appropriate suture materials, knots, and suture patterns				X					
47	1	Demonstrate understanding of biosecurity principles						X	X		
48	1	Demonstrate understanding of evidence-based medicine								X	
49	1	Demonstrate understanding of food safety principles							X		
50	1	Dental examination and placement of mouth speculum- Equine					X				
51	2	Develop a postoperative analgesic plan			X	X					
52	2	Develop an analgesic plan for non surgical pain			X			X			
53	1	Document oral exam findings on a dental chart	X				X				
54	1	Estimate age - (any species)	X								
55	1	Flexion test- Large Animal	X								
56	1	Harvest serum from clotted blood	X								
57	1	Identify signs of pain in a patient	X		X			X			
58	1	Interpret a body cavity fluid analysis	X					X			
59	5	Interpret a CBC	X					X			
60	2	Interpret a chemistry profile	X					X			
61	1	Interpret a urinalysis	X					X			
62	1	Intubate a patient			X			X			
63	1	Jugular venipuncture- Canine					X	X			
64	1	Jugular venipuncture- Feline					X	X			
65	1	Local anesthetic nerve block- Large Animal			X	X					
66	1	Local anesthetic regional block			X	X					
67	1	Make a diagnostic smear of a fine needle aspirate sample	X								
68	1	Measure and interpret a blood pressure reading	X					X			
69	1	Measure and interpret a pulse oximeter reading	X					X			
70	2	Monitor anesthesia			X	X					
71	1	Obtain an intraocular pressure	X								
72	1	Pass nasogastric tube- Equine					X	X			
73	1	Pass orogastric tube- Ruminant					X	X			
74	1	Perform "floating" of enamel points - equine	X								
75	1	Perform a cardiovascular examination	X								
76	1	Perform a dermatologic examination	X								

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SLOs Required for Graduation											
#	Required Completions	SLO Title	AVMA 9 Competencies								
			1	2	3	4	5	6	7	8	9
77	1	Perform a fluorescein eye stain	X								
78	1	Perform a neurologic examination	X								
79	1	Perform a physical examination on a cat	X					X			
80	2	Perform a physical examination on a cow	X					X			
81	5	Perform a physical examination on a dog	X					X			
82	5	Perform a physical examination on a horse	X					X			
83	2	Perform a physical examination on a ruminant	X					X			
84	1	Perform a Schirmer tear test	X								
85	1	Perform a skin biopsy	X								
86	1	Perform a skin scraping	X								
87	1	Perform an ophthalmologic examination	X								
88	1	Perform an orthopedic examination	X								
89	1	Perform an otoscopic examination	X								
90	5	Perform and interpret ECG	X					X			
91	1	Perform closure of a surgical incision				X					
92	1	Perform proper restraint on cats			X					X	
93	1	Perform proper restraint on dogs			X					X	
94	2	Peripheral venipuncture- Small Animal					X	X			
95	1	Place a nose twitch on a horse			X					X	
96	5	Place and secure an intravenous catheter					X	X			
97	1	Prepare and perform a complete urinalysis	X								
98	1	Prepare, perform, and interpret fecal smear for parasites	X								
99	1	Prepare, perform, and interpret fecal flotation for parasites	X								
100	1	Prepare, stain and examine a blood smear	X								
101	1	Recover anesthetized patient			X						
102	1	Rectal examination- Bovine	X					X			
103	1	Rectal examination- Equine - gastrointestinal tract, spleen, left kidney, aorta	X					X			
104	1	Rectal examination- Equine - reproductive tract	X					X			
105	1	Sedate animal- Large Animal			X			X			
106	1	Sedate animal- Small Animal			X			X			
107	1	Set up and maintain IV fluid delivery system					X	X			
108	1	Succinctly state and organize patient details in SOAP format, using a problem-oriented approach								X	
109	1	Surgical incision and hemostasis- Any species				X					
110	1	Surgical ligation- Any Species				X					
111	1	Take a history - Any species	X					X			

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SLOs Required for Graduation											
#	Required Completions	SLO Title	AVMA 9 Competencies								
			1	2	3	4	5	6	7	8	9
112	1	Thoracocentesis	X					X			
113	1	Urinary catheterization	X					X			
114	1	Urine collection- Ruminant	X								
115	1	Venipuncture- Equine					X	X			
116	1	Venipuncture- Ruminant					X	X			
117	1	Within a case scenario, interpret endocrine laboratory results	X								
118	10	Write an accurate prescription		X							
119	1	Interpret common findings on dental radiographs	X								
120	1	Perform dental radiographs	X								
121	1	Administer IM medication - Small animal					X				
122	1	Administer IM medication - Large animal					X				
123	1	Administer IV medication - Small Animal					X				
124	1	Administer IV medication - Large Animal					X				
125	1	Administer oral medication - Small Animal					X				
126	1	Administer oral medication - Large Animal					X				
127	1	Administer SC medication - Small Animal					X				
128	1	Administer SC medications - Large Animal					X				
129	1	Take a history - Large animal	X								
130	1	Take a history - Small animal	X								
131	1	Awake Oral Examination	X								
132	1	Anesthetized Oral Examination (including probing)	X		X						
133	1	Interpret a Dental Chart	X				X				
134	1	Perform Dental Prophylaxis (Subgingival Scaling and Polishing)					X				

12.9.7 – Table C: Newly Revised Clerkship Requirements for Graduation

Track	Required for ALL (14wks/13cr)	Required for TRACK (10wks/10cr)	Pick 5 of 8 (10wks/10cr)	Electives (min 6wks/6cr)
Large/Mixed Animal	2wks Applied Path (1cr) 2wks Anesthesiology (2cr) 2wks Radiology (2cr) 2wks PC Dentistry (2cr)	PBEC (2cr) FARMS (2cr) LAS (2cr) LAM (2cr) Therio (2cr) Externship (2cr) Externship (2cr)	Shelter Medicine (2cr) ECC (2cr) Cardiology (2cr) Dermatology (2cr) Neurology (2cr) Ophthalmology (2cr) SAS (Orthopedic) (2cr) SAS (Soft Tissue) (2cr)	Any clerkship
Small Animal	2wks LA Clerkship (2cr) 2wks LA Clerkship (2cr) 2wks SA Medicine (2cr)	SAM (+2cr) SAS (Orthopedic) (2cr) SAS (Soft Tissue) (2cr) Shelter Medicine (2cr) ECC (2cr)	Cardiology (2cr) Dermatology (2cr) Neurology (2cr) Ophthalmology (2cr) Integrative Medicine (2cr) Medical Oncology (2cr) Surgical Oncology (2cr) Zoo Medicine (2cr)	Any clerkship

*All students are required to take all courses in the category “Required for All.” Then, students must take all “Required for Track” courses for their chosen track. Finally, students must pick 5 of the 8 courses listed as “Pick 5 of 8” for their chosen track. All other clerkships will count toward graduation as electives.


12.9.7 – Figure A: New Rubric for Student Clinical Evaluation

Example Criterion of Current Student Clinical Evaluation Grading Rubric

Physical Examination											
Exceeds Expectations		Meets Expectations			Competent			Below Expectations			Need Remediation
Consistently performs accurate and complete physical examinations in a timely manner. Consistently able to elaborate on key physical examination findings and associated subtleties.		Almost always performs accurate and complete physical examinations in a timely manner. Almost always able to address physical examination subtleties and continued improvement in expected.			Generally performs satisfactory physical examinations. Occasional omissions or inaccuracies. Sometimes prioritizes minor problems over more critical findings.			Minimally able to perform satisfactory examinations. Frequently findings are incomplete or misinterpreted. Minimal to no improvement seen.			Fails to perform satisfactory examinations. No improvement observed.
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Example Criterion of New Student Clinical Evaluation Rubric (Adapted from CBVE)

Physical Examination				
Below Expectations	Novice	Advanced Beginner	Competent	Proficient
Does not demonstrate novice-level abilities to perform physical exams.	Performs disorganized or incomplete physical exam and may overlook key findings.	Physical exam follows a pattern and major abnormalities are identified, described, and documented.	Performs thorough physical exam in a logical, fluid sequence. Identifies and documents most abnormal physical exam findings including subtle findings.	Recognizes variability in disease presentation. Efficiently reviews results and recognizes unexpected findings. The magnitude of abnormal findings contributes to interpretation. Summarizes findings using semantic qualifiers (e.g., acute, subacute, and chronic).
Below expectations for entry into clinics	The minimum expectation for entry to clinical rotations	Developing competence	Expectation for Day-One Practice Ready Graduate	Aspirational expectation after some time in practice



*Ideally, students would enter clinics at the novice level and progress through the rubric toward competence at the end of the final clinical semester. Proficient would be reserved for the most high performing students but is not required for the day-one practice ready graduate.

12.10.3 – Table A: DVM Student Participation in Research

Fiscal Year	Total college DVM enrollment	DVM Students involved in research	Peer-reviewed pubs with DVM student as author or co-author	DVM/PhD students enrolled	DVM/MS/MPH students enrolled
2017	450	37	17	0	9
2018	440	29	15	0	9
2019	447	31	13	0	10
2020	455	22	21	0	9
2021	461	17	30	0	10

APPENDIX 12.10: STANDARD 10 – RESEARCH PROGRAMS

12.10.3 – Table B: Faculty Research

DEPT	FY	Number Faculty *	Total Faculty FTE	Faculty in Research ¹ **	Total Research FTE	Research Faculty teaching in DVM curr**	No. unique peer-reviewed pubs ²	No. book chapters including original findings
SACS	2017	59.0	55.7	21.0	6.2	21.0	103	7
	2018	61.0	57.2	21.0	6.4	21.0	89	16
	2019	68.0	63.6	21.0	7.8	21.0	106	51
	2020	68.0	63.8	19.0	7.3	19.0	124	27
	2021	66.0	64.5	18.0	6.9	18.0	148	44
LACS	2017	36.0	32.5	14.0	6.5	12.0	75	18
	2018	30.0	27.0	11.0	4.4	10.0	58	5
	2019	33.0	30.0	12.0	3.8	12.0	64	17
	2020	32.0	30.7	16.0	5.1	16.0	59	8
	2021	31.0	29.7	16.0	5.5	16.0	92	7
CDPM	2017	0.0	0.0	0.0	0.0	0.0	0	0
	2018	30.0	28.7	8.0	6.4	7.0	82	56
	2019	36.0	34.8	15.0	8.3	13.0	103	31
	2020	36.0	35.2	12.0	5.2	11.0	100	16
	2021	34.0	31.8	12.0	6.5	11.0	119	23
IDI	2017	35.0	32.5	24.0	18.5	11.0	62	1
	2018	27.0	21.4	26.0	20.9	10.0	87	8
	2019	30.0	28.5	30.0	23.5	11.0	81	4
	2020	33.0	31.7	31.0	25.0	10.0	84	2
	2021	28.0	26.7	28.0	19.8	9.0	85	1
PS	2017	24.0	17.9	21.0	13.5	19.0	98.0	2
	2018	20.0	17.7	20.0	12.6	14.0	82.0	9
	2019	19.0	18.8	19.0	13.1	13.0	85.0	2
	2020	20.0	20.0	19.0	12.9	15.0	92.0	6
	2021	16.0	16.0	16.0	10.1	15.0	114.0	4
Total CVM	2017	154	139	80	45	63	338	28
	2018	168	152	86	51	62	398	94
	2019	186	176	97	56	70	439	105
	2020	189	181	97	56	71	459	59
	2021	175	169	90	49	69	558	79

*All faculty, including full- and part-time faculty.

**Research faculty are defined as faculty with ≥ 20% time devoted to research activity.

¹The number of individual faculty members within each department involved in research, total research FTE, and research productivity (tabulate below for each of the last three years).

² Count of unique publications only.

APPENDIX 12.10: STANDARD 10 – RESEARCH PROGRAMS

12.10.3 – Table C: Research Funding

Unit	FY	Extramurally Sponsored Federal Grants		Extramurally Sponsored State Grants		Extramurally Sponsored Private Grants		Number of Patents *
		Number	\$ Value	Number	\$ Value	Number	\$ Value	
SACS	FY17	1	\$158,466	1	\$8,606	25	\$631,959	0
	FY18	3	\$416,648	0	\$0.00	16	\$450,465	1
	FY19	4	\$381,647	0	\$0.00	18	\$771,029	1
	FY20	4	\$301,328	0	\$0.00	12	\$397,879	2
	FY21	1	\$28,365	0	\$0.00	16	\$573,387	2
LACS	FY17	4	\$627,844	5	\$3,178,745	8	\$328,176	0
	FY18	5	\$1,744,050	3	(\$207,850)	8	\$276,483	0
	FY19	2	\$36,399	1	\$1,299,177	10	\$655,755	0
	FY20	4	\$246,789	1	(\$91,762)	6	\$416,533	0
	FY21	1	\$8,700	2	(\$42,475)	8	\$542,572	0
CDPM	FY17	5	\$568,680	3	\$387,405	8	\$207,917	0
	FY18	1	(\$11,746)	2	\$307,850	7	\$272,364	6
	FY19	0	\$0	2	\$322,636	8	\$348,234	13
	FY20	2	\$533,774	3	\$98,060	3	\$108,399	7
	FY21	0	\$0	1	\$124,250	0	\$0	1
IDI	FY17	17	\$3,675,952	1	\$6,825	21	\$7,024,111	7
	FY18	14	\$1,549,938	1	\$300	19	\$2,841,625	2
	FY19	23	\$3,350,906	2	\$85,434	20	\$3,208,025	0
	FY20	24	\$4,606,224	5	\$285,263	23	\$3,740,263	2
	FY21	24	\$14,032,652	2	\$761,950	15	\$1,041,139	5
PS	FY17	21	\$3,420,861	7	\$1,665,164	9	\$916,050	0
	FY18	26	\$4,219,428	8	\$508,508	5	\$220,182	0
	FY19	29	\$5,267,848	6	\$332,641	6	\$220,601	0
	FY20	29	\$4,680,910	7	\$1,072,592	7	\$614,862	1
	FY21	24	\$4,635,804	2	\$560,000	7	\$190,865	0
Total CVM	FY17	48	\$8,451,803	17	\$5,246,745	71	\$9,108,213	7
	FY18	49	\$7,918,318	14	\$608,808	55	\$4,061,119	9
	FY19	58	\$9,036,800	11	\$2,039,888	62	\$5,203,644	14
	FY20	63	\$10,369,025	16	\$1,364,153	51	\$5,277,936	12
	FY21	50	\$18,705,521	7	\$1,403,725	46	\$2,347,963	8

*Include only the component of the total budget awarded to the college.

12.10.3 – Table D: Faculty Awards

National/International Awards to UFCVM Faculty Members
Albert Nelson Marquis Lifetime Achievement Award
American Association of Equine Practitioners, President
ACVS Founders’ Award for Career Achievement
Bergey Medal for Outstanding & Life-Long Contributions to the Field of Systematics of Bacteria & Archaea: Berger’s Manual Trust
British Small Animal Veterinary Association Dunkin Award for Best Published Paper in 2021
Florida Veterinary Medical Association, Clinical Investigator of the Year
Maddie’s Hero Award, 2017
National Institute of Biomedical Imaging and Bioengineering, Trailblazer Early State Investigator Award, 2021
New York Academy of Sciences, STEM Scholar
Rising Star Mentorship Program Nominee, Global Virus Network, 2021
Student American Veterinary Medical Association (SAVMA) Advisor Award
UF Distinguished Award for Alumni Achievement, 2019
Veterinary Endoscopy Society, President
Water Institute, University of Florida, Distinguished Fellow
Winn Feline Foundation in 2017
Zoetis Distinguished Veterinary Research Award
Election or Induction into National/International Societies for UFCVM Faculty Members:
Academy of Science, Engineering, and Medicine of Florida, Member
American Academy of Microbiology, Fellow
<i>American College of Veterinary Surgeons, Fellow (2)</i>
Conference of Research Workers Animal Disease, Fellow
EU Academy of Science, Member
National Academy of Inventors, Fellow
National Academy of Practice for Veterinary Medicine, Distinguished Fellow

12.10.3 – Table E: Research Courses Offered

UFCVM Research Courses
VME 6931 Seminar in Veterinary Medical Sciences
VME 6932 Seminar in Physiological Sciences
VME 6933 Seminar in Infectious Diseases and Experimental Pathology
VME 6934 Interdisciplinary Seminars in Reproduction and Production Medicine
VME 6935 Seminar in Veterinary Pathology
VME 6936 Seminar in Pathophysiology
VME 6937L VMS Graduate Seminar Series

12.11.1.A – Table A: Graduation Completions Aligned with AVMA 9 Competencies (Last Five Years)

AVMA Competencies	2017	2018	2019	2020	2021	Total Completions* (n)	Examples of Commonly Submitted SLOs**
Comprehensive Patient Diagnosis	20,109	48,730	47,960	50,745	47,153	214,697	verbally summarize findings, take a history, physical exam (100%)
Comprehensive Patient Treatment	3,470	8,769	10,118	10,510	9,286	42,153	write a prescription (100%)
Evidence-based Medicine	187	368	255	310	284	1,404	critical analysis of new information (73%)
Anesthesia & Pain Management, Patient Welfare	4,871	11,917	10,682	11,787	10,279	49,536	proper restraint (dog) (99%)
Health Promotion, Disease Prevention, Food Safety	1,696	4,187	4,484	4,104	3,907	18,378	correctly gown and glove for surgery (99%)
Ethical Professionalism, Communication, Respect for Diversity	5,850	14,830	15,362	16,701	15,038	67,781	verbally summarize findings (100%)
Basic Medicine Skills and Case Management	8,286	18,365	17,488	19,286	15,523	78,948	administer IM medications (100%)
Basic Surgery Skills and Case Management	3,965	10,384	11,148	9,784	9,582	44,863	competently perform skin closure (96%)
Emergency and Critical Care Case Management	16,836	40,672	40,987	44,281	39,053	181,829	create an appropriate differential list (100%)

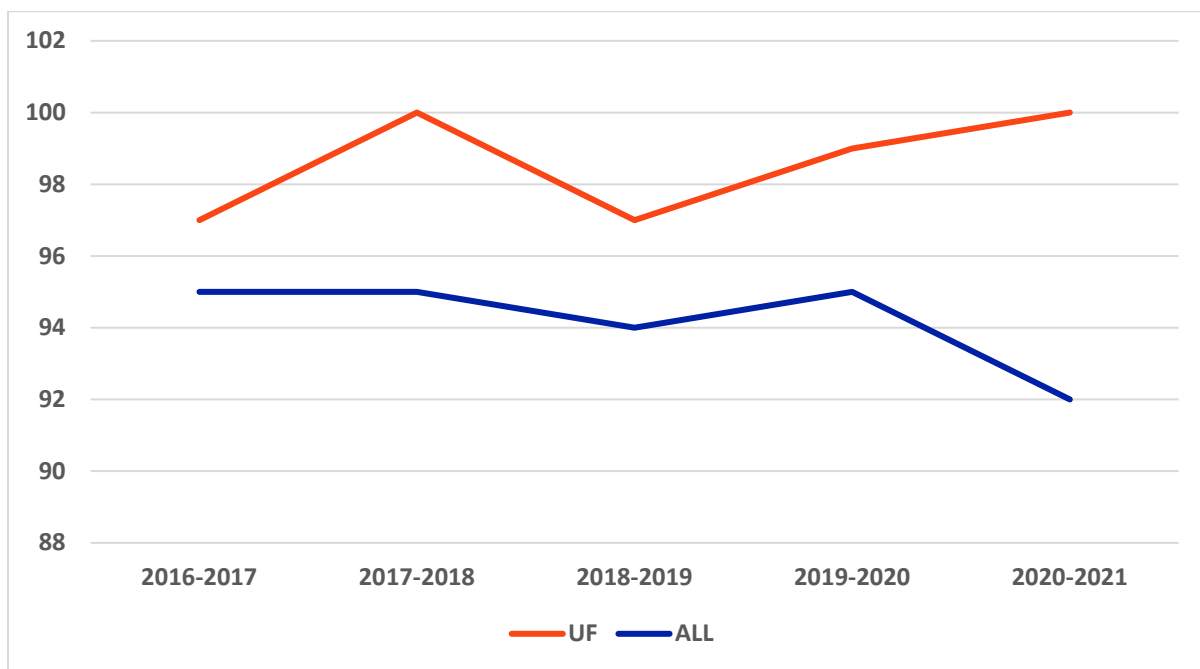
*Total completions = total number of Graduation-Required SLOs submitted over the last five years that are tagged to the AVMA competency.

**% of Examples of Commonly submitted SLOs = the percentage of students over five years that have submitted the SLO indicated.

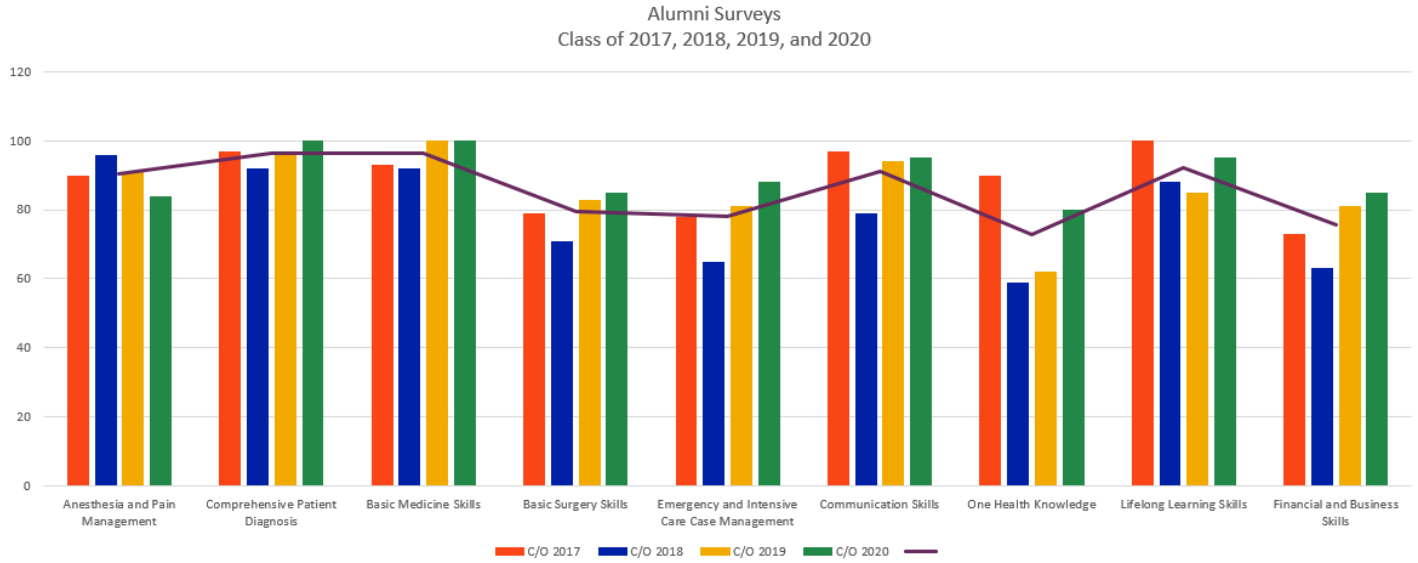
12.11.1.C – Table A: NAVLE School Score Report Data and Passage Rates Over the Last Five Years

Year	Students taking exam(s)	Students passing exam(s)	Percentage Passing	Average scores
2016-2017	115	112	97%	511
2017-2018	111	111	100%	523
2018-2019	110	107	97%	517
2019-2020	113	112	99%	522
2020-2021	106	106	100%	532

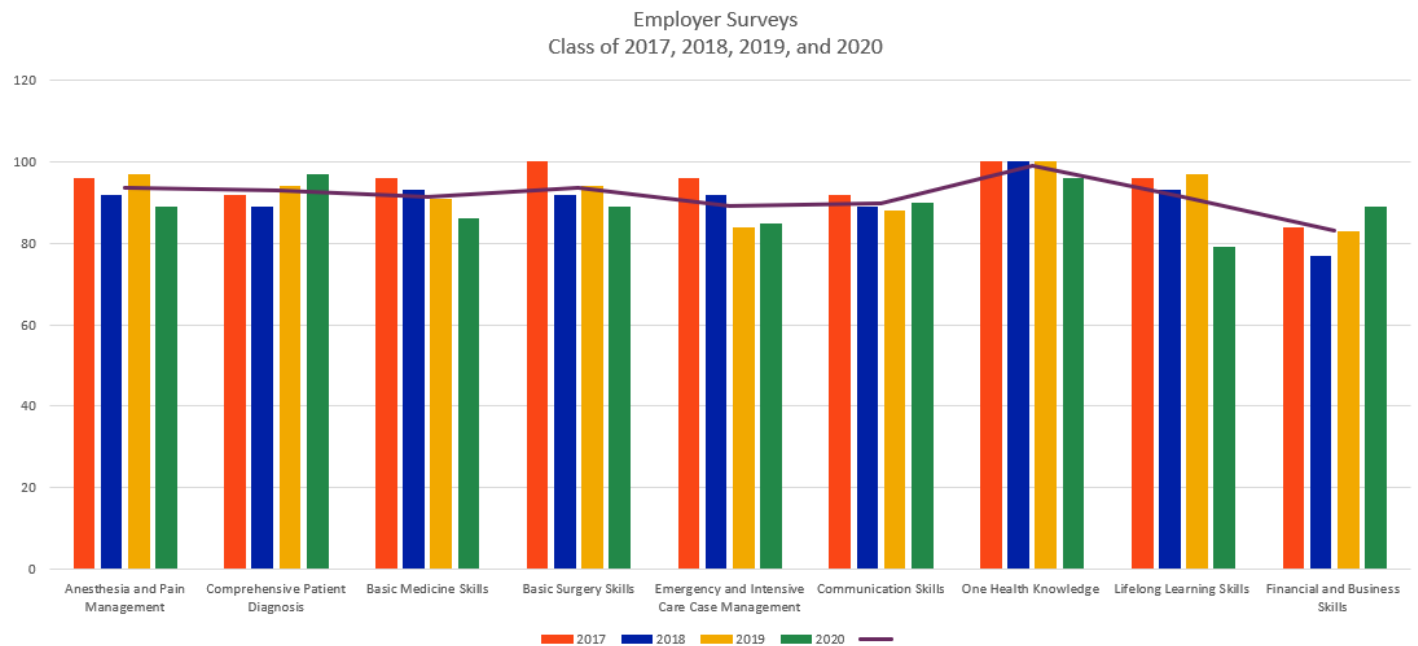
12.11.1.C – Figure A: UF NAVLE Scores VS Scores of All Exam Takers



12.11.1.D – Figure A: Alumni Survey Data



12.11.1.E – Figure A: Employer Survey Data



12.11.2.A – Table B: Student Attrition Rates

Graduating Cohort	Cohort Enrollment at time of Matriculation	Relative Attrition					Absolute Attrition				Total Attrition	Percent Attrition
		Academic Reasons	Personal Reasons	Transfer to Another DVM Program	Total Relative Attrition	Percent Relative Attrition	Academic Reasons	Personal Reasons	Total Absolute Attrition	Percent Absolute Attrition		
2017	115	2	0	0	2	1.7%	0	0	0	0.0%	2	1.7%
2018	112	2	1	0	3	2.7%	0	0	1	0.9%	4	3.6%
2019	111	3	2	0	5	4.5%	0	0	0	0.0%	5	4.5%
2020	114	1	0	0	1	0.9%	0	1	1	0.9%	2	1.8%
2021	110	5	1	0	6	5.5%	0	1	1	0.9%	7	6.4%
Total	562	13	4	0	17	3.0%	0	2	3	0.5%	20	3.5%

Graduating Cohort - List by the scheduled time of graduation. Colleges with multiple cohorts should list each cohort separately.

Relative Attrition - Students moving to a subsequent cohort at the same institution for academic or personal reasons, or moving to a DVM program at another institution.

Absolute Attrition - Students who leave the DVM program and will not return.

12.11.2.B – Table C: Employment Rates of Graduates (within one year of graduation)

Graduating Class	Total # graduates (number of respondents)	# Employed in field related to veterinary training	# Graduates in advanced clinical training (Internships/residencies)	# in advanced academic training (Masters/PhD)
2017	115 (113 resp)	70	41	0
2018	111 (107 resp)	72	37	0
2019	111 (74 resp)	38	36	1
2020	113 (100 resp)	64	34	1
2021	103 (98 resp)	63	35	0

12.11.4 – Figure 1: Outcomes Improvements: VEM5191 Course/Faculty Evaluations Data

UF Core Questions	Fall 2019 Data	Fall 2021 Data
The instructor was enthusiastic about the course.	3.52	4.68
The instructor explained material clearly and in a way that enhanced my understanding.	2.74	4.35
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	2.61	4.38
The instructor fostered a positive learning environment that engaged students.	1.65	4.38
The instructor provided prompt and meaningful feedback on my work and performance in the course.	2.55	4.38
The instructor was instrumental to my learning in the course.	2.35	4.12
Course content (e.g., readings, activities, assignments) was relevant & useful.	3.39	4.03
The course fostered regular interaction between student and instructor.	2.29	4.21
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	2.77	4.00
Overall, this course was a valuable educational experience.	2.61	4.21

*Evaluation system is set to a 5-point scale. 5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree. Average response is displayed.