

UNIVERSITY OF ALASKA FAIRBANKS DVM PROGRAM

Accreditation Self-Study Report

SITE VISIT

FEBRUARY 26 –
MARCH 1, 2017

 **DEPARTMENT OF
VETERINARY MEDICINE**

University of Alaska Fairbanks
COLLEGE OF NATURAL SCIENCE & MATHEMATICS



**COLLEGE OF VETERINARY MEDICINE
AND BIOMEDICAL SCIENCES**
COLORADO STATE UNIVERSITY



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INTRODUCTION

This is the Self Study report to the American Veterinary Medical Association Council on Education (AVMA COE) regarding implementation of the collaborative Doctor of Veterinary Medicine (DVM) education program between the University of Alaska Fairbanks (UAF) College of Natural Science and Mathematics (CNSM), Department of Veterinary Medicine (DVMed) and the Colorado State University (CSU) College of Veterinary Medicine and Biomedical Sciences (CVMBS). The contact person for this program is:

Dr. Arleigh J. Reynolds, DVM, Ph.D.
Associate Dean for Veterinary Academic and Student Affairs
Department of Veterinary Medicine
University of Alaska Fairbanks
Mailing: PO Box 757750, Fairbanks, AK 99775-7750
Shipping: 901 Koyukuk Drive, 182 Arctic Health Research Building
Fairbanks, AK 99775
Office 907-474-1928 Fax 907-474-1932 * Email: ajreynolds@alaska.edu
Website: www.uaf.edu/vmed Email: uaf-vet-med@alaska.edu

The concept for this program began with Regent Fuller Cowell, in 2009, at a meeting of the University of Alaska, Board of Regents. The University Attending Veterinarian and Assistant Vice Chancellor for Research, Dr. John Blake, was appointed to arrange a needs assessment in 2010 (completed in 2011). Dr. Todd O'Hara DVM, Ph.D. was appointed Interim Associate Dean/Program Coordinator for the newly formed Department of Veterinary Medicine in May 2010. He worked with administrators and faculty at UAF and CSU to negotiate the framework of the 2+2 program and associated activities. Planning continued, and the Memorandum of Understanding was signed at CSU by then UAF Chancellor Brian Rogers and CSU President Tony Frank on December 19, 2013.

UAF had several leadership changes during 2015 and 2016. Chancellor Emeritus Brian Rogers retired and a UAF interim Chancellor Michael K. Powers was appointed by the University of Alaska (UA) President in July 2015, officially assuming the role in September 2015. In June of 2016, Dr. Dana Thomas was appointed interim Chancellor, and assumed that position in August upon the retirement of Mr. Powers. Chancellor Thomas met with Associate Dean Dr. Reynolds in October 2016 and discussed his support for the Department of Veterinary Medicine at UAF. A search for the next UAF Chancellor is underway.

UA President Patrick Gamble retired in 2015 and Dr. James R. Johnsen was appointed to serve as the 14th president of the UA system. He was most recently an executive at Alaska Communications and previously worked with Doyon, Limited and in several positions within the UA. During Dr. Johnsen's 2015 State of the University address, he expressed support for the Department of Veterinary Medicine.

The first cohort of 10 DVM students matriculated into the collaborative program in the fall of 2015, and the second cohort of 10 in the fall of 2016. Applications for the class of 2021 have been reviewed and invitations sent to students for interviews that will take place in January 2017.

ACRONYMS

AAVMC – Association of American Veterinary Medical Colleges

AVMA – American Veterinary Medical Association

BiRD – Biological Research and Diagnostics facility

COE – Council on Education

CSU – Colorado State University

CNSM – College of Natural Science & Mathematics

CVMBBS – College of Veterinary Medicine and Biomedical Sciences

DVM – Doctor of Veterinary Medicine

DVMed – Department of Veterinary Medicine

HLC – Higher Learning Commission

LARS – Large Animal Research Station

SCAVMA – Student Chapter of the American Veterinary Medical Association

UA – University of Alaska

UAF – University of Alaska Fairbanks

USDA – United States Department of Agriculture

VMCAS – Veterinary Medical College Application Service



STANDARD 1

Organization
12.1.1-12.1.6

Standard 1: ORGANIZATION

12.1.1. Mission:

The Department of Veterinary Medicine at UAF provides high quality education, research and service in veterinary medicine and the biomedical sciences. Faculty from several disciplines work collaboratively under the One Health paradigm, striving for combined optima in human, animal, and environmental health.

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

UAF is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU) and has been accredited by NWCCU and its predecessor organizations since 1934. In addition, several university programs have specialized accreditations or certifications or adhere to standards established by professional organizations.

The CSU CVMBS is the accredited academic institution for this program. The development of the 2+2 DVM program with UAF is carried out under that single accreditation. After a review in 2014, CSU was reaffirmed for accreditation through FY 2023-2024. The accreditation report can be found at <http://accreditation.colostate.edu/media/sites/67/2016/11/final-accreditation-report-hlc-team.pdf>. The DVMed at UAF was reviewed and approved as an off-site CSU program by the Higher Learning Commission during September 2016 (See Appendix 1).

12.1.3. Flow Chart position of college

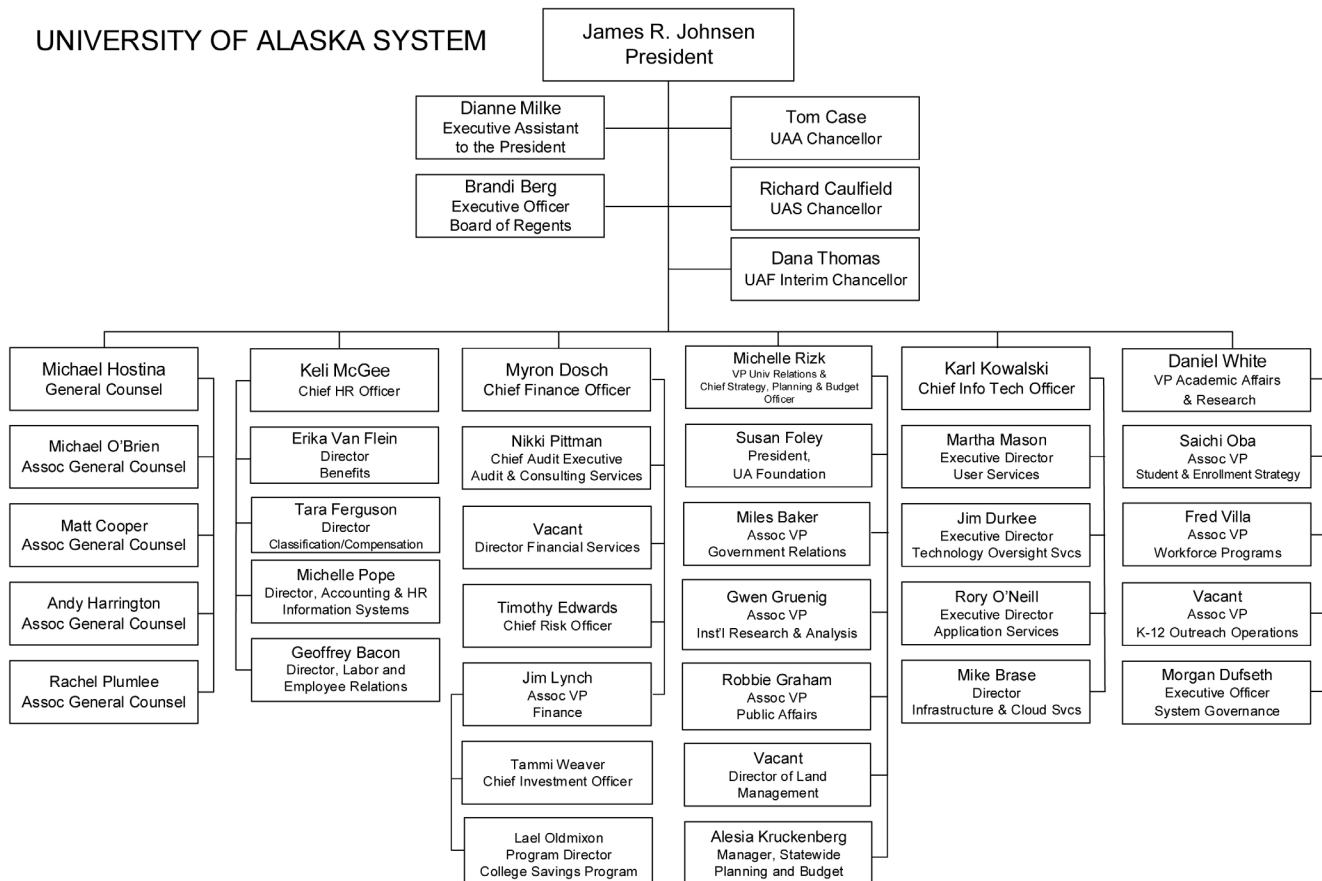


Figure 1. University of Alaska Statewide Organizational Chart

Updated 11-22-2016

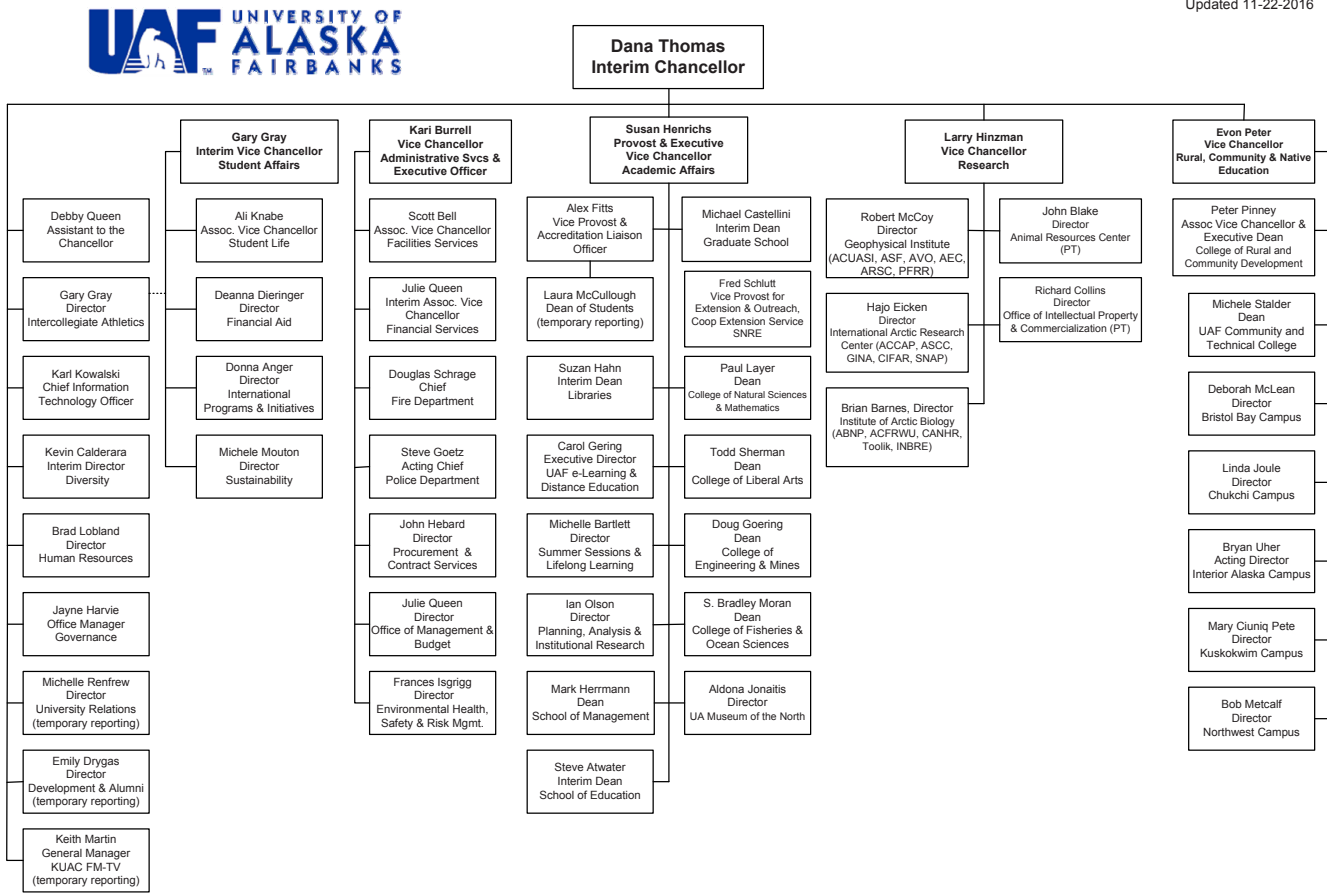


Figure 2. University of Alaska Fairbanks Organizational Chart

UAF DEPARTMENT OF VETERINARY MEDICINE

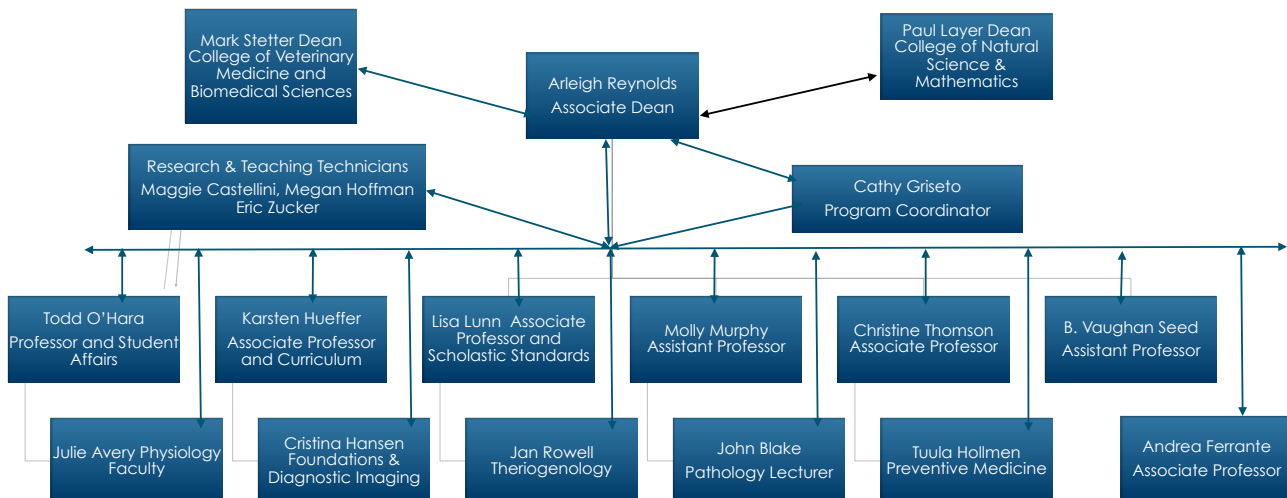


Figure 3. Department of Veterinary Medicine Organizational Chart

12.1.4. Flow Chart organizational design.

The DVMed is led by an Associate Dean of CNSM (AD-UAF). In January 2014, Dr. Arleigh Reynolds, DVM, Ph.D., was hired as the Associate Dean for the DVMed at UAF. He reports directly to Dr. Paul Layer, Dean of the CNSM at UAF and Dr. Mark Stetter, Dean of the CVMBS at CSU. Dr. Todd O’Hara, DVM Ph.D., was appointed as the Coordinator of Pre-Vet and Veterinary Student Services, assuming oversight for student advising and veterinary student services after leaving the role as interim Associate Dean in 2014. At the same time, Dr. Karsten Hueffer, DVM (equivalent), Ph.D., was appointed head of the DVM Curriculum Committee and oversees the alignment of curriculum between UAF and CSU. Dr. Reynolds is assisted in his capacity by Ms. Cathy Griseto, Program Coordinator for DVMed. Ms. Griseto assists with student support, fiscal planning, travel, fundraising, and coordination between CSU and UAF faculty and administrative efforts. Research and teaching technicians, Maggie Castellini (MS), Megan Hoffman (MS) and Eric Zucker assist the Associate Dean and all of the faculty in laboratory courses and organization. Each of these research and teaching technicians are partially funded by the department and partially funded by grants held by UAF faculty. Dr. Reynolds works closely with Dr. Melinda Frye, the Associate Dean for Veterinary Academic and Student Affairs at CSU (AD-CSU), to ensure alignment between the UAF and CSU programs. He also works closely with the CSU Assistant Dean of Admissions. All applications to the UAF program are reviewed via the standard CSU admissions process described in a previous report to the AVMA COE, with the caveat that two UAF faculty members are included in the review of applications to the UAF-based program.

12.1.5. Role of Faculty at UAF and CSU.

DVMed appoints UAF-based faculty representatives to sit as members of the standing CSU CVMBS DVM Scholastic Standards Committee, DVM Curriculum Committee, and DVM Steering Committee as well as the ad hoc Capstone Committee. UAF faculty participate in these meetings by phone or video conference. The mission statements for each of these committees are presented in Appendix 2.

The Chair of the UAF Curriculum Committee (Dr. Hueffer) attends all CSU Curriculum Committee meetings. All UAF courses are reviewed by both the UAF and CSU Curriculum committees. The goal of including Dr. Hueffer is to continuously improve alignment and delivery of the CSU DVM curriculum at UAF through the following actions:

1. UAF course coordinators collaborate with CSU course coordinators on the topics of course development including content, delivery methods, and assessments, as well as similarities and differences between campuses.
2. CSU-UAF course coordinators work as a team to develop common course objectives.
3. Dr. Hueffer and Dr. McGrew, Assistant Professor in the CSU CVMBS and designated UAF-CSU liaison, maintain a real-time record of student performance across courses.
4. Successful initiatives, challenges and limitations are discussed.
5. Recommendations are voted upon and enacted as approved.

Two UAF faculty members (Dr. Reynolds and Dr. O’Hara) attend the monthly CSU CVMBS Steering Committee meetings to ensure both programs are informed of each other’s issues and pathways for development.

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

There are no plans to restructure the organization at this time.



STANDARD 2

Finances
12.2.1-12.2.6

Standard 2: FINANCES

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

The total revenue for the past five years is provided below in Table 12.2 B. Expenditures are shown in Table 12.2 A. The long term sustainability of this program will be supported, in part, by tuition recovery, university funding from state support, and indirect cost recovery from external grants. For the first three years of operations, the UAF DVMed has been awarded over \$28 million in external research grants resulting in an indirect cost recovery to UAF of over \$1.5 million per year. Between tuition and indirect cost recovery, the DVMed program is currently bringing in more money than it costs to run the program

12.1 Table A: TOTAL EXPENDITURES FOR IMMEDIATE PAST 5 FISCAL YEARS

Fiscal Year	Instruction	Academic Support	Student Services	Other Sponsored Activity	Extension & Public Serv.	Total Direct Expenditures
2013	\$23,394	\$138,506				\$161,900
2014	\$207,243	\$200,857				\$408,100
2015	\$814,223	\$371,577				\$1,185,800
2016	\$1,154,632	\$94,095	\$94,095			\$1,342,822
2017	\$1,202,550	\$94,300	\$94,300			\$1,391,150

Fiscal year July 1 through June 30. 2017 Estimated

12.2 Finances Table B: TOTAL REVENUE FOR IMMEDIATE PAST 5 FISCAL YEARS (Direct & Indirect)

Fiscal Year	State Appropriations	Tuition & Fees	Is Tuition Estimated?	Endowment Income	Gifts for Current Use	Sponsored Program Income/Cost Recovery	Services	Total Revenue
2013	\$161,900							\$161,900
2014	\$200,000					\$238,100		\$438,100
2015	\$996,900				\$3,670	\$92,500		\$1,093,070
2016	\$400,000	\$318,320	No		\$2,900	\$483,662		\$1,204,882
2017	\$16,630	\$762,020	Yes		\$10,575	\$612,500	\$517	\$1,402,242

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

This program is in its nascent stage and yet has generated sufficient income to match or exceed its budgetary needs. As it matures this program will have to become less dependent upon state revenue sources and more self-reliant. In its first year of instruction, research grants awarded to the faculty in this program have brought more indirect cost recovery back to the university than it costs to run the program. This seems the most sustainable source of revenue and along with tuition recovery, should make the program financially stable for the foreseeable future. That being said, there are areas where this program should focus efforts for growth. We must continue to seek excellence in research and research funding. We must also work with local and state leaders to ensure we are meeting the One Health needs of Alaska and, as such, develop support for long term endowments, which will help us grow our personnel and infrastructure. As we develop this support we must also focus on means of supporting our students with the tremendous financial burden they face by developing scholarship funds, loan forgiveness programs, and incentives for those that choose to stay in Alaska.

12.2.3. Provide a comprehensive trend analysis of revenue sources that have supported the professional teaching program over the past five years.

At this time, there is inadequate data for a five-year historical comprehensive trend analysis of revenue sources.

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.

Resources and commitment by the University of Alaska Board of Regents and the State Legislature have positively impacted the ability to grow this program; dedication by the faculty, staff and students to outreach, fundraising, and giving back to the community, have encouraged philanthropy. The university has also made significant commitments in indirect cost and tuition recovery to this program.

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

There is no teaching hospital at UAF and therefore no hospital income.

12.2.6. Describe anticipated trends in future revenues and expenditures.

Due to a severe drop in State of Alaska oil revenue, the department can no longer expect significant funding from State appropriations. Our long-term plan is to support the department through indirect cost recovery from research grants, tuition recovery, and by building a statewide development campaign for endowments and other supporting funds.



STANDARD 3

Facilities

12.3.1-12.3.6

Standard 3: PHYSICAL FACILITIES AND 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.

UAF is the leading doctoral-granting institution in Alaska. The 2,250-acre campus is located near the center of Alaska; 350 miles north of Anchorage (the largest city), and 120 miles north of Denali, the tallest mountain in North America (See Appendix 4). The main campus has two lakes, miles of trails, and a major student recreation complex for indoor sports. In 2013 the UAF space committee and project managers assigned and began to renovate space on the UAF campus for the DVM education program. The UAF DVMed has ten offices for faculty and staff located in the Arctic Health Research Building and in the newly renovated teaching facility in the Irving I Building. UAF spent \$5.4 million on renovation of student classrooms, laboratory and study facilities.-

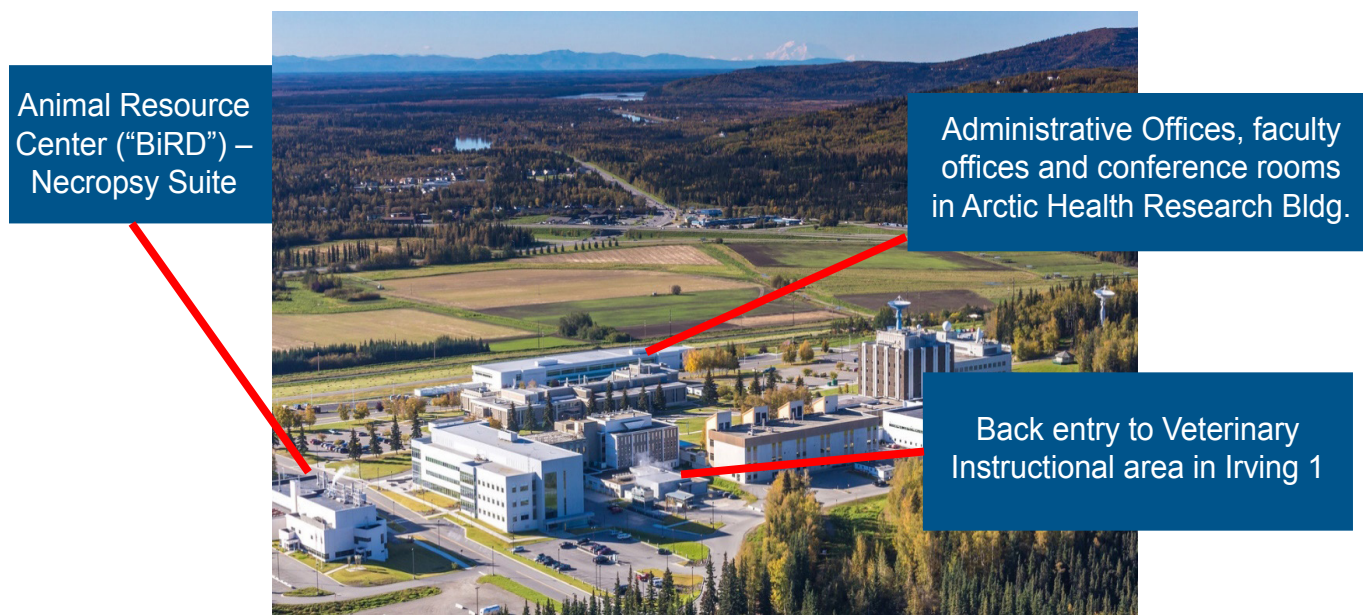


Figure 4. Aerial view of West Ridge on the UAF campus, with Denali in the background.

These facilities include new laboratory space with preparation rooms, walk-in freezer and refrigerator space, and an over-head crane for moving large animal carcasses. The laboratory includes all of the necessary ventilation, lighting, cabinetry, dissection tables, shelving, fixtures and drainage needed for a veterinary teaching laboratory. The department has purchased the remainder of the lab items needed for teaching including equine and bovine obstetric simulators, computers (including server and software), printers, a macerator, embalming equipment, articulated bovine and equine skeletons, microscopes, and laboratory books and manuals.

The veterinary teaching facility features two thirty-seat classrooms and student carrels for up to 30 students. There is also a student common area with group study, kitchen and lunch/meeting space. The laboratories, classrooms, and student common areas have state-of-the-art smart-classroom/ teaching equipment with large LCD screens, built in white-boards and video capabilities. The anatomy laboratory has, in addition to the above, a high definition camera, projector and 6 dissection tables with computer stands. UAF DVMed has shared resources and equipment with other departments on campus such as a 5-head microscope and a large animal scale.

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

A state of the art necropsy suite is shared with the Animal Resource Center and will be used for teaching laboratories in the Veterinary Pathology curricular offerings. The Animal Resource Center (BiRD) is located less than 1 block from the Veterinary Medicine space (See Appendix 4).

Additional facilities for teaching large animal husbandry, including animal handling and physical examination skills, have been provided through shared resources at the Large Animal Research Station (LARS). LARS is a USDA inspected facility which houses reindeer, muskoxen, caribou and beef cattle which are used by university faculty and students for research and teaching. UAF-based DVM students learn husbandry and physical examination skills on traditional and non-traditional Alaska-based livestock through laboratory experiences in Clinical Foundations (years 1 and 2), Food Animal Production and Safety (year 1), and Clinical Sciences I and II (year 2) courses. The LARS facility is situated on 134 acres of land at 2220 Yankovich Road, approximately one mile north of the UAF campus.



Figure 5. Aerial view of the Large Animal Research Station (LARS)

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

The Department requires each student, at orientation or before, to complete the UA required Laboratory Safety, Chemical Hygiene, and Hazardous Waste Management, Hazard Communication Training, Formaldehyde Safety, and Laboratory Sharps training. They must also take the Departmental Emergency Action Plan training for each building in which they work, study, or take class. All students are required to get rabies vaccinations or titer tests prior to working in the laboratories.

All of the faculty and staff must complete the same training as the students for laboratory safety as well as the following:

- A) Employee safety orientation

- B) Office safety
- C) Slips, trips and falls
- D) Title IX Training
- E) Protection of Minors Training
- F) Protection of Minors Policy and reporting procedure

Safety in animal (large and small) handling protocols are taught in the first year of DVM 610 Foundations I, Food Animal DVM 648, and Performance Dog Medicine DVM 681.

Megan Hoffman, one of the departmental research and teaching staff, is the department safety officer and is responsible for maintaining and reporting training compliance through Intalex (the system used at the University to track compliance).

Facilities management is coordinated between the two research and teaching staff technicians and the program coordinator. The University Facilities department has a reporting mechanism (phone, or online) that is responsive to the needs of the department.

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

The facilities on campus in Irving 1 are relatively new and entirely adequate in nearly all respects. The space was recently USDA inspected. We have recently decided that additional space may be needed for specimen preparation and storage of specimens (see 12.3.6).

The classrooms, student carrel capacity, locker and shower facilities, and the common area are adequate for the number of students in the program.

The Animal Resource Center, also a USDA inspected facility, is used for necropsy in the pathology courses and managed by the UAF Attending Veterinarian and Associate Vice Chancellor for Research.

The Large Animal Research Station houses muskox, reindeer, and beef cattle, which are all used for veterinary courses. Students are encouraged to work at the facility and assist in training, husbandry, and basic farm services. Each summer LARS hires two of our students to work at the facility.

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

The only facility subject to bio containment procedures is the ARC and all students, staff and faculty have taken the training and are instructed in containment procedures. All protocols are posted in the facility.

12.3.6. Describe current plans for improvement.

During this winter, the department has discovered several inadequacies in the spaces used for the preparation of anatomy specimens. This winter (second since the beginning of the program) has been colder for a longer period of time (-20 F for more than 3 weeks) and has caused pipes to freeze, the large bay doors to freeze, a glacier to form outside of that bay door, and other problems associated with colder temperatures. After a meeting with the Senior Project Manager, UAF Division of Design and Construction, the lead of the Facilities Maintenance, and others who have been working in the area, a plan was developed for solutions in the short term (this winter) and another more permanent plan to be implemented next summer. The short-term plan is to winterize the door, adding a rubber curtain, and weather stripping, along with a rubber dam to prevent water escaping through that door. The long-term plan will include an arctic entry way/garage and additional drainage for the large animal preparation space.



STANDARD 4

Clinical
Resources
12.4.1-12.4.9

Standard 4: CLINICAL RESOURCES

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

There is no teaching hospital at the UAF campus. These tables have been filled out in the CSU self-study for accreditation report filed with the AVMA COE in 2015

12.4.2. Describe and analyze the adequacy of normal and clinically diseased animals and how they are used for the DVM teaching program.

There is no teaching hospital at the UAF campus. This information is provided in the CSU self-study for accreditation report filed with the AVMA COE in 2015.

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

Clinical facilities are available at UAF in the LARS and Biological Research and Diagnostics (BiRD) facility where research animals receive veterinary care when necessary. UAF-based veterinary students have the opportunity to assist in these procedures on a voluntary basis. Dr. Tuula Hollmen, chief scientific officer for the Alaska Sea Life Center in Seward is also a faculty member in DVMed. Dr. Hollmen has helped forge a partnership between these programs that provides opportunities for summer research and clinical internships for all veterinary students and 2-4 week long externships for students during their clinical years.

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

Since UAF-based instruction does not cover clinical education we have no formal arrangements for off campus clinical instruction. The DVMed program has forged collaborative arrangements with several local practices and these practices have hired many of the UAF-based students to work between semesters while in Fairbanks.

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.

There is no teaching hospital at the UAF campus. This information is provided in the CSU self-study for accreditation report filed with the AVMA COE in 2015.

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

There is no teaching hospital at the UAF campus. This information is provided in the CSU self-study for accreditation report filed with the AVMA COE in 2015.

12.4.7. Describe the adequacy of the medical records system used for the hospital(s), including field service and/or ambulatory 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.

There is no teaching hospital at the UAF campus. This information is provided in the CSU self-study for accreditation report filed with the AVMA COE in 2015.

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

There is no teaching hospital at the UAF campus. This information is provided in the CSU self-study for accreditation report filed with the AVMA COE in 2015.

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

There is no teaching hospital at the UAF campus. This information is provided in the CSU self-study for accreditation report filed with the AVMA COE in 2015.



STANDARD 5

Information
Resources
12.5.1-12.5.5

Standard 5: INFORMATION RESOURCES

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

Student computers are accessible in the Gross Anatomy Lab and in the student carrels, and are connected to the local network printers. The computers are managed by UAF's Office of Information Technology and are pre-loaded with customary software. This software includes Olyvia (web-based program for histology), Pulse Secure (VPN connection to Colorado State University), Canvas learning management system, Virtual Canine, Virtual Equine, and quick connection to the UAF server that hosts the recorded lectures sent from CSU. Each student has access to Wi-Fi and Ethernet at each of the carrel desks.

The classrooms and Gross Anatomy Lab are equipped with large monitor or projection displays, video conferencing, lecture-capture, and various peripheral connection sources, such as laptops and document cameras.

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

Both the program coordinator and one of the Research and Teaching Technicians provide immediate assistance with basic technology resources such as video lecture (transfer from CSU server to UAF server) and set up in the classroom, video recordings at UAF to share with CSU course coordinators, smart classroom assistance, set up of accounts and authorized access in the UA system. In depth technical support for video conferencing, lecture recording, and smart classroom function, is provided by the office of Video Conferencing Systems. Technical support for computers, printers, and internet is provided by the Office of Information Technology.

12.5.3. Describe the methods of access to library information resources for faculty and students when they are on and off campus.

All UAF based veterinary teaching faculty have affiliate appointments with CSU, and UAF-based students are in fact registered CSU students. DVM faculty and students are thus eligible for both CSU and UAF library privileges. UAF-based students also have access to all library facilities on the UAF campus including the E. Rasmussen and Mather Libraries.

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

During orientation at UAF students meet with information technology staff and have software loaded on their computers that assist with the curriculum delivery and assessments. They also take basic safety training courses and have opportunities to work with information technology staff to answer questions and trouble shoot problems. The office of information technology offers technical support 24 hours a day, seven days a week. The orientation at CSU also includes access to IT help and outlines services available to UAF students via CSU.

12.5.5. Describe current plans for improvement.

UAF administrators and faculty work closely with CSU student service providers to ensure that UAF-based students have access to counseling, financial advice, career development support, and educational support. Feedback from student meetings with UAF and CSU faculty and administrators, confidential electronic feedback and handwritten notes are discussed and action plans made to address concerns or issues as they arise. The UAF-based program leaders intend to continue this process and work with colleagues at CSU to continually improve it as the program evolves.



STANDARD 6

Students
12.6.1-12.6.6

Standard 6: STUDENTS

12.6.1. Tables and analysis.

Table 12.6 Table A Veterinary Medical Program		
Class	2015-2016	2016-2017
First Year	10	10
Second Year	0	10

12.6 Table C DVM Students per Year			
Academic Year	Total	* Min	% Min
2015-2016	10	1	10%
2016-2017	20	2	10%

*Minority number declared by student(s) % Minority

This program, in only its second year of instruction, has yet to analyze the trends in veterinary student applications, ethnicity, etc. Table B refers to programs and opportunities (interns, residents, etc.) which are available only after UAF-based students have moved to CSU for years 3 and 4 of instruction. The evaluation/analysis of these parameters will be performed by CSU when the students have completed their final two years in the program.

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, and clubs and organizations.

A significant effort is made to expose UAF-based students to CSU faculty, the CSU DVM Student Services Team, student leaders and organizations, and other relevant educational experiences.

Dr. Todd O'Hara was appointed as the Pre-Vet and Veterinary Student Services Coordinator in 2014. Dr. O'Hara attended the AAVMC Health and Wellness Summit 2.0 in October 2014 at the recommendation of AD-UAF Reynolds and Dr. Laurie Fonken, LCSW, the CSU DVM Student Psychological Counselor. Dr. O'Hara and Dr. Reynolds speak to Dr. Fonken regularly for assistance in counseling of the veterinary students at UAF. Additionally, Dr. Fonken meets with UAF-based students as part of the CSU DVM orientation for incoming students. Dr. Fonken also visits Fairbanks annually to stay connected with students, staff and faculty. Dr. Fonken is available to UAF-based students by phone and videoconference for meetings, questions, and counseling. Dr. Reynolds also schedules annual student meetings with Stacey Schmitt, LCSW, Counselor and Outreach Specialist at the UAF Student Health and Counseling Center, to introduce the DVM students to the mental health services provided by UAF. A comprehensive list of student services at UAF and CSU are attached as Appendix 5.

Each student is assigned a faculty mentor within the first month of matriculation. Each faculty member mentors between two and three students. In addition, to faculty mentorship, first year students are also informally mentored by second year students. Faculty mentors meet with their mentees 2-3 times a semester unless situations dictate these sessions should occur more frequently. Students are monitored for academic achievement after every exam and those that score close to or below acceptable standards (70%) meet with their instructor and their mentor to ascertain potential causes and formulate plans for improving

their performance. Tutors are available in place at UAF and via video conference from CSU. All UAF-based students have access to student support services at both campuses.

Both UAF and CSU recognize the importance of equitable resource availability for students attending UAF for their first two years. All UAF-based students attend orientation in Fort Collins with their CSU-based cohort before classes begin in the fall of their first year. During this time, they learn of all the services available to them through CSU, meet with Chad Jones, CSU financial advisor, and with Dr. Laurie Fonken. They also stay with CSU students and go through the CSU orientation with them. This helps form relationships that are fostered throughout the first two years of their program. During February of 2017, and at that time on each successive year, Ms. Deb Liptak will travel from CSU to UAF to help UAF-based second year students plan their third and fourth years' schedule and prepare for the changes and challenges they will face as they transition from Fairbanks to Fort Collins.

UAF-based DVM students have been attending the Biomedical and One Health seminar series each Monday of the semester (as their schedule allows), which provides them an opportunity to meet and interact with undergraduate and graduate students on campus. Student clubs and governance are being organized by the students themselves via videoconferencing, with most meetings attended through Skype, GoToMeeting or Google Hangouts. Recently, Dr. McGrew has been instrumental in getting the CSU club meetings recorded so that UAF-based students may participate in and follow club activities. The UAF-based students have elected a representative to the Student Chapter of the American Veterinary Medical Association (SCAVMA) who traveled to the 2016 meeting with CSU representatives. These efforts have been assisted by Dr. Ashley McGrew, instructor in the CSU-CVMBS and designated UAF-CSU Liaison, and Dr. Ashley Stokes, Assistant Dean of Veterinary Admissions and Student Services at CSU. Pet food company representatives have recently made feeding programs that are available at CSU also available to the UAF students, faculty and staff. These programs and collaborations are being developed in the second year of the program (See Appendix 6).

12.6.3. Summary of college activities in support of placement of graduates.

These resources are available at CSU during the final two years of the veterinary education program.

12.6.4. Academic catalogue / orientation materials.

The CSU academic catalogue is available online to both UAF and CSU-based veterinary students. All UAF-based students attend orientation first at UAF and then at CSU. The CSU orientation takes place in Fort Collins and is mandatory for all first year students entering the CSU veterinary program. The orientation at UAF includes safety training, Policy and Procedures, scheduling rabies vaccinations, setting up computer access and downloading programs, confidential meeting with Student Health Services, team building exercises, and tours of facilities.

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

Students have access to confidential solicitation of feedback through meetings with AD-UAF Reynolds, visiting DVM Services team members (Dr. Melinda Frye, Dr. Andrew West, and Ms. Jamie Fouty), and through an anonymous feedback system (electronic at CSU & UAF), and a locked suggestion box (at UAF).

12.6.6. Describe plans for improvement in resources for students.

Improvement in resources for students is an ongoing and evolving process. Feedback from meetings and confidential sources are discussed on site and with CSU administrators to develop plans that will meet the

students' needs. So far these discussions have led to the following outcomes:

1. The development of a wellness course to help students evaluate their overall health and wellness and develop tools for self-assessment and intervention.
2. Attendance by AD-UAF Reynolds and one or more faculty member to an annual AAVMC sponsored wellness summit for veterinary students and professionals
3. Follow-up meetings are planned after Dr. Fonken and Ms. Liptak's February visit to UAF to incorporate their findings into a plan for improvement in student services at UAF.
4. Third year CSU students will visit UAF during the spring semester to discuss the challenges associated with entering the third year curriculum and physically transitioning from Fairbanks to Fort Collins.

STANDARD 7

Admissions
12.7.1-12.7.6



Standard 7: ADMISSIONS

12.7.1. Minimum requirements for admission.

CSU is the accredited University and all applications are routed through CSU via VMCAS. The criteria for admission to the UAF-based program is identical to that established for the CSU-based program except that students applying to attend their first two years at UAF are required to write an additional essay (see below).

12.7.2. Student Selection Process including measures to enhance diversity.

CSU is the accredited University and all applications are routed through CSU via VMCAS. The CSU Admissions Committee has one member that serves as a diversity representative and is connected with an underserved minority population. Dr. Reynolds and Dr. Hueffer from UAF travel extensively to rural Alaska and recruit diversity students to undergraduate biomedical programs at UAF as part of their roles as PI's in the NIH BUILD funded BLaST (Biomedical Learning and Student Training) program at UAF. This program has been successful as an outreach to diversity students considering a career in veterinary medicine.

The Admissions process for the UAF-based program is nearly identical to that in place for students applying to the CSU-based program with two exceptions. All students applying to the UAF based program are required to write an additional essay describing why they want to study in Alaska and what they feel they might contribute to this program. The other change from the standard CSU process is the inclusion of two UAF faculty members on the CSU admissions committee during the review of the UAF-based applications.

12.7.3. Factors used as admission criteria.

CSU is the accredited University and all applications are routed through CSU via VMCAS. The factors used as admissions criteria are those described in the 2016 annual report filed by CSU to the AVMA COE. Those applicants who choose to apply to the UAF program are reviewed using the same criteria applied to all CSU applicants. Two UAF faculty reviewers serve on the Admissions Review Committee. We aim to admit 10 students to the combined program annually. Applicants can indicate if they are interested in attending the Fairbanks-based CSU program by checking a box on the online application form. The applicant must then submit an essay describing how they would benefit from the Alaska program and how the combined program would benefit from the applicant's participation in the program.

12.7.4. Admissions Table.

The first two years of applicants and matriculating students is summarized below:

UAF/CSU Applicants/Offers/Accepts									
	APPS			OFFERS			ACCEPTS		
	AKR	AKNR	Total	AKR	AKNR	Total	AKR	AKNR	Total
2015	20	71	91	9	14	23	7	3	10
2016	14	77	91	9	13	22	6	4	10

AKR - Alaska Resident Application
 AKNR - Non-Resident Alaska Application

Applications received for the class of 2021
 110 total applicants
 10 Alaskan residents

Applicants for the class of 2021 will be required to interview between January 14 and 15, 2017, prior to selection for the program. It is anticipated that offer letters will be sent out mid-February 2017.

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

The selection process remains identical to the CSU process and assessing the program will be done through the CSU CVMBS assessments process as outlined their 2016 annual report to the AVMA COE.

12.7.6. Policies and procedures for admitting transfer students who will receive a degree from your institution.

If any student should seek an admission by transfer from another veterinary medical education program into the UAF-based program, the policies and procedures for transfer admission would be determined by the CSU admissions committee with input from attending UAF admissions committee members.



STANDARD 8

Faculty

12.8.1-12.8.11

Standard 8: FACULTY

Since January 2014, six new full time tenure-track faculty members have been hired into the department. In addition, two faculty (Hueffer and O’Hara) transferred their tenure lines and appointments from the Department of Biology & Wildlife to the Department of Veterinary Medicine. Eight faculty with appointments in other departments or colleges at UAF are also associated with the veterinary program and will teach parts of the curriculum. In the summer of 2015, three part-time adjunct faculty members and one post-doc were hired to fill the remaining curricular needs of the program. A full time program coordinator and three-part time technicians were also hired during this period to support faculty in program development and delivery. The list of faculty, their degrees, positions within the department, courses taught, number of publications, proposals submitted, and grant dollars received are provided in Appendix 7.

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

12.8 Faculty Table A: Loss and Recruitment of Faculty				
Department	Faculty Lost	Discipline/Specialty	Recruited	Year
Veterinary Medicine	1	Anatomy	1	2016
Veterinary Medicine	1	Clinical / Surgery		2017
Biology	1	Physiology	1	2016

12.8 Table B: Faculty-Staff Support for teaching and research			
Area	FTE Clerical	FTE Technical	Other
Clinical			
Non-Clinical	0.5	1.6	
Research		0.9	
Total	0.5	2.5	0

The faculty and support staff in DVMed at UAF are well qualified to support delivery of the veterinary curriculum to UAF-based students. Each faculty member has either board certification in an AVMA recognized specialty, a Ph.D., or both. For those courses where expertise not covered by UAF faculty is required for instruction, CSU lectures are recorded and videoconferencing is made available for UAF-based students. Two of the support staff have Master’s degrees in relevant biomedical fields and the third is on hiatus from medical school. The program coordinator, Ms. Cathy Griseto, was the program administrator of a large NIH funded INBRE grant before assuming her position at DVMed.

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

12.8 Faculty Table C: Non-Veterinarians						
Title	MS	MD	Ph.D.	Board Certified	Board Certified & MS	Board Certified and Ph.D.
Administrator						
Professor						
Associate Professor						
Assistant Professor		1	2			
Instructor	1					
Lecturer	1					
Part-time Faculty (less than 75%)						

12.8 Faculty Table D: Veterinarians						
Title	DVM (only)	MS	Ph.D.	Board Certified	Board Certified & MS	Board Certified and Ph.D.
Administrator						1
Professor						1
Associate Professor	1		1			1
Assistant Professor	1					1
Instructor	1					
Lecturer			1			1
Part-time Faculty (less than 75%)			1			

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

The challenges at UAF to recruit and maintain faculty are significant due to location, weather, and fiscal climate. Recruiting faculty has routinely been difficult in Fairbanks due to the size of the town, the location (far away from the continental US), and the weather (reaching -40 in winter with less than 4 hours of daylight) The research opportunities of the Arctic are the draw, but families of those being recruited often decline to move to the “Far North”. The recent crash in the price of oil has caused a major loss of funding to the University from the State Legislature, which in turn has required some programs to do more with less. DVMed, however, has been able to retain sufficient faculty, and we expect to be able to do so in the future provided that University funding stabilizes as we anticipate.

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

Since the inception of DVMed, we have lost two faculty members, both Assistant Professors, both after

approximately one year of service, and both citing personal rather than professional reasons for departure. Dr. Ors Petnehazy was hired as an Assistant Professor of Anatomy in May of 2014. In May 2015 he gave notice that he was leaving to return to Hungary in order to be closer to his aging mother. Dr. Raymond Tarpley, Professor Emeritus Texas A&M University, was hired in August 2015 as a visiting Professor to cover the Anatomy curriculum for the Fall 2015 semester. Dr. Brian Vaughan Seed was hired in July 2016 as an Assistant Professor of Anatomy and delivered the Anatomy curriculum for the Fall 2016 semester.

Dr. Sarah Love was hired in August 2015 as an Assistant Professor of Clinical Sciences. She left in June of 2016 to pursue a career as a relief veterinarian in Colorado where her partner is now living. The Clinical Science offerings for the Spring 2017 semester will be taught by Dr. Lisa Lunn (UAF DVMed) and visiting professors from CSU and other AVMA accredited Schools of Veterinary Medicine. Dr. Michael Harris, who was appointed as a Professor in the Biology and Wildlife Department at UAF and taught the Physiology portion of the DVM curriculum during the Fall 2015 semester, also left UAF during 2016.

Dr. Harris (taught Physiology in first year of program) and his wife were offered positions at California State Long Beach, and moved in August 2016, citing opportunities for career advancement and family as their reasons for departure. The Fall 2016 Physiology course was taught by Dr. Julie Avery (Ph.D.) and Dr. Marianne Lian (DVM, Ph.D. graduate student). The plan for 2017 is to have Dr. Avery and Dr. Lian teach Physiology again.

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

The Department of Veterinary Medicine is part of the College of Natural Science and Mathematics at UAF. Promotion and tenure policies were recently updated (January 2016) and adopted by the department, with additional weight given to the heavy teaching load and service portion of the faculty in our department. A copy of the Pre- and Post-Tenure promotion, tenure review criteria is attached as Appendix 8.

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

Each faculty member meets annually with AD-UAF Reynolds to develop a workload plan for their expected productivity in teaching, research, and service. This plan is then approved by CNSM Dean Layer and used in their evaluation for promotion and tenure. Although each faculty member has responsibilities in each area, each plan is designed around the strengths of the individual faculty member so that no two plans are identical. Those who excel in teaching have a higher teaching load than those who spend more time in research. Everyone has a minimum of 5% service load. This allows each faculty member to be evaluated for the areas where they are most effective and has led to a productive faculty with very good morale.

12.8.7. Briefly describe faculty professional development opportunities available in the college/university.

CNSM Dean Layer reviews each faculty member's annual activities and makes recommendations for improvement if necessary. Each untenured junior faculty member is assigned a senior faculty mentor upon joining the DVMed. This mentor helps the new faculty member navigate the UAF academic system and outline a plan for successful passage through the promotion and tenure process. Mentees meet semi-annually with mentors to evaluate progress, understand review recommendations, and adjust plans and strategies for success. The Department budget also includes travel for continuing education and attendance at conferences and workshops (as required for licensing and renewal for the State of Alaska Board of licensing and certification). UAF also provides opportunities to faculty in the areas of teaching

development, grant writing, and leadership training.

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

Any loss of current faculty through retirement, or non-retention would result in an immediate search for a replacement. In the interim, courses taught by this faculty member would be handled by other UAF faculty or through distance delivery by CSU faculty depending upon the subject material and workload of the faculty concerned. We did lose our internal medicine assistant professor in May of 2016. Since we do not have a teaching hospital we have decided to cover Clinical Sciences course offerings by bringing in guest lecturers from other AVMA accredited programs, CSU professors, and UAF professor Dr. Lisa Lunn. The faculty line for the internist will now be used to hire a DVM epidemiologist to help cover preventive medicine and to expand development of our One Health teaching and research.

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

All advertisements for faculty and staff positions are placed in well recognized internationally respected journals and websites and emphasize the equal opportunity environment fostered at UAF. All hiring is overseen by the UAF Department of Human Resources under university, state, and federally mandated diversity guidelines. Our current faculty is internationally diverse with representatives from Germany, Canada, Italy, Australia, New Zealand, and Norway.

12.8.10. 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.

Physiology, Immunology, and part of Theriogenology are taught on campus by faculty from other academic sectors, such as the Institute of Northern Engineering (Physiology), the Department of Biology and Wildlife (Immunology), and the School of Natural Resources (Theriogenology). These offerings represent 11 of 88 core credits (5 credits Physiology, 3 credits Immunology, and 3 credits Theriogenology) taught during the first two years to DVM students at UAF.

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

There are no interns or residents at UAF. One Veterinarian (Lian) is a Graduate student and teaches in Physiology (1/7 credits) and is the course coordinator for the distance delivered Veterinary Anesthesiology course. Dr. Christine Hansen, DVM, Ph.D., is a post-doctoral fellow in DVMed and assists in the delivery of the foundations courses and as course coordinator for the distance delivered Diagnostic Imaging course.



STANDARD 9

Curriculum
12.9.1-12.9.9

Standard 9: CURRICULUM

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

This program is based at CSU and delivered at UAF, as such curriculum objectives are those stated in standard 12.9.1 of the 2015 self-evaluation report from CSU to the AVMA COE:

“The CSU DVM curriculum provides four years of education and training to progressively advance students in knowledge and application of normal biology, pathophysiology, clinical medicine, surgery, clinical reasoning, and professional skills. Students are provided with a wide variety of learning opportunities to ensure they are prepared to work as professionals in a broad array of veterinary areas.”

The overall objectives of the UAF-based curriculum is to prepare students to perform well in their second and third years at CSU and in so doing prepare them for a career in veterinary medicine. Along this path our goal is teach our students to be lifelong learners (DVM 693 Strategies for well-being in veterinary profession), to give them the skills to communicate well with other people (DVM 610, 611, 710, 711 Foundations of Veterinary Medicine), to develop their senses and skills for use in a clinical setting (DVM 745 & 747 Introduction to Clinical Sciences), and to gather and organize information to use in solving problems (DVM 640, 741, 742 Biology of Disease, DVM 618 Physiology, DVM 606 Immunology). We want our students to understand their roles as community leaders and One Health practitioners. We want them to understand and believe they can make a positive difference in whichever community they reside. We try to take a very holistic approach to our profession and along the way we also want to teach our students techniques for self-assessment and intervention so that they can take care of themselves and have a healthy fulfilling lifestyle while becoming capable practitioners of veterinary medicine.

We have sought to accomplish these goals by using generously shared CSU course syllabi and lecture material to develop course offerings that are engaging, focus on the strengths of small group learning, and yet are equitable, in terms of learning outcomes, across the two programs. The paragraphs below outline our course of action to date.

The UAF faculty senate has approved all four semesters of core courses and is in the final stages of approval for four elective courses (Performance Dog Medicine, Strategies for Maintaining Personal Well-being in the Veterinary Profession, Skeletal Articulation, and Compassionate Patient Care). The CSU required textbook and supply lists for all core courses are duplicated for UAF-based courses.

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

This is the first accreditation of the AVMA. No major changes have occurred since the inception of the program.

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.

The CSU curriculum committee, which has one member representing UAF (Dr. Hueffer), meets twice a month. The mission of the committee was described previously (Appendix 2). Key characteristics of each course are summarized in table 12.9.6 below. CSU curricular assessment and review is described in detail in section 12.9.3 of their 2015 self-evaluation report to the AVMA COE and summarized below. Every seven years the committee conducts a longitudinal review by system over the entire four-year program. Targeted

reviews may be conducted more frequently if needs for such are indicated by faculty or student feedback, instructor turnover, or curricular reorganization. CSU is currently undergoing a curriculum mapping exercise to identify overlaps and underserved components of the curriculum, according to core competencies. Faculty from UAF will work with those at CSU to implement new curricular changes as equitably as possible across the two sites.

We have delivered the first three semesters of the curriculum. Curriculum Committee chairs (Dr. Hueffer at UAF and former chair Dr. Dave VanMetre at CSU) have been meeting regularly since April 20, 2015 to assure curricular alignment. AD-UAF Dr. Reynolds and AD-CSU Dr. Frye have been meeting bi-weekly since June 2015 to discuss and address student performance, course and program alignment, and any challenges as they arise. Faculty Course Coordinators at CSU are working closely with faculty Course Coordinators at UAF to assure that the curriculum is presented equitably and completely. CSU faculty members have shared course syllabi, lecture notes, learning objectives, slides, and all other relevant materials to aid the UAF faculty in preparing their course presentations. In October of 2016, Dr. Andrew West, CSU Education Development Manager, traveled to UAF and met with faculty to help evaluate and develop teaching strategies that will optimally engage students and improve learning outcomes. He also met with students to receive feedback on these issues. A report on his findings and recommendations in these areas may be found in Appendix 9.

Dr. West has scheduled an education improvement workshop for UAF-based faculty during June of 2017. He will continue to work with UAF faculty and staff to help align and improve the education process in the UAF DVM program.

Course and instructor evaluations are completed by students at the end of each course and this information is used by instructors, the administration, and the curriculum committee to assess curricular offerings. These course evaluations are used in the annual review process and are also incorporated in promotion and tenure files. Each faculty member is also required to include peer reviews of teaching in promotion and tenure files. Innovations and accomplishments are thus rewarded, and problems are identified and referred to teaching support mechanisms at UAF (i-teach and teacher improvement workshops) and CSU (Dr. Andrew West and Ms. Jamie Fouty).

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

The greatest strength of the UAF-based program lies in the high faculty-student ratio. This allows faculty to teach using innovative and engaging techniques such as problem-based learning and flipped classroom techniques that work best in a small class format. It also allows the faculty to conduct many hands-on laboratories so UAF-based students get to handle animals and hone basic clinical skills early on and often in the two years they spend in Fairbanks.

Another significant strength of this program is its partnership with the CSU, one of the top ranked veterinary programs in the United States. This partnership is emphasized at every stage of the education process and the great talent and skills of the CSU faculty and staff are leveraged for UAF-based students through summer programs, CSU faculty visits, distance instruction and support services.

Perhaps the most subtle strength of the UAF program is also a characteristic that makes it more challenging and that is its location in Alaska. Our Alaska location offers these students opportunities they would not find anywhere else. We have one fifth the land mass of the lower forty-eight states and less than one third of the state is accessible by road; this results in hundreds of communities lying off of the road system. Many of the people in these rural communities live a subsistence lifestyle, which affords unique challenges in the

areas of food safety and security, and, zoonotic disease surveillance and prevention. Alaska has large wildlife populations and this creates opportunities for study of wildlife disease and medicine. UAF is the number one research campus at the University of Alaska and so provides DVM students a plethora of research opportunities while matriculating in their DVM program and afterwards. Partnerships between DVMed and the Alaska Sea Life Center and the Alaska Native Tribal Health consortium further expand clinical research opportunities for our UAF and CSU-based students.

The weaknesses associated with the UAF-based program lie in the small number of faculty, the lack of a teaching hospital and a location that is far in both distance and time zones from our partner and parent program at CSU. We work to minimize the impact of these limitations through several mechanisms (recorded lectures, live-streaming when available, and Skype with CSU faculty). We have worked to improve teaching and optimize student exposure to all aspects of veterinary medicine by working collaboratively with our colleagues at CSU in curriculum development and delivery, and maximizing both the number of CSU faculty members visiting UAF and the amount of time they spend there.

We have addressed the lack of an on-site teaching hospital by increasing the number of hours of hands-on animal contact and clinical skills development such as physical exam, restraint, auscultation, practice with ECG and ultrasound, and blood collection. We have also helped students find inter-semester employment in local, high quality practices by building a collaborative relationship with our local veterinary association. The UAF-based curriculum provides students with a large amount of hands-on experience with both large and small animals. Over this two year period students experience more than 90 hours of contact with live animals to develop handling and basic clinical skills such as safe and humane restraint, physical exam, and venipuncture.

Fall 2015		
Foundations I (DVM 610)		Hours
	Food Animal	3
	Equine	3
	Small Animal	4
Performance Dog Medicine (DVM 681)		
	Small Animal	4
Anatomy	Small Animal	6
	Large Animal	6

Spring 2016		
Foundations II (DVM 611)		
	Food Animal	4.5
	Equine	1.5
	Small Animal	4
Veterinary Neurobiology (DVM 619)		
	Small Animal	4
Compassionate Patient Care (DVM693)		
	Small Animal	18

Fall 2016		
Foundations III (DVM 710)		
	Food Animal	5
	Equine	1
	Small Animal	7
Anatomy	Small Animal	6
	Large Animal	6

Spring 2017		
Foundations IV (DVM 711)		
	Food Animal	3
	Equine	3
	Small Animal	7

We have tried to minimize the impact of distance between campuses by offering elective courses that are co-taught by CSU and UAF faculty at times that work for both sets of students. For electives offered only on site we have recorded lectures and online assessments so they are available in both locations. Distance connections via the internet have also improved the capacity for our students to attend club meetings at CSU and receive tutoring and other student services from CSU.

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

UAF faculty and administrators are currently working with CSU to get externships approved for all 3rd and 4th year CSU students. It is ironic that the UAF-based students will be in Colorado when externships are relevant for them, but we want to exploit the unique opportunities in Alaska for all CSU-based students. Ms. Deb Liptak coordinates these efforts and is helping UAF faculty develop the criteria for admission. Students are required to provide a written evaluation of their experience to receive academic credit. The supervisory evaluations for students participating in these externship programs will be made by faculty members at UAF, in conjunction with on-site officials that oversee the training as outlined for each externship program below:

1. Sled Dog Medicine. Dr. Christina Hansen, DVM, PhD, a postdoctoral fellow in the DVMed is the head veterinarian for the Yukon Quest International Sled dog Race held between Fairbanks, Alaska and Whitehorse YT each February (3 - 4 weeks). Dr. Hansen is also the head veterinarian for the Copper Basin 300 sled dog race held in Glennallen, Alaska each January (2 weeks). Students applying for this externship must first satisfactorily complete the performance dog elective course, write a letter of application, and be interviewed by Dr. Hansen. They will learn field care for sled dogs and travel along the trail assisting race veterinarians in their duties. The externship lasts 3 - 4 weeks and will take place between Fairbanks, Alaska and Whitehorse, Yukon Territory, Canada.

2. Public Health. Alaska State Veterinarian Dr. Robert Gerlach will work with students interested in this externship will spend time working on public health related issues in Alaska. This program is 2 - 4 weeks long and will take place in Anchorage, Alaska.

3. Alaska Native Tribal Health Consortium (ANTHC). This externship will focus on preventive health care for pets in rural villages as well as subsistence food safety and zoonotic disease surveillance. This externship will be supervised by Dr. Todd O’Hara DVM Ph.D., (DVMed) and Dr. Jim Berner, M.D., (ANTHC). It will and

last 2 - 8 weeks and take place in Fairbanks and Anchorage, Alaska.

4. Alaska Sea Life Center. This externship will be supervised by Dr. Tuula Hollmen DVM, Ph.D., (DVMed) and have opportunities for clinical wildlife (Marine mammal, bird, fish, invertebrate) medicine and rehabilitation. These externships will last 4-8 weeks and take place in Seward, Alaska.

5. Wildlife Pathology externship. This program will be supervised by Dr. Molly Murphy DVM, Ph.D. (DVMed) in coordination with Dr. Kimberly Beckmen DVM, Ph.D., (Alaska Department of Fish and Game). Students will help conduct postmortem examinations on Alaskan wildlife and learn about wildlife diseases and pathology. This program takes place for 4 - 8 weeks during the summer only in Fairbanks, Alaska.

6. Wildlife Toxicology externship. This program will take place in the Wildlife Toxicology Laboratory at UAF and supervised by Dr. Todd O'Hara, DVM, Ph.D., (DVMed) and Dr. Lorrie Rea, Ph.D., (DVMed). Students will learn the role toxins play across the food web in Alaska and how this effects wildlife and subsistence-based communities in rural Alaska. It will last 4 - 8 weeks and take place in Fairbanks, Alaska.

12.9.6. Curriculum Digest .

DVM Courses at UAF

NOTE: Course numbers at CSU are denoted by “VM”, while UAF uses the designation “DVM”; course numbers are identical.

<i>Fall 1st year</i>	Course #	Credits	UAF Faculty Course Coordinators	CSU Co-ordinating Faculty	Delivery Method	Assessment
Veterinary Science: Research and Methods: <i>Conduct of responsible research, contributions of research to the practice of veterinary medicine, and career opportunities.</i>	DVM 603	1	Dr. Arleigh Reynolds	Dr. Susan VandeWoude	UAF	UAF Assessment
Veterinary Immunology: <i>Infectious agents, immune-mediated diseases, immune deficiencies, and principles of vaccination.</i>	DVM 606	3	Dr. Andrea Ferrante	Dr. Amy Mac-Neill	UAF	Hybrid UAF/CSU Assessment
Foundations of Veterinary Medicine I: <i>Development of professional skills (ethics, communication, physical exam, surgical skills) necessary for the practice of veterinary medicine.</i>	DVM 610	1	Dr. Lisa Lunn, Dr. Cristina Hansen	Ms. Krysta Chapin, Dr. Ray Whalen	UAF	UAF Assessment
Functional Anatomy: <i>Embryonic development and organogenesis are incorporated to improve understanding of normal anatomy and common developmental pathologies.</i>	DVM 616	8	Dr. Vaughan Seed	Dr. Anna Fails	UAF	UAF Assessment
Veterinary Physiology and Histology: <i>Gross and microscopic anatomy and physiology of gastrointestinal, cardiovascular, respiratory, hemopoietic, urinary systems in selected domestic animals.</i>	DVM 618	7	Dr. Julie Avery, Dr. Marianne Lian	Dr. Gretchen Delcambre, Dr. Tiana Magee	UAF	Same assessments as CSU
Principles of Diagnostic Imaging: <i>Diagnostic film and digital radiography, computed tomography, ultrasound, magnetic resonance, nuclear medicine, and radiographic and sonographic anatomy.</i>	DVM 625	2	Dr. Cristina Hansen	Dr. Linda Lang	Distance from CSU	Same assessments as CSU

Spring 1st year	Course #	Credits	UAF Faculty Course Leaders	CSU Coordinating Faculty	Delivery Method	Assessment
Foundations of Veterinary Medicine II: <i>Development of professional skills (ethics, communication, physical exam, surgical skills) necessary for the practice of veterinary medicine.</i>	DVM 611	1	Dr. Lisa Lunn, Dr. Arleigh Reynolds, Dr. Cristina Hansen	Ms. Krysta Chapin, Dr. Ray Whalen	UAF	UAF Assessment
Veterinary Neurobiology: <i>Structural and functional foundations of nervous system activity; introduction to clinical neurology</i>	DVM 619	4	Dr. Chris Thomson	Dr. Ray Whalen	UAF	Hybrid UAF/CSU Assessment
Veterinary Nutrition & Metabolism: <i>Intermediary metabolism, nutrients, and animal nutrition.</i>	DVM 623	2	Dr. Arleigh Reynolds	Dr. David VanMetre, Dr. Mike Lappin	UAF	Same assessments as CSU
Veterinary Bacteriology & Mycology: <i>Biology of bacterial and fungal pathogens of animals with emphasis on common infectious diseases encountered in veterinary practice.</i>	DVM 637	3	Dr. Karsten Hueffer	Dr. Doreene Hyatt	UAF	Same assessments as CSU
Veterinary Parasitology: <i>Biology of helminth, arthropod, and protozoan parasites of animals will be discussed with emphasis on common parasites encountered in veterinary practice.</i>	DVM 638	2	Dr. Karsten Hueffer	Dr. Lora Ballweber	Distance from CSU	Same assessments as CSU
Veterinary Virology: <i>Biology of viral pathogens of animals with emphasis on common infectious diseases encountered in veterinary practice.</i>	DVM 639	2	Dr. Karsten Hueffer	Dr. Christie Mayo	UAF	Same assessments as CSU
General Pathology Biology of Disease: <i>Introduction to mechanisms of subcellular, cellular, tissue, and organ response to injury and associated pathological processes.</i>	DVM 640	5	Dr. Molly Murphy, Dr. John Blake	Dr. Gary Mason	UAF	Hybrid UAF/CSU Assessment
Food Animal Production & Food Safety: <i>Basic orientation to food animal production units, herd health concepts, and issues of food safety from preharvest through processing and distribution.</i>	DVM 648	2	Dr. Lisa Lunn	Dr. Franklin Garry	UAF removed same assessment as CSU	UAF Assessment

<i>Fall 2nd year</i>	Course #	Credits	UAF Faculty Course Leaders	CSU Coordinating Faculty	Delivery Method	Assessment
Foundations of Veterinary Medicine III: <i>Development of professional skills (ethics, communication, physical exam, surgical skills) necessary for the practice of veterinary medicine.</i>	DVM 710	1	Dr. Lisa Lunn, Dr. Cristina Hansen	Dr. Krysta Chapin, Dr. Ray Whalen	UAF	Hybrid UAF/CSU Assessment
Preventive Medicine: <i>Principles of health promotion and disease prevention in populations.</i>	DVM 714	4	Dr. Arleigh Reynolds, Dr. Tuula Hollmen	Dr. Francisco Oleo-Popelka, Dr. Sangeeta Rao	Hybrid	CSU Assessment
Veterinary Pharmacology: <i>Basic and clinical pharmacology, therapeutic practice, and pharmacy management.</i>	DVM 722	4	Dr. Todd O'Hara	Dr. Greg Amberg	UAF with CSU Materials	CSU Assessment
Bioanalytical Pathology: <i>Mechanisms, interpretation, and applications of laboratory analyses for solving diagnostic problems.</i>	DVM 724	6	Dr. Molly Murphy	Dr. Bohn	UAF with some CSU Materials	Hybrid UAF/CSU Assessment
Pathology of Organ Systems I/Biology of Disease II: <i>Pathogenesis of organ system diseases and integrated systemic pathology.</i>	DVM 741	4	Dr. Molly Murphy	Dr. Pat Cole	UAF	Hybrid UAF/CSU Assessment
Veterinary Clinical Toxicology: <i>Common toxicants and poisonous plants encountered by companion and farm animal species, their pathophysiological effects, and clinical treatments.</i>	DVM 751	2	Dr. Todd O'Hara	Dr. Dan Gustafson	UAF with CSU Materials	Same Assessment as CSU

	Course #	Credits	UAF Faculty Course Leaders	CSU Coordinating Faculty	Delivery Method	Assessment
Spring 2nd year						
Foundations of Veterinary Medicine IV: <i>Development of professional skills (ethics, communication, physical exam, surgical skills) necessary for the practice of veterinary medicine.</i>	DVM 711	1	Dr. Lisa Lunn, Dr. Cristina Hansen	Ms. Krysta Chapin, Dr. Ray Whalen	UAF	UAF Assessment
Principles of Imaging Interpretation I: <i>Clinical indications and interpretation for imaging modalities in examination of body systems.</i>	DVM 726	2	Dr. Cristina Hansen	Dr. Sean Adams	UAF with CSU Materials	Same assessments as CSU
Principles of Surgery: <i>Principles and concepts of general and orthopaedic surgery.</i>	DVM 733	2	Dr. Arleigh Reynolds, Dr. Cristina Hansen	Dr. Cat MacPhail	Hybrid	Same assessment as CSU
Principles of Anesthesia: <i>Integration of physiological and pharmacological principles in clinical anesthesia.</i>	DVM 737	3	Dr. Marianne Lian	Dr. Peter Hellyer	UAF with CSU Materials	Same assessments as CSU
Pathology of Organ Systems II: <i>Pathogenesis of disease in organ systems, systemic pathology.</i>	DVM 742	3	Dr. Molly Murphy	Dr. Sushan Han	UAF	Hybrid UAF/CSU Assessment
Theriogenology: <i>Reproductive function and disease, including mammary gland and endocrine regulation of reproduction and lactation.</i>	DVM 744	3	Dr. Jan Rowell	Dr. Pat McCue	UAF with CSU Materials	Same assessments as CSU
Clinical Sciences I: <i>Diagnostic approaches to common medical problems of cardiovascular, urinary, and digestive-hepatic systems.</i>	DVM 745	5	Dr. Lisa Lunn	Dr. Kristy Dowers	UAF with CSU materials and a visiting CSU faculty member	Hybrid UAF/CSU Assessment
Clinical Sciences II: <i>Diagnostic approaches to common medical problems of organ systems.</i>	DVM 747	5	Dr. Lisa Lunn	Dr. Marisa Ames, Dr. Robert Callan	Visiting CSU faculty member	Hybrid UAF/CSU Assessment

<i>Electives</i>	Course #	Credits	UAF Faculty Course Leaders	CSU Co-ordinating Faculty	Delivery Method	Assessment
Compassionate Patient Care: <i>Care for chronically ill animal; practical aspects and limitations, challenges, emotional aspects, empathy for owner, monitoring, treating clinical disease, ethical aspects, communication, and physical therapy needs.</i>	DVM 693	1	Dr. Christine Thomson, Dr. Vaughan Seed, Dr. Arleigh Reynolds	None	UAF	UAF Assessment
Performance Dog Medicine & Surgery: <i>Provide additional information on Performance Dogs, care and rehabilitation.</i>	DVM 681 (VS681A2)	2	Dr. Arleigh Reynolds, Dr. Karsten Hueffer	Dr. Felix Duerr	Hybrid - Co taught with CSU	Same assessment as CSU
Strategies for Establishing and Maintaining Well-Being: <i>Stress and financial issues have caused the Veterinary profession to have one of the highest rates of burnout and depression in any profession. This course is being developed to assist PVM students in the management of their issues.</i>	DVM 777	2	Dr. Arleigh Reynolds, Dr. Christine Thomson		UAF	UAF Assessment
Skeleton Articulation: <i>Hands-on articulation of actual skeletons, supplemented with theory/ lectures covering bones, joint types, and biologically accurate limb/joint angles.</i>	DVM 394/694	2	Dr. Vaughan Seed, Ms. Megan Hoffman	None	UAF	N/A

12.9.7. Describe current plans for curricular revisions.

Plans are underway to change the delivery of Preventive Medicine. The first half of the course was taught this year in a week-long intensive by visiting Professor Dr. Sangeeta Rao, to accommodate limited instructor availability. After that week-long intensive (24 hours of additional lecture) the students watched the remainder of the recorded course lectures and completed course assignments on CSU Canvas. Dr. Rao’s presentation was attended by students and faculty and given an outstanding evaluation by all who attended. This situation was not, however, ideal, and plans are being formulated to correct this situation by having an instructor in place at UAF by next Fall and by enhanced collaborative efforts to ensure the course syllabus and objectives align well between the two programs.

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

UAF-based faculty use the same grading system as that adopted by the CSU faculty. This system uses a traditional A-F grading assessment as the evaluative outcome. Policies relevant to scholastic standards, student disabilities, attendance, leave of absence/withdrawal, examination guidelines, and grading may be viewed under the Policies, Rights, and Responsibilities sub-headed on the DVM Student Resources page, <http://csu-cvmb.colostate.edu/dvm-program/Pages/dvm-student-resources.aspx>. One of the UAF-based faculty (Dr. Lisa Lunn) attends the DVM Scholastic Standards Committee meetings monthly to assist UAF in staying current with assessment and evaluative outcomes.

As indicated in a prior section, Dr. B. Vaughan Seed was recently hired from Australia just before the fall semester in anatomy. Dr. Seed used his knowledge from the former Veterinary School in teaching and evaluation of the students. Since his evaluation scale was different than that used at CSU, he adjusted grades for this course, with the help of a statistician, to bring his student evaluations in alignment with those

at CSU. All other courses use the CVMBS-DVM guidelines in grading students.

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.

These topics are addressed in DVM 603 Veterinary Science: Research and Methods (fall year 1), DVM 611 Foundations of Veterinary Medicine II (spring year 1), and DVM 693 Compassionate Care, an elective offered each fall. Students are exposed to how social-economic, ethnic and religious backgrounds must be considered when communicating with clients and at every level of veterinary medicine up to an including policy making and addressing global issues and their management. In addition, Alaska is home to dozens of different cultural groups and our students interact with members of many of these groups on a daily basis by living in Fairbanks and attending UAF. Alaska Native culture (not just one, and the differences between some of the cultures are substantial, e.g. Tlingit and Yup'ik) can be experienced in food, clothing, belief systems and ways of knowing, music, and visual and performing arts on a daily basis. Since many of our communities lie off the road system, with limited access human health care, and often no access to veterinary care, a One Health approach to managing preventive medicine, population control, food safety, and zoonotic disease surveillance is central to the educational experience of our students. Opportunities to work in rural communities are available to all of our students during their time at UAF.



STANDARD 10

Research

12.10.1-12.10.2

Standard 10: RESEARCH PROGRAMS

12.10.1. Describe up to five programs of research emphasis and excellence and specifically focus on how these programs integrate with and strengthen the professional program.

All faculty members in the Department of Veterinary Medicine at UAF have a research appointment as part of their workload. This varies from 15% to 50% of annual effort for a total of 5.65 research FTE (Table 12.10.3b). Over the past two years, faculty members with appointments in the department have published 26 papers in peer-reviewed journals and have been awarded \$28,287,416 in research funds. A summary of research funding awarded over the past 3 years to faculty appointed in DVMed at UAF is presented in the tables below. The faculty have built strong research programs in areas such as wildlife toxicology (Dr. O'Hara and Dr. Rea), infectious and zoonotic diseases (Dr. Hueffer), nutrition and exercise physiology (Dr. Reynolds), wildlife pathology (Dr. Murphy), and herd health (Dr. Lunn) all under the umbrella of the One Health paradigm.

The Wildlife Toxicology Laboratory is managed by Dr. Todd O'Hara and Dr. Lorrie Rea. This lab measures environmental toxin accumulation in marine and terrestrial food chains. This information is used to help guide regulatory policy, formulate subsistence food safety guidelines, and investigate health issues in the species tested. The Wildlife Toxicology Laboratory currently employs 6 undergraduate students, 2 DVM students and 5 Ph.D. graduate students. This laboratory is funded through Federal, State and regional community agencies.

The Infectious and Zoonotic Disease Laboratory is managed by Dr. Karsten Hueffer. This lab studies viral and bacterial diseases from the molecular through the ecological level. Recent studies have focused on determinants of Rabies virus infection in endemic host species and reproductive failure in migratory birds due to bacterial infections of their eggs. This lab currently employs 4 undergraduate students, 1 DVM student, 1 Ph.D. graduate student, 1 Ph.D. post- doctoral fellow. This laboratory is funded through Federal, State, University and Tribal sources.

The Performance and Nutrition Laboratory is managed by Dr. Arleigh Reynolds and Dr. Kriya Dunlap. This laboratory studies the relationship between diet and performance in sled dogs and also explores the role of sled dogs in rural Alaska as sentinels for the people with whom they share their environment. Recent studies have examined the role of nutrition in managing stress in the digestive and immune system and the health risks and benefits associated with a subsistence diet. This lab currently employs 2 undergraduate students, 2 DVM students, 2 MS students, 1 Ph.D. student, and one DVM-Ph.D. student.

The Wildlife Pathology Laboratory is managed by Dr. Molly Murphy. This laboratory studies diseases in subsistence food animal and emerging vector species. Currently this laboratory employs 4 undergraduate students, 1 DVM Student, 1 MS technician, and 1 DVM Ph.D. student. This research is supported by State, regional community and University funding sources.

Dr. Tuula Hollmen is the chief scientific officer for the Alaska Sea Life Center. Her laboratory studies subsistence food safety and security in rural Alaskan communities and the population dynamics of key avian species. The Sea Life Center employs 2 DVM students, and 1 DVM Ph.D. student, and provides research internship and clinical externship opportunities for DVM students. This work is supported by Federal, State and private funding.

12.10.3a: Table Research programs				
Academic Year	Total Students	Students funded and unfunded	Peer Reviewed Publications with DVM Students as Authors/Co Authors	Veterinary Students in joint DVM/Grad academic program
2014-2015	7	7	1	0
2015-2016	20	20	2	0
2016-2017	20	20	0	0

12.10.3.b: Table Research Faculty							
Department	Number of Faculty	Total faculty FTE	Number of faculty in research	Number of Faculty involved in delivering DVM Curriculum	Total Research FTE	Unique, Original Peer Reviewed research publications	Number of original book chapters
Dr. Karsten Hueffer, Veterinary Medicine	1	0.75	1	1	0.35	11	0
Dr. Marianne Lian, Veterinary Medicine	1	0.3	1	1	0.7	3	0
Dr. Lisa Lunn, Veterinary Medicine	1	0.5	1	1	0.2	0	0
Dr. Molly Murphy, Veterinary Medicine	1	1	1	1	0.2	1	0
Dr. Todd O'Hara, Veterinary Medicine	1	1	1	1	0.3	19	2
Dr. Arleigh Reynolds, Veterinary Medicine	1	1	1	1	0.2	7	1
Dr. Cristina Hansen, Veterinary Medicine	1	1	1	1	0.5	8	0
Dr. B. Vaughan Seed, Veterinary Medicine	1	1	1	1	0.2	0	0
Dr. Christine Thomson, Veterinary Medicine	1	1	1	1	0.2	2	1
Dr. Andrea Ferrante, Biology & Wildlife	1	0.3	1	1	0.5	22	6
Dr. Tuula Hollmen, Alaska Sealife	1	0.2	1	1	0.8	3	0
Dr. Julie Avery, Institute of Northern Engineering	1	0.3	1	1	0.7	4	0
Dr. Jan Rowell, School of Natural Resources	1	0.2	1	1	0.8	1	1
Total 2014-2016	13	8.55	13	13	5.65	81	11

12.10.3.c: Table Research Grants							
Department	Federal Extramurally-Sponsored Grants		State Extramurally-Sponsored Grants		Private Extramurally-Sponsored Grants		Patents
	Number	Value	Number	Value	Number	Value	Number
Veterinary Medicine	1	\$24,498,941	1	\$900,897	1	\$79,170	0
2014-2016 Only							
Grants, Contracts or patents in year it was awarded to faculty holding a primary (+50%) appointment in Dept.							
Include only the component of total budget awarded to department							

NOTE: The research funds above are grants awarded to Dr. Reynolds, Dr. Hueffer, Dr. O’Hara, Dr. Lunn and Dr. Murphy.

12.10.1.a. Provide a description (one page or less) of measures of faculty research activity, apart from publications and grants enumerated in Tables 12.10.3.b and 12.10.3.c.

Appendix 7 outlines sponsored Awards, manuscript and abstract production, invited presentations, and review board memberships providing evidence of outstanding research activity by UAF DVMed faculty.

12.10.2. Describe courses or portions of the curriculum where research-related topics are covered (for example - literature review/interpretation, research ethics, research methods or techniques, and study design).

DVM 603: Introduction to Veterinary Research and Methods is a required course in the first semester of the first year curriculum. The preliminary section of this course covers technical aspects of research skills such as responsible conduct in research, research design, grant writing strategies, publication of research, critical evaluation of a research paper and the roles of IACUC and IRB. During the second portion of the course, the coordinator engaged prominent researchers to present to the students in person and via live video conferencing on their research and the career path that led them to become involved in research.

Students are invited to “lunch and learn” opportunities with invited speakers of the Biomedical and One Health Seminars, as well as the AVMA vice president (Dr. Rebecca Stinson), Dr. James Cook (University of Missouri), Dr. Temple Grandin (CSU), Dr. Ashley Stokes (CSU), Dr. Christine Hardy (CSU), and Dr. Dirk Vanderwall (Utah State University).

12.10.2.a. Describe/list the current 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.

The Department strongly supports research experiences for pre-veterinary and veterinary students. Dr. Hueffer and Dr. Reynolds are Co-PIs on the BLaST (Biomedical Learning and Research Training) grant, a \$24.6 million NIH Build grant which supports engagement and retention of under-represented populations of undergraduate students in biomedical research and education. This grant, which supports faculty research involving undergraduate students, provides full coverage scholarships and research mentoring support, has been tremendously successful in supporting Alaska Native and Rural students in biomedical programs. Additionally, it has provided a strong recruiting tool for the veterinary medical program at UAF; in fact, one of our first year Alaska resident students is a former BLaST Scholar.

Over the last three years, six students (two each year) from CSU have accepted summer research positions at UAF with faculty who conduct field to bench research. These students are provided \$5,000 each to cover

airfare, housing and living expenses, with each campus contributing half of these funds. These opportunities are expected to continue each summer. Student exchange will be enhanced when UAF-based students will have the opportunity to work in laboratories at CSU. The two universities have worked closely together in this endeavor and are committed to providing all students with an array of cross-campus experiential learning opportunities. Opportunities for UAF-based students to work in CSU laboratories are presented annually to the UAF-based students during DVM 603 (Introduction to Research and Methods).

All UAF DVMed faculty have research appointments and DVM students are encouraged to work in these laboratories as their time and interest permit. UAF-based students are informed of research opportunities during their introduction to research course (DVM 603) and by instructors of other courses as such opportunities arise. Students are also notified by e-mail when opportunities to work with the state veterinarian or the Alaska Native Tribal Health Consortium become available.

UAF recently submitted a sub-award (Todd O'Hara, PI) on CSU's competitive renewal NIH T35 Veterinary Summer Scholar application submitted in September 2016 that would designate specific positions for UAF veterinary student research training at CSU and CSU veterinary student research training at UAF (total of 4 positions per year requested. Faculty on the UAF campus hold 4 NIH (INBRE, COBRE, BUILD-BLaST, and CTR-IN) and several USDA funded program grants that provide opportunities for faculty and students to obtain support for research, equipment, and travel. There are currently 4 RO1 series NIH grants at UAF, three of which may provide research opportunities for DVM students. Of our 20 current DVM students, 16 had research experience before entering their veterinary education, 3 had research experiences last summer, and 7 are planning on working in research laboratories during the 2017 summer break.

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

Biomedical and One Health Seminars are collectively hosted by the UAF Department of Veterinary Medicine and the BLaST and INBRE programs. We seek seminar speakers with a biomedical and One Health background. Seminars are held Mondays from 3:00 to 4:00 in the Murie Auditorium at the UAF campus and are video-conferenced to numerous UAF satellite and UA campuses, and health care institutions throughout Alaska. The seminar attracts a general audience that comes from many different life and social science disciplines. The audience members span a broad range of career stages (undergraduate and graduate students, veterinary students, technicians, postdoctoral researchers, faculty members, and medical professionals). Speakers have come from Colorado State University (Dr. Christine Hardy, Dr. Bruno Sorbol, and Dr. Ashley Stokes), Norwegian University of Science and Technology (Dr. Marit Hoveid and Dr. Halvor Hoveid), Philadelphia College of Pharmacy (Dr. Marvin Schulte), University of Nottingham (Dr. David De Pomerai), Washington State University (Dr. Robert Ritter), University of Missouri (Dr. James Cook), Charles Sturt University (Dr. David Jenkins), Alaska Native Tribal Consortium (Dr. Brian Berube), and Alaska State Veterinarian (Dr. Robert Gerlach) as well as University of Alaska Fairbanks (Professors, Graduate Students and Post-Doctoral Fellows) University of Alaska Anchorage (Professors and Post-Doctoral Fellows) and Graduate students from UAF. The Biomedical and One Health seminar audience is normally 30-50 people in person and additional participants by live-streaming/video conference (undergraduate and graduate students, veterinary students, technicians, postdoctoral researchers, faculty members, and medical professionals).

Other seminars on campus include the Institute of Arctic Biology's Life Science Hour and Climate Change Seminar, the National Park Service Workshop and Seminar. Students are notified and encouraged to attend as often as they can with their class schedules.

Veterinary and pre-veterinary students attend and present in the Alaska Interior Medical Symposium each year. This symposium is focused on recruiting high school and undergraduate participation in the medical and biomedical sciences. Attendance by Alaska residents has exceeded 200 each of the last two years.

During the semester, CSU events are also recorded and posted on the UAF server for students to watch; often they are given the opportunity to provide advance questions for the speakers which are then read at the time of the event. Two events which were recorded in the fall of 2016 included Dr. Danielle Straatman's presentation on One Health initiatives in Todos Santos, Mexico, and Dr. Mark Stetter's presentation on Wildlife, Zoo and One Health Career Advice.

DVM Student Research Seminars and Poster Presentations: DVM students make and present posters as part of their Veterinary Immunology (DVM 606) and Veterinary Anatomy (DVM 618) courses. DVMed and other UAF Biomedical faculty are invited to attend these presentations query the students as part of their assessment for these courses.

Three of the current DVM students were involved in research prior to acceptance in Veterinary School. One has attended two conferences for poster presentations and both are co-authors on research papers. Three other DVM students worked in faculty research laboratories over the past summer.

12.10.2.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.

Most DVMed faculty also mentor graduate students and discuss graduate work as an option to interested DVM students formally in class and informally in mentorship meetings. Lecturers in the research course describe pathways to research degrees and careers and offer summer opportunities for interested DVM students.

The DVMed at UAF is currently working with the UAF Department of Biology and Wildlife to offer a joint DVM-MS (Wildlife) degree program. Students admitted into this program will begin by working on their Masters of Wildlife degree at UAF during years 1 and 2. They will begin their DVM studies at Fairbanks at the onset of year 3 and proceed with that cohort to CSU for the final 2 years of their DVM training. We hope to offer this combined MS-DVM program for the first time during the 2017-2018 admissions cycle.

The DVMed is also preparing a one-year Master's program in One Health to the UA Board of Regents for consideration during the spring of 2017. If this program is approved, applications should open during the 2018-2019 admissions cycle. Once this degree is in place a combined MA-DVM in One Health could be offered to students applying to the UAF-based program.

Both of these programs will strengthen the link between research and veterinary medical education by making research degree opportunities available for DVM students.



STANDARD 11

Outcomes
12.11.1-12.11.4

Standard 11: OUTCOMES ASSESSMENT

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 clinical competencies.

Processes must be in place to provide remediation for any of the nine competencies in which students do not demonstrate competence. Assessment of clinical competency will be conducted at CSU as described in their 2015 self-study (section 12.11.1.) and updated in their 2016 report to the AVMA COE. CSU will assess outcomes according to cohort (2+2 versus conventional), to generate comparative data. UAF faculty and administrators will then work with CSU colleagues to evaluate and improve any discrepancies that are identified.

12.11.1.b. NAVLE school score report data and passage rates over the past five years (Table A) each college must submit a copy of the annual NAVLE School Score Report with the AVMA-COE Interim Report each year for those graduating students who sat for the examination.

Students who began their studies at UAF will take NAVLE during their time at CSU and the passage rates for these students will be evaluated after each cohort has completed the exam.

CSU Self-Study Appendix 11.1.a

Table A – NAVLE For CSU students as reported previously to AVMA COE

Year	Students taking exam(s)	Students passing exam(s)	Average Scores
2014*	137	129	500
2013	141	138	526
2012	129	125	522
2011	132	129	547
2010	132	130	555
2009	127	124	536
2008	136	131	516

*NAVLE ultimate performance pass rates have consistently ranged from 96% to 98%, with CSU historically rating higher than national averages. However, the class of 2014 demonstrated less success (CSU, 94%; national average, 95%). Upon close examination, it was revealed that only half of the lowest quartile of this class passed their first attempt. Previous data shows this to be anomalous (first-attempt pass rates have consistently remained in the 90 percentile range; 2014 passed at 85% due to the lowest quartile of students). To determine the significance of this, first-take data from the class of 2015 (available February 2015) will be examined. Until those data are available, monitoring of admission, curricular, and other programmatic factors that may have affected this are being reviewed; no remarkable programmatic changes or variations in trends have become apparent.

12.11.1.c. 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 who began their studies at UAF will be entered into the alumni database for future surveys. Assessments of all alumni in regards to their preparedness and employment satisfaction will be assessed by CSU, at regular periods after graduation, as described in previous reports to the AVMA COE.

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

Assessments by employers regarding their satisfaction with graduates of the program will be conducted by CSU as described in previous reports to the AVMA COE. This information will be shared with UAF faculty and administrators.

12.11.1.e. 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.

Assessments for educational preparedness and employment satisfaction of graduating seniors and all alumni who began their studies at UAF will be assessed by CSU, at regular periods after graduation, as described in previous reports to the AVMA COE.

12.11.1.f. Assessments of employers of graduates to determine satisfaction with the graduates.

Assessments of employers regarding their satisfaction with graduates of the program will be conducted by CSU as described in previous reports to the AVMA COE.

12.11.1.g. Assessments of 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.

Faculty and house officer assessments will be conducted by CSU through intermittent surveys and One45 assessments. The results of these assessments will be shared with UAF faculty and administrators. Any problems identified through these assessments resulting from UAF-based practices will be addressed through collaborative discussions and actions involving faculty and administrators from CSU and UAF.

12.11.1.h. Additional assessment that might assist the college in benchmarking its educational program.

As a common assessment across programs, the Capstone Examination is administered before years 2, 3, and 4 of the DVM program. Satisfactory performance (minimum score of 70%) on this exam is required for advancement of all DVM students. The first cohort of UAF-based students completed Capstone I in August 2016. Three UAF-based students received scores of less than 70% on this exam. Analysis of the data from the exam revealed that UAF-based students scored 50% or less on 13 of the questions. CSU policy allows questions with such results to be removed from the exam if such action is supported by a bi-serial calculation of student performance. After much discussion between CSU capstone committee members, Dr. Frye, Dr. Reynolds, Jamie Fouty (assessment coordinator) and Dr. Andrew West (CSU Education Development Manager), adjustments were made based on a number of factors in order to ensure equity. This action resulted in all UAF-based students performing at or above the 70% score required for passage of this exam. Subsequently, measures have been taken to ensure that problematic factors were reduced or eliminated, so that equal opportunity for success exists for all students regardless of location.

The results of this exam indicated that there were some differences across programs in the presentation of course materials, and, evaluations used in courses (see Table Section 12.9.6, even though the same syllabi had been used. Jamie Fouty and Dr. Melinda Frye visited Fairbanks in August of 2016 to assist in evaluating

student performance across cohorts, and to identify opportunities for improving consistency in content and delivery while optimizing unique opportunities afforded by the small class size at UAF. As a result of this meeting, Course Coordinators and Capstone Committee members are working together to develop and share a common set of student learning objectives that will be used in both locations as the basis for course content and assessments. Capstone objectives and questions will also be available to UAF faculty, starting in the 2016 fall semester, so they can ensure that key details are adequately addressed. The UAF Curriculum Committee chair, Dr. Karsten Hueffer, is a member of the CSU Capstone Committee. He and Dr. David Van Metre, past chair of the CSU DVM Curriculum Committee and member of the CSU Capstone Committee, are working together to implement these processes.

The UAF Curriculum Committee chair, Dr. Karsten Hueffer, is working closely with Dr. Melinda Frye, Dr. Ashley McGrew and Jamie Fouty to maintain a regularly updated database of student assessment data, to enable real-time evaluation of mean scores across courses. This system enables early identification of, and timely response to, disparate trends in student performance between Fairbanks-based and Fort Collins-based cohorts.

Administrators and faculty at UAF will work with those in Fort Collins to evaluate data gleaned from surveys of graduates and their employers to identify strengths and weaknesses in the educational program.

We also plan to survey rural community leaders in Alaska, as well as local DVMs, our state veterinarian, the Alaska Native Tribal Health Consortium, the Alaska Department of Fish and Game, the Alaska office of the US Bureau of Fish and Wildlife, the National Parks Service, and the US Department of Agriculture, as well as our state senators and representatives to ask how they would like to see our program grow so we are educating veterinarians to meet the specific needs of individuals within the state of Alaska.

12.11.2 Program outcomes:

12.11.2.a. Student attrition rates with reasons.

UAF-based students are held to the same rigorous academic standards as CSU-based students. The small UAF-based cohort allows close monitoring of the academic progress of each student.

After each exam, Dr. Hueffer and Dr. Reynolds are informed of any student performing near or below the acceptable exam score of 70%. Early identification of, and assistance to, struggling students has resulted in only one student requiring remediation in one course during the second semester of the first year in the Fairbanks program. This student was 5% below acceptable academic performance (70%) in one class (DVM 638 Veterinary Parasitology). The course coordinator and the AD AD-UAF Dr. Reynolds informed the AD-CSU Dr. Frye of the situation and actions were taken according to CSU remediation policy. This student successfully remediated, and thus was allowed to continue in the program.

One student in the class of 2020 failed to achieve passing scores in three core courses (DVM616 Anatomy, DVM 618 Physiology and Histology, and DVM 606 Immunology) at the conclusion of the first semester of study and was dismissed from the program according to the CSU scholastic standards policy. This student chose not to appear before the Scholastic Standards Committee to request reentry. We have evaluated our admissions data in an effort to identify reasons for the challenges faced by this student and three others who have experienced academic difficulties but who remain in the program. All four of these students had one or more years between finishing their previous academic program and starting their DVM studies. Between one third and one half of our Alaskan residents admitted to this program have taken time off before entering

their veterinary education program. We propose a potential pro-active support system for these students in section 12.11.3.c.

12.11.2.b. Employment rates of graduates (within one year of graduation).

Employment rate data is collected after graduation by CSU for all veterinary students as described in their 2015 self-study and their 2016 report to the AVMA COE.

CSU Appendix 11.1.d

Table C – Employment as previously reported by CSU to the AVMA COE

Graduating Class	# Graduates Who Received Employment or Advanced Training Offers / #Completing this Question and (%)	Mean # Employment or Advanced Training Offers Received
2014 (n = 119)	101, n = 116 (87.1%)	1.8
2013 (n = 112)	89, n = 106 (84.0%)	14.7
2012* (n = 101)	52, n = 97 (53.6%)	1.7
2011 (n = 118)	93, n = 114 (81.6%)	1.62
2010 (n = 97)	71, n = 92 (77.2%)	1.68

* AVMA altered the wording of this survey question, and lower offer rates were seen at other institutions; starting salaries were also down nationally in 2012.

12.11.2.c. Describe outcomes assessed for college activities that are meaningful for the overall educational process (for example, 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). If your program assesses other outcomes, briefly describe the results.

Each faculty member is assessed by the CNSM Dean annually through performance data entered into the Faculty 180 system. Faculty members meet annually with Dean Layer and AD-UAF Reynolds to decide upon a workload that represents their contribution to the program. These workloads are composed of varying expectations in the areas of teaching, research, and service. Faculty members are assessed as having made, fallen short of, or exceeded expectations. Plans are written and agreed upon for any individuals found to fall short of expectations in these workload discipline areas. Peer reviews of faculty teaching are conducted biannually and incorporated in tenure and promotion files. Students also evaluate each instructor for each course and this information is made available to the instructor, the Associate Dean, and the Dean. Students can also vote for a teacher of the year award that is given annually at the end of the spring semester.

AD-UAF Reynolds holds open forum meetings each semester with UAF-based students to discuss their experiences and identify areas where the students are facing challenges. In addition, each class elects a class representative to bring class concerns to the attention of Dr. Reynolds in between these forums. The results of all of these meetings are discussed in UAF faculty meetings and retreats, and, with Dean Stetter and AD-CSU Frye. Points of action coming from these meetings are implemented and tracked for efficacy.

12.11.2.d. Describe how outcomes findings are used by the college to improve the educational program (give examples).

When shortcomings or problems are identified in teaching, instructors are referred to teaching support services on the UAF campus. Dr. Andrew West, director of the Academy for Teaching and Learning at CSU is also available to mentor faculty in their teaching skills. Dr. West visited UAF in October 2016 and observed faculty members as they taught their classes. He then met with each faculty member and made recommendations for areas of improvement. He is returning in June of 2017 to give a week-long workshop on enhancing teaching, learning, and assessment techniques.

An example of student feedback used to change curricular offerings is evident in the planned combination of Anatomy, Physiology, and Histology for Fall 2017. Student feedback had suggested that integrating Anatomy, Physiology and Histology in a systems approach would help integrate the information presented across the three subjects. While the courses will remain separate, each system will be taught and evaluated across these subjects simultaneously. This will also decrease the number of exams with the intent of decreasing exam induced stress on first semester students.

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).

Our overall financial philosophy has been to maintain and build our level of programmatic excellence by enhancing resource streams that minimize our need to increase student tuition while reducing our reliance on state funding sources. We are focusing on external grants and the building of a development program to meet these goals. The resources, facilities, administrative support and organizational structure have proven to satisfactorily meet the educational purposes of the program to date as determined by one on one meetings between AD-UAF and UAF faculty members, as well as student feedback in reflective statements and by anonymous mechanisms. The resolution of recent facility issues in the Anatomy preparatory area are an example of how such a problem was identified by a faculty member and solved through action of the administration (see section 12.3.6).

At the conclusion of the Spring 2017 semester the UAF faculty will have taught the entire two-year curriculum; at that time UAF and CSU administrators will survey faculty, students and staff for their opinion of how well the resources and organizational structure of the program have met their educational goals.

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).

Progress toward meeting the college's mission is evaluated by several means. During August of 2016, the UAF DVMed faculty held a retreat to discuss the mission of (see section 12.1.1), and set goals for the program. Progress in research was evaluated by measuring the number of peer-reviewed publications the faculty attained during the first two years, the number of grants applied for, the number funded, and the total amount of grant dollars awarded to department members during that period. Progress in teaching was assessed by student achievement in courses and capstone exams and student evaluations. Progress in service was measured by faculty and departmental service related activities in and outside of Alaska.

The One Health Paradigm is central to the mission of the DVMed program at UAF. During the August retreat, the faculty voted to begin establishing collaborative efforts between State, Federal and local agencies within Alaska to help meet the public and One Health needs of the rural areas of the state. Plans are

underway to collaboratively fund hub practices that will provide preventive health care, zoonotic disease surveillance and subsistence food safety measures for rural Alaskan communities.

During the past year, several faculty members have participated in One Health meetings and activities in Barrow, Sitka, Palmer, Anchorage, and Fairbanks, Alaska as well as in La Paz, Mexico. The DVMed helped host a One Health roundtable discussion between scientists, rural community leaders, and legislators during the Arctic Science Summit Week held in Fairbanks during March of 2016. As a follow up to the USA Stewardship of the International Arctic council, the DVMed will host a two-day One Health Forum exploring what has been accomplished and what needs to be done as the USA hands Arctic Council leadership over to Finland.

Surveys will be sent to faculty, students and private practitioners in the Fairbanks area to evaluate perceived mission outcomes relevant to each of these concerns once our first cohort of students has joined their cohort at CSU and annually thereafter.

12.11.3.c. If your program assesses other outcomes, briefly describe the results.

We have noticed that some of our nontraditional students who have been out of school for one year or longer before entering our DVM program struggle academically during their first semester. We will implement a program during the summer of 2017 to meet with and begin establishing study habits and review sessions for these students in an attempt to ease this transition. These sessions will be open to all incoming students and highly recommended for those that have had an academic break of 1 or more years before matriculating in the UAF-based program.

In the Fall of 2017 we will send our first cohort of students to Fort Collins to begin their third year of instruction. During that semester we will survey these students to evaluate their acclimatization to their third year curriculum and life in Fort Collins. The results of this survey will be used to improve transition support as described in section 12.6.2 and 12.6.6.

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).

Student survey responses are utilized by the faculty to improve course delivery for individual courses. Assessment tracking (both formal and informal) is used to address performance differences between CSU and UAF students during the semester. Monthly maximum, minimum, mean, and median scores for students at CSU and at UAF in each course are recorded on a common drive. If significant differences are identified across programs, faculty members are notified and requested to work with corresponding course coordinators and Dr. West to improve alignment in course delivery and student performance. The adjustment to bring Veterinary Anatomy (DVM 616) grades into alignment between programs by scale as described in Standard 12.9.8 is an example of how this process works. Another example would be the improvements being made in instruction for the Veterinary Bacteriology and Mycology (DVM 637) course. Student evaluations showed that both CSU and UAF based instruction in this course needed improvement to better engage students and help them master the course material. Dr. Andrew West has been working during the Fall 2016 semester with Dr. Doreen Hyatt (CSU) and Dr. Karsten Hueffer (UAF) to incorporate engaging methods of teaching into this course with the anticipation that it will improve student learning and outcome for the Spring 2017 semester.



APPENDICES

Appendix 1: Higher Learning Commission Report 2016



230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

November 1, 2016

Dr. Anthony A. Frank
President
Colorado State University
102 Administration Bldg.
0100 Campus Delivery
Fort Collins, CO 80523

Dear President Frank:

Attached is a copy of the Multi-Location Visit Report completed following the visit to Colorado State University. As detailed in the report, the pattern of operations at the locations appears to be adequate and no further review or monitoring is necessary.

Within the Multi-Location Visit Report, you will find brief comments on the instructional oversight, academic services, student services, facilities, marketing and recruitment information and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

Per HLC policy, completion of these visits and fulfillment of the requirement will be noted in your institution's history record and the completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Multi-Location Visit or the attached report, please contact Pat Newton-Curran (pnewton@hlcommission.org).

Sincerely,

Higher Learning Commission



Multi-Location Visit Peer Review Report

Institution: Colorado State University

Additional Locations Visited:

Location Name	Location Address <i>(street, city, state and ZIP code)</i>	Date Reviewed
University of Alaska Fairbanks	901 N. Koyukuk Dr. 182 Arctic Health Research Fairbanks, AK 99775	9/23/2016
Denver Center	475 17 th Street, Suite 300 Denver, CO 80202	10/15/2016

Peer Reviewer

Name: Janna L. Oakes, PhD

Institution: Regis University Title: Associate Provost

Instructions

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report in PDF format at http://www.hlcommission.org/document_upload. When submitting, be sure to select the following: Role – Peer Reviewer, HLC Process – Required Reports, File Type – Multi-Location Report. The report is due within 30 days after the last additional location is visited.

Overview Statement

Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

Judgment of reviewer. Check appropriate box: Adequate Attention Needed

Comments:

Audience: Peer Reviewers
 Form
 Published: 2015 © Higher Learning Commission

Process: Multi-Location Visit
 Contact: locations@hlcommission.org
 Page 1

Both locations visited were at the addresses provided by the institution. The institution's general approach to off-campus instruction is to emulate, as closely as possible, the quality of content and instruction delivered at its main campus in Fort Collins, Colorado. CSU's general student population is steady, and is expected to increase by as much as 6% to 35,000 students within the coming decade. While growth is not planned for the Doctor of Veterinary Medicine (DVM) program at University of Alaska Fairbanks (UAF), growth is occurring at the Denver Center, which serves as a face-to-face delivery site for the distance delivery arm of the institution ("CSU Online").

The Doctor of Veterinary Medicine (DVM) program is particularly unique as a consortial arrangement and as an approved location. As partners mutually committed to providing qualified veterinarians to serve Alaska's rural communities, the two institutions enjoy an unusually collaborative working relationship. The DVM program at UAF is a 2+2 doctoral program; even while studying at the UAF location, students are enrolled as CSU students and all courses are transcribed by CSU. The students at UAF are enrolled as CSU students and pay CSU tuition. CSU retains just 10% of the tuition plus \$500 per student to cover administrative costs while Alaska students complete the first two years of the DVM program at UAF. The second two years of the program are then completed by the cohort of 10 Alaska students at CSU's Fort Collins, Colorado campus where they join the 138 Colorado-based DVM students.

For both the UAF location and the Denver Center location, primary responsibility for instructional oversight rests with appropriate instructional leaders at the main campus in Fort Collins, where program advisory boards provide insight regarding the direction of academic programs. Master syllabi are required regardless of the delivery mode or the location at which a course is taught. While response rates are typically low, student course evaluations are reviewed every semester by department-specific instructional leaders, and used as a coaching tool as needed.

Institutional Planning

What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

The University has processes in place for determining growth and sufficiency needs at additional locations. Program directors meet with faculty prior to each semester to determine specific needs. When needs do arise, program staff work to determine whether the needs can be met within the confines of available resources.

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

The DVM facilities at UAF are well planned, and can accommodate cohorts twice the size of those currently enrolled. Both facility size and equipment available exceed the program's current needs. The size of cohorts is intentionally set at 10 to ensure capacity for continued excellence in program delivery in the final two years of the program, at which point the Alaska cohort joins the program's larger cohort at CSU's campus in Colorado. While some parties interviewed at UAF would like to see the program grow, faculty at both institutions are firm in their assertion that growth for growth's sake would not be wise. Rather, the faculty are committed to closely

monitoring the mastery and performance of the first two UAF cohorts to ensure that consistent, quality instruction and support is in place before making expansion decisions about the program.

While neither the Associate Dean of Veterinary Academic and Student Affairs at CSU nor Associate Dean of Veterinary Medicine at UAF were able to articulate what their respective financial "break even" points are in terms of cohort size for the UAF program partnership, both institution's program leaders expressed comfort with the size of the program at the present time. The current UAF cohort size of 10 is sustainable for both institutions; this prudent approach to growth ensures a continued focus on program quality over revenue generation. If the partners mutually decide to grow the size of the Alaska DVM cohort in the future, this will be easy to accomplish as qualified applications to the UAF program this year exceeded available seats.

Associate Dean Frye from CSU's Colorado DVM program travels twice per year to UAF. Her dialogues with the cohorts keep her well informed about and responsive to learners' needs and concerns. Admissions personnel and the financial advisor travel to UAF more frequently. The CSU DVM head of instruction travels to UAF to meet with each faculty member regarding instructional issues and instructional feedback. The head of assessment visited UAF for the same reason this summer. Administrative and instructional personnel at both institutions cite a shared commitment to preparing veterinarians to serve Alaska's rural communities and a highly dedicated and collegial faculty as the origin of the program's success.

Facilities

What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

At a cost of \$5.4 million, the impressive new University of Alaska Fairbanks veterinary medicine facility was built specifically for the DVM program, and was designed to accommodate cohorts of 20 (though the current cohorts are limited to 10). Classrooms, offices, study carrels, collaborative study areas, and laboratory space are scheduled efficiently and are accessible for persons with disabilities. In addition, the University's external access points feature partitioned access to keep out the sub-zero winter temperatures. Much of the campus infrastructure can be accessed through indoor tunnels, an especially useful feature given the Alaskan winter climate.

DVM facilities are well planned and can accommodate growth in the size of admitted cohorts. Both facility size and equipment available exceed the program's current needs. Offices for DVM faculty are located within one building with exception of the anatomist, who is housed near the anatomy lab. The study carrels and collaborative study space are used heavily by DVM students, as is the shared kitchen. Vending and campus dining options are available for students, and there are several local eateries near the campus. The DVM locker room areas (which are necessary for students living in dry cabins) provide private showers and lockers for students and faculty. Classrooms feature comfortable seating, appropriate lighting and access, and current instructional technology.

Laboratory space for the program provides ample learning resources such as skeletal models, dissection tables and equipment, simulators, a macerator, embalming equipment, and a state-of-the-art necropsy suite. Microscopes and other veterinary and laboratory tools are plentiful, and storage space is both adequate and secure. The University of Alaska Large Animal Research Station (LARS) provides a unique opportunity for DVM students to research native large species such as muskox, reindeer, and caribou, as well as cattle and other large species.

DENVER CENTER

The small Denver Center is located in the heart of downtown Denver; its highly visible location is convenient to public transit and local eateries. Paid parking is available for stakeholders who choose to drive personal vehicles to the location. The suite features three modern instructional classrooms, one of which is equipped with laptop computers for student use and one that contains a smart board for faculty use. All classrooms are comfortable and well lit, and offer comfortable furnishings and new instructional technology. Classrooms A and B are separated by a collapsible wall; this option provides an instructional space for up to 50 persons.

The Denver Center also offers a small reception area and shared kitchen area for faculty, students and staff, as well as five offices. Building management provides evening and weekend security, and vending options are available in the basement of the high-rise building. The facility is attractive, modern, and accessible by persons with disabilities. Additional meeting and event space is available upon request to the CSU Alumni Association, which is also housed at this address. There is a small bookstore available at this location; however, its hours do not accommodate weekend students at the location.

Instructional Oversight

What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

This program is particularly unique as a consortial arrangement for a 2+2 doctoral program; while studying at UAF, students are enrolled as CSU students and courses are transcribed by CSU. The students are enrolled as CSU students and pay CSU tuition. American Veterinary Medical Association (AVMA) accredits the CSU DVM program; the accreditor visited and approved the partnership and location in advance of student admission to the program. The next AVMA site visit is scheduled to occur in February 2017.

DVM students are oriented to the program quickly: within three days, they have moved in to UAF housing and completed the UAF orientation before flying to Colorado for the CSU orientation. During the UAF orientation, faculty and staff meet with the cohort to welcome them and provide program details. Students complete a scavenger hunt for University resources, make campus parking arrangements, and receive their student identification cards. They complete a

professionalism seminar and enjoy a barbeque with faculty, staff, and students from the second-year cohort. The new cohort meets with student services, the graduate school dean, students from the second year cohort, university services and recreation. Software is loaded onto students' computers, and then the new cohort heads to CSU for a two-day orientation with the Colorado cohort of new DVM students. There they enjoy in team building in the mountains, meet their CSU advisor, and participate in the veterinary oath and coat ceremony.

There is a faculty "course coordinator" for each course at each location (Colorado and UAF), and the partners enforce the same academic standards (70% required to pass). The program has in place a remediation program for students who earn below 70% but above 65% in a class. The grade can only remediate up to 70% and 10 credits can be remediated within the program. Teaching assistants are available to help DVM students in their courses, as are research professionals, who hold a master's degree or higher.

The Associate dean at CSU referenced ensuring that syllabi for courses are at least 50% or more similar between UAF and CSU sections as an area for CSU to work on. This was contradictory to the institution's report, which states that the course objectives "are the same at both locations." During the visit to UAF, it was clarified that CSU's aim is to have identical student learning outcomes (this is distinct from the course content, delivery methods, and assessments). Content and delivery may differ by instructor. The partners also strive to have at least 50% similarity between major assessments.

Both locations share the same capstone exam, which occurs at the end of years one, two, and three of the DVM program. Instructional leaders at UAF would like to see an improved strategy regarding the capstone exams. There is some sentiment that the capstone may be a learning inhibitor, and at times faculty feel pressured to "teach to the test." The capstone is a substantial stressor for students, though this sort of assessment is common to DVM and other medical programs. Capstone performance of last year's UAF cohort (the program's first cohort) was at 90% of the Colorado cohort's average on the first-year capstone exam. In the UAF cohort, 3 of 10 students did not pass the capstone, in the Colorado cohort, 9 of 138 did not pass. While this is impressive performance for the partnership's first cohort, CSU's Associate Dean Frye and UAF's Associate Dean Reynolds are working together on a strategy for bringing capstone performance of students at the two locations into closer alignment.

UAF faculty have been qualified by CSU to teach the CSU DVM courses in Fairbanks. To qualify as faculty for the DVM program, board qualifications by area of specialization are important considerations, as are research interests and research accomplishments. Classes are generally delivered at the site via face-to-face instruction, through hybrid delivery with synchronous interactions at each respective site, or asynchronously via the Canvas course management system.

New UAF are assigned a faculty mentor to help them maneuver the system and to provide immediate instructional feedback. The UAF dean assesses faculty performance annually; CSU has input regarding quality of instruction within the DVM program. In the event that a UAF faculty member was not performing satisfactorily, Dr. Reynolds (UAF) & Dr. Frye (CSU) concur that they would communicate openly and work together to ensure that instructional quality standards for the program are upheld. Student course evaluations differ by location; UAF students are using UAF student evaluations, and CSU want UAF cohort students to complete a CSU course evaluation for each class. Students at UAF cited this as a minor frustration.

Syllabi, class notes, and lecture slides are shared freely between the faculty at CSU and UAF, and UAF faculty report that they feel well supported in their teaching. Each faculty member sends a monthly report to the associate dean and DVM curriculum committee chair regarding student

progress. The UAF student cohort has the advantage of small class sizes; as a result, they experience more hands-on with animals and a greater rate of participation in summer research projects with a variety of species. The UAF DVM program benefits from wonderfully supportive local practices, which provide shared learning experiences using case materials from local Fairbanks veterinary practices. Because of the small class sizes, faculty make extensive use of creative teaching methods such as the case method, flipped classrooms, etc. Both institutions are "One Health" oriented, though CSU focuses more on more agricultural and food animals, while UAF focuses on game and subsistence communities.

Curricular improvements rest with CSU in collaboration with Dr. Reynolds at UAF. At a minimum, each course is formally reviewed every 4 years. On an on-going basis, however, faculty course coordinators at CSU and UAF are in frequent communication with one another to continuously inform and improve individual courses and student performance on key assessments within each course.

The UAF program does a great deal of student-engaged animal research with free-range and wildlife animals. UAF's Institutional Animal Care and Use Committee (IACUC) is very thorough, and tends to be able to process requests efficiently when research protocols are submitted appropriately with all supporting documentation. This is relevant because the UAF faculty are currently working on a number of sponsored research projects (\$28M). The faculty published 26 papers in peer-reviewed journals last year, and all have terminal degrees within their respective specialties.

DENVER CENTER

CSU Online is a cash-funded enterprise and does not rely on state or University funding. CSU's program advisory boards provide input regarding curriculum and programming. Because the Denver Center is a small site for face-to-face delivery through CSU Online, programs approved for delivery at the location must use instructional designers at CSU Online and The Institute for Learning and Teaching (TILT).

TILT instructional designers use standards incorporated from Quality Matters course development rubrics to ensure student engagement, quality, and consistency. After the first delivery of the course, faculty refine based on student feedback and mastery. Subsequently, courses are formally reviewed every three years. TILT also provides faculty development opportunities for those teaching in CSU Online programs, including those at the Denver Center. Topics include copyright law, lecture video capture, and other need-to-know trainings relevant to faculty members.

The Associate Provost for Instructional Innovation oversees general TILT and operational issues. Program directors and deans, who oversee instructional issues, stay abreast of student and faculty needs by visiting the location and attending classes on occasion. All CSU Online programs undergo a required comprehensive program review every five to six years, a requirement that is consistent for all programs throughout the University regardless of location or delivery mode.

The Ph.D. program in Education and Human Resources with specialization in Organizational Learning, Performance, and Change is currently the sole face-to-face program delivered entirely at the Denver Center. At this time, advising is done by the two doctorally qualified faculty members in the program, Drs. Chermack and Korte, who are housed at the Fort Collins campus (located approximately 50 miles northwest of the Denver Center). Despite the School of Education having had twelve directors since 2007, this program is well led and well supported.

Drs. Chermack and Korte in the CSU School of Education keep a close eye on quality indicators and stay in personal contact with the cohorts of doctoral students enrolled. Feedback from students informs ongoing improvements and adjustments to curriculum and services for students. Student course evaluation data is reviewed for each course, and informs instructional and curricular adjustments as needed. Use of master syllabi and key texts is required for each class. Because the doctoral students in this program attend as cohorts, scheduling is made simple, and the two faculty members travel to the Denver Center frequently for teaching and advising purposes.

A Master's Degree in Social Work, which will be facilitated via blended/hybrid delivery, will start in January 2017. In fall 2017, a new blended Master's Degree in Communication and Media Management will also be delivered at the Denver Center. The 2017-18 academic year will also see the launching of three new non-credit programs in Project Management, Construction Management, and a PHR/SPHR certification.

Institutional Staffing and Faculty Support

What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

While all faculty interviewed during the visits to University of Alaska Fairbanks and the Denver Center met or exceeded HLC's Guidelines for Determining Qualified Faculty, the institution's multi-location report references "...in accordance with HLC policy requiring 12 graduate credits in the discipline." It is important to note that the HLC Guidelines reference 18 graduate credits in the discipline as a minimum requirement, not 12 graduate credit hours. During the time of CSU's next reaffirmation visit, the federal compliance panel and peer review teams are encouraged to look closely at faculty files to ensure that the University is complying with the most recent HLC faculty qualification guidelines.

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

UAF faculty have been qualified by CSU to teach the CSU DVM courses in Fairbanks. To qualify as faculty for the DVM program, board qualifications by area of specialization are important considerations, as are research interests and research accomplishments. All of the DVM faculty have terminal degrees in their respective areas of specialty and related board certifications.

CSU has input into UAF hiring decisions for new DVM faculty, and CSU has input regarding the teaching portion of UAF DVM faculty members' annual evaluations. In the event that a UAF faculty member was not performing satisfactorily, Dr. Reynolds (UAF) & Dr. Frye (CSU) concur that they would communicate openly and work together to ensure that instructional quality standards for the program are upheld. Student course evaluations differ by location; UAF students are using UAF student evaluations, and CSU want students to complete a CSU course evaluation for each class. Students at UAF cited this as a minor frustration.

The UAF location enjoys sufficient support from administrative support professionals, the financial advisor for students, student support services from institution, research professionals, and teaching assistance. Qualifications for these personnel are both consistent and sufficient.

DENVER CENTER

The Denver Center is staffed by a Program Director and a Program Manager who have primary responsibility for the day-to-day operation of the Denver Center. CSU faculty and administrators review faculty credentials. Qualifications for all Denver Center personnel are consistent and sufficient.

The Ph.D. program in Education and Human Resources with specialization in Organizational Learning, Performance, and Change is taught and advised by five full-time faculty members from CSU's School of Education in Fort Collins. All five faculty are doctorally qualified. The Master of Social Work (MSW) program employs nine instructors to teach the program; one holds a Ph.D. and eight hold MSW degrees and additional credentials. The program boasts an 8:1 student-to-faculty ratio.

Student Support

What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

One of the primary stressors for DVM students is the substantive cost of the program. Thus, CSU provides a financial advisor to work with all DVM students; he travels to UAF regularly, as do Admissions personnel. CSU faculty and advisors meet regularly with students as needed via Skype, and UAF faculty meet regularly with students in person regarding academic assistance.

Health care is available through UAF, while CSU provides services from a staff psychologist for DVM students, services for students with disabilities, peer tutoring, and online library resources. In addition, UAF students communicate with their CSU cohort peers regarding academic content via the cohort's social media (Facebook) page and e-mails.

Students interviewed expressed a deep understanding that as one person, a veterinarian in one rural community, they can make a tremendous difference. They expressed particular appreciation for the strong community orientation of the UAF program, and felt that upon program completion they will be uniquely prepared for rural practice by virtue of where they are studying.

DENVER CENTER

Upon admission, CSU Online students are assigned a 'student success coach.' The function of the success coach is to serve as a resource for students during their education at CSU to connect them with University resources and to help them persist through graduation. Denver Center students do make use of available tutoring services; of interest is data that shows most users of tutorial services tend to earn a grade of "B" or higher in the class for which tutoring was sought. CSU Online students have access to all University services, including library resources, tutorial assistance, and writing assistance.

Ph.D. students at the Denver Center report flexibility and faculty support as the thing they appreciate most regarding their student experience. Students appreciate the timely feedback on assignments and rigor of the program. They do struggle to some degree with questions about how to access location and University resources, and several students did not know they had been assigned a student success coach. Additionally, the students reported having some difficulty accessing needed library resources. CSU School of Education Library Liaison Sica expressed an eagerness to come to the Denver Center and offer an orientation to virtual CSU library resources for classes and cohorts. Associate Provost Palmquist is currently working to remedy both concerns.

Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

Of interest to the visiting team for CSU's next Comprehensive Evaluation Visit should be the degree to which all instructional programs have explicitly stated program learning outcomes (PLOs), and the extent to which PLOs are mapped to institutional learning outcomes (ILOs).

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

The Associate dean at CSU referenced ensuring that syllabi for courses are at least 50% or more similar between UAF and CSU sections as an area for CSU to work on. However, the report states that the course objectives "are the same at both locations." During the visit to UAF, it was clarified that CSU's aim is to have identical student learning outcomes (this is distinct from the course content, delivery methods and assessments); content and delivery may differ by instructor. Consistency in course learning objectives regardless of location or delivery method in the DVM programs should be checked at the institution's next Comprehensive Visit.

The partners aim to have at least 50% similarity between major class assessments. APPENDIX A depicts UAF course grade averages by class. This data suggests that differences between Colorado and Alaska cohorts are generally not statistically significant. Student performance on major assessments in each course is tracked by CSU. The first cohort of UAF DVM students perform "as well or slightly below" the Colorado cohort. Course coordinators and the curriculum committee chairs are also involved in ensuring that curricular improvements are made as student performance data necessitates.

As previously mentioned, the UAF cohort scored slightly lower than the CSU cohort on the capstone exam required for year two of the program. Dr. Frye and Dr. Spencer continue to work with faculty to refine curriculum as data indicates.

DENVER CENTER

Use of master syllabi and key texts ensures content consistency between Denver Center courses and those offered at CSU's main campus in Fort Collins. Courses are refined continuously by

faculty, and are formally evaluated every three years. As previously mentioned, a formal program evaluation is conducted every five to six years.

The Ph.D. program in Education and Human Resources with specialization in Organizational Learning, Performance, and Change does not have formal program learning outcomes (PLOs). Rather, its assessment efforts focus solely on course learning objectives. Instructional leaders interviewed stated that student mastery is generally assessed through writing assignments, discussion, and applied workforce development projects. They report that measures of student performance on these assessments are continually used to refine instructional methods and curricular content for each course. The program also conducts two seminars that are intentionally focused on issues with which students in the cohort(s) are struggling.

The Masters in Social Work (MSW) has created matrices of course objectives to assignments for each course. A report is generated for each section of each course at the end of every semester. This approach emanated from the program's most recent program review. The program's Outcomes Committee analyzes student assessments by course.

Continuous Improvement

What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

As previously mentioned, the synergy between CSU and UAF faculty with regard to the curriculum is impressive. Course coordinators at both institutions discuss syllabi, course delivery, and course assessments. Common assessments are not demanded within DVM classes; the capstone examination between years one and two, years two and three, and years three and four serve as the common assessment tool.

For each class, 90% student mastery is the standard goal in the DVM program. A few UAF courses fell slightly below the 90% goal, so Dr. Spencer and Dr. Frye collaboratively established a plan for delivery and assessment to work toward the benchmarks. Exam questions are discussed between the two institutions, but not always identical. This allows for academic freedom despite the relative commonality of assessments.

The chair of the UAF DVM curriculum committee chair serves concurrently on the CSU DVM curriculum committee. Courses are continuously improved through the collaborative work of the course coordinators, and undergo a larger-scale review every four to five years. As this partnership program has just completed its first year, little data is available regarding data-informed improvements; this is something that should be checked during CSU's Comprehensive Visit.

DENVER CENTER

CSU Online has several Curriculum Task Groups organized by type of class that monitor courses

for problems related to content or delivery. Town Halls with students inform improvements to programs, courses, and the location. Complex survival analyses based on faculty and student behaviors are conducted through the Unizon consortium to inform targeted approaches to retention and persistence. While these analyses are largely focused on behaviors and grades as opposed to authentic assessment of student learning, they do represent an interesting best practice, which, as it is refined, would be a beneficial best practice to share with other institutions at the annual HLC conference.

Peer reviews and feedback are conducted regularly for faculty teaching in degree programs. In the Ph.D. program in Education and Human Resources with specialization in Organizational Learning, Performance, and Change, formative student feedback is sought at midterm and at the end of every course regarding both content and process. This feedback informs adjustments to current and future sections. In the MSW program, pre-tests and post-tests based on nationally benchmarked program accreditation competencies provide valuable data regarding areas in which students are not mastering important concepts. While these forms of assessment in both programs are acceptable, assessment in the absence of program learning outcomes is not robust assessment, and presents a notable opportunity for continued development.

Marketing and Recruiting Information

What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer. Check appropriate box: Adequate Attention needed

Comments:

CSU's marketing team works closely with the Division of External Relations to ensure consistency of branding and messaging. Program directors and deans inform all marketing plans and marketing collateral. Prior to dissemination of marketing collateral and campaigns, program directors and deans proof and approve content to ensure accuracy, and the Curriculum and Catalog Office also reviews for accuracy and consistency. Admissions and enrollment personnel serve to ensure that individual students select degree programs that are aligned with her/his goals.

Because the UAF location is approved only for delivery of the DVM program, marketing is focused and targeted. Data in marketing materials for this location are extracted from University databases, and reviewed by the Data Specialist for accuracy. Admissions personnel visit Fairbanks regularly for targeted recruiting. However, several individuals interviewed asserted that word of mouth has been the greatest marketing tool for the UAF cohort.

Programming at the Denver Center is determined through careful monitoring of enrollment trends, the needs of the local community as determined through market research and analysis of competitor programs, and profit and loss statements for each program. Prior to rolling out a new program at the location, program directors have been required to establish enrollment and class size goals in relation to the program's advising capacity. Upon approval, the CSU Online Marketing Team creates a marketing plan and budget.

Summary Recommendation

Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

Summary of Findings:

CSU's facilities are appropriate for adult learning. They are visible, clean, accessible, and offer current instructional technology. Program-specific equipment is plentiful, and the institution plans prudently for growth. Marketing materials are concise and accurate. Services for students are ample, with several unique services such as financial advisors, staff psychologists, student success coaches and cohort Facebook pages to connect cohorts in separate states. The faculty are qualified, exercise appropriate authority over the curriculum, and are exceptionally student-centered. Students report that they have adequate support services, that their programs are sufficiently rigorous, and that they feel valued and respected. Overall, CSU has much to be proud of.

As mentioned on page three of this report, at the time of CSU's next Comprehensive Visit the federal compliance panel and peer review teams are encouraged to look closely at faculty files and the institution's faculty qualifications policy to ensure that the University is complying with current HLC faculty qualification guidelines, which require at least 18 graduate credit hours in the discipline (not 12, as articulated in the institution's report). Faculty interviewed during this multi-location visit all met or exceeded the HLC's guidelines of at least 18 graduate credit hours in the discipline.

During the course of the visit the reviewer discovered that not all programs have program learning outcomes (PLOs), and that PLOs are just beginning to be mapped to institutional learning outcomes (ILOs). Additionally, the DVM program at UAF has just completed its first (very successful) year; thus, limited student assessment data is available. The Comprehensive Evaluation Visit Peer Review Team is encouraged to check for PLOs and ILOs as well as consistency in course learning objectives and evidence of data-informed improvements to both curriculum and assessments within the DVM cohorts at the time of the Comprehensive Visit.

Notification Program for Additional Locations Approval Form

Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

- Yes No The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.
- Yes No HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.
- Yes No The institution has demonstrated success in overseeing at least three locations.
- Yes No The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.
- Yes No The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.

Appendix 2: Code of the Colorado State University College of Veterinary Medicine and Biomedical Sciences (November Edits)



Code of the College of Veterinary Medicine and Biomedical Sciences Colorado State University
 Approved by CVMBS Faculty on November 8, 2002 Reviewed and Updated as to Form on September 8, 2009
 Reviewed and Updated as to Form on January 20, 2015 Approved by CVMBS Faculty on February 09, 2015
 Edits November 2016

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Introduction

The College of Veterinary Medicine and Biomedical Sciences (hereafter referred to as CVMBS) is an integral part of Colorado State University (CSU), a comprehensive land-grant university. The CVMBS is committed to the University's land-grant mission of serving the people of Colorado through teaching, research, community/economic outreach, and engagement/service. The CVMBS is also dedicated to providing students with a high-quality education in the undergraduate, graduate and Doctor of Veterinary Medicine (DVM) programs. The CVMBS embraces the University ideal of expressing diversity through the racial, ethnic, gender, cultural and socioeconomic composition of its faculty, staff and students.

The CVMBS College Code is consistent with policies and procedures described in the University's Academic Faculty and Administrative Professional Staff Manual (referred to as the Manual). The CVMBS abides by procedures outlined in the Manual. In cases of conflict between the CVMBS Code and the University (Section C. of the Manual) or Departmental codes, the University and Departmental Codes shall take precedence (C.2.4) over the College Code (C.2.4.1 and C.2.4.2).

I. Mission and Values

The College adopted the tag line 'Helping animals, people, and the planet' and the College objectives are expressed in the CVMBS mission and value statements as follows:

Mission of CVMBS: We improve the health of animals, people and the planet through innovative and dedicated teaching, research, outreach, and clinical service. Through our actions, we empower the next generation of leaders to change the world.

Values of CVMBS: We act with integrity and are trusting and respectful of one another. We create an atmosphere that makes our college the academic community of choice through:

Transparency – A lack of hidden agendas and conditions, accompanied by the availability of information required for collaboration, cooperation, and collective decision-making.

Accountability – A willingness or obligation to accept responsibility, to account for actions and activities, and to disclose the results.

Collaboration – People or units working together to achieve a common aim.

Team – A small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.

II. Organization and Administration

A. Academic Departments and Other Organizational Units

The CVMBS consists of four academic Departments: Biomedical Sciences; Clinical Sciences; Environmental and Radiological Health Sciences; and Microbiology, Immunology and Pathology. Other Organizational Units include the Veterinary Teaching Hospital and the Veterinary Diagnostic Laboratory. The College also shares administrative oversight of various special academic units and other interdisciplinary programs. The responsibilities of the college

in regard to each of these units is set forth in the foundation documents of those units. Faculty in CVMBS also participate in the Programs of Research and Scholarly Excellence (PRSE) and Centers, Institutes and Other Special Units (CIOSU), some located wholly within the college, others spanning multiple Colleges.

B. College Administration

The Executive Officers in CVMBS shall include the Dean, the Associate Dean for Academic and Student Affairs, the Associate Dean for Research, the Associate Dean for Veterinary Academic and Student Affairs, the Director of the Veterinary Teaching Hospital, the Director of the Veterinary Diagnostic Laboratories, and the four Department Heads. All Executive Officers shall be appointed in accordance with University procedures.

Dean of the College

As the principal administrative and academic officer of the College, the Dean is responsible for the general administration of CVMBS, and for fostering operational and academic excellence within the College. The duties and responsibilities of the Dean are outlined in the University Code. The Dean is appointed in the manner described in Section E.4.4 of the Manual. The Dean must be a veterinarian.

Office of the Dean

The Dean appoints the Associate Dean for Academic and Student Affairs, the Associate Dean for Research, the

Associate Dean for Veterinary Academic and Student Affairs, the Director of the Veterinary teaching Hospital, the Director of the Veterinary Diagnostic Laboratory, the four academic Department Heads, ~~the Executive Director of Operations, and the Executive Director of Advancement~~. The Dean, in consultation with the College Executive Council, may choose to appoint other Associate and/or Assistant Deans with specific areas of responsibilities.

CVMBS Executive Council

The Executive Council advises the Dean and Associate Deans on college policies, programs, faculty concerns, strategic planning and resource allocation within the College. The Dean acts as Chair of the CVMBS Executive Council, comprised of the Associate Dean for Research, the Associate Dean for Academic and Student Affairs, the Associate Dean for Veterinary Academic and Student Affairs, the College Department Heads, and the Directors of the Veterinary Teaching Hospital and the Veterinary Diagnostic Laboratories. Ex officio members will be appointed at the pleasure of the Dean.

C. College Committees

College Committee members are appointed by Department Heads, with or without the Dean's consultation. Committees advise the Dean, the Associate Deans or an administrative officer appointed by the Dean. ~~The terms of service for members of standing committees shall be three years, with the terms of one-third of Committee members expiring each year.~~ Unless otherwise specified in

the CVMBS Code, committee membership shall be appointed in three-year staggered terms that can be renewable with approval from the Dean. The Dean and presiding Associate Dean will appoint committee chairs in collaboration with each committee. Unless otherwise specified Terms of office for all Standing Committees begin on August 15th. While each Department is entitled to representation on all Standing Committees, their representation may be waived with approval from the Dean. Written reports summarizing Committee activities are filed annually as addenda to the minutes of the Spring College Faculty/Staff meetings. Unless otherwise specified, a quorum is defined as a simple majority of Committee members.

Biomedical Curriculum Committee

The objective of the Biomedical Curriculum Committee is to evaluate the efficiency, relevance and quality of undergraduate and graduate curricula. It is comprised of two faculty representatives from each Department that are appointed by the Heads of those Departments, and, ex officio, the Associate Dean for Academic and Student Affairs. The Committee receives and reviews proposals for undergraduate and graduate courses and curricula, and forwards them to the University Curriculum Committee. Additional matters for consideration include addition and deletion of courses, changes and overlap in course content, course adequacy, and interdisciplinary relationships with other programs and units within the University. The objective is to monitor needs of the present curricula and programs in an effort to ensure efficient, relevant and high quality curricula. A member of the Biomedical Curriculum Committee represents CVMBS as either a departmental representative or as an ex officio member on the University Curriculum Committee. Membership terms consistent across CVMBS committees are defined in Section II. C. College Committees.

Doctor of Veterinary Medicine Curriculum Committee

The overall aim of the DVM Curriculum Committee (DCC) is to ensure an efficient, relevant, and high quality curriculum. It is comprised of two faculty representatives from each Department that are appointed by the Heads of those Departments, an “at large” faculty member appointed by the Dean, the coordinator of the senior practicum, four DVM student representatives, the chair of the DVM Curriculum Committee at the University of Alaska Fairbanks (UAF), a Colorado Veterinary Medicine Association (CVMA) representative who is usually a local private practitioner, and, ex officio, the Director of the Veterinary Teaching Hospital and the Associate Dean for Veterinary Academic and Student Affairs. Please see the “Student Roles and Responsibilities: DVM Curriculum Committee” document for details regarding selection of student representatives. In the absence of a student representative, the Vice-President of the Student Chapter of the American Veterinary Medical Association (SCAVMA) may serve as an alternate class representative. ~~The Chair of the DCC will be a faculty member elected by the Committee members. Voting members of the committee consist of the faculty representatives, the senior practicum coordinator, the student representatives, and the CVMA representative~~ include all student and faculty members not identified above as ex officio. This Committee evaluates and monitors the DVM curriculum so that each course is evaluated at least every four years. Additionally, a comprehensive review of the curriculum for deficiencies and horizontal integration or overlap occurs at least every seven years. Courses offered to CSU DVM students at UAF must be reviewed and approved by the DVM and university curriculum committees at UAF, then approved by the DCC. Regular review of UAF courses will be conducted by the UAF curriculum committee in a manner similar to that applied by the DCC to courses offered in Fort Collins. The DCC receives, develops, and negotiates recommendations to

modify, add or delete courses, and forwards their decisions to the University Curriculum Committee. The Committee interfaces with the Dean and the DVM Steering Committee to consider curricular modifications in response to emerging industry and professional advances to ensure an efficient, relevant and high-quality curriculum. The DCC establishes pre-veterinary academic requirements in consultation collaboration with the Veterinary Admissions Committee. Membership terms consistent across CVMBS committees are defined in Section II. C. College Committees.

Doctor of Veterinary Medicine Admissions Committee

The DVM Admissions Committee evaluates applications and recommends candidates for admission to the DVM program and establishes policy surrounding DVM admissions and student transfers. Additionally the committee collaborates with the DVM Curriculum Committee in determining pre-veterinary academic requirements. It consists of at least ~~eight~~ nine members appointed by the Dean, to include at least four College faculty, two members from the UAF Department of Veterinary Medicine, a practicing veterinarian, a diversity representative, and, ex officio, the Senior Director of DVM Student Services. ~~The Chair of the Committee shall be elected each fall from the regular membership of the Committee.~~ Membership terms consistent across CVMBS committees are defined in Section II. C. College Committees.

Doctor of Veterinary Medicine Steering Committee

The mission of the DVM Steering Committee (DSC) is to facilitate the CVMBS goal of developing and supporting outstanding students, graduates and faculty who excel in the changing field of veterinary medicine. It consists of a minimum of 10 full-time CVMBS faculty members, and up to five additional members with relevant expertise or perspectives. Members are appointed by the Dean in consultation with the Associate Dean for Veterinary Academic and Student Affairs. ~~The three-year term of service is renewable.~~ Areas of representation broadly include the basic sciences; small animal medicine or surgery; large animal medicine or surgery; diagnostics; communications; professional development; and student wellness. Each area will be represented by at least one Committee member. The Associate Deans for Veterinary Academic and Student Affairs at CSU and UAF serve as advisory, non-voting members. Outside individuals may be invited to consult with or join the DSC as needed. ~~The Committee Chair will be an employee within CVMBS, elected annually in August by the membership. The term of service is one year.~~ If requested, the Committee will also serve to advise the Associate Dean of Veterinary Academic and Student Affairs. The DSC will form subcommittees as needed to concentrate member expertise and enact focused efforts relevant to particular issues. In order to fulfill CVMBS goals, the Committee will seek input from and explore collaboration with students, faculty, other CVMBS committees, as well as representatives from veterinary industry, professional and educational bodies. Membership terms consistent across CVMBS committees are defined in Section II. C. College Committees.

College Research Council

The College Research Council (CRC) advises the Dean on the management of the College research programs, allocation of discretionary funds, future research directions, and the relationship of the research enterprise to the instructional and service programs of the College.

It also manages intramural competition and recommends awards of CVMBS funds for research. It is comprised of two faculty representatives from each Department, and, ex officio, the Associate Dean for Research. At least one faculty member from each Department should have considerable research

and grant experience. ~~The term of service is three years.~~ The Associate Dean for Research may appoint up to three additional faculty members to represent particular areas of expertise and may appoint an ad hoc administrative member to facilitate committee activities. Such ad hoc appointments are for one year, and cannot be repeated within three years. CVMBS Department Heads will make nominations for CRC membership. The Associate Dean for Research will select CRC appointees ~~and the Committee Chair.~~ Membership terms consistent across CVMBS committees are defined in Section II. C. College Committees.

Scholarship and Awards Committee

The Scholarship and Awards Committee solicits and evaluates applications for listed scholarships and recommends recipients for all student awards and scholarships administered by the College. It consists of at least two faculty member from each Department, and, ex officio, the Associate Dean for Academic and Student Affairs. ~~The members elect the Committee Chair annually.~~ Membership terms consistent across CVMBS committees are defined in Section II. C. College Committees.

Doctor of Veterinary Medicine Scholastic Standards

Committee

The Scholastic Standards Committee ~~of the DVM Program~~ recommends to the College faculty and Dean all academic standards, policies and procedures for DVM Program matriculation. It also serves as an appeals body for student grievances relating to academic decisions within the DVM Program, and makes recommendations on student appeals for readmission to the DVM Program. It consists of five faculty members, and, ex officio, one DVM faculty member from UAF and the Associate Dean for Veterinary Academic and Student Affairs. At least two faculty members should represent the first two years of the DVM Program and at least two faculty representing the second two years of the DVM Program. In addition, the Dean shall appoint two DVM student representatives from the fourth year class. ~~Terms are renewable and will commence May 15th.~~ The terms of faculty and students will begin in May after graduation and be three and one years respectively. ~~The Chair will be a faculty member elected annually by the Committee.~~ The College DVM Scholastic Standards, Policies, and Procedures document contains material pertinent to academic standards, academic probation, dismissal from the DVM Program, and appeals processes. Scholastic standards, policies, and procedures for undergraduate and graduate students in the College are those of the University, and are described in the “Scholastic Standards” section of the CSU General Catalog and in the Manual. Membership terms consistent across CVMBS committees are defined in Section II. C. College Committees.

Special Faculty Advisory Committee

The Special Faculty Advisory Committee advises the Dean on issues relating to CVMBS Special Appointment Faculty. It is composed of two Special Faculty members elected from each Department, one Special Faculty member elected from the College at large, and an ex officio representative appointed by the Dean. ~~The Committee shall elect a Chair annually.~~ Issues for

Committee consideration may come from the Dean, College faculty members, or Committee members. Membership terms consistent across CVMBS committees are defined in Section II. C. College Committees.

Ad hoc Committees

Ad hoc committees may be established and appointed by the Dean, typically in consultation with the Executive Council. Ad hoc committees will forward recommendations for action to the Dean.

III. Procedures for reviewing candidates for new or vacated positions

Searches and hiring procedures for Department Heads, faculty and administrators shall be conducted in accordance with Sections E.4.2, E.4.3 and E.4.4 of the Manual. For administrative planning and budget purposes only, it is anticipated that the term of appointment will be five years, or a shorter interim term as designated by the Dean (see C.2.4.2.2.c of the Manual).

IV. Procedures relating to self-evaluation of College operations

Consistent with the Manual (C.2.4.2.2.d), evaluations of academic programs and Departmental operations shall be conducted concurrently every five to seven years according to a schedule established by the Provost. Additional information on the evaluation processes can be found in the Manual or in individual Departmental codes. The evaluation process shall culminate in an action plan developed by the Department and approved by the faculty, the Dean and the Provost.

V. Procedures for evaluation and review of Administrative Officers

The Dean is responsible for annual evaluations of Department Heads (Section C.2.7 of the Manual) and other administrative officers of the College including the Associate Deans, the Director of the Veterinary Teaching Hospital, the Director of the Veterinary Diagnostic Laboratory, the Executive Director of Operations, and the Executive Director of Advancement. The performance of the Dean shall be evaluated annually by the Provost/Academic Vice President.

- **Department Heads**

The Dean shall annually solicit written evaluations of Department Heads from the academic faculty of the respective Departments. The Dean will summarize this information in a written document that will be reviewed with the Head. The Dean may remove a Head from office at any time for failing to fulfill the Department's mission, or for failing to administer Departmental programs in accordance with established policies and procedures. Refer to "Terms of Office of Department Head", Section C.2.4.2.2 of the Manual. Reappointment to a new term shall start with establishing written intent between the Dean and Head no later than October 15th of the fifth year. If the Head wishes to be considered for another term, the Dean shall solicit faculty input.

Continuance shall require the positive approval of the Dean, the Head, and a simple majority of academic faculty in the respective department. A decision

regarding continuance shall be made in writing to the departmental faculty, Provost and President no later than December 15th of the fifth year so that replacement or a search process may be initiated, if appropriate. For interim or short-term appointed Heads, the Dean shall make decisions regarding renewal or replacement on an annual basis.

- **Other Administrative Officers**

For other administrative officers, the Dean shall annually solicit written evaluations from a sampling of CVMBS faculty with whom the officer directly works. The Dean will summarize this information in a written document that will be reviewed with the administrative officer. The Dean shall make decisions on position renewal, replacement or abolishment on an annual basis.

VI. **Procedures for Addressing Academic Matters**

Scholastic Standards, Policies and Procedures relating to the DVM Program can be found on the CVMBS website (<http://csu-cvmbs.colostate.edu/dvm-program/Pages/dvm-student-resources.aspx>). Scholastic Standards, Policies and Procedures relating to undergraduate and graduate Programs in the College are those of the University as described in the “Scholastic Standards” section of the CSU General Catalog and in the Manual.

VII. **Procedures for Calling and Convening College Faculty Meetings**

The CVMBS academic faculty shall meet at least once each semester. Meetings are called by the Dean or by written petition to the Secretary of the Faculty by at least 20 tenured faculty. Written notice of academic faculty business meetings, including the meeting agenda, shall be distributed to the academic faculty at least one week before the meeting. Reports from the College Committees will normally be received at the Spring Faculty/Staff meeting. The Dean serves as the Chair, and the Secretary of the Faculty as the Recorder. If a vote is required during the meeting, all academic faculty members, as defined in the Manual (E.4), are eligible to vote. If necessary, business shall be conducted by a simple majority vote of academic faculty members present. Students and others who are not academic faculty may be given permission to speak at the meetings. The latest edition of Robert’s Rules of Order will serve as the guide for all procedural and parliamentary matters.

Secretary of the Faculty

The Secretary of the Faculty shall be elected from the tenured faculty in October of the third year of the previous Secretary’s service. The outgoing Secretary will solicit nominations for Secretary and, after certifying that the candidates are willing to serve, distribute a ballot with the list of candidates to the eligible faculty. The CVMBS Secretary of the Faculty and the Executive Assistant to the Dean will tabulate and report the results to the Dean. The Dean will announce the results to the faculty. The Secretary of the Faculty serves three years, assuming office on January 1st following his/her election.

VIII. **Conflict of Interest**

The State of Colorado, the Board of Governors, Colorado State University, and the Federal

Government have policies that require yearly disclosure concerning an individual's associations with businesses and organizations external to the University (also known as the Conflict of Interest and Conflict of Commitment and Consulting). Colorado State University's Conflict of Interest Committee governs the process by which this information is collected and assessed. Detailed information can be found in the Manual Section D.7.6 for Conflict of Commitment and Consulting and Section D.7.7 for Conflict of Interest. The current Annual Role and Responsibility Survey form

can be found on the Provost/Executive Vice President's web page at <http://provost.colostate.edu/faculty->

[administrative-professionals/](#). Individuals may be required to submit a written Management Plan that outlines how Conflict will be managed to avoid violation of College, University, State or Federal policies, laws and regulations.

IX. **Procedures for Amending the Code**

Recommendations for amendments to the code of the CVMBS may be initiated by Committees including the Executive Council, Departments, or by petition of 20 percent of the faculty. An ad hoc committee shall be responsible for forwarding the recommendations to eligible faculty for approval. Code amendment requires that two thirds of eligible faculty vote to amend the Code. The code and amendment shall be effective following approval by the Provost (as specified in C.2.4.3), and after written communication of the amendment to the eligible academic faculty. Every five years the code will be submitted to the Provost for review, regardless of whether changes have been made.

Approved by CVMBS Faculty 11/8/2002

Reviewed and Updated as to Form on 09/08/2009

Reviewed, Updated and Approved by CVMBS Faculty 2/9/2

Appendix 3: Facilities



Fig. 1: Muskoxen in spring time at LARS.



Fig. 2: Veterinary medicine students learning how to give a physical exam to a reindeer at LARS.



Fig. 3: Entrance into new veterinary medicine facilities.



Fig. 4: Students are learning anatomy in Classroom 141 in Irving 1 Building.



Fig. 5: The anatomy lab in Irving 1 Building.



Fig. 6: Veterinary medicine student studying for test in Anatomy Lab in Irving 1 Building.

Appendix 4: University of Alaska Fairbanks campus map

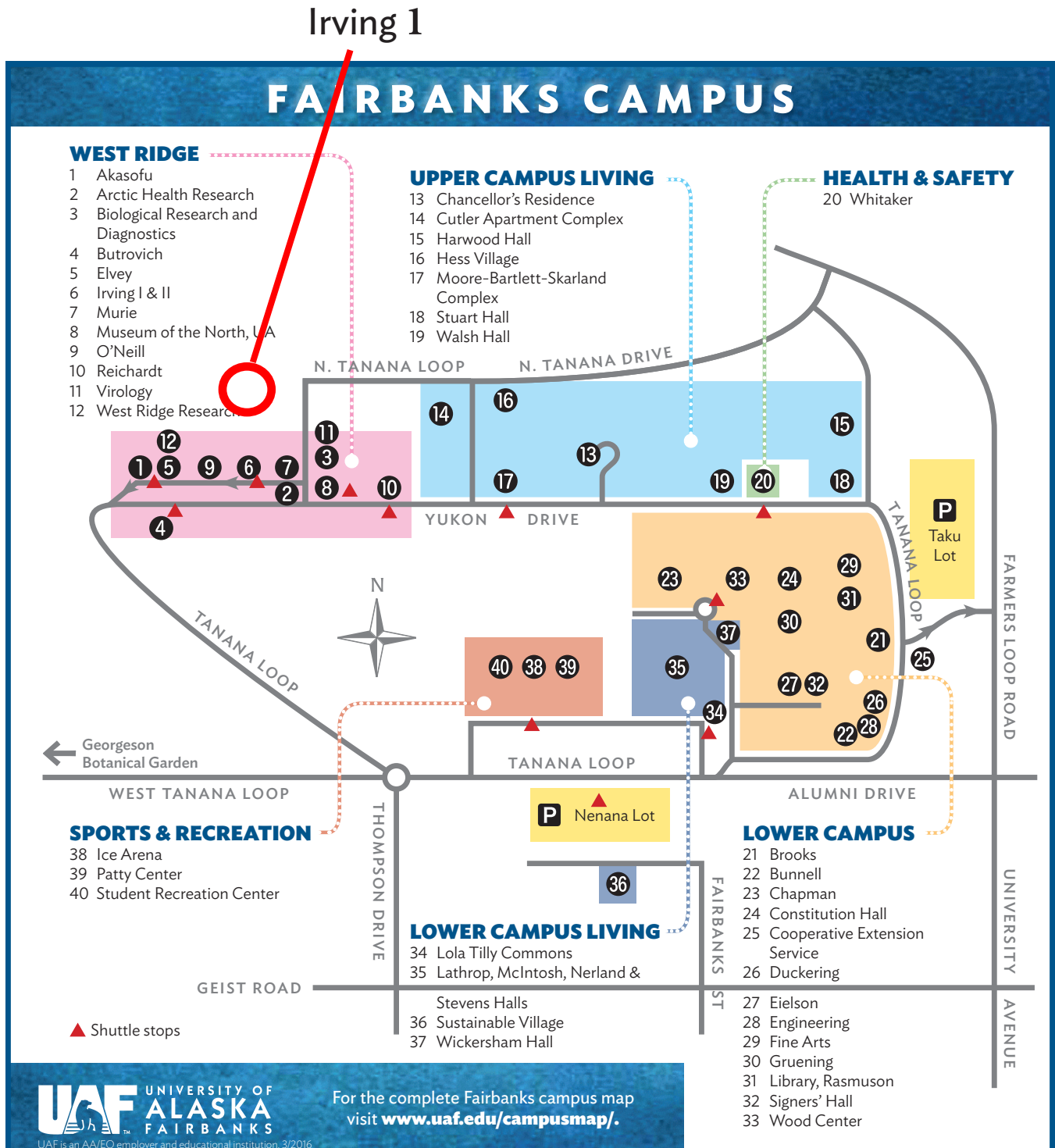


Fig. 1: Campus map showing Irving 1 Building where new veterinary medicine facilities are located.

Appendix 5: UAF Student Resources

UAF STUDENT RESOURCES

<http://www.uaf.edu/register/newstudents>

Academic Advising (www.uaf.edu/advising/)

Academic advisors assist students with the development of an educational plan encompassing academic and co-curricular goals, major requirements and a semester-by-semester degree plan. Students must meet with an academic advisor at least once a semester before registration. Students who have declared a major will be advised by a staff or faculty advisor from the academic department that oversees the major. A list of departmental advising contacts is at www.uaf.edu/advising/. Students are strongly encouraged to consult with DegreeWorks and with degree program roadmaps and outcomes (www.uaf.edu/outcomes/) before meeting with their academic advisor.

Academic Advising Center (www.uaf.edu/advising/)

The Academic Advising Center in the Gruening Building advises general studies (undeclared) and pre-major students as well as students in majors who are exploring other bachelor's or pre-professional degree programs. Furthermore, the Academic Advising Center provides information about nontraditional credit options like credit for prior learning and pre-professional academic programs like veterinary science, law, dentistry or pharmacy. The Academic Advising Center website www.uaf.edu/advising/ includes information concerning student resources that is beneficial for all undergraduate students. Contact the Academic Advising Center at 510 Gruening Building, 907-474-6396, toll free at 888-823-8780 or by email at uaf-advising@alaska.edu for more information.

Rural Student Services (www.uaf.edu/ruralss/)

Rural Student Services provides academic advising services for Native and rural college students, and provides vital links among the Fairbanks campus, rural communities and other UAF campuses. Students may choose an RSS advisor who will provide academic advising and referrals to various academic support services on the Fairbanks campus. For more information, call RSS at 907-474-7871 or 907-888-478-1452. Hours are Monday-Friday, 8 a.m.-5 p.m.
<http://www.uaf.edu/register/services/>

Blackboard (www.alaska.edu/oit/sibl/)

Blackboard is the university's learning management system that gives students and faculty the ability to participate in classes delivered solely online and/or the flexibility to use online materials and activities to complement face-to-face teaching. UAF eLearning & Distance Education courses are offered through Blackboard and may use other technology to enhance course content delivery. Blackboard makes it possible for instructors to provide students with course materials, discussion boards, virtual chat rooms, online quizzes, an academic resource center and more. Using Blackboard, instructors can provide students with resources such as lecture notes, PowerPoint slide presentations or class handouts. If you're enrolled in a course that uses Blackboard, be sure to find out how it will be used. For more information about Blackboard, please visit <http://classes.uaf.edu>. For Blackboard-related questions, please call the OIT Support Center at 907-450-8300 or helpdesk@alaska.edu, or UAF eLearning & Distance Education at 907-479-

3444 or uaf-elearning@alaska.edu.

Bookstore (www.uaf.edu/register/services/#book)

The Bookstore is located in the second and first floor of Constitution Hall. Products available include textbooks, UAF clothing, insignia gift items, general books, study aids, school and art supplies, calculators, snacks and sundries.

Bookstore hours

Monday-Friday, 7:45 a.m.-6 p.m.

Summer hours: Monday-Friday, 8 a.m.-5 p.m.

Please visit www.uaf.edu/bookstore/ or www.uaftext.com for the most up-to-date store special hours.

How to buy textbooks

You can browse and buy your textbooks by visiting the Text Bookstore located on the first floor of Constitution Hall or by visiting the website www.uaftext.com. In addition to new and used textbooks, many titles are now available for rent or as e-books to help save our students money. Please ask your bookstore associate for more information on these options.

The Bookstore website (www.uaf.edu/bookstore/ or www.uaftext.com) has instructions on how to order your textbooks. You can order your books online and pick them up in the store for free or have them shipped directly to you. We ship all online orders via U.S. Postal Service or FedEx, depending on your shipping address. Most orders going to Fairbanks, Anchorage, Juneau and the Lower 48 can ship FedEx. All orders going to other parts of Alaska and to post office boxes must be shipped by the USPS, and different shipping rates will apply.

Current UAF Catalog (www.uaf.edu/register/services/#catalog)

Current and archived catalogs are online at www.uaf.edu/catalog/.

Disability Services (www.uaf.edu/disability/)

UAF is committed to equal access for students with disabilities. Students experiencing a disability should contact the Disability Services office, 208 Whitaker Building, by phone at 909-474-5655, or on the website www.uaf.edu/disability/. Accommodations are determined through an interactive process that includes the completed application, the documentation of the disability and the essential requirements of the course. Academic accommodations are free of charge and available to eligible students enrolled for at least 1 credit. Accessible living accommodations are available to eligible individuals through the Residence Life program.

How to Get Your UAF Grades (www.uaf.edu/register/services/#grades)

Provided you do not have holds on your account, you can access your unofficial transcript, midterm and final grades at UAOnline.

1. Log on to UAOnline secured area. If you need help logging on, [click here](#).
2. Click on the following links:
 “Student Services & Account Information”
 “Student Records”
3. Select “Midterm Grades,” “Final Grades” or “Academic Transcript.” The midterm and final grade options will require you to select the term of interest. If a term is not listed, no grades have been posted for you for that term.

4. The “Academic Transcript” option will require that you select the level before submitting. For example, if you are looking for your undergraduate Fairbanks record, you would select “Undergraduate-UAF” and then click on the submit button.

After grades are posted, you will see them in your DegreeWorks audit at www.uaf.edu/reg/degreeworks/ the next day.

Student Identification: PolarExpress Card **(www.uaf.edu/register/services/#student-id)**

Your PolarExpress card is valid for two years after your last affiliation with the university. All privileges are eliminated upon departure from the university, with the exception of Bear Bucks. Holders who return to the university system within two years and no longer have their PolarExpress card must buy a replacement card.

The PolarExpress card is your permanent, official university identification card. It is more than an ID card. You can deposit money in your PolarExpress card balance and use it to pay for goods at all Dining Services locations, vending machines, photocopiers, the Wood Center counter and the Bookstore. You will use your PolarExpress card for:

- Photo identification
- Dining services
- Residence hall access
- Library access
- Student labs access
- Photocopiers and laser printers
- Vending machine access
- Student Recreation Center
- Student Health and Counseling Center
- Admission to university events
- Voting

Students can get a PolarExpress card at the Bursar’s Office, located on the first floor of Signers’ Hall. Please bring valid photo identification when you stop in to have your picture taken for your new PolarExpress card.

Your PolarExpress card is valid for two years after your last affiliation with the university. All privileges are eliminated upon departure from the university, with the exception of Bear Bucks. Holders who return to the university system within two years and no longer have their PolarExpress card must buy a replacement card.

Student Information Privacy and Social Security Number Information **(www.uaf.edu/register/services/#stuinfo)**

To protect your privacy, the University of Alaska will assign you a student ID number that is different from your social security number. Your student ID number, rather than your SSN, will be used to identify your educational records.

You will be able to access your new student ID number when you log on to UAOnline.

UA is required to obtain your SSN for federal financial aid and tax reporting purposes. The Privacy Act Notice, Section 6109 of the Internal Revenue Code, requires you to give your correct SSN to persons who must file information returns with the IRS to report certain information. The IRS uses the numbers for identification

purposes and to help verify the accuracy of your tax return. For more information please refer to IRS code 6050S.

Your SSN is required to use the secure web admissions application. (This will help us avoid duplication of student records.) If you do not wish to provide your SSN using the web application, you may download, complete and mail an undergraduate or graduate student application to the Office of Admissions and the Registrar, P.O. Box 757480, Fairbanks, AK 99775-7480.

Testing Services (www.uaf.edu/testing/)

As a national test center, the UAF Testing Services office contracts and administers paper and pencil and computer-based exams. We advise UAF students, prospective students and the community about national testing for college admissions and placements in addition to career and professional certification.

Our office administers a wide range of testing and assessment instruments used for admission, awarding of college credits, career and life planning, and professional certification. We coordinate private proctoring and credit by examination locally and through the College Level Examination Program (CLEP).

The ACCUPLACER, ALEKS and ASSET tests cover basic skill areas of reading, writing and math. They are used to help determine readiness for specific course work. All entering associate degree students, certificate students and students planning to take a 100-level written communications course are required to provide test scores from the ACCUPLACER, COMPASS, ASSET, ACT or SAT tests. All students planning to take a MATH, DEVM or course with a math prerequisite will need to take the ALEKS placement test. This test is unproctored and available online.

UAF Testing Services also offers the following entrance/licensure and accreditation exams on computer: CLEP, CPA, DSST, GRE, GMAT, HOBET, LCE, MAT, MCAT, PAXRN, PRAXIS, TOEFL and others. Registration in advance is required. In addition, Testing Services is an ETS, ACT and Prometric center, hosting a variety of other computer-based tests.

ACT residual test schedule: For students who have not submitted scores from either the ACT or SAT national or posted tests, ACT residual tests will be offered as follows:

For fall 2016 -Monday, August 22 and Thursday, August 25, at noon. While no formal registration is required for ACT residual testing, students need to notify Testing Services of their intent to test. Students should arrive by 11:45 am to allow time to complete paperwork, and bring \$60.00 test fee (in exact change), picture identification, and a calculator (please visit www.act.org to view acceptable calculators).

Disabled students may be entitled to special testing arrangements. For more information about services offered and registration materials, visit Testing Services at 211 Gruening Building, call (907) 474-5277 or email uaf-testing-dept@alaska.edu. Walk-in hours are 8 a.m. to 3 p.m. Monday-Friday.

Veterans' and Military Services (www.uaf.edu/veterans)

UAF makes a firm commitment to veterans and the active military communities in the Fairbanks area. Veterans' Services includes staff members in Financial Aid, the Office of Admissions and the Registrar, Career Services, and the Veterans' Resource Center who focus on veterans and their families. We are here to help you with any challenges you encounter while transitioning from a military to an academic environment.

Who can use the services?

All veterans -- active duty, reserve, guard, separated and retired, and their dependents who are exploring the

academic opportunities available to them at UAF -- are eligible to use UAF services for veterans. The Veterans' Resource Center is open to all veterans and dependents seeking help regardless of their academic intent or institutional affiliation.

Initiate your VA paperwork 60-90 days before your school start date. Apply for your GI Bill benefits through the VONAPP (see www.uaf.edu/veterans/).

The UAF Financial Aid Office helps veterans, service members and eligible dependents with paperwork for degree and certificate programs. As a liaison with the Department of Veterans Affairs, the school certifying official monitors the academic progress of eligible students in compliance with Title 38, Code of Federal Regulations.

If you are interested in applying for VA educational benefits under any of the chapters listed at www.uaf.edu/veterans/va-educational-benefits/, visit www.uaf.edu/veterans/using-your-va-benefits/

Safety at UAF (www.uaf.edu/safety/)(www.uaf.edu/reslife/living-on-campus/safety/)

In An Emergency dial 911 and provide information to the dispatcher. If it's safe to do so, wait in the area until emergency services personnel arrive, and/or meet them at the building entrance. In a nonemergency situation, you can reach the dispatcher at 907-474-7721. In the event of a closure, campus emergency or other disruption, information about the Fairbanks campus may be available by calling 907-474-7UAF (7823).

Information may also be disseminated via the following methods:

Email or fax, Local radio and/or television broadcasts, Online at www.uafnews.com or www.uaf.edu/alert/.

Safety and Security Tips

- Walk in pairs at night or call 907-474-7721 at any time to have a community service officer escort you to your car or other Fairbanks campus location.
- Be aware of your surroundings.
- Trust your instincts.
- Keep your residence door locked at all times.
- Report suspicious persons or situations.
- Alert campus police if you will be working late or on weekends.
- Never leave personal items unattended.
- Lock your vehicle.
- Report all incidents of crime or suspected crime to the UAF Police Department, and never hesitate to call for help.

More information about safety is available at www.uaf.edu/usa/student-resources/conduct/#safety.

Who Can Help?

- UAF Police/Fire Department (911 or 907-474-7721)
- Alaska State Troopers (907-451-5100)
- Fairbanks Police Department (907-459-6500)
- Fairbanks Memorial Hospital (907-458-5565)
- Interior Alaska Center for Non-Violent Living (907-452-2293)
- Crisis Line (907-452-4357)
- UAF Student Health and Counseling Center (907-474-7043)

- UAF Dean of Students Office (907-474-7317)
- UAF Residence Life (907-474-7247)
- UAF Office of Diversity and Equal Opportunity and Title IX Coordinator (907-474-7300)
- Contacting any of these resources doesn't commit you to further legal action and is confidential.

Prevention

- UAF security escort (907-474-7721)
- UAF Student Health and Counseling Center (907-474-7043)
- UAF Disability Services (907-474-5655)
- UAF Dean of Students Office (907-474-7317)
- Interior Alaska Center for Non-Violent Living (907-452-2293)
- UAF Office of Diversity and Equal Opportunity and Title IX Coordinator (907-474-7300)

Student Support Services (<http://www.uaf.edu/ss/>)

Student Support Services is a Federal TRiO program. TRiO Programs are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRiO includes eight programs, including Student Support Services, Upward Bound, and Educational Talent Search. Individuals who have qualified for TRiO programs in the past will likely qualify for participation in Student Support Services.

These services are free of charge to participants

- Comprehensive academic advising and mentoring - We can address both academic and personal concerns in order to help you reach your educational goals.
- Tutorial services - Our peer and professional tutors are certified through the College Reading and Learning Association.
- Supplemental math skills instruction - The SSS math coordinator works with small groups of students to help them succeed and advance to the next level of mathematics.
- Instruction in basic study skills - SSS assists students as they develop study skills by offering various types of instruction.
- Laptop and technology loan program - This program offers access to educational resources.
- Direct financial assistance to qualified low-income participants - Each semester SSS awards grant aid to eligible applicants.
- Opportunities for cultural and social engagement - SSS students are invited to participate in a variety of social and cultural activities.
- Printing and copying of academic materials - Students involved in SSS may print and copy academic materials free of charge.
- Financial literacy - We can assist students with researching, applying for, and understanding the financial resources and assistance available.

Student Support Services at Colorado State University (csu-cvmb.colostate.edu/dvm-program/Pages/dvm-student-resources.aspx)

- Student Health and Safety
- Alcohol and Drug Policy
- Biosecurity and Infection Control
- Campus Safety

- DVM Student of Concern Reporting
- DVM Student Counseling Services
- Hartshorn Health Service & Insurance Forms
- Health Care Policy
- Health Responsibility Form
- Help for Individuals in Crisis
- Rabies Vaccination Protocol
- Radiation Exposure during Externships Policy
- Building and Classroom Resources
- Anatomy
- CSU Lactation Rooms
- VTH
- Student Room Scheduling
- DVM Graduation
- DVM Student Ambassador Program
- DVM Student Animal Feeding Programs
- Guidelines on Corporate Partnership
- Maps of CSU Campus
- Printing and Copy Policy
- Student & Professional Organizations
- VTH Discount Policy
- Veterinarian's Oath
- DVM Financial Aid & Resource Information
- DVM Financial Aid
- Education Costs and Use of Tuition Funds
- Financial Support of Off-Campus Student Activities Involving Livestock and Aquaculture
- Emergency Loan Programs
- Financial Support for Student Activities (general)
- Scholarships & Awards, Loans, Grants & Work-Study
- Employment and Externship Opportunities
- DVM Career Services Information
- AVMA Student Externship Locator
- CSU DVM Externship and Experiential Learning Opportunities
- DVM Graduation Ceremony Form
- Essential Functions Policy Acceptance Form
- Excused Absence Form
- Health Related Forms
- Independent Study Forms
- Tutoring Forms
- DVM Curriculum
- Academic Calendar 2016-2020
- Capstone Examinations
- Curriculum 2016-2017
- Registration, Final Exams, Supplies/Textbooks - Fall 2016
- Registration, Final Exams, Supplies/Textbooks - Spring 2017
- DVM Graduation Ceremony Form
- DVM Program and Curricular Goals

- Excused Absence Form
- Independent Study and Practicum
- National Board of Veterinary Medical Examiners
- Printing and Copy Policy
- Small and Large Animal Veterinary Surgical Training Program
- Tutoring
- Veterinary Curriculum Committee
- Secure Student Sites
- Class Standings/Course Rank
- 3rd and 4th Year Practicums
- Canvas
- RamWeb

People

Dr. Melinda Frye, Associate Dean
Veterinary Academic and Student Affairs

Dr. Ashley Stokes, Assistant Dean for Veterinary Admissions and Student Services
Jamie Fouty
Program Effectiveness Coordinator
Focused on outcomes assessment, and data analysis and presentation for continuous improvement.

Chad Jones, MA, CFP®, DVM Financial Advisor
All advising appointments are completely confidential and cost-free to currently enrolled DVM students.

Dr. Andrew West, Educational Development Manager
Focused on supporting faculty in curriculum development, instruction, and in learner assessment.

Rosemary Lucas, Database Query and Management Specialist
Focuses on data acquisition and data management.

Deb Liptak, DVM Student Coordinator
Third and fourth-year DVM students; non-CSU DVM students and residents; and clinical rotation practicum.

Cathy Mojahed, DVM Student Coordinator
Exam scheduling, RDS communications, registration, enrollment verification, and management of course materials.

Adrienne Marcus, Program Assistant for DVM Student Services

Allyce Lobdell, Administrative Assistant for DVM Services

Dr. Laurie Fonken, DVM Student Psychological Counselor
Counseling Services for DVM students experiencing academic hardships, situational issues, immediate crisis, or mental health concerns. All counseling is confidential. No information is released to anyone without your written consent except in the case of a life-threatening emergency or when it is otherwise required by law.

Appendix 6: Table of Collaboration/Visits

Date	Individual / Location	Reason for visit	
2015 August	DVM Students (UAF)	Student Organizations	During the week-long DVM student orientation, first year students meet with members of their CSU-based student cohort, instructors, originators of program, student psychological counselor, student financial advisor, and administrators.
2015 September	Dr. Rebecca Stinson (AVMA)	Student Organizations	Welcome to the program
2015 September	Inferior Veterinary Medical Assn.	Student Organizations	Invited students to attend meetings - Student IVMA membership
2015 October	AKVMA (Alaska)	Student Organizations	Alaska (AK)VMA Annual meeting attended by four students (travel support provided in part by IVMA)
2015 October	Dr. Ashley Stokes and Janet Janke (CSU)	Educational Development	Pre-veterinary student advising and evaluation
2015 November	Dr. Michael Lappin and Dr. Sue VandeWoude (CSU)	Continuing Education	Feline Gamma Herpesvirus and Feline Foamy Viruses; Infectious gastrointestinal diseases of dogs and cats; Infectious upper respiratory diseases in cats; FIV: Should we vaccinate cats and does it cause disease? And Cross species disease transmission between domestic and non domestic cats
2016 January	Dr. Laurie Fonken (CSU)	Wellness	Lectured in Wellness course and met with UAF-based students
2016 February	Temple Grandin (CSU)	Professional Development	Presentation at UAF and met with students in program
2016 February	Dr. Melinda Frye (CSU)	Educational Development	Visited Fairbanks to meet with faculty and students, observe classes and interview program participants
2016 March	Dr. Ashley Stokes (CSU)	Educational Development, Wellness	Pre-Vet student application workshop and instruction in Wellness Course

	DVM Students (UAF)	Student Organizations	
2016 August			During the week-long DVM student orientation, first year students meet with members of their CSU-based student cohort, instructors, originators of program, student psychological counselor, student financial advisor, and administrators.
2016 August	Dr. Dirk Vanderwall (Utah)	Administrative	Pre-accreditation and 2+2 consultant
2016 August	Dr. Melinda Frye (CSU) and Jamie Fouty (CSU)	Administrative	Program Coordination and Effectiveness meeting with faculty, staff, students and administrators to align curricular offering and outcomes between programs
2016 September	Dr. Sangeeta Rao (CSU) & Dr. Tuula Hollmen (UA)	Educational Development	Preventive Medicine instruction in intensive format for alignment of lectures in course.
2016 October	Dr. Andrew West (CSU)	Educational Development	CSU Education Development Manager met with faculty and students to assess curriculum offering at UAF and to support faculty in optimizing instructional design given the small cohort size
2016 October	Dr. Colleen Duncan (CSU) & Dr. David Payer (NPS)	Educational Development	National Parks Service held a wildlife disease surveillance workshop at UAF which included DVM faculty and students
2016 November	Dr. Arleigh Reynolds & Dr. Chris Thomson (UAF)	Educational Development, Wellness	Attended and presented material at AVMA Wellness Summit at CSU
2016 December	Dr. Ashley Stokes (CSU)	Educational Development	To meet with faculty to discuss admissions parameters that are associated with success in DVM students and advised Pre-DVM on application strategies

Appendix 7: University of Alaska Fairbanks Faculty Research Table

Administrative Name	Degrees	Position	Course Leader/ Instructor	Peer reviewed Publications 2014-2016	Proposals 2014-2016	Grants Funded 2014-2016
Dr. Arleigh Reynolds <i>Administrator</i>	DVM, Ph.D., DACVN	Associate Dean, Veterinary Medicine and Associate Professor Veterinary Nutrition	Research & Methods, Performance Dog Medicine (co-instructor with Dr. Duerr & Hueffer), Nutrition & Metabolism, Strategies for Wellbeing in Vet Profession, Clinical Sciences I, II	7	2	\$11,216,710.00
Dr. Todd O'Hara <i>Administrator</i>	DVM, Ph.D., DABVT	Coordinator Pre-Vet and Veterinary Student Services, Professor Wildlife Toxicology	Veterinary Toxicology & Pharmacology	11	16	\$1,263,731.00
Dr. Karsten Hueffer <i>Administrator</i>	DVM (Equivalent), Ph.D., Royal Veterinary College (RVC) Post Graduate Certificate in Veterinary Education, Fellow of the Higher Education Academy (UK)	Curriculum Chair, Associate Professor Microbiology	Veterinary Bacteriology & Mycology, Virology, UAF Course Coordinator Parasitology	6	11	\$12,481,539.00
Dr. Lisa Lunn <i>Faculty</i>	DVM, DABVP	Associate Professor Large Animal, Extension Veterinarian	Foundations I, ii, iii, iv, Food Animal Production & Food Safety, Clinical Sciences i, ii	0	5	\$51,000.00
Dr. Molly Murphy <i>Faculty</i>	DVM, Ph.D., DACVP	Assistant Professor Veterinary Pathologist	General Path BoD, Path of Organ Systems BoD ii, Bioanalytical Path, Path of Organ Systems ii	1	3	\$7,027.00
Dr. B. Vaughan Seed <i>Faculty</i>	BVSc, DVM	Assistant Professor Veterinary Anatomist	Veterinary Anatomy, Skeletal Articulation,			
Dr. Christine Thomson <i>Faculty</i>	DVM, Ph.D. DACVIM, ECVN	Associate Professor Veterinary Neurobiologist	Veterinary Neurobiology, Strategies for Wellbeing in Veterinary Profession	1	3	
Totals				26	40	\$25,020,007.00

Affiliate/ Associate Faculty	Degrees	Position	Course Leader/ Instructor	Peer reviewed Publications	Proposals 2014-2016	Grants Funded 2014-2016
Dr. Julie Avery	Ph.D.	Affiliate Faculty Animal Sciences	Organ systems, Anatomy/ Physiology	5	4	\$18,895.00
Dr. Andrea Ferrante	MD	Affiliate Faculty, Internal Medicine & Pathology, Transplant Immunology	Immunology	4	6	\$1,796,581.00
Dr. Cristina Hansen	DVM, Ph.D.	Affiliate Faculty, Post Doctoral Researcher	Diagnostic Imaging, Principles of Imaging Interpretation, Small Animal lecturer Foundations	8	1	
Dr. Tuula Hollmen	DVM, Ph.D.	Marine Science Alaska Sea Life Center, Epidemiology	Preventive Medicine Lecturer		8	\$535,242.00
Dr. Marianne Lian	DVM, Ph.D. Student	Wildlife Veterinarian & Chemical Immobilization	Anesthesiology, Physiology Lecturer	5		
Dr. Jan Rowell	Ph.D.	Affiliate Faculty, Reproductive Physiology	Theriogenology	2	5	\$185,225.00

Appendix 8: UAF-CNSM Unit Criteria

September 7, 2004 (with modifications by faculty on 10-02-09, and January, 2016)

**UAF REGULATIONS FOR THE EVALUATION OF FACULTY:
ANNUAL REVIEW, PRE-AND POST-TENURE,
PROMOTION, TENURE REVIEW**

AND

**NATURAL SCIENCES
UNIT CRITERIA**

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS (BOR) CRITERIA FOR ANNUAL REVIEW, PRE- AND POST-TENURE, PROMOTION, AND TENURE REVIEW, SPECIFICALLY DEVELOPED FOR USE IN EVALUATING NATURAL SCIENCE FACULTY IN CNSM. ITEMS IN BOLDFACE CAPITAL LETTERS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO CNSM FACULTY, AND BECAUSE THEY ARE ADDITIONS AND CLARIFICATIONS TO UAF REGULATIONS. THE CNSM MATHEMATICAL AND STATISTICS DISCIPLINES CRITERIA ARE SUBMITTED AS A SEPARATE DOCUMENT.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies", supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The Provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment.

Minimum degree, experience and performance requirements are set forth in UAF Faculty Policies, Chapter IV. Exceptions to these requirements for initial placement

in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.

B. Academic Titles.

Academic titles must reflect the discipline in which the faculty are appointed and reside within a specific discipline.

C. Process for Appointment of Faculty with Academic Rank.

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit shall observe procedures for advertisement, review and selection of candidates to fill any vacant faculty positions. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. Process for Appointment of Faculty with Special Academic Rank.

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies, and shall provide for participation in hiring by faculty and administrators in the unit.

E. Following the selection process.

The dean or director shall appoint the new faculty member and advise him/her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. Letter of Appointment.

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

CHAPTER III.

Periodic Evaluation of Faculty

IT IS EXPECTED THAT THE CRITERIA FOR ASSISTANT PROFESSOR ARE TO BE MET FOR THE FOURTH YEAR COMPREHENSIVE REVIEW. FOR PROMOTION TO AND TENURE AS ASSOCIATE PROFESSOR, AN ASSISTANT PROFESSOR HAS TO MEET THE CRITERIA AT THE ASSOCIATE LEVEL. FOR PROMOTION TO FULL PROFESSOR AN ASSOCIATE PROFESSOR HAS TO MEET THE CRITERIA FOR FULL PROFESSOR. CRITERIA

FOR ASSOCIATE AND FULL PROFESSOR INCLUDE AN ASSUMPTION THAT CRITERIA AT THE PREVIOUS LEVEL(S) CONTINUE TO BE MET. LISTED EXAMPLES ARE NOT MEANT TO IMPLY THAT ALL OF THOSE PROVIDED ARE EQUALLY MERITORIOUS. WORKLOADS VARY BETWEEN FACULTY MEMBERS IN THEIR RELATIVE EMPHASIS IN THE TRIPARTITE AREAS. THEREFORE, EXPECTED AMOUNT OF ACTIVITY IN TEACHING, RESEARCH, AND SERVICE SHOULD BE CONSIDERED IN THE CONTEXT OF THE FACULTY MEMBER'S WORKLOAD.

A. General Criteria

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies" Chapter IV **AND NATURAL SCIENCES UNIT CRITERIA, STANDARDS, AND INDICES**, evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university. **TRIPARTITE FACULTY APPLYING FOR TENURE AND/OR PROMOTION ARE STRONGLY ENCOURAGED TO GIVE A SEMINAR ON THEIR RESEARCH TO THEIR PEERS BEFORE THE PEER-UNIT COMMITTEE MEETS IN THAT YEAR TO AID IN THESE CONSIDERATIONS.**

For purposes of evaluation at UAF, the total contribution to the university and activity in the areas outlined above will be defined by relevant activity and demonstrated competence from the following areas: 1) effectiveness in teaching; 2) achievement in scholarly activity; and 3) effectiveness of service.

Bipartite Faculty

Bipartite faculty are regular academic rank faculty who fill positions that are designated as performing two of the three parts of the university's tripartite responsibility. The dean or director of the relevant college/school shall determine which of the criteria defined above apply to these faculty.

Bipartite faculty may voluntarily engage in a tripartite function, but they will not be required to do so as a condition for evaluation, promotion, or tenure.

B. Criteria for Instruction

A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution and the particular teaching mission of the unit. Instruction includes actual contact in classroom, correspondence or electronic delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as individual/independent study, tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend

to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees, particularly as their major advisor, curriculum development, and academic recruiting and retention activities.

1. Effectiveness in Teaching

Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. **WHEN EVALUATING THE QUALITY OF THE TEACHING, CONSIDERATION SHOULD BE GIVEN TO THE NATURE OF THE COURSE (E.G., CORE, NUMBER OF STUDENTS, WRITING INTENSIVE, STUDENT DEMOGRAPHICS, ETC.).** Effective teachers **WILL DEMONSTRATE SOME, BUT NOT NECESSARILY ALL, OF THE FOLLOWING CHARACTERISTICS IN AN INDIVIDUAL YEAR:**

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;
- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning success;
- e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;
- g. may receive prizes and awards for excellence in teaching;

2. Components of Evaluation

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

- a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

- b. narrative self-evaluation,
- c. peer/department chair classroom observation(s),
- d. peer/department chair evaluation of course materials.

SPECIFIC SCIENCES CRITERIA FOR TEACHING PERFORMANCE:

- **ASSISTANT PROFESSOR: EVIDENCE OF TEACHING ABILITY AND A COMMITMENT TO A QUALITY AND CURRENT TEACHING PROGRAM IN THE DEPARTMENT. UNIVERSITY-SANCTIONED TEACHING EVALUATION SCORES SHOULD SHOW THAT THE MAJORITY OF STUDENTS RATE COURSES FAVORABLY, AND, IF NOT, THERE SHOULD BE A DEFINITE UPWARD TREND SHOWING IMPROVEMENT IN SCORES OVER TIME. COURSE MATERIALS SUCH AS SYLLABI, EXAMS, PROJECTS AND HOMEWORK SHOULD REFLECT THE COURSE DESCRIPTION AND BE CONTEMPORARY. THE FACULTY SHOULD PROVIDE EVIDENCE FOR ACTIVE SUPPORT OF STUDENT RESEARCH AT THE UNDERGRADUATE AND/OR GRADUATE LEVEL.**
- **ASSOCIATE PROFESSOR: THE RECORD MUST SHOW THAT THE TEACHING MATERIAL IS CONTEMPORARY AND RELEVANT AND THAT THE PRESENTATIONS STIMULATE THE LEARNING PROCESS. EVIDENCE OF THE EXPECTED QUALITY OF INSTRUCTIONAL PERFORMANCE MAY INCLUDE - BUT IS NOT LIMITED TO - COURSE AND/OR CURRICULUM DEVELOPMENT, NOVEL APPROACHES TO INSTRUCTION, VERSATILITY IN INSTRUCTIONAL ASSIGNMENTS, EFFECTIVE GUIDING AND MENTORING OF INDIVIDUAL STUDENTS, OR HIGH QUALITY UNIVERSITY-SANCTIONED TEACHING EVALUATION SCORES OR OTHER TEACHING EVALUATIONS (E.G. PEER-EVALUATION). CHAIR AND/OR PEER EVALUATIONS SHOULD PROVIDE EVIDENCE OF EFFECTIVE CLASSROOM INSTRUCTION AND STUDENT ENGAGEMENT. THE RECORD MUST ALSO SHOW ACTIVE AND SUCCESSFUL MENTORSHIP IN RESEARCH AT THE UNDERGRADUATE AND/OR GRADUATE LEVEL. SUCH MENTORSHIP CAN INCLUDE MEMBERSHIP ON GRADUATE ADVISORY COMMITTEES.**
- **PROFESSOR: SIGNIFICANT CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM ARE EXPECTED. THESE CONTRIBUTIONS MAY INCLUDE MAJOR IMPROVEMENTS IN COURSE AND CURRICULUM OFFERINGS, SECURING FUNDS TO ENHANCE INSTRUCTIONAL AND/OR LABORATORY SETTINGS, LEADERSHIP IN DEPARTMENTAL LEVEL CURRICULUM CORE REVISIONS, STUDENT LEARNING**

OUTCOME ASSESSMENTS, STUDENT ADVISING, AND MENTORING OF GRADUATE STUDENTS TO THE COMPLETION OF THEIR DEGREE. THE FACULTY MUST SHOW A CONSISTENT RECORD OF HIGH QUALITY TEACHING.

C. Criteria for Research, Scholarly, and Creative Activity

Inquiry and originality are central functions of a land grant/sea grant/space grant university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits that are appropriate to the mission of their unit, and equally important, results of their work must be disseminated through media appropriate to their discipline. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers at the University of Alaska and elsewhere.

1. Achievement in Research, Scholarly, and Creative Activity

Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

- a. They must occur in a public forum,
- b. They must be evaluated by appropriate peers,
- c. They must be evaluated by peers external to this institution so as to allow an objective judgment,
- d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

- a. Books, reviews, monographs, bulletins, articles, proceedings, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
- b. Competitive grants and contracts to finance the development of ideas; these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

- d. Exhibitions of art works at galleries; selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.
- e. Performance in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges;
- f. **INVITATION TO EDIT OR REFEREE ARTICLES OR PROPOSALS FOR PROFESSIONAL JOURNALS OR ORGANIZATIONS CAN BE TAKEN AS EVIDENCE OF OBTAINING STATURE FROM COLLEAGUES**
- g. Scholarly reviews of publications, art works and performance of the candidate.
- h. Citations of research in scholarly publications.
- i. Published abstracts of research papers.
- j. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.
- k. Prizes and awards for excellence of scholarship.
- l. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
- m. Development of processes or instruments useful in solving problems, such as computer programs, and systems for the processing of data, genetic plant and animal material, and where appropriate obtaining patents and/or copyrights for said development.

SPECIFIC CRITERIA FOR SCIENCE RESEARCH PERFORMANCE:

- **ASSISTANT PROFESSOR: EVIDENCE OF THE ABILITY TO ESTABLISH A VIABLE RESEARCH PROGRAM IN THE AREA OF SPECIALIZATION, NORMALLY A SUB-DISCIPLINE OF THE NATURAL SCIENCES (WITH THE OPTION OF RESEARCH IN SCIENCE EDUCATION). THIS SHOULD INCLUDE SEVERAL OF THE FOLLOWING:**
 - **RECRUITING AND MENTORING GRADUATE AND/OR UNDERGRADUATE RESEARCH STUDENTS**
 - **PEER-REVIEWED PUBLICATIONS FROM RESEARCH PERFORMED AT LEAST IN PART DURING THEIR CURRENT APPOINTMENT**

- PROPOSALS THAT WERE EITHER FUNDED OR RECEIVED FAVORABLE REVIEWS.
 - ACQUIRING DATA THAT PROMISES TO RESULT IN PUBLICATIONS
 - ESTABLISHING A PROFESSIONAL REPUTATION THAT DEMONSTRATES VISIBILITY IN THE SCIENTIFIC COMMUNITY
 - PRESENTATIONS SUCH AS TALKS OR POSTER PRESENTATIONS AT SCIENTIFIC MEETINGS
- **ASSOCIATE PROFESSOR: MUST HAVE ESTABLISHED AN APPROPRIATE RESEARCH PROGRAM. THE FACULTY MEMBER SHOULD SHOW INDEPENDENCE AND LEADERSHIP BY GENERATING RESEARCH IDEAS THAT TRANSLATE INTO PROJECTS THAT INVOLVE GRADUATE STUDENTS AND MAY ALSO INCLUDE UNDERGRADUATE STUDENTS. EXAMPLES FOR SUCH A SUCCESSFUL RESEARCH PROGRAM SHOULD INCLUDE SEVERAL OF THE FOLLOWING:**
- PUBLICATIONS IN REFEREED PROFESSIONAL JOURNALS DEMONSTRATING SIGNIFICANT SCIENTIFIC CONTRIBUTIONS AS MEASURED BY STANDARD INDICES (E.G. PUBLICATION RATE, CITATION RATES, JOURNAL IMPACT FACTOR). IT IS IMPORTANT FOR THE FACULTY MEMBER TO DISCUSS THE IMPORTANCE OF THEIR SCIENTIFIC CONTRIBUTIONS CLEARLY IN THE NARRATIVE.
 - PUBLICATION OF DISCIPLINE-RELEVANT DATA AND METADATA, CONTRIBUTION TO CYBER STRUCTURE, OR CONTRIBUTING TO PUBLICLY AVAILABLE COMPUTER MODELS
 - PRESENTATION OF RESEARCH RESULTS AT PROFESSIONAL MEETINGS
 - LEADERSHIP IN PREPARATION AND SUBMISSION OF RESEARCH PROPOSALS
 - ACQUISITION OF EXTERNAL RESEARCH FUNDING
 - SUCCESSFUL MENTORING OF GRADUATE STUDENTS IN THE FACULTY MEMBER'S FIELD OF EXPERTISE, WHICH CAN BE DEMONSTRATED BY STUDENT GRADUATION, STUDENT PRESENTATIONS AND PUBLICATIONS, STUDENT AWARDS OR GRANT SUCCESS, PROFESSIONAL PLACEMENT OF STUDENTS AFTER GRADUATION.
- **PROFESSOR: MUST HAVE ESTABLISHED AN INTERNATIONALLY RECOGNIZED RESEARCH PROGRAM. THE FACULTY MEMBER SHOULD SHOW INDEPENDENCE AND LEADERSHIP IN RESEARCH BY HAVING PRODUCED A SUFFICIENT QUALITY AND QUANTITY OF PUBLICATIONS**

TO DEMONSTRATE THE EXISTENCE OF AN ON-GOING, PROFESSIONAL RESEARCH PROGRAM THAT HAS ATTRACTED EXTERNAL FUNDING. THERE SHOULD BE A RECORD OF STUDENT INVOLVEMENT INCLUDING SUCCESSFUL MENTORING OF GRADUATE STUDENTS. THE RESEARCH PROGRAM SHOULD DEMONSTRATE:

- **EVIDENCE OF AN INTERNATIONAL REPUTATION THAT SHOULD INCLUDE SEVERAL EXAMPLES OF THE FOLLOWING: PROFESSIONAL ACTIVITIES OR PRESENTATIONS AT MEETINGS, CITATIONS OF PUBLICATIONS, DOCUMENTED OPINIONS OF OTHER SCIENTISTS IN THE FIELD, INVITED TALKS, BOOK CHAPTERS, PROFESSIONAL AWARDS, AND INVITATIONS TO SERVE ON STEERING COMMITTEES, REVIEW PANELS, AND WORKING GROUPS.**
- **EVIDENCE OF AN ON-GOING, PROFESSIONAL, INDEPENDENT RESEARCH PROGRAM THAT SHOULD INCLUDE EXAMPLES OF THE FOLLOWING: PUBLICATION QUALITY AND QUANTITY INDICATED BY THE NUMBER OF CITATIONS, THE QUALITY OF THE JOURNALS AS INDICATED BY THEIR IMPACT FACTOR, AND/OR EXTERNAL REVIEWS STATING THE PAPERS MADE MAJOR CONTRIBUTIONS. THE FACULTY MEMBER'S ACQUISITION OF EXTERNAL FUNDING SHOULD BE DESCRIBED, INCLUDING A DESCRIPTION OF THEIR CONTRIBUTION TO COLLABORATIVE PROJECTS.**
- **EVIDENCE OF MENTORING OF GRADUATE STUDENTS THAT SHOULD INCLUDE SEVERAL EXAMPLES OF THE FOLLOWING: STUDENT GRADUATION, A SIGNIFICANT BODY OF STUDENT PRESENTATIONS, STUDENT AWARDS, OR STUDENT GRANT SUCCESSES, AND PROFESSIONAL PLACEMENT OF STUDENTS. INCLUSION OF UNDERGRADUATE STUDENTS IN RESEARCH PROGRAMS IS ALSO VALUED AND MENTORING OF UNDERGRADUATE STUDENTS SHOULD BE DEMONSTRATED IF THEY ARE INCLUDED IN THE RESEARCH PROGRAM.**

AS A POINT OF CLARIFICATION, THERE IS NO EXPECTATION FOR FACULTY AT ANY RANK TO AMASS PUBLICATIONS AS EITHER FIRST OR SOLE AUTHOR. IT IS COMMON FOR MANY DISCIPLINES TO HAVE THE PRIMARY AUTHOR LISTED LAST (OFTEN AS CORRESPONDING AUTHOR), AND IT IS CONSIDERED FAVORABLE FOR STUDENTS TO BE INCLUDED AS COAUTHORS OR FIRST AUTHORS. IT IS ESSENTIAL FOR THE FACULTY MEMBER TO CLARIFY IN THEIR NARRATIVE THEIR ROLE AND CREATIVE CONTRIBUTIONS IN MULTIPLE-AUTHORED PUBLICATIONS. THIS PHILOSOPHY OF EXPLAINING THE ROLE ALSO APPLIES TO COLLABORATIVE PROPOSALS.

D. Criteria for Public and University Service and PROFESSIONAL SERVICE

Public service is intrinsic to the land grant/sea grant/space grant tradition, and is a fundamental part of the university's obligation to the people of its state. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service".

1. Public Service

Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be a systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, or professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:

- a. Providing information services to adults and/or youth.
- b. Service on or to government or public committees.
- c. Service on accrediting bodies.
- d. Active participation in professional organizations.
- e. Active participation in discipline-oriented service organizations.
- f. Consulting, INCLUDING CLINICAL CONSULTING IN A FACULTY MEMBER'S AREA OF EXPERTISE.
- g. Prizes and awards for excellence in public service.
- h. Leadership of or presentations at workshops, conferences, or public meetings.
- i. Training and facilitating.
- j. Radio and TV programs **CONTRIBUTIONS INCLUDING INTERVIEWS**, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media;

- k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions;

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activities include, but are not limited to:

- a. Service on university, college, school, institute, or departmental committees or governing bodies.
- b. Consultative work in support of university functions, such as expert assistance for specific projects.
- c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.
- d. Participation in accrediting reviews.
- e. Service on collective bargaining unit committees or elected office.
- f. Service in support of student organizations and activities.
- g. Academic support services such as library and museum programs.
- h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
- i. Mentoring **INCLUDING SERVING AS NEW FACULTY MENTORS.**
- j. Prizes and awards for excellence in university service.

k. **SERVING ON COMMITTEES THAT REPRESENT THE UNIVERSITY AT OTHER PROFESSIONAL INSTITUTIONS**

3. PROFESSIONAL SERVICE

- a. Editing or refereeing articles or proposals for professional journals or organizations (**IF NOT COUNTED AS RESEARCH; SEE C.2.F.**).
- b. Active participation in professional organizations;
- c. Active participation in discipline-oriented service organizations.
- d. Committee chair or officer of professional organizations.
- e. Organizer, session organizer, or moderator for professional meetings.
- f. Service on a national or international review panel or committee.

G. SERVING AS A MENTOR/ADVISOR, COMMITTEE MEMBER OR EXTERNAL EXAMINER FOR STUDENTS AT OTHER INSTITUTIONS.

4. Evaluation of Service

Each faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public, university, and **PROFESSIONAL** service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards, and other public means of recognition for services rendered.

MEASURES OF EFFECTIVENESS OF SERVICE PERFORMANCE INCLUDE (BUT ARE NOT LIMITED TO):

- **ACCOMPLISHMENTS OF THE EFFORT OF ORGANIZATION TO WHICH SERVICE WAS PROVIDED.**
- **OFFICIAL RECOGNITION OF QUALITY OF SERVICE (E.G., AWARDS, LETTERS OF RECOMMENDATION).**
- **OPINIONS OF CLIENTS SERVED AND/OR COLLEAGUES INVOLVED IN DELIVERY OF SERVICE.**

SPECIFIC CRITERIA FOR SERVICE PERFORMANCE:

- **ASSISTANT PROFESSOR: NONE IN ADDITION TO UAF CRITERIA.**
- **ASSOCIATE PROFESSOR: POSITIVE CONTRIBUTION TO DEPARTMENTAL AND/OR UNIVERSITY MATTERS, EFFECTIVE PROFESSIONAL CONTRIBUTIONS TO THE PUBLIC, AND/OR EFFECTIVE SERVICE TO THE PROFESSION ARE EXPECTED.**
- **PROFESSOR: EVIDENCE OF LEADERSHIP IN THE SERVICE AREA IS MANDATORY. SIGNIFICANT CONTRIBUTIONS TO THE DEVELOPMENT OF DEPARTMENTAL AND/OR UNIVERSITY PROGRAMS ARE EXPECTED, INCLUDING SERVICE TO THE GENERAL PUBLIC AND/OR ALASKAN TEACHERS**

E. CRITERIA FOR CURATION AS A SERVICE COMPONENT WHEN RELEVANT.

CURATORS AT THE UNIVERSITY OF ALASKA MUSEUM (UAM) CAN HOLD A TENURE-TRACK FACULTY POSITION. RANK AND TENURE ARE HELD WITHIN DEPARTMENTS AT UAF, AND CURATORS ARE THUS TREATED AS JOINT APPOINTMENTS BETWEEN A DEPARTMENT AND UAM. AS IS THE CASE FOR ALL TENURE-TRACK FACULTY AT CNSM, CURATOR'S PERFORMANCES ARE EVALUATED ON THE BASIS OF THEIR ACTIVITIES IN TEACHING, RESEARCH, AND SERVICE.

- 1. CURATION INVOLVES THE MANAGEMENT AND DEVELOPMENT OF A FORMALLY RECOGNIZED UNIVERSITY COLLECTION THAT EXISTS TO SERVE AS A RESEARCH RESOURCE FOR STUDENTS AND RESEARCHERS AT UNIVERSITY, STATE, NATIONAL, AND INTERNATIONAL LEVELS. EXAMPLES OF CURATORIAL ACTIVITIES INCLUDE, BUT ARE NOT LIMITED TO:**
 - A. MAINTAINING, ENHANCING, AND ENLARGING THE COLLECTION (INCLUDES COMPUTERIZATION AND DATABASE DEVELOPMENT, ARCHIVAL UPGRADES, SPECIMEN CONSERVATION AND IDENTIFICATION, AND ADDING SPECIMENS OR OBJECTS TO EXISTING COLLECTION);**
 - B. INTERACTING WITH STATE AND FEDERAL AGENCIES AND WITH THE PUBLIC ON COLLECTIONS-RELATED ISSUES;**
 - C. FACILITATING COLLECTIONS USE THROUGH LOANS, EXCHANGES, AND VISITING RESEARCHERS;**
 - D. MAINTAINING APPROPRIATE PERMITS (AS NEEDED FOR THE COLLECTIONS);**
 - E. SUPERVISING COLLECTIONS MANAGERS, STUDENT EMPLOYEES, AND VOLUNTEERS;**
 - F. WORKING WITH PUBLIC PROGRAM STAFF TO CREATE EXHIBITS AND EDUCATIONAL ACTIVITIES APPROPRIATE TO THE COLLECTION;**
 - G. PURSUING FUNDING FOR COLLECTIONS GROWTH AND MAINTENANCE;**
 - H. PRODUCING CURATORIAL OR COLLECTIONS-RELATED PUBLICATIONS, REPORTS, AND/OR MANUALS;**

I. ENSURING UNIVERSITY COMPLIANCE WITH STATE AND FEDERAL LAWS AND INTERNATIONAL TREATIES AND AGREEMENTS THAT PERTAIN TO THE COLLECTION.

2. SPECIFIC CRITERIA FOR CURATORIAL PERFORMANCE:

ASSISTANT PROFESSOR AND CURATOR

EVIDENCE OF CURATORIAL ABILITY AND A COMMITMENT TO DEVELOPING AND MANAGING RESEARCH COLLECTIONS RELEVANT TO THE AREA OF SPECIALIZATION INCLUDES THE FOLLOWING:

- A. CURATORS WILL DEVELOP THE COLLECTIONS AS A PERMANENT RECORD OF THE NATURAL AND/OR CULTURAL DIVERSITY OF ALASKA, THE CIRCUMPOLAR NORTH, AND BEYOND AND AS A RESEARCH RESOURCE FOR STUDIES OF BIOLOGICAL AND/OR CULTURAL DIVERSITY.**
- B. COLLECTIONS CARE INCLUDES RESPONSIBILITY FOR THE PHYSICAL CONDITION AND STORAGE OF OBJECTS/SPECIMENS, CORRESPONDING DOCUMENTATION, BUDGETARY MANAGEMENT, AND ANNUAL REPORTS.**
- 1. CURATORS WILL PRESERVE THE SPECIMENS, ARTIFACTS, OBJECTS, AND MATERIAL UNDER THEIR PURVIEW THROUGH THE USE OF METHODS AND TECHNIQUES PROFESSIONALLY ACCEPTED WITHIN THEIR RESPECTIVE DISCIPLINES.**
 - 2. CURATORS WILL ENSURE THAT ALL RECORDS AND FIELD NOTES CONCERNING COLLECTION MATERIALS ARE MAINTAINED IN A SECURE FASHION AND MEET OR EXCEED DOCUMENTATION STANDARDS FOR THEIR RESPECTIVE DISCIPLINE.**
 - 3. CURATORS WILL MAINTAIN CURRENT ACCESSION FILES, DEACCESSION FILES, AND CATALOGUES OF OBJECTS IN THEIR COLLECTIONS. THEY WILL DEVELOP ELECTRONIC DATABASES WITH COMPUTER DATA FORMATS THAT FOLLOW DATA STANDARDS OF THE RESPECTIVE DISCIPLINE AND UAM.**
 - 4. CURATORS WILL DEVELOP, MAINTAIN, AND REVISE WRITTEN POLICIES AND PROCEDURES FOR CURATION OF OBJECTS OR SPECIMENS IN THEIR COLLECTIONS.**
- C. CURATORS WILL TAKE PART IN INTERPRETIVE ACTIVITIES OF THE MUSEUM IN ORDER TO FULFILL THE MUSEUM'S MISSION TO**

INTERPRET THE NATURAL AND CULTURAL HISTORY OF ALASKA. IN THIS REGARD, PREPARATION OF A SMALL EXHIBIT IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A PROFESSIONAL ARTICLE; PROJECT DIRECTION OF A LARGE AND COMPLEX EXHIBIT THAT INCLUDES PREPARATION OF A SERIOUS CATALOGUE IS APPROXIMATELY THE EQUIVALENT OF PUBLICATION OF A SCHOLARLY BOOK.

D. CURATORS WILL ACTIVELY SUBMIT GRANT APPLICATIONS FOR EXTERNAL SUPPORT FOR THEIR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

ASSOCIATE PROFESSOR AND CURATOR

CONSISTENT CONTRIBUTIONS TO INTERPRETIVE (EDUCATION AND EXHIBITION) ACTIVITIES OF THE MUSEUM, RESPONSE TO COLLECTION-RELATED INQUIRIES (FROM OTHER PROFESSIONALS, THE PUBLIC, AND STATE AGENCIES) AND/OR DEVELOPMENT OF INTERPRETIVE MATERIALS FOR THE PUBLIC-AT-LARGE ARE EXPECTED. USE OF THE COLLECTIONS FOR TEACHING AND/OR RESEARCH MUST BE EVIDENT. ACTIVE SOLICITATION FOR EXTERNAL FUNDS TO SUPPORT CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH MUST BE EVIDENT.

PROFESSOR AND CURATOR

SIGNIFICANT DEVELOPMENT OF THE COLLECTIONS UNDER THE CURATOR'S CARE IS EXPECTED. THIS DEVELOPMENT INCLUDES SUSTAINED GROWTH OF THE COLLECTIONS AS RESEARCH RESOURCES AND AS A MEANS OF FULFILLING THE MUSEUM'S MISSION OF ACQUIRING, PRESERVING IN PERPETUITY, INVESTIGATING, AND INTERPRETING OBJECTS AND SPECIMENS RELATING TO THE NATURAL AND OR CULTURAL HISTORY OF ALASKA AND THE CIRCUMPOLAR NORTH. SIGNIFICANCE OF COLLECTIONS WILL BE MEASURED IN TERMS OF RESEARCH SIGNIFICANCE, VALUE TO UNIVERSITY OF ALASKA RESEARCH AND INSTRUCTIONAL PROGRAMS, AND VALUE TO NATIONAL AND INTERNATIONAL RESEARCH PROGRAMS. THE CURATOR SHOULD BE A RECOGNIZED AUTHORITY IN HIS/HER FIELD, LOCALLY AND NATIONALLY. HE OR SHE MUST HAVE A RECORD OF SUCCESS IN ACQUIRING EXTERNAL FUNDS FOR CURATORIAL ACTIVITIES AND COLLECTIONS-BASED RESEARCH.

3. EVALUATION OF CURATION

A COMMITTEE COMPOSED OF THE TENURED CURATORS AT THE MUSEUM WILL PROVIDE AN EVALUATION TO THE UNIT PEER COMMITTEE. IN CASE THERE IS JUST ONE OR NO TENURED

CURATORS, IT IS IMPERATIVE THAT TWO OF THE EXTERNAL REVIEWERS BE CURATORS. IN FORMULATING CRITERIA, STANDARDS, AND INDICES FOR EVALUATION, PROMOTION, AND TENURE, THE MUSEUM SHOULD INCLUDE EXAMPLES OF CURATORIAL ACTIVITIES AND MEASURES FOR EVALUATION APPROPRIATE FOR THAT UNIT. EXCELLENCE IN CURATION MAY BE DEMONSTRATED THROUGH, E.G., APPROPRIATE LETTER OF COMMENDATION, RECOMMENDATION, AND/OR APPRECIATION, CERTIFICATES AND AWARDS, AND OTHER PUBLIC MEANS OF RECOGNITION FOR SERVICES RENDERED.

Appendix 9: Andrew West Report

Summary of Site Visit - University of Alaska Fairbanks - October 18-20, 2016

Andrew West, Director – CVMBS Academy for Teaching and Learning

Overview

The purpose of this visit was to solicit feedback from faculty and students regarding the teaching and learning that is occurring in the Vet Med Program and to provide feedback to faculty on their teaching. Three areas of feedback from the visit are described below.

1) Curricular alignment between CSU and UAF

In general, alignment between the CSU and UAF curricula were observed to be strong. Faculty at UAF consistently utilize the outlines, learning objectives, and assessments that were developed by faculty at CSU. In talking to UAF faculty, it is clear that a conscious effort is made to ensure that, where possible, the content delivered at UAF matches the content delivered at CSU. The exception to this was 1st year Anatomy, where content is determined primarily by UAF faculty.

Overall, the approach to keeping the content aligned between CSU and UAF seems to work well. However, because of the vastly different contexts between CSU and UAF (e.g., 140 students compared to 10 students), it might be worthwhile for UAF to explore approaches to keeping learning objectives and assessments aligned with CSU while altering instruction to more fully capitalize on the unique UAF context. To support this, it is recommended that explicit steps be taken to ensure that all learning objectives for all lectures are made explicit and that these objectives are aligned to all assessment items (including Capstone Exam questions). It is also recommended that UAF faculty have access to the full Capstone Exam question bank.

2) Course feedback from students

In general, students provided positive feedback regarding courses at UAF. Notable courses in the first year included Research, Foundations, and Histology. Students reported that they appreciated the smaller class sizes and that they felt that they benefited from the hands-on experiences in the classes that offered them. Students reported that they appreciate courses that are well organized and that have clear expectations (including objectives or study guides for all exams, including Capstone). First year students did report a number of concerns regarding Anatomy, with the majority of concerns stemming from a lack a clarity regarding course expectations (e.g., learning objectives, walkaways from lab, clarity of lab guides, confusing exam questions, etc.).

Second year students reported that they appreciated it when Capstone study guides were provided for courses and when CSU faculty who deliver lectures to UAF electronically acknowledge and even include the UAF students in their lectures. They also reported that the Nutrition and the elective course aimed at supporting their wellbeing were both very good. They expressed frustration regarding a lack of organization and clarity in the Preventative Medicine course.

3) **Peer observations**

Seven peer observations were conducted during the visit. For all observations, quantitative and qualitative feedback were provided to faculty. In general, the instruction at UAF is consistent in quality and format to the instruction delivered at CSU, with lecture representing the dominant mode of instruction in most classes. Similar to recommendations made to CSU faculty, UAF faculty were encouraged to incorporate explicit learning objectives into their lectures, to allow opportunities for students to reflect on how they are progressing towards understanding the objectives, to promote greater student interaction, and to include multiple representations of ideas (e.g., graphics, videos, animations, simulations, drawings, etc.).

Next Steps

After sharing these findings with faculty and administrators at UAF and CSU, the following steps are planned:

- 1) Support faculty in identifying all lecture objectives for all courses and aligning these to existing assessments. Support includes coordinating meetings between course faculty and providing feedback on objectives as they are being developed.
- 2) Support UAF and CSU Anatomy faculty in meeting during the spring 2017 semester to share teaching strategies, align objectives, develop assessments, etc.
- 3) Request that the Capstone Committee share the entire Capstone question bank with UAF faculty and encourage UAF faculty to contribute to the creation of additional questions.
- 4) Plan a summer workshop focused on supporting faculty in converting existing lectures into learning experiences that capitalize on the smaller class sizes at UAF. The workshop would include strategies for organizing courses, including explicit learning objectives, and aligning objectives to assessments. It is anticipated that follow-up peer observations would occur in the Fall of 2017.



DEPARTMENT OF
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