The Department Plan furthers the vision of the department and college and includes objectives that require the support and participation of the members of the department (and in some instances, external to department).

For each objective, include:
- Additional resources (funds, personnel, space), if needed, to achieve objective, and your plan for acquiring these resources (other than ‘ask the dean!’).
- Person(s) within department responsible for insuring that objective is completed.
- Projected completion date of action steps for objectives, i.e., end of Q1, Q2, Q3, Q4. (Q1 May 1-July 30, Q2 August 1 – October 30, Q3 November 1 – January 30, Q4 February 1- April 30).

Complete timeline at end of document by grouping action steps for objectives into each quarter so that you can quickly see your commitments for each quarter.

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DEPT NAME: Pathobiology

DATE: 3 April 2012

1. Three years from now, what would you like your DEPARTMENT to be known for?

   a) Nationally and internationally?
   The Department of Pathobiology will be known for excellence in research and teaching. Our official fields of research include comparative pathology (wildlife/zoo, laboratory animal science, ecosystem health), pathology (anatomic and clinical), immunology, and infectious diseases (bacteriology, virology, parasitology). The overwhelming theme in the department, across all disciplines is pathogenesis of infectious disease. We have growing expertise in cancers particularly spontaneous cancers affecting non-rodent animals. Teaching programs for undergraduate, DVM and graduate students will be noted for their challenging and contemporary natures. As well, we strive to maintain robust advanced training programs for graduate students also pursuing careers in diagnostic pathology and laboratory medicine.

   b) Within the college and university?
   In addition to the above (1a), we will be recognized for our strengths in research and teaching in a broad array of disciplines and species. These include domestic animals,
wildlife, laboratory animals, zoo animals, poultry and fishes. Our department is known for expertise in virology, bacteriology, immunology, parasitology, clinical pathology and anatomic pathology. Our researchers are strong collaborators across the College and University. Working in multidisciplinary teams to solve problems and bridging the gap between basic and applied research are our strengths.

c) Within your department (by the faculty, staff and students)?

Pathobiology is a unique department in which to work and study. We have a faculty with a broad variety of expertise that can be brought to bear on a problem. Our interdisciplinary and collaborative nature is perhaps our greatest asset. Graduate students in particular benefit from our approach since they gain exposure to the depth and breadth of many disciplines that most other departments cannot offer.

2. What major initiatives do you have planned for the coming year that will help you achieve this distinction? (this serves as a type of executive summary and would be compiled after your plan is completed)

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**PLANNING THEMES**

The planning themes are based on the feedback and discussions at the May 2011 Dean’s Council Retreat. For each planning theme, develop goals, objectives and action steps, and indicators of success. You already developed some of these at the Retreat and now need to engage in broader discussions with your department about the goals for the coming year.

**Goals:** Goals relate to our aspirations, purpose and vision. For each theme, determine what it is you want to achieve during 2012-2013

**Objectives and Action Steps:** Objectives are the project plan for your goal; the building blocks you need to achieve your goal.

A goal may have one or more specific objectives that need to be accomplished for your department to successfully achieve the goal. Consider what actions, including deadlines for completion, do you need to take for this Goal to be successful.

1. Who ‘owns’ or ‘champions’ this goal?

2. Who do you need to partner with outside of your department to make this successful?

3. What attitudes need to change for this to be successful?

4. What motivators can you put in place to gain support from people within and outside your department?
An objective should be SMART (Specific, Measurable, Action-oriented, Reasonable, yet challenging, and Time-limited). Avoid verbs such as review, discuss, investigate, consider. These may be part of the action steps, but an end-point of only discussion or investigation should not be your objective. The end point could be a decision and a plan to do …… or not to do ……..).

**Indicators of success:** This is the assessment piece – how will you know if you are reaching your goals? This can be qualitative and may only an indicator, not a data point that will withstand statistical scrutiny!

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**THEME I.**

**VALUES, RELATIONSHIPS, COMMUNICATION**

**GOAL:** Our department consists of a diverse array of faculty in various discipline areas. As well, some individuals do mostly research while others are predominately teachers. **The goal here is for faculty to gain a clear understanding of the range of activities in the department and to see how individual pursuits are interdependent allowing the department to move forward and thrive. A secondary goal will be to design an equitable and transparent process for assigning DOE to individual faculty.** Robert M. Jacobs champions this goal.

**Objectives and Action Steps:**

1. We will ask that each faculty present a five minute biography summarizing their efforts in research, teaching and service. List research and teaching collaborations at the department and college levels.

   a) **Q1** – Planning meeting at a department meeting. Review the concept and lay out format and how many bios can be presented at a departmental meeting or should we set aside one long meeting (retreat?) and cover all faculty at once. Distribution of effort (DOE) will be rolled into the discussion. This kind of debate will help us rationalize how DOE is determined for individuals.

   b) **Q2** and **Q3** – Present a very concise summary of the bios that we can publish in our month pathobiology newsletter. This will highlight faculty activities for departmental members, alumni, graduate students and the rest of the college. Encourage discussions of research and teaching collaborations within the department and college with an aim to looking at strategic directions.

   c) **Q3** – Continue discussion at departmental meetings on defining DOE so it is a transparent and equitable across the department.

   d) **Q4** – At the end of the year have a faculty meeting to discuss improvements and new collaborations. Review and make any adjustments for more equitably
determining DOE and then apply to faculty. Review at a faculty meeting adjustments to DOE. Ensure the process is transparent.

**Indicators of Success**

1. All of the faculty will participate in bio presentations
2. Look at increases in numbers and quality of research and teaching collaborations in department and college
3. Transparent and equitable process for determining DOE

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**THEME II.**

**BSc and DVM CLASSROOM AND LABORATORY LEARNING**

**GOAL:** With decreasing faculty numbers and increased competitiveness for research funding, faculty are finding it challenging to sustain our teaching programs. This is particularly acute in the comparative pathology and veterinary pathology sections of the department. **The goal here is how to do more efficient teaching particularly in the fourth year rotation so that faculty have more time to focus on developing their research programs.** Robert M. Jacobs, Jeff Caswell and Robert Foster will be champions for this goal.

**Objectives and Action Steps:**

1. Although teaching small groups is highly effective, it comes with a high cost. We will look at strategies to increase student group size to reduce the number of times rotations need to be offered. A major variable here is the amount and quality of case material coming from the teaching hospital or accessed through the Animal Health Lab. It’s essential that quality of the fourth year experience in the anatomic path rotation remain the same or improve.

a) **Q1** – Establish a working group consisting of anatomic pathologists
   - Meet with small animal clinicians, dept chair, hospital director to discuss ways of increasing necropsies on small animals
   - Meet with HSC director and Associate Dean Academic about large animal donations

b) **Q2** – meet with AHL director to discuss ways of incorporating AHL material into our DVM and graduate teaching programs
   - Meet with Associate Dean Academic to discuss the potential for scheduling more students per rotations
   - Look into the feasibility of making a series of self-teaching modules

c) **Q3** – meet with TSS about designing self-teaching modules
d) Q4 – implementation phase for those strategies felt to be worthy or pursuing

- Begin discussions on similar approach in the clinical path area

**Indicators of Success:**

1. Reduction of contact hours for pathologists
2. Measure learning objectives, test performance on OSCE, hands-on performance in PM room
3. Student survey to assess satisfaction of the learning experience.

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**THEME III. PATIENT/CLIENT BASED LEARNING, RESEARCH AND HEALTHCARE**

**GOAL:** The AHL is our teaching laboratory for undergraduate and graduate students in anatomic and clinical pathology. Pathobiology pathologists do all of the samples submitted from the OVC. In clinical pathology, the OVC is the largest AHL client and the AHL clinical pathologists tend to share their good teaching materials with our DVM and grad students. In anatomic pathology, there are two distinct streams and most of the material from outside veterinarians tends not to be viewed by our DVM and grad students. **The goal here is to utilize the material submitted to the AHL from outside veterinarians for our DVM and grad student teaching.** Robert M Jacobs, Robert Foster and Jeff Caswell are champions of this goal. Grant Maxie, AHL director would need to be included as a champion in any solution.

**Objectives:**

1. The need for this initiative is our decreasing caseload (number and quality) in necropsy. This is particularly important in the large animal area. The AHL does see good teaching material however due to the separate streams, DVM and grad students aren’t able to take advantage of these materials as they might.

   a) Q1 – Establish a working group of anatomic pathologists and plan for a series of meeting with AHL Director extending through Q2. If our more senior DVSce students are worked into the diagnostic lab rotation alongside of the AHL pathologist it may make the transition more feasible.

   b) Q2 – continuing with meetings with pathobio and ahl pathologists, look at other sources of case material, arkel swine and poultry cases

   c) Q3 – continuing meetings

   d) Q4 - implementation
Indicators of Success:

1. Increasing caseload and a more varied caseload so that our DVM and grad students get exposure to large animal and poultry cases

THEME IV
RESEARCH and GRADUATE PROGRAM

GOAL: The NSERC funding system has changed to something more similar to CIHR. It is clear that NSERC-funded researchers will likely not be funded for their careers – researchers will move in and out of the system depending on their research productivity, NSERC priorities and funding availability. The competition for CIHR funding is severe – the success rate is approaching single digits. The goal here is to devise strategies to increase our competitiveness while struggling to maintain relatively heavy teaching obligations. Robert M Jacobs and the Department Research Committee will be champions for this goal.

Objectives and Action Steps:

1. The Department Research Committee consists of a group of well-established researchers with good successes in the national and regional funding agencies.

   a) Q1 – Department Research Committee (DRC) will meet in a retreat or series of half-day retreats

   b) Q2 – DRC will present at a department meeting with a series of recommendations to be discussed at department meetings and likely further modified

   c) Q3 – further develop and enhance our mentorship program for junior faculty, look at alternative sources of funding, contracts, potential for hiring people to help write grants and facilitate process internally, grant writing workshops, taking advantage of collaborative research activities

   d) Q4 – implement program of internal grant reviews using seasoned researchers and other programs as suggested/modified by DRC and department

Indicators of Success:

1. Track grant applications and record successes, survey faculty for satisfaction in grant writing process (are things working better?)
THEME V.
FISCAL VIABILITY

GOAL: The department had two retirements and we can fill. The goal here is to work with the faculty to determine the best path (discipline) to take in the new hire.

Objectives:

1. A departmental retreat was organized and one of the objectives of the retreat was to determine the discipline the department wanted to take in the new hire. The department’s decision was to move forward with an avian specialist with the ability to teach avian pathology at the graduate level.

a) Q1 – arrange for departmental retreat and facilitator

b) Q2 – set up search committee, compose position description and advertisement

c) Q3 – carry out interviews and hiring

Indicators of Success:

1. Successful recruitment

DEPARTMENT NAME: ________________________________

TIMELINE FOR OBJECTIVES for 2012-2013
(List activities and person responsible in each quarter in order to complete objectives by end of year.)

FIRST QUARTER (May 1 - July 30)
- Planning mtg to review concept of dept bios (RMJ)
- Faculty retreat to determine where to go with open faculty position (already accomplished) (RMJ)
- Establish working group of anatomic pathologists aimed at increasing teaching materials (RMJ)

SECOND QUARTER (Aug. 1 – Oct 30)
- Bios to be published in monthly pathobio newsletter
- Working group to meet with Dr Maxie, AHL Director to find ways of achieving synergy in teaching 4th year DVM students and incorporating our senior DVSc students into the diagnostic path rotation for pathologists
- Department research committee to have a series of meetings to discuss how to increase successes in grant applications

THIRD QUARTER (Nov 1 – Jan 30)
- Bios to be published in monthly pathobiology newsletter
- Discuss self-teaching modules in anatomic path

FOURTH QUARTER (Feb. 1 – April 30)
- Faculty meeting to discuss increased collaborations in research and teaching across department and college
- Phase in of proposed changes to teaching pathology in 4th year and with graduate students utilizing AHL (and other) sources