



ONTARIO VETERINARY COLLEGE
Synthesis of Pre-Strategic Planning
Survey

October 2016

INTRODUCTION

The Ontario Veterinary College (OVC) is preparing to conduct a strategic planning process that will set direction for the college over the coming five years. This effort will engage a number of key faculty and staff as well as some external stakeholders directly in the process. However, the college also recognizes the need to make this as broadly inclusive an effort as possible so as to ensure that it considers the most relevant information and perspectives, as well as building a strong community of stakeholders who can broadly support the implementation of the strategic plan when it is finished.

As one of its efforts to engage this broader stakeholder community, the college distributed a survey to faculty, staff, students, clients, donors, and referral veterinarians, as well as government, and industry representatives who interact with the college. The survey was conducted in mid-September, and the results will be fed directly into the first strategic planning retreat that will be conducted on October 11-12, 2016.

The survey asked the respondents to answer 7 major questions:

- What are the groups that are intended to be primary beneficiaries to the college's mission?
- What are the most important deliverables OVC provides to these beneficiaries?
- What are the most important values that OVC must embody as it goes about fulfilling its purpose?
- What are the major strengths of the college?
- What are the major weaknesses of the college?
- What are the major changes we can anticipate over the coming 5 years that will impede the college from fulfilling its mission? (*threats*)
- What are the major changes we can anticipate over the coming 5 years that will enable the college to fulfill its mission? (*opportunities*)
- If you were to walk into OVC five years from now, what are the most important things you hope will be different from how they are today?

While 198 people opened up the survey, only 80 people submitted their full responses; of these there were:

- 16 Students
- 27 Faculty
- 16 Staff
- 7 Industry
- 3 Government
- 4 Referral veterinarians
- 7 Others (donors, etc.)

This document synthesizes the input that was generated from those who completed the survey.

The synthesis is an attempt to reduce the data into a more manageable format, so it is easier to identify overall trends and themes. The document is organized around the seven questions. Within each question, responses have been grouped according to the source of the comments (students, faculty, staff, etc.). The comments have been sorted into categories, and the number of respondents within each group is provided; it is therefore possible to see similarities and differences across how the different groups rated (or didn't rate) each of the categories.

As with any data reduction effort there are certain advantages as well as built-in limitations. The greatest limitation is that a judgment has been made by the consultant about what are the categories of response, and then which of the comments fit into the different categories. A different consultant might have chosen different categories or made different judgments about how to sort some of the survey responses into the different categories. Nevertheless, the synthesis does help highlight certain larger trends and themes. Also, it would be useful to read the actual raw data to understand some of the details that are invariably lost when producing a synthesis such as this.

All participants in the strategic planning retreat are asked to review and absorb this synthesis prior to the first retreat.

Who are the 3-5 groups that are intended to be primary beneficiaries to the mission?

BENEFICIARIES	Students	Faculty	Staff	Industry	Govt	Client/ referral vet	Other	TOTAL
Animals	13	9	8	5	0	3	8	46
Owners/clients	10	18	5	3	3	3	3	45
Public	12	17	2	3	3	2	5	44
Vets/ practitioners	10	17	5	4	2	2	3	43
Students/grad students	11	12	12	3	0	1	2	41
Industry	2	13	6	7	2	0	3	33
Scientists/ researchers	11	7	4	3	1	1	3	30
Environment	4	2	2	0	0	0	1	9
Faculty/ university	3	2	2	1	0	0	1	9
Government	1	3	2	0	2	0	1	9

What are the 3-5 most important deliverables OVC provides to these beneficiaries?

DELIVERABLES	Students	Faculty	Staff	Industry	Govt	Client/ referral vet	Other	TOTAL
Knowledge/research	18	27	10	5	2	2	6	70
Education	13	11	11	9	4	2	3	63
Veterinary health care/animal health	11	20	19	6	1	2	3	62
Competent practitioners	2	8	4	2	1	1	5	23
Public information/public health/disease control/food safety	3	4	3	3	6	0	4	23
Policy advice	0	3	1	0	0	0	0	4
Reputation	1	0	0	0	0	0	0	1
Financial support	1	0	0	0	0	0	0	1
Leadership	0	0	0	0	0	0	1	1

What are the 3-5 most important values that OVC must embody as it goes about fulfilling its purpose?

VALUES	Students	Faculty	Staff	Industry	Govt	Client/ referral vet	Other	TOTAL
Transparency/fairness/ Accountability/ethics/ efficient/trust	18	14	13	6	5	4	7	67
Compassion/ animal welfare	6	10	5	5	1	1	2	30
Leadership/vision Progressiveness/innovation	3	8	3	4	3	4	3	28
Community/teamwork/ respect/collaboration/ inclusivity/ internal and external	1	10	7	4	2	1	2	27
Learning/empowerment/ student centered/life-long	5	8	3	4	1	2	3	26
Science/evidence-based/ rigor	4	10	6	1	2	0	2	25
Professional/excellence/ quality/reliable	1	12	3	4	0	0	2	22
Ecohealth/sustainability/ One Health/holism/social responsibility	4	6	1	1	0	0	2	14
Commitment/loyalty/ passion	3	0	5	0	1	0	0	9
Pragmatic	0	2	0	0	0	0	1	3

What do you believe are the major strengths of this college?

STRENGTHS	Students	Faculty	Staff	Industry	Govt	Client/ referral vet	Other	TOTAL
Faculty, teaching, research, diversity of expertise	15	13	4	6	5	4	1	48
Reputation	7	17	9	4	2	1	7	47
Partnerships/ relationships/ support from government, industry, donors, alumni	4	15	14	6	2	1	5	47
Quality of people, general (dedication, diversity, warm, excellent, Collegial, etc.)	2	26	14	3	0	0	2	47
Facilities/resources/ infrastructure/ funding	9	11	9	7	1	1	8	46
Program quality, diversity	2	18	10	2	1	1		34
Leaders/leadership/ innovation	2	3	4	5	3	0	2	19
Students	3	7	3	0	0	0	0	13
Location/university. Guelph, Ontario	2	5	0	0	1	1	1	10

Student support (wellness, focus on mental health)	7	0	0	1	0	0	0	8
Alumni	1	1	2	0	1	0	1	6
Staff (clinical, support, etc.)	1	0	5	0	0	0	0	6
Relationship with community	2	0	2	0	0	0	0	4
Centers (PHC, Smith Lane, cancer center, AHL, etc.)	3	0	1	0	0	0	0	4
Community/welcoming environment	2	0	1	0	0	0	0	3
Ecohealth, One Health	1	1	0	0	0	0	1	3
Communications		2	0	0	0	0	0	2
Clients	1		0	0	0	0	0	1
Specialty vets	1	0	0	0	0	0	0	1
Not for profit work	1	0	0	0	0	0	0	1
Research opportunities	1	0	0	0	0	0	0	1
Clinical care	1	0	0	0	0	0	0	1
Scholarships (aboriginal)	1	0	0	0	0	0	0	1

What are the 5-7 major weaknesses of the college?

WEAKNESSES	Students	Faculty	Staff	Industry	Govt	Client/ referral vet	Other	TOTAL
Lack of teamwork, integration, communication, and collaboration between programs and units; morale	8	16	14	0	0	0	2	40
Facilities/infrastructure/space/teaching resources	10	18	6	0	0	1	0	35
Isolation/lack of engagement/ difficulties with stakeholders (campus, industry, government, referral vets, public)	2	12	3	3	8	1	4	33
Curriculum inadequacies; too broad, lacking innovation, too focused on memorization, classes too large, too focused on small animals, not enough animal welfare, income generation vs. teaching	12	9	4	0	0	0	4	29
Administrative inefficiencies/lack of organization/paperwork/	4	10	4	0	0	2	2	22

inefficiency/bureaucracy								
Lack of personnel/spread too thin/retention	0	12	3	0	0	3	0	18
Lack of communications, transparency	5	5	2	0	2	2	0	16
Reputation/recognition		3	6	0	0	1	1	11
Quality of faculty: disengaged, dominating, need development, self-promoting, resistance to change, proud	3	2	2	0	0	0	2	9
Lack of diversity, support for international students	1	5	3	0	0	0	0	9
Lack of funding, grants	0	3	3	0	0	1	1	8
Ability to change, strategic thinking, lack of creativity, focusing on key issues (global warming, changing demographics)	0	1	2	0	1	1	3	8
Politics/impact of corporate interests	4	0	0	1	0	2	0	7
Programs needing development	0	0	3	0	0	1	1	5
Lack of critical expertise (e.g., dentistry)	0	0	0	0	0	2	1	3
Lack of succession planning	0	0	0	0	1	0	1	2
Research gaps	1	1	0	0	0	0	0	2
Technology	0	2	0	0	0	0	0	2
Commitment to lifelong	0	0	0	0	0	0	2	2

learning								
Lack of focus on core strengths	0	1	0	0	0	0	0	1
Lack of support for community members	0	1	0	0	0	0	0	1
Lack of international training	0	0	0	1	0	0	0	1
Not enough clinical cases	0	0	0	0	0	1	0	1
Not active enough politically	0	0	0	0	0	1	0	1

What do you see as the 3-5 major changes over the next five years that will impede the ability of the college to fulfill its mission? (THREATS)

THREATS	Students	Faculty	Staff	Industry	Govt	Client/ referral vet	Other	TOTAL
Loss of resources; grant/funding/ client income	8	26	12	4	1	2	6	59
Ability to adapt to change such as technology, new modes of education, curriculum, demographics communication	6	10	10	7	6	0	4	43
Lack of college leadership/focus on animal health, key societal issues	3	5	2	0	5	0	3	18
Job market for graduates (DVM, grad)/ economics	1	7	2	5	0	0	2	17
Ability to attract enough quality students/ reputation of vet profession	1	5	3	1	1	0	1	12
Competition from other vet service providers	3	5	2	0	0	1	0	11

Increased admin/regulation/legal burden on faculty	0	9	1	0	0	1	0	10
Competition for faculty/retention/decline in faculty quality	1	1	0	4	0	1	1	8
Societal/environmental changes (e.g., AMR, attitudes toward animals, workforce)	1	1	2	0	0	0	2	6
Pressure to expand student numbers/ do more with less	0	5	0	0	0	0	0	5
Decrease in large animal focus/clients/students interested in it	0	0	1	1	0	1	2	5
Loss of scientific rigor/ degradation of public info	1	3	0	0	0	0	0	4
Generational changes/loss of knowledge, trust	2	0	2	0	0	0	0	4
Money driving decisions	2	0	2	0	0	0	0	4
Morale, recruitment, retention of faculty	0	3	0	0	0	0	0	3
Graduating qualified	0	0	0	0	0	3	0	3

vets who choose to continue FT in clinic medicine								
Diversity including male/female balance	0	1	0	1	0	0	1	3
Changing public perception of vets/reputation of profession	2	0	1	0	0	0	0	3
Shifting of resources/distribution away from college	2	0	0	0	0	0	0	2
Loss of focus on teaching/balance with research	0	0	2					2
Ability to connect with stakeholders	0	0	2	0	0	0	0	2
Trade deals that impact agriculture	0	1	0	0	0	0	0	1
Quickening pace for answers and results	0	1	0	0	0	0	0	1
Ability of students to memorize increasing amount of info	0	1	0	0	0	0	0	1
Lack of real estate for construction	1	0	0	0	0	0	0	1
Loss of quota system	1	0	0	0	0	0	0	1
Changes in student demographics	0	0	0	0	1	0	0	1
Costs of vet services	0	0	0	0	0	0	1	1

**What will be 3-5 major changes over the next five years that will affect the ability of the college to fulfill its mission?
(OPPORTUNITIES)**

NOTE: The responses to this question were divided into two categories: “changes we anticipate” and “how we should respond to the changes”

OPPORTUNITIES/ CHANGES WE ANTICIPATE	Students	Faculty	Staff	Industry	Govt	Client/ referral vet	Other	TOTAL
New technology and modalities/ people better able to use them	7	14	0	3	0	1	3	28
Increased funds for research, other	3	6	0	2	0	0	1	12
Increased public interest in One Health, animal health, etc.; awareness of value of vets00	2	2	0	7	0	0	1	12
Public understanding/access to information/comfort with technology	0	3	1	2	0	1	0	7
Increasing need for vet support to feed world in sustainable fashion	0	5	0	0	0	0	0	5
Changes in	0	1	1	1	0	0	0	3

environmental and drug use regulation, environmental issues								
New leadership; forward thinking people	2	0	1	0	0	0	0	3
Increased need for Vet support public policy making	0	2	0	0	0	0	0	2
Need for training/retraining	0	1	0	0	0	0	0	1
Vet profession more attractive	0	0	0	1	0	0	0	1
Continued growth of undergraduate 'feeder' programs	0	1	0	0	0	0	0	1
More data available for evidence based decisions	0	1	0	0	0	0	0	1
Climate change increased risk of zoonotic disease	0	1	0	0	0	0	0	1
Increased demand for graduate studies programs	0	1	0	0	0	0	0	1
Faculty retirements	0	0	1	0	0	0	0	1
Role of vet changing	0	0	1	0	0	0	0	1
Population growth in area	0	0	1	0	0	0	0	1
Collect data on	0	0	1	0	0	0	0	1

education quality								
Increased student enrollment	0	0	1	0	0	0	0	1
Vets as an option for human health care	0	0	0	0	0	1	0	1
Alternative small scale agriculture increasing in popularity	0	0	0	0	0	1	0	1

OPPORTUNITIES— HOW WE SHOULD RESPOND TO THE CHANGES	Students	Faculty	Staff	Industry	Govt	Client/ referral vet	Other	TOTAL
Expand public health role, engagement with public	0	4	0	0	7	0	0	11
More fund-raising including alumni; leverage reputation of college; partnerships with industry	2	2	6	0	0	0	0	10
Greater integration/ collaboration	3	5	1	0	0	0	0	9
Focus ourselves: research, stop being all things to all	0	5	0	0	1	1	0	7

people; refocus on animal health; more leadership in vet community								
More stakeholder engagement: industry, other vet schools, alumni, etc.	0	2	0	0	0	1	3	6
More stakeholder engagement: industry, other vet schools, alumni, etc.	0	2	0	0	0	1	3	6
Expand/update facilities	0	4	2	0	0	0	0	6
Technology	1	1	3	0	0	0	0	5
Better respond to change, more nimble, transition employees to new areas, more creative	0	4	0	0	0	0	1	5
Improve PR, branding	0	2	1	0	0	0	0	3
Expand educational programs	0	1	1	0	0	0	0	2
Strengthen proper use of science	0	1	0	0	1	1	0	3
Strengthen research	0	0	3	0	0	0	0	3
Communicating more effectively; follow up	1	1	0	0	0	0	0	2

More training for new grads and lifelong learning	0	0	0	0	0	1	1	2
More cost effective curriculum	0	2	0	0	0	0	0	2
Diversify student body/indigenization	1	1	0	0	0	0	0	2
Employment and industry partnerships	1	0	0	0	1	0	0	2
Ongoing training for staff	0	0	2	0	0	0	0	2
Improve referral services	0	0	0	2	0	0	0	2
Emphasize One Health	0	1	0	0	0	0	0	1
New approaches to managing disease in food animals	0	0	0	1	0	0	0	1
Replace DVSc with grad and residency programs	0	0	0	1	0	0	0	1
Stabilize equine activities	0	1	0	0	0	0	0	1
Rebuild relationships across college	1	0	0	0	0	0	0	1
Rebuild educational programs	1	0	0	0	0	0	0	1
Co-op placements	1	0	0	0	0	0	0	1

More staff	0	0	1	0	0	0	0	1
Leverage being the only vet school in Ontario	0	0	1	0	0	0	0	1
More staff	0	0	1	0	0	0	0	1
Student interest in expanding role of vets	0	0	1	0	0	0	0	1
Return to full services operation	0	0	0	1	0	0	0	1
Strengthen business savvy in students	0	0	0	0	0	1	0	1
Remove barriers to healthcare	0	0	0	0	0	1	1	1
Strengthen relationships with other colleges in university	0	0	0	0	0	0	1	1
Succession planning	0	0	0	0	0	0	1	1
More use of alumni in teaching	0	0	0	0	0	0	1	1
Enhance knowledge across campus	0	1	0	0	0	0	0	1

If you were to walk into OVC five years from now, what are the 3 most important things you hope will be different from how they are today?

DIFFERENCES FROM TODAY	Students	Faculty	Staff	Industry	Govt	Client/ referral vet	Other	TOTAL
Enhanced facilities and infrastructure	7	11	3	2	1	0	1	25
More collaboration	4	14	2	0	0	1	0	21
Improved morale/sense of community	1	7	2	0	0	0	2	12
More program options such as public health, wildlife, zoological clinical specialization and sub-specialization, post-DVM	1	0	2	4	1	0	2	10
Better admin/support	1	5	1	2	0	0	0	9
More technology utilization	1	1	0	2	1	0	3	8
More outward looking, visionary, focused	1	5	0	0	0	0	2	8
Better stakeholder relations	2	1	0	3	0	0	2	8

Better prepared graduates	0	2	0	2	2	1	0	7
Better reputation	1	3	1	0	1	0	0	6
Enhanced faculty, teaching	2	3	0	0	0	0	1	6
More diversity among faculty, staff, students	2	0	1	1	1	0	1	6
More staff	0	5	0	0	0	0	0	5
Stronger focus on research	3	1	0	0	0	1	0	5
More motivated, mentally healthy students	2	1	0	1	0	0	1	5
Better funding/ grant success	1	1	0	0	0	0	1	3
Improved communication	2	0	0	0	0	1	0	3
One Health focus	1	1	0	0	0	0	0	2
Better services, range of services	0	1	0	1	0	0	0	2
Stronger leadership for vet med	1	1	0	0	0	0	0	2
Better focus on support for food animal	1	0	0	1	0	0	0	2
Graduate happy students who want to stay in	0	0	0	0	0	2	0	2

practice								
Bigger impact on animals, people, environment	0	1	0	0	0	0	0	1
Scientific literacy	0	1	0	0	0	0	0	1
More holistic view of vet med	1	0	0	0	0	0	0	1
More in clinic involvement from upper classmen	1	0	0	0	0	0	0	1
Less student debt	1	0	0	0	0	0	0	1
More focus on human/animal bond, an welfare	0	0	0	1	0	0	0	1
More recognition of faculty	0	0	0	1	0	0	0	1
Vets able to practice healthcare	0	0	0	0	0	1	0	1
Less farm service trucks	0	0	0	0	0	1	0	1