

<b>Goal</b>	<b>Activities</b>	<b>Completion date</b>	<b>Results (indicators)</b>	<b>Responsible FVM members or committees</b>
<b>VMF recognition or accreditation according to EAEVE/FVE evaluation system</b>	Submission of letter to the president of EAEVE inviting review team and coordinating time for visit	Jan 2015	Invitation approved by LUA administration and sent to EAEVE	Dean
	Preparation and submission of self-evaluation report	Fall semester of 2015	Self-evaluation report prepared and submitted	Dean, Directors of the Institutes
	Accreditation team visit	Winter 2016		Dean, coordinator of the visit
<b>Curriculum (study program)</b>				
Curriculum needs to be logical, understandable and well laid out (transparent)	Evaluation of the content of the study courses according to guidelines of Directive 2005/36	2011	Curriculum contains all study courses that are indicated in the Directive (Pharmacology, Pharmacy Propedeutic, Rural Economy, Agronomy, Etology and Animal Protection, Anaesthesiology)	Director of the study program, curriculum committee
		2014	Developed system for evaluation of the quality of curriculum (study process)	Curriculum committee
	Work out new study program with course placement according to semesters	Dec 2010	Developed study plan with 240 CP (credit points)	Director of the study program, curriculum committee
	Evaluate possibility to	2010	Possibility of clinical rotations	Directors of the

	organize clinical training in rotations and theoretical courses in blocks		and block system for theoretical courses evaluated	Institutes, curriculum committee
	Involvement of graduates of FVM and representatives of industries in the improvement of curriculum	2011	Quality of graduates evaluated for their readiness in various disciplines of veterinary medicine	Director of the study program, curriculum committee, directors of institutes, state exam board
	Use of modern teaching methods	2012	E-study system developed for some study courses or parts of these courses	Curriculum committee
	Study course descriptions (programs) include information about the type and number of practical training (laboratory, non-clinical, clinical)	2011	It is possible to calculate proportion of practical (hands on) training within entire study program	Directors of Institutes, study course coordinators, curriculum committee
<b>Clinical training</b>				
	Development of plan for clinical rotations	2010	Practical training of students takes place at FVM – in the clinic or associated labs. Following training needs to be provided: productive animal medicine, small animal medicine, equine medicine, clinical pathology, imaging, necropsies and food hygiene	Director of Clinical Institute
	Development of plan for use of Vecauce farm for training in large animal medicine (needs to be planned together with rotation plan in	2010	At least half of practical training in large animal medicine takes place at Vecauce	Director of Clinical Institute

	FVM Clinic)			
	Development of plan for specialization (tracking)	2010	During the 6th year students can specialize by selecting area for in-depth studies (tracking: small animal medicine, large animal medicine, equine medicine, food hygiene)	Director of Clinical Institute
	Development of Experimental animal laboratory	2016	FVM has its own facility of experimental animals that complies with regulation outlined in EU Directives	Director of Clinical Institute
	Development of plan for clinical pathology lab	2012	Clinical pathology lab is used to train veterinary students and also functions as an external service that brings in revenue	Director of Clinical Institute
	Review of internal training program and the implementation of this program (small animal medicine, equine clinic, mobile large animal clinic, etc.)	End of spring semester 2010	Plans developed for 3rd, 4th, 5th year student duty / practical training in Faculty Clinic. Students are familiar with the goals of this practical training and reporting system	Director of Clinical Institute
	Development of the strategy of Veterinary Hospital (with 2 main goals – to become a reference clinic and to be a student training center, including equine medicine)	Until spring of 2011	Areas in which VEC Clinic will be reference clinic have been defined  The goals that need to be reached in terms of student training (eg first day skills) have been defined	Director of Clinic
	Review of student externship program	End of spring semester 2010	Parameters have been defined according to which	Director of Clinical Institute

			externship locations are selected	
			There are sufficient numbers of veterinary clinics for externships that meet the guidelines	
	Review of student internship program	End of spring semester 2010	Goals, tasks and reporting system that apply to student internship have been described	Director of Clinical Institute

<b>Development of personnel</b>				
1. Survey of existing academic personnel to determine their professional plans for next 5 and 10 years	(1) determine which of the existing faculty members will be / will remain as study course leaders (directors) in veterinary curriculum	End of spring semester 2010	Data base established with information regarding teaching staff and their future plans	Directors of institutes, study course leaders (directors)
	(2) determine which of the study courses lack course leader (now, after 5 years, after 1 year). Development of detailed plan at institute level.	End of spring semester 2010	Information gathered regarding the lack of teaching staff and in which study courses specifically	Directors of institutes, study course leaders (directors)
	(3) preparation of summary (information from all institutes disseminated to personnel of all institutes) regarding teaching staff plans at FVM	Until October 2010	Summary of teaching staff resources sent to all faculty members of FVM	Deans office; strategic planning committee
2. Determine what additional teaching staff will be needed now and in the next 5	(1) Become familiar with EU Directive 2005/36 to determine which of the required study courses currently are not	Fall 2010	It is clear in which study courses there is shortage of teaching staff	Curriculum committee

and 10 years	offered or which are not taught at adequate level			
	(2) Determine if anyone of current teaching staff is willing / able and qualified to take on directing additional or different study course in future	Fall 2010	It is clear if anyone of current teaching staff is willing / able and qualified to take on directing additional or different study course in future	Curriculum committee + directors of institutes
3. Targeted preparation of teaching staff – longterm solution (preparation of teaching staff for main disciplines; begin with those that are most important [priority given to those areas that are necessary and required for accreditation])	(1) Determine if there a candidate among practising veterinarians who would be qualified and interested in working at FVM and leading a study course	End of 2010 and longer if needed (every year)	It is clear if there is a candidate who is ready for a job at FVM; it would be optimal to find 1-2 such candidates	Dean + directors of institutes
	(2) PhD studies in the corresponding discipline (more appropriate for basic [non-clinical] disciplines in veterinary medicine. These PhD studies need to meet following criteria <ul style="list-style-type: none"> <li>● Goal: PhD studies at least partially take place at foreign institution; if not – provide / require that PhD student has at least one mentor who is foreign scientist</li> <li>● Actively seek out participation in international projects; actively inform and prepare vet med students</li> </ul>	2010 – 2016: every year in preparation for acceptance of doctoral students in FVM graduate program	Every year at least one PhD student accepted in a „targeted” position with the goal that this candidate will become course leader in currently „deficient” areas  The goal is to have 3 such doctoral students to finish their PhD program by 2016 and to be new, qualified teaching staff for FVM	Directors of institutes + FVM research coordinator (vice-dean?) + mentors of doctoral students + dean

	<p>for such PhD studies (english knowledge is essential prerequisite)</p> <ul style="list-style-type: none"> <li>• If the project already has financing, then selection of PhD students is determined by competition among interested/qualified candidates</li> </ul>			
	<p>(3) Residency (more suitable for clinical specialties)</p> <ul style="list-style-type: none"> <li>• Seek financing from Ministry of Agriculture / Kleinbergs scholarship – for potential residencies (if money is provided then it is relatively easy to find residency positions)</li> </ul>	2011 – 2016 (all the time)	Financing identified; 2-3 specialists have completed residency and obtained certificate	Dean -- lobbying of Ministry of Agriculture; contacts with foreign residency sites – use of personal connections in corresponding areas; find responsible people (optimally if these people volunteer to do this)
	<p>(4) Spreading the information regarding potential PhD and residency training; identifying capable students and veterinarians and „steer” them towards PhD or residency programs</p>	2011 – 2016 (all the time)	Capable and interested candidates identified who will become part of academic staff at FVM	Directors of institutes
4. Short term solution for shortage of teaching staff. Note: Such teaching staff will be easier to	<p>(1) Guest lecturers from abroad</p> <ul style="list-style-type: none"> <li>• Financing is required – possible to obtain from projects written specifically</li> </ul>	2011 – 2016: every year in the spring semester – planning for the next school year	Every year 1-2 guest lecturers from abroad involved in teaching (teach series of lectures or a block within study course)	Search committee or assigned person or volunteer representing closely related discipline

arrange if teaching in those study courses will be organized in blocks	for that purpose (mobility) nepieciešams finansējums – iespējams no projektiem			
	(2) Guest lecturers in clinical sciences – practicing veterinarians in Latvia with good theoretical base and practical experience <ul style="list-style-type: none"> <li>Financial / administrative system needed that allows for such guestlecturers to be employed</li> </ul>	2011 – 2016: every year in the spring semester – planning for the next school year	Every year 1-2 guest lecturers – local veterinarians involved in teaching (teach series of lectures or a block within study course)	Search committee or assigned person or volunteer representing closely related discipline
5. Determine what are professional development plans for current teaching staff (goal – to provide support in such professional development activities)	(1) Determine what are professional development plans or planned professional activities for teaching staff that will serve as fulfillment in the academic career. For example: <ul style="list-style-type: none"> <li>Participation in projects in Latvia</li> <li>Participation in international projects which involve working some time in a foreign institution Study course and seminars abroad</li> <li>Learning and mastering foreign language</li> </ul>	Fall 2010 (to do initial inquiry)  Every year after that – during the annual evaluation of employee (see Nr6)	Improvement in teaching staff quality and improvement in professional satisfaction	Directors on institutes + dean + professional evaluation

	<ul style="list-style-type: none"> <li>● PhD or masters studies</li> <li>● Participation in professional organizations</li> <li>● Publications in local and foreign veterinary and science journals</li> </ul>			
6. Establishment of evaluation system for teaching staff in order to provide high teaching quality	<p>(1) Establish system that will allow to evaluate accomplishments / achievements of teaching staff un will serve as motivator for continuous self-development. This system needs to be motivating and encouraging but NOT punishing. System should promote teaching staff to continuously improve study courses, to mentor PhD students, to participate in projects, and to provide high quality clinical training. This system needs to be connected with financial / academic benefits. Some of the criteria could be:</p> <ul style="list-style-type: none"> <li>● Development of a study course that meets EAEVEs requirements</li> <li>● Student evaluation (quality of teaching)</li> <li>● Scientific publications in ISI Web of Science journals</li> <li>● Presentations at</li> </ul>	<p>Until spring of 2011</p> <p>Beginning with school year 2011/2012; annually thereafter</p>	<p>System for evaluation of teaching staff developed</p> <p>Evaluation system implemented</p>	<p>Dean + professional evaluation and development committee (together with all teaching staff)</p> <p>Dean + directors of institutes</p>



	<ul style="list-style-type: none"> <li>conferences</li> <li>● Organization of continuous education seminars</li> <li>● Short term studies abroad</li> <li>● Preparation and submission of grants; participation in projects</li> <li>● Mentoring PhD students and advising vet med students for preparation of scientific presentations</li> <li>● Lectures abroad</li> <li>● Colaboration with other educational and scientific institutions in Latvia and abroad</li> </ul>			
7. Promotion of positive internal climate with collective gatherings for staff	<p>(1) Promote positive internal climate by encouraging openness, transparency and dissemination of information to all levels of faculty and by providing mutual respect and support to colleagues</p> <p>(2) Organize sports and entertainment events and trips</p> <p>(3) Gather ideas for improvements at FVM</p> <p>(4) Promote willingness of staff to participate in FVM life</p>	All the time	<p>Strong FVM will attract financing from projects (grants), clinics, and diagnostic service</p> <p>Success of FVM will give satisfaction to employess for working there</p>	Entire FVM staff

<b>Research</b>				
Improve and develop	Develop detailed and unified	2010	Assesment system	Dean and Directors

research at FVM	evaluation system for <b>assessment of research activities</b> for all teaching staff (academic personel) with a goal to balance and plan ahead the amount of time that each staff member allocates for research, academic and administrative duties		developed	of institutes
	Define „research priority areas”. Goal – timely planning of targeted financing for PhD students in areas in which in the next 2-6 years „ <b>high quality teaching staff</b> ” needs to be prepared	2010-2011	Each institute has defined „research priority areas” for preparation of highly qualified teaching staff	Dean and Directors of institutes
	<b>Review/revise requirements that are applied to PhD Thesis submitted to Promotional Council (to PhD committee):</b> 1. Make a requirement that PhD candidate publishes at least one article in peer-reviewed international journal that is included in ISI Web of Science or PubMed databases prior to PhD thesis defense; 2. Promote involvement of foreign PhD supervisors (mentors) or consultants in areas where it is necessary;	2010	Specific guidelines for PhD thesis developed for submission to Veterinary Promotional council	Promotional council (PhD committee)
	<b>To promote internationalization of FVM research activities and to promote its competitiveness internationally:</b>  1. To participate in <b>preparation of</b>	2010- 2014	Each institute every year prepares at least one project proposal or has approved partnership in international research project as a leading	Directors of institutes

	<p><b>national and regional grant proposals</b> and in seeking out partnerships:</p> <ul style="list-style-type: none"> <li>- Research grants from Latvian Science Council;</li> <li>- Research grants from Ministry of Education and Science and Ministry of Agriculture;</li> </ul> <p>2. To participate in <b>seeking partners for preparation of international and EU research project proposals:</b></p> <ul style="list-style-type: none"> <li>- EU 7th framework program;</li> <li>- Horizon 2020;</li> <li>- Nordic-Baltic country research programs</li> </ul>		institution or partner	
	<p><b>International research mobility:</b> Provide preparation of proposals to utilize financial instruments of EU to promote international mobility of FVM researchers (Marie Curie program; resources within FP7th framework program, Horizon 20202; Latvian Scientific Council etc)</p>	Every year	Each institute to provide at least one position for mobility of FVM researchers	Directors of institutes
	Develop „ <b>guest-professor attraction program</b> ” with goal to help mentoring PhD students, to develop research in particular area and / or develop particular study course	2011	Each institute prepares at least one submission for „guest-professor attraction program” in the areas of research priority	Directors of institutes

	<p>Develop and implement <b>indicator system for research activities and perform regular assessment of the impact of research activities on the research development at FVM:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate attracted funding;</li> <li>2. Research project completion;</li> <li>3. Publications, their number and quality (name of FVM in internationally recognized data bases)</li> </ol>	2011	<p>New evaluation system for assessment of research activities developed according to Rules and Regulations of Republic of Latvia and in collaboration with LUA Research Department</p>	Directors of institutes
	<p><b>Research infrastructure:</b></p> <ol style="list-style-type: none"> <li>1. Perform assessment of current FVM research infrastructure (labs) (database + responsible person) and development of infrastructure for potential common „research space”</li> <li>2. Include in the medium range FVM strategy financial resources that are needed for development of „basic infrastructure” for research</li> <li>3. Facilitation of research lab daily activities ( resources required from budget)</li> <li>4. Work safety in research labs ( biosafety, hazardous materials, waste, etc)</li> </ol>			
	Provide regular (1-2 x per month)	Every		

	research seminars: - Seminar about progress in research projects; - <i>Journal Club</i> - „ <i>Trouble shooting</i> ” seminars	semester from 2010		
<b>Financial model</b>				
Development and implementation of financial model at FVM that is more effective and progress-promoting	Perform analysis and comparison of financial models from at least 3 universities in Latvia (University of Latvia, Riga Stradiņi University and Latvia University of Agriculture) and at least 2 universities / faculties of veterinary medicine in EU countries (Helsinki, Tartu).	2010	Report prepared	Dean
Calculation of expenses that are associated with providing education at FVM	Required personel (number) and salary expenses for this personel	2010	Data collected regarding expenses for one year associated with providing education at FVM	Dean Curriculum committee
	1. Expenses for study courses (labs)			Directors of institutes
	2. Expenses for operation of the clinic			Director of Clinical institute Director of the VEC Clinic
	3. Pathology expenses			
	4. Transport for practical training and labs outside of FVM			Directors of institutes
Development of optimal financial model taking into consideration Laws of Republic of Latvia		2010	FVM financial model proposal prepared and submitted to LUA administration	Dean