



The Consortium

In 2011, the deans of the five west-region colleges of veterinary medicine in the US came together to discuss ways in which their colleges might effectively collaborate to address important issues faced by the profession and the colleges. The result was the formation of the *Consortium of West Region Colleges of Veterinary Medicine*. Working within the consortium, the colleges share best practices and collaborate to address shared concerns across the spectrum of veterinary education and beyond. In 2020, two new colleges joined the consortium and expanded the scope of the consortium's work into the southwest. This expansion has enabled the consortium to tackle a wider range of issues and enhance the quality of veterinary education across a larger geographical area.

The Regional Teaching Academy

Recognizing that improving educational practices was a primary shared concern, the deans chose establishment and support of a *Regional Teaching Academy (RTA)* as the first initiative of the new consortium. The RTA was formed in 2013 with a mission of ensuring that the members of the consortium collaborate to develop, implement, and sustain the best practices in veterinary medical and biomedical education in our colleges, and establishing the veterinary medical educator and biomedical educator as valued career tracks in our colleges. Today, the Academy has 76 members from the seven west-region colleges of veterinary medicine, Academy members represent a wide range of disciplines, educational interests and experience, and career stages.

Insights Gained from a Decade of Evidence-Based Pedagogy Training and Development Delivered Through a Multi-institutional Model

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VETS – Veterinary Education Teaching and Scholarship

The VETS program was developed with the goal of using the expertise of the entire consortium to improve teaching practices in order to support student learning.

VETS 1.0/VETS Fundamentals

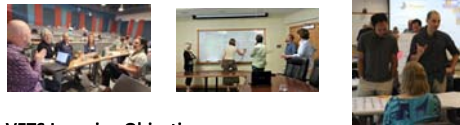
Student-focused, interactive teaching in the classroom
Course development and alignment
Assessment development and alignment

VETS 2.0/VETS Selectives

Single topic workshops featuring a “deep dive” into the subject, typically relevant to didactic teaching

VETS Clinical Teaching

Workshops focused on strategies and practices for teaching in laboratories clinical spaces.



VETS Learning Objectives

Participants will:

- Gain knowledge of educational concepts and effective teaching skills for both the clinical and didactic setting.
- Understand their own perspectives on teaching and learning and know how these influence their teaching.
- Be able to recognize and apply the diverse methods of instruction.
- Be able to apply the concepts of giving and receiving feedback to improve teaching and learning.
- Understand and apply the concepts of a Community of Practice (CoP) to advance their ongoing professional development as an educator.

VETS 1.0/FUNDAMENTALS	2016	2017	2019	2021	2022	2024
Reflective Practice						
Course Alignment						
Creating Learning Objectives/Goals						
Assessment development						
Assessment Validation						
Designing MCQs						
Interactive Learning Practices						
Individual Project						
Using Technology						
Diversity, Equity, and Inclusion						
Rubrics						
Generative AI						
Group Project						
Giving and Receiving Feedback						
Student Development Theory						
Learning Theory						
Teaching Practice Inventory						
Peer Review of Teaching						
Communities of Practice						

TABLES 1 and 2. Curriculum topics of VETS 1.0/VETS Fundamentals (Table 1) and VETS 2.0/Selectives (Table 2, includes Clinical Teaching) 2016-2024. Changes in curriculum are the result of participant and facilitator feedback.

KEY	VETS 2.0/Selectives/Clinical Teaching	2019*	2021**	2023**
Included	Reflective Practice			
Not Included	Giving and Receiving Feedback			
Common to 1.0 and 2.0 but different context	Course Alignment			
	Individual Project			
	Teaching Practice			
	Setting the Stage for Learning			
	Developing a Learning Culture			
	Wellbeing exercises			



Insights from Participant Feedback

- VETS 1.0/Fundamentals is typically an introduction to the language of pedagogy for participants
- “Deep Dive” instruction is too much information at once for novices
- While some topics crossover, didactic instruction-focused training isn’t as effective at improving clinical teaching
- Participants of VETS 1.0/Fundamentals are primarily looking for practical tools and ideas that can be implemented without a lot of extra work
- Too many completely new topics (e.g., learning theory) decrease the impact of the workshop
- Too many topics overall decreases the impact of the workshop
- Cohort model supports the formation of communities of practice

Future Directions

- Continue to refine existing workshops and incorporate new technology and resources into all trainings
- Finalize Educational Research selectives workshop
- Develop new “deep dive” selectives training topics
- Develop new clinical training topics
- Grow the community of practice by presenting the trainings outside the Consortium

References and Acknowledgements

1. Gordon-Ross PN, Kovacs SJ, Halsey RM, West AB, Smith MH. (2020) Veterinary Educator Teaching and Scholarship (VETS): A Case Study of a Multi-Institutional Faculty Development Program to Advance Teaching and Learning. *JVME* 47(5), pp. 632-646. <https://doi.org/10.3138/jvme-2019-0089>

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Connect with us:



2013 Formation of the RTA

2016 VETS Pilot

2015 VETS first test presentation

2017 first VETS 1.0 full workshop

2019 VETS 2.0 developed

2020 VETS Clinical Teaching developed

2021 first online VETS workshops

2022 VEC meeting pre-conference workshop

2024 incorporation of AI best practices into VETS