Common challenges for CCAC when assessing teaching institutions

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Six common challenges

- ACC functioning
- Humane endpoints
- Post-approval monitoring
- AUDF
- Facilities
- Too many overlapping responsibilities
ACC functioning

- Too few formal meetings/year
- Justification for animals requested
- Annual renewals
Humane endpoints

- Avoid overuse of individual animal per lab, week, month, term
- Avoid keeping animals too long
- Requires policy, SOP, documented tracking
Post-approval monitoring

- ACC must be at the centre of a formal and documented program
- « To ensure that protocols are undertaken in practice as approved in principle »
- should be tailored to college’s needs and should be effective
- Should be as simple as possible and not intrusive
Animal Use Data Form

- What should be reported to the CCAC
- Reuse in the same year
- Categories of invasiveness
Facilities

- Minimizing cross-contamination
  - Surfaces
  - Ventilation
  - Quarantine/isolation areas

- Environmental improvement/enrichment
  - Social housing
  - Creature comforts
  - Interactions with students/staff
Too many responsibilities

Small institutions where same people do most of the work:
- Advisory committee (help identify learning objectives)
- Instructors and staff (animal users in teaching)

May create an expectation of animal use in teaching
Too many responsibilities

Same people often assess:
- Pedagogical merit (are animals appropriate learning tools?)
- Animal care committee (animal welfare advocates)

Blurring of priorities and responsibilities = loss of objectivity, and potential bias