

CAAM Veterinary Education Database

Section IV: FACULTY

Part A: Key Quantitative Indicators

Indicate the number of full-time, part-time faculty in basic science and clinical departments during each of the three most recent academic years. (CAAM Annual Veterinary School Questionnaires 11)

	Full-Time		Part-Time	
	Basic Science	Clinical	Basic Science	Clinical
Current year				
1 Yr Prior				
2 Yrs Prior				

Part B: Narrative Data and Tables

FA-1. *The recruitment and development of a veterinary school's faculty should take into account its mission, the diversity of its student body, and the population that it serves.*

a. Describe any veterinary school or university policies and procedures on faculty recruitment. How do these policies and procedures relate to the veterinary school's mission, student body, and population served?

Include a copy of the policy.

b. Provide data on the number of full-time faculty members in basic science and clinical departments who are members of the following groups.

	Basic Science Departments	Clinical Departments
National		
Regional		
Extra-Regional		
<i>Female</i>		
<i>Male</i>		
Black /African ethnicity		
East Indian ethnicity		
White		
Other Race or Ethnic Group		

N.b National means state sponsored university and/or location of university.

Regional refers to non-national but of a CARICOM state.

See also Ethnic census data Section 11 Veterinary Students Part A (f.)

FA-2. There must be a sufficient number of faculty members in the subjects basic to veterinary studies and in the clinical disciplines to meet the needs of the educational programme and the other missions of the school.

In determining the number of faculty needed for the educational programme, schools should consider that faculty may have educational and other responsibilities in academic programmes besides veterinary medicine. In the clinical sciences, the number and kind of faculty appointed should also relate to the amount of animal care, and health promotion and prevention activities required to conduct meaningful clinical teaching across the continuum of veterinary education.

Complete the following tables for the indicated basic science and clinical departments. See the instructions for completing the database for definition of full-time faculty.

a. Basic Science Departments/Units

Department/Unit	Number of Full-Time Faculty *					Part-Time
	Prof	Sen lec	Lect/ Asst lect	Inst/Other	Vacant	
Anatomy						
Biochemistry						
Pharmacology						
Physiology						
Other (specify)						

*Replace indicated names with names used at your institution.

Teaching Responsibilities

Department/ Unit*	% Time Teaching Veterinary Students	Average Number of Students Taught per Year		
		Graduate Students	Postgraduate Clinical	Undergraduate (baccalaureate)
Anatomy				
Biochemistry				
Pharmacology				
Physiology				
Other (specify)				

b. Paraclinical Science Departments/Units

Department/Unit	Number of Full-Time Faculty *					Part-Time
	Prof	Sen lec	Lect/ Asst lect	Inst/Other	Vacant	
Pharmacology & Therapeutics						
Parasitology						
Microbiology						
Toxicology						
Veterinary Public Health						
Ethics & Jurisprudence						
Other (specify)						

*Replace indicated names with names used at your institution.

Teaching Responsibilities

Department/Unit*	% Time Teaching Veterinary Students	Average Number of Students Taught per Year		
		Graduate Students	Postgraduate Clinical	Undergraduate (baccalaureate)
Pharmacology & Therapeutics				
Parasitology				
Microbiology				
Toxicology				
Veterinary Public Health				
Ethics & Jurisprudence				
Other (specify)				

c. Clinical Departments

Department/Unit*	Number of Full-Time Faculty*					Other Faculty *	
	Prof	Assoc	Asst	Inst/Other	Vacant	Part-Time	Volunteer
Laboratory and exotic species Medicine							
Poultry and Avian Medicine							
Large Animal Medicine							
Small Animal Medicine							
Theriogenology							
Large Animal Surgery							
Small Animal Surgery							
Diagnostic Imaging							
Anaesthesiology							
Sub specialties (specify)							
Other (specify)							

*Replace indicated names with names used at your institution, as needed.

Teaching Responsibilities

Department/Unit*	% Time Teaching Veterinary Students	Average Number of Students Taught per Year		
		Residents/ Interns	Postgraduate Clinical	Undergraduate (baccalaureate)
Laboratory and exotic species Medicine				
Poultry and Avian Medicine				
Large Animal Medicine				
Small Animal Medicine				
Theriogenology				
Large Animal Surgery				
Small Animal Surgery				
Diagnostic Imaging				
Anaesthesiology				
Other (specify)				

*Replace indicated names with names used at your institution, as needed.

See also Part A for this section, and information for standard Section I IS-11 and CAAM Annual Veterinary School Questionnaires 2 and 3.

FA-3. *Persons appointed to a faculty position must have demonstrated achievements commensurate with their academic rank.*

FA-7. *There must be clear policies for faculty appointment, renewal of appointment, promotion, granting of tenure, and dismissal that involve the faculty, the appropriate department heads, and the dean.*

a. Provide a brief description of each faculty employment track.

b. Briefly summarize the institution-wide (veterinary school or university) policies and procedures for the appointment, renewal of appointment, promotion, granting of tenure (if applicable), and dismissal for all faculty members. Include a copy of the written appointment and promotion guidelines.

c. Explain any variation in the policies across tracks or in their application from department to department.

FA-4. *Members of the faculty must have the capability and continued commitment to be effective teachers.*

Effective teaching requires knowledge of the discipline and an understanding of curriculum design and development, curriculum evaluation, and methods of instruction. Faculty members involved in teaching, course planning and curricular evaluation should possess or have ready access to expertise in teaching methods, curriculum development, programme evaluation, and student evaluation. Such expertise may be supplied by an office of professional education or by faculty/staff members with backgrounds in educational science.

Faculty involved in the development and implementation of a course, clerkship, or larger curricular unit should be able to design the learning activities and corresponding evaluation methods (student and programme) in a manner consistent with the school's stated educational objectives.

Veterinarians appointed to the faculty, on a part-time basis or as volunteers, should be effective teachers, serve as role models for students, and provide insight into contemporary methods of providing animal care, prevention of illness and promotion health.

Among the lines of evidence indicating compliance with this standard are the following:

- *Documented participation of the faculty in professional development activities related specifically to teaching and evaluation.*
- *Attendance at regional or national meetings on educational affairs.*
- *Evidence that faculty members' knowledge of their discipline is current.*

FA-11. *Opportunities for professional development must be provided to enhance faculty members' skills and leadership abilities in education and research.*

a. Describe the elements of faculty teaching skills (e.g., content mastery; ability to lecture or lead a small group; professionalism) that are formally evaluated by veterinary students. Include sample of student/teacher course/clerkship evaluation form.

b. How are any problems identified by such evaluations addressed?

c. Describe any information collected by departments or the school to assess individual faculty teaching efforts.

d. Describe any centralized veterinary school activities to assist faculty members in improving their skills as teachers and evaluators of veterinary students. Include the number of faculty who participated in such activities during the most recent academic year.

See also information for standard ED-31, 32 in Section II of the database.

FA-5. Faculty members should have a commitment to continuing scholarly productivity characteristic of an institution of higher learning.

a. Provide the following data by department (basic science and clinical) for the most recent completed academic year.

Department	Number of:			
	Articles in Peer-reviewed Journals	Books and Book Chapters Published	Journal Editors	Principal Investigator on Extramural Grants

See also CAAM Annual Veterinary School Questionnaires 12.

b. Describe how faculty scholarship is fostered in the veterinary school. Note any opportunities for mentorship or other types of support for faculty scholarly activities.

See also information for standard IS-12 in Section I of the database.

FA-6. *The school's faculty must make decisions regarding student admissions, promotion, and graduation, and must provide academic and career counselling for students.*

Refer to responses for standards MS-4, MS-18, MS-19, and MS-31 in Section II of the database and CAAM Annual Veterinary School Questionnaires 10.

FA-8. *A school should have policies that deal with circumstances in which the private interests of faculty members or staff may be in conflict with their official responsibilities.*

Check each area where the veterinary school or the university has a faculty conflict of interest policy. Include a copy of each policy.

	Conflict of interest in research
	Conflict of private interests of faculty/staff with academic responsibilities
	Conflict of interest in commercial support of continuing veterinary/professional education

FA-9. *Faculty members should receive written information about their terms of appointment, responsibilities, lines of communication, privileges and benefits, and, if relevant, the policy on practice earnings.*

a. Describe how faculty members are notified about the following items:

- Term and conditions of employment
- Benefits
- Compensation, including policies on practice earnings

Include a copy of any document on these matters.

b. How are faculty members informed about their responsibilities in teaching, research, and, where appropriate, patient care?

c. If there is a faculty handbook, include a copy.

FA-10. *They should receive regularly scheduled feedback on their academic performance and their progress toward promotion.*

Feedback should be provided by departmental leadership or, if relevant, other institutional leadership.

a. Briefly describe any veterinary school or university policies assuring that faculty members receive periodic feedback on their performance and progress toward promotion.

b. Describe when and how faculty members receive formal feedback from departmental leaders (chair, division or section chief) on their academic performance and progress toward promotion.

See also information for standards FA-4 and FA-11 above.

FA-12. *The dean and a committee of the faculty should determine veterinary school policies.*

This committee, which typically consists of the heads of major departments, may be organized in any manner that brings reasonable and appropriate faculty influence into the governance and policymaking processes of the veterinary school.

FA-13. *Schools should have mechanisms for direct faculty involvement in decisions related to the educational programme.*

Important areas where direct faculty involvement is expected include admissions, curriculum development and evaluation, and student promotions. Faculty members also should be involved in decisions about any other mission-critical areas specific to the school. Strategies for assuring direct faculty participation may include peer selection or other mechanisms that bring a broad faculty perspective to the decision-making process, independent of departmental or central administration points of view. The quality of an educational programme may be enhanced by the participation of volunteer faculty in faculty governance, especially in defining educational goals and objectives.

a. List the major permanent committees of the veterinary school. Note whether each committee is charged to make recommendations (R), empowered to take action (A), or both (B).

Committee	Number of Members	Appointed or Elected by:	Reports to:	Authority (R/A/B)

b. Describe how the dean obtains input from department heads and faculty members. Note how often the dean meets with department heads, members of the dean’s staff, and other veterinary school leadership groups (e.g., Executive Committee, Faculty Council, Faculty Assembly)?

See also information for standard IS-3 in Section I of the database.

FA-14. *The full faculty should meet often enough for all faculty members to have the opportunity to participate in the discussion and establishment of veterinary school policies and practices.*

a. List the number and type of general faculty meetings held during the past year. What major items have been on the agenda at these meetings?

b. How are faculty members informed about upcoming meetings? Describe how faculty who are not present learn about the discussion or outcomes of general faculty meetings.

c. Describe any special meetings of the faculty held in the past two years (e.g., faculty retreats related to the educational programme or strategic planning), including goals, level of participation, and outcomes.

d. In addition to meetings, what other vehicles exist to inform faculty members about veterinary school matters?

END OF SECTION IV