

21.8 Faculty

21.8.1. Complete Tables A and B, and assess the strengths of the faculty and support staff in fulfilling the college mission.

See Appendix 8-1 for Tables A and B.

Faculty numbers have expanded in key areas of growth in veterinary medicine and biomedical science. The CVM has established the Animal Welfare, Ethics and Public Policy Program, which includes the shelter medicine and behavior medicine programs. Faculty numbers have increased in all existing companion animal or equine services. Clinical faculty members with many years of experience have been successfully retained in most services. New clinical services with corresponding faculty include dentistry, radiation oncology, behavior, companion animal emergency services, equine podiatry and equine theriogenology. Overall, the strength of these services is excellent, providing a high faculty/student teaching ratio. In other realms of teaching, the anesthesia service has re-instated a residency program. In the basic sciences, genomics has been a key area of growth in response to key changes in the nature of basic science. Additional strengths are in food animal production (including swine, poultry, dairy, and small ruminants), pathology, pharmacology & risk assessment, immunology, and infectious diseases. For example, we have more strength in swine and poultry health/production than the majority of other US veterinary educational institutions. Our pathology training program for veterinary students and residents is excellent in both clinical and anatomic pathology. Epidemiology instruction for veterinary students has markedly improved as measured by student reviews and peer reviews of faculty instruction. The Theriogenology team has strengthened its clinical teaching by concentrating on equine and canine reproduction, primarily through the development of the Equine Health Center at Southern Pines and by research on canine reproduction with student involvement. The number of faculty members in the Population Health and Pathobiology (PHP) department increased dramatically in 2002 because of a CVM reorganization that essentially doubled the size of this department. The anatomic/clinical pathology, parasitology, and immunology/bacteriology/virology programs shifted from the former department of Microbiology, Pathology and Parasitology to this department.

Collectively, our faculty expansion is intended to enable students to understand pathophysiology from the gene to the patient, and to give students basic training in sustainable research programs. Local on-farm teaching opportunities in ruminant health management have decreased because of urbanization; however, the faculty have maintained clinical instruction quality through private practitioner and state government partners.

21.8.2. State the current number of academic faculty (head count) who possess credentials as listed in Tables C and D.

See Appendix 8-1 for Tables C and D.

21.8.3. Assess the challenges for your college in maintaining faculty numbers and quality.

In certain disciplines it has been particularly challenging to attract and retain board-certified or otherwise qualified specialists, such as pathology, clinical microbiology, ophthalmology, oncology, neurology and dermatology. We have been very fortunate to maintain and, in some instances, grow disciplines despite the salary disparity between academic and private practice positions. We continue to attract highly qualified individuals that select NC State because of the quality of its teaching, clinical, outreach, and research programs. We are currently in a period of relative growth, and have added faculty in areas of value to our core missions, including extension and engagement, pathology, dentistry, behavior, and welfare. In basic research, attracting the best and brightest young faculty is difficult in times of tight national research budgets. Start-up packages have become difficult to put together to meet the needs of beginning faculty members. In addition, retention, promotion and tenure processes are driven to some degree by the ability of investigators to obtain extramural funding. We are exploring creative sources of bridge funding to prevent losing some of our brightest, most talented junior faculty.

21.8.4. Provide information on the loss (what discipline/specialty) and recruitment of faculty (Table A).

See Appendix 8-1 for Table A.

In clinical and diagnostic services, some vacancies have been filled by highly qualified individuals. There has been turnover in key hospital services including radiology and anesthesiology.

Some pathology faculty left for positions in private industry or governmental agencies in the Research Triangle. Two food animal/ruminant faculty departed for positions in private practice and industry.

21.8.5. Provide a concise summary of promotion and tenure policies, and the policy to assure stability for non-tenured, long-term faculty.

Faculty are promoted and tenured on the basis of their performance evaluated against the expectations set forth in the “Statement of Mutual Expectations” (SME). The SME is negotiated each year between the faculty member and Department Head to spell out the faculty member’s assigned responsibilities and percentages of effort assigned to each. All faculty (including non-tenure track) are required to prepare the SME as part of the annual activity report for the previous year and the plan for the next year, all of which are discussed at the annual review session with the Department Head.

Clinical track faculty are evaluated through a process similar to that for tenure track faculty. This is becoming an increasingly important issue because of the increased numbers of clinical track faculty.

21.8.6. Provide an estimate of the weight assigned to promotion/tenure and or compensation for teaching, research, service, or other scholarly activities.

In all departments, the weight assigned to each of these areas is directly relevant to the percent effort assigned to faculty in these areas. Percent effort is routinely examined and altered when job positions and expectations change.

For promotion/tenure deliberations and compensation recommendations, each faculty member’s performance is evaluated in light of his/her assigned responsibilities and the weight assigned to each. At NC State University “Service” is defined as “Service to the university itself and to professional societies.” Responsibilities for clinical and diagnostic services, such as pathology and patient care in the Veterinary Teaching Hospital are defined as either teaching or extension and engagement, depending on the faculty member’s particular situation.

21.8.7. Briefly describe faculty professional development opportunities available in the college/university.

Faculty members are encouraged to take periodic sabbatical leaves. Departmental funds are available for professional meeting attendance, although they are largely dependent on hospital and grant funding and may vary from year to year. Junior faculty can attend a monthly writers group to help them organize their time, write high quality grants, and publish their results. Additional development opportunities open to all faculty include grant writing workshops, teaching workshops, internal research grants and teaching innovation grants.

21.8.8. Describe current plans or major changes in program direction that would be affected by faculty retirements, recruitment and retention.

The new Center for Comparative Medicine and Translational Research (CCMTR) is specifically designed to bring clinicians and basic scientists together in collaborative units. This way, clinicians can take part in large-scale basic science projects and basic scientist can understand the opportunities and relevance of their work to animal health. This program should improve CVM faculty retention by creating new and exciting opportunities for research collaborations. A combination of faculty retirements and the addition of new positions has led to the opportunity for a “Cluster Hire” of up to six faculty members with a focus on livestock infectious disease and biosecurity.