

**Criteria for Appointment or Promotion to Tenure of
Faculty of the School of Veterinary Medicine
Heavily Engaged in Clinical Teaching***

The School of Veterinary Medicine is heavily engaged in all three of the traditional modes of university service, i.e., teaching, research, and public service. All three of these activities are, for a growing proportion of the faculty of the School, inseparable from participation in and responsibility for the care of patients. Hence, clinical activities whether related to teaching, research or public service are a central theme in the duties of many faculty members of the School.

The University requires "superior intellectual attainment, as evidenced both in teaching and in research or creative achievement (as) an indispensable qualification for appointment or promotion to tenure position since the professorship embodies the teaching and research function of the University" (Academic Personnel Manual 210-1). The School subscribes fully to the requirement for superior intellectual attainment. Superior intellectual endeavor is required of faculty engaged in clinical activities because high quality clinical instruction, clinical research, and patient care are the *sine qua non* of a superior academic program in medicine.

The teaching program of the School consists of traditional lectures and laboratory instruction, clinical rounds and clinical teaching to professional, academic graduate students, interns, residents, fellows, and practicing professionals. Lecture-laboratory instruction in the School requires skills and experiences traditionally demanded of teachers in biological or pre-clinical medical sciences. Clinical teaching, on the other hand, is intensive tutorial instruction in which patients, while subjected to intensive diagnostic, therapeutic, or other clinical techniques, provide the setting for instruction. Clinical instruction demands a high level of clinical competency to provide the superior level of health care required for teaching professional students, as well as the skills of an effective teacher.

The specific duties of faculty of the School vary considerably depending upon the individual faculty member's assignment to programs of the School, i.e., Instruction and Research, VMTH (clinical teaching), Livestock Disease Research Laboratory (Agricultural Experiment Station sponsored research) or other organized research programs such as the Radiobiology Laboratory and the Primate Center. Due consideration must be given to these assignments when assessing the relative emphasis to be placed on teaching, research and professional activity of faculty. The nature of the discipline, i.e., a pre-clinical as opposed to a clinical discipline, also is relevant as an indication of the nature of expected activity of an individual member of the faculty.

Pre-Clinical Disciplines. Most faculty engaged in teaching in pre-clinical disciplines, i.e., anatomy, biochemistry, statistics, physiology, pharmacology, and microbiology, fulfill their teaching obligations in lecture-laboratory courses. The nature of their teaching demands are such that the majority of these individuals can develop traditional laboratory research programs. Some also participate to a greater or lesser extent in clinical teaching and in clinical rounds. Although their teaching workload may be somewhat higher, they can function and be evaluated much as are faculty heavily engaged in teaching in biological or pre-clinical medical sciences.

Clinical Laboratory Disciplines. Faculty who teach the clinical laboratory disciplines, such as pathology, clinical pathology, clinical microbiology and epidemiology, are required to participate in lecturer-laboratory teaching and also to devote a significant proportion of their teaching effort to clinical teaching. The nature of their programs permits them, in the majority of cases, to develop a laboratory research program although probably not so extensively as a pre-clinical instructor. For individuals heavily committed to clinical teaching, it may be necessary to orient their research programs along clinical lines.

Clinical Disciplines. Faculty who teach in the medical and surgical disciplines, such as medicine, surgery, reproduction, radiology and their sub-specialties, devote a high proportion of their total effort to clinical teaching and professional activities directly related to the clinical teaching program with a smaller yet significant proportion to lecture and laboratory courses and to rounds. Very few of these individuals at this time in our development are provided the necessary time or support to pursue traditional laboratory research programs. They are expected, however, to demonstrate creativity and "superior intellectual attainment" through clinical research and the development of new clinical techniques and procedures.

Characteristics of Good Clinical Teaching

By and large the criteria included in the Administrative Manual 210-1 as a guide in judging teaching apply equally well to clinical teaching. "...the candidate's command of the subject; continuous growth in the field; ability to organize material and to present it with force and logic; capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge; grasp of general objectives; the spirit and enthusiasm which vitalize learning and teaching; ability to arouse curiosity in beginning students and to stimulate advanced students to creative work; personal attributes as they affect teaching and students; the extent and skill of the candidate's participation in the general guidance and advising of students."

The clinical teacher must do all these things, and at the same time apply knowledge of basic veterinary sciences and clinical procedures to the diagnosis, treatment and care of a patient in a manner that will not only assure the best learning situation for students, but also provide high quality care for patients. The superior clinical teacher must be highly competent professionally, be actively and effectively involved in health care services, recognized by the profession through membership in appropriate boards and associations and be able to attract high quality teaching patients. The clinical teacher must be dedicated to and practice the highest practicable level of patient care compatible with medical needs, economic considerations and good teaching. The superior clinical teacher involves students in all levels of the inductive and deductive processes that constitute clinical practice at one time, developing both intellectual and technical professional skills. The clinical teacher develops a very high level of ability to relate to students so that they acquire the judgment and insight essential for competent professional activity. In summary, the superior clinical teacher combines at the highest levels of efficiency that attributes of a good teacher with those of an excellent clinician all in the context of veterinarian-patient-student relationships.

Characteristics of Good Clinical Research and Creative Work

By definition, clinical research involves studies on animals, herds or flocks, or the treatment or prevention of disease and the maintenance of health in animals. A great deal of our knowledge about disease in general and specifically animal diseases has resulted from studies on naturally occurring diseases under clinical as contrasted to controlled conditions. Major contributions to our understanding of the epidemiology, etiology, processes or mechanism of disease and control and treatment of a wide variety of animal diseases has resulted from proper clinical observations. It is largely through quality clinical research that the veterinary profession acquires new and more effective ways to provide improved veterinary services to society.

The superior clinician utilizes a high proportion of the animal patients that are dealt with as a source of additional knowledge about animal diseases, their prevention or cure. The clinician collects clinical data carefully, obtains new insights about disease by making new observations or running new tests subjecting findings to critical analysis, using whenever possible the experimental method. The clinician devises new treatments, fashions new procedures and techniques and utilizes them to improve both the science and art of medicine. Much of this is done in the regular course of clinical teaching or service.

When significant data has been obtained, it should be published in a recognized clinical journal so that it will be available for others to use in the never-ending quest to improve the quality of veterinary services. Case reports in clinical journals, particularly the intensive analysis of a significant number of naturally-occurring cases of a disease that have been thoroughly studied and the significance of findings analyzed constitute an important mode of publication of clinical research. Reports of new

knowledge about disease obtained from valid clinical observations reported at a national or international meeting of veterinary clinicians and published in a “proceedings” also are recognized as a proper means of reporting clinical research. Reporting clinical observations at a local, state or national meeting of veterinary practitioners in which no published proceedings are prepared is considered to constitute public service and evidence of professional competency as an indication of creativity. The question in the latter instance is more one of being able to evaluate creativity when it is not published than whether or not the presentation was in fact a significant contribution to new knowledge. Clinical research like all research cannot be considered to be completed until it is published in acceptable journals.

The University requirement for “superior intellectual attainment as evidenced...in research or creative achievement” is a qualitative standard. The objective is to determine the intellectual capability of the individual rather than how many papers can be published. The number of papers, i.e., research productivity, becomes important when faculty are provided time and resources primarily to conduct research. The latter is not the case for individuals with heavy assignments to clinical teaching and patient care activities in the VMTH. Most such faculty must draw heavily upon their clinical case materials for their creative effort.

It is expected faculty heavily engaged in clinical teaching will have published results of clinical research that contribute significantly to veterinary science and practice for appointment or promotion to tenure.

March 28, 1987

CHANCELLOR MEYER

Dear Jim:

This is in reply to your memorandum of December 27, 1971 point out that Veterinary Medicine is the only health science school within the University not included in the statement "Scope of Duties of Full-time Faculty in the University of California's Schools of the health Sciences," which I transmitted to the Chancellors on November 5, 1971.

Certainly, there is no question that the first paragraph of that statement applies equally to full-time faculty members of the School of Veterinary Medicine, as indeed it does to all full-time faculty members of the University with a deletion of the modifier "professional" before "curricular."

Also, the concepts set forth in the second paragraph of the statement are applicable to the faculty of the School of Veterinary Medicine, recognizing that "patients" can be animal as well as human. However, the reference to "personal private and departmental private...patients" is not applicable to faculty of the School of Veterinary Medicine.

An important element in the genesis of this statement was the need to define the applicability of The Regents' medical professional liability insurance, commonly referred to as malpractice insurance. The corresponding, and very similar, coverage for the faculty of the School of Veterinary Medicine is provided by The Regents' veterinary professional liability insurance. The omission of the faculty of the School of Veterinary Medicine was not inadvertent, but rather resulted from difficulties encountered in trying to draft a statement which would include the Veterinary School faculty in the Scope of Duties statement covering health professionals dealing with humans.

We agree with you that the Veterinary School faculty warrants a similar Scope of Duties statement and such a statement is attached.

Sincerely,

Original signed by:

C. O. McCorkle, Jr.

Attachment

cc: Special Assistant Powell

March 28, 1972

Chancellors

Gentlemen:

Scope of Duties of Full-Time Faculty in the University of California's School of Veterinary Medicine

The attached policy statement on the referenced subject is effective as of this date.

Sincerely,

Original signed by:

C. O. McCorkle, Jr.

Attachment

cc: President Hitch
Administrative Officers, Office of the President
Principal Officers of The Regents

Attachment

Office of the President

March 28, 1972

Scope of Duties of Full-time Faculty in the University of California's School of Veterinary Medicine

Full-time faculty members at the University of California's School of Veterinary Medicine have the following duties: (1) the teaching of the respective professional curricula to undergraduate and graduate students and to postgraduate students such as interns, residents, fellows, and practicing professionals; (2) research and development; (3) such academic functions as are inherent in responsible faculty service, for example, contributions to curricular reform or appropriate appraisal necessary for judicious appointments and promotions; and (4) community and public welfare service.

The first of these generic duties, and frequently the second and fourth as well, often are inseparable from participating in and responsibility for care of animals. The latter may include diagnostic, therapeutic or consultative service for ambulatory or hospitalized patients, depending upon the discipline, the administrative organization or the particular teaching program, and the logistics of the care of animals best adapted to teaching and to the individual faculty member's research. Such services may be provided in University-owned or in University-affiliated facilities or elsewhere as required by the University's best interest and the community and public welfare.