

RESPONSE TO PROGRAM REVIEW REPORT

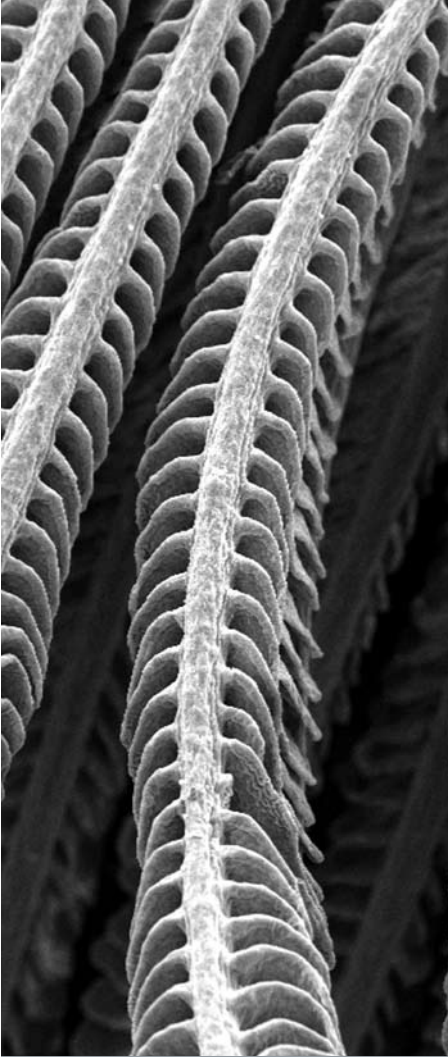


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Introduction

The SVM response to the School of Veterinary Medicine Program Review Report 2009 is based on discussions by many faculty members on several committees and after due consideration by the SVM Administration. Many of the responses are aimed at elucidating points that may not have been fully understood by the Review Committee. Such misunderstandings may have been due to several factors, including incomplete information in the initial SVM Self Study and on the SVM websites. In addition, a school of veterinary medicine is more complex than the typical department that would be reviewed using this template and the review committee may not have had sufficient time to gain a complete picture of the SVM's various elements. Despite these challenges, the SVM Administration was impressed by the in-depth analysis provided by the Review Committee.

This response is organized according to topic rather than in the order in which the points were made in the Program Review Report. The point or points to which each response is addressed is/are shown above each response in italics.

For many comments made by the Review Committee, the SVM Administration believes that the explanatory comments made in this response are adequate in themselves. However for those comments and suggestions where an action plan, responsible person(s), and time line to respond are necessary, these are listed in each case. Further, all action items are repeated in a separate list at the end of this response.

General Considerations

Advancement and Planning

Advancement

Executive Summary/General/#2/p5

The School must make a major commitment to a formal development or advancement model to identify new partnerships, public and private, that will support the mission of the School.

Efforts to increase funding of student scholarships are laudable and should continue to receive emphasis. The DVM's overall development program is relatively new and should be a point of focus. Innovative use of development funds to leverage state support, as occurred with the isolation unit, should be adopted as a prototype for increased funding of important programs, such as the professional program's instructional budget, by the SVM in the future.

D. Students/4. Financial Support/Professional Curriculum/p16

Efforts to increase funding of student scholarships are laudable and should continue to receive emphasis. The DVM's overall development program is relatively new and should be a point of focus.

G. Resources, Facilities and Equipment/2. Facilities and Capital Equipment/p30

Innovative use of development funds to leverage state support, as occurred with the isolation unit, should be adopted as a prototype for increased funding of important programs, such as the professional program's instructional budget, by the SVM in the future.

The school has made a major commitment to the establishment of an advancement program with the appointment of the Associate Dean for Advancement and Strategic Initiatives, Executive Director for Advancement, and a Major Gifts Officer. This thrust is aimed at the establishment of a comprehensive development program to serve the SVM into the future by identifying new partnerships, public and private, that will support the mission of the School. To focus the overall strategic direction of the school, a planning process with an external consultant has been commissioned.

Strategic Plans

Executive Summary/General/#1/p5

The programs suffer from the lack of an up to date strategic plan. All units need to have strategic plans, including strategic plans for research, teaching, and service.

The SVM Planning Document, which has served as the guiding document since 1999 has been updated on an approximately two to three-year basis, with the last iteration ratified by the faculty in May, 2009. This is available on-line at: http://www.vetmed.lsu.edu/Web_pdfs/Strategic_Plan_09.pdf

CBS does not generate a strategic plan specific for the department but works within the context of the SVM Planning Document.

The original PBS strategic plan was written in 2001 and was revised in 2004. Development of the current PBS plan was initiated in September 2008, and is in the final stages of revision after faculty input. Final faculty ratification is expected

in August 2009. A copy of the draft version was provided to the program review chair during the review.

The last version of the VCS strategic plan is expected to be ratified in Fall 2009.

Communication

Past and Present

Executive Summary/General/#7/p5

*While the response to the last review was viewed in a positive manner, there were **several issues** that may still require attention. No information was provided as to newly implemented methods (if any) for improving communication from the Dean's Office to affected units in terms of budgetary issues.*

IV. Program Future/A. Challenges/Weaknesses/#4/p32

The review panel found ineffective communication between individual units, between administration and individual units, between graduate students within different units, and between DVM students and graduate students.

We have reviewed the Memorandum of Agreement and the 18-month Progress Report from our 1999 Program Review that were included as Appendix A in our Self Study Report.

Page 2 of the MoA (page 156 in the Self Study) indicates that Recommendation 2, "Thorough Accounting of Budgetary Funds" and the four action items therein **were completed** within six months of the Program Review. Accordingly, they do not show up in the 18-month follow-up (see page 163 of the Self Study).

However, for the review panel's edification:

Following the 1999 Program Review, the School enhanced its communication on budgetary issues through the following specific actions:

1. The first General Faculty Meeting each fall focuses on a "State of the School" address. Included therein is a budget overview that provides figures on the revenue by source in comparison to the prior FY, and how any new revenues are distributed.

2. Early in each FY, budgetary discussions are held with each Department Head/Unit Leader to review the allocation of their operating funds and to note any special circumstances.

3. Each year (late summer/early fall), an Administration's Report is developed, distributed to the faculty, and posted on our web site. This document reviews the activities within School programs in the prior FY, benchmarking against our Planning Document. It notes any major changes in financial support for the School and programmatic investments (e.g., capital improvements, equipment purchased, pay increases, etc). The most recent Administration's Report can be found on the School's website at

http://www.vetmed.lsu.edu/admin_report_2007-08.htm.

In addition, regular and routine avenues are available to make the School aware of any significant budgetary issues:

1. The Dean's Cabinet meets twice monthly and Department Heads are apprised of changes in our financial status. This information is shared with their respective departments.

2. In July 2007, an Assistant Dean for Finance & Administrative Services (Mr. Ernie Tanoos) was appointed. Faculty and unit leaders regularly counsel with him relative to financial issues.

The SVM Administration believes it provides ample venues for communication between unit leaders and between the Administration and individual units relative to programs, activities, and issues within the School, including the Administrators' Council, Dean's Cabinet, General Faculty meetings, and the annual Administration's Report. Administrators are directed to pass on to their constituents, information they glean from these meetings.

A need was seen for improved communication between graduate students in different departments and between graduate students and DVM students. Because of the nature of their programs, graduate students tend to be attracted to other students with similar academic/research interests and DVM students are similarly very busy in a lock-step curriculum. Efforts are in place to mix students at a number of levels. Further, DVM students who participate in our Summer Scholars program are very closely involved with some graduate students.

Engagement between LSU SVM and the Main Campus

IV. Program Future/A. Challenges/Opportunities/#2/p33

Some on the review committee feel that the academic leadership at LSU does not understand the philosophy, basis, or importance of the School of Veterinary Medicine in its academic community. . . . We have the impression that LSU SVM is seen as "an island," and not an integral part of the larger campus.

The School has worked hard, particularly over the last seven years, to ensure that it was upholding the aspirations of LSU's Flagship Agenda, integral to the institution's mission. However, with many upper Administration changes at LSU, SVM administrators have created and taken every opportunity to educate new leadership on who we are, what we do, and how we contribute to the Flagship. We believe there is a good level of understanding by the institution's leadership at this time.

There are a few factors that might contribute to the view that we are somewhat unique on campus, including:

1. Our budgetary arrangement as a Responsible Center Management Unit: this creates a high level of ownership and stewardship of our program and resources, and, yes, at times we are frustrated by campus policies that govern us.

2. We are a professional School with a discipline-specific curriculum and, as such, do not articulate with other colleges relative to undergraduate student issues.

On the other hand, there are many examples that demonstrate the School's campus connectivity, including:

1. Faculty and staff participation in campus committees/governance, including serving on graduate committees.
2. Growing levels of research collaboration, including major extramural grants such as the NIH COBRE and INBRE programs.
3. Engagement of students in undergraduate research programs, as Chancellor's Aides, and as student workers in a variety of programs in the School.

Support Services

Library

G. Resources, Facilities and Equipment/1. Library Strengths/p29

As additional resources become available, enhancing the library's budget should be considered.

The SVM Library is a strong resource for the School, the institution, and the regional public. We agree with the review panel comment and continue to support the program to the best of our ability, given resource availability.

Staff Support:

Executive Summary/General/#9/p6

Staff support, given the major expansion of research capacity in SVM, was viewed as inadequate. This situation has been aggravated by the fact that much of the University's "paperwork" is being transitioned to an electronic format that has placed an extra burden on staff in the departments. Extra responsibilities are being delegated to staff and in fact, in many cases staff reduction has been noted. These reductions or non-growth practices in staff will inevitably slow the increasing research activities of SVM.

The school is aware that staff needs should be analyzed to create the most productive and efficient environment possible. A departmental evaluation of staff needs is necessary for those areas that are currently benefitting from enhanced programs and/or increased research funding. In addition, more staff may be required to support newly acquired technology and specialized equipment and to process the increase in additional paperwork imposed by the University. The trend at LSU has been to put forms in an electronic format and transfer the responsibility of paperwork downstream from the main campus to the departmental level. In many cases, this has given staff extra responsibility and created inefficiencies. Finally additional staff time is now required to process paperwork associated with hiring international faculty and staff.

Staff needs may be met by hiring additional staff or reorganization of current staff duties. If additional staff are hired, there may be space limitations.

Infrastructure

Space

Executive Summary/General/#8/p6

Space is a major issue. It was noted that successful faculty (those with multiple federal/state grants) cannot increase their capacity to do research due to space limitations. While plans were shared in terms of increasing space for the three programs in SVM, such as reclaiming space from the Hansen's Disease Center and a new addition to house the diagnostic laboratory, it was not clear that a strategic plan was in place to effectively utilize this space. In fact, there seemed to be no cohesive plan in place to handle the allocation of space across the three units comprising SVM. While there is a space committee, it was not clear how space requests were dealt with, especially across the three units of this School.

F. Curriculum/2. Curricular Weaknesses/Professional Curriculum/p28

Rounds meeting rooms in the Teaching Hospital are insufficient in number and quality.

G. Resources, Facilities and Equipment/2. Facilities and Capital Equipment/p29

Rounds rooms in the Teaching Hospital are limited in number.

There is no doubt that space is a major issue in the SVM. The acute shortage of space began in 1992 when the SVM leased both laboratory and office space to the Hansen's Disease Center for 20 years. Further pressure on limited space has resulted from increased class size; expansion of the SVM biomedical research program; increased clinical capabilities with commensurate increases in clinical faculty numbers and support staff; and a larger house officer training program.

When the Hansen's Disease contract expires in 2012, some or all of their space can be reclaimed, but the SVM must address the shortage of space for the next two years. To do this, the SVM has developed the following cohesive plan:

1. A modular building is being erected and the Louisiana Animal Diagnostic Disease Laboratory (LADDL), currently housed in the SVM, will move there to free up space within the SVM. In addition, office space for residents in the VTHC will be available in the modular building.
2. Should a permanent LADDL building be constructed, it would house not only LADDL personnel, but also all of the pathologists in the SVM, the Equine Medication Surveillance Laboratory, and the Analytical Systems Laboratory.

The SVM Space Committee has developed guidelines for research laboratory space and office space, which were adopted in 2005. Regarding laboratory space, the guidelines provide a formula for the amount of space a researcher would have based primarily on extramural funding and secondarily on the number of personnel in the laboratory. Even-handed implementation of the research space policy is required to optimize SVM research productivity.

The need for research space often competes with the need for hospital and teaching space. The SVM Space Committee will address difficult space decisions for the next two years as priorities clash.

The SVM Space Committee and Administration will assess and consider the space required and allocated for rounds rooms.

The VCS Department Head has been in contact with R. Doolos on the Main Campus to look into the feasibility of using the scheduling program used there to match needs with available space. This would enable us to increase efficiency of use of available meeting areas for rounds, etc.

Service Contracts

Executive Summary/General/#10/p6

There is also some concern that the new arrangement for service contracts is not highly effective due to delays in getting equipment repaired.

The SVM Equipment Maintenance Management Program is not “new” and has been in existence at the SVM for over 10 years. Within the last three years, the State of Louisiana has obtained a statewide competitive contract for a comprehensive, one-stop-shop Equipment Maintenance Management Program with Specialty Underwriters. This program guarantees a 25 or 32% reduction to the annual price of our equipment maintenance contracts issued by original equipment manufacturers, and allows the department to use the vendor of its choice for the repairs. The State of Louisiana and LSU are strongly encouraging departments to pursue the savings that can be gained from this statewide contract.

Currently, the SVM, Pennington Biomedical Research Center, Department of Biological Sciences, and Department of Entomology have equipment covered on the statewide contract with Specialty Underwriters. The SVM has \$236,000 worth of equipment maintenance contracts with Specialty Underwriters. This creates a savings of 25%, or almost \$79,000, for the SVM annually. While we agree that not contracting directly with the original equipment manufacturers may cause an occasional delay, we believe the savings of 25% greatly outweighs the cost of any delay we have experienced. In addition, for the maintenance contracts paid centrally by the SVM Administration, the Administration allows departments to contract with original equipment manufacturers if the department pays the 25%. Alternatively, service contract costs can be borne by individual equipment users, if they so wish.

Other

Companion Animal Surgery Crisis

F. Curriculum/7. Weaknesses and Deficiencies/Professional Curriculum/p28

With multiple resignations and/or retirements, there is a pending crisis in the Surgery Section of the Department of Veterinary Clinical Sciences. How will these positions be replaced, and how will all three missions of the Surgery Section (teaching, research, service) be accomplished?"

Recruitment and retention of faculty with companion animal surgery qualifications are difficult because of salary discrepancies. For many years, starting salaries for board certified (ACVS) surgeons have been in the \$150,000/yr range, plus benefits and, in many instances, flexible working hours, liberal leave policies, and CE allowances. In addition, while responsibilities for surgeons in private specialty practice tend to be defined and relatively more uni-dimensional, tenure-accruing academic positions encompass responsibilities in clinical and didactic teaching, research expectations, clinical service, and committee service. For these main reasons, small animal surgery sections in all veterinary schools are under threat with a general manpower shortage.

There are currently five companion animal surgery positions in VCS. After a relatively stable period for five years, we have seen a diaspora: one to private specialty practice in an area near her new husband's work (Houston); one recruited by another university; and one retirement. Although we were faced with significant challenges, we have been successful in our recruiting efforts in that we now have four positions filled, with negotiations on-going for the final open position. We can fulfill our teaching and service missions with four surgery faculty.

Regarding strategic hiring plans for research and scholarly activity, VCS faculty have prioritized needed faculty positions. The highest priority is a 4th faculty member in Diagnostic Imaging (DI) to complete the service to support all modalities on a routine basis and at the same time allow DI faculty members time for research and other scholarly activities. The next highest priority is Emergency and Critical Care, followed by Neurology. Additional faculty positions in ophthalmology, anesthesiology, and theriogenology complete the list.

Professional Curriculum

Executive Summary/Professional Curriculum/#1/p2

DVM and residency programs are well received by the students, residents, faculty, and alumni. Satisfaction with the program is high.

The SVM was pleased that the program review team was impressed with the high level of satisfaction among the numerous stakeholders involved with the DVM and residency programs. The professional curriculum is one that involves much of the faculty's effort and has served as a model curriculum for many of the curricula currently in place at our peer institutions. That said, we recognize that even a very good curriculum needs to be constantly evaluated to maintain its relevancy and to keep up with changes in the field and with pedagogical advances and technologies.

Student Concerns

Admissions and Recruitment

Executive Summary/Professional Curriculum/#6/p2

DVM admissions are a passive process in which applications are received and candidates are selected on the basis of aptitude, educational record, and interview. The quality of the students has continually increased during the past 10 years, but competition for outstanding students is likely to increase over time. The School should consider a more active recruiting process for the nation's best students.

The DVM admissions process is not as passive a process as the Program Review Committee may have judged. The Director of Admissions and the Associate Dean for Student and Academic Affairs spend considerable time on recruiting. Since the current Director of Admissions was hired two years ago, the SVM has improved its web presence and developed a more active recruitment presence at state universities throughout Louisiana, especially Louisiana Tech, UNO, Tulane, and Xavier. The Director of Admissions has visited all of the feeder schools in Arkansas that participate in our Arkansas contract. We combine recruiting with our interview process by inviting out-of-state students to LSU during our annual Open House and have developed a program for Arkansas and out-of-state candidates that is held the evening before the interviews that introduces them to our school environment, some of our students, our Admissions Committee chair, our Director of Admissions, and our Associate Dean for Student and Academic Affairs. The Dean has set aside money from the annual fund to augment scholarships and has authorized up to \$20,000 in scholarships to attract desired out-of-state students who have special characteristics that would contribute to the diversity of the student body. He has also committed to a new position to oversee recruiting activities, although that position is currently frozen due to the current fiscal environment.

Diversity is valued by the Administration of the school and the Associate Dean has been working with the Admissions Committee to bring diversity more into the

admissions process. The Admissions Committee's primary focus over the past two years has been the development of a strategy that allows for a more focused dialogue on diversity considerations. The committee is now on board with the importance of diversity (an opinion that has not been universally held among committee members previous to this point), a section has been added to the application that allows the applicant to develop an essay on how they will add to the diversity of the student body, and a shift in the emphasis on the evaluation of the candidates' folders has occurred with less emphasis being placed on grades and test scores and more emphasis being placed on diversity and non-technical skills and competencies. Diversity has been defined broadly so as to include not only racial and ethnic diversity but also gender diversity (male students), diversity of life experience and background, diversity relative to sexual orientation, and diversity of thought relative to future goals within the profession. Emphasis in the admissions process has been placed on racial and ethnic diversity that is more in line with the population of the State of Louisiana; on life experience and background within rural America, and lifestyle, experience, and career goals that would include large and rural animal medicine; public health; and research. A presentation has been developed that will be given to outside veterinarians involved in the admissions process that outlines not only the non-technical skills and competencies that we are looking for but also the diversity goals of the Admissions Committee so that these factors can be looked for and weighted in the review process in a more consistent manner.

Student Attrition

D. Students/D. Enrolment/Professional Curriculum/p14

The SVM further should explore factors that contribute to attrition in its DVM students and determine if additional measures could be taken in admissions, counseling, or mentoring to limit the attrition rate.

Action: Although most professional student attrition appears to be for non-academic reasons, the faculty will examine academic reasons for attrition.

Responsible: Associate Dean for Student and Academic Affairs; Scholastic Standards Committee; Admissions Committee.

Time Line: July 2010

Governance

Curricular Adjustments

B. Program Structure/Professional Curriculum/p11

There are inappropriate redundancies and deficiencies throughout the curriculum and insufficient contact between course coordinators and course instructors (Anatomy being a notable exception) to correct “curricular drift”. As can happen at any School of Veterinary Medicine, the LSU curriculum has become an un-connected series of courses instead of a true curriculum in many instances.

F. Curriculum/2. Curriculum Review/Professional Curriculum/p23

Course Coordinators should also meet with the Collegiate Curriculum Committee on some regular basis to review and ensure the horizontal and vertical integration of the curriculum.

F. Curriculum/2. Curriculum Review/Professional Curriculum/p23

Course Coordinators should meet with their course teaching faculty before the beginning of the course and at the end of the course to review course outcomes.

The professional curriculum is coordinated by the SVM Courses and Curriculum (CC) Committee comprised of departmental representatives who teach in each year of the curriculum and students who are studying in each year of the curriculum. There is a member of the CC Committee for each of the four years who also serves as the Year Coordinator for their year. The Year Coordinator chairs the Year Committee made up of the Course Coordinators of each of the courses taught in that year. In turn, each Course Coordinator serves as the chair of a Course Committee comprised of the faculty who teach in individual courses.

The CC Committee currently utilizes a chain of reporting from the instructors who teach in each course to the committee as follows: the teaching faculty report to the Course Coordinator, the Course Coordinator to the Year Coordinator and the Year Coordinator to the CC Committee.

There are 53 required courses in phase 1 of the curriculum, plus 20+ electives at any given time. There are 44 courses in phase 2 of the curriculum, along with several special topics, externship blocks and electives. The CC Committee believes that to meet with each coordinator individually would be cumbersome and would accomplish little but that it must make sure to facilitate the chain of reporting that is in place by reminding the Year Coordinators to meet with the Course Coordinators prior to each semester and at the end of the year to address problems that can be brought to the attention of the Year Committees and the CC Committee.

Action: Year Coordinators will be reminded to meet with the course coordinators prior to each semester and at the end of the year to address problems, which can be brought to the attention of the CCC.

Responsible: Associate Dean for Students and Academic Affairs

Time line: Immediate

Course Evaluations

F. Curriculum/2. Curricular Review/Professional Curriculum/Teaching Evaluations/p24

To assure continuing student participation in teaching evaluations, the SVM administration must provide direct, unambiguous evidence to the students that their input does effect change.

Evidence that student teaching evaluations effect change can be seen by the increasing scores that most faculty receive with time. In general, scores are often lower for new faculty; as they receive feedback from students, they modify their lectures and teaching methods and scores improve. Recently, faculty mentoring meetings have been set aside to discuss student evaluations in a supporting setting so that junior faculty can get advice on ways to improve. Many examples can be found of modifications to courses based on student evaluations, both by junior and senior faculty. It is true that this must be made evident to students so that they complete their evaluations seriously and provide constructive feedback.

Class Attendance

Executive Summary/Professional Curriculum/#7/p2-3

It is a concern that class attendance can be very poor for the some of the DVM classes. It was the opinion of the faculty interviewed that the decline in attendance was associated with poor test and classroom performance. It is suggested the faculty consider implementing a rigorous attendance policy.

F. Curriculum/4. Department Requirements/Professional Curriculum/p26

There is some confusion as to the expectation of student attendance in class. Poor class attendance has been reported for one of the SVM classes. It was the opinion of the review panel that the School should insist upon student attendance in class.

The SVM policy is that (1) attendance is required at laboratories and (2) attendance is encouraged at all lectures but it remains at the discretion of the Course Committee whether attendance is required. The CC Committee feels that the latter is an individual faculty/course decision, but supports those who require attendance as long as the LSU maximum of 10% of the grade for class participation is not exceeded. While it is true that attendance can be highly variable, it is by no means consistently poor and there is no data to suggest that any poor performance among the current cohort of students is correlated with poor attendance. It is apparent that poor attendance tends to occur most significantly at times near exams and in classes where the students do not feel that they are making efficient use of their time sitting in class. While a rigorous attendance policy would likely increase the number of students in seats in the classroom, it is debatable whether that would result in increased focus on the material being presented, given some of the reasons for poor attendance.

Recent swine-flu outbreak attenuation policies have dictated loosening of attendance requirements both in the didactic and clinical sections of the curriculum. For didactic courses, a lecture capture system with web-based remote viewing of lectures ameliorates lost lecture time for affected students.

Curriculum Content

B. Program Structure/Professional Curriculum/p11

There are inappropriate redundancies and deficiencies throughout the curriculum and insufficient contact between course coordinators and course instructors (Anatomy being a notable exception) to correct "curricular drift". As can happen at any School of Veterinary Medicine, the LSU curriculum has become an un-connected series of courses instead of a true curriculum in many instances.

F. Curriculum/2. Curriculum Review/Professional Curriculum/Course Coordination/p23

... in gastrointestinal biology, instructors in the anatomy, physiology, pharmacology, immunology, pathology, imaging, and medicine of the digestive tract should meet on some regular basis to ensure curricular connectivity.

The CC Committee agrees with the Program Review Committee that discipline or systems reviews are important and timely and the committee is embarking on such a review of the entire curriculum. The committee feels that a systems approach is probably the most feasible way to approach this review in order to evaluate overlap, redundancy, and deficiencies across the curriculum.

The SVM recognizes that there are shortages of veterinarians in almost all areas of the veterinary profession. The focus of the current professional curriculum is designed to emphasize companion animal medicine and surgery, equine medicine and surgery, exotics and zoo animal medicine and surgery, and food supply veterinary medicine. Companion animal practice is the area where the majority of our students find employment; equine practice and exotic and zoo animal practice are areas of recognized strength. Food supply veterinary manpower is a recognized need in rural Louisiana. The curriculum is flexible in allowing for students, whose career plans cover a broad spectrum on the profession, to access expertise and resources both inside and outside of the SVM.

Shortage areas that have been heavily focused on nationally include public health and food supply veterinary medicine and the Program Review Committee commented that the SVM should be more engaged in these areas, including the development of a combined DVM/MPH program. First, the SVM professional curriculum has both public and farm animal options in Phase 2. Second, the SVM, through the efforts of Drs. Malone and Mores, has been working with the LSU Health Sciences Center for the past few years to develop opportunities for DVM students in public health and for public health students in veterinary medicine. A certificate program has been established for DVM students with the mechanism available for a DVM student to get an MPH degree. We have had DVM students taking classes via distance learning from the Health Sciences Center and MPH students taking classes via distance learning from the SVM for each of the last three semesters. Further development of this combined program continues.

The area of food supply veterinary medicine is available to our students as a course of study but is not a strength of the SVM. Food supply animal agriculture is not a driver of Louisiana's economy in the same way that it is in some of the

states where our peer institutions are located, which limits the appeal of LSU as a career choice for food supply veterinary faculty. Despite this, the SVM offers a curriculum that facilitates the development of mixed animal practitioners who can meet the needs of rural areas within the state. Most of our students interested in large animal practice choose the mixed animal emphasis option in Phase 2.

An additional important area of shortage that is recognized by the SVM and was commented on by the Program Review Committee is the area of veterinarians engaged in biomedical and animal health-related research and the development of veterinarians to replace an aging veterinary faculty. The SVM has an extensive and successful summer research program that gives veterinary students the opportunity to participate in biomedical and animal health-related research. It has led a few students into our combined DVM/PhD program but has stimulated even more students to seek post-DVM training opportunities in a variety of areas that have the potential to develop clinician scientists who might someday fill this important need. The Program Review Committee commented that an area of concentration should be developed in Phase 2 that would allow students to focus on biomedical research. The committee may not have been aware that the current Phase 2 curriculum already has such an option (Self Study: Page 42).

Primary Care Skills

F. Curriculum/1. Student Learning Outcomes/Professional Curriculum/2008 Students/p21

The areas where the students reported that they were least prepared included entry level surgery skills, emergency medicine skills, and client communication skills relative to giving estimates and giving bad news.

F. Curriculum/2. Curricular Review/Professional Curriculum/p23

The quality of the primary care (vs. secondary and tertiary) experience was still recognized as a weakness in Phase II of the curriculum although two new elective rotations in Shelter Medicine and Emergency and Critical Care Medicine have helped create new primary care case material.

F. Curriculum/2. Curriculum/Professional Curriculum/Primary Patient Care/p24

Because of the perception (and reality) of the Veterinary Teaching Hospital as a referral hospital in the community, the clinical caseload acquires more and more of a secondary and tertiary patient care profile over time. Students can definitely learn from these types of cases, but it is incumbent upon the Department of Veterinary Clinical Sciences and Veterinary Teaching Hospital to ensure a primary patient care profile in the fourth year of the curriculum.

Strengthening the primary care aspect of the curriculum was deemed to be the most important of the areas commented on and was the focus of discussions at the Year 4 Committee and CC Committee over the summer. It is recognized that the school has made great strides over the last three years in developing primary care experiences for professional students through the development of shelter medicine and emergency medicine rotations and the increased emphasis of primary care in the preceptor/externship blocks. However, more in-house primary care exposure would be helpful. The shelter medicine rotation utilizes shelter case loads at shelters in the Baton Rouge, New Orleans, and Lafayette areas to help students develop both primary care and entry level surgical skills. The rotation was established with HSUS funding and development efforts have

focused on finding continued support. The SVM recognizes the significant benefit of this rotation for professional students and is committed to continuing the program.

The Year 4 Committee and the CC Committee recommend the establishment of a primary care clinic in the VTHC to augment student experience in this field. This would require hiring of primary-care-focused clinicians. We remain cognizant of the negative reaction of local private practitioners to this enterprise and the promotion of primary care within the VTHC. We also recognize the risk that competition with private practices for primary care patients might blunt referrals that are critical to our specialty rotations and residency programs.

As societal mores change and the provision of live animals for teaching surgical skills to veterinary students is likely to be ever diminishing, it will become increasingly difficult to strengthen entry-level surgical skills using terminal surgeries. The live animal component of the third year surgery course was revamped this fall because of reduced availability of animals for surgery and a move away from terminal surgery laboratories. Henceforth, the course will emphasize skill development on cadavers and recovery spay/neuter labs and several approaches have been enacted to help address this issue. Implementation of the shelter medicine course has expanded opportunities for students to experience recovery surgery (mostly spay/neuter). Further, improved coordination between the elective surgical laboratories and anesthesia and surgery rotations will be addressed in the overall curricular review.

The caseload in emergency medicine has dramatically increased over the past three years and this block has become required in the small animal emphasis. The comments addressed by the Program Review Committee were from students who preceded these changes. The committee feels this deficiency has been addressed; future survey results will help determine if this is so.

Communication has become more of a focus over the past few years with inclusion of communications topics in the Principles of Problem Solving and Introduction to Veterinary Medicine courses in Year 1 and the Animals in Society course in Year 2. The Animals in Society course predominantly deals with client communication, including the issues of grief, loss, and euthanasia. An elective course, Human-Animal Bond, further addresses this with role-playing exercises. Consideration should be made for making this course mandatory rather than elective.

Early Live Animal Exposure

Executive Summary/Professional Curriculum/#4/p2

Exposure to live animals in the first two years of the curriculum appears to be limited to elective special topics courses. The SVM should develop a core Clinical Skills course or courses in the first two Years of the curriculum to ensure live animal contact and the development of clinical skills prior to entry into Phase II of the curriculum.

F. Curriculum/2. Curricular Review/Professional Curriculum/p24

Exposure to live animals in the first two years of the curriculum appears to be limited to those students who succeed in subscribing to the elective Special Topics courses. The SVM should develop a core Clinical Skills course or courses in the first two years of the curriculum to ensure live animal contact and the development of clinical skills prior to entry into Phase II of the curriculum. The School should undertake this effort with some urgency.

Exposure to live animals is limited in the first year of the curriculum but is more extensive in the second and third years of the curriculum where the majority of the clinical courses are taught. However, Year 1 and 2 students have animal handling experiences through the various clubs and in laboratories associated with the problem-based learning courses. Further, a physical exam laboratory is included in the Year 2 anesthesia course and in the surgery course, equine course and problem-based learning course in Year 3. Attainment of basic physical exam skills has been fostered through the addition of physical examination laboratories that were introduced into the anesthesia course in the spring semester of 2009 and the problem-based learning course in the fall semester of 2009. The goal of these experiences is to give the students a degree of confidence in these basic clinical skills before they get into the phase 2 portion of the curriculum where they will be practicing these skills daily for the 15 month Phase 2 capstone experience.

While the development of a core clinical skills course in Year 1 would be well received by the students, the timing of such a course is of questionable value given where the clinical materials are taught. It would be a very time-inefficient to teach such skills before the students have developed an understanding of anatomy or other aspects of the normal animal but would likely have a positive impact on the way students view the first year experience.

Special Topics Alignment

B. Program Structure/Professional Curriculum/p11

The Special Topics courses, for example, appear to represent more the interests of the teaching faculty than the needs or interests of the students.

It is important to recognize that the special topics are in fact elective courses that augment the curriculum but are not considered core material. They serve a very important role in introducing the students to areas of the profession that might augment an area of the students' interest or might open them to an area they had never considered. As such, we feel that these are best offered based on the expertise and excitement of the teaching faculty for an area that they are passionate about. The Program Review Committee did not seem to understand the truly elective nature of these offerings. Relative to student need, this should

autoregulate; if students do not desire to take a course that a faculty member is passionate about they don't sign up for the elective and it ends up not being offered. We have focused on clinical skills in elective offerings in two areas where students have expressed a perceived need: surgery and large animal medicine. Our ability to offer electives in these areas is dependent on having a sufficient core of faculty to teach in this area. Due to turnover in both of these areas, we were not able to offer as many electives in these areas during this past year as we had previously. When our faculty numbers return to the necessary core, we will be able to offer additional clinical electives in these areas.

Biomedical Research in the Professional Curriculum

F. Curriculum/5. Breadth and Depth/Professional Curriculum/p27

There is an under-emphasis on biomedical research throughout the curriculum. A seventh focus area, i.e., biomedical research, should be considered in the LSU curriculum.

This option, which is available under the Public Practice Emphasis, contains the core clinical rotations necessary for the DVM degree and the maximal flexibility to address interests in research, government, industry, and/or academia.

Awareness of Underserved Areas of the Profession and Breadth of Career Options:

Executive Summary/Professional Curriculum/#8/p3

A committee of VCS faculty should consider having a workshop for first or second year students that exposes students to all their career options. Many alumni indicated that they were not familiar with all potential career choices until late in their education.

D. Students/3. Counseling Resources/Professional Curriculum/p15

SVM should consider measures to further enhance interest in career alternatives in underserved areas within veterinary medicine.

The SVM and the CC Committee feel that this issue is being addressed in many respects. Two courses in the first year of the curriculum are devoted to bringing in internal and outside speakers from a wide variety of career focuses to make our students aware of the tremendous breadth of opportunities available in veterinary medicine. Those areas considered to be of high need, such as biomedical and animal health-related research, public health, and food supply veterinary medicine are stressed. The summer research program culminating in our Phi Zeta Research Emphasis Day introduces our professional students to a career in biomedical and animal health-related research. The combined DVM/MPH program is under development. A relatively large number of our graduates enter laboratory animal medicine residency programs. In addition, there are numerous student clubs, many of which focus on underserved areas of the profession, which also bring in internal and outside speakers.

The SVM will soon respond to a concurrent resolution of the Louisiana legislature (183) requesting a report detailing the role of the SVM in addressing the shortage of food animal veterinarians in rural Louisiana. This report will describe the current situation in Louisiana (reflected in most, if not all, of the U.S. and other

developed countries) and describe potential approaches to address this issue at the SVM.

D. Students/Counseling Resources/Professional Curriculum/p15

The SVM should consider advancing the DVM/MPH program from a certificate program to a fully accredited DVM/MPH combined degree program.

Progress is being made in this process.

Other

F. Curriculum/2. Curricular Weaknesses/Professional Curriculum/p28

The Surgery Section must re-commit to its mission in the teaching of fourth year veterinary students. What are the bread-and-butter surgical skills that LSU graduates will need to be “practice-ready” on Day One, and how will the Surgery Section and Teaching Hospital develop a clinical case profile that will fulfill those needs?

The genesis of this comment is not clear. Recruitment of faculty to fill open positions should relieve the faculty of current stress related to short-staffing. The Shelter Medicine program augments instruction in primary care surgical skills to students in the professional curriculum. Due to space and personnel constraints within the VTHC, a primary care service has been difficult to establish. However, the Shelter Medicine program provides some of the same educational experiences to students as a primary care service and it is a major pillar of the professional curriculum aimed at making our graduates “practice ready” upon graduation.

Action: Undertake complete review of the professional curriculum with the following considerations included:

1. Establishment of a primary care clinic.
2. Consideration of primary care experience, entry-level surgery skills, emergency medicine skills, and communication skills related to conveying bad news and dealing with client finances.
3. Early clinical exposure.
4. Coordination of curricular delivery to develop cohesion and to avoid gaps and redundancies.
5. Consideration of underserved areas of the profession.
6. System-based review.

Responsible: Associate Dean for Students and Academic Affairs; Courses and Curriculum Committee; all faculty.

Time Line: July 2011.

Delivery:

Range of instructional Paradigms

Executive Summary/Professional Curriculum/#5/p2

Fourth year (clinical) students learn in many ways. “Show and tell” (or apprentice) type teaching is one paradigm that is important for veterinary students, but is not the only, or even necessarily the most important, form of teaching/learning. The senior year curriculum should also include problem-solving, topic teaching, and critical reading. It was not evident from the review how much of this type of teaching was taking place in the clinical curriculum.

F. Curriculum/2. Curricular Review/Professional Curriculum/Clinical Teaching-Learning/p24

Fourth year (Phase II) clinical students learn in many ways. “Show and tell” or apprenticeship-type teaching is one paradigm that is important for veterinary students, but it is not necessarily the most important, form of teaching and learning. In a busy Veterinary Teaching Hospital, show-and-tell type teaching rules the day. The senior year curriculum must include problem-solving, critical reading, topic teaching, and other learning paradigms. It was not evident from the review how much of this type of teaching is taking place in each of the clinical rotations. The VCS Department Chair, Collegiate Curriculum Committee, and Associate Dean of Academic and Student Affairs should review all clinical rotations to assure that multiple teaching/learning paradigms are being used in each of the rotations. This cannot be left to happenstance.

The Year 4 Committee discussed this comment and felt that the Program Review committee probably did not have the information necessary to fully appreciate the breadth of pedagogy that is used in the Phase 2 curriculum. “Show and tell” or apprentice-type teaching/learning is obviously critical in a curriculum where the students are working side-by-side with expert practitioners. The “hand-over-hand” method of instruction is necessary in a learning environment where client-owned animals make up the majority of the teaching case load. That said, all Phase 2 courses use other types of pedagogy, especially teaching that focuses on problem-solving, critical assessment, research of clinical processes and pathophysiology, and communications. Many forms of teaching/learning are employed in the senior year in addition to “show and tell”. Clinical rounds for both clinical problem solving and topic development are held on a regular basis on every rotation and, in general, at least two to three hours per day are used in most clinical rotations to focus on pedagogy other than an apprenticeship model. Hands-on laboratories for clinical skills development are a component of many rotations. Problem-solving, critical reading, reading assignments, and self-directed learning are routine components of clinical rotations. Many rotations require students to prepare a presentation on a topic that is presented to the other students and the instructors on their block. Most rotations have a set of core topics and principles that are covered with each group of students. Additional topics are covered depending on the students’ particular interests or cases that are presented to the service during the rotation.

IT Usage

Executive Summary/Professional Curriculum/#3/p2

Instructional resources that are pervasive on the main campus did not seem to translate well into the classes at SVM, this was true for the DVM students as well as the PhD students. There is a need for better coordination of DVM curriculum, greater coordination of presentation of course materials, and utilization of Moodle or other online resources to facilitate instruction. The Curriculum Committee should conduct regular reviews of the curriculum with the Course Coordinators.

Executive Summary/Professional Curriculum/#3/p2

There is a need for utilization of Moodle or other online resources to facilitate instruction.

F. Curriculum/8. Technology/Professional Curriculum/p29

The SVM must develop a School-wide standard for the posting of notes and Power Points to Moodle, WebCT, or WebVista prior to classroom contact.

G. Resources, Facilities and Equipment/Facilities and Capital Equipment/p30

The SVM should adopt a college-wide protocol for posting of notes and lecture presentations, which provide wider and timelier access for its DVM students.

Advanced instructional resources for classroom use are in the early adoption phase by SVM faculty, similar to the situation elsewhere on the Main Campus. The SVM has an advantage, because all students in the professional curriculum are engaged in well-defined groups for most of each day, making communication much easier than it would be for typical undergraduate courses. That said, the SVM recently invited a representative from the Faculty Technology Center to address a school-wide faculty meeting concerning Moodle and how the Faculty Technology Center could help faculty get started. There has been an increase in the number of faculty using Moodle this fall and we anticipate that faculty use will continue to increase as the advantages of the program are shared between peers. The posting of notes and Powerpoint class presentations on the SVM server is a commonly used alternative that student groups find satisfactory.

A lecture-capture system has been used during the last three semesters in selected classes to assist students who had health- or disability-related issues that necessitated missing some class time. The acceptance of this technology has been mixed by the faculty and departmental leadership, but the SVM has decided to proceed with making this technology available in all three classrooms that serve the professional curriculum over the next two years.

Recent awareness of the swine flu threat and concern for students who require special accommodations have enhanced faculty policies relative to both lecture-capture system usage and convenient posting of notes and presentations on web sites.

Action: Install a lecture capture system technology and software in all classrooms.

Responsible: Associate Dean for Students and Academic Affairs, Computer and Media Services.

Time line: July 2010

Learner Objectives

F. Curriculum/2. Curriculum Review/Learning Objectives/p24

Many of the teaching faculty do not state learning objectives for their lectures, or learning objectives are listed that bear no resemblance to the course or examination content.

This can, should, and will be done.

Action: Implement a policy requiring learner objectives for every course and devise a follow-up system to ensure compliance.

Responsible: Associate Dean for Students and Academic Affairs, Courses and Curriculum Committee.

Time line: July 2010

Qualifications of Ophthalmologists

E. Personnel/1. Caliber of Faculty/p17

One exception was Ophthalmology, where it was unclear if the course coordinator has specialty training.

The course coordinator of the ophthalmology course has specialty training. Both ophthalmologists are board-certified in the American College of Veterinary Ophthalmology (ACVO).

Research and Graduate Studies

Interdisciplinary Research

[Executive Summary/General/#3/p5](#)

Interdisciplinary research is paramount in this current research environment and it does not seem that the SVM is prolific in this type of endeavor. While there were some examples given of inter-unit research activities (for example, with Pennington and Tulane), given the increases in their research capacity, the level of interdisciplinary work was viewed as disappointing. For example, discussions with the College of Basic Sciences was suggested as an action item following the last review, but no mention of these type of interactions were provided during the meetings nor in the self study document. This is an area that the School needs to improve.

The level of interdisciplinary work by SVM faculty was viewed by the committee as disappointing although the committee did mention some interactions. We feel this impression was due to the insufficiently detailed coverage of this topic in the SVM Self Study document. As an example, an \$11 million NIH grant was recently obtained by the SVM that involves the LSU College of Basic Sciences and Tulane University. A \$17 million renewal of the NIH INBRE was submitted, led by SVM scientists in collaboration with faculty in the College of Basic Sciences and almost every center of biomedical research in the State. SVM scientists recently submitted a \$10 million grant to improve the LSU vivarium space, which involved several colleges and the LSU Ag Center. There are other smaller and more focused interactions that the committee was apparently not aware of due to our short report. The departments feel they are making strides in this area and an increase in interdisciplinary research is a focus of our current strategic planning discussions to identify Centers of Excellence, which would include other units on campus and elsewhere in the state.

Stipend Quantity and Magnitude

[Executive Summary/Graduate Programs/#5/p4](#)

The graduate student pool (especially those earmarked for basic research) is inadequate, in terms of quantity. Inspection of the Chart on page 190 of the Self Study document lists 52 PhD graduate students on support (for year 2007/2008) of which 31 (~50%) are supported by the SVM. Given future plans, this number is not large enough to support continued expansion. In addition, the stipends allocated to these students were viewed as non-competitive. This was evident in the fact that the SVM has little luck in securing graduate students domestically. There has been some efforts in this respect (NIH T32, EDA, BoR GF), but the numbers added via these mechanisms is modest (only 14). Veterinary Schools must be cognizant of the fact that they are in increasing competition with Medical Schools and Biology Graduate Groups for some of the same students.

[D. Students/4. Financial Support/Graduate Programs/p16](#)

The number of funded graduate students was viewed as inadequate given the planned expansion of research programs within SVM. There has been an effort to increase student numbers through grant funds (NIH T32, EDA, BoR GF), but the numbers added via these mechanisms have been modest.

The SVM recognizes, as does the University as a whole, that our graduate student population must increase. If we consider our DVM students equivalent to the undergraduate population, with the average graduate student population 25%

of that, at 74 graduate students, we are close to the institutional goal. However, some of our stipends are lower than we would like, particularly considering that we compete with medical schools for some of our students. We disagree that our NIH T32 training grant, the only such training grant on campus, which offers stipends on an NIH postdoctoral scale for DVM's as high as \$52K plus health insurance and tuition, is insufficient. Our Board of Regents stipends increase at each submission and are currently at \$26K. We have utilized funds from the SVM for three Board of Regents Economic Development stipends independent of the University which at \$25K are competitive. Our departments are active in pursuing other training grant options. It is important to realize that the SVM does not have teaching assistants and does not receive assistantship funds from the university. We have considered utilizing resources from unfunded faculty lines to create teaching assistantships in those departments that could utilize them in teaching basic science courses with laboratories. One of our departments, Pathobiological Sciences, has utilized research assistant and office personnel lines to create graduate assistantships, but this is only possible if services are not disrupted or where sufficient extramural support is available to replace the research assistants. We have expanded the total number of graduate assistantships funded by the SVM by supporting only those students whose major professors agree to fund them after the first two years of their training. While we could increase our stipends by decreasing our total numbers, we do not see this as an option. In some instances, our faculty have increased SVM stipend amounts through supplements from extramural grants. Our development office is aware of this situation and will provide this opportunity for endowed positions as donors materialize. However, it requires a considerable donation to produce an endowment sufficient to fund a student at \$25K+ per year. This is not one of our development priorities and is unlikely to occur. While we would like to increase the number of PhD students at the SVM, we are doing the best we can at this point and in our current financial climate we do not see other options.

Graduate Student Recruitment

[Executive Summary/Graduate Programs/#6/p4](#)

The recruiting process of graduate students was viewed as passive and inadequate given the growth of the research programs. This was reflected in the lack of diversity of their graduate student pool. The SVM needs to become more proactive in their graduate student recruiting efforts and stop relying solely on web-based recruitment efforts. It would also be advisable to expand undergraduate research programs that can serve as viable venues for recruitment into research programs. The School needs to take advantage of some of the resources on Main Campus in this regard, such as implementation and use of the Office of Strategic Initiatives. This office can also assist the SVM in increasing diversity in their graduate student ranks.

Graduate student recruitment is focused at the department level, and more specifically at the faculty level. Our successful research-active faculty are effective in attracting quality students to their programs. This will continue. Some of our departments actively recruit and interview students. Others are exploring more active recruiting methods. It should be noted that at the current level of

available stipends, we have more quality student applications than we are able to fund.

The committee also indicated that the SVM should be more active in undergraduate research programs to help our recruitment.

This comment is unclear. Currently, SVM faculty are very active in the summer research programs supported by the NIH INBRE, LBRN, and the HHMI. Some of our graduate student applications have come from these sources. We also support a very active summer research program for our DVM students through competitive grants from NIH, Merck-Merial, and other pharmaceutical companies and foundations. Through SVM funds we also participate in the Chancellor's Research Scholar program funding 10-15 students per year. We are active in this area.

Diversity

D. Students/Graduate Programs/p13

Across departments there seemed to be very little attention paid to diversity and cultural representation. There are no active recruiting programs for minorities, and concern was expressed about the ratio of national versus international applicants and students. Active recruitment for the graduate programs in general should be a top priority in the coming years, and as part of that, recruitment goals should address concerns about diversity and geographical and cultural representativeness.

Regarding diversity, 35 of our current 61 graduate students can be categorized into a variety of ethnic minorities, either as U.S. citizens or from various countries. However, we have had very few African-American students. We have discussed this situation, specifically in developing recruiting tools for training grant applications, with Dr. Pang in the Office of Strategic Initiatives. These need to be implemented to a greater degree. We have had some success in attracting students from Southern University through contact with the LBRN and COBRE grants. There are opportunities to fund minority students as supplements to existing NIH grants and we will continue to emphasize this to our faculty.

Graduate School Admissions

D. Students/1. Admission Standards/Graduate Programs/p13

The three departments differ in their admissions criteria, and the stringency with which they are applied.

There is some concern that a "careful eye" is kept on the quality of students being admitted to the graduate program across departmental lines. However, they must remain guidelines rather than strict rules because of the great differences in the nature of graduate studies in each department.

Graduate School Curriculum

F. Curriculum/2. Curricular Review/Graduate Programs/p25

No doctoral program had a qualifying exam; adding such an exam is something all departments may want to consider.

The committee questioned the absence of a qualifying examination in the PhD programs in any of the three departments. This was discussed by the GASC during the development of the new outcome assessment matrix during the spring and prior to the program review. It was a uniform group decision to drop this proposed addition. However, in light of these comments the GASC will consider it again.

F. Curriculum/7. Weaknesses and Deficiencies/Graduate Programs/p28

.....a class in the care and handling of laboratory animals would be most beneficial to students who use animals in their research. This possibility might be best accomplished through the University office for animal care

Currently, all investigators, including graduate students, are required to attend a "Rules and Regulations" course covering humane animal care and handling. Similar information is presented to each class of veterinary students in the spring semester of their first year. In addition, each investigator is required to affirm in their Animal Care and Use Protocols that all persons who will participate in animal use, including graduate students, have the training and experience to conduct those portions of studies involving live animals to which they have been assigned.

During the "Rules and Regulations" course, all animal users are made aware of "wet lab" training offered by DLAM veterinarians to any research staff person needing animal care and handling training for the specific animal species and procedures to be used. The wet lab training is provided at no cost to investigators and can be repeated as many times as necessary to bring the investigator, including graduate students, to a point of proficiency. The existence of this training opportunity may not have been obvious to the Review Committee. Because of the time required and numerous animals that would have to be used to train graduate students on procedures and animal species they may not use in their own individual research projects (e.g., fish people learning to handle mice), it is the opinion of the SVM Administration that development and implementation of such a course would be unwise and unnecessary. The current program is efficient in that it minimizes animal use, saves time for all involved, and allows individualized and personal instruction only on the actual procedures and species to be used by an individual graduate student.

Graduate Student Publication Requirement

[Executive Summary/Graduate Programs/#8/p5](#)

It is of some concern that Ph.D. students do not have a publication requirement. It is suggested that the graduate advisor and leaders consider whether a publication requirement would be suitable for PBS and CBS graduate programs.

This topic was discussed by the Graduate Academic Studies Council (GASC) of the SVM together with the Graduate Advisors of each department, who in turn discussed this question with their respective departmental faculty and investigated the publication record of their graduate students for the past five years. Currently, many faculty feel this requirement would be beneficial, others do not. Many faculty enforce this as a requirement of their laboratory. A specific problem in the enforcement of the option in a diverse array of research programs was seen as a potential difficulty.

The following points/questions were recorded by one department and would be echoed by others. *Would a submitted manuscript count? Generated data suitable for X future publications? There was little/no support for requiring an accepted publication. Sentiments existed that learning to do scientific writing should be part of graduate education, no matter what the career (academia, industry, government, etc). Recognition that once a student graduates we no longer have control of what they do (or won't do). Reinforces the important consideration that research data produced by students (and faculty) is owned by the university, not the student or professor, so it is important that the data students generate remain under your control! An accepted dissertation published in LSU's electronic dissertation library is not seen as adequate since it has not undergone peer review by outside experts. Do we keep a student from graduating one or two semesters until a paper is complete? Some research problems result in publishable quanta throughout the time period of the degree, while others only result in publishable results at the end.*

In a survey done by the Graduate Advisors, most students published work from their dissertation. The number ranged from 1-7. It seems that the intent of this requirement is being met and we will not require a published manuscript prior to graduation.

Graduate Student Assessment

[Executive Summary/Graduate Programs/#7/p4](#)

Assessment and examinations of graduate student (PhD) progress was viewed as inadequate. The graduate students take their general examination and final examination and this seems to be the only mechanism in place to gauge progress. It would be advisable to implement some type(s) of examination schedule to monitor the proficiency of graduate student earlier in their tenure. For example, the use of qualifying exams or placement exams. In addition, research advisors need to more effectively use the "U" grade in research to weed out graduate students who are not meeting expectations.

This point was discussed by the GASC and graduate advisors prior to submitting the SVM PhD Outcome Assessment Matrix to the University Assessment Council in March 2009. A qualifying exam was initially included in the draft document but removed following the discussions. In general, this was based on previous experiences with this type of exam. More importantly, it was felt that the students' status of knowledge was being evaluated by their committees and coursework and remedial efforts have been instituted when found to be necessary. Further, there are a number of instances where students who do not meet standards, either left the program or changed from a PhD to MS degree if their committee felt this was appropriate. We do not feel that the implementation of this exam would improve our program.

Validity of the VCS MS Program

[Executive Summary/Graduate Programs/#2/p3](#)

The review panel is forced to ask whether the MS degree in Veterinary Medical Sciences – as it is administered to DVM residents in VCS – is necessary. We suggest that VCS review the utility of this program to its graduates and consider eliminating the degree. VCS would do better to put its efforts into developing a strong DVM PhD program, patterned on the successful programs in Pathology and Lab Animal Medicine in PBS, and focus on developing a few areas of strength.

[F. Curriculum/2. Curricular Review/Graduate Programs/p25](#)

The review committee was divided as to the scholarly nature of the master's theses in the VCS department. the faculty in VCS should review the utility of the master's degree in their program, examining why it is required for some concentrations and not for others, and if the quality of the theses is uniformly high.

[IV. Program Future/A. Challenges/1. Strong and Weak Points/Weaknesses/#5/p32](#)

While the graduate programs in CBS and PBS have substantively advanced since the last Program Review, the graduate program in VCS appears to be of secondary importance relative to the clinical concerns of the staff in this unit. This observation is understandable given the VCS faculty's responsibility for teaching DVM students and operating a large veterinary clinic, but if VCS is to progress in the same way as CBS and PBS this department needs to find a way to balance quality in the clinic with a quality research program. It is for this reason that the MS degree as administered to DVM residents in VCS is problematic. We question the utility of this degree and ask whether the time and effort needed to usher students through the MS program is wasted.

The residents in programs that offer, but do not require, a master's had the following opinion of their VCS MS training:

1. Given a choice of MS or no MS, they invariably enrolled in the MS program.

(We are unaware of any resident in the past 5 years who, if offered the option of earning an MS degree, did not take it.)

2. They felt the MS training program was worthwhile.
3. They thought that the didactic courses offered and the experience gained in scientific investigation added value to the residency program.
4. Some thought that the time and effort involved was not more than would have been expended in a residency program without an MS program.

Faculty had the following views regarding the VCS MS program:

1. To adequately train residents, didactic courses and research training is necessary.
2. Given the University's current methods whereby faculty document their annual activities and are subsequently evaluated, faculty effort expended in residency training without a graduate program is difficult to assess and be given credit for. Thus, the time and effort needed to usher students through a combined Residency/MS program is not very different than that needed to usher them through a stand-alone residency program; however, credit for MS program effort is easier to account for.

Although many members of the VCS faculty feel that an MS degree does provide benefits, the VCS graduate faculty and the Graduate Admissions Committee will review residency programs that have an MS program combined with the residency. Publication record in peer-reviewed journals is being reviewed as one metric of evaluation of combined residency/graduate programs. Only three residency programs (of the 13 we support) currently require a graduate program in conjunction with the residency. Of those, two allow either an MS or a PhD, while the third offers only the MS option. Removing the requirement for a graduate program and making it optional, as well as offering a PhD program instead of an MS, are under consideration.

Invariably, residents in a program with an optional MS request to be enrolled in that option. The MS does not lengthen their program and they feel that the class work is valuable as a learning experience because it offers training in areas essential for board preparation, as well as experimental design and basic statistics. Nevertheless, those sections that require the MS degree are considering making the concurrent MS graduate program optional rather than required. Furthermore, the various specialty sections in VCS are discussing the possibility of offering a PhD program in conjunction with a residency, which will require students to stay some additional period after completion of the residency to complete their graduate education.

Action: Review the value of combined residency/graduate programs in VCS and adjust policies and resources accordingly.

Responsible: VCS Graduate Faculty

Time-Line: July 2010

Graduate Student Career Counseling

[D. Students/3. Career Counseling/Graduate Programs/p15](#)

There could be some earlier presentation of career possibilities for students in the graduate programs. Several (former) students expressed that since they were ignorant of the breadth of the field and wide range of possible careers when they first entered the graduate program, it would have been helpful to them to have had some orientation to this in the first year.

There was some concern that our graduate students are not counseled about possible career opportunities early in their careers. This is discussed briefly during the graduate student orientation. However, the GASC will consider how to improve this potential deficiency.

Action: Review the current status of career counseling for SVM graduate students and implement improvements as needed.

Responsible: Graduate Academic Studies Council.

Time Line: July 2010.

Placement of Graduate School Graduates

[D. Students/5. Placement Records/Graduate Programs/p17](#)

...the school should consider encouraging more placements into tenure track faculty jobs at other veterinary schools in order to increase LSU's profile.

Many of our graduates acquire faculty positions at Schools of Veterinary Medicine. Many others take positions in private practice. The attraction of private practice is strong, because salaries are much higher and most of the graduates carry significant debt load from their many years of education. Furthermore, the lifestyle of private practice compared to a tenure-track faculty position is very attractive to members of the generation graduating now: shorter work week, no emergency duty, and no responsibilities outside of their clinical work. The idea of "placing" our graduates into a position may not be as relevant for VCS graduates as it is for PBS or CBS, considering the numerous job opportunities for VCS graduates. Certainly, those who have any interest in academia are encouraged to pursue that path and assistance is provided to help them obtain a position in academia.

Postdoctoral Fellowships

[Executive Summary/General/#6/p5](#)

The college should more comprehensively engage its post-doctoral fellows in the academic mission, and there should be a formal oversight mechanism of the post-doctoral program.

Generally, post-doctoral/mentor relationships are one-on-one between the fellow and the principal investigator concerning focused research projects. The college is unsure of what is meant by a "formal oversight mechanism" for post-doctoral fellows. Based on increasing grant success and an increase in the number of post-doctoral fellows and research assistant professors, however, the PBS department has initiated a formal departmental "Work-in-Progress" seminar

series to allow post-doctoral fellows to present their current work and plans for open discussion. The CBS department also strongly encourages post-docs to participate in their departmental seminar series. In addition, post-doctoral fellows participate in the annual SVM Phi Zeta Research Emphasis Day.

Interactions with LSU Main Campus and within SVM

[Executive Summary/Graduate Programs/#3/p4](#)

The connection to, or regulatory oversight of, the University Graduate School was not obvious. The Graduate Advisors should have regular meetings with the Advisory Council, the Dean of the College, and the Dean of the Graduate School.

[II. Instructional Programs/A. Program Objectives/5. Relationship to Other Programs/p10](#)

...the review panel found limited interaction between the Graduate School and SVM.

Regular meetings of all campus graduate advisors are called by the Graduate School. The graduate advisors of each department attend, as do SVM departmental advisors and Ms. Ramachandran of Dr. Klei's office. They report to both the SVM GASC and departmental committees. In addition, Dr. Steve Gaunt (PBS), a member of the University Graduate Council, reports the Council's deliberations regularly to the SVM GASC.

[II. Instructional Programs/A. Program Objectives/5. Relationship to Other Programs/p10](#)

The Dean of the Graduate School did not seem to be aware of problems encountered by students in SVM, indicating a need to improve communication between his office and the SVM.

Dr. Worger, the Dean of the Graduate School was new and had not yet visited the SVM before he was replaced within days of the site visit. The Interim Dean of the Graduate School has organized a committee to review the status of the Graduate School and Dr. Klei is on that committee.

[Executive Summary/Graduate Programs/#4/p4](#)

There is insufficient integration of (a) graduate students between graduate programs (CBS, PBS, VCS) and of (b) graduate students with the professional (DVM) students.

There is already significant integration between graduate programs in the three SVM departments.

1. Students of all departments take courses offered by other departments and departments on campus together.
2. There is an SVM graduate student organization supported by the Office of the Dean and GASC that organizes scientific discussion and social functions. Participation could improve but this is voluntary.
3. The SVM holds a graduate student forum in the spring for students of all departments to discuss increased interactions, course offerings, and needed improvements.
4. There is an annual faculty and graduate student mixer and dinner sponsored by the Office of the Dean. The state of research and graduate studies is presented and senior administrators are invited to talk with faculty and students.
5. Phi Zeta Research Emphasis Day, held each fall, celebrates student research with a poster competition for undergraduate veterinary students, house officers,

MS students, and PhD students. Six monetary awards are given. All professional curriculum and graduate classes at the SVM are cancelled and the teaching hospital is open to “emergencies only” to insure participation.

Nonetheless, it is possible that integration between departments could be further improved with a multidisciplinary seminar program. The former format of the Chancellor’s Distinguished Lectureship Series functioned well in this regard until it was discontinued. The new program does not serve this purpose.

Graduate Faculty Teaching Load (CBS)

E. Personnel/2. Faculty and Staff Demographics/p18

Teaching loads for many faculty members in CBS and PBS do not appear to be excessive. During Phase 1, the heaviest load for any one faculty coordinator was 10.5 credits (Basic and Applied Anatomy, I-II).

Unfortunately, those statements do not reflect the fact that because we do not have student teaching assistant fellowships, faculty must teach in the laboratories. Thus, the faculty coordinator cited as teaching 10.5 credits actually teaches more than 236 hours in the laboratory, in addition to lecture hours. Moreover, he prosects animals for special dissection demonstrations, photographs prosections to make DVD’s for the students, embalms the animals needed for the course, and sets up the laboratory practical exams. It is teaching that is both intellectually and physically demanding. Consequently, anyone teaching gross anatomy has little or no time for research, except for the summer months. Even then, some time in the summer has to be set aside for embalming animals for the fall courses.

Graduate Faculty Teaching Load (PBS)

E. Personnel/2. Faculty and Staff Demographics/p18

For PBS, the teaching load seems to be exacerbated by the large number of graduate courses offered. It may be worthwhile to explore alternatives that consolidate graduate courses into those that directly prepare students for competitive research careers.

Such consolidation was performed several years ago, but the Self Study Report did not reflect these changes because the wrong course was submitted for inclusion. The list in the document includes 20 7500 level courses that were a part of the pathology and DLAM residency program but the current course listing reduces that number to 12 (see below). These courses provide didactic and hands-on experience in preparation for the specialty board examinations in pathology and laboratory animal medicine. Courses for the PBS graduate program include three that are core requirements for all PBS graduate students, as well as advanced courses in immunology, virology, bacteriology, and parasitology. Combined, these courses provide a general background in infectious disease, pathology and statistical analysis, as well as focused material in their selected emphasis area. Critical analysis of selected literature and a strong seminar series completes the course requirements and the department

feels strongly that the students are well prepared for competitive research careers when they complete their programs. This is evidenced by their post-graduation success (Self Study Report, p. 75).

PBS Graduate Courses

VMED 7004 Introduction to Research (2) F *Prereq.: consent of instructor.* Concepts and methodology in developing research programs; selection of a research problem; planning, execution, and publication of original research.

PBS 7002 Veterinary Medical Research Techniques (1-4) V *May be taken for a maximum of 6 sem. hrs. of credit.* Specialized research techniques related, to a specific discipline of veterinary medicine.

PBS 7003 Special Topics in Veterinary Medicine (1-4) V *Prereq.: consent of instructor.* May be taken for a maximum of 8 hrs. of credit. Topics of current interest in veterinary medicine.

PBS 7004 Current Literature in Pathobiological Sciences (1) V May be taken for a maximum of 6 hrs. of credit. Review of the literature in areas of pathobiological sciences presented in a discussion format.

PBS 7310 Zoonotic Infectious and Parasitic Diseases (3) F-O *Prereq.: BIOL 4122 and 4105 or equivalent.* Epidemiology, ecology, and control of major infectious and parasitic zoonoses.

PBS 7312 Epidemiological Study Design (4) F Introduction to the basic concepts of epidemiology with emphasis on the appropriate use and interpretation of epidemiological methods.

PBS 7404 Pathogenic Mechanisms of Bacteria (3) F-O *Prereq.: BIOL 4121, 4122 and 4094 or equivalent.* Relation of bacterial structure and function to the induction of disease; virulence factors, mechanisms of host-parasite interaction; vaccine strategies.

PBS 7410 Biochemistry of Viruses (3) S-O *Prereq.: BIOL 4094 or equivalent. See BIOL 7289.*

PBS 7411 Molecular Mechanisms of Viral Pathogenesis (3) F-E *Prereq.: BIOL 4190 or VMED 5230 or equivalent.* Virus-host interactions in disease induction emphasizing virus receptors and cell tropism, persistence and latency, oncogenesis, virus-induced immune suppression, and adverse responses of the host.

PBS 7413 Cellular and Molecular Immunology Laboratory (1-3) S-E *Prereq.: credit or registration in PBS 7423 or equivalent. 2-6 hrs. lab.* Laboratory techniques in modern immunology; isolation, identification, and functional testing of proteins and cells of the immune system.

PBS 7415 Current Experimental Methods in Parasitology (1-4) F-E *Prereq.: a course in parasitology or equivalent. 2-8 hrs. lab. May be taken for a maximum of 4 sem. hrs. when animal groups vary.* Specialized laboratory methods used to produce experimental infections, diagnose parasitism and recover and identify protozoan and helminth parasites of ruminants, horses, pigs, and companion animals.

PBS 7416 Mechanisms of Cellular Immunology and Immunopathology (3) S *Prereq.: BIOL4121 or equivalent.* Mechanisms involved in the development of protective and pathologic immune

responses. Emphasis on the humoral and cellular components of inflammation and immune response to microbial infections.

PBS 7417 Immune Response to Infectious and Parasitic Agents (3) S-O *Prereq.: introductory course in immunology.* Immune mechanisms in controlling or exacerbating disease caused by bacteria, viruses, protozoa, helminths, and arthropods; modern principles of vaccine development and trends in application.

PBS 7419 Population Dynamics and Ecology of Parasitic and Vector-Borne Diseases (3) S-E *Prereq.: course in parasitology or equivalent.* Population regulation and distribution of parasitic and vector-borne diseases of veterinary and medical significance; disease risk in populations and control strategies based on population models, transmission dynamics, climate, nutrition, immunity, geographic information systems, and herd health programs.

PBS 7423 Cellular and Molecular Immunology (3) S-E *Prereq.: introductory course in immunology.* Cellular and molecular basis for the immune response; emphasis on molecular structure and function of antibodies and other receptors; role of lymphocyte subsets and cytokines in regulation of immune responses.

PBS 7424 Diseases of Aquatic Animals (3) F-E *Prereq.: consent of instructor. Basic microbiology and/or parasitology strongly recommended. 2 hrs. lecture; 2 hrs. lab. Same as FISH 7424.*

PBS 7501 Cellular Pathology (3) F Basic mechanisms of disease; pathogenesis and etiology of lesions and how they are expressed microscopically, histochemically, biochemically, and electron microscopically.

PBS 7502 Systemic Veterinary Pathology (5) S *Prereq.: D.V.M. degree or equivalent; 2 hrs. lecture; 6 hrs. lab.* Study of diseases by organ systems, using electron and light microscopy; pathogenesis of specific diseases.

PBS 7508 Histopathology Slide Conference (1) F, S *Prereq.: D.V.M. degree or equivalent. May be taken for a maximum of 4 sem. hrs. of credit when topics vary.* Histopathological aspects of diseases in various animal species; direct student participation in morphological description and literature review.

PBS 7509 Surgical Pathology (1-3) V *Prereq.: D.V.M. degree or equivalent. May be taken for a maximum of 8 sem. hrs. credit when topics vary.* Gross and microscopic examination of surgery-derived specimens of diseased tissues from domestic and exotic animals; clinical case interpretation, histopathological description, diagnosis, prognosis, and consultation techniques.

PBS 7513 Pathology of Neoplasia (2) V *Prereq.: D.V.M. degree or equivalent and consent of department. 1 hr. lecture; 1 hr. lab.* Comparative gross, microscopic, and pathogenic study of naturally occurring neoplastic disease in the commonly seen animal species.

PBS 7514 Laboratory Animal Pathology (2) *Prereq.: D.V.M. degree or equivalent.* Macroscopic, microscopic, and pathogenetic study of the infectious, nutritional, degenerate, and toxic diseases which affect the commonly used species of laboratory rodents, rabbits, and primates.

PBS 7515 Veterinary Dermatopathology (2) V *Prereq.: D.V.M. degree or equivalent 1 hr. lecture; 2 hrs. lab.* Histopathological evaluation of integumentary system tissue response and diseases of various animal species of veterinary importance.

PBS 7516 Pathology of Food Animals (1-4) *Prereq.: D.V.M. degree or equivalent. May be taken for a maximum of 8 sem. hrs. of credit when topics vary.* Necropsy of food animals submitted for postmortem examination; gross, light, and electron microscopy; biochemical, hematological evaluations necessary for an accurate determination of disease pathogenesis; comparative aspects of ultrastructural, microscopic, and gross lesions.

PBS 7525 Veterinary Clinical Hematology (2-4) V *Prereq.: D.V.M. degree or equivalent. May be taken for a maximum of 12 sem. hrs. of credit when topics vary.* Diagnosis and pathogenesis of hematological changes in mammals and birds, utilizing complete blood count data and microscopic examination of blood and marrow smears from current cases; review of hematological instrumentation and methodologies; their application to veterinary medicine.

PBS 7530, 7531, 7532 Laboratory Animal Science I, II, III (2,2,2) F, S, Su *Prereq.: D.V.M. degree or equivalent and consent of department.* Biology, husbandry, diseases, medical care, regulations, and experimental uses of the commonly used laboratory animal species.

Targeted Program Development in VCS

IV. Program Future/A. Challenges/Opportunities/#1/p33

The success of program development initiated in CBS and PBS should serve as the paradigm for future action within the School of Veterinary Medicine. By choosing areas of research concentration within a department and aggressively pursuing a course of action that will promote the hire of new faculty members, the department's national reputation is advanced. The successes observed in CBS and PBS can be expanded upon and there is no reason why this cannot be applied to VCS.

The SVM agrees entirely with the concept of targeted program development in all departments and, despite challenges, this has been achieved to some degree. In the Equine Health Studies Program, VCS has an established focus, which is supported appropriately, and strategic hires have been key to its success. This program is considered highly among peer institutions and has a national and international reputation for excellence.

Beyond this, VCS faculty provide clinical instruction and service in a wide variety of general and specialty disciplines wherein the total number of clinical faculty is sufficient to cover the basics but insufficient to begin recruiting higher numbers to a particular area for enhancement. The Administration encourages clinical faculty to collaborate with well-funded scientists in the other departments and elsewhere on campus and to some extent this has been successful: collaboration between Dr. Romain Pariaut (VCS) and Dr. Joseph Francis (CBS) in cardiology is a prime example.

The comparison between VCS and the other departments in this respect is strained. The opportunity to refocus CBS and PBS arose due to a large bolus of retirement as founding faculty reached retirement age all within a five-year span. Further, the instructional assignments of founding faculty were in excess of the workload. Thus, many replacement faculty could be given a comparatively smaller instructional assignment leaving significantly enhanced overall FTE available for research.

VCS is a “high-faculty turnover” department consistent with clinical departments in all or most other schools and colleges of veterinary medicine. Such high turnover is not conducive to targeted program development. Further, the employment market for clinical faculty (many open positions and relatively few applicants) is different than that of PhD biomedical scientists (large applicant pools). The AVMA, the AAVMC, and the AAVC recognize that the profession is at a crisis point in this respect. Many of our faculty searches do not allow us to pick and choose from a large applicant pool, so that rather than discipline-related program building, VCS struggles to maintain faculty numbers to cover the basic teaching and service assignments. Among veterinary school faculty in other states, the LSU SVM and the State of Louisiana in general do not enjoy the greatest reputation (chronic underfunding would be a major reason for this impression), so we often hear of faculty at peer institutions advising their junior faculty to not even consider an academic career at LSU. Usually if we can get candidates to visit, they are pleasantly surprised. However, our applicant pools are routinely smaller than those for equivalent positions at other SVM’s.

Despite that, an extremely strong cadre of faculty has been recruited into VCS. The department does not have a wide range of specialty services like other schools but the fundamentals are served well, plus we have strong programs in ophthalmology, dermatology, and cardiology. The recent suddenly reduced faculty staffing in companion animal surgery is regrettable but this phenomenon is well known at other SVM’s and is a sign of the times. We are recruiting avidly for this service.

Faculty Development

Tenure and Promotion Criteria and Faculty Mentoring

Executive Summary/General/#4/p5

Expectations for P&T need to be more adequately conveyed to assistant professors. The large array of appointment types in the School make this difficult for aspiring young faculty to fully understand the criteria of achieving P&T. Mentoring of faculty should be more uniform across all areas, ensuring they know what they need for tenure.

While there is variation between departments, in each instance, we believe that junior faculty members are mentored appropriately throughout the SVM.

VCS has a three-tiered system: a peer review committee annually reviews each member of the department and provides guidance on progress toward P&T. In addition, the department head meets with each member of the faculty annually to provide advice and guidance on the P&T process, gauge current faculty strengths and weaknesses, identify challenges that are hampering progress, and discuss goals (developed by the faculty member) that would enhance faculty performance to an acceptable standard. Finally, the departmental mentorship committee assigns a more senior faculty mentor to each junior faculty member to provide guidance as needed.

In PBS, the mentoring committee is a promotion and tenure committee; however, as senior faculty numbers increase in PBS, the one large mentoring committee likely will shift to smaller committees, with a small number of senior faculty assigned to each Assistant Professor.

In CBS, the mentoring committee for each Assistant Professor is comprised of three senior faculty (not the same three for each committee). Although the mentoring committee in CBS evaluates progress toward promotion and tenure (as required by PS-36), non-tenured faculty are encouraged to inform their given committee of any road blocks they are encountering that might be hampering their academic progress, be it in research, teaching or service. Moreover, they can meet with their committee more than the mandatory twice-a-year meetings.

The new PS-36T and PS-36NT become effective summer 2009 and it is anticipated that this will improve clarity of the P&T process.

Action: Consider adoption of “best mentoring practices” across the SVM

Responsible: Representatives of the mentoring committees from each department.

Time Line: July 2010.

Junior Faculty Workload

F. Curriculum/2. Curricular Review/Professional Curriculum/Course Coordination/p23

... in general, course coordination responsibilities should not be assigned to Assistant Professors (two examples - one each in CBS and PBS) during the tenure-probationary period."

In both PBS and CBS, individual faculty members were specifically hired to take a major instructional load and so a significant part of their academic assignment is spent teaching. Because of this assignment, it is logical for instructors who are presenting the majority of material in a course to take Course Coordinator responsibilities, even if they are hired at the Assistant Professor level.

Women in SVM Administration

E. Personnel/2. Policies/p20

There are no women in administrative positions of the SVM.

This observation is accurate with respect to senior administrative positions. For probably diverse reasons, including lack of interest, lack of applications, lack of active recruitment, etc., we can recall just one woman who reached "finalist status" for a senior administrative position in the last 15 years at the LSU SVM. We see this changing over time as more female role models populate veterinary medicine administration on a national level.

We do have (have had) women in other key leadership roles, including Hospital Service Chief, Librarian, Business Office Manager, Associate Director of the Louisiana Animal Disease Diagnostic Laboratory, and, most recently, Executive Director of Advancement. The latter is a Dean's Cabinet level administrative position. Additionally we are recruiting a woman for the Directorship of the Veterinary Teaching Hospital, also a Dean's Cabinet level position.

Veterinary Teaching Hospital and Clinics

Electronic Medical Record

F. Curriculum/7. Weaknesses or Deficiencies/Professional Curriculum/p28

The Teaching Hospital must make more progress toward the development of an electronic medical record. The continuing inefficiencies of a paper medical record detract from the learning quality of a fourth year veterinary student.

F. Curriculum/8. Technology/Professional Curriculum/p29

The Veterinary Teaching Hospital must make more progress toward the development and implementation of an electronic medical record.

G. Resources, Facilities and Equipment/2. Sufficiency/p29&30

Much of the record keeping in the Teaching Hospital relies on paper. While there are inherent advantages and disadvantages of this system, future graduates will increasingly work with electronic medical records.

The SVM should implement an electronic medical records system.

Efforts at converting to an electronic medical records system continue. However, full and rapid implementation is very costly and beyond the means of most veterinary medical teaching hospitals. It is for this same reason that many human medical institutions do not yet have full electronic medical records. Nevertheless, we have recently achieved integration of Clinical Pathology into an electronic medical records system. Other aspects of utilizing Cornerstone (our current system) and integrating additional components such as diagnostic imaging and pharmacy are ongoing.

Following up on a series of planning sessions to be finalized in October 2009, development of IT capability, including the implementation of an electronic medical record, was identified as a major thrust for immediate attention. It is apparent that this will require a large investment over the next two to three years.

Action: Implement electronic medical record in the VTHC

Responsible: Hospital Director; Veterinary Communications

Time Line: July 2012 (high cost of this process may dictate staged implementation of an EMR system in the VTHC)

Action Items

1. Professional Curriculum

Student Concerns

Student Attrition

Action: Although most professional student attrition appears to be for non-academic reasons, the faculty will examine academic reasons for attrition.

Responsible: Associate Dean for Student and Academic Affairs; Scholastic Standards Committee; Admissions Committee.

Time Line: July 2010

2. Professional Curriculum Governance

Curricular Adjustments

Action: Year Coordinators will be reminded to meet with the Course Coordinators prior to each semester and at the end of the year to address problems, which can be brought to the attention of the CCC.

Responsible: Associate Dean for Students and Academic Affairs

Time line: Immediate

3. Professional Curriculum Content

Action: Undertake complete review of the professional curriculum with the following considerations included:

1. Establishment of a primary care clinic.
2. Consideration of primary care experience, entry-level surgery skills, emergency medicine skills, and communication skills related to conveying bad news and dealing with client finances.
3. Early clinical exposure.
4. Coordination of curricular delivery to develop cohesion and to avoid gaps and redundancies.
5. Consideration of underserved areas of the profession.
6. System-based review.

Responsible: Associate Dean for Students and Academic Affairs; Courses and Curriculum Committee; all faculty.

Time Line: July 2011.

4. Professional Curriculum Delivery:

IT Usage:

Action: Install a lecture capture system in all classrooms.

Responsible: Associate Dean for Students and Academic Affairs, Computer and Media Services.

Time line: July 2010

5. Learner Objectives

Action: Implement a policy requiring learner objectives for every course and devise a follow-up system to ensure compliance.

Responsible: Associate Dean for Students and Academic Affairs, Courses and Curriculum Committee.

Time line: July 2010

6. Research and Graduate Studies

Validity of the VCS MS Program

Action: Review the value of combined residency/graduate programs in VCS and adjust policies and resources accordingly.

Responsible: VCS Graduate Faculty

Time-Line: July 2010

7. Graduate Student Career Counseling

Action: Review the current status of career counseling for SVM graduate students and implement improvements as needed.

Responsible: Graduate Academic Studies Council.

Time Line: July 2010.

8. Faculty Development

Tenure and Promotion Criteria and Faculty Mentoring

Action: Consider adoption of “best mentoring practices” across the SVM

Responsible: Representatives of the mentoring committees from each department.

Time Line: July 2010.

9. Veterinary Teaching Hospital and Clinics

Electronic Medical Record

Action: Implement electronic medical record in the VTHC

Responsible: Hospital Director; Veterinary Communications

Time Line: July 2012 (high cost of this process may dictate staged implementation of an EMR system in the VTHC)